



SUBJECT CURRICULUM LONG TERM PLAN

Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving –FRENCH



Curriculum Intent:

Live: We believe learning a foreign language enriches our curriculum, and our aim at Our Lady of Lourdes Primary School is to facilitate the children from Years 3 to 6 to develop positive attitudes and skills that will lay the foundations for their future language learning.

Through our MFL curriculum we hope to embed the essential skills of listening, reading, speaking and writing and also develop our children's understanding of the culture of others, and the similarities and differences between those cultures and their own.

Our aim is to prepare children for their KS3 language curriculum and to enable them to transfer their skills confidently and successfully.

Love: Through stimulating, enjoyable and fully inclusive teaching our children will be encouraged to utilise their developing French skills in spoken and written language in a variety of creative ways.

Learn: Our MFL curriculum has been designed to progressively develop spoken and written skills across KS2. Children build on their previous learning in a sequence of carefully planned units. The children will also enhance their language learning by developing an understanding of French culture and building a partnership with our link French school by, for example, writing pen pal letters and creating short films.

Subject: French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French speaking countries Greetings, goodbyes	Numbers 0-12 How old are you?	Do you have a pet? Animals	Colours Revision	Classroom objects Classroom instructions	Months Days of the week

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Year 4	<p>Recap: greetings, introducing yourself and your family, age, pets, colours</p> <p>Numbers 0-31</p>	<p>Months</p> <p>Christmas</p>	<p>When's your birthday?</p> <p>Days of the week</p>	<p>Family</p> <p>Brothers and sisters</p>	<p>Parts of the body</p> <p>Describing appearance</p>	<p>Where do you live?</p> <p>Revision</p>
Year 5	<p>Recap: greetings, introducing yourself and your family, age, pets, colours, birthday, where you live, days of the week, months</p> <p>Food and drink - what do you like to eat?</p>	<p>Numbers 40-200</p> <p>What's the time?</p>	<p>Sports</p> <p>Leisure activities</p>	<p>Enjoy your meal!</p> <p>Going out to eat and drink</p>	<p>Modes of transport</p> <p>Travel to school</p>	<p>School subjects</p> <p>Revision</p>
Year 6	<p>Recap: greetings, introducing yourself and your family, age, pets, colours, birthday, where you live, days of the week, months</p> <p>Weather</p>	<p>Where in the world?</p> <p>Senegal</p>	<p>Four seasons</p>	<p>Places in town</p> <p>Directions</p>	<p>Clothing</p> <p>What am I wearing?</p>	<p>Out and about</p> <p>Past and present</p>

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Subject rationale:

Children at Our Lady of Lourdes are taught French for an hour each week. We strive to introduce our young learners to a rich language environment in a way that is enjoyable and fun. We embed the skills of speaking, listening, reading and writing which are necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. It is intended that when children leave us, they will have a natural curiosity and the confidence to explore other countries, cultures and languages, accepting that in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the Rachel Hawkes' scheme of work to ensure coverage and progression across the school and draw upon native and/or fluent speakers to model the language, where possible. New vocabulary is introduced using games, songs and role-play and units are covered over a number of weeks to allow for lots of repetition and practice. Years 3 and 4 focus primarily on oral skills to build confidence, with a greater emphasis on reading and writing in Years 5 and 6.

Threshold Concepts and Skills:

By the end of Key Stage 2, children should be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

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Vocabulary, Interleaving Opportunities and Knowledge Progression:

Year Group: YR3

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>France, French, Europe, Channel, countries</p> <p>Greetings: (French 1 Ch 1) <i>Salut</i> – hi <i>Bonjour</i> – hello, good morning <i>Bonsoir</i> – good evening <i>Allô</i> – hello (on the phone) <i>monsieur</i> <i>madame</i> <i>mademoiselle</i> <i>les enfants</i></p> <p>Goodbye: <i>Au revoir</i> – goodbye</p>	<p>Year 2 Geography - naming <i>continents</i> and oceans, identifying UK and other countries, locating major features of countries</p>	<p>Geography – identifying French speaking countries</p> <p>Music – learn to sing ‘<i>Bonjour monsieur, bonjour madame</i>’</p> <p>Art – pupils could draw/paint their own pictures representing e.g. ‘<i>salut</i>’ ‘<i>bonjour</i>’ ‘<i>bonsoir</i>’</p> <p>English – speaking and listening (drama/role-play)</p>	<p>Make comparisons with own country (language and physical gestures)</p> <p>Discuss other countries the children have links to.</p> <p>Talk about manners/social customs</p> <p>Challenge stereotypes – what is another country like?</p>	<p>Numbers 0-12 (French 1 Ch 6) <i>zero</i> - 0 <i>un</i> – 1 <i>deux</i> – 2 <i>trois</i> – 3 <i>quatre</i> – 4 <i>cinq</i> – 5 <i>six</i> – 6 <i>sept</i> – 7 <i>huit</i> – 8 <i>neuf</i> – 9 <i>dix</i> – 10 <i>onze</i> - 11 <i>douze</i> – 12 <i>c’est combien?</i> – That’s how much? How many? <i>plus/et</i> – add <i>fois</i> – times <i>moins</i> – minus <i>ça fait...</i> - that makes...</p> <p>How old are you? (French 1 Ch 7) <i>Quel âge as-tu?</i> - How old are you? <i>J’ai (8) ans</i> – I’m (8)</p>	<p>‘How old are you’ builds on ‘Numbers 0-12’</p> <p>Link <i>Quel âge as-tu?</i> with previous getting to know people questions <i>Ça va?</i> and <i>Comment t’appelles-tu?</i></p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>PE – count from 1-12 when skipping, bouncing balls etc.</p> <p>Maths – counting forwards and backwards, number recognition, simple addition and subtraction. <i>C’est combien?</i></p> <p>English – asking questions, using question marks</p> <p>Music –learn to sing ‘<i>Les nombres 0-12</i>’</p>	<p>Playing <i>Le jeu des petit chevaux</i> board game/dominos/hopscotch/ <i>Quel âge as-tu?</i> board game–turn taking</p> <p>Opportunity to talk with children about when you have to say how old you are, when it affects how much you pay or what you are allowed to do. Why does your age matter?</p> <p>Highlight differences between English and French schools, e.g. In France, children do not start school until the age of 6, but almost all go to nursery from the age of 3.</p>

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<p><i>Bonne journée</i> – have a good day <i>à demain</i> – until tomorrow <i>Bonne nuit</i> – goodnight <i>Salut</i> – bye <i>Merci</i> – thank you</p>			<p>Look at similarities and differences between English and French schools. Write greeting cards to our link French school.</p>	<p><i>Je m'appelle</i> – My name is Christmas song – 'Vive le vent'</p>			
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Children will know how to greet people in a French-speaking country and how to say goodbye</p> <p>The children will know that a language reflects the culture of the people who use it, and that what you say depends on who you are speaking to and when.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p>Children will know numbers 1-12, after which they will learn to say their ages.</p> <p>They will understand the question '<i>Quel âge as-tu</i>'? and respond using the numbers 1-12. Swapping information about ages is an important part of any peer group conversation in a foreign language.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	

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Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Do you have a pet? <i>As-tu un animal?</i> – Have you got a pet? <i>J'ai...</i> - I have... <i>un chien</i> – dog <i>un chat</i> - a cat <i>un lapin</i> – a rabbit <i>un cochon d'inde</i> – a guinea pig <i>un oiseau</i> – a bird <i>un hamster</i> – a hamster <i>un poisson</i> – a fish <i>une gerbille</i> – a gerbil <i>une souris</i> – a mouse <i>une tortue</i> – a tortoise <i>un cheval</i> – a horse <i>un serpent</i> – a snake <i>Je n'ai pas d'animal</i> – I haven't got a pet <i>il</i> – he <i>elle</i> – she</p>	<p>Children will learn that all French nouns have gender, not just those about people.</p> <p>Link with numbers 1-12- counting the number of animals</p> <p>Look at the key sounds in words – where have we heard them before?</p>	<p>English - word classes (nouns)</p> <p>Art opportunities – drawing pets and naming them in French</p> <p>Opportunities to link with Maths (Statistics) by carrying out class surveys to find out how many pets people have, conducting the surveys in French and presenting the results as graphs.</p>		<p>Colours (French 1 Ch 10) <i>Quelle couleur?</i> – Which colour? <i>bleu</i> – blue <i>rouge</i> – red <i>jaune</i> – yellow <i>vert</i> – green <i>noir</i> – black <i>blanc</i> – white <i>orange</i> – orange</p>	<p>Look at key sounds in words – where have we heard them before?</p>	<p>Art opportunities – using French words to name the colour of pens/pencils/paints etc.</p> <p>Art – Henri Matisse. Known for his use of rich, bright colours.</p> <p>Opportunities to look at the colours used in flags.</p> <p>Music – learn to sing '<i>Quelle couleur?</i>'</p>	<p>Opportunities for playing a variety of games, e.g. 'Allez les escargots!', 'Splat!', colour lotto, hide the colour, snap etc - turn taking, fair play etc</p>

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<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Children will know the French words for common pet animals. They will be able to answer the question <i>As-tu un animal?</i> and will be able to say what pets someone else has.</p> <p>They will know some French nouns where the gender is not obvious.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Children will know the French words for common colours. They will be able to follow the 'gist' of what is happening in French films depicting children playing a variety of games.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>

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Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Classroom objects <i>un stylo</i> – ballpoint pen <i>un cahier</i> – exercise book <i>une gomme</i> – rubber <i>une règle</i> – ruler <i>un crayon</i> – pencil <i>un crayon de couleur</i> – coloured pencils <i>des ciseaux</i> – scissors <i>la colle</i> – glue <i>un feutre</i> – felt-tip pen <i>des feutres</i> – felt tip pens <i>As-tu...?</i> - Have you got...? <i>Oui, tiens</i> - take it <i>Prenez tous...</i> - Everyone get out...</p>	<p>Link with ‘Colours’ Children can describe objects by colour. Point out that the spellings of the colour words change depending on whether the noun is masculine or feminine.</p> <p>Link with numbers 1-12- counting the number of objects on the table</p> <p>Look at the key sounds in words – where have we heard them before?</p>	<p>French dictionaries – look up additional classroom objects</p> <p>Encourage children to use French whenever they need to ask each other for classroom objects “As-tu un/une....?”</p>	<p>Opportunity for a variety of whole class/partner games: Play memory games - how many classroom objects can you remember/ can you spot the missing one?</p>	<p>Days of the week <i>lundi</i> - Monday <i>mardi</i> - Tuesday <i>mercredi</i> - Wednesday <i>jeudi</i> - Thursday <i>vendredi</i>- Friday <i>samedi</i>- Saturday <i>dimanche</i>- Sunday</p> <p>Months <i>janvier</i> – January <i>février</i> – February <i>mars</i> – March <i>avril</i> – April <i>mai</i> – May <i>juin</i> – June <i>juillet</i> – July <i>août</i> – August <i>septembre</i> – September <i>octobre</i> – October <i>novembre</i> – November <i>décembre</i> – December <i>C'est quel mois?</i> – Which month is it?</p>	<p>Look at the key sounds in words – where have we heard them before?</p>	<p>Opportunities for playing a variety of games, e.g. ‘Jump to your birthday month’, snap, months lotto, etc - turn taking, fair play etc</p> <p>Maths - Time (months and seasons)</p> <p>Music – learn to sing ‘<i>Les mois de l’année</i>’</p> <p>Drama – miming months of the year</p>	<p>The children will explore what people do at different times of the year and will learn about festivals and seasonal events. They will draw comparisons between England and France</p>

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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Children will know the French names for different classroom objects.</p> <p>They will know simple phrases they can use between themselves to share and borrow objects in all lessons.</p> <p>They will understand instructions given by the teacher.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p>Children will know the French words for the months of the year and will be able to say them in sequence.</p> <p>Learning the months of the year will enable children to talk about events such as celebrations and birthdays.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	

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Year Group: YR4

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3 topics:</p> <p>-Greetings, goodbyes</p> <p>-How are you?</p> <p>-What's your name?</p> <p>-How old are you?</p> <p>-Family</p> <p>-Brothers & sisters</p> <p>-pets</p> <p>-colours</p> <p>Numbers 0-31</p> <p><i>treize</i> - 13, <i>quatorze</i> - 14, <i>quinze</i> - 15, <i>seize</i> - 16, <i>dix-sept</i> - 17, <i>dix-huit</i> - 18, <i>dix-neuf</i> - 19, <i>vingt</i> - 20, <i>vingt-et-un</i> - 21, <i>vingt-deux</i> - 22, <i>vingt-trois</i> - 23, <i>vingt-quatre</i> - 24, <i>vingt-cinq</i> - 25, <i>vingt-six</i> - 26, <i>vingt-sept</i> - 27, <i>vingt-huit</i> - 28, <i>vingt-neuf</i> - 29, <i>trente</i> - 30, <i>trente-et-un</i> - 31</p>	<p>Start by revisiting topics covered in Year 3</p> <p>'Numbers 0-31' builds on 'Numbers 0-12' covered in Year 3.</p> <p>Links with '<i>Quel âge as-tu?</i>'</p> <p>When playing games, the teacher can use '<i>bravo!</i>' or '<i>tu as gagné</i>' (you've won)</p> <p>Look at the key sounds in words – where have we heard them before?</p>	<p>Maths – the children will be able to embark on a wider range of mathematical activities, paving the way towards using French in class when telling the time, calculating with money, giving out books/pencils etc and measuring weight, length and speed.</p> <p>Music – learn to sing '<i>Les nombres 13-31</i>'</p> <p>English – Spot the pattern. Compare how the numbers are made in French and in English as they go from 13 to 20.</p>	<p>Playing 'Bingo', 'Jump/run to the number', 'Cache-cache', 'Hide the number' or 'Swap numbers'.</p>	<p>Months</p> <p><i>Quel mois sommes-nous?</i> – What month is it?</p> <p><i>le mois</i>- month</p> <p><i>janvier</i> – January</p> <p><i>février</i> – February</p> <p><i>mars</i> – March</p> <p><i>avril</i> – April</p> <p><i>mai</i>– May</p> <p><i>juin</i> – June</p> <p><i>juillet</i> – July</p> <p><i>août</i> – August</p> <p><i>septembre</i> – September</p> <p><i>octobre</i> – October</p> <p><i>novembre</i> – November</p> <p><i>décembre</i> – December</p> <p>Christmas</p> <p><i>le marché de Noël</i> – Christmas market</p> <p><i>les decorations de...</i> - decorations</p> <p><i>la crèche</i> – nativity,</p> <p><i>le sapin de Noël</i> – Christmas tree</p> <p><i>Joyeux Noël!</i> – Happy Christmas,</p> <p><i>le père Noël</i> – Father Christmas</p>	<p>Revisit the key sounds in words – where have we heard them before?</p> <p>Games and activities to involve more focus on reading and writing the months – e.g. Bingo, wordsearches, pelmanism etc.</p> <p>Maths – Time (months and seasons)</p> <p>English – learning and reciting simple French poems</p> <p>English – using French dictionaries to look up Christmas related words.</p> <p>Art & DT - design French Christmas cards or work as a class to make an advent calendar drawing on their knowledge of numbers and months.</p>	<p>Send Christmas cards to our link French school</p> <p>Opportunities to look at the variety of ways that Christmas is celebrated, emphasising diversity. Talk about the Christmas markets depicted in the film. Discuss the variety of foods eaten – many French families will start their Christmas meal with snails and oysters and will finish with a '<i>bûche de Noël</i>'.</p> <p>Compare traditions e.g. leaving out slippers or shoes</p>	

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				<i>les huitres</i> –oysters <i>les escargots</i> – snails, <i>la bûche de Noël</i> – yule log <i>la galette des Rois</i> – cake of the kings		rather than stocking for <i>père Noël</i> Encourage children to say ' <i>Joyeux Noël!</i> ' to each other.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>			
<p>Children will already know numbers 0-12 and will have been introduced to the months of the year.</p> <p>They will know the numbers 13-20, followed by 21-31 which will enable them to talk about dates, such as when their birthdays are.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Children will be able to say, read and write the French words for the months of the year.</p> <p>They will know how to answer the question '<i>Quel mois sommes-nous?</i>'</p> <p>Learning the months of the year will enable children to talk about events such as celebrations (e.g. Christmas), birthdays and the date.</p> <p>Children will know a selection of French words linked with Christmas. They will have the opportunity to watch some extended film clips and will learn how to get the 'gist' of a language with the help of images and gestures.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>			

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Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>When's your birthday?</p> <p><i>Quelle est la date de ton anniversaire?</i> – When's your birthday? <i>Mon anniversaire est le...</i> - My birthday is the... <i>le premier...</i> - the first of <i>joyeux anniversaire!</i> – Happy birthday!</p> <p>Days of the week</p> <p><i>Quel jour sommes-nous?</i> – What day is it today? <i>Aujourd'hui c'est...</i> - Today it is... <i>lundi</i> – Monday <i>mardi</i> – Tuesday <i>mercredi</i> – Wednesday <i>jeudi</i> – Thursday <i>vendredi</i> – Friday <i>samedi</i> – Saturday <i>dimanche</i> - Sunday</p>	<p>'When's your birthday?' builds on 'Numbers 1-13' and 'Months'.</p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>Maths – French speakers do not use 'second', 'third', 'fourth' etc in dates. They simply say the plain numbers. The exception is the first of the month</p> <p>PE – opportunity to play 'musical birthdays' as a warm up</p> <p>Art – Children could design and make French birthday cards or picture diaries showing what they do each day of the week</p> <p>Music – learn to sing 'Happy Birthday' in French and '<i>Quel jour sommes-nous?</i>'</p>	<p>Opportunity to discuss that Catholic families will also celebrate a child's Saint's day or 'Name day', i.e. the day devoted to the saint after whom they are named. The celebration will include a special meal and a small present. In past generations, a child's name day would have been a more important family event than their birthday.</p> <p>When it's a child's birthday, ask the class '<i>C'est l'anniversaire de</i></p>	<p>Family</p> <p><i>mon père</i> – my father <i>ma mère</i> – my mother <i>mon frère</i> – my brother <i>ma soeur</i> – my sister <i>mon grand-père</i> – my grandfather <i>ma grand- mère</i> – my grandmother <i>ma famille</i> – my family <i>pap</i> – dad/daddy <i>maman</i> – mum/mummy <i>papi</i> – grandad/grandpa <i>mamie</i> – granny/grandma <i>le bébé</i> – the baby <i>Voici mon père/ ma mère</i> – Here is my father/mother</p> <p>Brothers and sisters <i>un frère, une soeur</i> – a/one brother/sister <i>deux frères/soeurs</i> – two brothers/sisters <i>As-tu des frères et des soeurs?</i> – Have you got brothers and sisters?</p>	<p>Links to previous learning on Numbers 1-12 - children can say how many siblings they have</p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>Art opportunities – drawing pictures of families – own and/or fictional</p> <p>Music – learn to sing song '<i>Bonjour, bonjour...</i>'</p> <p>Maths - opportunities to link with Statistics by carrying out class surveys to find out how many people have different numbers of brothers and sisters, conducting the surveys in French and presenting the results as graphs.</p>	<p>Opportunities to celebrate the wide diversity in family structures</p>

SUBJECT CURRICULUM LONG TERM PLAN

	<p>Look at key sounds in words – where have we heard them before?</p>	<p>Maths - opportunities to link with Statistics by carrying out class surveys to find out how many people have birthdays in different months</p> <p>Maths – Time. The children can talk about the pattern in their weekly routine and the days on which things happen</p> <p>Maths – reading bus and time tables etc.</p> <p>English – children will notice that, in French, days of the week are written without capital letters</p>	<p><i>qui aujourd’hui?</i> and announce <i>‘Aujourd’hui c’est l’anniversaire de Quel âge as-tu, ...?’</i></p> <p>Playing games such as ‘swap days’, ‘snap’, ‘remember the day’ – turn taking</p>				
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SUBJECT CURRICULUM LONG TERM PLAN

<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
<p>Children will understand the question '<i>Quelle est la date de ton anniversaire?</i>' and will know how to say when their own birthday is. They will know how to ask about someone's birthday and will be able to understand the answers they hear.</p> <p>Children will understand the question '<i>Quel jour sommes-nous?</i>'</p> <p>They will know how to say, read and write the days of the week.</p> <p>Learning how to say when your birthday is and what the day is will prepare the children for saying the date (Yr 4, Spring 2)</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Children will know how to talk about their and then other people's families.</p> <ul style="list-style-type: none"> <i>It is important to note that activities can revolve around imaginary/fictional families so that children do not have to talk about their own circumstances if class teachers feel it is more appropriate.</i> <p>They will understand the question '<i>As-tu des frères et des soeurs?</i>'</p> <p>They will know how to use their knowledge of numbers to state how many brothers and sisters they have.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high- frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

SUBJECT CURRICULUM LONG TERM PLAN

Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Parts of the body <i>le corps</i> – body <i>la tête</i> – head <i>l'épaule (f)/les épaules</i> – shoulder(s) <i>le genou/les genoux</i> – knee(s) <i>le pied/les pieds</i> – foot/feet <i>l'oeil (m)/les yeux</i> – eye(s) <i>l'oreille (f)/les oreilles</i> – ear(s) <i>la bouche</i> – mouth <i>le nez</i> – nose <i>le bras/les bras</i> – arm(s) <i>la main/les mains</i> – hand(s) <i>le doigt/les doigts</i> – finger(s) <i>la jambe/les jambes</i> – legs	<p>Look at key sounds in words – where have we heard them before?</p> <p>The children were introduced to noun genders in Year 3, - they will learn when to use 'le' and 'la' with the new vocabulary introduced</p>	<p>Music – learn to sing 'Tête, épaules, genoux et pieds', 'Savez-vous planter lesoux?', 'Jean Petit qui danse'.</p> <p>DT – opportunity to make simple cut-out 2D puppets with moveable limbs using paper fasteners.</p>	<p>Opportunity for playing a variety of games, e.g. 'Twister', 'Guess what it is', 'True or false', 'the body game', 'Jaques a dit', 'Touchez l'image', 'Guess the celebrity', 'Picture dicatation', 'jigsaw puzzle'.</p>	Where do you live? <i>Où habites-tu?</i> – Where do you live? <i>J'habite à</i> – I live in... <i>J'habite...à la campagne</i> – I live... in the countryside <i>J'habite...en ville</i> – I live... in town <i>J'habite en France</i> – I live in France <i>J'habite en Angleterre</i> – I live in England	<p>'Where do you live?' builds on prior units,, adding to what the children can say about themselves in French.</p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>Geography – map work identifying where places are within France and other French speaking countries around the world.</p> <p>Geography – comparison between towns and countryside.</p> <p>Geography – learn about the capital city, Paris.</p> <p>French dictionary work – looking up additional place names.</p>	<p>Further opportunities to talk about other countries where French is spoken.</p>

SUBJECT CURRICULUM LONG TERM PLAN

<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> The minimum all pupils should know</p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> The minimum all pupils should know</p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Children will know the names for different parts of the body.</p> <p>They will begin to know how to describe a person's appearance using familiar adjectives e.g. hair/eye colour.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p>Children will understand the question <i>Où habites-tu?</i> and will know how to answer stating the name of the place where they live and whether this is the town or countryside.</p> <p>Children will understand the question <i>Qu'est-ce que c'est?</i> They will know how to answer using the French words for places they might visit.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	



SUBJECT CURRICULUM LONG TERM PLAN

	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p>		<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing.</p>
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SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR5

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3 & 4 topics:</p> <p>Food and drink – What do you like to eat?</p> <p><i>les frites/les pommes frites</i> - chips <i>les chips</i> – crisps <i>les bonbons</i> – sweets <i>le fromage</i> – cheese <i>le jambon</i> – ham <i>un sandwich</i> – a sandwich <i>un sandwich au jambon</i> – a ham sandwich <i>la limonade</i> – lemonade <i>le coca</i> – Coke <i>le jus d'orange</i> – orange juice <i>le chocolat</i> – chocolate <i>le chocolat chaud</i> – hot chocolate <i>Qu'est-ce que tu aimes?</i> – What do you like? <i>Qu'est-ce que tu aimes manger?</i> – What do you like to eat? <i>J'aime...</i> - I like...</p>	<p>Look at key sounds in words – where have we heard them before?</p>	<p>Drama – shop & cafe role-play</p> <p>French dictionary – look up additional foods and drinks</p> <p>Statistic – data handling. Surveys about favourite foods</p>	<p>Opportunity to compare the foods eaten in different countries.</p>	<p>What's the time?</p> <p><i>Quelle heure est-il?</i> – What's the time? <i>il est une heure</i> – It's one o'clock <i>il est deux heures</i> - it's two o'clock <i>il est midi</i> – it's midday <i>il est minuit</i> – it's midnight</p> <p>Numbers 40-200</p> <p><i>quarante</i> - 40 <i>cinquante</i> – 50 <i>soixante</i> – 60 <i>soixante-dix</i> – 70 <i>quatre-vingts</i> – 80 <i>quatre-vingt-dix</i> – 90 <i>cent</i> – 100 <i>deux cents</i> – 200</p>	<p>Builds on previous learning of numbers 1-100</p>	<p>Maths – telling the time. Children could create cartoon showing a daily routine. This could be done in Computing as a photo diary.</p> <p>PE – play 'run to the number', 'call ball', 'number tag', 'snakes and ladders', 'the numbers game' or skipping.</p> <p>Maths – numbers. Counting forwards and backwards in different steps, calculations, weighing and measuring, 'Le carré magique' (magic squares)</p>	<p>Play 'clock bingo', 'Guess the time' 'M.Loup, quelle heure est-il?' – taking turns</p> <p>Children could compare the daily routine of an English and French child and create contrasting timetables of their days.</p>

SUBJECT CURRICULUM LONG TERM PLAN

Je n'aime pas... -I don't like
Moi aussi - me too

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SUBJECT CURRICULUM LONG TERM PLAN

SUBJECT CURRICULUM LONG TERM PLAN

Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
<p>The children will know the names of snack foods and drinks.</p> <p>They will know how to say what they like and don't like to eat.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Children will know how to say o'clock times in French and how to ask someone what the time is.</p> <p>The children will know the French words for higher numbers.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>

SUBJECT CURRICULUM LONG TERM PLAN

				Describe people, places, things and actions orally and in writing			
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Sports and leisure activities</p> <p><i>le football</i> – football <i>le roller</i> - skating <i>la natation</i> – swimming <i>l'équitation</i> – horse-riding <i>La voile</i> – sailing <i>La char à voile</i> – sand-yachting <i>Faire du cerf volant</i> – kite-flying <i>Regarder la télé</i> - watching the TV <i>Qu'est-ce que tu aimes faire?</i> - What do you like to do? <i>Je'déteste...</i> - I hate... <i>On a ... à quelle heure?</i> - What time do we have...? <i>...avant ou après le déjeuner?</i> - ...before or after lunch? <i>...à deux heures?</i> – at two o'clock <i>On a ... à 11 h</i> <i>aujourd'hui</i> - ...is at 11 o'clock today <i>Le mardi, on a ...</i> - We</p>	<p>Revisit <i>J'aime/je n'aime pas</i> - I like/ I don't like...</p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>Dictionary work – look up the French words for additional hobbies</p> <p>Art – children could design a frieze/display showing their favourite sporting activities/subjects.</p>	<p>Compare the leisure activities/subjects taught in school in different countries.</p> <p>Health and well-being – what do the children do to relax?</p> <p>Play 'snap' and 'pelmanism' etc – turn taking</p> <p>Comparing likes and dislikes – respecting and celebrating differences.</p>	<p>Enjoy your meal!</p> <p><i>le pain</i> – bread <i>La viande</i> - meat <i>Les légumes</i> – vegetables <i>Les pommes de terre</i> – potatoes <i>Les haricots verts</i> – green beans <i>La salade</i> – salad <i>Les fruits</i> - fruit <i>un fruit</i> – a (piece of) fruit <i>l'eau</i> – water <i>Bon appétit!</i> – Enjoy you meal! <i>Qui veut...</i> - Who wants... <i>Veux-tu...</i> - Do you want... <i>Je veux/je voudrais...</i> - I want/I would like... <i>...du pain?</i> – some bread? <i>...de l'eau?</i> – some water? <i>...de la salade?</i> - some salad? <i>...des frites?</i> – some chips?</p>	<p>Builds on previous learning on food and drink</p>	<p>Encourage children to use French words during mealtimes at school.</p> <p>Dictionary skills – looking up additional food/drink words.</p> <p>Drama – restaurant role-play</p> <p>English – asking and answering questions</p>	<p>Opportunities to compare the food eaten in different countries.</p> <p>Healthy eating – understanding that treats should be part of a balanced diet.</p>

SUBJECT CURRICULUM LONG TERM PLAN

have... on Tuesdays.				... <i>un coca?</i> – a coke <i>Oui, je veux bien</i> - Yes, I would like some <i>Non, merci</i> - No, thanks			
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SUBJECT CURRICULUM LONG TERM PLAN

				<p><i>le jus d'orange</i> – orange juice <i>le chocolat</i> – chocolate <i>le chocolat chaud</i> – hot chocolate <i>Qu'est-ce que tu aimes?</i> – What do you like? <i>Qu'est-ce que tu aimes manger?</i> – What do you like to eat? <i>J'aime...</i> - I like... <i>Je n'aime pas...</i> -I don't like <i>Moi aussi</i> - me too</p>			
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SUBJECT CURRICULUM LONG TERM PLAN

<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	
<p>Children will know the French words for some leisure activities.</p> <p>Children will know how to answer the question <i>Qu'est-ce que tu aimes faire?</i></p> <p>Children will know how to say what they like and don't like doing in their leisure time.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>		<p>The children will know how to shop in a supermarket and order food in a cafe/restaurant.</p> <p>The children will know the names of snack foods and drinks.</p> <p>They will know how to say what they like and don't like to eat.</p>	
		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>			



SUBJECT CURRICULUM LONG TERM PLAN

<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Travel to school</p> <p><i>Going to school</i> <i>la voiture – car</i> <i>le bus – bus</i> <i>le train – train</i></p>		<p>Maths – Statistics. Children could carry out surveys on how they travel to school.</p>	<p>‘Travel to school’ looks at the different ways children travel to school, which could</p>	<p>School subjects</p> <p><i>le sport – games (sport)</i> <i>la technologie – technology</i></p>	<p>Revisit <i>J’aime/je n’aime pas</i> - I like/ I don’t like...</p> <p>‘School subjects’ builds on ‘Days of</p>	<p>Dictionary work – look up the French words for additional subjects</p>	<p>Compare the leisure activities/subjects taught in school in different countries.</p>

SUBJECT CURRICULUM LONG TERM PLAN

<p><i>le metro</i> – underground <i>la moto</i> - motorbike <i>le vélo</i> – bicycle <i>à pied</i> – on foot <i>le tracteur</i> – tractor <i>On va faire/nous faire un sondage</i> – We're going to do/are doing a survey. <i>Comment vas-tu à l'école</i> – How do you go to school? <i>Comment viens-tu à l'école?</i> – How do you come to school? <i>Je viens à l'école...</i> - I come to school <i>Je vais à l'école en...</i> - I go to school by...</p>		<p>Drama – children could 'tell' the story of journeys.</p>	<p>raise questions about sustainability and the environmental impact of different modes of transport. Opportunities to talk about improvements they would like to make e.g. safer cycle routes to school. Children could discuss the pros and cons of cycling.</p>	<p><i>l'anglais</i> – English <i>le français</i> - French <i>les maths/mathématiques</i> – Maths <i>la matière</i> - subject or lesson <i>Quelle est ta matière préférée?</i> – What's your favourite lesson? <i>Ma matière préférée, c'est...</i> - My favourite lesson is... <i>Qu'est-ce-que tu aimes faire à l'école?</i> – What do you like doing at school? Reminders: <i>J'adore...</i> - I love... <i>Je déteste...</i> - I hate <i>J'aime...</i> - I like <i>Je n'aime pas...</i> - I don't like...</p>	<p>the week' and 'What's the time?'</p>	<p>Encourage children to use French when talking about what lessons are on the day's timetable. Computing – children could create video diaries to present a typical day at school.</p>	<p>Communication with link French school - compare class timetables</p>
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SUBJECT CURRICULUM LONG TERM PLAN

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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	
<p>The children will know the French words for various modes of transport.</p> <p>They will understand and know how to answer the questions <i>Comment vas-tu à l'école?</i> and <i>Où vas-tu?</i> Some children will be able to respond to the question <i>Pourquoi vas-tu...?</i> providing reasons for going to different places.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>		<p>Children will know how to answer the question <i>Que'est-ce-que tu aimes faire à l'école?</i></p> <p>Children will know the French words for some of the subjects they learn at school.</p> <p>Some children will know how to talk about their school timetable, using their knowledge of days of the week and times.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	

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	<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>		<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>
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Year Group: YR6

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3, 4 & 5 topics:</p> <p>Weather</p> <p><i>Quel temps fait-il?</i> – What’s the weather like? <i>il fait beau</i> – it’s nice <i>il fait mauvais</i> – it’s bad/nasty <i>il fait chaud</i> – it’s hot/warm <i>il fait froid</i> – it’s cold <i>il fait gris</i> – it’s cloudy <i>il pleut</i> – it’s raining <i>il neige</i> – it’s snowing <i>il y a du vent</i> – it’s windy <i>il y a du soleil</i> – it’s sunny</p>		<p>Talking about the weather in French can be a regular part of the daily routine.</p> <p>Geography - look at weather patterns in France and other French speaking countries and compare to England. Children could take weather readings on a daily basis, drawing on their knowledge of numbers or make their own weather dials.</p>	<p>Learn about the French artist Claude Monet. Explore Monet’s paintings with different sorts of weather.</p>	<p>Geography</p> <p>Senegal</p> <p><i>Où habites-tu?</i> – Where do you live? <i>J’habite au/à...</i> – I live in... <i>le désert du Sahara</i> – Sahara Desert <i>l’océan Atlantique</i> – Atlantic Ocean <i>les montagnes de l’Atlas</i> – Atlas Mountains <i>la mer Méditerranée</i> – Mediterranean Sea <i>Sénégal</i> - Senegal <i>Afrique de l’Ouest</i> – in West Africa <i>Sur quelle continent est...?</i> - On which continent is...?</p>	<p>Builds on previous learning - where do you live?</p>	<p>Geography - children will understand why French is spoken in so many different countries and be aware of La francophonie. They will watch a French film set in Senegal.</p> <p>RE - Islam</p>	<p>Opportunities to compare life, culture and schooling in Britain and Senegal. Challenge stereotypes.</p>

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<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Children will know the French words for different types of weather and will know how to answer the question 'Quel temps fait-il?'</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>		<p>The children will understand questions such as <i>Sur quelle continent est...? /Quelle est la capitale...?/...c'est dans quel pays?/Quelle est ta nationalité?/Quelle(s) langue(s) parles-tu? and will know how to answer them.</i></p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	

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	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p>		<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>
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Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Four seasons</p> <p><u>Introducing the seasons</u></p> <p><i>C'est quelle saison?</i> – What season is it? <i>le printemps</i> – Spring <i>l'été (m)</i> – Summer <i>l'automne (m)</i> – Autumn <i>l'hiver (m)</i> – Winter <i>Quel temps fait-il...?</i> – What's the weather like in... <i>il y a des averses</i> – there are showers <i>il fait gris</i> – it is cloudy <i>le ciel est bleu</i> – the sky is blue <i>tout est calme</i> – all is calm <i>il y a du tonnerre et des éclaires</i> – there's thunder and lightning <i>il y a du brouillard</i> – it is foggy <i>Décrivez une saison</i> –</p>	<p>Builds on previous learning on weather, colours, leisure activities, and opinions.</p>	<p>Maths – Time: seasons</p> <p>Music – Spot the season in Vivaldi's music</p> <p>Art – look at a selection of French art-works and play <i>C'est quelle saison?</i> Children could paint/draw their favourite season.</p> <p>Maths – Statistics. Children could carry out surveys about favourite seasons. <i>Quelle est ta saison préférée?</i></p>		<p>Places in town</p> <p><i>le marché</i> – the market <i>le supermarché</i> – the supermarket <i>le café</i> – the café <i>le musée</i> – the museum <i>l'école</i> – the school <i>mon école</i> – my school <i>la piscine</i> – the swimming pool <i>la gare</i> – the station <i>la boulangerie</i> – the bakery <i>la pâtisserie</i> – the cake shop <i>la plage</i> – the beach <i>Voici...</i> - this is <i>à... il y a....</i> – at.... there is.... <i>Qu'est-ce que c'est?</i> – What's that? <i>C'est...</i> - it's</p> <p>Directions</p>	<p>Building on previous learning - where do you live? - and adding to what children can say about themselves in French.</p>	<p>Geography – map work identifying where places are within France and other French speaking countries around the world.</p> <p>Geography – comparison between towns and countryside.</p> <p>Geography – learn about the capital city, Paris.</p> <p>Geography – create a town guide, labelling key places in our community</p> <p>Maths – directions (left, right, straight ahead)</p> <p>Geography – using simple maps and sketch maps to give directions.</p>	<p>Opportunities to talk about French street names and how addresses are written in France.</p> <p>Many towns in France are named after famous people, e.g. rue Napoléon, rue Jeanne d'Arc</p>

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<p>Describe a season <i>En été je vais à la plage</i> – In the summer I go to the beach</p> <p><i>J'aime faire...</i> I like to...</p>				<p><i>à gauche</i> – on the left <i>à droite</i> – on the right <i>tout droit</i> – straight ahead <i>Où est...?</i> – Where is? <i>la rue</i> – the road/street <i>rue de la Plage</i> – Beach Street <i>rue de la Gare</i> – Station Street <i>rue Napoléon</i> – Napoleon Street <i>rue Jeanne d'Arc</i> – Joan of Arc Street <i>rue Orange</i> – Orange Street <i>rue du 11 Novembre</i> – November Street</p>		<p>Play 'Draw the route' or 'I'm lost!'</p> <p>PE – robot game.</p>	
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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Children will know the French words for Spring, Summer, Autumn and Winter and will use previously learnt language to talk about the seasons.</p> <p>They will understand and know how to answer the questions <i>C'est quelle saison?/Quel temps fait-il...?/Quelle est ta saison préférée?</i></p> <p>They will begin to use connecting words <i>parce-qui/parce que/pour</i> to join ideas.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand</p>		<p>Children will understand the question <i>Qu'est-ce que c'est?</i> They will know how to answer using the French words for places they might visit.</p> <p>Children will understand the question <i>Où est...?</i> and will be able to understand simple replies.</p> <p>Children will know how to use the question <i>Où est...?</i> to ask for directions and will be able to give other people directions to places in their own school or neighbourhood.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when</p>	

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<p>when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>
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Summer Term 1	Summer Term 2
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Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
What am I wearing? <i>un pyjama</i> – pyjamas <i>un tee-shirt</i> – T-shirt	Builds on previous	Encourage	Play games such as ‘the dressing mine’, ‘true or false’, ‘swap	Out and About <i>je suis allé(e) à/au ...</i> – I went to...	‘Out and about’ will allow children the	Geography – naming towns/cities/countries	Opportunities to compare experiences - holidays, leisure activities

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<p><i>un sweatshirt</i> - sweatshirt <i>un jean</i> - jeans <i>un pantalon</i> trousers <i>un short</i> - shorts <i>un pull</i> – jumper <i>un chapeau</i> – hat <i>une veste</i> – jacket <i>une robe</i> – dress <i>une jupe</i> – skirt <i>des chaussettes (f)</i> – socks <i>des chaussures (f)</i> – shoes <i>des baskets (f)</i> trainers <i>des vêtements (m)</i> clothes <i>Qu'est-ce que tu portes?</i> – What are you wearing? <i>Je porte</i> – I am wearing</p> <p><i>grand(e)</i> – big <i>petit(e)</i> – small <i>une petit veste violette</i> - a small purple jacket <i>un grand tee-shirt jaune</i> – a big yellow T-shirt</p>	<p>learning on colours and describing people</p>	<p>children to use French clothing words when getting changed from PE and at the end of the day when organising their belongings</p> <p>French dictionary – look up additional items of clothing.</p> <p>Drama – shopping for clothes role-play/fashion show, café</p> <p>Art – design poster for the fashion show.</p>	<p>chairs', 'pack a suitcase', 'What are you wearing?', 'dressing for the weather', 'picture consequences', 'Chinese Whispers', 'find the sound', 'Pelmanism' and 'jumbled words'.</p> <p>Opportunity to discuss the pros and cons of wearing a school uniform as French children do not wear uniforms to school.</p> <p>Opportunity to discuss what fashion means to the children</p>	<p><i>j'ai vu...</i> - I saw... <i>j'ai touché</i> – I touched <i>j'ai piloté</i> – I drove</p> <p><i>Qui est allé à/au ...</i> - Who went to...? <i>Qu'est-ce que tu as vu?</i> – What did you see? <i>C'était comment?</i> – What was it like?</p> <p>Adjectives e.g. <i>...intéressant(e)</i> - interesting <i>Qu'est-ce que tu as fait?</i> - What did you do? (to single child) <i>Qu'est-ce que vous avez vu (ou fait)?</i> - What did you see (or do)? (to whole class) <i>Qu'est-ce que tu as vu?</i> – What did you see? <i>J'ai fait de...</i> - I did/went on... <i>Qu'est-ce qu'il y avait?</i> - What was there? <i>Il y avait...</i> - There was... <i>Qu'est-ce que tu as mangé?</i> – What did you eat? <i>J'ai mangé...</i> - I ate... <i>Qu'est-ce que tu as bu?</i> – What did you drink? <i>J'ai bu...</i> - I drank... <i>C'était bon?</i> - Was it nice?</p>	<p>opportunity to revisit all of the themes previously covered, in particular Leisure Activities and free time.</p> <p>The children will build on their use of past and present tenses in French.</p>	<p>or continents that have been visited.</p>	
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Children will already know French colour words and will draw on this when describing clothing. Children will know the French names for some items of clothing.		Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and		They will understand and know how to answer the questions <i>Qu'est-ce que tu as vu?/Qui est allé..., C'était comment?/Qu'est-ce que tu as fait?/Qu'est-ce qu'il y avait/ Qu'est-ce que tu as mangé?/Qu'est-ce que tu as bu?/C'était bon?</i>		Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and	

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<p>They will understand the question <i>Qu'est-ce que tu portes?</i> and know how to answer.</p> <p>They will know how to describe what people are wearing, including colour and/or size.</p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features</p>	<p>Children will know how to use past tense verbs to say where they've been (e.g. museums, theme parks, and fairs), express opinions about their experience and describe the experience using adjectives.</p> <p>They will know how to write a simple account of a visit in the form of a postcard, diary entry, email, presentation or advertising leaflet.</p> <p>Children will know more adjectives to describe nouns.</p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to</p>
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