







French Long Term Planning Overview

Term	Autumn	Spring	Summer
Year 3	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Describing me and others</p> <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [a] [o] [e] [i] [u] ✓ Silent Final Consonant [SFC] -t, -s, -d, -x ✓ [an/en] ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Greetings (<i>Bonjour!, Salut!, Ça va?, bien, mal, Oui, Non, Au revoir</i>) ✓ adjectives to describe mood and character (<i>sérieux, heureux, curieux, courageux, semaine, incidental cognates; dangereux, furieux, généreux, lumineux, merveilleux, mystérieux, nerveux, Malade, calme, intelligent, amusant, méchant</i>) ✓ days of the week (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ to be - I am, s/he is, you are, ✓ regular adjectival agreement ✓ Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name. ✓ Raised intonation questions il / elle est...? referring to male / female persons or animals. c'est lundi? Oui / non, c'est samedi. ✓ regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.) ✓ Adjectives ending in -eux -euse <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Monsieur Lemaire takes the register ✓ Adele gets lots of messages ✓ Pierre parle avec Jean-Michel ✓ Pierre's diary ✓ Les message de Pierre et Jean-Michael. ✓ Adele describes her friends. <p>Outcome: To write a diary including what day it is and how I am feeling.</p> <p>Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Grammar:</p> <ul style="list-style-type: none"> ✓ to be - you are, s/he is <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [un] [une] ✓ [ch] ✓ [au/eau/o/ô] ✓ [on] ✓ [au/eau/o] ✓ [ou] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns for possessions (<i>un, une, ballon, bouteille, cahier, jeu, orange, peluche, sac, stylo, animal, chien, chat, photo, table, crayon, règle, gomme, livre, cadeau, gâteau</i>) ✓ 'I have a present for' story (<i>j'ai un cadeau pour...</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ un / une – singular indefinite article 	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Saying what I and others do</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ days of the week (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) ✓ Greetings (<i>Bonjour!, Salut!, Ça va?, bien, mal, Oui, Non, Au revoir</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ to have - I have, you have, s/he has je/j' = I (j' in front of a vowel) <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [é/et/ez/er] ✓ [è/è] ✓ [oi] ✓ [ai] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe a range of activities (<i>porter, regarder, chanson, chapeau, film, m aison, passer, manger, ami, amie, déjeuner, weekend</i>) ✓ family members (<i>famille, frère, mère, père, sœur</i>) ✓ à meaning at, in, to ,in <p>Grammar:</p> <ul style="list-style-type: none"> ✓ infinitive verbs = to do something/doing something ✓ ER verbs - I, you, s/he ✓ ER present tense (singular) ✓ simple vs continuous present ✓ singular definite articles (le, la) ✓ singular possessive adjectives mon, ma, ton, ta <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Activités dans la salle de classe ✓ Le weekend ✓ La famille ✓ Le Carnaval de Menton ✓ La famille et les amis ✓ Eugénie et Léa <p>Outcome:</p> <p>Saying how many and describing things</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [ch] <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ Liaison: deux enfants, trois oranges <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ numbers 1-12 (<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i>) ✓ pets (<i>animal, chien, chat</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ un / une – singular indefinite article ✓ plural indefinite article (des), il y a, ✓ regular plural marking on nouns (-s) ✓ intonation question (including with combien) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ preferer ✓ Les numéros ✓ Pierre parle avec Jean-Michel 	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Describing things and people</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ SFC (Silent final consonant) <p>Grammar:</p> <ul style="list-style-type: none"> to have - I have, you have, s/he has je/j' = I (j' in front of a vowel) to be – I am, you are, s/he is <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ SFE (Silent final E) ✓ soft [c/ç] ✓ [-ien] ✓ [qu] ✓ [j/soft g] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ colour and other adjectives to describe animals (<i>gris, vert, jaune, bleu, rouge, soif, faim, sympathique, lent, rapide</i>) ✓ story creation ✓ loves and hates (<i>préféré, detester</i>) ✓ more family members (<i>cousin, cousine, femme, homme</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ revisit definite articles & adjective agreement ✓ un / une – singular indefinite article ✓ subject pronouns (il/elle) with objects to mean 'it' ✓ Using avoir to mean 'be' Avoir + ans for age Avoir + states ✓ intonation questions (including with comment, quand) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ describing possessions ✓ La fête des mères ✓ Au Zoo ✓ Les aventures de Tintin ✓ Tu as raison ? <p>Outcome:</p> <p>Expressing likes and saying what I and others do</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Grammar:</p> <ul style="list-style-type: none"> ✓ intonation questions (including with comment, quand) <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [-tion] ✓ [r] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Hungry Caterpillar (rouge) ✓ revisit days <p>Grammar:</p> <ul style="list-style-type: none"> ✓ using aimer détester + definite article ✓ plural definite article (les) ✓ intonation questions - Et toi ? <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Activités à l'école ✓ l'amitié ✓ Expressing likes and saying what people do ✓ The Hungry Caterpillar



French Long Term Planning Overview

Term	Autumn	Spring	Summer
	<ul style="list-style-type: none"> ✓ raised intonation questions: <ul style="list-style-type: none"> ✓ Il a quoi ? Elle a quoi ? ✓ c'est un/une... ? [Is it a ...?] ✓ tu as...? J'ai..? ✓ to have - I have, you have, s/he has je/j' = I (j' in front of a vowel) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Naming things ✓ Pierre parle avec Jean-Michel ✓ Une excursion à la montagne ✓ Lulu la tortue ✓ Une histoire pour Eugénie <p>Outcome: Complete a close procedure listening task based on words used this term.</p>	<p>Outcome:</p>	<p>Outcome:</p>
	<p> Language:</p> <p>Recap New secondary concept.</p> <p>Discuss Do the French and English alphabets sound the same?</p> <p> Culture:</p> <p>How do people greet each other in France? French Flag Poem – Mathieu le merveilleux Story: I have a present for... Hungry Caterpillar</p>		<p> Tradition:</p> <p>Recap New secondary concept.</p> <p>Discuss Are Christmas traditions in France the same as in the UK?</p> <p> Geography:</p> <p>Where is France? Capital city of France Eiffel Tower</p>



French Long Term Planning Overview

Term	Autumn	Spring	Summer
Year 4	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Describing me and others</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [a] [o] [e] [i] [u] ✓ Silent Final Consonant [SFC] -t, -s, -d, -x ✓ [an/en] ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Greetings (<i>Bonjour!, Salut!, Ça va?, bien, mal, Oui, Non, Au revoir</i>) ✓ adjectives to describe mood and character (<i>sérieux, heureux, curieux, courageux, semaine, dangereux, furieux, généreux, lumineux, merveilleux, mystérieux, nerveux, Malade, calme, intelligent, amusant, méchant</i>) ✓ days of the week (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ to be - I am, s/he is, you are, ✓ regular adjectival agreement ✓ Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name. ✓ Raised intonation questions il / elle est...? referring to male / female persons or animals. c'est lundi? Oui / non, c'est samedi. ✓ regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.) ✓ Adjectives ending in -eux -euse <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ adjectives to describe mood and character (<i>incidental cognates; ambitieux, contagieux, joyeux, malheureux, miraculeux, religieux, vigoureux, jeune, joli, drôle, difficile, indépendant, différent, important, prudent, seul</i>) ✓ days of the week (<i>raised intonation questions c'est lundi? Oui / non, c'est samedi.</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Je suis Adèle ✓ Deuz amis – Pierre et Yves <p>Outcome: Parle: Ask five friends how they are and provide an answer in French for them.</p> <p>Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [un] [une] ✓ [ch] ✓ [au/eau/o/ô] ✓ [on] ✓ [au/eau/o] ✓ [ou] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns for possessions (<i>un, une, ballon, bouteille, cahier, jeu, orange, peluche, sac, stylo, animal, chien, chat, photo, table, crayon, règle, gomme, livre, cadeau, gâteau</i>) 	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Saying what I and others do</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ open and closed [eu] ✓ [é/et/ez/er] ✓ [è/é] ✓ [oi] ✓ [ai] ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ days of the week (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) ✓ Greetings (<i>Bonjour!, Salut!, Ça va?, bien, mal, Oui, Non, Au revoir</i>) ✓ verbs and nouns to describe a range of activities (<i>porter, regarder, chanson, chapeau, film, mission, passer, manger, ami, amie, déjeuner, weekend</i>) ✓ family members (<i>famille, frère, mère, père, sœur</i>) ✓ à meaning at, in, to, in <p>Grammar:</p> <ul style="list-style-type: none"> ✓ to have - I have, you have, s/he has je/j' = I (j' in front of a vowel) ✓ infinitive verbs = to do something/doing something ✓ ER verbs - I, you, s/he ✓ ER present tense (singular) ✓ simple vs continuous present ✓ singular definite articles (le, la) ✓ singular possessive adjectives mon, ma, ton, ta <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe a range of activities (<i>chercher, dessiner, présenter, prononcer, image, mot, pays, texte, facile, intéressant, organiser, préparer, visiter, parc, université, musée, visite, sport, avec</i>) ✓ family members (<i>grand-mère, grand-père</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Au club de français ✓ Elle est guide touristique ✓ Il est prof ✓ La tante d'Adèle - le Carnaval de Nice ✓ La famille et les amis ✓ Aimer et préférer ✓ Claudine à Londres <p>Outcome:</p> <p>Saying how many and describing things</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ Liaison: deux enfants, trois oranges ✓ [ch] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ numbers 1-12 (<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i>) ✓ pets (<i>animal, chien, chat</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ un / une – singular indefinite article 	<p>Core Concepts: Rachel Hawkes SOW: Communication </p> <p>Describing things and people</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ SFC (Silent final consonant) ✓ SFE (Silent final E) ✓ soft [c/ç] ✓ [-ien] ✓ [qu] ✓ [j/soft g] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ colour and other adjectives to describe animals (<i>gris, vert, jaune, bleu, rouge, soif, faim, sympathique, lent, rapide</i>) ✓ story creation ✓ loves and hates (<i>préféré, detester</i>) ✓ more family members (<i>cousin, cousine, femme, homme</i>) ✓ nouns of belonging (carte, chaise, chambre, affiche, lit, bureau) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ revisit definite articles & adjective agreement ✓ un / une – singular indefinite article ✓ subject pronouns (il/elle) with objects to mean 'it' ✓ Using avoir to mean 'be' Avoir + ans for age Avoir + states ✓ intonation questions (including with comment, quand) ✓ to have - I have, you have, s/he has je/j' = I (j' in front of a vowel) ✓ to be – I am, you are, s/he is <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns of belonging (<i>magazine, livre</i>) ✓ months of the year (<i>mois, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, quand, anniversaire</i>) ✓ adjectives (<i>actif, massif, préféré, propre, sale, sportif, blanc, blanche, noir</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ describing possessions ✓ Aimer et préférer ✓ Ma chose préférée ✓ C'est quand, ton anniversaire? <p>Outcome:</p> <p>Expressing likes and saying what I and others do</p> <p>Recap</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [-tion] ✓ [r] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ revisit days (<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) ✓ Toute une année (jaune) months <p>Grammar:</p> <ul style="list-style-type: none"> ✓ using aimer détester + definite article ✓ plural definite article (les) ✓ intonation questions - Et toi ? ✓ intonation questions (including with comment, quand) <p>Learn</p>



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Term	Autumn	Spring	Summer
	<p>Grammar:</p> <ul style="list-style-type: none"> ✓ to be - you are, s/he is ✓ un / une – singular indefinite article ✓ raised intonation questions: <ul style="list-style-type: none"> ✓ Il a quoi ? Elle a quoi ? ✓ c'est un/une... ? [Is it a ...?] ✓ tu as...? J'ai...? ✓ to have - I have, you have, s/he has je/' = I (j' in front of a vowel) <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns for possessions <i>(bureau , chaise , chambre , idée , lit)</i> ✓ positional prepositions in, on, under <i>(dans , sur , sous)</i> <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Naming things ✓ Pierre et Max ✓ La chambre de Pierre ✓ La rêve de Jean-Michel ✓ Jean-Michel a une histoire <p>Outcome:</p>	<ul style="list-style-type: none"> ✓ plural indefinite article (des), il y a, ✓ regular plural marking on nouns (-s) ✓ intonation question (including with combien) <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ body parts (<i>bouche , main , œil , oreille , pied , tête , yeux</i>) ✓ More verbs (<i>arriver , montrer , rester , voyage , souvent</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Les numéros ✓ Mon monstre gloss monstre <p>Outcome:</p>	<p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Verbs (<i>détester , écouter , écrire , étudier , lire , parler , adorer , apporter ,</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Tu as froid ? ✓ J'aime parler français ✓ le spectacle de fin d'année ✓ Un poème <p>Outcome:</p>
	<p> Language:</p> <p>Recap Do the French and English alphabets sound the same?</p> <p>Discuss Do French words include silent letters, like some English words?</p> <p> Culture:</p> <p>Recap</p> <ul style="list-style-type: none"> ✓ How do people greet each other in France? ✓ French Flag <p>Discuss Story: Toute une année</p>	<p> Tradition:</p> <p>Recap Are Christmas traditions in France the same as in the UK?</p> <p>Discuss What is the significance of the Eiffel Tower and Arc de Triumph for French citizens?</p> <p> Geography:</p> <p>Recap</p> <ul style="list-style-type: none"> ✓ Where is France? ✓ Capital city of France ✓ Eiffel Tower <p>Discuss</p> <ul style="list-style-type: none"> ✓ Arc de Triumph ✓ Other French speaking to countries <p>La Seine</p>	
Year 5	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p>Describing me and others </p> <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ Silent Final Consonant [SFC] ✓ SFC liaison ✓ [a] ✓ [an/am/en/em] ✓ [i] ✓ [in/im] ✓ [u] ✓ [ou] ✓ [on] ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Greetings (<i>Salut! , Ça va? , Oui , Non , Bonjour! , Au revoir</i>) ✓ adjectives to describe mood and character (<i>amusant , calme , content , différent , difficile , drôle , fort , grand , jeune , lent , malade , méchant , intelligent , indépendant , important , petit , prudent , inquiet , intelligent</i>) ✓ months (<i>anniversaire , mois , janvier , février , mars , avril , mai , juin , juillet , aout , septembre , octobre , novembre , décembre</i>) 	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p>Saying what I and others do </p> <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [é/et/ez/er] ✓ [è/ê] ✓ [oi] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe activities in school (<i>célébrer , échanger , fabriquer , souhaiter , montrer , aimer , arriver , organiser , porter , préparer , corriger , expliquer , fermer , demander , écouter , regarder , poser , étudier , partager , cacher , histoire , professeur / professeure , réponse , solution</i>) ✓ at the weekend (<i>Cadeau , chapeau , cheval , fanal , gâteau , feu , jeu , vœu , santé , vêtement , fête ,</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ -ER present tense (singular) and 1st person plural (we) (<i>célébrer , échanger , fabriquer , souhaiter , montrer , aimer , arriver , organiser , porter , préparer , corriger , expliquer , fermer , demander , écouter , regarder , poser , étudier , partager , cacher</i>) ✓ negation (<i>ne ... pas</i>) 	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p>Describing things and people </p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics</p> <ul style="list-style-type: none"> ✓ [SFC] ✓ [Silent Final E [SFe] ✓ soft [c/ç] ✓ [-tion] ✓ [-ien] ✓ [qu] <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe sports (<i>football , tennis , corde , fois , équipe , cyclisme , exercice , gymnastique , natation , ski , sport</i>) ✓ playing instruments ✓ activities in different countries (<i>voyage , carte , chaud , froid</i>) ✓ life at home (<i>activité , cuisine , courses , ménage , cours (de musique) , devoirs , lit</i>) ✓ home town <p>Grammar:</p> <ul style="list-style-type: none"> ✓ FAIRE (singular) ✓ weather expressions with faire



French Long Term Planning Overview

Term	Autumn	Spring	Summer
	<ul style="list-style-type: none"> ✓ numbers 13-31 (treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente) ✓ dates (date, jour, semaine, saison, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui) ✓ interrogatives qui? quell? quelle? <p>Grammar:</p> <ul style="list-style-type: none"> ✓ être (plural) ✓ regular plural adjective agreement (-s) ✓ intonation questions (including with quoi, où, qui, quand, comment) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ la rentrée (back to school) ✓ les profs ✓ les dates - les anniversaire ✓ les dates - aujourd'hui ✓ les cousins ✓ Maman est contente ✓ dans la salle de classe <p>Outcome: Orally describe myself and others.</p> <p style="text-align: center;">Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [au/eau/o] ✓ [ch] <p>Grammar:</p> <ul style="list-style-type: none"> ✓ avoir <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ SFC liaison (nous avons, vous avez, ils ont, ils ont) ✓ [Silent Final E [SFe] ✓ [au/eau/o/ô] ✓ [ch] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns and adjectives for places ✓ physical description <p>Grammar:</p> <ul style="list-style-type: none"> ✓ avoir (plural) ✓ singular and plural indefinite articles (un, une, des) ✓ intonation questions (including with quoi, où, qui, quand, comment) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ un jour horrible ✓ ma professeure idéale ✓ dans la salle de classe en Angleterre ✓ un espace chez nous ✓ physical description (friends, teacher, doctor) <p>Outcome: Complete a close procedure listening task based on words used this term.</p>	<ul style="list-style-type: none"> ✓ Est-ce que questions (including with WH-words), <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Activités de Noël ✓ Christmas and New Year in France and Haiti ✓ 1st January in Haiti ✓ La Fête des Rois <p>Outcome: Write a description of what you look like.</p> <p style="text-align: center;">Saying how many and describing things</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Numers 13-30 <p>Grammar:</p> <ul style="list-style-type: none"> ✓ negation (ne ... pas) <p>Learn</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [(a)in] ✓ [ai] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ life in the city and country (tu vas, je vais, tu es je suis, à (meaning 'at/in/to'), marché, piscine) ✓ journeys (aller, je vais il/elle va à (meaning 'at/in/to'), Canada, France, nord, sud, est, oust) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ ALLER (singular) ✓ definite articles (le, la, les) ✓ regular plural marking on nouns (-s) ✓ indefinite articles (un, une, des) ✓ il y a ✓ compass points in France ✓ simple vs continuous contrast ✓ positions within the classroom <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Pierre décrit l'école ✓ Au Canada <p>Outcome:</p>	<ul style="list-style-type: none"> ✓ faire vs. jouer with sports ✓ jouer + de + instruments <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Activités à la maison ✓ Une fête improvisée ✓ Il fait beau en été ✓ Quand il fait beau ✓ Avec qui ? ✓ Tu fais quelle activité? <p>Outcome:</p> <p style="text-align: center;">Expressing likes a and saying what I and others do</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [h] ✓ [j/soft g] <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ requesting food and drink (donner à manger, laver, ranger, cuisine, repas, acheter, boire, café, eau, glace, poisson, Revisit: manger, partager, fruit) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ pronoun on meaning you (general) and we ✓ 2-verb structures (aimer, detester-singular) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ aimer et detester ✓ J'achète du pain <p>Outcome:</p>
		<p> Language:</p> <p>Recap</p> <p>Year 3 - Do the French and English alphabets sound the same?</p> <p>Discuss</p> <p>Can we predict the meaning of some French words due to their similarities to English words?</p>	<p> Tradition:</p> <p>Recap</p> <p>Discuss</p> <p>Are common stereotypes associated with France correct or misleading?</p>
Year 6	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p style="text-align: center;">Describing me and others </p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ Silent Final Consonant [SFC] ✓ SFC liaison ✓ [a] 	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p style="text-align: center;">Describing me and others </p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [é/et/ez/er] 	<p>Core Concepts: Rachel Hawkes SOW: Communication</p> <p style="text-align: center;">Describing me and others </p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics</p> <ul style="list-style-type: none"> ✓ [SFC]



French Long Term Planning Overview

Term	Autumn	Spring	Summer
	<ul style="list-style-type: none"> ✓ [an/am/en/em] ✓ [i] ✓ [in/im] ✓ [u] ✓ [ou] ✓ [on] ✓ open and closed [eu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Greetings (<i>Salut!, Ça va?, Oui, Non, Bonjour!, Au revoir</i>) ✓ adjectives to describe mood and character (<i>amusant, calme, content, différent, difficile, drôle, fort, grand, jeune, lent, malade, méchant, intelligent, indépendant, important, petit, prudent, inquiet, intelligent</i>) ✓ months (<i>anniversaire, mois, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>) ✓ numbers 13-31 (<i>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</i>) ✓ dates (<i>date, jour, semaine, saison, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui</i>) ✓ interrogatives qui? quel? quelle? <p>Grammar:</p> <ul style="list-style-type: none"> ✓ être (plural) ✓ regular plural adjective agreement (-s) ✓ intonation questions (including with quoi, où, qui, quand, comment) <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ adjectives to describe mood and character (<i>actif, content, créatif, grand, intelligent, négatif, petit, positif, présent, sportif, triste, bien, mal, amusant, calme, différent, difficile, facile, important, indépendant, jeune, malade, méchant, prudent, seul, dangereux, ennuyeux, heureux, sérieux, travailleur</i>) ✓ Festivals (<i>concert, fête, spectacle</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ Dates: <i>C'est quand, le concert? C'est où, la fête?</i> ✓ Event dates - <i>C'est quelle date le concert? C'est quel jour la fête?</i> <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ la rentrée à Haïti (back to school in Haiti) ✓ Échange en ligne ✓ les dates - les concerts et les fêtes ✓ Jean-Michel et Eloï ✓ Échange en ligne - Pierre décrit l'école <p>Outcome: Write three descriptive sentences to describe school.</p> <p style="text-align: center;">Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ SFC liaison (nous avons, vous avez, ils ont, elles ont) ✓ [Silent Final E [SFe]] ✓ [au/eau/o/ô] ✓ [ch] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns and adjectives for places ✓ physical description <p>Grammar:</p> <ul style="list-style-type: none"> ✓ avoir (plural) ✓ singular and plural indefinite articles (un, une, des) 	<ul style="list-style-type: none"> ✓ [è/ê] ✓ [oi] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe activities in school (<i>célébrer, échanger, fabriquer, souhaiter, montrer, aimer, arriver, organiser, porter, préparer, corriger, expliquer, fermer, demander, écouter, regarder, poser, étudier, partager, cacher, histoire, professeur/professeure, réponse, solution</i>) ✓ at the weekend (<i>Cadeau, chapeau, cheval, fanal, gâteau, feu, jeu, vœu, santé, vêtement, fête,</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ -ER present tense (singular) and 1st person plural (we) (<i>célébrer, échanger, fabriquer, souhaiter, montrer, aimer, arriver, organiser, porter, préparer, corriger, expliquer, fermer, demander, écouter, regarder, poser, étudier, partager, cacher</i>) ✓ negation (<i>ne ... pas</i>) ✓ Est-ce que questions (including with WH-words), <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe activities in school (<i>étudier, gagner, cacher, pratiquer, présenter, prononcer, trouver, école, porte, pays, carte, dictionnaire</i>) ✓ At the weekend (<i>nager, chanter, jouer, participer (à), porter, animal, cadeau, chapeau, château, cheval, course, défilé, feu d'artifice, a gâteau, glace, jeu, lieu, neige, arriver, organiser, porter, préparer, créer, marcher, monter, quitter, gens</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Activités à l'école ✓ Carnaval de Québec ✓ La Fête des lumières à Lyon ✓ Les fêtes en France - La Chandeleur <p>Outcome:</p> <p style="text-align: center;">Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [(a)in] ✓ [ai] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ life in the city and country (<i>tu vas, je vais, tu es je suis, à (meaning 'at/in/to'), marché, piscine</i>) ✓ journeys (<i>aller, je vais il/elle va à (meaning 'at/in/to'), Canada, France, nord, sud, est, oust</i>) ✓ Numbers 1-31 <p>Grammar:</p> <ul style="list-style-type: none"> ✓ ALLER (singular) ✓ definite articles (le, la, les) ✓ regular plural marking on nouns (-s) ✓ indefinite articles (un, une, des) ✓ il y a ✓ compass points in France ✓ simple vs continuous contrast ✓ positions within the classroom <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ journeys (<i>je vais, il/elle va, tu vas campagne, île, montagne, plage, port</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ places you visit ✓ journeys <p>Context/Language Purpose:</p>	<ul style="list-style-type: none"> ✓ [Silent Final E [SFe]] ✓ soft [c/ç] ✓ [-tion] ✓ [-ien] ✓ [qu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ verbs and nouns to describe sports (<i>football, tennis, corde, fois, équipe, cyclisme, exercice, gymnastique, natation, ski, sport</i>) ✓ playing instruments ✓ activities in different countries (<i>voyage, carte, chaud, froid</i>) ✓ life at home (<i>activité, cuisine, courses, ménage, cours (de musique), devoirs, lit</i>) ✓ home town <p>Grammar:</p> <ul style="list-style-type: none"> ✓ FAIRE (singular) ✓ weather expressions with faire ✓ faire vs. jouer with sports ✓ jouer + de + instruments <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Places (<i>piscine, théâtre, stade</i>) ✓ Prepositions (<i>de, côté, près, loin</i>) ✓ Activities (<i>course à pied, chanson, dessin, film</i>) ✓ Instruments (<i>guitare, instrument, piano</i>) ✓ Countries (<i>Belgique, Canada, Grande-Bretagne, Espagne, France, Italie, Luxembourg, Suisse</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Au festival des cerfs-volants ✓ Un weekend en famille ✓ Qu'est-ce que tu fais le weekend ? ✓ Où est-ce que il fait du soleil ? ✓ Avec qui ? ✓ Tu joues quel sport ? <p>Outcome:</p> <p style="text-align: center;">Saying what I and others have</p> <p>Recap:</p> <p>Oracy and literacy:</p> <p>Phonics:</p> <ul style="list-style-type: none"> ✓ [h] ✓ [j/soft g] <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ requesting food and drink (<i>donner à manger, laver, ranger, cuisine, repas, acheter, boire, café, eau, glace, poisson, Revisit: manger, partager, fruit</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ pronoun on meaning you (general) and we ✓ 2-verb structures (aimer, detester-singular) <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ Food items (<i>chocolat, eau, fromage, gâteau, glace, jus, pizza</i>) <p>Grammar:</p> <ul style="list-style-type: none"> ✓ 2-verb structures (devoir, vouloir, pouvoir - singular) ✓ VOULOIR (je veux, tu veux, il/elle veut) ✓ Conditional VOULOIR (je voudrais, tu voudrais, il/elle voudrais) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ vouloir et devoir ✓ Je voudrais



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	<ul style="list-style-type: none"> ✓ intonation questions (including with <i>quoi, où, qui, quand, comment</i>) <p>Learn</p> <p>Oracy and literacy:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ nouns and adjectives for places (<i>bâtiment, café, cinéma, école, église, hôtel, magasin, musée, parc, pont, poste, rue, université, centre commercial</i>) ✓ festivals ✓ physical description (<i>cheveu, acteur, actrice, nez, œil, yeux, visage, bleu, blond, brun, court, crépu, gris, long, noir, ovale, rond, roux, vert</i>) <p>Context/Language Purpose:</p> <ul style="list-style-type: none"> ✓ Échange en ligne - Adèle décrit Lorient ✓ ma ville mon village ✓ nous comparons ✓ en ville ✓ des célébrités <p>Outcome:</p>	<ul style="list-style-type: none"> ✓ Jean-Michel décrit sa ville ✓ À Haïti <p>Outcome:</p>	Outcome:
	<p> Language:</p> <p>Recap</p> <p>Year 3 - Do the French and English alphabets sound the same?</p> <p>Year 5 - Can we predict the meaning of some French words due to their similarities to English words?</p> <p>Discuss</p> <p>How do vowel and consonant sounds differ in the French and English languages? Can we replicate this when speaking in French?</p>	<p> Tradition:</p> <p>Recap</p> <p>Are common stereotypes associated with France correct or misleading?</p> <p>Discuss</p> <p>What is the significance of the Eiffel Tower and Arc de Triumph for French citizens?</p>	