



## DARWEN ST JAMES' C OF E PRIMARY ACADEMY FRENCH LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<b>FRENCH GREETINGS WITH PUPPETS</b> 1. To greet someone and introduce yourself in French. 2. To use the correct French greeting for the time of day. 3. To ask and answer a question about feelings in French. 4. To perform a finger rhyme in French. 5 & 6. Consolidation.	<b>FRENCH ADJECTIVES OF COLOUR, SIZE AND SHAPE</b> 1. To recognise and name colour words. 2. To describe shapes by their colour. 3. To describe shapes by their size and colour. 4. To understand and recognise what are cognates and near cognates. 5. To follow instructions in French. 6. Consolidation.	<b>FRENCH PLAYGROUND GAMES – NUMBERS AND AGE</b> 1. To count from one to six in French. 2. To count beyond six in French. 3. To use number words to give more information about ourselves. 4. To recognise the numbers one to twelve, written in French. 5. To use the number words one to twelve when playing playground games. 6. Consolidation.	<b>IN A FRENCH CLASSROOM</b> 1. To understand and respond to simple classroom instructions. 2. To name school bag objects and recognise if they are masculine or feminine. 3. To ask and answer a question about something you have or do not have. 4. To read and understand short sentences. 5. To prepare and present a short spoken text. 6. Consolidation.	<b>FRENCH TRANSPORT</b> 1. To be able to compare French with English and identify words that are cognates. 2. To make changes to simple phrases and perform a song to an audience. 3. To be able to adapt, ask and answer questions about a picture prompt. 4. To be able to describe a journey to different French-speaking countries around the world. 5. To be able to conduct a survey in French and select an appropriate method to present the results. 6. Consolidation.	<b>A CIRCLE OF LIFE IN FRENCH</b> 1. To research a new noun in French and determine its gender. 2. To build sentences to describe where something lives or does not live. 3. To use knowledge about language to solve a science-based puzzle. 4. To describe a food chain in French. 5. To write a range of sentences in French to describe a food chain. 6. Consolidation.
YEAR 4	<b>PORTRAITS – DESCRIBING IN FRENCH</b> 1. To begin to understand that adjectives change if they describe a feminine noun. 2. To understand a simple description of hair and eye colour. 3. To create simple descriptive sentences. 4. To understand simple descriptive sentences. 5. To write descriptive sentences. 6. Consolidation.	<b>CLOTHES – GETTING DRESSED IN FRANCE</b> 1. To recognise and use vocabulary relating to clothing. 2. To apply their understanding of noun and adjective agreement in French. 3. To understand adjectival position and agreement for gender and number. 4. To express an opinion (like/dislike). 5. To describe an outfit using adjectives correctly. 6. Consolidation.	<b>FRENCH NUMBERS, CALENDARS AND BIRTHDAYS</b> 1. To recall and use numbers 1 to 31 in French. 2. To say the days of the week in French. 3. To say the months of the year. 4. To select vocabulary to discuss the date in French. To compare similarities and differences between traditional birthday celebrations in France and England. 6. Consolidation.	<b>FRENCH WEATHER AND THE WATER CYCLE</b> 1. To learn weather phrases. 2. To repeat short phrases accurately. 3. To describe the weather using points of the compass. 4. To describe the weather using points of the compass. 5. To understand the water cycle in French. 6. Consolidation.	<b>FRENCH FOOD – MIAM, MIAM!</b> 1. To begin to understand a conversation in French. 2. To read and say amounts of money in French. 3. To identify and pronounce the names of French shops correctly. 4. To work out the meaning of unfamiliar words. 5. To create a French menu based on authentic texts. 6. Consolidation.	<b>FRENCH AND THE EUROVISION SONG CONTEST</b> 1. To be able to say which musical instrument you play. 2. To be able to say what kind of music you like or do not like. 3. To research and write information about European countries in French. 4. To write a short, simple text, using familiar language. 5. To perform a song in French from memory with accurate pronunciation. 6. Consolidation.
YEAR 5	<b>FRENCH SPEAKING WORLD</b> 1. To recognise, read and respond to directional language. 2. To read and give directions in French. 3. To identify features of countries in the French-speaking world. 4. To investigate climate data from the French-speaking world using authentic materials. 5. To ask and answer questions about different countries in the French-speaking world. 6. Consolidation.	<b>FRENCH MONSTER PETS</b> 1. To investigate a text for clues to understand new words. 2. To identify nouns by their gender, number and meaning. 3. To apply knowledge of French nouns and gender agreement to a short piece of writing. 4. To develop understanding of adjectival rules in French. 5. To apply knowledge of vocabulary and grammar to a piece of writing. 6. Consolidation.	<b>SPACE EXPLORATION – IN FRENCH</b> 1. To identify keywords, phrases and ideas from spoken French. 2. To apply knowledge of noun and adjective agreement to create metaphors in French. 3. To make comparisons in French. 4. To develop understanding of the rules of adjectival agreement. 5. To form questions in order to ask for information about alien planets. 6. Consolidation.	<b>SHOPPING IN FRANCE</b> 1. To build numbers and prices confidently in French. 2. To name different foods in French and notice patterns in sounds. 3. To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience. 4. To be able to use vocabulary to describe a quantity of different food nouns. 5. To be able to explore and understand an authentic French text. 6. Consolidation.	<b>VERBS IN A FRENCH WEEK</b> 1. To recognise that verbs take different forms and to find infinitive verbs in a dictionary. 2. To begin to recognise some regular verbs in the present tense. 3. To recognise that verbs take different forms and to find infinitive verbs in a dictionary. 4. To know that some verbs do not follow regular patterns. 5. To build and deliver a short presentation, choosing and using a range of action verbs. 6. Consolidation.	<b>MEET MY FRENCH FAMILY</b> 1. To recognise and use phrases to say if I have a brother or sister. 2. To be able to name different family members on a family tree. 3. To be able to build descriptive sentences into a short paragraph. 4. To be able to understand and express simple opinions. 5. To plan and prepare a short presentation about my family. 6. Consolidation.
YEAR 6	<b>FRENCH SPORT AND THE OLYMPICS</b> 1. To express an opinion about sports and to say which sports you play. 2. To learn the words in French for countries around the world. 3. To conjugate the verb 'to go' and say I or someone else is going to a country. 4. To rehearse orally new vocabulary. 5. To learn about the French game of pétanque and to rehearse new vocabulary. 6. To write an interview magazine article about the Olympic Games.	<b>FRENCH FOOTBALL CHAMPIONS</b> 1. To explore French football vocabulary through a variety of language-learning techniques. 2. To use language detective skills to decode French football player profiles. 3. To describe where a person comes from, using forms of the verb phrase venir de. 4. To develop reading and comprehension skills in French by answering questions about French footballers. 5. To apply knowledge and understanding of French football vocabulary to create a footballer profile in French. 6. Consolidation.	<b>IN MY FRENCH HOUSE</b> 1. To describe houses in French. 2. To write a description of a house in French. 3. To use prepositions to describe the position of items in the bedroom. 4. To use prepositions to describe the positions of objects in the bedroom. 5. To write a letter describing my home. 6. Consolidation.	<b>PLANNING A FRENCH HOLIDAY</b> 1. To begin using the near future tense. 2. To identify and form the present and near future tenses. 3. To describe which clothes to pack for a holiday. 4. To read and understand a story about a summer holiday. 5. To plan a holiday to France. 6. Consolidation.		<b>VISITING A TOWN IN FRANCE</b> 1. To create a description of my route to school. 2. To begin to understand, ask for and speak directions to places in a town. 3. To learn about travel to France through role play. 4. To express and justify an opinion on where to visit in a town. 5. To analyse a text and identify key grammatical features. 6. Consolidation.

‘LET US NOT LOVE WITH WORDS OR SPEECH ALONE BUT WITH ACTIONS AND TRUTH’ JOHN 3:18  
NURTURING AMBITION THROUGH A LIVING FAITH