

**Bryn Offa CE Primary  
School  
French  
Medium Term Plan**

### **French Curriculum Vision**

French will rotate on an annual cycle in Classes 3, 4 and 5. Children will repeat one of these cycles twice during their time in KS2. More able children will repeat the more complex sessions found in Class 5 to enhance their growing vocabulary, whilst lower ability pupils will repeat the simpler sessions (Class 3) in order to provide a solid footing on their journey of learning a modern foreign language.

### **Short Term Lesson Planning**

French sessions will follow the individual lessons plans located in the 'PlanIt' section on the server. Included within each session is a presentation and resource sheet. Teachers may either use these to use during the weekly session or resource their own in order to deliver the same learning objective.

### **Core Skills/Skills Progression**

Each section has some of the core skills the children need to become confident with. These will need to be revisited often as these are skills that are easily forgotten and make a huge difference to the level of success the children will feel in each lesson. For an in-depth progression map in addition to a curriculum overview, please refer to the subject coordinators folder.

# Class 3

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b>Unit 1 - Getting to Know You</b></p> <p><b>Hello!</b> Engage in conversations, ask and answer questions To greet people in different ways.</p> <p><b>What's Your Name?</b> Engage in conversations, ask and answer questions To exchange names in French.</p> <p><b>How Are You?</b> Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions To discuss how I am feeling.</p> <p><b>Goodbye!</b> Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer To choose appropriate phrases for the situation</p> <p><b>Numbers 0-10</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language To recognise and repeat sounds and words accurately.</p> <p><b>How Old Are You?</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; Listen attentively to spoken language and show understanding by joining in and responding; To apply my knowledge to make sentences. To listen and respond to someone's question.</p>	<p style="text-align: center;"><b>Unit 3 – Food Glorious Food</b></p> <p><b>The Very Greedy Dog</b> Appreciate stories, songs, poems and rhymes in the language I can follow a familiar story in French.</p> <p><b>Please May I Have?</b> Understand key features and patterns of basic I can use determiners for identifying quantities in making polite requests. Play/real food items similar to those in The Very Hungry Caterpillar</p> <p><b>Preferences</b> Understand key features and patterns of basic grammar I can use the definite article when generalising. I can give a preference for or against things.</p> <p><b>What Colour Is It?</b> Describe people, places, things and actions orally and in writing • I can describe the colour(s) of an object by modifying adjectives.</p> <p><b>What Did He Eat?</b> Describe people, places, things and actions orally and in writing I can begin to place adjectives appropriately before or after the noun they modify. I can begin to understand that adjective spelling depends on number and gender.</p> <p><b>I'm Hungry!</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification I can use a range of grammar structures to practise a set of vocabulary groups.</p>	<p style="text-align: center;"><b>Unit 5 – Our School</b></p> <p><b>What's in the Classroom?</b> Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions. I can read, listen and respond to vocabulary. I can demonstrate my understanding with actions. I can ask/answer questions (in short phrases).</p> <p><b>What's in your Pencil Case?</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences. I can read, listen and respond to vocabulary. I can demonstrate my understanding with actions. I can ask/answer questions (in short phrases). I can choose the appropriate indefinite article (un/une).</p> <p><b>School Subjects</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences • I can read, listen and respond to vocabulary. • I can ask/answer questions (in short phrases). • I can express an opinion.</p> <p><b>PE Lesson</b> Listen attentively to spoken language and show understanding by joining in and responding I can listen to commands and follow instructions.</p> <p><b>Around School</b> Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written • I know the French for familiar places. • I can ask and answer questions.</p> <p><b>What Do You Like to Do?</b> Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. I know the French for familiar places. I can ask and answer questions.</p>

## Unit 2 – All About Me

### Classroom Instructions

Listen attentively to spoken language and show understanding by:  
Joining in and responding

To listen and respond to instructions.

### My Body

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language;

To read, listen and respond to vocabulary.

To demonstrate my understanding with actions.

### Actions

Listen attentively to spoken language and show understanding by joining in and responding;

To understand and respond to action words.

### Colours

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

To listen to and copy pronunciation of colour words accurately

### Clothes 1: What's in Your Wardrobe?

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;

Understand basic grammar of feminine and masculine noun;

To ask and answer what is 'there'.

To recognise masculine and feminine clothing nouns.

Clothing

### Clothes 2: What Are You Wearing?

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;

Understand basic grammar of feminine and masculine nouns;

To use simple conjunctions to link vocabulary for clothes and accessories.

To have a simple conversation about clothes.

## Unit 4 – Family and Friends

### Meet my family!

Present ideas and information orally to a range of audiences.

I can present a picture of family members using possessive adjectives.

### Pets

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs.

I can develop strategies for remembering new language.

I can match subject and verb correctly when talking about pets.

### Alphabet

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

I can recognise and repeat sounds and words with increasing accuracy.

I can use songs or rhymes to help me remember new language.

### 4. What's his name?

Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

I can make links between known and new structures.

I can use a range of vocabulary to create different sentences.

### 5. How do you spell...?

Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

I can use French pronunciation of the alphabet to spell words.

### My Home

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

I can make new sentences about homes by substituting different vocabulary.

## Unit 6 – Time

### Counting 11-31

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words.

I can recognise and repeat sounds and words with increasing accuracy.

I can make links between known and new vocabulary using sound and spelling.

### Days of the Week

Listen attentively to spoken language and show understanding by joining in and responding.

I can recognise, say and respond to a set of vocabulary.

### Months of the Year

Read carefully and show understanding of words, phrases and simple writing.

I can listen, read and respond to a set of vocabulary.

### Mon Anniversaire

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

I can speak in sentences using known vocabulary and grammar.

### What's the Date Today?

Present ideas and information orally to a range of audiences

I can use known language to present information about French festival dates.

### Yesterday, Today, Tomorrow

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

I can begin to conjugate the verb 'to be' for past and future tense.

# Class 4

Autumn	Spring	Summer
<p style="text-align: center;"><b>Unit 1 – All Around Town</b></p> <p><b>Where Do You Live?</b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. I can listen carefully and pronounce unfamiliar words with increasing accuracy.</p> <p><b>In My Town</b> To listen attentively to spoken language and show understanding by joining in and responding. I can listen carefully, repeating and responding to keywords and phrases.</p> <p><b>Counting in Tens</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. I can use familiar sounds and spellings to help me recognise and learn new language.</p> <p><b>Counting to 100</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. I can apply my knowledge to help me predict, say and spell new language.</p> <p><b>My Address Is...</b> To present ideas and information orally to a range of audiences. I can select and present information to other people.</p> <p><b>How Do You Say...?</b> To broaden their vocabulary and develop their ability to understand new words which are introduced into familiar written material, including through using a dictionary. I can use a bilingual dictionary to develop my vocabulary around a given topic.</p>	<p style="text-align: center;"><b>Unit 3 – Gone Shopping</b></p> <p><b>Fruit</b> Engage in a conversation, ask and answer questions, express opinions and respond to those of others. I can express an opinion in French. Write phrases from memory, and adapt these to create new sentences to express ideas clearly. I can write sentence answers to a question using quantifiers.</p> <p><b>Vegetables</b> Understand basic grammar rules appropriate to the language being studied, how to apply these for instance, to build sentences; and how these differ from, or are similar to English. I can change the French word for 'the' to the French word for 'some'.</p> <p><b>Clothes</b> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. I can use adjective to describe nouns. Speak in sentences, using familiar vocabulary, phrases and basic language structures. I can answer questions in a complete sentence.</p> <p><b>Where can I buy?</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures. I can answer questions in a complete sentence.</p> <p><b>French Money</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others. I can answer a question in French.</p> <p><b>Let's Go Shopping</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others. I can take part in role play, speaking in French.</p>	<p style="text-align: center;"><b>Unit 5 – What's the Time?</b></p> <p><b>O'clock and Half Past</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures. I can say and write a sentence to tell the time.</p> <p><b>My Day</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures. I can say and write at what time I do things.</p> <p><b>What's on Television?</b> To engage in conversations; ask and answer. I can answer and ask a question about a TV schedule.</p> <p><b>Quarter Past and Quarter To</b> To speak in sentences, using familiar vocabulary, phrases and basic language. I can say and write a sentence to tell the time.</p> <p><b>The School Day</b> To read carefully and show understanding of words, phrases and simple writing. I can say and write a sentence to tell the time.</p> <p><b>A Maths Lesson on Time</b> To listen attentively to spoken language and show understanding by joining in and responding. I can take part in a Maths lesson on counting and time, in French.</p>

## Unit 2 – On the Move

### Transport

To present ideas and information orally to a range of audiences.  
I can tell other people about types of transport.

### How Do You Go to School?

To understand basic grammar appropriate to the language (conjugation of high-frequency verbs).  
I can use the verb 'to go' in a simple sentence.

### Directions

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  
I can recognise and pronounce a familiar spelling pattern in different words.

### I Like to Move It!

To describe people, places, things and actions orally and in writing.  
• I can use my knowledge of actions and directions to give instructions.

### How Do I Get to...?

To engage in conversations; ask and answer questions.  
• I can combine familiar language to create a new set of sentences.

### We All Go Together!

To understand basic grammar appropriate to the language (conjugation of high-frequency verbs).  
I can give a sentence subject-verb agreement.

## Unit 4 – Where in the World?

### The United Kingdom

Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
I can speak in a sentence to answer a question.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet about the United Kingdom.  
I can write a sentence to answer a question.

### Where Do They Speak French?

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  
I can distinguish masculine and feminine nouns.  
I can use the correct masculine/feminine preposition.

### The Equator

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  
I can use an English/French dictionary to translate from English to French.

### Continents

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  
I understand that because a continent is always feminine the preposition 'en' is always used for 'in'.

### Animals

Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
I can speak in a complete sentence.  
Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; How these differ from or are similar to English, in the context of animals in a zoo.  
I can use the past tense in a sentence.

### Which Continent are They From?

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  
I can write a sentence and adapt it to create a new sentence.  
Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. I can use pronouns.

## Unit 6 – Holidays and Hobbies

### The Seasons

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  
I can write answers to a question, in a sentence.  
Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences.  
I can use the third person plural in sentences.

### The Weather

Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
I can speak a sentence describing the weather.  
Present ideas and information orally to a range of audiences.  
I can present the weather forecast to a range of audiences.

### Weather Around the World

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  
I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.

### Holidays

Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
I can speak a sentence about going on holiday.  
Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, I can answer a question about sports, orally and in writing.

### Sports

Engage in conversations; ask and answer questions; express opinions and respond to those of others.  
I can answer a question about sports, orally and in writing.

### 6. Hobbies

Engage in conversations; ask and answer questions; express opinions and respond to those of others.  
I can answer a question about hobbies, orally and in writing.

# Class 5

Autumn	Spring	Summer
<p align="center"><b>Unit 1 – Getting to Know You</b></p> <p><b>Look What I Can Do!</b> Present ideas and information orally to a range of audiences. I can demonstrate my skills and knowledge in a variety of ways.</p> <p><b>When I Grow Up.....</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. I can use the simple future tense. Listen attentively to spoken language and show understanding by joining in and responding. I can respond appropriately to what someone says.</p> <p><b>How Do You Spell That?</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. I can use appropriate pronunciation to help others understand me better.</p> <p><b>How Are You Feeling?</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. I can select the appropriate form of a word for the context. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary. I can use a dictionary to develop my sentences.</p> <p><b>What Am I Going To Do?</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. I can use the near future tense. Appreciate stories, songs, poems and rhymes in the language. I can follow a simple story.</p> <p><b>Je Me Presente</b> Write phrases from memory and adapt these to create new sentences to express ideas clearly. I can remember appropriate language to express my ideas. Describe people, places, things and actions orally and in writing. I can select key words for descriptions.</p>	<p align="center"><b>Unit 3 – That’s Tasty</b></p> <p><b>I’m Thirsty</b> Engage in conversations; ask and answer questions. I can ask and answer questions about drink choices.</p> <p><b>Open and Closed</b> Read carefully and show understanding of words, phrases and simple writing. I can interpret a chart written in French.</p> <p><b>Breakfast</b> Write phrases from memory, and adapt these to create new sentences to express ideas clearly. I can write a sentence to express my choices.</p> <p><b>Sandwiches</b> Write phrases from memory, and adapt these to create new sentences to express ideas clearly. I can write a sentence to express my preferences.</p> <p><b>I Like to Eat</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. I can use adjectives to describe nouns.</p> <p><b>Pizzas</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. I can use the correct French form for ‘some’.</p>	<p align="center"><b>Unit 5 – School Life</b></p> <p><b>Where Are They in the Classroom?</b> Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences I can use the pronouns Il and elle.</p> <p><b>Where are the Objects?</b> Read carefully and show understanding of words, phrases and simple writing. I can show that I understand the meaning of a sentence bu saying whether it is true or false.</p> <p><b>School Sentences</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures. I can say and write a sentence to answer a question. Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences. I can use comparative adverbs.</p> <p><b>Maths Lesson</b> Engage in conversations; ask and answer questions. I can ask and answer questions in French.</p> <p><b>Asking Questions</b> Engage in conversations; ask and answer questions. I can ask and answer questions in French about what I can do in school.</p> <p><b>Asking Questions</b> Present ideas and information orally to a range of audiences. I can take part in a conversation with a partner and show it to my class.</p>

## Unit 2 – All about Ourselves

### The Body

Listen attentively to spoken language and show understanding by joining in and responding.

I can demonstrate my listening skills by showing I have understood spoken language.

### What Do I Look Like?

To describe people, places, things and actions orally and in writing.

I can order a sentence correctly; I can adapt my words according to grammar rules.

### What are you doing?

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

I can apply my sentence structure knowledge and vocabulary to hold short conversations.

### Fashion

To write phrases from memory and adapt these to create new sentences to express ideas clearly.

I can apply my sentence structure knowledge and vocabulary to hold short conversations.

### How Are You Feeling Today?

To understand key features and patterns of French

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

I can alter an adjective to match gender.

I can pronounce the difference between two versions of the same adjective.

### What's the Matter?

Appreciate stories, songs, poems and rhymes in the language.

I can follow a simple story, using known language to help me understand unfamiliar parts.

## Unit 4 – Family and Friends

### Meet the Family

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

To understand the basic grammar appropriate to the language.

I can recognise and repeat rhyming words in a song.

I can make sentences about belonging.

### At the Farm

To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language.

I can vary my sentences by changing the vocabulary.

I can join in a French version of a familiar song.

### I Live in a ....

Present ideas and information orally to a range of audiences.

I can add detail to a sentence with an adjective.

### In My House

To broaden their vocabulary and develop their ability to understand new words those are introduced into familiar written material, including through using a dictionary.

I can use a bilingual dictionary to translate unknown words.

### Do You Like Animals?

To describe people, places, things and actions orally and in writing.

To engage in conversations, ask and answer questions, express opinions and respond to those of others.

I can select suitable adjectives to describe a subject.

I can use a description to support my opinion.

### What Can I Say...?

To describe people, places, things and actions orally and in writing.

To engage in conversations, ask and answer questions, express opinions and respond to those of others.

I can select suitable adjectives to describe a subject.

I can use a description to support my opinion.

## Unit 6– Time Travelling

### Count With Me

To broaden their vocabulary and develop their ability to understand new words which are introduced into familiar material.

To speak in sentences using familiar vocabulary, phrases and basic language structures.

I can use known vocabulary to help me identify new language in a sentence.

I can build a sentence using a given range of vocabulary choices.

### I'm 500 Years Old!

Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English. To read carefully and show understanding of words, phrases and simple writing.

I can recognise how verbs change according to the subject.

I can identify specific parts of a written sentence.

### French History

To listen attentively to spoken language and show understanding by joining in and responding.

I can identify key information by listening for significant vocabulary.

### What Year Was It?

To listen attentively to spoken language and show understanding by joining in and responding.

I can identify key information by listening for significant vocabulary.

### I Was Born.....

To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English.

I can make a simple sentence in the past tense.

### Famous Lives

To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: and how these differ from or are similar to English.

I can apply previous learning about the passe compose to make a new sentence.