



LOs

- L1: I can say and write a greeting and a farewell in French. AT2
- L2: I can ask and answer the question "How are you?" AT3
- L3: I can say "My name is..." and ask "What's your name?" AT4
- L4: I can say some numbers between 0 and 10. AT 1
- L5: I can remember and write some numbers between 0 -10. AT5
- L6: I can say some colours in French. AT1

2. Sound Spelling Exploration

Silent letters:

"s", "t", "p"

Pronunciation of letters:

"ç", "é", "h"

Sound- spelling:

"oi" /ix/ qu/ eu/ou

3. "Language Detective" skills

- Speak confidently (words or short phrases).
- Identify key sounds and silent letters in French.
- Ask a question with correct intonation.
- Try to read and understand some familiar target language in French.
- Try to copywrite some words or short phrases.
- Begin to attempt to write some words from memory.

4. Teacher assessment of learners progress

- Can say hello and goodbye.
- Can try to write hello and goodbye.
- Ask and answer a simple questions about feelings and name.
- Say some numbers between 0 -10.
- Try to write some numbers between 0-10.
- Identify some silent letters in French words
- Begin to identify sound spellings in French words.

5. Primary creativity/ cross-curricular learning opportunities

- Greetings Song
 - practise, sing and perform
- Facts about France
 - map work / flags of countries
- Ask and answer simple questions
 - (name / feelings) – drama and roleplay
- French bunting
 - class display
- Rocket maths problems
 - maths number sentences
- Colours song
 - create, sing and perform

6. Grammar:

- Asking a question- intonation.



1. LOs

L1: I can say some colours lined to Autumn and fireworks.

L2: I can understand classroom commands.

L3: I can say the days of the week in French.

L4: I can remember the days of the week.

L5: I can understand the months of the year.

L6: I can remember some months.

2. Sound Spelling Exploration

Silent letters:

“e”,

Pronunciation of letters:

“j”

Sound- spelling:

“ou” /di/ eux/ ez

3. “Language Detective” skills

Speak confidently (words or short phrases).

Identify key sounds and silent letters in French.

Have a positive attitude to language learning.

Listen attentively.

Take risks.

Join in with games to help memorisation.

Make educated guesses.

Make links with English.

4. Teacher assessment of learners progress

Can remember how to pronounce some sounds in colours in French.

Can respond to a French classroom command.

Can understand and remember some days of the week.

Can understand and remember some months of the year.

Can remember some facts about a French Xmas.

5. Primary creativity/

cross-curricular learning opportunities

Bonfire night colours– practise and perform.

Join in with storytelling about days of the week and activities- potential to retell and perform as class assembly..

Class display of days of week and activities.

Reinforce knowledge of calendar and months.

Make links between specific months and special celebrations.

Design a class French calendar.

Facts about France –Xmas celebrations- potential to share in school end of term assembly.

6. Grammar:

Asking questions- intonation.



1. LOs

- L1: I can understand some animal nouns in French.
- L2: I can ask the question “What is it?”, and say an animal noun as an answer.
- L3: I can tell someone what my favourite animal is.
- L4: I can recognise some animal nouns in the plural .
- L5: I can listen and join in with a story about animals.
- L6: I can use a model to write sentences about animals I see, when I walk to school.

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Imitate the pronunciation of sounds in French.
- Ask a question in French accurately.
- Listen attentively.
- Join in with actions to help memorisation.
- Practise new language with a friend.
- Make links with English and home languages.

4. Teacher assessment of learners progress

- Can understand some animal nouns in French.
- Can ask the question “What is it?” in French.
- Can answer a question, using “It is “ = noun in French.
- Can use and complete the phrase “My favourite animal is +noun”.
- Can recognise some animal nouns in the plural.
- Can use a model to write a sentence about animals.

2. Sound Spelling Exploration

- Silent letters:
t/s
- Pronunciation of letters:
“é”
- Sound- spelling:
in/ou/oi/eau/est/qui/ch

5. Primary creativity/ cross-curricular learning opportunities

- Join in with storytelling about animals I see when I walk to school- potential to retell and perform as class assembly.
- Class display of favourite animals
- Make own games to guess animals.
- Make a class book of own fantastical animals.

6. Grammar

- Identifying French nouns.
- Recognise and use nouns for animals with indefinite articles.
- Explore plural nouns.

Medium Term Plan: French Stage 1 Spring 2 – Carnival Time.



1. LOs

- L1: I can learn about French traditions and take part in a carnival celebration.
- L2: I can say and write numbers between 1 and 15.
- L3: I can ask and answer “how old are you?” in French.
- L4: I can take part in a simple dialogue about myself using familiar questions and answers.
- L5: I can read and write dates in French.
- L6: I can use and understand Easter related vocabulary.

2. Sound Spelling Exploration

Silent letters:

t /s

Pronunciation of letters:

Sound- spelling:

in/oi/ch/qu

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall and use previously learnt language.
- Ask a question in French accurately.
- Listen attentively.
- Join in with actions and games to help memorisation.
- Have a positive attitude to learning about language and cultures.
- Make links with English and home languages.
- Take risks and learn from mistakes.
- Imitate pronunciation of sounds.

4. Teacher assessment of learners progress

- Can understand learn about French traditions and take part in a carnival celebration.
- Can say and write some numbers between 1 and 15.
- Can ask and answer the question “how old are you?” in French.
- Can take part in a simple dialogue about myself using familiar questions and answers
- Can read and write dates in French.
- Can understand and use Easter related vocabulary.

5. Primary creativity/ cross-curricular learning opportunities

- Join in with carnival celebrations- Drama/Music.
- Prepare and present a class assembly about carnival .
- Mask making – Art /DT
- Greek and Roman links with days and months- topic/history

6. Grammar

- Intonation when asking a question.
- Forming a question in French.
- Forming the date in French.



Learning Objective for each lesson:

- 1) I can understand and say fruits and vegetables nouns
- 2) I can count fruits and vegetables in French
- 3) I can understand and enjoy a story about fruits and vegetables
- 4) I can ask politely for an item
- 5) I can remember fruits and vegetable nouns play a board game.
- 6) I can write sentences using a model

2. Sound Spelling

Exploration

Silent letters:

t /s

Pronunciation of letters:

Sound- spelling:

omme/oi/ane/eux/ou/ais

3. “Language Detective” skills

Speak confidently (words or short phrases).

Recall and use previously learnt language.

Ask a question in French accurately.

Listen attentively.

Join in with actions and games to help memorisation.

Have a positive attitude to learning about language and cultures.

Make links with English and home languages.

Take risks and learn from mistakes.

Imitate pronunciation of sounds.

5. Primary creativity/ cross-curricular learning opportunities

Drama/Music.

Prepare and present a

hungry giant

performance..

Papier maché fruit display

– Art /DT

Key Performance Indicators

Can say and understand fruit/veg nouns.

Can recall numbers to 1-15 and count fruits.

Can understand, enjoy and join in with a story.

Can ask politely for an item in French.

Can play a board game and ask politely for an item.

Can write a sentence in French and use the conjunction “and”.

[Examples of other schools' work](#)

6. Grammar

Polite requests.

Singular and plural nouns



Learning Objective for each lesson:

- 1) I can name and label food and drink items to take on a picnic. AT9
- 2) I can listen to ,read and understand a picnic story. AT8
- 3) I can write phrases to build my own picnic story. AT11
- 4) I can understand familiar vocabulary and use the phrase “I live”AT6
- 5) I can ask the question “Where do you live? and understand the answer. AT3

2. Sound Spelling Exploration

Silent letters:

e/s/t/h

Sound- spelling:

ch/ais/ite/où/j'h

3. “Language Detective” skills

Speak confidently (words or short phrases).

Recall and use previously learnt language.

Ask a question in Summer accurately.

Listen attentively.

Join in with actions and games to help memorisation.

Have a positive attitude to learning about language and cultures.

Make links with English and home languages.

Take risks and learn from mistakes.

Imitate pronunciation of sounds.

Write simple phrases using a model.

5. Primary creativity/ cross-curricular learning opportunities

Drama- conversation

between human and alien

Geography – places on a map

DT and Food: Food tasting

PHSE :Class picnic

Key Performance Indicators

Can name and label food and drink items to take on a picnic.

Can listen to ,read and understand a picnic story.

Can write phrases to build my own picnic story.

Can use the phrase “I live....”

Can ask the question “Where do you live?, and understand the answer.

6. Grammar

Polite requests.

Singular and plural nouns

Asking a question.