



National Curriculum French subject content: Pupils should be taught to:	French language standards	Upland Primary long term plan (Units linked to Salute) - rotation B: Units: Tout Sur Moi, Portraits/describing people and objects, Weather and Seasons, Hobby French newspaper for reading: https://lepetitquotidien.playbacpresse.fr/ French culture: https://www.youtube.com/watch?v=-kF_HR6rCEQ Interactive Paris guide: https://www.thinglink.com/scene/465955385098895360				
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	Expectations/LI	Vocabulary	Grammar	Assessment points
	listening Phonics https://www.bbc.co.uk/bitesize/topics/zx3xwnb the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant -t, -s, -d Silent Final E [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]	https://www.youtube.com/watch?v=kkRPoFNzQD0 Revisit: Core unit 1 and 2 (except of days of the week and months) All about me All about you Tout Sur Moi Greeting each other, Introducing themselves and their family describing people, <u>Numbers to 50!!!</u> story: Ma famille fantastique (Salute Unit 1) -Reading! Phonics PP 1-8	-Be able to greet each other confidently, and introduce themselves and their family. -Understand and respond to some simple questions: What is your name? How old are you? How are you? and instructions. -Recognise some words (see vocabulary) in their written form and pronounce them accurately. -To be able to respond to simple instructions	Bonjour! Hello! Au revoir! Goodbye! Salut! Hi! Bonsoir! Good evening! À bientôt! See you soon! Monsieur sir Madame madam un one deux two trois three quatre four cinq five six six sept seven huit eight neuf nine dix ten onze eleven douze twelve treize thirteen quatorze fourteen quinze fifteen écoutez -listen répète - repeat. très bien very well bien well comme ci, comme ça so-so mal not well merci thanks et toi? and you? tout le monde everyone voici here is j'aime I like ma mèremy mother mon père my father ma sœur my sister mon frère my brother ma grand-mère my grandmother mon grand-père my grandfather Question and Answer: Ça va?-How are you? Ça va...-I'm Comment tu t'appelles? -What is your name? Je m'appelle...-My name is... C'est qui? Who is it? Voici... Here is... Quel âge as-tu? How old are you? J'ai ... ans. I'm ... years old	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	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

					speech, eg prepositions																																																				
		<p>Autumn 2 French culture French art: Louvre in Paris and other famous French galleries Revisit French colour, shape and size Unit from Year 3/4- Describing People. Support: Reduce the number of different adjectives introduced and work in a guided group with the teacher to practise pronunciation and recall. Challenge: use longer sequences of adjectives and focus on accurate pronunciation. New learning Portraits/paintings - describing in French (as a support for planning: Salute Unit G-Describing people: lessons 1-4 (See p.42 of the Teacher Handbook Salute about adjective agreement.)</p>   <p>The story: The sad frog (Salute Unit G lesson 6): listening: understand and express likes and dislike</p> <p>Phonics PP9-14</p>	<p>LI: to be able to describe something or someone's/ appearance in French including eyes and hair colour, how happy or serious they are/shape, size</p> <p>LI: to be able to position an adjective in the sentence correctly.</p> <p>LI: to be able to explain how the adjective is changes to "agree" with noun (feminine, muscular, singular, plural)</p> <p>LI: to be able to describe a chosen portrait/painting of an object in French</p> <p>LI: Write four sentences accurately with the correct adjectival agreement (Y5 helped by a support sheet)</p>	<p>Size</p> <table border="0"> <tr><td>il est grand</td><td>he is big</td></tr> <tr><td>il est petit</td><td>he is small</td></tr> <tr><td>elle est grande</td><td>she is big</td></tr> <tr><td>elle est petite</td><td>she is small</td></tr> <tr><td>gros</td><td></td></tr> <tr><td>mince</td><td></td></tr> <tr><td>long</td><td></td></tr> <tr><td>court</td><td></td></tr> <tr><td>lourd</td><td></td></tr> <tr><td>léger</td><td></td></tr> <tr><td>ils sont</td><td></td></tr> <tr><td>c'est</td><td></td></tr> <tr><td colspan="2">colours</td></tr> <tr><td>gros</td><td>fat</td></tr> <tr><td>mince</td><td>thin</td></tr> <tr><td>gentil</td><td>friendly</td></tr> <tr><td>mauvais</td><td>nasty</td></tr> <tr><td>content</td><td>happy</td></tr> <tr><td>triste</td><td>sad</td></tr> <tr><td>intelligent</td><td>intelligent</td></tr> <tr><td>stupide</td><td>stupid</td></tr> </table> <p>La _____ est comment? What's the _____ like? Le _____ est comment? What's the _____ like? Elle est... She's... Il est... He's...</p> <p>Describing the art vocabulary (Y6 should be familiar with some phrases.) Je vois... (jö v-wah): I see... Il y a... (eel ee ya): There is...</p> <table border="1"> <thead> <tr> <th>French</th> <th>Pronunciation</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>la partie</td> <td>la par-tee</td> <td>the part</td> </tr> <tr> <td>au premier plan</td> <td>o prä-mee-ay plon</td> <td>at the forefront</td> </tr> </tbody> </table>	il est grand	he is big	il est petit	he is small	elle est grande	she is big	elle est petite	she is small	gros		mince		long		court		lourd		léger		ils sont		c'est		colours		gros	fat	mince	thin	gentil	friendly	mauvais	nasty	content	happy	triste	sad	intelligent	intelligent	stupide	stupid	French	Pronunciation	Meaning	la partie	la par-tee	the part	au premier plan	o prä-mee-ay plon	at the forefront	<p>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. Sentence building and forming questions Build sentences from a range of words and phrases including some new language Y6 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. Verbs Recognise the pronouns 'nous', 'vous', 'ils', 'elles'. Understand the use of the pronoun 'on' to mean we/one Sentence building and forming questions</p>	<p>Speaking and listening Y5 Understand and express simple opinions - agree and disagree with statements - understand and express like and dislikes Y 6 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 and assembly</p>
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Engage in conversations; ask and answer questions; express opinions and respond to those of others;	<p>Speaking and pronunciation</p> <p>listening</p> <p>phonics</p>			At the end of this learning these pupils have not made progress.																			
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	<p>Speaking and pronunciation</p> <p>Reading</p>			At the end of this learning pupils have progressed further:																			
Present ideas and information orally to a range of audience	Speaking and pronunciation			Notes																			
Read carefully and show understanding of words, phrases and simple writing	Reading																						
Appreciate stories, songs, poems and rhymes in the language	<p>Intercultural understanding</p> <p>Reading</p> <p>Speaking and pronunciation</p> <p>Listening</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>Reading</p> <p>Speaking and pronunciation</p> <p>Listening</p>																						

	<p>Phonics</p> <p>the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers, à meaning at, in, to</p>	<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 (Salute core unit 3 lesson 5, Core unit 2 lesson 1,4) New learning Weather (salute unit O lesson 1)</p> <p>https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zcskbqt https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-the-weather-rhys-stephenson/zwxwqfr https://www.youtube.com/watch?v=x2WBDpXb-XY</p>	<p>To be able to listen for sounds rhythm and rhyme</p> <p>To be able to read some familiar words and phrases aloud and pronounce them accurately</p> <p>To be able to build a sentence with 2 ideas</p> <p>To be able to say the days of the week, put together a simple weather forecast</p> <p>To be able to understand and express simple opinions</p> <p>be able to describe the weather using antonyms.</p>	<p><i>lundi Monday</i> <i>mardi Tuesday</i> <i>mercredi Wednesday</i> <i>jeudi Thursday</i> <i>vendredi Friday</i> <i>samedi Saturday</i> <i>dimanche Sunday</i></p> <p><i>aujourd'hui- today</i> <i>hier-yesterday</i> <i>demain-tomorrow</i></p> <p><i>Quel temps fait-il? What is weather like today</i></p> <p><i>Il pleut - it's raining</i> <i>Il neige - it's snowing</i> <i>Il fait chaud - it's hot</i> <i>Il fait froid - it's cold</i> <i>Il fait mauvais - it's bad</i> <i>Il y a du soleil - it's sunny</i> <i>Il y a du vent - it's windy</i> <i>Il y a du brouillard - it's foggy</i> <i>Il y a des nuages - it's cloudy</i></p> <p><i>Aujourd'hui c'est lundi...il fait beau - today is monday...it's sunny</i></p> <p><i>Antonyms</i></p> <p><i>chaud/froid-hot/cold</i> <i>heureux/triste-happy/sad</i> <i>coloré/fade-colourful/dull</i></p>	<p>Grammar</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 Read 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>
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		<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: Adjectives to describe from Autumn term New learning Describe seasons and weather (Salute Unit N: Seasons lessons 1-4)</p>	<p>To be able to understand the meaning of the pronoun "on" in sentences relating to the date.</p> <p>To be able to respond to questions requiring a more complex opinion, using sentence models from the lesson.</p> <p>To be able to listen attentively and understand more complex phrases and sentences</p> <p>To be able to make simple sentences and short texts</p> <p>To be able to write words, phrases and short sentences using a reference</p> <p>To be able to look and listen for visual and aural clues</p> <p>To be able to combine seasons and weather to make longer phrases</p> <p>To be able to describe the seasons using colours and antonyms.</p>	<p><i>Vocabulary</i></p> <table border="0"> <tr><td><i>janvier</i></td><td><i>January</i></td></tr> <tr><td><i>février</i></td><td><i>February</i></td></tr> <tr><td><i>mars</i></td><td><i>March</i></td></tr> <tr><td><i>avril</i></td><td><i>April</i></td></tr> <tr><td><i>mai</i></td><td><i>May</i></td></tr> <tr><td><i>juin</i></td><td><i>June</i></td></tr> <tr><td><i>juillet</i></td><td><i>July</i></td></tr> <tr><td><i>août</i></td><td><i>August</i></td></tr> <tr><td><i>septembre</i></td><td><i>September</i></td></tr> <tr><td><i>octobre</i></td><td><i>October</i></td></tr> <tr><td><i>novembre</i></td><td><i>November</i></td></tr> <tr><td><i>décembre</i></td><td><i>December</i></td></tr> </table> <p><i>Questions</i> <i>On est quel jour? What day is it?</i> <i>On est... It is...</i></p> <p><i>c'est quelle saison?- which season is it?</i> <i>tout est.....- everything is.....</i></p> <p><i>Les mois</i> <i>Les saisons-the seasons</i> <i>le printemps-spring</i> <i>l'été-summer</i> <i>l'automne - autumn</i> <i>l'hiver-winter</i> <i>au printemps-in spring</i> <i>en été- summer</i> <i>en automne- in autumn</i> <i>en hiver- in winter</i></p> <p><i>antonims</i></p> <p><i>chaud/froid-hot/cold</i> <i>heureux/triste-happy/sad</i> <i>coloré/fade-colourful/dull</i> <i>sombre/clair-dark/light</i> <i>joli/laid-pretty/ugly</i></p>	<i>janvier</i>	<i>January</i>	<i>février</i>	<i>February</i>	<i>mars</i>	<i>March</i>	<i>avril</i>	<i>April</i>	<i>mai</i>	<i>May</i>	<i>juin</i>	<i>June</i>	<i>juillet</i>	<i>July</i>	<i>août</i>	<i>August</i>	<i>septembre</i>	<i>September</i>	<i>octobre</i>	<i>October</i>	<i>novembre</i>	<i>November</i>	<i>décembre</i>	<i>December</i>	<p>Gramma 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. 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</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>
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					<p>language with a degree of accuracy.</p> <p>Verbs Use a bilingual dictionary independently to find infinitives</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>																											
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Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>Writing</p> <p>Speaking and pronunciation</p> <p>Phonics</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries,</p>	<p>Summer 1 and 2</p> <p>French culture 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 Numbers Colours Sports Action verbs</p> <p>New learning Hobbies (Salute Unit L)</p>	<p>To be able to Express their likes and dislikes, and use "tu" to ask others for their opinion in a short conversation.</p> <p>To be able to read the unit's story aloud and recognise and understand some of its key points without reading the English text.</p> <p>To be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted.</p> <p>To be able to recognise the difference between "le"/"la" and "un"/"une" in the context of the unit and apply them to nouns with little help.</p> <p>To be able to understand and recognise some irregular plural nouns in French.</p>	<p>Vocabulary</p> <table border="0"> <tr> <td>le sport</td> <td>sport</td> </tr> <tr> <td>la musique</td> <td>music</td> </tr> <tr> <td>la natation</td> <td>swimming</td> </tr> <tr> <td>le cyclisme</td> <td>cycling</td> </tr> <tr> <td>la lecture</td> <td>reading</td> </tr> <tr> <td>les jeux vidéo (m)</td> <td>video games</td> </tr> <tr> <td>j'adore</td> <td>I love</td> </tr> <tr> <td>je déteste</td> <td>I hate</td> </tr> </table> <p>Question and Answer: Tu aimes ...? Do you like...? Oui, j'adore / j'aime... Yes, I love / I like... Non, je n'aime pas / je déteste... No, I don't like / I hate...</p> <table border="0"> <tr> <td>C'est nul!</td> <td>It's rubbish!</td> </tr> <tr> <td>C'est super!</td> <td>It's great!</td> </tr> <tr> <td>C'est ennuyeux!</td> <td>It's boring!</td> </tr> <tr> <td>C'est énervant!</td> <td>It's annoying!</td> </tr> <tr> <td>C'est entraînant!</td> <td>It's catchy!</td> </tr> </table> <p>Question and Answer 1: Tu aimes la musique ...? Do you like ... music? Oui / Non, c'est...</p>	le sport	sport	la musique	music	la natation	swimming	le cyclisme	cycling	la lecture	reading	les jeux vidéo (m)	video games	j'adore	I love	je déteste	I hate	C'est nul!	It's rubbish!	C'est super!	It's great!	C'est ennuyeux!	It's boring!	C'est énervant!	It's annoying!	C'est entraînant!	It's catchy!	<p>Gramma Y5 Gender Understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns. Recognise that some adjectives have alternative ways of forming the feminine agreement</p> <p>Verbs Apply the negative form (ne ... pas) to simple sentences</p> <p>Sentence building and forming questions Begin to use a bilingual dictionary independently.</p> <p>Y6 Gender Apply knowledge of the regular feminine agreement of</p>	<p>Writing (assess in the last session of the unit) Y5 Prepare a short presentation on a familiar topic -remember, retain and recall words, phrases and sentences - memorise and present a set of instruction</p> <p>Y6 Write sentences on a range of topics using a model - apply most words correctly -construct a short text, e.g. create a PowerPoint presentation to tell about a trip</p>
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C'est entraînant!	It's catchy!																															

				<p>Yes / No, it's...</p> <p>Tu joues d'un instrument de musique? Do you play a musical instrument? Non, je ne joue pas d'instrument de musique. No, I don't play a musical instrument. Oui, je joue... Yes, I play... Je regarde la télé. I watch TV. Je joue aux jeux vidéo. I play video games. Je téléphone à mes amis. I call my friends. Je vais au parc. I go to the park. Je vais au cinéma. I go to the cinema. Je fais du trampoline. I go on the trampoline. Je surfe sur le net. I surf the internet. Je joue aux jeux de société. I play board games.</p> <p>Question and Answer 1: Qu'est-ce que tu fais le weekend? What do you do at the weekend? Various responses...</p> <p>Question and Answer 2: Qu'est-ce que tu aimes faire le weekend? What do you like to do at the weekend? Qu'est-ce que tu n'aimes pas faire le weekend?</p>	<p>adjectives to both known and new language with a degree of accuracy.</p> <p>Begin to apply alternative feminine agreements. Verbs Use an additional negative form, eg ne ... jamais, ne ... rien. Verbs Understand that a range of tenses is used in French but they don't always correspond to those found in English.</p> <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</p>	
<p>Describe people, places, things and actions orally and in writing</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>Writing</p> <p>Speaking and pronunciation</p> <p>Phonics</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries,</p>	<p>Summer 2</p> <p>French culture</p> <p>Present information about an aspect of culture - perform songs, plays, dances -use ICT to present information</p> <p>Hobbies</p>	<p>Vocabulary:</p>	<p>Grammar</p> <p>Y5</p> <p>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</p>	<p>Writing</p> <p>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</p>	

						<p>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>a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards</p>
	Speaking and pronunciation/phonics	Listening	Reading and writing	Grammar	Intercultural understanding	phonics	<p>Verbs Understand that a range of tenses is used in French but they don't always</p>
	Language detective skills						<p>those sh.</p>
							<p>Begin to recognise patterns of adverb formation, eg suffi x 'ment'. Sentence building and forming questions</p>