

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

**French Long-Term Plan Cycle A Amethyst Class 2023-2024**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UKS2 Year 5/6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **That’s Tasty!** | **Let’s Go Shopping** | **All About Ourselves** | **Let’s Visit a French Town** | **Time Travelling** | **More to Explore!** |
| **Key Knowledge** | To know how to follow a story and join in the repeated parts.  To know how to say which foods they like/dislike  To know how to describe the colour or size of an object  To know how to politely ask for something.  To predict a repeated phrase.  To know how to make simple statements using vocabulary.  To know how to modify a colour adjective.  To know how to respond appropriately to a polite request.  To know how to recognise the correct determiner depending on gender/number.  To know how to select adjectives based on the gender/number of nouns  To know how to order sentences correctly. | To know and use the preposition à côté de and choose the  correct masculine and feminine form.  To know how to use adjectives (colours) and place them after the noun  To know the correct form for positional language.  To know the correct forms of adjectives to describe nouns.  To know how to read and interpret lists written in French. | To know and name some parts of the body.  To know how to give a simple description of a person.  To know and name facial features.  To know how to extend a description using adjectives and  Conjunctions.  To know how to make nouns/adjectives ‘agree’ according to their  gender and number.  To know and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself.  To know how to use adjectives to describe features.  To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.  To apply knowledge of sentence structure and vocabulary to describe activities.  To know and understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.  To know and use the verb ‘porter’ to describe what someone is wearing.  To know and apply knowledge of French adjectives to describe feelings | To know how to make simple sentences with habiter (to live).  To recognise key words and phrases and respond.  To use gestures to support what they are saying.  To know how to use a bilingual dictionary with support.  To know how to explain to someone why I do something.  To know and use simple prepositional phrases.  To know how to ask/answer questions about where a place is. | To know number words in spoken sentences.  To know numbers larger than 100; match the subject and verb for high-frequency  Verbs.  To know when someone is saying a date.  To recognise number words in spoken sentences.  To know how to explain how larger numbers are often described  by combining smaller number words.  To know numbers larger than 100.  I can use numbers in a sentence correctly.  To know how verbs change according to the subject.  To know how to identify specific parts of a written sentence.  To know how to apply previous learning  about the passé composé to  make a new sentence. | To know and attempt to pronounce unfamiliar words and phrases.  To know the gist of a French story and attempt to  work out the meaning of new words.  To know and  identify different word types.  To know and appreciate stories, songs, poems and rhymes; in the context of cultural awareness.  To know some key aspects of French stories, songs, poems, rhymes and culture. |
| **Key Skills** | To know how to follow a familiar story in French.  To know how to use determiners for identifying quantities in making polite requests.  To know how to use the definite article when generalising.  To know how to give a preference for or against things.  To know how to describe the colours of an object by modifying adjectives.  To know how to place adjectives  To engage in conversations; ask  and answer questions, in the  context of role play about hot  and cold drinks.  To ask and answer questions  about drink choices.  To read carefully and show understanding  of words, phrases and simple writing, in  the context of opening/closing times of  a restaurant.  To interpret a chart written in French.  To know how to use a range of grammar structures to practice a set of vocabulary groups. | To take part in role play as a shopper/shopkeeper,  speaking in French;  • greet and respond;  • use the preposition entre;  • write money amounts in French, up to 500 € in  multiples of 50.  To know and understand basic grammar rules appropriate  to the language being studied, how to apply  these, in the context of describing the  positions of shops.  To know and use the correct form of positional  language.  To use the correct form of adjectives to describe nouns.  To read and interpret lists written in French.  To read carefully and show understanding of  words, phrases and simple writing, in the  context of calculating costs from shopping  lists.  To engage in conversations; ask and answer  questions; express opinions and respond to  those of others, in the context of a shopping  conversation. | To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.  To recognise and use different vocabulary related to body parts.  To name different body parts in French.  To understand the key vocabulary about body parts in a description.  To create description including body parts and the verb ‘avoir’.  To identify a range of verbs.  To compare a sentence in French and in English and point out similarities.  To ask and answer the question ‘Qu’est-ce que tu fais ?’  To name different clothes in French.  To make an adjective and noun ‘agree’.  To use ‘il/elle porte’ to say what  someone is wearing.  To explain what is wrong when you’re feeling unwell.  To know when to use ‘à la’, ‘au’ or ‘aux’.  To ask and answer the question  ‘Qu’est-ce qui ne va pas ?’ | To know how verbs change depending on  the subject.  To appreciate stories, songs, poems and  rhymes in the language in the context of  finding out where people live.  To join in a song with familiar structures  To vary the noun and verb appropriately for  it’s purpose.  To talk about what there is to do in my  town.  To use gestures to support what I am  saying.  To broaden their vocabulary and develop  their ability to understand new words that  are introduced into familiar written material,  including through using a dictionary in the  context of discussing French towns.  To locate new vocabulary in a bilingual  dictionary.  To describe people, places, things and actions  orally\* and in writing in the context of  exploring maps.  To describe the position of places in French  towns.  To use French terms for mathematical  activities.  To use appropriate words for number  operations.  To compare and order numbers up to 1000.  To follow and respond to an audio presentation.  To recognise and use ordinal numbers. | To use known vocabulary to help me identify  new language in a sentence.  To build a sentence using a given range of  vocabulary choices.  To say the high-frequency verb  ‘avoir’ in a sentence correctly.  To match the subject and verb.  To identify numbers in a written  sentence.  To understand when someone is  saying a date.  To translate a date from French  into English and vice versa  To identify key information  by listening for significant  vocabulary.  To use known vocabulary to help me identify  new language in a sentence.  To build a sentence using a given range of  vocabulary choices.  To conjugate the auxiliary verb to match the subject.  To change the past participle of the main verb to agree  with the number and gender of the subject.  To say when significant people in French history were  born and died. | To identify and repeat key French sounds.  To say a French tongue-twister.  To pronounce unfamiliar words and phrases.  To remember some information about France, French-speaking countries and French culture  .  To follow a story in French, using familiar language to help me.  To perform a rap in French with correct pronunciation.  To recognise different types of words and work out meanings.  To look up a word in a French dictionary or online language tool.  To use different strategies to remember words. |
| **Key Vocabulary** | J’ai soif [I’m thirsty], les boissons chaudes (f) [hot drinks], les  boissons froides (f) [cold drinks], le thé (m) [tea], le café (m)  [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola],  la limonade (f) [lemonade], le jus d’orange (m) [orange juice],  l’eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup],  un verre (m) [glass], de [of], Qu’est-ce que vous désirez boire ?  [What would you like to drink?], Je voudrais…. [I would like……..].  lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  [Monday, Tuesday, Wednesday, Thursday, Friday,  Saturday, Sunday] …heures […o’clock] …heures et demie  […half past] Quelle heure est-il ? [What time is it?]  ouvert [open] fermé [closed] À quelle heure ? [What time?]  le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f)  [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt]  de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m)  [chocolate bread, also known by the French name in UK] les boissons (f)  [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot  chocolate] un jus d’orange(m) [orange juice] de l’eau (f) [water] du lait  (m) [milk] pour [for] mon (m) [my] je voudrais… [I would like…] et [and] le sandwich (m) [sandwich], le pain (m) [bread],  la baguette normale (f) [white bread], le pain  complet (m) [wholemeal bread], le pain aux  herbes (m) [herby bread], Qu’est-ce que vous  désirez ? [What would you like?], Je voudrais…  [I would like…], les viandes (f) [meats], le rosbif  (m) [roast beef], le jambon [ham], le poulet  (m) [chicken], le saucisson sec (m) [salami],  les légumes (m) [vegetables], les tomates (f)  [tomatoes], la laitue (f) [lettuce], le concombre  (m) [cucumber], l’oignon (m) [onion].  Qu’est-ce que vous désirez sur votre pizza ?  [What would you like on your pizza?], la purée  de tomates (f) [tomato puree], le fromage (m)  [cheese], le poulet (m) [chicken], le saucisson  sec (m) [salami], les tomates (f) [tomatoes],  l’ananas (m) [pineapple], les champignons (m)  [mushrooms], l’oignon (m) [onion], le jambon  (m) [ham], le bacon (f) [bacon], Je voudrais…  [I would like…]. | Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/  Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci,  comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci  [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais… [I would like….], la banane (f)  [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f)  [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d’orange  (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], la crème (f)  [cream], la farine (f) [flour], l’orange (f) [orange], l’oignon (m) [onion], l’aubergine (f) [aubergine],  les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes], C’est combien  ? [How much is it?], C’est… [It’s …], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you  soon], À la prochaine [Until next time], À demain [See you tomorrow], Bonne fin de semaine /  Bon week-end [Have a good weekend].  Les magasins (m) [shops], le magasin de  chaussures (m) [shoe shop], la fromagerie  (f) [cheese shop], la boucherie (f) [butchers],  la boulangerie (f) [bakery], la pâtisserie (f)  [cake shop], la bijouterie (f) [jewellers], le  magasin de jouets (m) [toy shop], le magasin  de vêtements (m) [clothes shop], la confiserie  (f) [sweet shop], Où est…? [Where is...?], entre  [between], à côté de [next to].  Les vêtements (m) [clothes], un manteau (m)  [coat], un pull (m) [jumper], une jupe (f) [skirt],  une chemise (f) [shirt], blanc/blanche [white],  violet/violette [purple], noir/noire [black],  gris/grise [grey], bleu/bleue [blue], vert/verte  [green], orange [orange], rouge [red], rose  [pink], marron [brown], jaune [yellow], foncé  [dark], clair [light].  zéro, un, deux, trois, quatre, cinq, six, sept,  huit, neuf, dix. [zero-ten], onze, douze, treize,  quatorze, quinze, seize, dix-sept, dix-huit,  dix-neuf, vingt. [eleven – twenty], vingt-et-un,  vingt-deux, vingt-trois, vingt-quatre, vingt-cinq,  vingt-six, vingt-sept, vingt-huit, vingt-neuf,  trente, [twenty one – thirty], quarante [forty],  cinquante [fifty], soixante [sixty], soixante-dix  [seventy], quatre-vingts [eighty], quatre-vingtdix  [ninety], cent [hundred], C’est combien ?  [How much is that?], la baguette (f) [bread  - baguette], les pommes (f) [apples], le jus  d’orange (m) [orange juice], la confiture (f) [jam],  les oignons (m) [onions], le jambon (m) [ham],  la boîte de chocolats (f) [box of chocolates],  la pizza (f) [pizza], petit(e) [small] grand(e) [big] | Les parties du corps [parts of the body], les cheveux (m) [hair], le cou (m) [neck], les dents (f) [teeth], les bras (m) [arms], les mains (f) [hands], les jambes (f) [legs], Qu’est-ce que tu as ? [What do you have?], j’ai [I have], tu as [you have].  Les cheveux [hair], les yeux [eyes],  courts [short (m. pl.)], mi-longs [mid-length (m. pl.)], longs [long (m. pl.)], raides [straight (m. pl.)], ondulés [wavy (m. pl.)],  bouclés [curly (m. pl.)], châtains [light brown (m. pl.)], blonds [blonde (m. pl.)], roux [red (m)], bruns [dark (m. pl.)],  gris [grey (m. pl.)], blancs [white (m. pl.)], bleus [blue (m. pl.)], verts [green (m. pl.)], marron [brown].  Qu’est-ce que tu fais ? [What are you doing?], je lève [I raise/put up], je croise [I cross], j’ouvre [I open], je ferme [I close], je range [I tidy], je lis [I read], j’écris [I write], j’aide [I help].  Une jupe (f) [skirt], un pantalon (m) [trousers], un pull (m) [jumper], un tee-shirt (m) [T-shirt], une chemise (f) [shirt], une robe (f) [dress], des chaussures (f) [shoes], des chaussettes (f) [socks], Qu’est-ce qu’il/elle porte ? [What is he/she wearing?], Il/elle porte… [He/She is wearing…], aussi [also], et [and].  Comment te sens-tu aujourd’hui ? [How are you (feeling) today?], Je suis [I am], content/contente [pleased (m/f)], fatigué/fatiguée [tired (m/f)], énervé/énervée [annoyed (m/f)], surpris/surprise [surprised (m/f)], désolé/désolée [sorry (m/f)], triste [sad (m/f)], fâché/fâchée [angry (m/f)], fier/fière [proud (m/f)].  Qu’est-ce qui ne va pas ? [What’s the matter?], J’ai mal à la/au/aux... [I’ve got a sore + feminine singular/masculine singular/plural noun)], le ventre (m) [tummy], la gorge (f) [throat]. | je/tu/il/elle/nous/  vous/ils/elles [I/you/he/  she/we/you/they], où [where], habiter [to live],  city names  nager [to swim], prier [to pray], acheter  [to buy], apprendre [to learn], prendre [to  catch – train/bus], regarder [to watch], faire  une promenade [to go for a walk], école  (f) [school], église (f) [church], piscine (f)  [swimming pool], gare (f) [railway station],  cinéma (m) [cinema], parc (m) [park], mosquée  (f) [mosque], librairie (f) [bookshop]  préposition (f) [preposition], à côté de  [next to], en face de [opposite], librairie  (f) [bookshop], bibliothèque (f) [library],  boucherie (f) [butcher], restaurant (m)  [restaurant], banque (f) [bank], patinoire  (f) [ice rink], office du tourisme (m) [tourist  information], mairie (f) [town hall], Où est  \_\_\_? [Where is\_\_\_?]  Numbers up to 1000, Tu as quel nombre? [What  number have you got?], J’ai le nombre\_\_\_  [I’ve got number \_\_\_], plus grand que [bigger  than], plus petit que /moins grand qu [smaller  than/ less big than], adjectif (m) [adjective], X  est \_\_\_ de plus que Y [X is \_\_\_ more than Y],  X est \_\_\_ de moins que Y [X is \_\_\_ less than  Y], soustraction (f) [subtraction], moins [less/  subtract], fait [equals/makes]  armoire (f) [wardrobe], tapis (m) [rug],  television (f) [TV], canapé (m) [sofa], fauteuil  (m) [armchair], four (m) [oven], tablier (m)  [apron], table (f) [table], devoirs (m pl)  [homework], serviette (f) [towel], couverture  (f) [blanket], ours/nounours (m) [teddy],  casquette (f) [cap], valise (f) [suitcase], chaise  (f) [chair]  ordinal [ordinal], nombre (m) [number],  premier (m) /première (f) [first], deuxième  (m/f) [second], troisième [third], quatrième  [fourth], cinqième [fifth], sixième [sixth],  septième [seventh], dernier (m) / dernière (f)  [last], è grave [‘e’ with grave accent], days of  the week | cent [hundred], mille [thousand], plus [add/plus],  moins [take away/less], fois [times], divisé par  [divided by], égale [equals], nombre (m) [number],  numbers 1-99.  avoir [to have], j’ai [I have], tu as [you  have (informal, singular)], il/elle/on a  [he/she/it/one has], vous avez [you  have (plural/singular formal)], nous  avons [we have], ils/elles ont [they  have], verbe (m) [verb], Quel âge ?  [How old?], conjugation.  histoire (f) [history], an (m) [year],  mois (m) [month], date (f) [date],  calendrier (m) [calendar], numbers  1-2000+.  cent [hundred], mille [thousand], plus [add/plus],  moins [take away/less], fois [times], divisé par  [divided by], égale [equals], nombre (m) [number],  numbers 1-99.  naître [to be born – infinitive verb], né(e) [born – past  participle], être [to be - infinitive verb], je suis [I am],  tu es [you are – informal singular], il/elle/on est [he/  she/one is], nous sommes [we are], vous êtes [you are  – formal / plural], ils/elles sont [they are], mourir [to  die – infinitive verb], mort(e)(s) [died – past participle],  passé composé [past tense], verb, tense, conjugate,  auxiliary, infinitive, past participle, numbers 1-31,  months, year numbers, date of birth, gender. | Aide ! [Help!]  Aide ! [Help!], le Canada (m) [Canada], la Suisse (f) [Switzerland], la France (f) [France], la Belgique (f) [Belgium], Haïti (m) [Haïti], le Mali (m) [Mali], la Côte d’Ivoire (f) [Ivory Coast], le premier mai [1st May], la fête du muguet [Lily of the Valley Day], la fête du travail [International Workers’ Day/Labour Day], le quatorze juillet [14th July/Bastille Day].  Le cheval (m) [horse], le manteau (m) [coat], violet [purple], la pomme de terre (f) [potato], la tête (f) [head], l’éducation physique (f) [PE], la tante (f) [aunt],  salut ! [hi!], la cuisine (f) [kitchen],  la natation (f) [swimming], le voisin (m) [neighbour], le film d’horreur (m) [horror film], effrayant [frightening], la voiture (f) [car], vraiment [really], ou [or], mais [but], très [very], je mange [I eat], j’habite [I live], fantastique [fantastic], délicieux/délicieuse [delicious], la table (f) [table], le sandwich (m) [sandwich], rapidement [quickly], les chaussures (f) [shoes], la maison (f) [house], le professeur (m) [teacher],  la pizza (f) [pizza], puis [then/next], facilement [easily], incroyable [incredible, unbelievable], travailler [to work], l’étoile (f) [star], l’hôpital (m) [hospital], finalement [at last/finally/lastly], gagner [to win/to earn], obligatoire [compulsory/obligatory], donc [so]. |