**Long Term Planning**

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| FRENCH | Hillfort Specific | **Cultural Isolation**  Have the opportunity to experience listening to a different language.  Help children to understand what it is to be a global citizen.  This includes the importance of tolerance and understanding. Learning a language is ‘a liberation from insularity and provides an opening to other cultures.’ (DFE: September 2013) | | **Oracy**  Linguistic progression and developing children’s self-confidence and subject knowledge in order to converse with one another. | | | |
| Concepts  **‘The Pillars of progression’** | **Grammar (progression of)**  Present simple tense and present continuous tense  Simple future tense and future continuous tense  Develop the use of nouns, verbs, pronouns, conjunctions, adjectives and articles. | | **Vocabulary**  High-frequency words  (nouns, adjectives, conjunctions and verbs) | | **Phonics**  Clear and reliable pronunciation and the links between sounds and spelling are integral parts of second language learning.  Focus on the meaning-bearing sounds and how the phonemes are written and how the written word is pronounced. | |
| Skills | **Transferable skills**  These include the following:  Continuing to develop speaking and listening skills, gaining a better understanding of the English language (by looking at the etymology of some French words) and having a greater understanding of linguistic structures and grammar as well as continuing to develop the children’s skills of reading (and reading for understanding) as well as writing. | | | | | |
| **Speaking and Listening**  Make connections between what the children hear and the written word.  To develop accurate pronunciation and intonation.  To develop the skills of conversing with one another. | **Reading for Understanding** When the children read the French words and phrases (and later, the sentences) they will have heard the pronunciation and have built up their knowledge of vocabulary over time in order to aid their understanding of what they have read. | **Spelling** | **Ensuring that vocabulary is remembered over time**  At the beginning of each lesson, focus on the ‘Wordbank Flashcards’ section which enables children to revise key words in previous and current units.  At the end of each lesson, focus on the ‘Storyboard’ section which consolidates the lesson.  Complete ‘The Challenge’ at the end of each unit as an assessment. | | **Writing**  To orally construct a sentence before writing it.  To write words, phrases and sentences in French.  By the end of Year 6, children should be able to write a letter/email to a class member or a peer in the French-speaking school which they have made links with. |

Progression Map

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|  | | EYFS (ENGLISH) | KS1 (ENGLISH) | Y3 (FRENCH) | Y4 (FRENCH) | Y5 (FRENCH) | Y6 (FRENCH) |
| Cultural Isolation | | Have an understanding of the world around them including guiding children to make sense of their physical world and their community. | Children recognise ways that they are the same and different to other people.  Learn about what individuals and communities do and why so they can identify what it means to be part of the community. | The children will be able experience listening to a different language to their own.  Awareness that French is spoken in different parts of the world. It is a multi-cultural country. | Set up links with a partner school in France via email/blog. | Set up links with a partner school in a French-speaking country via email/blog. | Investigate school life and popular past times of children of their age in other French-speaking countries. |
| Oracy | | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, making use of conjunctions. | Use relevant strategies to build their vocabulary.  Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Speak audibly and fluently with an increasing command of Standard English. | Use key words and phrases.  Begin to converse with one another.  To begin to use the first person.  Emphasis on correct pronunciation. | To speak in sentences using first and third person.  To use masculine and feminine correctly in a sentence.  To use a prepositional phrase.  Emphasis on correct pronunciation. | To develop question and answer skills in a conversation.  To use fronted adverbials and fronted subordinate clauses.  Emphasis on correct pronunciation. | To use the first, second and third person (singular and plural.)  Use appropriate verb endings linked to the relevant pronoun.  To speak in sentences using familiar vocabulary, phrases and basic language structures.  Emphasis on correct pronunciation. |
| Key concept: Grammar | Verbs | Use the past, present and future tense.  Saying sentences in correct order. | Use the progressive form of the past and present tense. | Present simple tense | Present simple tense and commands (eg ‘Regardez!’) | Use the progressive form of the present tense.  Simple future tense | Past simple tense.  Progressive form of the future tense. |
| Nouns | Exposure to nouns through daily poetry, 5 stories a day, vocabulary wall and verbal interaction between teacher and child.  Saying sentences in correct order. | Use expanded noun phrases. | Nouns: gender (il/elle/la/le) and singular and plural (la/le/les) | Days of the week, types of weather, toys and numbers. | Nouns (masculine and feminine) | Proper nouns |
| Pronouns | Exposure to pronouns through daily poetry, 5 stories a day, vocabulary wall and verbal interaction between teacher and child.  Saying sentences in correct order. | Personal pronouns | Personal pronouns (Je/J’/vous/tu) | Personal pronouns (c’est) | Personal pronouns (ils/elles) | Personal pronouns (nous/votre) |
| Conjunctions | Exposure to conjunctions through daily poetry, 5 stories a day, vocabulary wall and verbal interaction between teacher and child.  Saying sentences in correct order. | Co-ordinating and subordinating conjunctions. | Co-ordinating conjunction (et) | To us ‘et’ to join clauses together. | Co-ordinating conjunctions (et and mais) | Co-ordinating conjunctions (et and mais) |
| Determiners | Exposure to determiners through daily poetry, 5 stories a day, vocabulary wall and verbal interaction between teacher and child.  Saying sentences in correct order. | Definite and indefinite articles. | Definite (la/le/l’/les)  Indefinite (un/une/de/des) | Definite (la/le/l’/les)  Indefinite (un/une/de/des) | Definite (la/le/l’/les)  Indefinite (un/une/de/des) – identifying the masculine singular/plural and feminine singular/plural | Definite (la/le/l’/les)  Indefinite (un/une/de/des) |
| Adjectives | Exposure to adjectives through daily poetry, 5 stories a day, vocabulary wall and verbal interaction between teacher and child.  Saying sentences in correct order. | Adding suffixes to adjectives | The colours linked to nouns | Large/small/charming etc.  Introduction to the use of masculine and feminine with adjectives. | Adjectives (masculine and feminine) | Reinforce and develop knowledge using adjectives (masculine and feminine) |
| Key concept: Vocabulary. | | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Use relevant strategies to build their vocabulary.  The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.  Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. | Greetings  Numbers to 10  Months  Colours  Animals  Food  Body parts  Festivals and Celebrations | Modes of transport  Weather types  Toys/gadgets  Numbers to 100  Days of the week  Types of clothes  Time  Different foods. | Types of food and drink  Musical instruments  Directions  The French alphabet  Words associated with the beach.  The seasons  The planets  Positional vocabulary | Vocabulary associated with telling the time.  Names of countries  Types of landscape  Types of shops/facilities |
| Skills: Speaking and Listening | | This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. | Listen and respond appropriately to adults and their peers.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates. | First and foremost, the children will have the opportunity to listen to a different language to their own.  To be introduced to the concept of the use of the accent (eg acute accent) in the French language.  Listen to and use simple French phrases and greetings.  Listen to pronunciation of numbers to twenty and recite them.  Children learn to talk about their achievement in games and activities.  They also use a birthday greeting.  Listen to pronunciation of body parts and the colours and learn to say the words in French.  Children learn to talk about animals and describe their colour and movement while listening and responding to a story.  Children learn the names of some vegetables and how to say what they like and don’t like. | Learn how to say words, phrases and sentences associated with the weather.  Learn to say and recognise days of the week.  To be able to ask their partner a question about how their partner travels to school and respond appropriately.  To use compound sentences in conversation.  To listen to a French song and learn it using the correct pronunciation.  Children are taught that the final consonant in French words is not usually pronounced. | Revise and extend language about healthy and unhealthy eating.  Discuss musical tastes and talk about musical instruments.  Listen to pronunciation of simple directions and landmarks in a town and of the French alphabet. Then say the above in French.  Revise knowledge of the colours and language associated with a beach and learn new nouns and adjectives.  To use knowledge of the months, weather and colours in a new context.  Develop children’s awareness of sentence structure in a specific context. | Children begin to be able to exchange information about their school and school routine.  Research and compare the geography of France, French-speaking countries and other areas of the world.  Revise and extend knowledge of places in town, clothes and colours in a different context.  To express and justify opinions in a context.  Children listen to and learn the words of a song and perform in a play using the correct pronunciation.  To revise and extend vocabulary and use more complex language to express opinions about the media. |
| Skills: Spelling | | Children use their phonic knowledge to write words in ways which match their spoken sounds.  They also write some irregular common words.  Some words are spelt correctly and others are phonetically plausible. | Children segment spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. | Children are introduced to the fact that words are masculine or feminine. (Also, that ‘les’ stays the same for groups/objects of either gender.)  If an adjective (such as bleu refers to a female, an additional letter/s is/are added.) | Most French nouns form their plural by adding an -s to their singular form.  Children learn to use ‘l’…’ when using a word that begins with a vowel. | Children learn about how the spelling of a word changes from masculine and feminine singular to masculine and feminine plural.  Children learn about the different suffixes that are used for verbs when using the third person singular and plural.  Children learn about the spelling of verbs written in the progressive form of the present tense and the simple past tense. | Children learn about the different spelling for verbs written in the progressive form of the future tense and the simple future tense.  Children learn about when to use ‘n’ … pas’ (when the verb starts with a vowel.)  Children learn about when to use the cedilla in French. |
| Skills: Ensuring that vocabulary is remembered over time | | Repetition and re-cap on a regular basis. | Repetition and re-cap on a regular basis. | At the beginning of each lesson, focus on the ‘Wordbank Flashcards’ section which enables children to revise key words in previous and current units.  At the end of each lesson, focus on the ‘Storyboard’ section which consolidates the lesson.  Complete ‘The Challenge’ at the end of each unit as an assessment. | At the beginning of each lesson, focus on the ‘Wordbank Flashcards’ section which enables children to revise key words in previous and current units.  At the end of each lesson, focus on the ‘Storyboard’ section which consolidates the lesson.  Complete ‘The Challenge’ at the end of each unit as an assessment. | At the beginning of each lesson, focus on the ‘Wordbank Flashcards’ section which enables children to revise key words in previous and current units.  At the end of each lesson, focus on the ‘Storyboard’ section which consolidates the lesson.  Complete ‘The Challenge’ at the end of each unit as an assessment. | At the beginning of each lesson, focus on the ‘Wordbank Flashcards’ section which enables children to revise key words in previous and current units.  At the end of each lesson, focus on the ‘Storyboard’ section which consolidates the lesson.  Complete ‘The Challenge’ at the end of each unit as an assessment. |
| Skills: Reading for Understanding | | Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Children listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently and  discuss the sequence of events in books and how items of information are related and  become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. | Children listen to French words, phrases and sentences which are accompanied by the corresponding visual images.  Their understanding is checked by using the flash cards in the first instance followed by the ‘Story board’ which consolidates children’s learning by focusing on the photo stories and accompanying audio.  The ‘Activities’ enable children to practise what they have learnt.  Finally, the ‘Challenge’ section assesses understanding. | Children listen to French words, phrases and sentences which are accompanied by the corresponding visual images.  Their understanding is checked by using the flash cards in the first instance followed by the ‘Story board’ which consolidates children’s learning by focusing on the photo stories and accompanying audio.  The ‘Activities’ enable children to practise what they have learnt.  Finally, the ‘Challenge’ section assesses understanding. | Children listen to French words, phrases and sentences which are accompanied by the corresponding visual images.  Their understanding is checked by using the flash cards in the first instance followed by the ‘Story board’ which consolidates children’s learning by focusing on the photo stories and accompanying audio.  The ‘Activities’ enable children to practise what they have learnt.  Finally, the ‘Challenge’ section assesses understanding. | Children listen to French words, phrases and sentences which are accompanied by the corresponding visual images.  Their understanding is checked by using the flash cards in the first instance followed by the ‘Story board’ which consolidates children’s learning by focusing on the photo stories and accompanying audio.  The ‘Activities’ enable children to practise what they have learnt.  Finally, the ‘Challenge’ section assesses understanding. |
| Skills: Writing | | This involves encouraging children to link sounds and letters and to begin to read and write. | To be able to write for a range of purposes.  Write down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.  Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)  Read aloud what they have written with appropriate intonation to make the meaning clear. | Write French words and phrases.  Orally construct a sentence before writing it then write sentences with a subject and a verb in them. | Orally construct a sentence before writing it then write sentences with a subject, noun, a fronted adverbial and a verb in them.  Construct sentences using ‘et’ to join two clauses.  To write a short conversation in French. | Orally construct a sentence before writing it.  Write sentences in French which include a fronted adverbial, a prepositional phrase, a noun and a verb.  Write an information text in French. | Orally construct a sentence before writing it.  To write compound sentences using ‘and’ and a fronted adverbial.  To write a letter/email to a class member or a peer in the French-speaking school which they have made. |

**Curriculum Map**

**Year 3**

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| All About Me  (6 weeks) | Games and Songs  (6 weeks) | | Final week of term | Celebrations  (6 weeks) | Portraits  (6 weeks) | Final week of term | The Four Friends  (6 weeks) | Growing Things  (6 weeks) | | Final week of term |
| Focus on listening to French.  Greetings.  Learn the numbers from 1 – 20.  What are you called? How old are you?  Learn one of the French songs (which uses numbers 1 – 20)  European Languages Day (26/9/21): afternoon focus of Week 4  Set up a link with a partner school in France. | Over-view of new vocabulary linked to games and songs.  Revise words and phrases from previous session and use numbers from 1 – 20 in a context.  Focus on sentences linked to games and songs and numbers.  Introduce names of five types of animals in French and link to numbers.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. |  | Reinforcement and consolidation week | Introduction to birthday greeting.  Discuss different celebrations in France and compare with ones in Britain.  Use the present simple tense in sentences using subject and verb.  Introduce the negative: ‘ne…pas.’  The months of the year. Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Introduction to the French for the different colours.  Introduction to the names of facial features which are linked to the colours.  Learn a song in French (which refers to names of the body parts.)  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Introduce the names of five more different animals.  Construct sentences in present simple tense linked to what the animals are associated with.  Link the above to the children’s knowledge of colours.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | | Introduction of five types of vegetables.  Revise ‘J’aime’ and ‘Je n’aime pas’ in the context of vegetables.  Learn a song in French which focuses on the pronunciation of ‘on.’  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | |

**Year 4**

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| All Aboard | Pocket Money | Final week of term | Tell Me a Story | Our Sporting Lives | Final week of term | Carnivals of Animals | What’s the Weather Like? | Final week of term |
| European Languages Day: afternoon focus of Week 3  Set up a link with a partner school in France.  Learn the names of different types of weather and modes of transport.  Learn the days of the week.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Learn the numbers from 11 – 30.  Learn how to give their opinion (of a toy) in French.  Extend children’s vocabulary of different food types.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Learn the numbers from 31 – 100.  Learn a set of commands.  Learn about the masculine and feminine form of adjectives.  Practise reading a story (Sleeping Beauty) aloud in French.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Extend children’s vocabulary of different types of food.  Complete sentences using different determiners.  Construct sentences using the days of the week followed by an activity.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Learn to tell the time (on the hour.)  Construct sentences with a subject, verb and prepositional phrase.  Extend children’s vocabulary of adjectives.  Extend the children’s vocabulary of animals.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Use fronted adverbials within sentences.  Learn how to say temperatures (associated with weather) in French.  Extend children’s vocabulary of different clothes and types of weather.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week |

**Year 5**

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| Healthy Eating | I am the Music Man | Final week of term | On the Way to School | Beach Scene | Final week of term | The Return of Spring | The Planets | Final week of term |
| European Languages Day: afternoon focus of Week 3  Continue to develop links with French-speaking school (from Year 4)  Learn the names of different foods and identify the gender of each and use the words in sentences.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Learn the names of musical instruments and identify the gender of each and use the words in sentences.  Use ‘je’ and ‘tu’ in their sentences and questions to one another.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Learn the French alphabet.  Learn the names of shops/facilities.  Learn directions: left/right.  Use ‘ou est?’ and ‘c’est’ at the beginning of questions and answers.  Use common verbs: ‘je vais,’ ‘je tourney,’ ‘je traverse.’  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Learn words associated with the beach and identify the gender of each of these words and use them in sentences.  Learn to use  ’Il y a’ at the beginning of a sentence and the plural of high-frequency verbs.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Learn the names of the seasons and re-cap on the months of the year.  Re-cap on names of animals, adjectives such as froid (cold) and colours.  Construct sentences with a fronted adverbial, prepositional phrase, noun and adjective.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Learn the names of the planets.  Use the names of the planets in sentences using adjectives.  Identify verbs, nouns and adjectives within a piece of text.  Construct sentences using a subject, verb, conjunction, noun, preposition and adjective. | Reinforcement and consolidation week |

**Year 6**

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| Our School | The World about us | Final week of term | Then and Now | Out and About | Final week of term | Setting up a café | What’s in the news? | Final week of term |
| European Languages Day: afternoon focus of Week 3. Children write an email/letter to a peer in the French-speaking school they have made connections with.  Learn vocabulary associated with a normal school day.  Construct sentences using days of the week, subjects and the time of day.  Re-cap on colours and adjectives and the gender of these.  Read a piece of text and be able to retrieve key information from it.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Learn more names of countries and the continents.  Link countries to names of animals which are associated with that country.  Construct sentences using a fronted adverbial, a subject, noun, adjective, prepositional phrase and conjunction.  Re-cap on first, second and third person.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Introduce the past simple tense.  Re-cap on vocabulary associated with shops/facilities.  Re-cap on the vocabulary for different items of clothing and introduce new ones.  Re-cap on the first, second and third person.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Using numbers in the context of money.  Learn the names of fairground rides and the gender of these.  Construct sentences using a fronted adverbial, a subject, noun, adjective, prepositional phrase and conjunction.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week | Learn when to use ‘n’… pas’ when the verb starts with a vowel.  Continue to use the past simple tense.  Introduce the progressive form of the future tense.  Learn the vocabulary associated with a café and how to order an item/s and respond appropriately.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Continue to use the progressive form of the future tense.  Continue to use ‘n’…pas’ when the verb starts with a vowel.  Use time of day in the context of a timetable of television programmes.  An introduction of when to use the cedilla in French.  Follow the ‘Story board’ which is a conversation.  Complete the ‘Challenge’ which assesses the children’s knowledge and understanding. | Reinforcement and consolidation week |