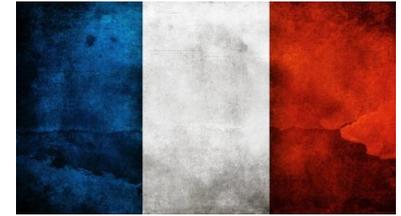


Foreign Languages: French
Long Term Plan (NC 2014)



Please note:

FL is not taught at EYFS and KS 1.

Key Stage 2

Pupils should be taught to:

- 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
- 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
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 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
- 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.

The starred content (*) is not applicable to ancient languages

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study#key-stage-2-foreign-language>

Year	Subject Content 2014 NC	Curriculum Links		
		Autumn	Spring	Summer
3	<ul style="list-style-type: none"> 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 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 appreciate stories, songs, poems and rhymes in the language 	<p>Introductions</p> <ul style="list-style-type: none"> Introducing myself (bonjour, je m'appelle, ca-va, au revoir etc.) <p>Introducing myself</p> <ul style="list-style-type: none"> Introducing myself: (<i>je m'appelle comment t'appelle, quelle âge etc.</i>) <p>Numbers 1-10</p> <ul style="list-style-type: none"> Use of numbers for counting and in maths (bingo). <p>The Family</p> <ul style="list-style-type: none"> Names of family members : (<i>ma mère, mon père, ma grand-mère mon grand-père</i>) 	<p>Numbers 1-10</p> <ul style="list-style-type: none"> Consolidate learning of numbers <p>The Family</p> <ul style="list-style-type: none"> Consolidate learning of family members <p>Likes and dislikes</p> <ul style="list-style-type: none"> <i>Sports and other activities (j'aime, j'en'aime pas etc.)</i> <i>Writing in French to express likes and dislikes of sports</i> <p>Body Parts</p> <ul style="list-style-type: none"> jaques a dit (song): body parts a parts of the face 	<p>Days of the Week</p> <ul style="list-style-type: none"> Learning words for days of the week Song for days of the week <p>Months of the Year</p> <ul style="list-style-type: none"> Use of these to introduce birthdays Happy Birthday song in French <p>Revision</p> <ul style="list-style-type: none"> Consolidation of past topics
4	<ul style="list-style-type: none"> 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 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar 	<p>Numbers 1-20</p> <ul style="list-style-type: none"> Consolidating numbers up to 20 <p>Me and my family</p> <ul style="list-style-type: none"> Introducing myself: (<i>je m'appelle comment t'appelle, quelle age etc.</i>) Names of family members : (<i>ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.</i>) 	<p>Me and my family</p> <ul style="list-style-type: none"> Consolidate learning of my family Names of family members : (<i>ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.</i>) Sentence writing: Use names of the family to support sentence writing <p>Je and Tu</p> <ul style="list-style-type: none"> <i>Understand when to</i> 	<p>Body Parts</p> <ul style="list-style-type: none"> Arms, legs, feet, head etc. Face and facial expressions <p>Numbers 1-20: Use in real life setting</p> <ul style="list-style-type: none"> Maths: buying in a shop (<i>je voudrais</i>) Introductions (<i>bonjour, ca-va, je m'appelle etc.</i>) <p>Directions</p> <ul style="list-style-type: none"> Left, right, forwards

	<p>vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • appreciate stories, songs, poems and rhymes in the language 	<p>Likes and dislikes</p> <ul style="list-style-type: none"> - <i>Sports and other activities (j'aime, j'en'aime pas etc.)</i> 	<p><i>use je (I) and tu (you)</i></p> <ul style="list-style-type: none"> - <i>Start to understand masculine and feminine (gender).</i> 	<p><i>(à gauche, à droite, tout droit)</i></p> <p>Revision</p> <ul style="list-style-type: none"> - Consolidation of past topics
<p>Teachers are using a range of resources to consolidate learning and make it interactive and accessible for all abilities. These include:</p> <ul style="list-style-type: none"> - Use of purple mash is regularly present in both year 3 and 4 lessons; - Cue cards to support understanding and vocabulary; - Real life settings: numbers for bingo in maths (year 3) and shopping at the market place (year 4); - Songs and videos used to support and develop correct pronunciation and intonation and - Cross-curricular learning is evident in both year 3 and year 4 planning 				
5	<ul style="list-style-type: none"> • 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 • 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* • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and 	<p>France and French landmarks (Cultural awareness)</p> <ul style="list-style-type: none"> - Design and create a free standing Eiffel Tower - Identify the location of France on a map <p>Me and my family</p> <ul style="list-style-type: none"> - Consolidate learning of my family - Names of family members : <i>(ma mère, mon père, mon oncle, ma tante, ma grand-mère etc.)</i> - Sentence writing: Use names of family members to write sentences 	<p>Hobbies and interests</p> <ul style="list-style-type: none"> - Identify sports (revision) music and other activities - Write in sentences to express likes and dislikes - Use verb for 'to play' <i>(je joue)</i> - Use I, you, he and she forms <i>(je, tu, il and elle)</i> <p>Numbers 1-50</p> <ul style="list-style-type: none"> - Use numbers in maths ('vingt', number bingo and 'plus ou moins') - Words for 30, 40 and 50 and similarities - Use 4 operations in maths <p>Poisson d'avril</p> <ul style="list-style-type: none"> - Use art to 	<p>Revision</p> <ul style="list-style-type: none"> - Consolidation of past topics <p>Colours</p> <ul style="list-style-type: none"> - Identify colours in French - Use colours to describe an object <p>French school day</p> <ul style="list-style-type: none"> - Identify similarities and differences - Understand French words for subjects - Create a timetable using French days and subject knowledge <p>In the town</p> <ul style="list-style-type: none"> - Identify landmarks in a town - Use directions in French <i>(à gauche, à droite, tout droit, en</i>

	<p>develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Days of the Week</p> <ul style="list-style-type: none"> - Revisit words for days of the week <p>Months of the Year</p> <ul style="list-style-type: none"> - Use of these to describe when my birthday is (as part of introduction) - French calendar of events 	<p>understand a French tradition</p> <ul style="list-style-type: none"> - Write in French (sentence level) <p>Revision</p> <ul style="list-style-type: none"> - Consolidation of past topics 	<p><i>face, apres, tournez a... etc.)</i></p>
6	<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* • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly, 	<p>Self-research project</p> <ul style="list-style-type: none"> - children chose a topic of their choice - Used computers to generate a list of 'everyday life' vocabulary - Self-research project using multimedia - Presented their topic with French vocabulary to the class <p>Revision (Consolidation of past topics)</p> <ul style="list-style-type: none"> - introducing me - numbers - days of the week & months of the year - likes and dislikes 	<p>Revision (Consolidation of past topics)</p> <ul style="list-style-type: none"> - introducing me - numbers - days of the week & months of the year - likes and dislikes <p>In the town</p> <ul style="list-style-type: none"> - Revise vocabulary for landmarks in a town - Use directions in French (à gauche, a droit, tout droit, en face etc.) - Use vocabulary for asking/describing where something is (<i>Ou est le/la/l')</i> <i>Ou est le parc? Tournez a gauche, continuez tous droite, tournez a droite.</i> 	<p>Revision (Consolidation of past topics)</p> <ul style="list-style-type: none"> - likes and dislikes (<i>j'aime, je n'aime pas</i>) - Hobbies (<i>je joue, tu joue, il joue</i>) - Me and my family (<i>je m'appelle, j'ai 10 ans, mon anniversaire est... Ma mere, mon père, mes grandparents, mon oncle, ma tante etc.)</i>

	describe people, places, things and actions orally* and in writing			
<p>Teachers are using a range of resources to consolidate learning and make it interactive and accessible for all abilities. These include:</p> <ul style="list-style-type: none"> - Use of computers to allow children to explore subjects which are interesting to them; - Cue cards to develop new vocabulary; - Dictionaries to develop a growing vocabulary and - Power points and videos used to support and develop correct pronunciation and intonation <p>Cross-curricular learning is evident in year 5 (Art, DT, Maths and Computing) and in year 6 (Computing)</p>				
<p>Teachers also regularly revisit topics to enable children to consolidate prior learning, this strategy is critical in ensuring learning is not forgotten and that a wide range of vocabulary, and accurate pronunciation and intonation, is maintained and expanded.</p> <p>This is also key for children's phonics knowledge which will assist them in understanding and attempting different pronunciations...increasing and reinforcing their knowledge of the language. <i>(Maynard, S. 2012. Teaching Foreign Languages in the Primary School, p12)</i></p>				