

Mount Pleasant CE VC Junior School

“Learning Through Faith, Family and Friendship.”



School Vision:

We are a happy, safe, inclusive school where excellence is celebrated. A Christian ethos encourages responsible behaviour and respect through Friendship, Trust and Forgiveness.

We inspire a **love** of learning that encourages individuality, creativity and independence that extends from the school family into the wider world, enabling all to flourish.

Jesus said, 'Love one another. As I have loved you, so you must love one another.' John 13:34

French Long Term Plan

Year 3 Weekly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title/Theme	French Culture & Greetings	Gender & developing simple sentences	Using adjectives and giving opinions	Numbers, simple maths and age	Definite and indefinite articles and saying what you would like	Extending sentences and days of the week, translation skills

Year 4 Fornightly	Autumn	Spring	Summer
Unit Title/Theme	Poetry and a story: Monsieur Gentil	Adjectival Agreements and Monsters	Goldilocks (Boucle d'Or) and giving opinions about food, the date

Year 5 Fornightly	Autumn	Spring	Summer
Unit Title/Theme	Dates and Descriptions	Little Red Riding Hood (Le Petit Chaperon Rouge)	Clothes

Year 6 Fornightly	Autumn	Spring	Summer
Unit Title/Theme	Sports and avoir	Hobbies and weather	Pets, être and numbers 1-60

Three Pillars

Phonics

Vocabulary

Grammar

Skills

Cultural Knowledge

Y3	Unit Title	Teaching Sequence (IALTs)	Sticky Knowledge
Aut1	French Culture and Greetings	- Know where French is spoken Know how to say and respond to common greetings - Know how to ask and respond to the question 'How are you?' - Know and respond to simple classroom instructions Know that French has silent letters Know that z is always silent at the end of a word in French Know words ending in -ez, -er -et and -é have the same sound - Say and respond to some common animal words Know how to pronounce the ch phoneme - Listen to and understand a simple story. Learn voici. - Consolidation and assessment of lessons 1-5.	- I can respond to a greeting - I can respond to Ca va appropriately - I can understand classroom instructions - I know that French has silent letters an -z is always silent at the end of a word - I can recognise some graphemes which represent the -é phoneme - I can pronounce the ch phoneme - I know the names of common animals - I can use Voici + animal
Aut2	Gender and developing simple sentences	- Say and respond to simple animal words Say and respond to un, deux, trois Form simple plurals Learn the phoneme un - Use the words voici and et and form a simple sentence using these words Pronounce the oi phoneme - Start to understand the concept of gender and how un and une point to different genders. Pronounce un and une correctly. Learn the phoneme: U - Start to develop memorisation strategies for a foreign	- I can say and respond to un, deux, trois and form plurals. - I can pronounce the un and U phonemes - I can use voici and et to form a simple sentence - Know how to pronounce the phoneme: oi - Know that un and une point to different genders. - Can pronounce un and une correctly. - I can use some memorisation strategies - I can join in with parts of story using visual cues

		language. Learn how to retell a story using image cues/visual recall. - Say what my name is and ask others. Ask and respond to Comment ça va ? - Consolidation and assessment of lessons 1-5	- I can say je m'appelle and say and respond to et toi ? and Comment t'appelles-tu ?. - Say Comment ça va ? and Ça va très bien, pas très bien, comme ça. - Devise and take part in a simple conversation.
Spr1	Using adjective s and giving opinions	- Learn some common French names Learn the in phoneme. Learn the i/is phoneme - Learn the j phoneme Identify some cognates in French Say and respond to je suis and form a sentence with the phrase. - Say and respond to eight colours: bleu, rouge, jaune, vert, marron, rose, orange and gris Use je suis with a colour. - Give a simple opinion j'adore or je déteste about a colour. Learn the E and A phonemes. - Understand, write and say a sentence describing the colour of an animal using the correct word order. - Consolidation and assessment of lessons 1-5	- I know some common French names - I can pronounce the in, i/is, j, E and A phonemes - I know what a cognate is and can identify some cognates in French - I can form a sentence using je suis - I know some colours: bleu, rouge, jaune, vert, marron, rose, orange and gris - I can use j'adore or je déteste to give my opinion - I can use je suis with a colour - I can say or write a sentence describing the colour of an animal with the noun preceding the adjective
Spr2	Numbers , simple maths and age	- Give my opinion about animals and colours Use the connective et to extend sentences - Listen and respond to a well-known story in French. Identify the gender of nouns. Learn the ai phoneme. - Say and respond to numbers 1-10 - Understand and use je suis and j'ai - Ask and respond to quel âge as-tu? Learn the phoneme qu - Consolidation and assessment of lessons 1-5	- I can use j'adore or je déteste to give an opinion - I can extend sentences using the connective et - I can listen and respond to a simple story - I can recognise the determiners le and la and use them to identify the gender of a noun - I can pronounce the ai phoneme - I know the numbers 1-10 in French - I can use je suis and j'ai - I can respond to a question about my age and ask others their age using quel âge as-tu? - I can pronounce the qu phoneme
Sum 1	Definite and indefinite articles	- Understand the difference between le/la/les and un/une in French and know when to use each type of article. Take part in a simple role play based on a story. Learn the phoneme qu and j - Understand the phrase Qu'est-ce que tu voudrais?	- I can use le/la/les and un/une appropriately - I can take part in a role play using the language I have learnt - I know how to pronounce the j, ou, ai phonemes and the silent s

	and saying what you would like	Use the phrase <i>je voudrais</i> in appropriate contexts. Learn the phonemes: <i>ou, ai</i> and the silent <i>s</i>. - Create sentences using the language <i>j'adore/ je déteste ... mais je voudrais</i>. - Learn the high frequency phrase <i>c'est</i>. Learn some new animal nouns. Revise the phonemes: <i>ai</i> and the silent <i>-st</i> in <i>c'est</i>. - Ask questions with <i>c'est qui?</i> Extend sentences with <i>et</i> and <i>aussi</i>. - Consolidation and assessment of lessons 1-5	- I can understand the phrase <i>Qu'est-ce que tu voudrais?</i> - Use the phrase <i>je voudrais</i> in appropriate contexts. - I can use the conjunction <i>mais</i> to extend sentences when giving my opinion and saying what I would like - I can pronounce and use the phrase <i>c'est</i> - I know the animal words <i>le lièvre, la tortue, le rat, l'escargot</i> - I can ask and respond to <i>c'est qui?</i> - I can use <i>et</i> and <i>aussi</i> to extend sentences
Sum 2	Extending sentences and days of the week, Translation skills	- Know and understand numbers 11-15 Learn the phoneme <i>on</i> - Use and recognise days of the week. Learn the <i>R</i> phoneme. - I can create extended sentences by drawing on a wider range of vocabulary - Draw all knowledge together at text level Being able to understand written and spoken information. Being able to adapt a model in writing and speaking - Develop dictation skills Retrieve information from memory - Consolidation and assessment of lessons 1-5	- I can use the numbers 11-15 - I can pronounce the phonemes <i>on</i> and <i>R</i> - I know the days of the week - Use key language to give extended sentences including animals, days of the week and numbers - I can give opinions, preferences and requests in one text - I can understand information presented in either a written or spoken format - I can adapt a model to support me write and speak in French - I can listen to spoken French and use my phonic knowledge and known vocabulary to produce a written text

Y4	Unit Title	Teaching Sequence (IALTs)	Sticky Knowledge
Aut	Monsieur Gentil's Day Out	- Understand and respond to classroom instructions Revise words for seven animals learnt in Y3 - Learn four new animal words Start to learn how to use a bilingual French-English dictionary. Learn part of a French poem - Listen to and take part in a story Act out a simple story - Pronounce the a-at-as phoneme. Use knowledge of phonemes to read a story - Learn words for parts of the body in French. Learn a French song with actions Apply phonic knowledge to support listening and speaking Learn part or all of a simple French tongue twister. Learn the negative: ne ... pas with a verb in the imperative - Consolidation and assessment of lessons 1-5	- Pronounce the phoneme a-at-as - Apply phonic knowledge to support reading - Apply phonic knowledge to support listening activities - Use phonic knowledge to correctly pronounce a tongue twister - Understand and respond to classroom commands: Taisez-vous, écoutez, répétez, levez-vous, asseyez-vous, sautez, dansez, marchez - Listen to a story and note previously learned vocabulary - Know parts of the body: la tête, l'épaule, le genou, le pied, la jambe, le bras - Know animal words: un chat, un chien, un cochon, une souris, un serpent, un lapin, une tortue, une chèvre, un mouton, une vache, une poule - Listen to a story and note previously learned vocabulary - Know parts of the body: la tête, l'épaule, le genou, le pied, la jambe, le bras - Know that n is used instead of inverted commas in French - Understand that ne...pas creates a negative - Understand the format of a bilingual dictionary - Use a bilingual dictionary to find given words - Memorise part or all of a simple French poem - Memorise part of a French story
Spr	Adjectiva	Revise words for parts of the body in French	I know French colour words: rouge, bleu,

	I Agreements and Monsters	Learn French colours Learn a French song and can do the actions to it Apply phonic knowledge of French Learn a French poem - Continue to learn how to use a bilingual French-English dictionary Revise words for colours in French Ask others what their favourite colour is and say what your favourite colour is Learn 6 new words to describe facial features. - Learn two adjectives to describe size. - Recognise that adjectives change ending according to gender or plurality. - Begin to use adjectival agreements - Consolidation and assessment of lessons 1-5	vert, jaune, noir, blanc, marron, rose, violet, orange - I can memorise a French poem and use phonic knowledge to pronounce it - I am starting to know how to use a bilingual dictionary - I can use the phrases Quelle est ta couleur préférée? and Ma couleur préférée est le (+ colour) - I know the facial feature words: le nez, la bouche, la dent, les cheveux, l'œil, les yeux, l'oreille, les oreilles - I know the words grand(e) and petit(e) - I can recognise adjectival agreements - I am starting to apply the rules of adjectival agreement
Sum	Goldilocks (Boucle d'Or) and giving opinions about food, the date	- Learn words for food in French. Learn how to pronounce the on/om phoneme - Revise food and opinions in French. Memorise part of a story using picture clues and actions. - Give opinions with reasons about food items using the connective parce que and adjectives to describe the food. - Understand and give positive and negative opinions with reasons about food items. Take part in a conversation asking for and giving opinions about different food items. Listen to a traditional tale in French. - Act out a traditional tale. Learn how to pronounce the e phoneme and learn the different graphemes relating to this phoneme. Take part in a game revising food items and using the phrase je voudrais. - Consolidation and assessment of lessons 1-5	- I know the words: le croissant, le pain au chocolat, la baguette, le gâteau, l'orange (f), la banane, la pomme, le melon, les bonbons, les escargots, la glace, la sucette, un fromage, des chips, le chocolat - Pronounce the phoneme on/om - memorise part of a story - Give opinions with reasons about food items using parce que and adjectives - Take part in a conversation about food - Listen to, and understand some parts of, a traditional tale in French - Act out a traditional tale - Pronounce the e phoneme and know some of the related graphemes - Use the phrase je voudrais functionally

Y5	Unit Title	Teaching Sequence (IALTs)	Sticky Knowledge
Aut	Dates and descriptions	- Revise numbers 1-15 and food items. Learn the months in French and can chant and recognise them Know how to pronounce the an phoneme Learn the different graphemes relating to this phoneme - Learn numbers 16-31 - Understand and say the date in French. Learn about French birthday and name and saints day traditions. - Revise words for hair and eyes and can understand and describe hair and eye colour. Learn words to describe hair type and length and can understand and use these words to form accurate phrases. Revise correct adjectival position in French Revise the adjectival agreement rule - Revise parts of the face and adjectival agreement Understand and describe size Know how to pronounce the r phoneme accurately - Consolidation and assessment of lessons 1-5	- I can pronounce the an and r phonemes - I know that there are different graphemes relating to the an phoneme - I know French numbers to 31 - I can say the date in French - I can describe eye and hair colour and size using correct word order and adjectival agreement les cheveux, les yeux j'ai je suis marron, noir, blond, roux raide, bouclé, en brosse long, court, grand, petit de taille moyenne je porte des lunettes Tu es comment? il/elle a il/elle est
Spr	Little Red Riding Hood	- Revise words for hair and eyes say I have ... and he/she has... Revise correct adjectival position in French and the adjectival agreements rule Understand most of a simple story and infer meaning using knowledge of English, French and context. - Understand most of a simple story and infer meaning using knowledge of English, French and context. Act out a short story. Memorise part of a story using picture clues and actions.	I can say and write sentences to describe my own hair and/or eye colour and that of other people (third person singular), remembering and applying the rules for adjective position and agreement

		Learn how to pronounce the ch phoneme and pronounce it accurately in new words without prompting. 3. Learn words for family members. Start to recognise different words for 'my' in French. Ask and answer the question Tu as des frères ou des sœurs? (Do you have any brothers or sisters?) 4. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'. 5. Learn how to pronounce the phoneme 'eu' correctly. Develop dictionary skills. 6. Consolidation and assessment of lessons 1-5	• I can understand most of a simple story and inferring meaning using knowledge of English, French and context • I can use picture clues and actions to help memorise a story • I can pronounce the ch phoneme accurately in new words • I know the words for family members: le frère, le demi-frère, la sœur, la demi-sœur, le père, la mère, les parents, le grand-père, la grand-mère, les grands-parents • I can use mon, ma, mes correctly when talking about family members • I can ask and answer the question Tu as des frères ou des sœurs? using: J'ai + number of brothers and/or sisters or je suis fils unique, je suis fille unique • I can pronounce the eu phoneme • I can use a bilingual dictionary to discover cultural information
Sum	Clothes	1. Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question Que portes-tu? using Je porte 2. Use colours to describe clothing with correct adjectival agreements. Understand and write a short description of an outfit.	• I know clothes vocabulary: des chaussures, des baskets, le pantalon, les leggings, le jean, le short, les chaussettes, la

		3. Learn how to say and write the o/au/eau phoneme. Understand aural descriptions of clothing. 4. Listen to a simple story about clothing. Show understanding of a story through actions and by saying it. Revise language for clothing. 5. Take part and say a simple story. Revise opinions and give opinions about your school uniform. Describe your school uniform. 6. Consolidation and assessment of lessons 1-5	jupe, la robe, le pull, le manteau, la ceinture, le T-shirt, la chemise • I can use mental associations to remember vocabulary • I can use Je porte and Que portes-tu • I can use colours to describe clothing with correct adjectival agreements and position of colour adjectives • I can write and understand a short description of an outfit • I can pronounce and write the o/au/eau phoneme. • I can understand aural descriptions of clothes • I can use actions to help with the memorisation process • I know that children in France do not wear school uniform • I can describe my school uniform • I can give an opinion about my school uniform using parce que
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Y6	Unit Title	Teaching Sequence (IALTs)	Sticky Knowledge
Aut	Sports and avoir	- Revise classroom instructions. Revise opinions. Revise how to pronounce the 'j' phoneme correctly. - Learn words for sports Recognise cognates - Revise words for sports and opinions. Revise clothes and '<i>je porte</i>' in the context of sports clothing. Learn the word 'pour' and use it in context. Know that in France the school week is different to England - Revise <i>j'ai</i> and learn <i>tu as, il a, elle a</i> and <i>nous avons</i> (parts of <i>avoir</i>). - Know how to use the negative with parts of <i>avoir</i> Use a variety of adjectives Know the adjectival agreement rule Use the adjectival agreement rule in writing Listen to a traditional story - Consolidation and assessment of lessons 1-5	- Give an opinion <i>j'adore, je n'aime pas, je déteste</i> - Know the names of sports: <i>le football, le netball, le hockey, le skate, le badminton, le tennis, le karaté, les fléchettes</i> - Know that most sports words are masculine - Recognise cognates - Know sports clothing vocabulary: <i>le maillot de football, les baskets, la casquette, les chaussettes, les chaussures de football, les lunettes de soleil</i> - Use a variety of adjectives: <i>magnifique, formidable, élégant, démodé, affreux, -se, différent, merveilleux, -se, intelligent, magique</i> - Give reasons for an opinion using the conjunction <i>parce que</i> - Use the word <i>pour</i> - Know <i>j'ai, tu as, il a, elle a</i> and <i>nous avons</i> (parts of <i>avoir</i>) - Use parts of <i>avoir</i> with the negative

			• Know that some adjectives (usually those that already end in an 'e' do not change whether they are masculine or feminine, such as magnifique, formidable and magique but they do add an 's' in the plural form • Use the adjectival agreement rule in writing • Know that in France children often have either all of Wednesday or Wednesday afternoon with no school (although they sometimes go to school on Saturday morning). Wednesdays are often used for sports activities and if children live near the mountains this can include skiing • Listen to and understand aspects of traditional story
Spr	Hobbies and Weather	1. Enjoy a traditional story and act it out. Learn how to find the correct adjective ending for masculine and feminine forms in a dictionary. 2. Learn how to describe the weather. Be able to give a simple weather forecast. 3. Learn how to describe the weather. Give a simple weather forecast. Look at the weather forecast in different French speaking countries 4. Learn words for hobbies. Give my opinion about hobbies Pronounce the phoneme qu accurately. 5. Create extended sentences using weather and hobby vocabulary and phrases 6. Consolidation and assessment of lessons 1-5	• I can act out a traditional story • I can use a dictionary to find the correct adjective ending for masculine and feminine forms • I know weather vocabulary / phrases: il fait du soleil, il fait chaud, il fait du vent, il fait froid, il neige, il pleut quel temps fait-il ?, la température • I can give a weather forecast

			• I know that different French speaking countries have different climates • I know some hobby vocabulary / phrases: écouter de la musique, regarder la télévision, faire le jardinage, jouer aux cartes, jouer à des jeux-vidéo, lire, faire des balades avec le chien, aller au cinéma, faire du shopping, faire des voyages, les passe-temps, quel est ton hobby ? Qu'est-ce que tu aimes faire? Qu'est-ce que tu détestes faire? • I can give my opinion about different hobbies • I know the qu phoneme • I can use extended sentences relating to weather and hobbies using a model
Sum	Pets, être and numbers 1-60	1. Revise words for pets / animals and learn some new ones Enjoy a traditional tale 2. Learn how to work out which words in a poem rhyme. Learn how to pronounce the oi phoneme correctly. Write their own diamond poem in French 3. Learn more parts of the verb 'être' including in the negative form. 4. Revise numbers 1-31 and terms for sums. Practise sums in French. Revise months and say and understand dates. 5. Learn numbers 32-60	• I know a range of animal vocabulary and phrases: un chat, un chien, un lapin, une souris, un serpent, une tortue, un cheval, un hamster, un oiseau, un poisson, le renard, le corbeau, Tu as un animal? Quel animal voudrais-tu ? • I know a traditional French

		Practise sums in French Know the phoneme ui 6. Consolidation and assessment of lessons 1-5	tale - I can use phonic knowledge to spot rhyming words - I know the oi phoneme - I can use a bilingual dictionary to translate from English to French - I know more parts of the verb être: être Je suis Tu es Il est Elle est Nous sommes - I can use the negative form of être: Ne ... pas - I can complete sums using number and sum vocabulary: plus, moins, fois, divisé par, numbers 1-60 - I can say and understand dates - Know the phoneme ui and other words which contain the same phoneme
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