

National Curriculum French subject content: Pupils should be taught to:	French standards	Upland Primary long term plan (Units linked to Salute) - rotation A: Units:				
		Y5/Y6 Units	Expectations/LI	Vocabulary	Grammar	Assessment points
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.	Speaking and pronunciation	Autumn 1 French culture Look at further aspects of their everyday lives from the perspective of someone from another country - consider aspects of everyday life of children in their own and different countries -reflect on cultural issues using empathy and imagination to understand other people's experiences Revisit: Greeting each other Introducing themselves and their family Counting New learning			Gender Y5 Apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns Verbs Conjugate a known regular 'er' verb for 1st, 2nd and 3rd person singular. Understand that not all verbs are regular and begin to notice the patterns of some high frequency irregular verbs Sentence building and forming questions Begin to identify infinitive verbs and adverbs in a sentence. Understand that the order of words in a sentence may not always correspond to English Y6 Verbs Apply knowledge of conjugation to known and new regular 'er' verbs for the 1st, 2nd and 3rd person singular Conjugate some high frequency irregular verbs for 1st, 2nd and 3rd person singular. Sentence building and forming questions Begin to identify additional parts of speech, eg prepositions	Speaking and listening Y5 Prepare and practise a simple conversation , re-using familiar vocabulary and structures in new contexts Y6 Understand the main points and simple opinions in a spoken story, song or passage
	listening					
	Phonics					
		Autumn 2 French culture Recognise similarities and differences between places - identify geographical features of contrasting locality - learn about buildings and places in different countries. Revisit		...	Y5 Gender Recognise that some nouns will have a different plural form Verbs Understand the use of the 3rd person singular pronouns (il/elle) to mean he, she and it.	Speaking and listening Y5 Understand and express simple opinions - agree and disagree with statements - understand and express like and dislikes Y 6

		All about me and my family New learning			<p>Sentence building and forming questions Build sentences from a range of words and phrases including some new language Y6</p> <p>Gender Apply knowledge of the variations in plural nouns with a degree of accuracy Understand that adjectives also have a plural form and begin to apply this to known language.</p> <p>Verbs Recognise the pronouns 'nous', 'vous', 'ils', 'elles'.</p> <p>Understand the use of the pronoun 'on' to mean we/one</p> <p>Sentence building and forming questions Create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions</p>	Perform to an audience - -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
Engage in conversations; ask and answer questions; express opinions and respond to those of others;	Speaking and pronunciation listening phonics		Notes			
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	Speaking and pronunciation Reading					
Present ideas and information orally to a range of audience	Speaking and pronunciation					
Read carefully and show understanding of words, phrases and simple writing	Reading					
Appreciate stories, songs, poems and rhymes in the language	Intercultural understanding Reading					
	Speaking and pronunciation Listening					

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Reading					
	Speaking and pronunciation					
	Listening					
		<p>Spring 1</p> <p>French culture Compare symbols, objects or products which represent their own culture with those of another country - learn about symbols representing their own country - learn about symbols and products from another</p> <p>Revisit Calendar: numbers, Days of the week, months of the Year New learning</p>			<p>Gramma</p> <p>Y5 Gender Use a bilingual dictionary to find new nouns and adjectives. Verbs Understand that a French infinitive is the equivalent of the 'to ...' form of the verb in English Sentence building and forming questions Build longer sentences using a range of conjunctions, eg 'parce que', 'cependant', 'aussi' Y6 Gender Use a bilingual dictionary to check feminine adjectival agreement. Verbs Understand that when using two verbs in a sentence, the second takes the infinitive form. Sentence building and forming questions Create a short paragraph from a number of linked sentences</p>	<p>Reading</p> <p>Y5 Re-read frequently a variety of short texts - read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet</p> <p>Y6 1Read and understand the main points and some detail from a short written passage - 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 - read descriptions of people in the school or class and identify who they are.</p>

		<p>Spring 2 French culture Recognise and understand some of the differences between people = discuss similarities and differences between the cultures they have learned about -recognise and challenge stereotypes Revisit: New learning</p>		Vocabulary	<p>Grammar Y5 Gender Understand that most adjectives will follow the noun and begin to apply this to known language</p> <p>Understand that many adjectives have either a masculine or feminine form and this may affect the pronunciation of the word</p> <p>Verbs Use a bilingual dictionary to find the French infinitive of an English verb.</p> <p>Sentence building and forming questions Form direct questions with a variety of known verbs using intonation, eg 'tu es sportif ?' 'tu joues au foot ?'</p> <p>Y6 Gender Apply the conventions of word order to nouns and adjectives with a degree of accuracy</p> <p>Apply knowledge of the regular feminine agreement of adjectives to both known and new language with a degree of accuracy.</p> <p>Verbs Use a bilingual dictionary independently to find infinitives</p>	<p>Reading Y5 Make simple sentences and short texts --understand that the order of words in a sentence influences the meaning - make a sentence using single word cards - make a short text using word and phrase card</p> <p>Y6 Identify different text types and read short, authentic texts for enjoyment or information -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>

					<p>Use a bilingual dictionary to find the infinitive of a conjugated French verb.</p> <p>Sentence building and forming questions</p> <p>Form questions using eg 'est-ce que', 'qu'est-ce que', 'où', 'pourquoi'.</p> <p>Understand that question formations in French do not necessarily correspond to their English equivalents</p>	
		notes				
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>Writing</p> <p>Speaking and pronunciation</p>	<p>Summer 1</p> <p>French culture</p> <p>Compare attitudes towards aspects of everyday life: recognise similarities and differences in attitudes amongst children in different cultures and learn about role models for children in different cultures.</p> <p>Revisit</p> <p>Numbers</p> <p>Colours</p> <p>Core Unit 2 - Expressing likes and dislikes</p> <p>New learning</p> <p>A school trip – use your latest school trip to London.</p> <p>Get pupils to prepare and present short presentations to the rest of the class (school) about their latest school trip.</p>	<p>To be able To Identify the difference between "mon", "ma" and "mes" in the French story text.</p> <p>To be able to Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</p> <p>To be able to Recognise the future tense with little help.</p> <p>To be able to Say and write about what they do and don't like to do in the context of school trips.</p> <p>Join in with the unit's song, pronouncing all the words clearly and accurately.</p>	<p>Vocabulary</p> <p><i>le bus</i> the bus</p> <p><i>les gens</i> (m) the people</p> <p><i>une billetterie</i> a ticket office</p> <p><i>une peinture</i> a painting</p> <p>On the way- En route</p> <p><i>Qu'est-ce que tu entends?</i> What do you hear?</p> <p><i>J'entends...</i> I hear...</p> <p><i>Qu'est-ce que tu vois?</i> What do you see?</p> <p><i>Je vois...</i> I can see</p> <p><i>Tu as vu combien de ... / d'...?</i> How many ... did you see?</p> <p><i>J'ai vu...</i> I saw...</p> <p><i>Qu'est-ce qu'il y a au musée?</i> - What is there at the museum?</p> <p><i>Il y a...</i> There's... / There are...</p> <p><i>Tu préfères quelle exposition?</i> Which exhibition do you prefer?</p> <p><i>Je préfère...</i> I prefer...</p> <p><i>Qu'est-ce que tu aimes faire à la campagne?</i></p> <p>What do you like to do in the countryside?</p> <p><i>J'aime...</i> I like...</p>	<p>Gramma</p> <p>Y5</p> <p>Gender</p> <p>Understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns.</p> <p>Recognise that some adjectives have alternative ways of forming the feminine agreement</p> <p>Verbs</p> <p>Apply the negative form (ne ... pas) to simple sentences</p> <p>Sentence building and forming questions</p> <p>Begin to use a bilingual dictionary independently.</p> <p>Y6</p> <p>Gender</p> <p>Apply knowledge of the regular feminine agreement of adjectives to both known and new language with a degree of accuracy.</p> <p>Begin to apply alternative feminine agreements.</p> <p>Verbs</p> <p>Use an additional negative form, eg ne ... jamais, ne ... rien.</p> <p>Verbs</p> <p>Understand that a range of tenses is used in French but they don't always correspond to those found in English.</p>	<p>Writing (assess in the last session of the unit)</p> <p>Y5</p> <p>Prepare a short presentation on a familiar topic</p> <p>-remember, retain and recall words, phrases and sentences</p> <p>- memorise and present a set of instruction</p> <p>Y6</p> <p>Write sentences on a range of topics using a model</p> <p>- apply most words correctly</p> <p>-construct a short text, e.g. create a PowerPoint presentation to tell about a trip</p>

					Begin to recognise patterns of adverb formation, eg suffi x 'ment'. Sentence building and forming questions Use a bilingual dictionary confidently to enrich the quality of sentences	
Describe people, places, things and actions orally and in writing	Writing Speaking and pronunciation	Summer 2 French culture Present information about an aspect of culture - perform songs, plays, dances - use ICT to present information	.	<u>Vocabulary:</u>	<p>Gramma Y5 Gender Understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns</p> <p>Recognise that gender impacts on other parts of speech, eg prepositions, possessive pronouns. Verbs Begin to use adverbs. Sentence building and forming questions</p> <p>Y6 Gender Apply knowledge of singular masculine and feminine subject pronouns with a degree of accuracy.</p> <p>Apply knowledge of gender to other parts of speech, eg prepositions, partitive article (du/de la/de l'/des).</p> <p>Verbs Understand that a range of tenses is used in French but they don't always correspond to those found in English. Begin to recognise patterns of adverb formation, eg suffi x 'ment'. Sentence building and forming questions</p>	<p>Writing Y5 Write words, phrases and short sentences, using a reference - 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> <p>Y6 Match sound to sentences and paragraphs • 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</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						

