

The Craylands School KS2 Long term subject: French

<p>Aims</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 			
<p>Skills</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • 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 • 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 <p>Languages – key stage 2 3</p>		<p>Knowledge</p> <ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 	
Year 3 Term 1 & 2		Moi (All bout me)	
Link to prior learning			
Learning objectives	Context	Skills	Knowledge

To introduce yourself	How do we introduce ourselves in French? How do you respond to the question 'how are you'?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	
To count to 10	What are the numbers 1-10 in French?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 	
To respond to questions	How do you answer the questions Quel age as tu? And Comment tu t'appelles?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* to speak in sentences, using familiar vocabulary, phrases and basic language structures 	
To sing along To count to 10	Can you join in with the song counting up to 10?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To identify accents in French	What sound does 'r' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

		they are reading aloud or using familiar words and phrases	
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 3 Term 3 & 4	Jeux et chansons (games and songs)		
Links to prior learning	Year 3 terms 1& 2		
Learning objectives	Context	Skills	Knowledge
To listen and repeat	What are the names of the games that are being played? Can you repeat them?	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding 	
To count from 11-20	Can you count from 11-20?	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding 	
To read French numbers	Can you identify the numbers by reading the French words?	<ul style="list-style-type: none"> • To read carefully and show understanding of words, phrases and simple writing 	
To recognise French plurals	How do you say that there is more than one		<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To recognise French phonemes	What sound does 'a' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 3 Term 3	On fait la fete		
Links to prior learning			
Learning objectives	Context	Learning objectives	Context
To name the months of the year To learn about French traditions	How do you say the months of the year in French? What occasions does France celebrate throughout the year?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To recognise French verbs	How do you say the following activities in French?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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
To introduce the adverb 'well'	How does you say that you do something well?		

			patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
To give opinions	How do you say that something is great?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	
To recognise French phonemes	What sound does 'an' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 4 Term 1 & 2	Portraits		
Link to prior learning			
Learning objectives	Context	Skills	Knowledge
To know French colours	What is the French for these different colours?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To know names of facial features To describe using colours	What are the French words for facial features? How do we say a red nose in French? Where is the colour compared with the noun?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	

To recognise masculine and feminine words	Why do some words have 'le' and some words have 'la' in front of them?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To join in with a song	What does this song mean? Can we join in?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To recognise French phonemes	What sound does 'eu' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 4 Term 3 & 4	Les quatre amis		
Links to prior learning	Year 4 terms 1 & 2		
Learning objectives	Context	Skills	Knowledge

To know animal names	What is the French for these animals?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To use verbs	How do these animals move? What verbs could we use?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To rehearse a story	Can we retell this story? What should we do with !	<ul style="list-style-type: none"> To present ideas and information orally to a range of audiences* 	
To use nouns and adjectives	Where does the adjective go in relation to the noun?		
To recognise French phonemes	What sound do the letters 'ou' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?		
Year 4 Term 5 & 6	Ca pousse		
Links to prior learning			
Learning objectives	Context	Learning objectives	Context

To know the names of vegetables in French	What is the French for these vegetables?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To give opinions	How do you say that you like and/or do not like something?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	
To comprehend	What is happening in this animation? Who likes what?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To ask questions	How do you ask the question do you like?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	
To recognise French phonemes	What sound do the letters 'on' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 5 Term 1 & 2	On y va!		
Link to prior learning			
Learning objectives	Context	Skills	Knowledge

To describe the weather in French	What is the French for these types of weather?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	
To describe the weather in French	What weather phrases can you remember?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	
To know the days of the week	What is the French for these days of the week?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To know the names of types of transport	What is the French for these types of transport?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To look for letters not pronounced	What sounds at the ends of words are not pronounced?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 5 Term 3 & 4	L'argent de poche		
Links to prior learning	Year 3 terms 3 & 4 Year 4 terms 5 & 6		
Learning objectives	Context	Skills	Knowledge
To recognise which determiner to use	When do we use un and when do we use une?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through

			using a dictionary 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.
To join in with a song To know numbers	How many numbers up to 20 can you remember? How do we count to 30?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To give opinions	How do we say that we like or do not like something?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To present ideas and information orally to a range of audiences* 	
To ask and answer questions To use the pronouns he and she	How do we ask each other if we like something? How do we say he and she?	<ul style="list-style-type: none"> To 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 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To recite a poem	Can you read these French words aloud?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	
Year 5 Term 5 & 6	Raconte-moi une histoire		
Links to prior learning	Year 3 terms 1 & 2 Year 3 term 3 & 4 Year 4 terms 3 & 4		
Learning objectives	Context	Learning objectives	Context
To understand instructions	Which instructions do you recognise in French?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 	
To comprehend	What words do you recognise in this text?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To count up to 100	How do we count in tens up to 100?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 	

To use adjectives To join in with a song recognising sounds	What adjective can you recall in French? Can you listen for the sounds of an, en and on in the song?		<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To write simple statements	How can we use some of the words we have understood in this unit to write simple statements?	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	
Year 6 Term 1 & 2	Vive le sport!		
Link to prior learning	Year 5 terms 1 & 2		
Learning objectives	Context	Skills	Knowledge
To know items of food and drink in French	What is the French for these types of food and drink?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 	
To give opinions on health	Which of these items of food and drink are good for the health? How do we say that in French?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	
To share what they play and/or do To use le or la correctly	What is the French for these types of activities and/or sports? How do we know whether to use le or la in front of a sport or activity?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To recall days of the week To say a sentence	How many days of the week can you recall? Can you think and say a sentence about something you do on a day of the week?	<ul style="list-style-type: none"> To present ideas and information orally to a range of audiences* 	
To develop pronunciation	How do we pronounce these graphemes...ation, on	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	
Year 6 Terms 3&4	Le Carnaval des Animaux		
Links to prior learning	Year 4 terms 3 & 4		
Learning objectives	Context	Skills	Knowledge
To know the names of animals	What are the names of these different animals?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	

To begin to recognise times	How do you say lunchtime and midnight in French?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To describe where an animal lives	How can we say where these animals live?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	
To use verbs To describe using adjectives	How do you say I am in French? What adjectives could we use to describe the animals?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
To recognise French phonemes	What sound do the letters 'oi' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures write phrases from memory, and adapt these to create new 	

		sentences, to express ideas clearly	
Year 6 Term 5 & 6	Quel temps fait-il?		
Links to prior learning	Year 4 terms 3 & 4 Year 6 terms 3 & 4		
Learning objectives	Context	Learning objectives	Context
To know items of clothing	What are the names of these different clothes items?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To comprehend	What clothing items can we match to the weather phrases?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 	
To sing a song To tell the date	What do we know already that will help us with telling the date?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To describe	How can we describe the clothing that we are wearing?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	
To recognise French phonemes	What sound do the letters 'au' or 'eau' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	

		<ul style="list-style-type: none">• write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
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