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| **French Long Term Plan**  **Raising Stars French Unit**  For more information relating to content, progression, skills and vocabulary, see below. | | | |
|  | Term 1 | Term 2 | Term 3 |
| Year 3 | Moi (All about me) | On fait la fete (Celebrations)  Portraits | Les quatre amis (The four friends)  Ca pousee! (Growing things) |
| Year 4 | On y va! (All aboard!)  L’argent de poche (pocket money) | Raconte-mo une historie! (Tell me a story)  Vive le sport! (Our sporting lives) | Les Carnaval des Animals (The carnival of animals) |
| Year 5 | Bon appetite, bonne sante (Healthy eating)  Les planets (The planets) | Je suis le musician( I am the music man)  En route pour l’ecole (On the way to school) | Le retour du pintemps (The return of spring) |
| Year 6 | Note ecole (Our school)  Notre monde (The world around us) | Le passe et le present (Now and then)  Ici et la (Out and about) | Monter un café ( Setting up a café) |

**Progressions of knowledge, skills and vocabulary**

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|  | **Listening** | **Speaking** | **Writing** | **Reading** | **Grammar** |
| **Year 3** | Repeat words modelled by teacher, show understanding with an action  Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. | Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers  Recognise a familiar question and respond with a simple rehearsed response  Can repeat and say familiar words and short simple phrases, using understandable pronunciation. | Copy simple vocabulary  Children can write some single words from memory, with plausible spelling.  Children can, with support, substitute one element in a simple phrase to vary the meaning. | Begin to recognise written vocabulary/ single words  Begin to recognise written phrases | Can use indefinite articles in the singular with masculine and feminine nouns.  Can use the high-frequency verb forms (I have, it is, there is/are). |
| **Year 4** | Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)  Pick out known words in an ‘authentic’ conversation  Children can understand and respond to a range of familiar spoken words and short phrases. | Use common phrases  Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers  Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.  Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. | Children can write simple words and several short phrases from memory  Children use understandable spelling. | Begin to recognise simple written phrases  Recognise simple written phrases and understand a range of familiar written phrases. | Can use indefinite and definite articles with singular and plural nouns.  Can use prepositions of place and sequencers. |
| **Year 5** | Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary  Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. | Children can ask and answer questions on the current topic.  Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. | Begin to use dictionaries to find the meaning of unknown words and to translate own ideas  Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. | Read and show understanding of more complex written phrases  Read and show understanding of a piece of writing based on the current topic  Read short passages and pull answer questions on what they have read. | Can use all persons of several regular verbs in the present tense (with the support of a frame). |
| **Year 6** | Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary  Children can understand a short passage made up of familiar words and basic phrases. | Engage in short scripted conversations  Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence  Children can ask and answer simple questions on a few very familiar topics. | Adapt taught phrases to create new sentences  Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling | Practice reading longer texts aloud, containing taught phrases and vocabulary  Children can understand a short text made up of short sentences with familiar language on a familiar topic.  Can use a dictionary or word list. | Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. |

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| **Year 3** | **Moi (All about me)** | | **On fait la fete (Celebrations)** | | **Portraits** | | **Les quatre amis (The four friends)** | | **Ca pousee! (Growing things)** | |
| **Vocabulary** | **Bonjour!**  **Salut!**  **Ca va?**  **Ca va bien/mal**  **Et toi?**  **Au revoir!**  **Oui/non**  **Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix**  **J’ai**  **Quel age as-tu?**  **J’ai sept/hui ans** | Hello  Hi  How are you?  I’m fine/ not very well  And you?  Goodbye!  Yes/No  1-10  I have  How old are you?  I’m seven/ eight years old | **(tres) bien**  **Je joue bien au football.**  **Je nage bien**  **Je nage**  **Je danse**  **Je chante**  **Bravo**  **Super**  **Fantastique**  **Joyeux anniversaire!**  **Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre**  **Je peux…/ Je peux…** | (very) well/good  Im good at playing football  I’m a good swimmer  I swim/ I’m swimming  I dance/ I’m dancing  I sing/ I’m singing  Well done!  Super!  Fantastic!  Happy Birthday  Months of the year  I can… Can I…? | **Les coulers**  **Rouge**  **Rose**  **Jaune**  **Bleu(e)**  **Vert(e)**  **Noir(e)**  **Blanc(he)**  **Violet(te)**  **Marron**  **Orange**  **Un nez**  **Une bouche**  **Des yeux**  **Un bras**  **Une jambe**  **Il/ Elle a …**  **… le nez bleu**  **… la bouche bleu**  **Les yeux/cheveux bleus**  **Il/elle est grand(e)/ petit(e)** | The colours  Red  Pink  Yellow  Blue  Green  Black  White  Purple  Brown  Orange  A nose  A mouth  The eyes  An arm  A leg  He/She has …  … a blue nose  … a blue mouth  .. blue eyes/ hair  He/She is big/small | **Le chevel**  **Le mouton**  **Le lapin**  **La souris**  **Il galope**  **Elle court**  **Il/ Elle est**  **Gris(e)**  **Non, le lapin ne galope pas** | The horse  The sheep  The rabbit  The mouse  He/ It gallops  She/ It runs  He/ She/ It is …  Grey  No, the rabbit doesn’t gallop | **Tu aimes…?**  **J’aime …**  **Je n’aime pas…**  **Beaucoup**  **Je voudrais**  **S’il vous plait**  **Vous desirez?**  **Voila**  **Merci**  **Dans mon panier**  **Il y a** | Do you like…?  I like …  I don’t like …  A lot  I would like …  Please  What would you like?  There you are  Thank you  In my basket  There ie/ there are |
| **Year 4** | **On y va!**  **(All aboard)** | | **L’argent de poche**  **(Pocket money)** | | **Racone-moi une histoire!**  **(Tell me a story!)** | | **Viv le sport!**  **(Our sporting lives)** | | **Le Carnaval des Animaux**  **(The Carnival of Animals)** | |
| **Vocabulary** | **Je vais a lecole**  **A pied**  **En voiture**  **En velo**  **En bus**  **En train**  **Ou vas-tu?**  **Je Vais**  **En Belgique**  **En France**  **Il Fait Chaud**  **Il fait froid**  **Il fait beau**  **Il fait mauvais**  **Il fait du soleil**  **Il fait du vent**  **Il pleut**  **lundi, mardi, mercedi, jeudi, vendredi, Samedi, Dimanche**  et | I go/ I’m going to school  On foot  By car  By bike  By bus  By train  Where are you going?  I’m going …  To Belgium  To France  It’s hot  It’s cold  Its fine weather  Is bad weather  It’s sunny  It’s Windy  It’s raining  Monday- Sunday  and | **J’adore..**  **Ja detest…**  **Ca**  **Ving et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vint-six, vingt- sept, vingt-huit, vingt-neuf, trente**  **C’est combien?**  **Un euro**  **C’est sper/ magnifique, fantastique**  **Jai**  **Je n’ai pas de** | I love…  I hate ..  That  21-30  How much is it  One euro  Its great/ magnificent/ fantastic  I have  I don’t have | **Regardez**  **Repetez**  **Ecoutez**  **Quarante, cinqunte, soixante, soixante-dix, quatre-vingt, quarte-vingt-dix, cent**  **Il/Elle est…**  **Grand(e)**  **Petit(e)**  **Vrai/faux** | Look  Repeat  Listen  40,50,60,70, 80, 90, 100  He/ She is…  Big  Small  True/ False | **Qu’est-ce que tu fais (lundi)?**  **Je joue au tennis/basket**  **Je joue au cricket**  **Je fais du velo.**  **Je fais du skate.**  **Je fais de la danse/natation**  **Zero**  **Boire**  **Manger**  **Le jus orange**  **Le yoaurt**  **Le poisson**  **Une pomme**  **Les carrottes**  **Le chocolat**  **Le coca**  **Les pommes**  **Les bonbons**  **Oui, c’est bon pour la sante**  **Non, c’est mauvais pour la sante** | What are you doing/ do you do (on Monday)?  I play tennis/ basketball  I play cricket  I ride my bike/go cycling  I go skateboarding  I dance/ swim  Zero  To drink  To eat  Orange juice  Yogurt  Fish  An apple  Carrots  Chocolate  Cola  Chips  Sweets  Yes, it’s good for your health  No, it’s bad for your health | **Ou habites-tu?**  **J’habite dans..**  **Je suis**  **Grand(e)**  **Petit(e)**  **Lent(e)**  **Rapide**  **Fort(e)**  **Faible**  **Feroce**  **Timide**  **Quelle heure est-il?**  **Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures**  **Il est midi**  **Il est minuit** | Where do you live?  I live in..  I am  Small  Big  Slow  Fast  Strong  Weak  Fierce  Shy  What time is it?  One o’clock- eleven o’clock  It’s midday  It’s midnight |

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| **Year 5** | **Bon appetite, bonne sante**  **(Healthy eating)** | | **Les planets**  **(The planets)** | | **Je suis le musician**  **(I am the music man)** | | **En route pour l’ecole (On the way to school)** | | **Le retour du pintemps**  **(The return of spring)** | |
| **Vocabulary** | **Dans le sac, il y a ..**  **Et**  **Aussi**  **Mais**  **Il est bon/ mauvaise**  **Elle est bonne/ mauvaise pour la sante**  **Ils sont bons/ mauvis**  **Elle sont bonnes/mauvaises** | In the bag, there is…  And  Also  But  It is good/bad (m)  It is good for your health (f)  They are good/bad (m. pl)  They are good/bad (f. pl) | **La Terre**  **La Lune**  **Pres de**  **Loin de**  **Pres du soleil**  **Loin du solel**  **Un nom (propere)**  **Un adjectif**  **Parc que**  **Elle**  **Assez**  **tres** | The Earth  The Moon  Near  Far  Near the sun  Far from the Sun  A (proper) noun  An adjective  Because  If  Quite, fairly  very | **Tu joues…?**  **Je joues du saxophone/piano/ violon**  **Je joue de la guitare/ clrinette/ btterie**  **Je ne joue pas de/d’**  **Il/Ell joue**  **C’est genial!**  **C’est nul!** | Do you play …  I play the saxophone/ piano/ violin  I play the guitar/clarinet/drums  I don’t play  He/ she plays  It’s brilliant  It’s rubbish | **Quand je vais a l ecole, …**  **Je pase devant…**  **Je traverse la rue**  **Je tourney**  **Je vais…**  **Cinq minutes plus tard finalement**  **Il est une heure et demie, deux heures e demie, etc**  **Je vais a l ecole a huit heures et demie**  **A droite**  **A gouche**  **Tout droit**  **Je ne coprened pas**  **Repetes, s’il vous plait.** | When I go to school, …  I pass in front of…  I cross the road  I turn  I go  Five minutes later  Finally  It’s half past one  it’s half past two  I go to school at half past eight  To/on the right  To/on the left  Straight ahead  I don’t understand  Repeat, please | Au printemps  En ete/automne/hiver  Clair  Sombre  Heureux  Triste  Viens/ Reste (chez moi)  Les coluleurs sont …  La fille  Trop  tres | In the spring  In the summer/autumn/ winter  Bright/light  Dark  Happy  Sad  Come/Stay (with me)  The colours are…  The girl  Too  very |

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| **Year 6** | Notre ecole  (Our school) | | Notre monde  (The world around us) | | Le passe et le present  (Then and now) | | Ici et la  (Out and about) | | Monter un café  (Setting up a café) | |
| **Vocabulary** | **La sale de classe**  **L’entrée principale (f.)**  **La cour**  **Le terrain de sport**  **Je cherche…**  **Je cours.**  **Je travaille.**  **Ici**  **La**  **Voici**  **Voila**  **Il est deux heures et quart**  **Il est deux heures moins le quart**  **Il est deux heures cinq/dix/vingt/ vingt-cinq**  **Il est deux heures moins cinq, dix, vingt, vingt-cinq**  **Le dejeuner**  **Le professeur**  **Le maitre, la maitresse**  **Il/Elle a** | The classroom  The main entrance  The playground  The sports field  I’m looking for  I run/ I’m running  I work/ I’m working  Here  There  Here it is  There it is  It’s quarter past two  It’s quarter to two  It’s five/ ten/ twenty/ twenty-five past two  It’s five/ten/twenty/twenty-five to two  Lunch(time)  The teacher (general term)  Primary school teacher  He/ She has… | **L’Europe (f.)**  **L,Afrique (f.)**  **Ou est…?**  **Des…**  **Le matin**  **L’apres-midi (m or f.)** | Europe  Africa  Where is…?  Some (indefinite plural)  The morning  The afternoon | **Un supermarche**  **Une boulangerie**  **Une boucherie**  **Une epicerie**  **Une patisserie**  **Il y avait…**  **Maintenant**  **Qu’est-ce que c’est?**  **Il/ Elle porte..**  **Il/Elle s’appelle..** | A supermarket  A baker’s  A butcher’s  A grocer’s  A cake shop  There was/were  Now  What is it?  He/ She is wearing…  His/ Her name is … | **Soixante-et-onze, soixante-douze, soixante-treize etc**  **Quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc**  **Quatre-vingt-neuf**  **Quatre-vingt-onze, quarter-vingt-douze etc**  **Quatre-vingt-dix-neuf**  **Un homme**  **Une femme**  **Qu’est-ce que tu aimes/detestes?**  **Tu veux jouer au rugby/ netball/ ping-pong?**  **Oui, je veux jouer.**  **Non, je ne veux pas jouer.** | 71-79  81-89  91-99  A man  A woman  What do you like/ hate?  Do you want to play rugby/netball/table tennis?  Yes I want to play.  No, I don’t want to play | **Une lemonade**  **Une eau minerale**  **Un jus d’orange**  **Un verre de coca**  **Un chocolat chaud**  **Un café**  **Un café au lait**  **Une tasse de the**  **Un paquet de chips**  **Une portion de frites**  **Une glace ay chocolat**  **Une glace a la fraise/ a la vanilla**  **Vous desirez?**  **C’est combine?**  **Bon appetite!** | A lemonade  A mineral water  An orange juice  A glass of cola  A hot chocolate  A (black) coffee  A coffee with milk  A cup of tea  A packet of crisps  A portion of chips  A chocolate ice cream  A strawberry/ vanilla ice cream  What would you like?  How much is it?  Enjoy your meal/ food |