







St Augustine's Long Term Plan French Intent



Enrichment					
Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	 <p>Bon Noel Movie night (Movie in the hall in French (English Subtitles) with French food)</p>	 <p>Visiting students from Nottingham University to teach Y5/6</p>	 <p>UNESCO International Mother Languages Day (23rd Feb) Week of celebrations (linked to Geography, MFL, Reading, Dress, Food and Culture)</p>		 <p>Sixth Formers from Trinity to come and teach across KS2</p>

Key Stage 2 National Curriculum
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding – (ALL) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures (ALL) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt phrases to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
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Topic	Numbers 1-10 Greetings – Asking how you are	Classroom Instructions Ask for and give name	Revision Numbers 0-10 Colours	Names of Fruit Food Items	Days of the Week	Months of the Year
NC Links	<p>explore the patterns and sounds of language through songs</p> <p>develop accurate pronunciation and intonation</p>	<p>explore the patterns and sounds of language through songs</p> <p>show understanding of words, phrases and simple writing</p> <p>engage in conversations; ask and answer questions</p>	<p>show understanding of words, phrases and simple writing</p> <p>explore the patterns and sounds of language through songs</p> <p>adapt phrases to create new sentences</p> <p>describe people, places, things</p>	<p>broaden their vocabulary and develop their ability to understand new words</p> <p>adapt phrases to create new sentences</p> <p>develop accurate pronunciation and intonation</p> <p>describe people, places, things</p>	<p>adapt phrases to create new sentences</p> <p>describe people, places, things</p> <p>broaden their vocabulary and develop their ability to understand new words</p>	<p>develop accurate pronunciation and intonation</p> <p>adapt phrases to create new sentences</p> <p>describe people, places, things</p> <p>broaden their vocabulary and develop their ability to understand new words</p>
La Jolie Ronde Lesson #	1 & 2	3 & 4 (C1 & 2 optional)	5, 6 & 7	8 & 9 (E lessons optional)	10	11
Wider Knowledge	<p>Know the numbers 1-10 in French</p>	<p>Know how to recognise different classroom</p>	<p>Know the words for different colours in French.</p>	<p>Know the names of types of fruit.</p> <p>Know how to use</p>	<p>Know the names of the days of the week.</p>	<p>Know the names of the months.</p> <p>Know how to use</p>



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	Know how to count forward and backwards to 10 in French	instructions.	Know how to use words for colours in simple sentences	the names of fruit in simple sentences.	Know how to use the days in simple sentences.	the names of the months in simple sentences.
Skills	Use numbers orally and write English/French Translations.	To use and understand different classroom instructions.	To use the words for different colours	To use the names of fruit. To describe fruit in simple sentences.	To use the names of days in simple sentences.	To know the names of months, and use them in sentences.
Diversity Links				Explore the native fruits of different countries. Do you have family from another country? What fruits grow in those countries? Could you use those fruits in your work today? Explore the favourite sweet foods from different		



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				countries.		
Vocabulary	<p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal</p>	<p>Salut! Ecoutez, regardez, asseyezvous, levez-vous, répétez, venez ici, silence</p> <p><i>(These should be used within French lessons from this point on)</i></p> <p>Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</p> <p>Ask for and state age: Quel âge as-tu? J'ai ...ans.</p>	<p>Rouge, bleu, blanc, noir, vert, jaune, orange, rose</p> <p>Gris, violet, marron</p> <p>Verb – est (is)</p> <p>Conjunction – et (and)</p>	<p>Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p>Les chips, le coca, les sucettes, le chocolat, les bonbons</p>	<p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>



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Year 4	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic	Parts of the Body Zoo Animals	Verb – <i>to be</i> Members of the Family	Pets Hobbies	Hobbies Tu Aimes... Numbers 11-31	Weather	Clothes – items for packing a suitcase
NC links	<p>seek clarification and help</p> <p>describe people, places, things</p> <p>develop accurate pronunciation and intonation</p> <p>explore the patterns and sounds of language through songs and rhymes</p>	<p>broaden their vocabulary and develop their ability to understand new words</p> <p>describe people, places, things</p> <p>develop accurate pronunciation and intonation</p> <p>adapt phrases to create new sentences</p>	<p>develop accurate pronunciation and intonation</p> <p>broaden their vocabulary and develop their ability to understand new words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>describe people, places, things</p>	<p>develop accurate pronunciation and intonation</p> <p>broaden their vocabulary and develop their ability to understand new words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>describe people, places, things</p>	<p>develop accurate pronunciation and intonation</p> <p>broaden their vocabulary and develop their ability to understand new words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>describe people, places, things</p>	<p>develop accurate pronunciation and intonation</p> <p>broaden their vocabulary and develop their ability to understand new words</p> <p>describe people, places, things</p>
La Jolie Ronde Lesson #	1 - 4	5 – 10 (6 & 7 Christmas themed lessons)	11 - 16	17 - 18	19	20



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Wider Knowledge	<p>Know the parts of the body in French</p> <p>Know the names of different zoo animals in French</p> <p>(Revision: Know the numbers 1-10 in French)</p> <p>Know how to count forward and backwards to 10 in French)</p>	<p>Know some different ways to conjugate 'etre'</p> <p>Know how to identify the members of our family</p> <p>Know how to use 'to be' when describing members of the family</p>	<p>Know the names of different domestic animals/pets.</p> <p>Know the names of different sports/hobbies.</p> <p>Know the simple rules for converting from singular to plural.</p>	<p>Know the numbers 11-31 in French and count forward from memory.</p> <p>Know how to describe our likes and dislikes using 'j'aime' and 'je n'aime pas'</p>	<p>Know how to describe different types of weather (this subject will be revisited in Year 5/6)</p> <p>Kow how to write and say short sentences about the weather (e.g. il fait froid – it is cold)</p>	<p>Know how to identify items of clothing.</p>
Skills	<p>Use numbers orally and write English/French Translations.</p> <p>Rehearse explanations of body parts orally</p> <p>Write English/French translations of body parts.</p> <p>Rehearse explanations of zoo animals orally</p> <p>Write English/French</p>	<p>Describe members of the family.</p> <p>Conjugate 'to be' (e.g. say 'he is' I am' 'We are')</p> <p>Read words aloud with correct pronunciation.</p> <p>Write simple words and phrases using a</p>	<p>Use 'I have' and I have not' in a sentence orally and written.</p> <p>Write some words from memory</p> <p>Notice spelling of words</p> <p>Convert singular to plural.</p>	<p>Read and understand a paragraph with familiar vocabulary and structures</p> <p>Recognise positive and negative statements in English and French</p> <p>Memorise and present short sentences</p>	<p>Memorise and present short sentences</p> <p>Describe different types of weather.</p> <p>Use quantifiers 'tres' (very) and 'un peu' (a little) in order to deepen our description.</p>	<p>To describe the packing of a suitcase, using the names of types of clothes.</p>



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	translations of zoo animals.	model (teacher modelling).		Conduct a short interview in French, asking and answering questions		
Diversity Links					How does the weather compare in different countries? Do any children in your class have a knowledge of weather in other countries?	Different types of clothing – what cultures are represented in your class? Research the names of types of clothing in French.
Vocabulary	<p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non</p> <p>Letter strings: oi, eu</p> <p>Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: grand, petit, gros, long, pointu</p> <p>La jambe, le pied, le ventre, la main, le bras</p>	<p>être (to be) Il est (He is) Elle est (She is) Quantifiers: assez, très Adjectives: grand, petit, gentil, rigolo, féroce</p> <p>Le père, la mère, le frère, la soeur, le grand-père, la grand-mère</p>	<p>Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau Verb - avoir (to have): J'ai – I have Je n'ai pas de – I haven't</p> <p>Conjunctions: et, aussi</p> <p>Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller</p>	<p>J'adore, j'aime, je n'aime pas</p> <p>Numbers 11-31</p> <p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux – vingt-neuf, trente, trente-et-un</p>	<p>Common weather expressions: Il fait froid, il fait chaud, il pleut, il y a du vent Quantifiers: Très, un peu</p>	<p>Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</p>



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	Le tigre, l'éléphant, l'ours, le lion, la girafe, le singe, le crocodile, le pingouin		au parc			
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Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic	The High Street Directions Asking directions I	Asking directions 2 Times of Day Months of the Year	Comparisons Food (including revision of fruit Y3) Visiting students from Nottingham University	Breakfast and French Desserts Weather	Seasons Weather Report	Saying Where we Live
NC links	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation adapt phrases to create new sentences	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation adapt phrases to create new sentences	develop accurate pronunciation and intonation adapt phrases to create new sentences	develop accurate pronunciation and intonation broaden their vocabulary and develop their ability to understand new words	develop accurate pronunciation and intonation broaden their vocabulary and develop their ability to understand new words adapt phrases to create new sentences	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help adapt phrases to create new sentences
La Jolie Ronde Lesson #	1 & 2	3 – 9 (6 & 7 are Christmas lessons – optional)	10 - 13	14 - 16	17 & 18	19 & 20



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Wider Knowledge	<p>Know the names of different shops on the high street.</p> <p>Know how to ask and give directions to particular places.</p> <p>Know how to identify adjectives in a sentence.</p> <p>Know from memory, and present, 2 or 3 sentences about the high street.</p> <p>Know what information is contained within a short exchange</p>	<p>Know the names of the different months</p> <p>Know how to tell someone the time of day</p>	<p>Know how to compare ('more than')</p> <p>Know how to describe/identify different foods.</p>	<p>Know how to identify/describe breakfast foods.</p> <p>Know the typical ingredients of French Desserts.</p> <p>Know the French terms for these ingredients</p> <p>Know how to describe the weather</p>	<p>Know how to identify and describe the different seasons</p> <p>Know how to understand a French weather report</p>	<p>Know how to have a simple conversation about where we live.</p>
Skills	<p>Recite a short text with accurate pronunciation</p>	<p>Substitute quantifiers and adjectives in a sentence</p>	<p>Understand more complex phrases, including comparisons</p>	<p>Design a balanced meal, with foods labelled in French</p> <ul style="list-style-type: none">• Extend basic sentences by using	<p>Identify rhyming words and make up a short poem using weather conditions</p> <ul style="list-style-type: none">• Use simple	<p>Learn and join in with singing a traditional French song</p> <ul style="list-style-type: none">• Prepare a short presentation saying



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	<p>Say what buildings can be found on the high street</p> <p>Recognise similarities and differences in the high street, at home and in France</p>	<p>Describe activity on the high street at different times of day</p> <p>Recap of letter strings – in/oi</p> <p>Understand and express simple opinions</p> <p>Prepare a keep-fit programme for the week ahead using simple future tense</p> <p>Listen to native speakers and understand more complex phrases and sentences</p>	<p>Find words in a bi-lingual dictionary</p> <ul style="list-style-type: none"> • Take part in a conversation expressing likes/ dislikes of certain foods • Listen to and understand a native speaker expressing likes and dislikes 	<p>conjunctions</p> <ul style="list-style-type: none"> • Use negatives • Express opinions in short, written sentences presented using ICT • Order sentence cards to re-create a method for making a dessert <p>Use short sentences to give a description of the weather</p>	<p>sentences to present a mini-weather report in French</p> <ul style="list-style-type: none"> • Write two or more sentences to describe the weather in each season 	<p>where you live and what the climate is like</p>
Diversity Links	How do high streets compare in different countries around the		What food grows in different countries? Are you an expert	Traditional breakfast food varies across	Does anyone know how the seasons or weather vary in	



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	<p>world?</p> <p>Why do some countries have more of particular shops?</p>		<p>in a particular countries' crops?</p> <p>Do you know the name of this food in another language? Is there any similarity in the name?</p>	<p>different countries.</p> <p>What traditional breakfast foods have you eaten? Where? Could you describe them in French?</p>	different countries?	
Vocabulary	<p>Il y a</p> <p>Un marché</p> <p>Un magasin</p> <p>Un supermarché</p> <p>Une poste</p> <p>Une banque</p> <p>Un café</p> <p>Une mairie</p> <p>Un magasin de vêtements</p> <p>Une boulangerie</p> <p>Et</p> <p>Petit</p> <p>Grand</p>	<p>Matin, après-midi, soir, à 10 heures, à 4 heures et demie</p> <p>Très, assez</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>Simple future tense Je vais... Encore</p>	<p>...plus que ...more than</p> <p>Revision of immediate future – je vais + verb</p> <p>Revision of numbers 0 – 50</p> <p>Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petit pois</p>	<p>Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux... ?, je voudrais</p> <p>Le beurre, le sucre, des œufs, le sel</p> <p>Revision of conjunctions: et, mais, aussi</p> <p>Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p> <p>Revision of days of</p>	<p>En automne, en hiver, au printemps, en été</p> <p>Extension: Normalement, en généra</p>	<p>J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</p>



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	Aussi À gauche À droite Il y a? Ici C'est au coin			the week/ months of the year Aujourd'hui c'est le lundi 10 octobre		
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Year 6	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic	Classroom Routines Clothes	Family Members Occupations Playing Games	Rooms in the House Revision of Adjectives (visiting students from Nottingham University teaching this half term)	Revision of prepositions Furniture	Revision of Days, Weeks and Months	Going on Holiday
NC links	express opinions and respond to those of others engage in conversations; ask and answer questions describe people, places, things	engage in conversations; ask and answer questions describe people, places, things adapt phrases to create new sentences	engage in conversations; ask and answer questions describe people, places, things develop accurate pronunciation and intonation	describe people, places, things adapt phrases to create new sentences explore the patterns and sounds of language through songs	engage in conversations; ask and answer questions describe people, places, things develop accurate pronunciation and intonation show understanding of words, phrases and simple writing	express opinions and respond to those of others describe people, places, things adapt phrases to create new sentences broaden their vocabulary and develop their ability to understand new words
La Jolie Ronde Lesson #	1 - 3	5 - 7	8 - 10	11 & 13	14 - 16	17 - 20



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Wider Knowledge	<p>Know how to start and sustain a conversation.</p> <p>Know how to justify an opinion using an adjective. E.g. I do not like red trousers because they are ugly. <i>Je n'aime pas le pantalon rouges, c'est laid.</i></p>	<p>Know how to identify different jobs and place into simple sentences e.g. I am a police officer – <i>Je suis un agent de police</i></p> <p>Know how to play a game involving French phrases</p>	<p>Know how to identify rooms in the house</p> <p>Know how to re-use words from Y3/4 in a new context. (phrases and adjectives from Y3/4)</p> <p>Know how to pronounce the sounds of different letters in the alphabet.</p>	<p>Know how to memorise and perform a song.</p> <p>Know how to use prepositions learnt in Y3/4 in new contexts.</p> <p>Know how to ask for repetition / clarification</p>	<p>Know the names of days, weeks and months and how to use in simple sentences.</p>	<p>Know how to use iPads/PCs to research types of accommodation common in France.</p>
Skills	<ul style="list-style-type: none"> • Initiate and sustain conversations • Re-use previously learned language in a new context • Understand the formation of a basic negative sentence • Match sounds to 	<ul style="list-style-type: none"> • Join in two playground games • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Listen for clues to meaning e.g. tone of 	<ul style="list-style-type: none"> • Understand that some nouns for occupations change their spelling in relation to gender • Understand key details from a short spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from 	<ul style="list-style-type: none"> • Recognise and practise French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own 	<ul style="list-style-type: none"> • Understand that French is spoken in many countries throughout the world • Use internet to research climate 	<ul style="list-style-type: none"> • Use internet to research different types of accommodation, travel options, places of interest and food typical of the country • Write a short



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	sentences and paragraphs • Add two short verses to a rhyming poem • Construct a short paragraph by adapting a model	voice	<p>a song</p> <ul style="list-style-type: none"> • Use a dictionary to find additional nouns to construct short sentences – Il est infirmier • Play a game using French phrases • Read aloud phrases from a text using a variety of voices and expression 	piece of writing, adapting a model	<ul style="list-style-type: none"> • Choose a country for the holiday and select dates • Write short sentences, using a model 	<p>letter to book accommodation, adapting a model</p> <ul style="list-style-type: none"> • Write short sentences outlining holiday plans and a programme of activities using the immediate future tense • Use a dictionary as appropriate
Diversity Links	<p>How do school clothes vary from country to country?</p> <p>Has anyone attended a school in a different country?</p> <p>Could those clothes be described in this lesson?</p>	<p>What jobs are more common in particular countries?</p> <p>Why would a country have more office workers/farmers/teachers than others?</p>			<p>Do you have children in your class with family in French-speaking countries?</p>	<p>Where do you go on holiday? Do you have family there?</p>
Vocabulary	Year 4 vocabulary +	Médecin, vendeur /	Revision of phrases	Une fenêtre Une	Revision of days of	On va rester dans...



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	<p>des chaussures, des chaussettes, un sweat Revision of expressing opinions: J'aime, Je n'aime pas Justifying opinions: Je n'aime pas le rouge C'est + adjective</p> <p>Recap of simple negative: je n'ai pas de As- tu?</p> <p>Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à Recap of quantifiers from Y3, Y4, Y5: Très, assez Pause words Et alors, voyons, eh bien</p>	<p>vendeuse, serveur / serveuse, agent de police, professeur Recap of verb être from Y4 and Y5: Il est, elle est</p> <p>Donne-moi, a toi, a moi, s'il te plaît, merci Revision of family members</p>	<p>from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici, une maison, un appartement</p> <p>Petit, grand, superbe, magnifique + immense, de luxe, en haut, en bas</p>	<p>piscine Revision of prepositions from Y5 + sur, sous</p> <p>Revision of repetition requests from Y3 and Y4: Répète, s'il te plaît;... qu'est-ce que c'est en français ?</p>	<p>the week and months of the year from Y3, Y4 and Y5 Revision of verb aller from Y5: on va On va aller, partir</p>	<p>Un hôtel, un appartement, un gîte, un camping On va aller, prendre Transport: En bateau, en avion, en voiture, en train On va visiter, regarder D'abord, plus tard Names of places to visit</p>
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