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| **Lewknor Medium Term Plan**  |
| **French– Year 3/4 - Cycle A** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **French greetings with puppets** | **French adjectives of colour, size and shape** | **French playgroup games – numbers and age** | **In a French classroom** | **Bon a appetite** | **Shopping for French food** |
| **Week 1** | **French greetings**To greet someone and introduce yourself in French. | **Colours in French**To recognise and name colour words | **Let’s count in French**To count in French | **Follow the French teacher**To understand and respond to simple classroom instructions | **Naming French fruits**To identify cognates and near cognates and use the correct definite article. | **Building numbers to 60**To recognise and say numbers up to 60. |
| **Week 2** | **French greetings – day and night**To use the correct French greeting for the time of day. | **Sizes and shapes in French**To describe shapes by their size and colour | **Let’s count higher in French**To count beyond six in French | **Pencils and things in the French classroom**To say items that are in a school bag and recognise if they are masculine or feminine | **Sing for your supper!**To express opinions using plural nouns. | **At the shops**To form sentences to describe a trip to the shops in French. |
| **Week 3** | **How are you feeling? – in French**To ask and answer a question about feelings in French. | **Using shapes like the French artist, Matisse**To give and receive instructions that include shape, size and colour vocabulary | **How old are you in French?**To use number words to give more information about ourselves | **To have or have not in a French classroom**To ask and answer a question about something you have or do not have | **How much does it cost?**To read and say amounts of money in French. | **Storytelling**To make predictions about language and join in with a simple story. |
| **Week 4** | **French finger rhymes**To perform a finger rhyme in French. | **In the style of the French artist, Matisse**To create an original piece of artwork in the style of Matisse, following instructions in French | **Reading French numbers**To identify French words that use the key phonemes | **School bag French detectives**To read and understand short sentences | **Daily offers**To learn the days of the week in French. | **Story-making**To be able to make changes to simple phrases and rehearse telling an original version of a story. |
| **Week 5** |  | **Inspired by Matisse’s French ‘Christmas Night’ window**To create and describe a festive picture | **Outdoor games in France**To use the number words one to twelve when playing playground games | **In my French bag**To prepare and present a short spoken text | **Visiting a French market**To identify and use familiar phrases in a French conversation. | **Story-writing**To edit and write an original version of a story adapted from a model. |

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| **Lewknor Medium Term Plan**  |
| **French– Year 3/4 – Cycle B** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **This is me** | **School days** | **Birthday celebrations** | **Colourful creatures** | **Fabulous French food** | **Gourmet tour of France** |
| **Week 1** | **Greetings**To understand and give different greetings in French. | **Days of the week**To develop accurate pronunciation and intonation. | **Numbers 1-31**To use numbers one to thirty-one in French. | **Colourful connections**To identify and pronounce the key phonemes **ou**, **eu**, and**an**. | **Ordering food and drink in a French café**To use questions to make requests. | **Favourite French foods**To ask and respond to a question about food. |
| **Week 2** | **Hello from France**To use French greetings according to the time of day. | **A French Maths lesson**To link the spelling, sound and meaning of number words. | **Months of the year**To recognise the months of the year in French. | **Meet the animals**To identify cognates and near cognates and use the correct indefinite article. | **Managing money in French**To use numbers to calculate amounts of money in French. | **Regional French food**To use a range of opinion verbs and adjectives. |
| **Week 3** | **How are you?**To ask about and express feelings when greeting someone. | **A French school timetable**To use the correct definite article and identify cognates and near cognates. | **Seasons and dates**To locate and express information about important dates. | **Nouns and colour adjectives**To apply correct word order and agreement when using colour adjectives. | **French shops**To create descriptive sentences. | **Monsieur Mangetout’s French food week**To perform a short story about food using words and actions. |
| **Week 4** | **Showtime!**To ask and respond to questions to give personal information. | **What is in your classroom?**To say and write descriptive phrases. | **Celebrating a French birthday**To apply new vocabulary to write sentences about birthdays. | **Animal portraits**To create descriptions using a range of adjectives. | **French food**To give opinions using singular nouns. | **Shopping in France – how much?**To describe the quantity of food nouns. |
| **Week 5** | **A French friend**To understand and exchange written information. | **School life**To adapt phrases to build new sentences. | **Birthdays in France**To apply knowledge of number words to write descriptive sentences. | **At the art gallery**To describe animals using complex sentences. | **French food – le menu**To use familiar spoken and written language for practical communication. | **French detectives in the kitchen**To explore and understand an authentic French text. |

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| **Lewknor Medium Term Plan**  |
| **French– Year 5/6 – Cycle A** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Portraits – describing in French** | **Meet my French family** | **Clothes - getting dressed in France** | **French weather** | **Exploring the French-speaking world** | **Planning a French holiday** |
| **Week 1** | **Portraits – getting French adjectives to agree**To begin to understand that adjectives change if they describe a feminine noun. | **My French brothers and sisters**To recognise and use phrases to say if I have a brother or sister. | **Clothes in French**To recognise and use vocabulary relating to clothing | **French weather phrases**To recognise and recall weather phrases. | **Directions in French**To recognise, read and respond to directional language. | **To go to France and other countries**To begin using the future tense. |
| **Week 2** | **Simple descriptions in French**To understand a simple description of hair and eye colour. | **A French family tree**To be able to name different family members on a family tree. | **Clothes and colours in French**To add colour adjectives, adapting the suffix in accordance with gender | **French weather rap**To repeat short phrases accurately. | **Where in the world is French spoken?**To read and give directions in French | **French in the near future**To identify present and future tense using **aller**– to go. |
| **Week 3** | **Describing people in French**To create simple descriptive sentences. | **Describing my French family**To be able to build descriptive sentences into a short paragraph. | **Where do adjectives go in French?**To understand adjectival position and agreement for gender and number | **Compass points in French**To describe the weather using points of the compass. | **Treasures of the French-speaking world**To identify features of countries in the French-speaking world. | **Clothes for my French holiday**To describe what you will pack in your suitcase for a holiday. |
| **Week 4** | **Describing personality traits in French**To understand simple descriptive sentences. | **What my French family likes**To be able to understand and express simple opinions. | **A French clothes catalogue**To express an opinion (like/dislike) | **The temperature in France**To recognise the French written words for multiples of ten. | **Investigating climate in the French-speaking world**To investigate climate data from the French-speaking world using authentic materials. | **A French holiday translation**To read a simple story about a summer holiday, understand the gist and show comprehension through answering questions |
| **Week 5** | **Writing portraits of friends in French**To write descriptive sentences. | **My extraordinary French family**To plan and prepare a short presentation about my family. | **What is our French model wearing?**To describe an outfit using adjectives correctly | **What’s the weather report?**To apply knowledge of French vocabulary to a presentation. | **French globetrotters**To ask and answer questions about different countries in the French-speaking world. | **Planning my French holiday**To plan a holiday to France |

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| **Lewknor Medium Term Plan** |
| **French– Year 5/6 – Cycle B** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer** |
| **Theme/Unit** | **French transport** | **In my French house** | **French music celebrations** | **Verbs in a French week** | **Visiting a town in France** | **French sport and the Olympics** |
| **Week 1** | **French transport language detectives**To learn and apply strategies for working out the meaning of new language. | **My French house**To adapt model sentences about houses to create new ones. | **Musical instruments in French**To use the verb **jouer** with the correct article based on the gender of a musical instrument word. | **French – action!**To identify verbs in the infinitive form in French. | **Welcome to my town**To use prepositional phrases to describe the location of places in a town. | **Sports in French**To express playing a sport using the correct verb and preposition. |
| **Week 2** | **On the road**To develop spontaneous speaking skills. | **Home sweet home!**To use key grammatical structures to create a description of a house. | **Musical genres in French**To communicate opinions on music using opinion verbs, adjectives and conjunctions. | **Who is doing what in French**To recognise some key regular verbs in the present tense. | **Directions to places in a French town**To use and respond to instructional language and directional vocabulary. | **Olympian opinions**To express sporting preferences using an opinion verb, a second verb and an adjective. |
| **Week 3** | **Travel the French speaking world**To use familiar vocabulary and language structures to describe a journey. | **Describing my French room**To use new language for items in a bedroom. | **French-speaking musicians**To identify and extract key information from French texts about musicians. | **French verbs in a spin**To recognise that verbs take different forms and to find infinitive verbs in a dictionary. | **Let’s travel!**To describe holiday plans using the near future tense. | **France – ready to go!**To express travel plans using the verb **aller**. |
| **Week 4** | **Journey to a French school**To conduct a survey and present the findings in French. | **Where is it in my French bedroom?**To use prepositions to describe where objects are placed. | **A French music festival**To summarise a text about**la Fête de la musique** by using language detective skills. | **French irregulars – to have and to be**To know that some verbs do not follow regular patterns. | **Sightseeing in a French town**To give opinions on places in a town using a range of verbs and adjectives. | **A French sporting week**To create sentences for a sports diary including opinion verbs, second verbs and adjectives. |
| **Week 5** | **My kind of travel!**To understand, express and justify a range of opinions. | **A letter about my French house**To use familiar vocabulary and structures to describe a home. | **Meet the band**To use a model to build and construct a short text about a musician. | **A French week**To select and use a range of action verbs. | **French tourism**To write a short description of a French town using key grammatical features. | **The French Olympic Games**To create a description using familiar language, a wide range of vocabulary and grammatical structures. |