



## 1. LOs

- L1: I can recall phrases to talk about myself and my feelings.
- L2: I can give a simple description about myself.
- L3: I can remember and use numbers between 0 and 60.
- L4: I can understand o'clock time phrases in French.
- L5: I can talk about my daily routine.
- L6: I can answer questions about my daily routine.

## 3. "Language Detective" skills

- Speak confidently (short phrases to extended sentences).
- Listen attentively.
- Use a bilingual dictionary to find meanings of words.
- Imitate pronunciation of sounds accurately.
- Ask questions accurately with correct question words and intonation
- Practise new language with a partner.

## 4. Teacher assessment of learner's progress

- Can recall familiar numbers.
- Can recall extended familiar feelings phrases.
- Ask and answer a range of questions.
- Understand a range of adjectives to describe a person.
- Understand and make a good attempt at "o'clock" times in French.
- Identify and use several verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular to ask and answer questions.

## 2. Sound Spelling Exploration

Silent letters:

"e" "t" "s"

Pronunciation of letters:

"x" , "q" , "r" , "o" "e"

Sound- spelling:

"ingt" "ille/illes" "" "eize" "ce"  
"ze""qu"

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

Explore o'clock times and make links with Maths

Look for patterns in a language (e.g. number word patterns) and compare with English.

Design and write an interesting description about an imaginary new superhero. Make a class book of descriptions.

Links with PHSE and diversity – "It's ok to be focus".

Links with PHSE and emotions- extended feelings.

## 6. Grammar:

Time phrases- o'clock

Present tense 1<sup>st</sup>/2<sup>nd</sup> person singular questions and answers with some daily routine verbs.



## 1. LOs

- L1: I can understand and say some nouns for rooms in a house
- L2: I can understand and pronounce accurately some nouns for objects in a house.
- L3: I can use adjectives to describe rooms in a house.
- L4: I can say and write a sequence of sentences to tell a story.
- L5: I can understand new nouns and use them to play a game.
- L6: I can use prepositions to say where things are.

## 3. “Language Detective” skills

- Speak confidently (words, phrases, sentences).
- Recall and use previously learnt language.
- Listen attentively.
- Identify key sounds and silent letters.
- Take risks and learn from mistakes.
- Make educated guesses about meaning, using context.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Make links with English and home languages.

## 4. Teacher assessment of learners progress

- Can identify masculine , feminine and plural nouns.
- Can pronounce unfamiliar words accurately using key sounds knowledge.
- Can use some adjectives accurately with masc/fem nouns.
- Can understand a story.
- Can use a model to write a simple cartoon story.
- Can use prepositions of place to say where things are.

## 2. Sound Spelling Exploration

- Silent final consonants:  
t/x/s/d
- Sound- spelling:  
ch/on/eau/able/ile

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

- Class assembly on castles on the Loire in France.
- Class research projects on castles on Loire in France.
- Google Earth visit to Loire and castles.
- The river Loire -Rivers- Geography.
- Explore the Art of Piet Mondrian.
- DT and Art – 3 D models of Mondrian items in his art studio.
- Learn and perform your own spooky French house stories.
- Make a class book of spooky house cartoons.
- Make your own “Escape the Castle” snakes and ladders French boards to play at wet play.

## 6. Grammar

- Adjectives and agreement with nouns.
- Identifying masculine ,feminine or plural nouns.
- Changing definite articles to indefinite articles with masculine and feminine singular nouns.



## 1. LOs

L1: I can understand and remember some sports nouns in French

L2: I can talk about sports I like and dislike.

L3: I can create extended sentences about sports including an opinion.

L4: I can identify parts of the verb to play "jouer".

L5: I can describe a sport using simple sentences.

L6: Puzzle It Out assessment lesson.

## 2. Sound Spelling Exploration

Silent final consonants:

t//s/h

Sound- spelling:

Ans/oo/all/ou/er/isme

## 3. "Language Detective" skills

Speak confidently (words, phrases, sentences).

Recall and use previously learnt language.

Listen attentively.

Join in with a game to aid memorisation.

Take risks and learn from mistakes.

Make educated guesses about meaning, using context.

Practise new language with a friend.

Use a bilingual dictionary to check spellings/new words.

Make links with English and home languages.

## 5. Primary creativity/

### cross-curricular learning opportunities

Class display on favourite sports.

Maths data handling on favourite sports and a class survey.

Class research project on handball

Find out about the "Tour de France and cycling in France.

PE warm up using the action verbs video.

Tongue Twister class speed challenge

## 4. Teacher assessment of learners progress

Can understand and remember some sports nouns in French.

Can say which sports I like/dislike.

Can understand which sports another person likes and dislikes.

Can understand and write extended sentences about sports, including adjectives to give an opinion.

Can recognise and identify parts of the present tense of the verb "jouer".

Can write some simple present tense sentences using jouer with support.

Can understand some simple sentences about how to play a sport.

Can explain simply how to play a sport (orally/written).

## 6. Grammar

Identifying cognates and non-cognates.

Use of "car" (because" to extend a sentence.

Personal pronouns.

Conjugation of a regular "er" French verb in present tense (jouer)



## 1. LOs

L1: I can understand funfair ride nouns and say which ones I like /dislike.

L2: I can remember funfair vocabulary and play a board game.

L3: I can describe funfair rides using adjectives.

L4: I can plan and describe a theme park.

L5: I can talk about my favourite things.

L6: I can learn about the French tradition of “poisson d'avril”.

## 2. Sound Spelling Exploration

Silent final consonants:

t//s/h

Sound- spelling:

ôme/ûche/gne/ use /aut

## 3. “Language Detective” skills

Speak confidently (words, phrases, sentences).

Recall and use previously learnt language.

Listen attentively.

Join in with a game to aid memorisation.

Take risks and learn from mistakes.

Make educated guesses about meaning, using context.

Practise new language with a friend.

Use a bilingual dictionary to check spellings/new words.

Make links with English and home languages.

Have appositive attitude to learning about other cultures and languages.

## 5. Primary creativity/

### cross-curricular learning opportunities

Class investigation of funfairs around the world.

DT – design a funfair ride.

Maths – data handling from a class survey about funfairs.

Class presentations – taking about ourselves.

Investigate the tradition of “poisson d'avril”

## 4. Teacher assessment of learners progress

Can remember some funfair rides nouns/say and write which funfair rides I like and dislike.

Can understand and use some new nouns to play a board game and to say what is at a funfair.

Can write extended sentences using verbs, nouns, adjectives and conjunctions to describe funfairs.

Can write a short text about a theme park.

Can talk in sentences to talk about my favourite things.

Can learn about the tradition of “poisson d'avril”.

## 6. Grammar

Identifying cognates and non-cognates.

Using adjectives with nouns

3<sup>rd</sup> person singular nouns

Expressing a like/dislike

Conjunctions to build extended sentences



## 1. LOs

- L1: I can learn some facts about café culture in France,
- L2: I can say and write what food and drink I like/dislike and ask someone else for likes and dislikes
- L3; I can ask for some food and drink politely.
- L4:I can name and identify some traditional French breakfast foods and drinks./I can write a simple sentence about my breakfast.
- L5: I can create and describe a hotel breakfast menu,
- L6: I can take part in a café role play and write a conversation.

## 3. “Language Detective” skills

- Speak confidently (words, phrases, sentences).
- Recall and use previously learnt language.
- Listen attentively.
- Join in with a game to aid memorisation.
- Take risks and learn from mistakes.
- Make educated guesses about meaning, using context.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Make links with English and home languages.
- Have appositive attitude to learning about other cultures and languages.

## 4. Teacher assessment of learners progress

- Can learn some facts about cafe culture. Can remember typical food and drink in a French café..
- Can say and write what food/drink I like/dislike and ask someone else for likes and dislikes
- Can ask for some foods and drinks politely
- Can name some traditional French breakfast foods and drinks.
- Can write a simple sentences about a breakfast. Can create a hotel breakfast menu. Can take part in a café roleplay. Can write own café roleplay,

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

- Class survey on favourite snacks.
- Design a menu.
- Explore traditional meals of target language countries.
- Drama: make a role play into a performance and build the characters of the picky customer and the patient waiter.

## 6. Grammar

- Expressing a like/dislike
- Understanding how to use verbs that express likes and dislikes.
- Polite requests

## 2. Sound Spelling Exploration

Sound- spelling: ait/ou/ai



## 1. LOs

- L1: I can read and understand a humorous sketch. AT7
- L2: I can adapt a model and write my own café sketch. AT10
- L3: I can take part in a performance of a café sketch. AT6
- L4: I can remember fruit and vegetable nouns. AT5
- L5: I can understand nouns to do with nature/ or to do with the classroom and take part in a scavenger hunt, AT9

## 3. “Language Detective” skills

- Speak confidently (words, phrases, sentences).
- Recall and use previously learnt language.
- Listen attentively.
- Join in with a game to aid memorisation.
- Take risks and learn from mistakes.
- Make educated guesses about meaning, using context.
- Practise new language with a friend.
- Use a bilingual dictionary to check spellings/new words.
- Make links with English and home languages.
- Have apposite attitude to learning about other cultures and languages.

## 4. Teacher assessment of learners progress

- Can read and understand a humorous sketch.
- Can adapt a model and write own café sketch.
- Can take part in a performance of a café sketch.
- Can remember fruit and vegetables
- Can understand nouns to do with indoor or outdoor scavenger hunt.

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

- Class performances of sketches.
- Drama techniques to improve performance.
- Exploring and looking closely at the world around us.
- Preparing for KS3 and MFL.
- DT – make own mocktails.

## 6. Grammar

- Expressing a like/dislike
- Understanding how to use verbs that express likes and dislikes.
- Polite requests.
- Building sentences with nouns, verbs, adjectives and conjunctions.

## Transition to KS3 : “Read All About It”.

- Each lesson the ch'ren will recall and add a new section to their own A4 newspaper sheet about themselves to keep and share with KS3