

## Abbey Hulton Primary School Long Term Planning – French – 2024- 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Phonetics lesson Revision and Recap Regular and Irregular verbs	Manger et bouger	A l'école	La second guerre mondiale	Le weekend	Revision – key skills and project work
Y6	Phonics – lesson 4 (P)  L'alphabet  Pronunciation  Silent letters  Liaison  Different accents on works  The r sound  Phonics revision from years 3-5 – new focus on -qu -gne ç -en -an	-Je mange ... -Je bois ... -Je ne mange pas de .... Je ne bois pas de ... Talking about what you do and don't do to keep fit and lead a healthy lifestyle. Talking about what you eat and drink and what you don't eat and drink.  Nouns and determiners for food and drink items  -qu -an -ai	Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school and why Tell the time (on the hour) in French. Say what time they study certain subjects at school.  Revisit nouns, gender, and definite articles. Conjugate and use the verb étudier, j'étude  Qu, ç, an, en	Learning about the second world war in French. Decoding and breaking down longer texts in French  Using conjunctions to make sentences longer and more interesting – mais, aussi, parce que, en plus  Using the past perfect tense  -qu -ç -gne -an -en and silent letters	Tell the time in French (quarter past, half past and quarter to) Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.  Range of conjunctions and opinions to fully answer the qu'est-ce que tu fais le week-end?  Qu- an –en , silent letters, Elision (for example, J'écoute. Dropping of the last letter of a word (in this case the 'e' in je)	Individual or group project work focussed on element of francophone culture, including artists.
Y5	As-tu un animal?	La date	Quel temps fait-il?	La maison Tudor	Les Habitats	Les planètes
Y5	Repeat, recognise and attempt to spell the eight pet nouns Tell somebody in French if they have or do not have a pet Ask somebody else in French if they have a	Les jours de la semaine, les mois Les numéros 1-31 C'est quelle date ? C'est quel jour? Quel est ton jour préféré ? C'est quand ton anniversaire ?	Quel temps fait-il? Weather vocabulary Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather	Learn about facts in French about tutor history, learning how to decode longer spoken and written French. Recount two facts about Tudor history in	Habitats, plants and animals  Discussing which animals live where and what they eat	Name and recognise some of the planets in French on a solar system map. Say an interesting fact about the planets.  Adjectival agreement

	<p>pet. Tell somebody in French the name of their pet.</p> <p>Use conjunctions – mais and et</p> <p>-é -e -eau</p>	<p>Ordinal and cardinal numbers including – premier 1er</p> <p>-é -e -eau -silent letters (t)</p>	<p>map</p> <p>Use of il y a &amp; faire in weather phrases</p> <p>-é –e –è -eau -eux</p>	<p>French.</p> <p>adjectives in French</p> <p>-in – ille – l – ique Silent letters</p>	<p>Conjugate the verbs pousser and habiter.in the 3<sup>rd</sup> person</p> <p>-é -e –eau Silent letters (s)</p>	<p>clearly in French and apply when using colours to describe objects.</p> <p>-an –en gutteral –r</p>
Y4	En classe	Au salon de thé	Chez moi	Boucle d'or et les trois ours	Les vêtements	Les jeux olympiques
Y4	<p>Qu'est ce qu'il y a dans ta trousse? -J'ai..... -Je n'ai pas de School related vocabulary - recalling classroom objects Nouns, genders, indefinite article/determiners. Replace an indefinite article/determiner with a possessive adjective mon/ma/mes</p> <p>-I sound -silent letters Accents and accuracy</p>	<p>Bonjour, vous désirez...? Je voudrais ..... L'addition s'il vous plaît. Extending knowledge of food and drinks vocabulary, key phrases to order food and perform a role play in the salon de thé. Learn about French currency, use knowledge of numbers to calculate and pay the bill in French.</p> <p>Use the conjunction et Indefinite articles un / une Understanding how to move verb from singular to plural form</p> <p>-un - i</p>	<p>Chez moi, il y a..... Il n'y a pas de ..... Rooms of the house Ask someone else about their home</p> <p>Revise talking about oneself - high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite</p> <p>Use the conjunction et</p> <p>-e -aux -silent letters</p>	<p>Listen attentively to a traditional tale Recognise, understand and remember more of the new language by using picture cards, word cards and phrase cards in French. Identifying strategies to use in the future for memorising new words, spelling and phrases. Revision of grammar so far</p> <p>I sound, -ille sound Silent letters (s and t). Liaison- Ils ont</p>	<p>Repeat and recognise the vocabulary for a variety of clothes Say what you wear in different weather/situations. Describe clothes.</p> <p>Genders and articles Use the verb PORTER adjectival agreement (with colours) Possessive adjectives with increased accuracy</p> <p>-é –e –è -eau -eux</p>	<p>Tell somebody in French the key facts of the history of the Olympics. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading. Say which sports you play and do not play</p> <p>Conjugate the irregular verb FAIRE</p> <p>Understand the concept of de la, de l' and du when you say you play a sport.</p> <p>Revision of y4 phonic sounds</p>
Y3	J'apprends le français	Petit chaperon rouge	L'ancienne histoire de la Grande Bretagne	Je me présente	La Famille	Au café
Y3	<p>Intro to France/French and francophone countries Bonjour, ça va? au revoir Comment tu t'appelles ? Je m'appelle ..... Les numéros 0-10 Les couleurs</p>	<p>Listening to familiar tale in French Mon corps</p> <p>-h - ou on. Silent letters and liaison</p>	<p>Name in French, key periods of ancient Britain, Use verbs Je suis..., J'ai .... J'habite ...</p> <p>-ch, -oi, -ou liaison. The final letter 's' the word suis is followed by a word beginning with a vowel</p>	<p>Les numéros 0-20 Quel âge as-tu ? J'ai ..... ans J'habite</p> <p>-in – i Silent s as the final</p>	<p>Les numéros 0-70 Ma famille</p> <p>Describe family by name age and relationship Il s'appelle - elle s'appelle</p>	<p>Le petit déjeuner</p> <p>Order simple foods from French menu including breakfast Simple role play au café</p>

	-oi sound in trois & noir -on sound in marron -ou sound in rouge silent s	Determiners	and -r sound  1 <sup>st</sup> person conjugation of 3 verbs, contraction je +vowel	consonant  adjectival agreements (to describe nationality)	-i –in – ille – ique Silent -s  Possessive adjectives in the my form mon/ma/mes	-in –i silent letters  Nouns, gender, determiners/articles - je voudrais (1st person form of vouloir)
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**KS 1 - Basic greetings, numbers to 10 and basic introductions as well as learning some French songs and action rhymes**

<b>Y2</b>	Fruits and Musical Instruments	In my Town	Superheroes
<b>Y1</b>	Revise Greetings then Animals	I can	Under the sea

**Introduction to some key French vocabulary, sounds and rhythm of the language through songs and action rhymes**

<b>Reception</b>	Numbers 1-10 & colours	Shapes	Seasons
<b>Nursery</b>	French Nursery rhymes	Greetings	Mini-beasts

Listening and Speaking/Oracy	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name nouns and present a simple rehearsed statement to a partner;</li> <li>b present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a manipulate familiar language to present ideas and information in simple sentences;</li> <li>b present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>c present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say simple familiar words to describe people, places, things and actions using a model;</li> <li>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
Reading and Writing/Literacy	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of familiar single words;</li> <li>b read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>b read and understand the main points from short, written material;</li> <li>c read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children 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 can:</p> <ul style="list-style-type: none"> <li>a use strategies for memorisation of vocabulary;</li> <li>b make links with English or known language to work out the meaning of new words;</li> <li>c use context to predict the meaning of new words;</li> <li>d begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children 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 can:</p> <ul style="list-style-type: none"> <li>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b use a bilingual dictionary to identify the word class;</li> <li>c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>

Reading and Writing/Literacy	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions;</li> <li>d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy simple familiar words to describe people, places, things and actions using a model;</li> <li>b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
Stories, Songs, Poems and Rhymes	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>

Stories, Songs, Poems and Rhymes	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a join in with actions to accompany familiar songs, stories and rhymes;</li> <li>b join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a follow the text of a familiar song or story;</li> <li>b follow the text of a familiar song or story and sing or read aloud;</li> <li>c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>
Grammar	<p><b>KS2 Languages National Curriculum</b> Children 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 can:</p> <ul style="list-style-type: none"> <li>a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>c recognise and use partitive articles;</li> <li>d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>f use a simple negative form (ne... pas);</li> <li>g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>h recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>k use simple prepositions in their sentences;</li> <li>l use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children 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 can:</p> <ul style="list-style-type: none"> <li>a identify word classes;</li> <li>b demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>d name and use a range of conjunctions to create compound sentences;</li> <li>e use some adverbs;</li> <li>f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>g explain and use elision; state the differences and similarities with English;</li> <li>h recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>k recognise and use a range of prepositions;</li> <li>l use the third person plural of a few high frequency verbs in the present tense;</li> <li>m name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>n recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>o follow a pattern to conjugate a regular verb in the present tense;</li> <li>p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>