



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in French

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in PSHE in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

Our Intent, Implementation and Impact statement for French

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Intent and Vision:

At St Monica's Catholic Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in one language i.e. French. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff and the visiting specialist teacher when required.

Implementation - Curriculum:

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

Implementation - Teaching and Learning:

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is done, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

Impact:

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the **impact** of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

Year 3 French Long Term Plan					
Unit	Content Beginning to learn...	Phonics Beginning to recognise and practise...	Grammar Beginning to look at...	Language Learning Skills Beginning to	Skill Level
Autumn 1 Getting Started KPIs Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-11 Say at least 4 colours	Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Autumn 2 Calendar and celebrations KPIs Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	
Spring 1 Animals I like and don't like.	Animals (pets) nouns What is it?	Silent letters t/s Pronunciation	Identify a noun Aware of plural nouns	Speak confidently (words and phrases) Imitate pronunciation	

KPIs. <i>Remember and say animal nouns</i> <i>Write a simple sentence about a favourite animal</i> <i>Recognise a noun in a sentence</i>	My favourite animal is ... Story: Animals I see when I walk to school.	é Sound spelling ou/in/oi/est/eau/qui/ch	Nouns using indefinite article "a" (un/une).	Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.	
Spring 2 Carnival Time KPIs <i>Can</i> <i>Recall numbers 0-11</i> <i>Recall personal info questions from Autumn 1</i> <i>Say age</i> <i>Recall some months of year</i> <i>Recall some days of week</i> <i>Attempt to say and write the date</i>	Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture :Easter	Silent letters t/s Sound spelling in/oi/ch/qu	Intonation when asking a question. Forming a question in French. Forming the date in French.	Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.	
Summer 1 Fruits, vegetables, hungry giant story KPIs <i>Can:</i>	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ...	Silent letters t/s Sound spelling omme/oi/ane/eux/ou/ais	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning	

<i>Understand and say fruit/veg nouns</i> <i>Recall numbers 0-15</i> <i>Count fruits</i> <i>Understand, enjoy, join in with story and board game</i> <i>Ask politely for an item</i> <i>Attempt to write a simple sentence using conjunction “and”</i>	Please Story: The hungry giant story, performance Board game: The hungry giant			Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
Summer 2 • Going on a picnic • Aliens in France • Language Puzzle KPIs <i>Identify and understand familiar colours in a sentence</i> <i>Remember and say familiar colours</i> <i>Understand and join in with a story</i> <i>Ask the question “Where do you live/</i> <i>Respond to the question with “I live in...”</i>	Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/h Sound spelling ch/j’h/ais/où	Polite requests Singular and plural nouns. Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	

Year 4 French Long Term Plan					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
Autumn 1 Welcome to school, super learners KPIs <i>Can:</i> <i>answer several questions about themselves</i> <i>ask several questions about a friend</i> <i>understand and respond to classroom instructions</i> <i>recall days of week</i> <i>recall months of year</i> <i>say and write some nouns for places in school</i> <i>say and write some nouns for classroom objects</i>	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in France	Silent letters t/p Pronunciation of letters x/é/h Sound spelling z/ngt/ze/ez/on	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
Autumn 2 My local area, your local area KPIs <i>Can:</i> <i>Listen and respond accurately to sequence of commands</i> <i>Communicate simple instructions</i> <i>Recognise and read places in town nouns</i>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns	Silent letters t/e Pronunciation i Sound spelling ou/on/eu/oi/an/ch/ez	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited

Ask and respond appropriately to where something is	Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in France Culture: Christmas				mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term)
Spring 1 Family tree and faces. KPIs Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour.	Culture: Epiphany in France. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.	Silent letters t/s Pronunciation é/è/ç Sound spelling an/ille/oi/qui/suis/ai/eux /ez	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be. Practise asking a question.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 2 Face and body parts KPIs Recognise and use accurately body part nouns	Revisit face part nouns Body parts nouns Movement commands Use of "I have" with physical	Silent letters t/s/x Pronunciation é Sound spelling ez/eux/eille/ge	Practise French verbs as commands. Explore use of plural nouns Explore use of singular nouns,	Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words	

<i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i> <i>Say and write simple sentence about for a physical description</i> <i>Follow a simple sequence of physical movement commands</i> <i>Communicate a simple sequence of physical movement commands</i>	descriptions in French. Generate simple sentence descriptions, adjective and nouns, to describe an alien.		Practise using colours as adjectives with nouns in French	Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation	
Summer 1 - Feeling unwell - Jungle animals KPIs <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors' roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i>	Recall body parts nouns Explaining how something hurts Ask the question "What is wrong?" At the doctors' roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem :Jungle animal explorers	Silent letters t/s/h Pronunciation i Sound spelling en/in/erre/un/oi	Revisit intonation when asking a question Using adjectives to describe a noun in French	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	

Summer 2 - The weather - Ice creams - Language Puzzle KPIs <i>Can:</i> <i>Read and understand 3 simple sentences about the weather</i> <i>Say and write 3 simple sentences about the weather</i> <i>Understand some ice cream flavours</i> <i>Describe a favourite ice cream</i> <i>Participate in a buy an ice cream roleplay</i>	Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in France and weather forecasts Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/d Sound spelling ch/oi/au/ai/ille/at/ette/ace	Can ask for an item politely Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
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Year 5 French Long Term Plan					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
Autumn 1 Talking about Us KPIs <i>Can:</i> Say an extended sentence about how feeling with a reason Say a 3 rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes Culture: School in France and school timetable	Silent letters s/e/d/h/x Sound spelling us/gué/ai/ei/on/in	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 ^d person singular	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.

Autumn 2 Time in the city KPIs <i>Can:</i> <i>Understand at least 5 places in the city/town nouns</i> <i>Say and write a simple sentence to describe what is in a town/city</i> <i>Can say and write the nouns for presents on a charity stall.</i> <i>Can ask and answer politely to purchase an item</i> <i>Can participate in a simple shopping dialogue</i> <i>Write a simple descriptive sentence about a festive jumper.</i>	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Paris and getting to know a city in France Culture: A charity stall Culture: a festive jumper competition (for Xmas)	Pronunciation é Sound spelling ou/is/an/en/oi/ch	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases. sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 1 Healthy eating and going to the market. KPIs <i>Can:</i> <i>Remember and say familiar fruit/veg nouns</i> <i>Identify cognates and semi cognates (fruit/veg nouns)</i> <i>Say some numbers between 0 and 100</i>	Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities	Silent letters s Sound Spellings gn/oi/gue/in/ai/as/ez /uit	Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in French.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory	

<i>Participate in an at the market roleplay</i> <i>Follow simple instructions for a recipe</i> <i>Give simple instructions for a recipe</i>	At the market roleplays Recipe instructions Culture: fruit salad			Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	
Spring 2 Clothes, colours and fancy dress KPIs <i>Can:</i> <i>Identify and understand clothes nouns</i> <i>Can say nouns for clothes accurately</i> <i>Can read and understand descriptive sentences about clothes</i> <i>Can use nouns and adjectives accurately to create descriptive sentences</i> <i>Can use parts of the verb to wear to write simple clothes descriptions</i>	Clothes nouns Verb; to wear in French. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns	Silent letters t/s/e Pronunciation é Sound spelling ez/ch/ou/oi/ent/eau/ ail	Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb “to wear” in French	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes	
Summer 1 Out of this World	Personal identity nouns	Silent letters t/s Pronunciation	Consolidate understanding of	Speak confidently (words and phrases)	

KPIs Can: Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary planet description.	Questions and answers about ID Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets	é	masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences	Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	
Summer 2 - At the seaside - Language Puzzle KPIs Can: Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use “you can” + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside.	Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in France to go on holiday Beach culture in France Language Puzzle: using our language detective skills to	Silent letters e/s/t Sound spelling eau/ait/au/oi/gue	Consolidate position/agreement of adjectives with nouns in French Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended	

	explore another language.			sentences using a model.	
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Year 6 French Long Term Plan

Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
Autumn 1 - Revisiting me - Telling the time - Everyday Life KPIs <i>Can:</i> <i>Participate in brief conversations about themselves and others.</i> <i>Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i>	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences Story : Daily life of a super hero Culture : Daily life	Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ille/illes/eize/ce/ze/qu	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Time phrases – for o'clock time 1 st /2 nd person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can
Autumn 2 Time in the city KPIs <i>Can:</i> <i>Understand brief descriptions of items in a house</i>	House and home nouns Adjectives to describe the house Prepositions of place Story : A spooky house Culture : Mondrian's house and furniture	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile	Consolidate: adjectives of colour and size-agreement and position with nouns	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses	Writing Can spell some familiar written words and phrases accurately and can

Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place.	Culture: houses in France Culture: castles in France Culture: a festive elf on the shelf lesson (for Xmas) Boardgame: escape from the castle		Consolidate – singular and plural nouns Prepositions of place	Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term)
Spring 1 Investigating sports. KPIs Can: Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Give an opinion Say and write a description of a sport.	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in France	Silent letters t/s/h Sound Spellings ans/oo/all/ou/er/isme	Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and French Practise with a friend Write simple sentences using a model.	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 2 - At the funfair - Favourite things - Traditions	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides	Silent letters t/s/h Sound spelling ôme/ûche/gne/use/aut	Identifying cognates/semi cognates	Speak confidently (words and phrases) Identify key sounds and silent letters	

KPIs <i>Can:</i> <i>Understand information about a theme park</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things</i> <i>Write a simple statement about favourite things</i>	Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture: theme park in France Culture: April fool-poisson d'avril		Consolidate use of adjectives with nouns in French Conjunctions to extend sentences	Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language	
Summer 1 Café culture KPIs <i>Can:</i> <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely</i> <i>Ask for 3 snacks politely</i> <i>Ask politely for typical target language breakfast items</i> <i>Participate in short café roleplays</i>	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Café culture in France Traditional French breakfast foods	Sound spelling ait/ou/ai	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.	
Summer 2 - Performance - Transition to KS3 (Read/hear all about it!) - Language Puzzle	Revisit and extend roleplay language to create a café sketch and performance		Consolidate understanding of how to use verbs to express likes and dislikes	Speak confidently (words and phrases) Actions/games to aid memory	

KPIs <i>Can:</i> <i>Understand a simple short sketch</i> <i>Develop and adapt a simple short sketch and add new language</i> <i>Remember a short sketch</i> <i>Participate in a sketch</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i> <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i>	Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions	Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	
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