

Long Term Plan for French

At Beechwood Primary School, the intention of our Language curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. Our aim is to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. Through our Languages teaching, children will develop their self-confidence and communication skills. Through a range of experiences, they will deepen their understanding and tolerance of other cultures, preparing them for a global society.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	During this unit, the children will understand and say some basic French greetings. Numbers to 10 and some simple classroom instructions will be learnt too.	Children will learn the days of the week and different colour names in French. Conversations are developing as children learn to say what they like and don't like.	French singing and naming body parts is the main focus for this unit. Children will also be learning the months of the year and be able to say their birthdate.	The focus for this unit is around animals and how we can describe them in French. Children will begin to write some names of animals from memory.	Children will be learning about French food and how we can describe it in French. Children will begin to write some names of foods from memory.	The context of this unit is School. Children will be able to respond to questions using one word answers and pronounce school vocabulary and nouns correctly, copying and writing some of them with support.
Year 4	This unit supplies pupils with the vocabulary they need in order to say where they live. By the end of the unit, they'll have learned all of the vocabulary they need to give details about a variety of rooms and furniture.	This unit teaches vocabulary related to playtime. It's a fun unit that can be used to introduce French-speaking playtime games, such as " <i>Jacques a dit</i> ".	This unit is about what you can see in your town. It covers some common town buildings as well as directions and some shopping vocabulary. They will learn how to ask for items in French and how to ask how much something costs.	This unit is all about describing people. The children will learn how to describe themselves and others, referring to both physical characteristics and personality traits.	This unit builds on the body vocabulary that pupils have already learned in Year 3. Pupils will learn the parts of the face in French, and say what hurts. First person verbs are introduced which link to the body vocabulary.	This unit is all about sport — playing and watching it! Children will learn how to say a number of popular sports in French, and talk about which sports they play, like and are able to do.

<p>Year 5</p>	<p>Children will be greeting each other confidently in French and reading and writing numbers to 10 from memory. The main focus will be focusing on vocabulary around the classroom and pronouncing words and phrases clearly.</p>	<p>During this unit, pupils will be able to confidently spell days of the week and colours. Pupils will also be writing and reading short French sentences describing their likes/dislikes from memory with clear pronunciation and forming their own questions that have simple answers.</p>	<p>This unit requires children to sing and do actions for a couple of French songs from memory and say number names 11-20 from memory with accurate pronunciation. Children will also consistently recognise whether nouns are singular or plural.</p>	<p>Children will be using their previous knowledge of French words to describe animals to read and write some basic sentences and asking questions about them, replying in a full sentence.</p>	<p>Children will be using their previous knowledge of French words to describe food and name it to read and write some basic sentences and asking questions about food and drink, replying in a full sentence.</p>	<p>During this unit, children will be able to tell the time and sequence events by saying 'In the evening ...' and 'In the morning ...' confidently. They will also base questions on the school day and respond in full sentences with accurate pronunciation.</p>
<p>Year 6</p>	<p>Children will understand the basic meaning of a story by translating familiar words and phrases. They will also add adjectives from previous units to describe their home and furniture. By the end of the unit, they will confidently say and write sentences about their home and daily routine from memory.</p>	<p>By the end of this unit, children will be able to understand the majority of a spoken sentence with familiar vocabulary. They will also be able to say and write several sentences about themselves from memory and deliver some instructions for a playground game to younger children.</p>	<p>Children will be confident to give directions from memory, using full sentences in spoken and written French. They will also be able to read a French story to the class with accurate pronunciation as well as play and complete French word games.</p>	<p>In this unit, children will describe others in full sentences accurately from memory. They will consistently use the correct article when using plural nouns and be able to write several sentences in French to summarise a character in a story.</p>	<p>The children will recite a French rhyme from memory, with accurate pronunciation and perform to an audience. They will also use a variety of adjectives to form French sentences which describe things as well as confidently identify a variety of subject pronouns when reading.</p>	<p>Whilst using the topic of sport, children will confidently talk and write about sports they can do or like playing. They will be proficient in using a bilingual dictionary for support and follow a model to write their own information leaflets and reports in the first person using a variety of verbs.</p>