



LOs

- L1: I can introduce myself with simple sentences. AT6
- L2: I can introduce myself with simple sentences, including a variety of feeling phrases. AT6
- L3: I can explain in more detail how I am feeling. AT4
- L4: I can use pronouns to talk about someone else. AT10
- L5: I can name school subjects and say which ones I like/dislike. AT4
- L6: I can give my opinions about subjects. AT10

Sound Spelling Exploration

Silent letters:

s", "e", "h", "d", "x"

Sound-spelling:

uis /gué/ ai/ ei/on/in

Grammar: agreement of adjectives/ 3rd person singular

Teacher assessment of learners progress

- Can recall and use simple sentences- personal info.
- Can recall and use questions/answers to build dialogues.
- Identify differences in adjective spelling for male/female.
- Use adjectives accurately with male and female.
- Listen/respond to familiar French with no written support.
- See links between vocabulary in different languages.
- Read and comprehend familiar French in simple sentences.
- Form extended sentences to communicate opinions.
- Identify personal pronouns, nouns, adjectives, verbs in a spoken or written French simple sentence.

“Language Detective” skills

Speak confidently (words, phrases, sentences).
Recall/pronounce key sounds and silent letters.

Memory skills to aid comprehension.

Identify links between languages.

Identify word roots across languages.

Develop reading aloud skills.

Develop comprehension skills.

Develop speaking/writing skills.

Continue to develop use of word reference tools.

Practise techniques to commit new language to memory.

Explore sentence structure

Primary creativity/cross-curricular learning opportunities

Discuss and explore emotions :Drama/ PHSE

Links between languages and familiar word family roots: Literacy

Sentence structure : Literacy

Grammar:

Conjunctions and extended sentences

Verbs of opinion- 1st/2nd person singular.

Begin to explore:

3rd person singular and verbs



1. LOs

- L1: I can understand some facts about a city in French.
- L2: I can give some simple directions around a town or city.
- L3: I can ask for a ticket.
- L4: I can say and write a simple description of a city.
- L5: I can buy an item and ask the price.
- L6: I can describe a festive jumper.

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall previously learnt language.
- Imitate pronunciation accurately.
- Listen attentively.
- Join in with games to help memorisation.
- Make educated guesses about meaning.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.

4. Teacher assessment of learners progress

- Can listen to and understand simple facts about a city.
- Can ask for a ticket
- Can understand some simple directions in a town/city.
- Can say and write some simple descriptive sentences about a place.
- Can ask politely for an item and the price.
- Can write simple descriptive sentences about an item.

2. Sound Spelling Exploration

Pronunciation of letters:

“é”

Sound- spelling:

“oo”/”is”/”an”/”en”/ “oi”/”ch”

5. Primary creativity/ cross-curricular learning opportunities

- Class assembly on the capital city of France.
- Class research projects on places to visit in Paris.
- Google Earth visit to Paris.
- Rivers- Geography.
- Famous monuments around the World.
- Information on a ticket and link to a DT/Literacy project to create a ticket.
- Map reading – Geography / Pe and orienteering.
- Set up and run a “charity stall”- roleplay in French. Open this parents and carers.
- Postcards about Paris.

Grammar:

Writing simple present tense descriptive sentences, using adjectives and nouns.



1. LOs

- L1: I can recall nouns for fruits and vegetables, and identify the gender of the nouns.
- L2: I can talk and write about fruits and vegetables.
- L3: I can take part in a class survey about favourite fruits and vegetables.
- L4: I can recall and use numbers 0-100 and ask prices for fruits and vegetables.
- L5: I can participate in a simple shopping dialogue at a market.
- L6: I can understand and use some simple recipe instructions.

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall previously learnt language.
- Identify key sounds and silent letters.
- Join in with games and actions to help memorisation.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Ask questions accurately.
- Take risks.

4. Teacher assessment of learners progress

- Can recall nouns and say whether masculine or feminine.
- Can talk and write in simple sentences about fruits/veg.
- Can ask and answer questions to take part in a class survey.
- Can recall numbers between 0-100.
- Can ask prices for items.
- Can participate in simple shopping dialogues.
- Can understand and use simple instructions for a recipe.

2. Sound Spelling Exploration

Silent letters:

s

Sound- spelling:

gn/oi/gue/in/ai/as/ez/uit

5. Primary creativity/ cross-curricular learning opportunities

- Maths- data handling and display of survey results.
- Research project- fruit and vegetables of French speaking countries and fruit and vegetables grown in hot climates.
- Art – investigate, find nouns for fruit and veg in Giuseppe Arcimboldo faces. Design own word art fruit/veg faces.
- “Best healthy fruit salad” as a class masterchef competition.

6. Grammar

- Consolidate understanding of masc/fem nouns in singular and plural.
- Question words



1. LOs

- L1: I can understand and name some items of clothing in French.
- L2: I can identify parts of the verb “porter” to talk about what I am wearing.
- L3: I can describe clothes I am wearing using adjectives of colour.
- L4: I can describe clothes I am wearing using more adjectives.
- L5: I can understand a detailed description of a fancy dress outfit.
- L6: I can design and describe a football/sports kit.

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall previously learnt language.
- Identify key sounds and silent letters.
- Join in with games and actions to help memorisation.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Ask questions accurately.
- Take risks.

4. Teacher assessment of learners progress

- Can understand and remember some items of clothing in French.
- Can identify parts of the verb “porter”/gain understanding about verb patterns in French.
- Can write a simple sentence using adjectives of colour.
- Can understand and write with support some simple sentences about clothes using a variety of adjectives.
- Can understand a detailed description of an outfit including known and unknown vocabulary.
- Can write a description of a sports kit using the verb “porter”, a variety of adjectives and nouns, including a conjunction.

2. Sound Spelling Exploration

- Silent letters:
t/s/e
- Pronunciation of letters
é
- Sound- spelling:
ez/ch/ou/oi/ent/eau/ail

5. Primary creativity/ cross-curricular learning opportunities

- Display/Art/DT – design your own football/ sports kit.
- Class competition to create a new PE kit.
- Display/Art/DT – design a pirate’s fancy dress.
- Class fashion show.
- Link with literacy – verb forms

6. Grammar

- Consolidate understanding of masc/fem nouns in singular and plural.
- Consolidate position/agreement of familiar adjectives .
- Question words.
- Conjugation of present tenses of the verb “porter”.
- Conjunctions.



Learning Objective for each lesson:

- 1) I can understand words used on an ID card.
- 2) I can ask and answer questions about someone's identity.
- 3) I can name planets in French and use adjectives to describe them
- 4) I can read and understand simple information about planets.
- 5) I can recall and use familiar vocabulary to understand simple information about planets.
- 6) I can create an imaginary planet and make a poster with information about it.

Examples of other schools' work

3. "Language Detective" skills

- Speak confidently (words or short phrases).
- Recall previously learnt language.
- Identify key sounds and silent letters.
- Join in with games and actions to help memorisation.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Ask questions accurately.
- Take risks.

2. Sound Spelling Exploration

- Silent letters:
t/s
- Pronunciation of letters
é
- Sound- spelling:

6. Grammar

- Consolidate understanding of masc/fem nouns in singular and plural.
- Consolidate position/agreement of familiar adjectives .
- Question words.
- Conjunctions.

Key Performance Indicators

- Can understand words on an ID card.
- Can ask and answer questions about someone's identity.
- Can name planets in French and use adjectives to describe them.
- Can read and understand simple information about planets.
- Can recall and use familiar vocabulary to understand simple information about planets.
- create and imaginary planet and make a poster with information about it.

**5. Primary creativity/
cross-curricular learning
opportunities**

- Etymology planets / days / months
- Link with literacy – verb forms



Learning Objective for each lesson:

- 1) I can understand the nouns for items I take to the beach . AT9
- 2) I can recall some sentence starters and use them to talk about the seaside. AT4
- 3) I can understand and say persuasive sentences about visiting the seaside. AT4
- 4) I can create extended sentences about visiting the seaside. AT10
- 5) I can read and understand facts about the seaside. AT7

Examples of other schools' work

3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall previously learnt language.
- Identify key sounds and silent letters.
- Join in with games and actions to help memorisation.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Ask questions accurately.
- Take risks.

2. Sound Spelling Exploration

Silent letters:

t/s/e

Sound- spelling:

eau/au/oi/ait/gue

6. Grammar

- Consolidate position/agreement of familiar adjectives .
- Explore and develop understanding of sentence structure- nouns, verb and personal pronoun “Je/J”
- Adjectives
- Conjunctions

Key Performance Indicators

- Can understand the nouns for items taken to the beach.
- Can understand and use a variety of sentence starters to talk about the seaside.
- Can understand and read persuasive sentences about reasons to visit the seaside.
- Can perform a spoken advert.
- Can write extended sentences about visiting the seaside.
- Can read and understand facts about the seaside.

**5. Primary creativity/
cross-curricular learning
opportunities**

- Geography – seaside in France
- Links with literacy-persuasive spoken and written adverts
- Link with literacy – nouns, adjectives, conjunctions and verbs