

# French

## Long-term plan

### Standard

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Our 30-week KS2 long-term plan for **French** is designed for schools that deliver the subject each week.

This document is regularly updated to reflect changes to our content. This version was created on 15.12.23.  
Please click [here](#) to see the latest version.

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Bonjour!



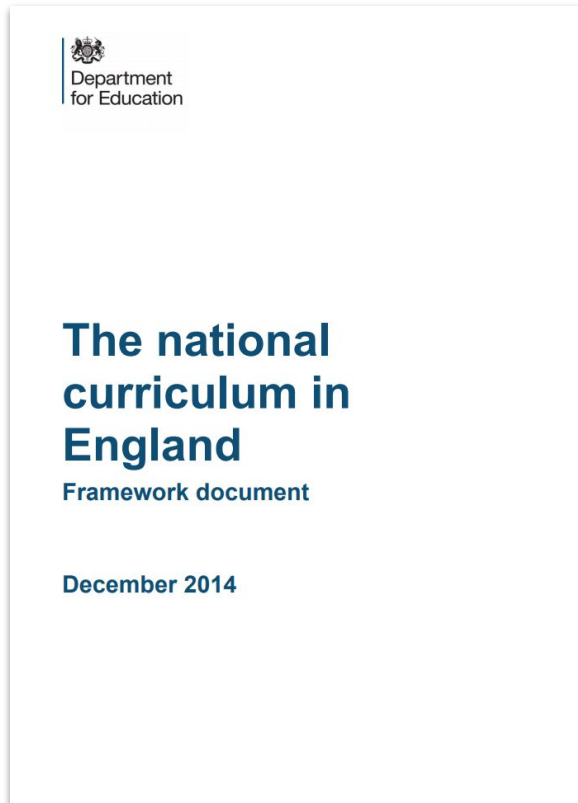
Kapow  
Primary™

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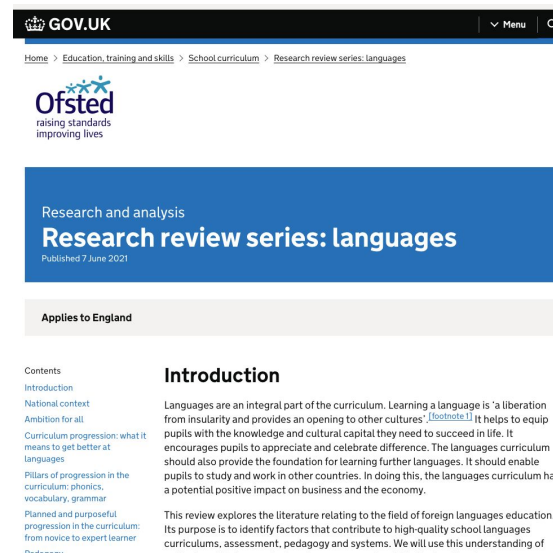
# How does Kapow Primary help our school to meet the statutory guidance for Languages?R

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National Curriculum (2014)**. It has also been refreshed to ensure that it aligns with the guidance in the **Ofsted research review series: languages (2021)**.



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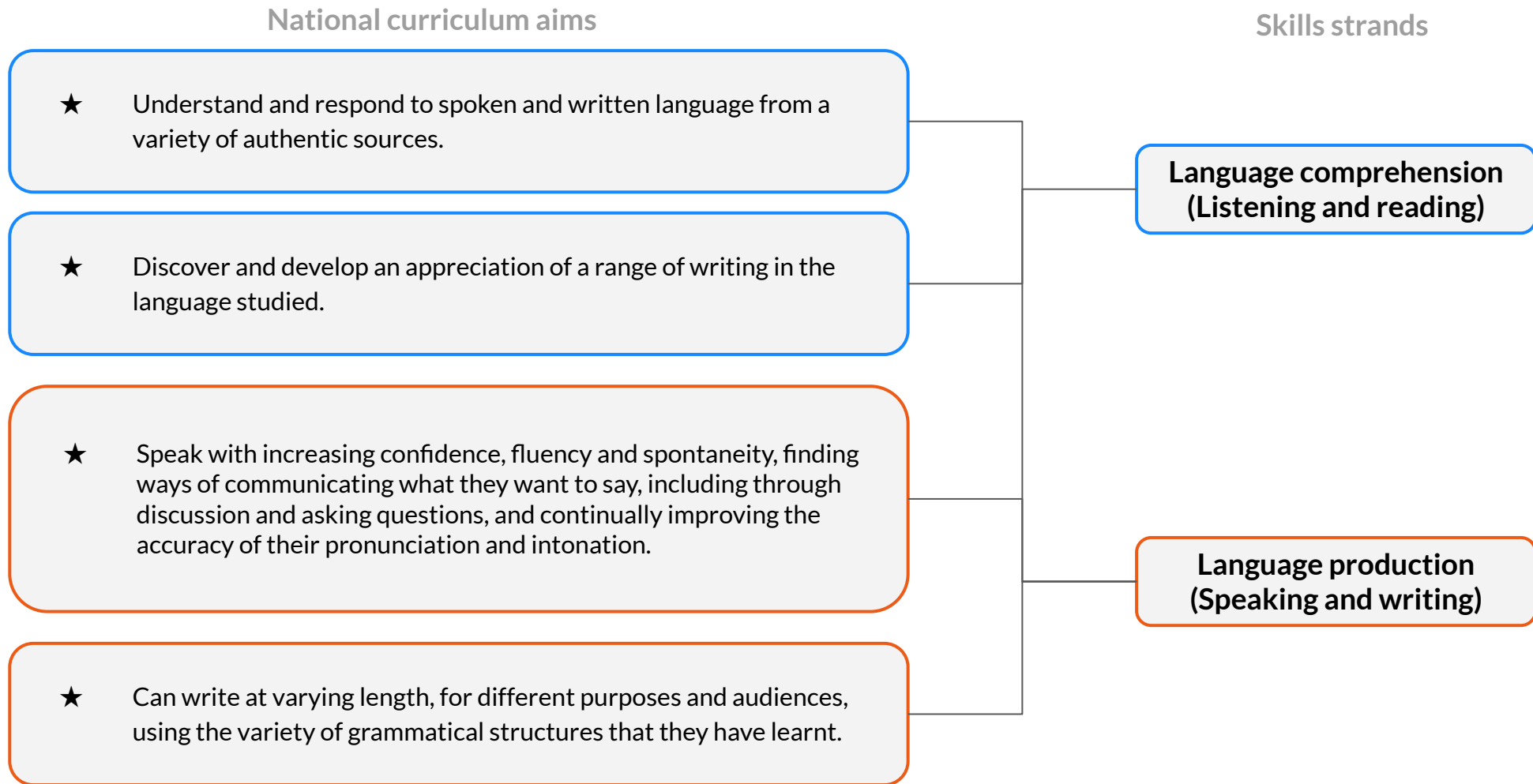
It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.



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# How does Kapow Primary's French scheme of work align with the National curriculum?

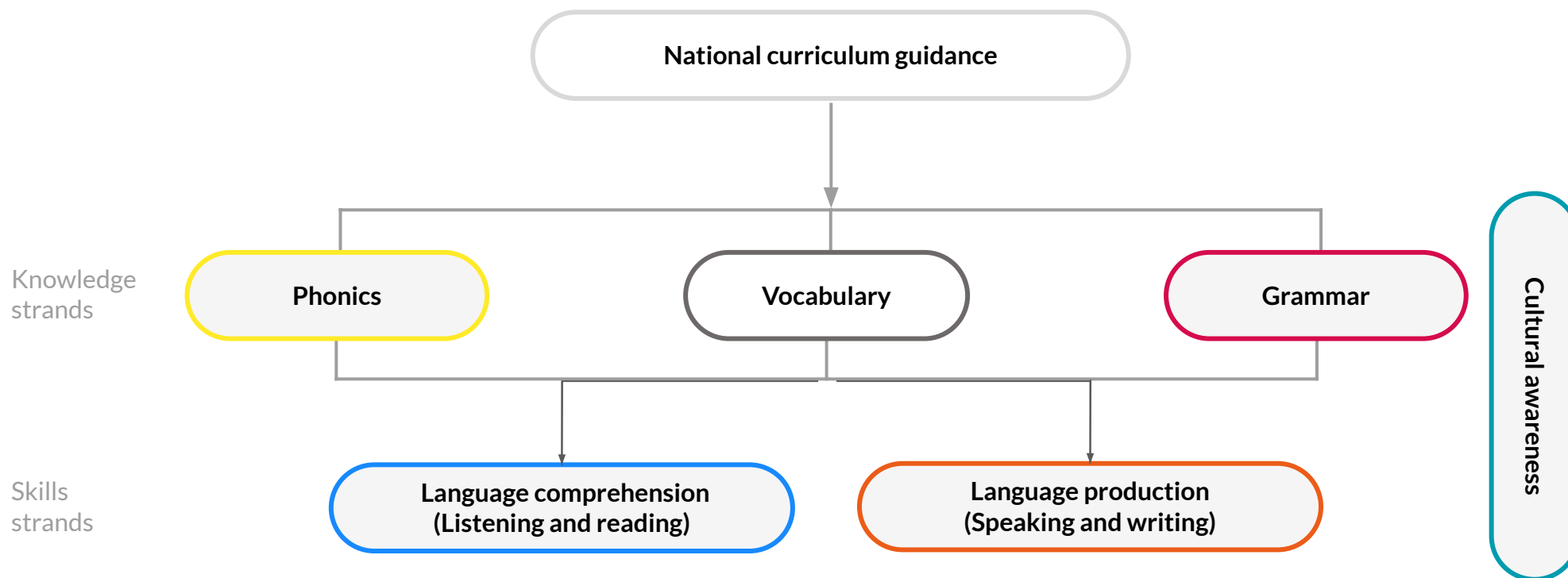
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the French scheme of work organised?](#) for a diagram showing how the strands work together.

# How is the French scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.

# Our knowledge strands - **Phonics**, Vocabulary and **Grammar**

The Kapow Primary French scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

## Phonics

A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

## Vocabulary

As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

## Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

# Language detective skills

At Kapow Primary, we believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.



# A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



## Is there any flexibility in the Kapow Primary French scheme?

Our French scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!



## Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **French** scheme. Visit the [Subject planning page](#) for more.

- ✓ [National curriculum mapping](#)
  - Shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of knowledge, skills and vocabulary:](#)
  - Shows how understanding and application of key knowledge, skills and vocabulary builds year on year.
- ✓ [Equipment list](#)
  - Explains which resources are required to teach our scheme of work.
- ✓ [Intent, Implementation, Impact statement](#)
  - Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

All units have 5 lessons unless otherwise stated.

|               | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1                                  | Summer 2   |
|---------------|--|---|--|--|---|--|
| <b>Year 3</b> | <a href="#">French greetings with puppets</a><br>(4 lessons) | <a href="#">French adjectives of colour, size and shape</a> | <a href="#">French playground games- numbers and age</a> | <a href="#">In a French classroom</a>              | <a href="#">French transport</a>          | <a href="#">A circle of life in French</a>             |
| <b>Year 4</b> | <a href="#">Portraits - describing in French</a>             | <a href="#">Clothes- getting dressed in French</a>          | <a href="#">French numbers, calendars and birthdays</a>  | <a href="#">French weather and the water cycle</a> | <a href="#">French food- miam, miam!</a>  | <a href="#">French and the Eurovision Song Contest</a> |
| <b>Year 5</b> | <a href="#">French monster pets</a>                          | <a href="#">Space exploration - in French</a>               | <a href="#">Shopping in France</a>                       | <a href="#">French speaking world</a>              | <a href="#">Verbs in a week</a>           | <a href="#">Meet my French family</a>                  |
| <b>Year 6</b> | <a href="#">French sport and the Olympics</a><br>(6 lessons) | <a href="#">French football champions</a>                   | <a href="#">In my French house</a>                       | <a href="#">Planning a French holiday</a>          | <a href="#">Visiting a town in France</a> |  |

| Year 3          |  |                 |   |
|-----------------|--|-----------------|---|
| <b>Autumn 1</b> | <u>French greetings with puppets</u> (4 lessons)   | <b>Autumn 2</b> | <u>French adjectives of colour, size and shape</u> (5 lessons)  |
|                 | Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.                      |                 | Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills               |
| <b>Spring 1</b> | <u>French playground games- numbers and age</u> (5 lessons)  | <b>Spring 2</b> | <u>In a French classroom</u> (5 lessons)  |
|                 | Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.                         |                 | Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' |
| <b>Summer 1</b> | <u>French transport</u> (5 lessons)  | <b>Summer 2</b> | <u>A circle of life in French</u> (5 lessons)   |
|                 | Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go. |                 | Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.                             |

| Year 4   |   |          |  |
|----------|---|----------|--|
| Autumn 1 | <a href="#">Portraits - describing in French</a> (5 lessons)  | Autumn 2 | <a href="#">Clothes- getting dressed in French</a> (5 lessons)   |
|          | Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.              |          | Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.  |
| Spring 1 | <a href="#">French numbers, calendars and birthdays</a> (5 lessons)   | Spring 2 | <a href="#">French weather and the water cycle</a> (5 lessons)   |
|          | Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.               |          | Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is. |
| Summer 1 | <a href="#">French food- miam, miam!</a> (5 lessons)  | Summer 2 | <a href="#">French and the Eurovision Song Contest</a> (5 lessons)   |
|          | Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French. |          | Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.            |

| Year 5   |  |          |   |
|----------|--|----------|---|
| Autumn 1 | <a href="#">French monster pets</a> (5 lessons)  | Autumn 2 | <a href="#">Space exploration - in French</a> (5 lessons)   |
|          | Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. |          | Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.   |
| Spring 1 | <a href="#">Shopping in France</a> (5 lessons)   | Spring 2 | <a href="#">French speaking world</a> (5 lessons)   |
|          | Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.                               |          | Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.  |
| Summer 1 | <a href="#">Verbs in a week</a> (5 lessons)  | Summer 2 | <a href="#">Meet my French family</a> (5 lessons)   |
|          | Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.  |          | Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases. |

| Year 6          |  |                 |  |
|-----------------|--|-----------------|--|
| <b>Autumn 1</b> | <a href="#"><u>French sport and the Olympics</u></a> (6 lessons)   | <b>Autumn 2</b> | <a href="#"><u>French football champions</u></a> (5 lessons)   |
|                 | Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.          |                 | Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.  |
| <b>Spring 1</b> | <a href="#"><u>In my French house</u></a> (5 lessons)  | <b>Spring 2</b> | <a href="#"><u>Planning a French holiday</u></a> (5 lessons)   |
|                 | Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms. |                 | Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.   |
| <b>Summer 1</b> | <a href="#"><u>Visiting a town in France</u></a> (5 lessons)   | <b>Summer 2</b> | We have left this half term free as we know that this can be a busy time in Year 6. If you want to continue with your French learning, you could revise and recap or study language related to other topics!   |
|                 | Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.                        |                 | If you subscribe to all content on Kapow, you could use this time for some Spanish taster lessons. We would suggest the following lessons:<br><a href="#"><u>Unit 1 - Lesson 1: Introductions</u></a><br><a href="#"><u>Unit 2 - Lesson 2: Counting to 6</u></a><br><a href="#"><u>Unit 3 - Lesson 1: Colours in Spanish</u></a><br><a href="#"><u>Unit 3 - Lesson 2: Shapes in Spanish</u></a><br>Unit 4 - Lesson 1: Classroom objects (coming soon!)<br>Unit 6 - Lesson 1: Journey around Latin America (coming soon!) |

| Date     | Update   |
|----------|--|
| 12.06.23 | Broken link fixed. p8  |
| 16.08.23 | The structure of the French scheme has been adapted to focus on progression in knowledge of phonics, vocabulary and grammar, as well as in language skills (p. 4-6). |
| 15.12.23 | Suggested Spanish taster sessions for Summer term Year 6 for those schools that have access to the full Kapow Primary content. (p.14).                               |