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| **French Stage 1 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Beginning to learn…** | **Phonics**  **Beginning to recognise and practise…** | **Grammar**  **Beginning to look at…** | **Language Learning Skills**  **Beginning to ….** | **Skill Level** |
| **Autumn 1**   * Getting Started   ***KPIs***  *Can*  *Say a greeting*  *Respond to a question about name or feelings*  *Attempt a question – name or feelings*  *Remember some numbers between 0-11*  *Say at least 4 colours* | Greetings/farewells  Ask and answer question: name/ feelings.  Explore numbers 0-11.  Explore 6 colours | Silent letters  ç/é/h  Sound spelling  oi/ix/eu/ou | Intonation when asking a question. | Speak confidently  Identify key sounds  Ask question with intonation.  Read some familiar target language words.  Copywrite familiar target language words | **Sound Spelling**  Can identify specific sounds /phonemes.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can say/repeat a few short words and phrases and would be understood by a native speaker.  **Reading**  Can recognise and read out a few familiar words and phrases.  **Writing**  Can write a few simple words or phrases or symbols as emergent writers of target language.  **Assessment:**  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2**   * Calendar and celebrations   ***KPIs***  *Can:*  *Read and say some adjectives of colour*  *Recognise and say a day of week*  *Attempt to copywrite accurately a day of week*  *Recognise and say most months*  *Attempt to write accurately an important month of year* | Colours  Commands in class  Days of week  Months of year  **Culture**: Christmas | Silent letters  e  Pronunciation  i  Sound spelling  ou/di/eux/ez | Intonation when asking a question. | Speak confidently  Identify key sounds  Ask question with intonation.  Take risks/positive attitude  Listen attentively  Make educated guesses  Make links with other languages. |
| **Spring 1**   * Animals I like and don’t like.   ***KPIs.***  *Remember and say animal nouns*  *Write a simple sentence about a favourite animal*  *Recognise a noun in a sentence* | Animals (pets) nouns  What is it?  My favourite animal is …  **Story**: Animals I see when I walk to school. | Silent letters  t/s  Pronunciation  é  Sound spelling  ou/in/oi/est/eau/qui/ch | Identify a noun  Aware of plural nouns  Nouns using indefinite article “a” (un/une). | Speak confidently (words and phrases)  Imitate pronunciation  Ask a question accurately  Listen attentively  Actions to aid memory  Make links with English and home languages.  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Carnival Time   ***KPIs***  *Can*  *Recall numbers 0-11*  *Recall personal info questions from Autumn 1*  *Say age*  *Recall some months of year*  *Recall some days of week*  *Attempt to say and write the date* | Revisit numbers 0-11.  Revisit colours.  Ask and answer “How old are you?”  Read and write dates in French.  Participate in a simple dialogue (name, feelings, age).  **Culture**: Carnival  **Culture** :Easter | Silent letters  t/s  Sound spelling  in/oi/ch/qu | Intonation when asking a question.  Forming a question in French.  Forming the date in French. | Speak confidently (words and phrases)  Actions to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages. |
| **Summer 1**   * Fruits, vegetables, hungry giant story   ***KPIs***  *Can:*  *Understand and say fruit/veg nouns*  *Recall numbers 0-15*  *Count fruits*  *Understand, enjoy, join in with story and board game*  *Ask politely for an item*  *Attempt to write a simple sentence using conjunction “and”* | Fruits and vegetable nouns  Numbers 0-11  Colours  I want  I would like …  Please  **Story**: The hungry giant story, performance  **Board game**: The hungry giant | Silent letters  t/s  Sound spelling  omme/oi/ane/eux/ou/ais | Polite requests  Singular and plural nouns. | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |
| **Summer 2**   * Going on a picnic * Aliens in France * Language Puzzle   ***KPIs***  *Identify and understand familiar colours in a sentence*  *Remember and say familiar colours*  *Understand and join in with a story*  *Ask the question “Where do you live/*  *Respond to the question with “I live in...”* | Food and drink nouns for a picnic.  **Story**: going on a picnic  **Culture**: Map and places - in France  Where do you live?  I live in ….  **Language Puzzle**: using our language detective skills to explore another language. | Silent letters  e/s/t/h  Sound spelling  ch/j’h/ais/où | Polite requests  Singular and plural nouns.  Asking a question accurately | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |

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| **French Stage 2 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Revisit and develop…** | **Phonics**  **Revisit and develop…** | **Grammar**  **Revisit and develop…** | **Language Learning Skills**  **Revisit and develop…** | **Skill Level** |
| **Autumn 1**   * Welcome to school, super learners   ***KPIs***  *Can:*  *answer several questions about themselves*  *ask several questions about a friend*  *understand and respond to classroom instructions*  *recall days of week*  *recall months of year*  *say and write some nouns for places in school*  *say and write some nouns for classroom objects* | Recall personal information questions and answers  Recall 0-11 and some classroom instructions  Say and read numbers 10-20  Recall days and months  Names of areas /rooms in school  Classroom item nouns  **Culture**: School in France | Silent letters  t/p  Pronunciation of letters  x/é/h  Sound spelling  z/ngt/ze/ez/on | Masculine and feminine singular nouns. | Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Ask question with correct intonation.  Read some familiar and unfamiliar target language words.  Write familiar target language words from memory. | **Sound Spelling**  Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  **Reading**  Can understand simple written phrases. Can match sounds to familiar written words.  **Writing**  Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.  **Assessment:**  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2**   * My local area, your local area   ***KPIs***  *Can:*  *Listen and respond accurately to sequence of commands*  *Communicate simple instructions*  *Recognise and read places in town nouns*  *Ask and respond appropriately to where something is* | Revisit /extend colours  Revisit/extend classroom commands  Commands of movement and direction  Places in town/shops nouns  Ask and answer question “Where is …?”  **Poem**: Bonfire Night  **Culture**: shops and a typical town in France  **Culture**: Christmas | Silent letters  t/e  Pronunciation  i  Sound spelling  ou/on/eu/oi/an/ch/ez | Classify masculine and feminine singular nouns. | Speak confidently (words, phrases.  sentences)  Identify key sounds/silent letters  Take risks/positive attitude  Listen attentively  Make educated guesses  Recall previously learnt language. |
| **Spring 1**   * Family tree and faces.   ***KPIs***  *Remember and say nouns for members of family*  *Recognise, understand and say parts of face nouns*  *Write a simple sentence with a part of face and a colour.* | **Culture**: Epiphany in France.  Family member nouns  Recall personal information  Parts of the face nouns  Simple sentences to describe a face  Create an alien face. | Silent letters  t/s  Pronunciation  é/è/ç  Sound spelling  an/ille/oi/qui/suis/ai/eux  /ez | Practise masculine and feminine nouns, singular and plural  Explore plural nouns with adjectives in French  Practise/use first person singular of verbs to have and to be.  Practise asking a question. | Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Understand basic grammar  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Face and body parts   ***KPIs***  *Recognise and use accurately body part nouns*  *Understand simple descriptive sentence about body parts with colour adjectives and size adjectives*  *Say and write simple sentence about for a physical description*  *Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands* | Revisit face part nouns  Body parts nouns  Movement commands  Use of “ I have” with physical descriptions in French.  Generate simple sentence descriptions, adjective and nouns, to describe an alien. | Silent letters  t/s/x  Pronunciation  é  Sound spelling  ez/eux/eille/ge | Practise French verbs as commands.  Explore use of plural nouns  Explore use of singular nouns,  Practise using colours as adjectives with nouns in French | Speak confidently (words and phrases)  Imitate the pronunciation of sounds  Use a bilingual dictionary to check spellings or look up new words  Make educated guesses of context  Actions/games to aid memory  Recall and use prior learning  Positive attitude  Take risks and learn from mistakes  Imitate pronunciation |
| **Summer 1**   * Feeling unwell * Jungle animals   ***KPIs***  *Recall body part nouns*  *Explain what hurts and how feeling*  *Take part in at the doctors’ roleplay*  *Identify jungle animal nouns*  *Remember jungle animal nouns*  *Identify and find meaning of unfamiliar adjectives*  *Understand and join in with a story.*  *Say/write a simple sentence – noun, adjective, conjunction about jungle animals.* | Recall body parts nouns  Explaining how something hurts  Ask the question “What is wrong?”  At the doctors ‘ roleplay  Jungle animal nouns  Adjectives of colour and size to describe animal nouns  **Story**: Walking through the jungle  **Poem** :Jungle animal explorers | Silent letters  t/s/h  Pronunciation  i  Sound spelling  en/in/erre/un/oi | Revisit intonation when asking a question  Using adjectives to describe a noun in French | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks and learn from mistakes  Make links with English and home languages.  Write simple sentences using a model. |
| **Summer 2**   * The weather * Ice creams * Language Puzzle   ***KPIs***  *Can:*  *Read and understand 3 simple sentences about the weather*  *Say and write 3 simple sentences about the weather*  *Understand some ice cream flavours*  *Describe a favourite ice cream*  *Participate in a buy an ice cream roleplay* | Weather statements  Weather question.  Ice cream flavours  Buying an ice cream dialogues  Ice creams- I love, like, dislike  **Culture**: Map and places - in France and weather forecasts  **Language Puzzle**: using our language detective skills to explore another language. | Silent letters  e/s/t/d  Sound spelling  ch/oi/au/ai/ille/at/  ette/ace | Can ask for an item politely  Asking a question accurately | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |

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| **French Stage 3 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Revisit and extend…** | **Phonics**  **Revisit and extend…** | **Grammar**  **Revisit and extend…** | **Language Learning Skills**  **Revisit and extend…** | **Skill Level** |
| **Autumn 1**   * Talking about   Us  ***KPIs***  *Can:*  *Say an extended sentence about how feeling with a reason*  *Say a 3rd person singular sentence with details about someone else*  *recognise and say at least 5 school subjects*  *say and write an extended opinion about a school subject using a like/dislike verb* | Recall personal information questions and answers  Introduce myself  Introduce another  person  Talk about feelings  Opinions and reasons  School subjects  Likes and dislikes  **Culture**: School in France and school timetable | Silent letters  s/e/d/h/x  Sound spelling  us/gué/ai/ei/on/in | Conjunctions  Extended sentences  Verbs of opinion – 1st/2nd person singular  Begin to explore 3rd person singular | Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Identify word roots across languages  Develop reading aloud skills  Develop comprehension skills and strategies  Develop speaking and writing skills  Continue to develop word reference tools skills.  Ways to explore sentence structure  Write simple extended sentences using a model. | **Sound Spelling**  Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  **Reading**  Can understand simple written phrases. Can match sounds to familiar written words.  **Writing**  Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.  **Assessment:**  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2**   * Time in the city   ***KPIs***  *Can:*  *Understand at least 5 places in the city/town nouns*  *Say and write a simple sentence to describe what is in a town/city*  *Can say and write the nouns for presents on a charity stall.*  *Can ask and answer politely to purchase an item*  *Can participate in a simple shopping dialogue*  *Write a simple descriptive sentence about a festive jumper*. | Recall familiar places in town/shops nouns  Places and nouns for places in a city  Simple directions around town/city  Buying an entrance ticket  Buying an item and asking the price  Numbers 0-100  and euros  Shopping roleplay  Festive jumper nouns  **Culture**: visiting Paris and getting to know a city in France  **Culture**: A charity stall  **Culture**: a festive jumper competition (for Xmas) | Pronunciation  é  Sound spelling  ou/is/an/en/oi/ch | Write simple present tense descriptive sentences using nouns and adjectives. | Speak confidently (words, phrases.  sentences)  Listen attentively  Make educated guesses  Recall previously learnt language.  Practise language with a friend  Games to aid memory  Use bilingual dictionaries to check spelling and meanings |
| **Spring 1**   * Healthy eating and going to the market.   ***KPIs***  *Can:*  *Remember and say familiar fruit/veg nouns*  *Identify cognates and semi cognates (fruit/veg nouns)*  *Say some numbers between 0 and 100*  *Participate in an at the market roleplay*  *Follow simple instructions for a recipe*  *Give simple instructions for a recipe* | Recall nouns for fruit and vegetables  Extend knowledge of fruits and vegetables  **Culture**: explore fruits and vegetables grown in France  Likes, dislikes and preferences  Recall numbers 0-100  Weights and quantities  At the market roleplays  Recipe instructions  **Culture**: fruit salad | Silent letters  s  Sound Spellings  gn/oi/gue/in/ai/as/ez  /uit | Consolidate understanding of masculine and feminine nouns, singular and plural  Commands  Practise question words and forming a question in French. | Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Clothes, colours and fancy dress   ***KPIs***  *Can:*  *Identify and understand clothes nouns*  *Can say nouns for clothes accurately*  *Can read and understand descriptive sentences about clothes*  *Can use nouns and adjectives accurately to create descriptive sentences*  *Can use parts of the verb to wear to write simple clothes descriptions* | Clothes nouns  Verb; to wear in French.  Adjectives of size and colour  A fancy dress outfit – nouns and adjectives  Sports kit nouns | Silent letters  t/s/e  Pronunciation  é  Sound spelling  ez/ch/ou/oi/ent/eau/  ail | Consolidate understanding of masc/fem nouns in French  Consolidate position and agreement of familiar adjectives with nouns in French  Question words  Present tense conjugation of the verb “to wear” in French | Speak confidently (words and phrases)  Identify key sounds and silent letters  Use a bilingual dictionary to check spellings or look up new words  Actions/games to aid memory  Recall and use prior learning  Take risks and learn from mistakes |
| **Summer 1**   * Out of this World   ***KPIs***  *Can:*  *Understand information ona simple ID card*  *Ask and answer details about identity*  *Recognise planets in target language*  *Use adjectives accurately to describe planets*  *Read and understand simple facts about the planets.*  *Recall and use prior learning to create a simple imaginary planet description.* | Personal identity nouns  Questions and answers about ID  Planets in French  Adjectives to describe the planets  Recall familiar language from range of topics to create an imaginary planet  **Links between languages**: etymology of planets | Silent letters  t/s  Pronunciation  é | Consolidate understanding of masc/fem nouns in French  Consolidate position and agreement of familiar adjectives with nouns in French  Question words  Use of verb “to be” in present tense descriptions  Conjunctions to extend sentences | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Take risks and learn from mistakes  Make links with English and home languages.  Write simple sentences using a model. |
| **Summer 2**   * At the seaside * Language Puzzle   ***KPIs***  *Can:*  *Understand and say nouns for beach bag items*  *Use sentence starters to create a sequence of sentences*  *Use “you can” + infinitive of a verb to create a persuasive sentence*  *Say/write extended sentences to describe a day at the seaside*. | Beach bag item nouns  Sentence starters  You can + verbs as infinitives about activities at the seaside  Conjunctions  Opinions and reasons  **Culture**: Map and places - in France to go on holiday  Beach culture in France  **Language Puzzle**: using our language detective skills to explore another language. | Silent letters  e/s/t  Sound spelling  eau/ait/au/oi/gue | Consolidate position/agreement of adjectives with nouns in French  Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions  Explore use of modal verb + infinitive for persuasive sentences | Speak confidently (words and phrases)  Actions/games to aid memory  Identify key sounds and silent letters  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended sentences using a model. |