



## French Medium Term Plan 2023~2024



Year 3	Knowledge	Skills
<b>Autumn 1 Phonics (Lesson 1) and I'm Learning French</b>	Children know: <ul style="list-style-type: none"><li>the first set of phonic sounds – CH, OU, ON and OI;</li><li>sound patterns and make comparisons to the English language;</li><li>where France and other French speaking countries on a map of the world;</li><li>Paris is the capital city of France as well as other cities;</li><li>basic questions to initiate a conversation;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say colours and numbers 1-10, role play on saying how you are and what your name is;</li><li><b>listening:</b> listen to model role plays and infer meaning;</li><li><b>reading:</b> match colours and numbers to written form;</li><li><b>writing:</b> spell French vocabulary with increasing accuracy.</li></ul>
<b>Autumn 2 Seasons</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – CH, OU, ON and OI.</li><li>all four seasons in French.</li><li>what their favourite season in French is;</li><li>new vocabulary to describe each season e.g. hot, cold, snow;</li><li>the conjunctions 'et' (and) &amp; 'car' (because) in spoken and written responses.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> start with the individual seasons (noun + definite article) and build towards saying a short phrase about the key characteristics of each season;</li><li><b>listening:</b> match each season to a picture, word or phrase, understand slightly longer text and begin to learn to decode and gist listen;</li><li><b>reading:</b> match seasons to images/words/phrases, short and simple reading tasks;</li><li><b>writing:</b> build towards writing a short phrase about each season;</li><li><b>grammar:</b> use of definite articles with the seasons and learn how to say 'in' a particular season.</li></ul>
<b>Spring 1 Instruments</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – CH, OU, ON and OI;</li><li>up to ten instruments in French using the correct determiner;</li><li>the difference between masculine and feminine determiners;</li><li>'the' has a plural form in French;</li><li>'je joue' means 'I play' and use it in a sentence.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say "I play..." plus an instrument by the end of the unit;</li><li><b>listening:</b> match sound to a picture, word or phrase;</li><li><b>reading:</b> match words to pictures/words /phrases in English;</li><li><b>writing:</b> spell at least five of the ten instruments they learn correctly;</li><li><b>grammar:</b> use definite and quantitative articles and first person singular of verb 'to play' (an instrument).</li></ul>
<b>Spring 2 Animals</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – CH, OU, ON and OI;</li><li>10 animal nouns with their determiner in French;</li><li>there are many last consonant silent letters in</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say "I am..." plus an animal by the end of the unit;</li><li><b>listening:</b> match sound to animal picture, word or phrase;</li></ul>



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	<p>French e.g. the final letter 'd' is silent in the word 'canard';</p> <ul style="list-style-type: none"><li>the first-person conjugated verb 'je suis' (I am) in French;</li></ul>	<ul style="list-style-type: none"><li><b>reading:</b> Match words to animal pictures/words /phrases in English;</li><li><b>writing:</b> spell at least five of the ten animals they learn correctly with the correct article;</li><li><b>grammar:</b> explore gender via the indefinite article and first person singular of the verb 'to be'.</li></ul>
<b>Summer 1 Little Red Riding Hood</b>	<p>Children know:</p> <ul style="list-style-type: none"><li>the phonic sounds – CH, OU, ON and OI.</li><li>links between the French and English version of Little Red Riding Hood;</li><li>at least three body parts they have seen in the story;</li><li>new phases such as 'Il était une fois...'~ 'once upon a time'.</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li><b>speaking:</b> say words/parts of the story or retell the story using target language;</li><li><b>listening:</b> listen to the story, understand the meaning and match the sounds to pictures;</li><li><b>reading:</b> read the story, understand the meaning and match pictures and words to phrase cards;</li><li><b>writing:</b> demonstrate the new vocabulary in a mind mapping exercise;</li><li><b>grammar:</b> use definite articles with parts of the body;</li><li>apply previous knowledge of the story to decode and work out the meaning of unfamiliar language;</li></ul>
<b>Summer 2 I am able...</b>	<p>Children know:</p> <ul style="list-style-type: none"><li>the phonic sounds – CH, OU, ON and OI;</li><li>five common French verbs/activities;</li><li>je means 'I' in French;</li><li>the verbs they are learning to convey meaning in English;</li><li>'je peux' translate to "I am able to"/"I can..."</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li><b>speaking:</b> say "I am able to"/"I can..." plus an activity;</li><li><b>listening:</b> match sound to a picture, word or phrase;</li><li><b>reading:</b> match key verbs to the picture/word/phrase in English;</li><li><b>writing:</b> write and spell common French verbs/ activities;</li><li><b>grammar:</b> Use a modal verb followed by infinitive.</li></ul>



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Year 4	Knowledge	Skills
<b>Autumn 1 Phonics (Lesson 2) and Presenting Myself</b>	Children know: <ul style="list-style-type: none"><li>the second set of phonic sounds – I, IN, IQUE and ILLE;</li><li>numbers to 20 in French;</li><li>simple conversational language (asking somebody about their age, name, where they live, how they are feeling and give an appropriate response back);</li><li>what a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live);</li><li>the simplest form of adjectival agreement e.g. adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> perform role play with their name, age, where they live and nationality;</li><li><b>listening:</b> match sounds to a picture, word or phrase and complete listening tasks involving numbers 1-20;</li><li><b>reading:</b> read role plays and understand the content;</li><li><b>writing:</b> write and spell accurately the key vocabulary from the unit;</li><li><b>grammar:</b> use adjectival agreements based on gender.</li></ul>
<b>Autumn 2 In the Classroom</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – I, IN, IQUE and ILLE;</li><li>a selection of nouns and indefinite articles for common classroom objects;</li><li>the negative option je n'ai pas de/d'...(I do not have);</li><li>common pencil case items in French;</li><li>the response to simple classroom commands.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> explain "What I have/don't have..." in their pencil case;</li><li><b>listening:</b> match sounds to a picture, word or phrase;</li><li><b>reading:</b> match words to a picture, word or phrase;</li><li><b>writing:</b> write "What I have/don't have..." in their pencil case;</li><li><b>grammar:</b> use gender and indefinite articles by learning to sort and categorize by article.</li></ul>
<b>Spring 1 Goldilocks and the Three Bears</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – I, IN, IQUE and ILLE;</li><li>strategies to help decode longer pieces of spoken and written text that will contain unknown language;</li><li>to always look for cognates first and to use picture, word and phrase cards for support;</li><li>vocabulary which can support them in attempting to re-tell a familiar fairy tale in French;</li><li>decoding skills</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say words/parts of the story to retell the story;</li><li><b>listening:</b> match the sounds to picture, word and phrase throughout the unit.</li><li><b>reading:</b> match the word to picture, word and phrase and reorder the story correctly;</li><li><b>writing:</b> create a story mini-book using word and phrase cards;</li></ul>
<b>Spring 2 At the Tea Room</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds – I, IN, IQUE and ILLE;</li><li>a wider range of nouns and indefinite articles/determiners</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> role play key vocabulary from the unit;</li><li><b>listening:</b> match sounds to a picture, word or phrase;</li></ul>



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	<p>for common foods, snacks and drinks;</p> <ul style="list-style-type: none"><li>• plural nouns in French;</li><li>• about French currency;</li></ul>	<ul style="list-style-type: none"><li>• <b>reading:</b> match words to a picture, word or phrase;</li><li>• <b>writing:</b> create a menu with prices;</li><li>• <b>grammar:</b> use plurality so more than one of each item can be ordered from the choice of food, snacks and drinks.</li></ul>
<b>Summer 1 The Date</b>	<p>Children know:</p> <ul style="list-style-type: none"><li>• the phonic sounds – I, IN, IQUE and ILLE;</li><li>• the months of the year in French;</li><li>• how to ask when somebody has a birthday and say when they have their birthday;</li><li>• how to say the date in French;</li><li>• key dates in the French calendar.</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• <b>speaking:</b> say when their birthday is;</li><li>• <b>listening:</b> complete listening activities focused on months of the year;</li><li>• <b>reading:</b> read their birthday in French;</li><li>• <b>writing:</b> write their birthday in French;</li><li>• <b>grammar:</b> use and apply months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence.</li></ul>
<b>Summer 2 Family</b>	<p>Children know:</p> <ul style="list-style-type: none"><li>• the phonic sounds – I, IN, IQUE and ILLE;</li><li>• nouns for family members in French from memory;</li><li>• the description of their family in French by name, age and relationship;</li><li>• numbers up to 100 in French;</li><li>• possessive adjectives.</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• <b>speaking:</b> present orally about their own family;</li><li>• <b>listening:</b> match sounds to a picture, word or phrase;</li><li>• <b>reading:</b> begin to complete longer reading tasks with increased fluency;</li><li>• <b>writing:</b> write a written presentation about their family;</li><li>• <b>grammar:</b> use different possessives for 'my' and move from 1<sup>st</sup> to 3<sup>rd</sup> person singular with 'he/she is called...'. </li></ul>



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Year 5	Knowledge	Skills
Autumn 1 Phonics (Lesson 3) and Do you have a pet?	Children know: <ul style="list-style-type: none"><li>the third set of phonic sounds - É È E, EUX and EAU;</li><li>eight common pet nouns in French with their determiners;</li><li>when to integrate the conjunction 'et' (and) and 'mais' (but) accurately.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> complete an oral class survey/interview about pets.</li><li><b>listening:</b> match sounds to a picture, word or phrase;</li><li><b>reading:</b> match words to picture/sound/phrase and create a pet ID card;</li><li><b>writing:</b> complete a variety of writing tasks as well as creating a pet ID card;</li><li><b>grammar:</b> gender changing an indefinite article to a definite article.</li></ul>
Autumn 2 Clothes	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>the vocabulary for a variety of clothes in French;</li><li>the use of appropriate genders and articles for these clothes; □</li><li>the verb porter; □</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> describe what colour they are wearing and what they are packing to go on holiday;</li><li><b>listening:</b> complete extended listening activities containing key vocabulary;</li><li><b>reading:</b> read and recognise a variety of vocabulary related to clothes;</li><li><b>writing:</b> begin to translate sentences into English;</li><li><b>grammar:</b> use the verb 'to wear' in full (present tense) colours, adjectival agreement and the possessive adjective 'my'.</li></ul>
Spring 1 What is the weather?	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>the vocabulary for weather;</li><li>correct use of the verb 'to wear' orally and in written form.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> ask and answer what the weather is like;</li><li><b>listening:</b> listen for vocabulary to describe the weather and take part in a challenging weather listening activity;</li><li><b>reading:</b> read and understand sentences about the weather;</li><li><b>writing:</b> create a weather map and a written weather report;</li><li><b>grammar:</b> use indefinite and partitive articles as well as the verb 'to wear'.</li></ul>
Spring 2 Romans	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>key facts and key people involved in the history of the Roman Empire;</li><li>days of the week in French;</li><li>days of the week are related to the Roman gods and goddesses;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> orally presentation of life as a Roman child;</li><li><b>listening:</b> complete listening tasks related to key vocabulary and descriptions of life in the Roman time;</li><li><b>reading:</b> reorder a story;</li></ul>

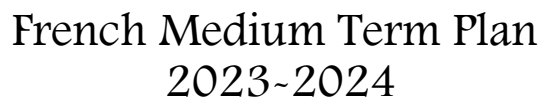


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	<ul style="list-style-type: none"><li>the most famous Roman inventions were, in French;</li><li>the concept of the negative form in French.</li></ul>	<ul style="list-style-type: none"><li><b>writing:</b> write a short diary as a Roman child;</li><li><b>grammar:</b> use “I am” and “I am not”.</li></ul>
Summer 1 My Home	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>a description of where they live; □</li><li>up to ten nouns (including the correct article for each) for the rooms of the house;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say where they live, name the rooms in their house and say what they do/do not have;</li><li><b>listening:</b> listen to descriptions and identify key vocabulary;</li><li><b>reading:</b> begin to decode longer reading texts;</li><li><b>writing:</b> begin to complete longer written tasks; including writing an email;</li><li><b>grammar:</b> use first person singular of the verb ‘to live’, ‘to have’ also the negative “I do not have”.</li></ul>
Summer 2 Phonics (Lesson 4) and Olympics	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>key facts about the history of the Olympics and modern Olympic games;</li><li>nouns in French for key sports in the current Olympic games;</li><li>to conjugate the irregular verb FAIRE; □</li><li>the concept of de la, de l’ and du when you say you play a sport;</li><li>phonic sounds – QU, GNE, Ç, EN and AN.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> orally present accident and modern Olympic games;</li><li><b>listening:</b> complete a range of longer, more complex factual reading activities;</li><li><b>reading:</b> read different exercises concerning the ancient and modern Olympics;</li><li><b>writing:</b> describe different Olympic sports;</li><li><b>grammar:</b> use the verb “to do” in conjunction with sports and the correct adjectival agreement when describing sports as someone’s profession.</li></ul>





Year 6	Knowledge	Skills
Autumn 1 Phonics (Lesson 4) and At School	Children know: <ul style="list-style-type: none"> <li>the fourth set of phonic sounds – QU, GNE, Ç, EN and AN.</li> <li>vocabulary for school subjects; □</li> <li>what subjects they like and dislike at school and why they like/dislike them;</li> <li>tell the time (on the hour) and which time they study certain subjects;</li> <li>the first person singular of ‘to study’ and the verb ‘to go’ in their spoken and written language.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li><b>speaking:</b> present orally on school subjects and opinions;</li> <li><b>listening:</b> complete an extended listening exercise on school subjects, times and opinions;</li> <li><b>reading:</b> match words to picture/phrases/ sounds throughout the unit;</li> <li><b>writing:</b> write a written presentation and an email about school subjects and what they do and do not like at school;</li> <li><b>grammar:</b> use definite articles linked to school subjects, first person singular of ‘to study’ and the verb ‘to go’.</li> </ul>
Autumn 2 World War 2	Children know: <ul style="list-style-type: none"> <li>the phonic sounds – QU, GNE, Ç, EN and AN.</li> <li>key facts of history from WW2 when described in French;</li> <li>key countries and languages involved in WW2;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li><b>speaking:</b> present orally on life as an evacuee;</li> <li><b>listening:</b> complete an extended listening exercise;</li> <li><b>reading:</b> read a story and reorder it correctly;</li> <li><b>writing:</b> write a letter home on life as an evacuee in the target language;</li> <li><b>grammar:</b> group the key vocabulary into nouns, adjectives and verbs. Begin to use past tense of ‘I saw...’.</li> </ul>
Spring 1 The Planets	Children know: <ul style="list-style-type: none"> <li>the phonic sounds – QU, GNE, Ç, EN and AN;</li> <li>names of the planets in our solar system;</li> <li>the correct spelling of at least 5 planets;</li> <li>interesting facts about at least 4 of the planets.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li><b>speaking:</b> give an oral presentation on a planet/s;</li> <li><b>listening:</b> complete an extended listening task focused on key vocabulary;</li> <li><b>reading:</b> complete an extended reading activity based on unit’s key vocabulary;</li> <li><b>writing:</b> create a written piece of work about a planet/s;</li> <li><b>grammar:</b> follow rules of adjectival agreements with planets and particularly colours.</li> </ul>
Spring 2 The Weekend	Children know: <ul style="list-style-type: none"> <li>The phonic sounds – QU, GNE, Ç, EN and AN.</li> <li>what the time is in French</li> <li>to say what they do at the weekend in French and at what time at the weekend.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li><b>speaking:</b> Present orally what they do at the weekend using connectives and time.</li> <li><b>listening:</b> Participate in a listening exercise focused on weekend activities.</li> </ul>



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		<ul style="list-style-type: none"><li>• <b>reading:</b> Complete various reading activities based on unit's key vocabulary.</li><li>• <b>writing:</b> Use written presentations to share what they do on the weekends.</li><li>• <b>grammar:</b> Use connectives to create extended sentences and form a range of opinions and justifications.</li><li>• how to tell the time accurately in French;</li><li>• integrate connectives into their work;</li><li>• use connectives in their written and oral sentences. □</li></ul>
Summer 1 Me in the World	Children know: <ul style="list-style-type: none"><li>• the phonic sounds – QU, GNE, Ç, EN and AN;</li><li>• many countries in the Francophone world; □</li><li>• different festivals (religious and non-religious) around the world;</li><li>• we can all help to protect our planet.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• <b>speaking:</b> say what they are called, where they live, where they are from and what their favourite feast day is;</li><li>• <b>listening:</b> complete longer, more complex listening tasks;</li><li>• <b>reading:</b> complete various reading activities based on unit's key vocabulary with optional extended reading tasks;</li><li>• <b>writing:</b> complete extended writing tasks which include key vocabulary;</li><li>• <b>grammar:</b> revise and consolidate first person singular of high frequency verbs "I have...", "I am...", "I live..." and "I am called..."</li></ul>
Summer 2 Vikings	Children know: <ul style="list-style-type: none"><li>• the phonic sounds – QU, GNE, Ç, EN and AN;</li><li>• the name of key periods in Ancient Britain, chronologically in French;</li><li>• physical descriptions of a fictitious Viking family;</li><li>• two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• <b>speaking:</b> describe themselves physically and give a short account of a typical daily routine using the first-person singular form;</li><li>• <b>listening:</b> complete an extended listening task detailing hair type, hair colour and eye colour;</li><li>• <b>reading:</b> key vocabulary for personal details, physical descriptions and daily routines;</li><li>• <b>writing:</b> use extended writing opportunities to share personal details, physical descriptions and daily routines;</li><li>• <b>grammar:</b> use a wider range of verbs in the first-person form with a particular focus on the two high frequency verbs 'to be' and 'to have'.</li></ul>