

Half Acres Primary Academy

Modern Foreign Languages: French

Long Term Plan

| Year Three | Year Four | Year Five | Year Six |
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| <u>Autumn</u> Numbers 1-20 Greetings Christmas- The Nativity & Letter to Santa <u>Spring</u> Classroom commands Days of the week Easter in France- Making Pancakes Easter Rabbit <u>Summer</u> Colours Months of the year Recap on above | <u>Autumn</u> Revise colours Body parts Descriptions. Christmas- Snowman & Clothes Recite a poem Traditional Story- The Enormous Turnip <u>Spring</u> Animals Family Pets Conversations about myself Easter- poem. Easter in France- egg rolling <u>Summer</u> Using a Dictionary Hobbies- Verbs Numbers 12-31 Leisure activities Travelling abroad- clothes | <u>Autumn</u> The High Street: shops directions times of the day opinions Christmas- French Traditions <u>Spring</u> Keeping Fit: (revision of days of the week, hobbies, likes & dislikes) Keeping Healthy: (Revision of sports/hobbies, 0 - 20 , 30) numbers 40, 50 comparisons food : likes/dislikes Life in France: food : a French breakfast preparing a traditional dessert <u>Summer</u> Date Weather Seasons Geography Similarities/difference between the UK and France. | <u>Autumn</u> At school: (Revise: register, date, weather) equipment Clothing Opinions (Revising: family members, adjectives) Occupations Christmas- Playing games, adjectives, singing songs <u>Spring</u> Family Houses and homes Places Furniture (Revising: days of the week) <u>Summer</u> Holidays: Transport Places to visit |

Vocabulary

| Year Three | Year Four | Year Five | Year Six |
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| <u>Numbers 1-20</u> zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt | <u>Numbers 12-31</u> douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq | <u>Shops</u> il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerie | At school: Je suis présent Il est absent Date: Aujourd'hui c'est... Weather from Yr5 |

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| <p><u>Colours</u> Rouge bleu blanc noir jaune vert orange rose violet marron gris</p> <p><u>Greetings</u> Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci comme ça Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</p> <p><u>Classroom commands</u> Écoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez ici oui, non</p> <p><u>Questions</u> Quel âge as-tu? J'ai - ans Ça va? Comment t'appelles-tu? Je m'appelle, Quelle est ta couleur préférée? Orange, c'est ma couleur préférée.</p> <p><u>Fruit</u> les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p><u>Food</u> les chips, le coca, les sucettes, le chocolat, les bonbons</p> <p><u>Christmas - The Nativity</u> Marie, Joseph, Jésus, Les bergers, Les moutons, Les rois, Un ange, L'aubergiste Les enfants, Bethléem, Le Bébé, Un cadeau, Une étoile, Une écurie, Une chambre</p> <p><u>Christmas - Santa and Gifts</u> un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël</p> <p><u>Days of the week</u> lundi mardi mercredi jeudi vendredi samedi dimanche</p> | <p>cing, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p><u>Body parts</u> une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, l'épaule, le genou, la main, le bras</p> <p><u>Adjectives</u> grand, petit, gros, long, pointu, énorme, assez, très, grand, petit, féroce, gentil, rigolo</p> <p><u>Family- introducing</u> le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère, la petite fille mon, ma il s'appelle, elle s'appelle As-tu des frères ou des soeurs?, Je n'ai/ j'ai pas</p> <p><u>Christmas- Snowman & Clothes</u> Qu'est-ce que c'est? un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige, à toi, à moi, le dé, Oh là là!, J'aime ça</p> <p><u>Animals</u> Le tigre, L'éléphant, L'ours, Le cochon, La souris, Le lion, La giraffe, Le singe, Le crocodile, Le pingouin, le lapin, le poulet, le chaton, le chat, la souris, tirer, tomber, un chien, un hamster, un lapin, un poisson, un cochon d'Inde un oiseau</p> <p><u>Hobbies- Verbs</u> danser, nager, jouer au football, manger chez McDonalds, Pizza Hut, lire, regarder la télé, aller au parc Nos passetemps Qu'est-ce que tu aimes faire? Tu aimes?</p> <p><u>Vehicles</u></p> | <p><u>Directions</u> à gauche, à droite, au centre, au coin il y a...? Il y a, ici, c'est</p> <p><u>Time</u> Matin, après-midi, soir à 10 heures, à 4 heures et demie</p> <p><u>Adjectives</u> Pollué(e), animé(e), calme, propre, sale, assez, très</p> <p><u>Opinions</u> Il y a trop de, Il n'y a pas de</p> <p><u>Christmas</u> la forêt, il neige, un sapin, je brille, une bougie (revision) Noir, blanc, joli, je suis, je ne suis pas, moi aussi</p> <p><u>Simple future tense:</u> Je vais encore</p> <p><u>Numbers</u> quarante, cinquante quarante-et-un, Comparisons <u>Faire du jogging est plus</u> énergique que <u>regarder la télé</u> - Qu'est-ce que tu vas faire? Revision of Je vais + verb</p> <p><u>Questions</u> Qu'est-ce que tu vas faire? Tu veux? Je voudrais Quel temps fait-il? Qu'est-ce que la date? Où habites-tu? Il y a...?</p> <p><u>Food</u> le pain, une baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les</p> | <p><u>Equipment</u> Un stylo, un crayon, une gomme, un taille- crayon, des ciseaux, un cahier, un sac, As- tu?</p> <p><u>Clothes</u> Un pantalon, un pull, une chemise, une jupe, des chaussures, des chaussettes, un sweat, une cravate</p> <p><u>Opinions</u> C'est...laid, moche, super, joli J'aime, j'adore, je n'aime pas, je déteste</p> <p><u>Occupation</u> il/elle est Spring médecin, vendeur/vendeuse, agent de police, serveur/serveuse, professeur</p> <p><u>Houses and homes</u> une maison, un appartement, un salon, une salle à manger, une cuisine, une salle de bains, un garage, un balcon, un jardin, une chambre, une fenêtre, une piscine, une chaise, un divan, une table, un frigo, une chaîne hi-fi, une douche, un micro-ondes, un tapis, lampe j'habite, il y a</p> <p><u>Adjectives</u> immense, petit, grand, joli, superbe, magnifique, de luxe</p> <p><u>Holiday</u> on va, aller, partir, rester, dans, visiter, regarder, d'abord, plus tard un hôtel, un appartement, un gîte, un camping le musée, le château, la plage, le zoo, le jardin public, la piscine, le centre commercial, le parc d'attractions, un match de..</p> <p><u>Miscellaneous</u> J'ai...Je n'ai pas de...</p> <p><u>Questions</u> As-tu? Qu'est-ce que c'est?</p> |
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| <p><u>Months of the year</u> Janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p><u>Easter- making pancakes</u> la farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangez</p> <p><u>Easter</u> un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs</p> <p><u>Opinions</u> C'est bon / c'est mauvais</p> <p><u>Miscellaneous</u> est, c'est</p> | <p>en bateau, en voiture, en car, en train, en avion</p> <p><u>Clothes</u> un pantalon, un short, une jupe, un pull, un T shirt, un chapeau, un maillot de bain, des lunettes de soleil</p> <p><u>Weather</u> Il fait chaud, Il fait froid, très, un peu</p> <p><u>Letters of the alphabet</u></p> <p><u>Questions</u> Comment dit-on en français? Que'est-ce que c'est? Est-ce que c'est le père? As-tu des frères ou des soeurs? As-tu un animal? Qu'est-ce que tu aimes faire? Tu aimes? Où? Quand? <u>Opinions</u> J'aime ça J'adore, J'aime, Je n'aime pas</p> <p><u>Miscellaneous</u> le, la, les, un, une, des il est/elle est mon, ma J'ai, Je n'ai pas de et, aussi Verb: avoir: j'ai and tu as Par ici, Par là</p> | <p>frites, les carottes, les petits-pois, la salade</p> <p>un croissant, un pain au chocolat, un pain au raisin, une tartine, un chocolat chaud, un jus d'orange, le beurre, le sucre, des oeufs, le sel</p> <p><u>Opinions</u> Tu aimes.....?</p> <p><u>Miscellaneous</u> et, mais, aussi normalement, en general et alors, eh bien, mmm, voyons</p> <p><u>Date / Weather</u> Quel temps fait - il? Que est la date? Aujourd' hui c'est lundi 10 octobre (Revision of days of week / months of year) il fait froid, il fait chaud, il fait beau, il fait mauvais, il fait du soleil, il fait du vent, il fait du brouillard, il pleut, il neige</p> <p><u>Seasons</u> en automne, en hiver, au printemps, en été</p> <p><u>Where you live</u> Ou habite tu? J'habite à + town dans le nord, dans le sud, dans l'ouest, dans l'est, d'Angleterre</p> | |
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Reading

| Year Three | Year Four | Year Five | Year Six |
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| <p>3.1 Recognise some familiar words in written form</p> <ul style="list-style-type: none"> understand words displayed in the classroom identify and read simple words read and understand simple messages. | <p>4.1 Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> match phrases and short sentences to pictures or themes identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. | <p>5.1 Re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. <p>5.2 Make simple sentences and short texts</p> <ul style="list-style-type: none"> understand that the order of words in a sentence influences the meaning | <p>6.1 Read and understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> read and respond to eg an extract from a story, an e-mail message or song give true or false responses to statements about a written passage |

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| <p>3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. | <p>4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. | <ul style="list-style-type: none"> • make a sentence using single word cards • make a short text using word and phrase cards. | <ul style="list-style-type: none"> • read descriptions of people in the school or class and identify who they are. <p>6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. <p>6.3 Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. |
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Writing

| Year Three | Year Four | Year Five | Year Six |
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| <p>3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. | <p>4.4. Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school. | <p>5.3 Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words. | <p>6.4 Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description. |

Speaking

| Year Three | Year Four | Year Five | Year Six |
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| <p>3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • speak clearly and confidently. <p>3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. | <p>4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>4.4 Ask and answer questions on several topics</p> | <p>5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. | <p>6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>6.3 Understand longer and more complex phrases or sentences</p> |

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| | <ul style="list-style-type: none"> practise asking and answering questions with a partner devise and perform simple role-plays. | 5.2 Understand and express simple opinions <ul style="list-style-type: none"> agree and disagree with statements understand and express like and dislikes. 5.4 Prepare a short presentation on a familiar topic <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences memorise and present a set of instructions. | <ul style="list-style-type: none"> re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences understand and express reasons understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. |
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Listening

| Year Three | Year Four | Year Five | Year Six |
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| 3.1 Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> identify rhyming words perform finger rhymes and sing songs join in with storytelling. 3.2 Recognise and respond to sound patterns and words <ul style="list-style-type: none"> listen with care identify phonemes which are the same as or different from English and other known languages 3.4 Listen attentively and understand instructions, everyday classroom language and praise words <ul style="list-style-type: none"> repeat words and phrases modelled by the teacher remember a sequence of spoken words use physical response, mime and gesture to convey meaning and show understanding. | 4.2 Listen for specific words and phrases <ul style="list-style-type: none"> listen with care use physical response to show recognition and understanding of specific words and phrases. 4.3 Listen for sounds, rhyme and rhythm <ul style="list-style-type: none"> identify specific sounds e.g. rhymes, letters, phonemes, words compare different sounds. | 5.2 Understand and express simple opinions <ul style="list-style-type: none"> agree and disagree with statements understand and express like and dislikes. 5.3 Listen attentively and understand more complex phrases and sentences <ul style="list-style-type: none"> understand the main points from speech which includes unfamiliar language. 5.4 Prepare a short presentation on a familiar topic <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences memorise and present a set of instructions. | 6.1 Understand the main points and simple opinions in a spoken story, song or passage <ul style="list-style-type: none"> listen attentively, re-tell and discuss the main ideas 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories <ul style="list-style-type: none"> participate in simple conversations on familiar topics describe incidents or tell stories from their own experience, in an audible voice. agree or disagree with statements made about a spoken passage. |

Intercultural Understanding

| Year Three | Year Four | Year Five | Year Six |
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| 3.1 Learn about the different languages spoken by children in the school <ul style="list-style-type: none"> increase awareness of linguistic and cultural diversity. 3.2 Locate country/countries where the language is spoken | 4.1 Learn about festivals and celebrations in different cultures <ul style="list-style-type: none"> learn how children of different cultures celebrate special days identify similarities and differences | 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country <ul style="list-style-type: none"> consider aspects of everyday life of children in their own and different countries | 6.1 Compare attitudes towards aspects of everyday life <ul style="list-style-type: none"> recognise similarities and differences in attitudes amongst children in different cultures |

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| <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>3.3. Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. | <ul style="list-style-type: none"> • learn simple phrases to celebrate festivals. <p>4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. | <ul style="list-style-type: none"> • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another. | <ul style="list-style-type: none"> • learn about role models for children in different cultures. <p>6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information. |
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Knowledge About Language

| Year Three | Year Four | Year Five | Year Six |
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| <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Recognise commonly used rhyming sounds. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. | <ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. | <ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. | <ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use. |