



French long term plan

Each of these units are taken from Language Angels – our chosen scheme of learning for delivering our modern foreign language curriculum



Kandinsky Year 3/4	Topics to be covered over the year					
Cycle A	Phonics 1&2	J'apprends le français (I am learning French)	Les animaux (Animals)	Je peux (I am able)	Je me présente (Presenting Myself)	Ma famille (My Family)
Speaking		Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Be able to say "I am..." plus an animal.	Say "I am able to.." / "I can..." plus an activity.	Perform role play with name, age, where they live and nationality.	Present orally on your/a family.
Listening		Listen to and understand questions such as what is your name and how are you?	Match sound to animal picture / word / phrase.	Match sound to picture / word / phrase.	Listen to and understand questions being asked such as what is your name, how old are you etc.	Match sounds to picture / word / phrase for different members of a family.
Reading		Match colours to written form. Match written form of numbers to digits.	Match word to animal picture / word / phrase in English.	Match key phrase to picture / word / phrase in English.	Read role-plays and understand the content.	
Writing		Create name labels.	Create labels for animals.	Write a list of verbs for things that you can do.		Written presentation based on a/your family.
Grammar			Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus a range of high frequency infinitive verbs.	Nationalities and adjectival agreement based on gender.	Different possessives for 'my'. Moving from 1st person to 3rd person singular with 'he/she is called...'

Cycle B	Phonics 1&2	Les instruments (Instruments)	Les saisons (Seasons)	Les Glaces (Ice-cream)	En classe (In the Classroom)	Au salon de thé (At the Tea Room)
Speaking		Be able to say "I play..." plus an instrument.	Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season.	Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.	Saying 'What I have.. / don't have..' in my pencil case.	Role play ordering items in a tea room.
Listening		Match sound to instrument sound / picture / word / phrase.	Match each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode.	Matching sounds to ice-cream flavours in pictures, words and phrases.	Matching sound to picture / word / phrases for items in a classroom.	Match sound to picture / word / phrase for different times of food and drink.
Reading		Match word to instrument picture / word / phrase in English.	Matching seasons to images / words / phrases.	Match word to ice-cream flavour, cones, pots and number of scoops to picture/ word.	Match word to picture /sound / phrase about items in a classroom.	Match word to picture /sound / phrase about items in a café.
Writing			Writing a short phrase about each season	Designing their own ice-cream using flavours, cones, pots and number of scoops.	Writing phrases with 'I have... / I don't have...' in a pencil case.	Writing down an order for food/drink including prices.
Grammar		Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	Use of definite articles with the seasons and learning how to say 'in' a particular season.	Verb structures - first person singular form of the phrase 'I would like...'	Gender and indefinite article. Learning to sort and categorise by article. Use of the negative when saying 'I do not have...'	Changing a singular noun to plural form. Focus on gender and the different determiners.

Picasso Year 5/6	Topics to be covered over the year					
Cycle A	Phonics 1&2	Les fruits (Fruits)	Les légumes (Vegetables)	Je me présente (Presenting Myself)	Ma famille (My Family)	Au salon de thé (At the Tea Room)
Speaking		Name 10 fruits and say "I like..." and I don't like..." plus a fruit.	Short role play using "I would like..." and the quantity of vegetable (1kg and ½ kg only)	Perform role play with name, age, where they live and nationality.	Present orally on your/a family.	Role play ordering items in a café.
Listening		Match sound to fruit picture / word / phrase.	Match sound to vegetable picture / word / phrase.	Listen to and understand questions being asked such as what is your name, how old are you etc.	Match sounds to picture / word / phrase for different members of a family.	Match sound to picture / word / phrase for different times of food and drink.
Reading		Match key nouns (names of fruits) to picture / word / phrase in English.	Match key nouns (names of vegetables) to picture / word / phrase in English.	Read role-plays and understand the content.		Match word to picture /sound / phrase about items in a café.
Writing		Create labels for fruit.	Create labels for vegetables.		Written presentation based on a/your family.	Writing down an order for food/drink including prices.
Grammar		Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.	Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	Nationalities and adjectival agreement based on gender.	Different possessives for 'my'. Moving from 1st person to 3rd person singular with 'he/she is called...'	Changing a singular noun to plural form. Focus on gender and the different determiners.
Cycle B	Phonics 3&4	La date (The Date)	As-tu un animal? (Do you have a pet?)	Quel temps fait-il ? (What Is the weather?)	Chez moi (My Home)	Les vêtements (Clothes)
Speaking		Say months of the year. Ask and say when your birthday is.	Say the pet names and ask and answer the question, do you have a pet?	Ask and answer what the weather is like today. Present as a weather forecaster.	Say where you live and name the rooms in your house that you have and do not have.	Describe what you wear and saying what you are packing in a suitcase to go on holiday.

Listening		Answer the question when is your birthday and match months of the year to word cards.	Answer the question, do you have a pet? Match spoken pet names to picture / word / phrase.	Answer the question, what is the weather today? Match spoken weather forecast to pictures/words.	Answer questions about your home.	Match a verbal description of what someone is wearing to picture cards.
Reading		Matching months of the year to images / words / phrases.	Match words to picture / sound / phrase to create pet ID cards.	Match words to picture / sound / phrase to create a weather forecast.	Match words to picture / sound / phrase to create a map of your/a home.	Match a written description of what someone is wearing to picture cards.
Writing		Write a birthday diary.	Create pet ID cards.	Create weather map and written weather report.	Label the rooms within your/a home.	Label items in a suitcase.
Grammar			Gender and changing an indefinite article to a definite article.		First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.

This cycle contains units from the Early Language and Intermediate units. We will review this plan for the next 2-year cycle which we anticipate will include progressive units too by the end of Year 5 and 6.