

## French – Medium Term Plan

| Year A   | Autumn  | Spring   | Summer  |
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| <p><b>Year 3/4</b></p> <p><b>Focus Country – France</b></p> <p>14<sup>th</sup> July Bastille Day</p> | <p><b>Getting to Know You - (Year 3)</b></p> <p>The children will be taught to:-</p> <ul style="list-style-type: none"> <li>• say hello and goodbye;</li> <li>• introduce themselves;</li> <li>• say if they are feeling good/bad/so-so;</li> <li>• count to 10;</li> <li>• say how old they are</li> <li>• use different greetings for different situations;</li> <li>• ask and answer simple questions for each topic area.</li> <li>• use vocabulary they have learnt elsewhere to develop their sentences</li> <li>• recognise there is a difference between formal and informal language.</li> </ul> | <p><b>Food Glorious Food - (Year 3)</b></p> <p>The children will be taught to:-</p> <ul style="list-style-type: none"> <li>• follow a story and join in the repeated parts;</li> <li>• say what foods from a set they like/dislike;</li> <li>• describe the colour or size of an object;</li> <li>• ask politely for something</li> <li>• predict a repeated phrase;</li> <li>• make a range of simple statements by substituting vocabulary;</li> <li>• modify a colour adjective;</li> <li>• respond appropriately to a polite request.</li> <li>• recognise the correct determiner depending on gender/number;</li> <li>• select adjectives based on gender/number of nouns;</li> <li>• order sentences correctly.</li> </ul> | <p><b>All Around Town - (Year 4)</b></p> <p>The children will be taught to:-</p> <ul style="list-style-type: none"> <li>• name some of the major cities of France;</li> <li>• identify and say typical amenities to be found in French towns;</li> <li>• say and order multiples of ten;</li> <li>• ask and give a simple address in French;</li> <li>• locate the correct part of a bilingual dictionary to translate from French-English or vice versa. ...most children will be able to:</li> <li>• locate some of France’s key cities;</li> <li>• say in French what amenities or features are found in their own town;</li> <li>• use multiples of ten and number operations to do simple calculations;</li> <li>• vary sentences about asking and giving simple addresses;</li> <li>• use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</li> <li>• describe (in English) some features of the major cities;</li> <li>• describe their own or a French city in terms of the amenities found there;</li> <li>• count with confidence to 100 and do simple calculations;</li> <li>• hold a short dialogue about where they live;</li> <li>• suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.</li> </ul> |

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| <p style="text-align: center;"><b>Year 5/6</b></p> <p style="text-align: center;"><b>Focus Country –<br/>Democratic<br/>Republic of Congo</b></p> <p style="text-align: center;">June 30<sup>th</sup> - Independence<br/>from Belgium</p> | <p><b>Pleased to meet you</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• demonstrate their prior learning from previous units;</li> <li>• say a simple future sentence;</li> <li>• give an intention for the immediate future;</li> <li>• use body language or gesture to help understand;</li> <li>• say how they are feeling;</li> <li>• follow a simple story and recognise key vocabulary;</li> <li>• present information about themselves with support.</li> <li>• recognise the difference between English and French future tenses;</li> <li>• ask how to spell a word in French;</li> <li>• name the accents on French alphabet letters;</li> <li>• substitute vocabulary to change a sentence;</li> <li>• orally make a short personal presentation</li> <li>• use the terms auxiliary verb and infinitive verb;</li> <li>• spell out words using the correct letter names, including accents;</li> <li>• explain how adjectives are different according to the gender of the noun;</li> <li>• follow a story and take an educated guess at unknown words, using their reading strategies;</li> <li>• make a longer personal presentation by combining a range of topic knowledge.</li> </ul> | <p><b>Family and Friends</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• join in traditional songs and rhymes;</li> <li>• recognise rhyming sounds;</li> <li>• use 1st person possessive adjectives confidently and recognise that third person is different;</li> <li>• introduce family members;</li> <li>• say what sort of home they live in and name items inside;</li> <li>• give a simple opinion about a named animal or object;</li> <li>• construct a simple sentence about a variety of topics.</li> <li>• respond appropriately to the meaning of songs/ rhymes;</li> <li>• suggest other rhyming words to extend a set;</li> <li>• differentiate between first and third person possessive adjectives and verbs;</li> <li>• describe their home by size and say where items can be found;</li> <li>• give a variety of opinions;</li> <li>• join two clauses with 'et' or 'mais' appropriately.</li> <li>• suggest alternative sentences/song phrases by substituting new vocabulary;</li> <li>• make increasingly complex descriptive links between family members;</li> <li>• differentiate between first and third person possessive adjectives and verbs and use them appropriately;</li> <li>• discuss similarities and differences between French/ English terms for the same idea;</li> <li>• extend sentences and support opinions by using conjunctions.</li> </ul> | <p><b>School Life</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• answer questions in writing using the topic vocabulary;</li> <li>• take part in a conversation with a partner and show it to an audience.</li> <li>• use the pronouns 'il' and 'elle' to replace a person's name;</li> <li>• use a comparative adverb. Some children will be able to:</li> <li>• use the pronouns 'ils' and 'elles' to replace two people's names.</li> </ul> |

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| <p style="text-align: center;"><b>Year 3/4</b></p> <p style="text-align: center;"><b>Focus Country – Algeria</b></p> <p>July 5<sup>th</sup> Independence Day from France</p> | <p><b>All About Me - (Year 3)</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• give and respond to simple classroom instructions appropriately;</li> <li>• name parts of the body from a song; • identify colours;</li> <li>• name items of clothing; ...most children will be able to:</li> <li>• ask and answer questions using the topic vocabulary;</li> <li>• read and write simple words;</li> <li>• say that un/une relate to masculine &amp; feminine nouns;</li> <li>• use a dictionary to develop topic vocabulary further.</li> </ul> | <p><b>Going Shopping - (Year 4)</b></p> <p><b>The children will be taught to:-</b></p> <p><b>(Pre-teach colour lesson)</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary.</li> <li>• Answer questions using the topic vocabulary.</li> <li>• Take part in role play as a shopper/shopkeeper, speaking in French;</li> <li>• Greet and respond.</li> <li>• Choose the correct form when changing le to du; la to de la and les to des.</li> <li>• Use adjectives (colours) and place them after the noun.</li> <li>• Change adjectives to feminine when needed.</li> <li>• Use the appropriate form for 'at' (au or à la).</li> </ul> | <p><b>Holidays and Hobbies - (Year 4)</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• write an answer in a sentence using the topic vocabulary;</li> <li>• present ideas and information orally to a range of audiences.</li> <li>• choose the correct preposition: en for feminine countries, au for masculine countries;</li> <li>• choose whether the mode of transport needs en or à.</li> <li>• use third person plural conjugation of a verb;</li> <li>• use the correct possessive adjective for a family member (ma, mon or mes).</li> </ul> |

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| <p style="text-align: center;"><b>Year 5/6</b></p> <p><b>Focus Country -Morocco</b></p> <p>November 18<sup>th</sup> – Independence from France</p> | <p><b>Let's Visit France</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• make simple sentences with habiter (to live);</li> <li>• listen to and join in a song;</li> <li>• recognise key words and phrases and respond;</li> <li>• use gestures to support what they are saying;</li> <li>• use a bilingual dictionary with support;</li> <li>• identify places in a French town or city;</li> <li>• listen for familiar vocabulary;</li> <li>• recognise ordinal numbers;</li> <li>• recognise a spelling pattern.</li> <li>• choose the correct form to go with the subject of the sentence;</li> <li>• talk about what there is to do in a town;</li> <li>• use simple prepositional phrases;</li> <li>• use a bilingual dictionary;</li> <li>• ask/answer questions about where a place is;</li> <li>• use appropriate words for number operations;</li> <li>• recognise and use ordinal numbers;</li> <li>• identify a spelling pattern;</li> <li>• join in with a song or poem to help remember new language.</li> <li>• vary the noun and verb appropriately for their purpose;</li> <li>• compare and order numbers up to 1000;</li> <li>• use prior learning to help make informed guesses;</li> <li>• apply a spelling pattern to make a new word.</li> </ul> | <p><b>Precious Planet</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• identify some key environmental challenges in their local area;</li> <li>• use 'il y a' to say what challenges there are;</li> <li>• say what environmental actions they are going to take;</li> <li>• make simple statements about what environmental actions some groups of people are going to do;</li> <li>• link their sentences with 'et';</li> <li>• write and read aloud a short paragraph.</li> <li>• use 'il y a/il n'y a pas' to say what challenges there are in their local area;</li> <li>• say what environmental actions they would like to take;</li> <li>• use a range of linking words to make longer sentences;</li> <li>• use the near future in the 3rd person singular and plural;</li> <li>• explain what environmental actions they think some groups of people are going to take;</li> <li>• ask and answer questions about environmental actions and challenges in their local area;</li> <li>• write and deliver a short presentation with a clear introduction and conclusion.</li> <li>• vary sentences by substituting other verbs, nouns or adjectives;</li> <li>• conjugate the verb 'aller' to form the near future for all subject forms in full sentences;</li> <li>• use longer sentences to explain in detail what environmental challenges they can see;</li> <li>• use longer sentences to explain in detail what actions they are going to and would like to take, in the future;</li> <li>• use longer sentences to explain in detail what environmental actions they think some groups of people are going to take;</li> <li>• write and deliver a short presentation with confidence and accurate pronunciation.</li> </ul> | <p><b>More to explore</b></p> <p><b>The children will be taught to:-</b></p> <ul style="list-style-type: none"> <li>• identify and repeat some key French sounds;</li> <li>• remember some information about France, French speaking countries and French culture;</li> <li>• follow a simple story in French with familiar language;</li> <li>• look up a word in a French dictionary or online language tool;</li> <li>• take part in a short conversation in French;</li> <li>• understand some key information in written and spoken French;</li> <li>• write a few sentences about themselves in French;</li> <li>• understand some key grammar points, e.g. genders and plurals of nouns.</li> <li>• attempt to pronounce unfamiliar words and phrases;</li> <li>• understand the gist of a French story and attempt to work out the meaning of new words;</li> <li>• use a range of strategies to learn new words;</li> <li>• correctly identify different word types;</li> <li>• understand some detail in written and spoken French;</li> <li>• look up a word in a French dictionary or online language tool and include it in their writing;</li> <li>• use some high-frequency verbs to describe everyday events and activities;</li> <li>• recognise the difference between verbs in the past, present and future.</li> <li>• pronounce unfamiliar French words confidently and accurately;</li> <li>• vary sentences in written and spoken French by substituting other verbs, nouns or adjectives;</li> <li>• use longer sentences to describe themselves or others in detail;</li> <li>• use a range of verbs to describe everyday events and activities;</li> <li>• follow a pattern to conjugate a verb in the present tense;</li> <li>• use different verb forms to refer to the past, present and future;</li> <li>• listen and read attentively in French and respond with increasing confidence;</li> <li>• use a range of strategies to work out the meaning of new words.</li> </ul> |