

**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/dislikeTo know how to describe the colour or size of an objectTo 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 nounsTo know how to order sentences correctly. | To know and use the preposition à côté de and choose thecorrect masculine and feminine form.To know how to use adjectives (colours) and place them after the nounTo 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 andConjunctions.To know how to make nouns/adjectives ‘agree’ according to theirgender 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-frequencyVerbs.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 describedby 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 learningabout the passé composé tomake a new sentence. | To know and attempt to pronounce unfamiliar words and phrases.To know the gist of a French story and attempt towork 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 adjectivesTo engage in conversations; askand answer questions, in thecontext of role play about hotand cold drinks.To ask and answer questionsabout drink choices.To read carefully and show understandingof words, phrases and simple writing, inthe context of opening/closing times ofa 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 € inmultiples of 50.To know and understand basic grammar rules appropriateto the language being studied, how to applythese, in the context of describing thepositions of shops.To know and use the correct form of positionallanguage.To use the correct form of adjectives to describe nouns.To read and interpret lists written in French.To read carefully and show understanding ofwords, phrases and simple writing, in thecontext of calculating costs from shoppinglists.To engage in conversations; ask and answerquestions; express opinions and respond tothose of others, in the context of a shoppingconversation. | 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 whatsomeone 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 onthe subject.To appreciate stories, songs, poems andrhymes in the language in the context offinding out where people live.To join in a song with familiar structuresTo vary the noun and verb appropriately forit’s purpose.To talk about what there is to do in mytown.To use gestures to support what I amsaying.To broaden their vocabulary and developtheir ability to understand new words thatare introduced into familiar written material,including through using a dictionary in thecontext of discussing French towns.To locate new vocabulary in a bilingualdictionary.To describe people, places, things and actionsorally\* and in writing in the context ofexploring maps.To describe the position of places in Frenchtowns.To use French terms for mathematicalactivities.To use appropriate words for numberoperations.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 identifynew language in a sentence.To build a sentence using a given range ofvocabulary choices.To say the high-frequency verb‘avoir’ in a sentence correctly.To match the subject and verb.To identify numbers in a writtensentence. To understand when someone issaying a date. To translate a date from Frenchinto English and vice versaTo identify key informationby listening for significantvocabulary.To use known vocabulary to help me identifynew language in a sentence.To build a sentence using a given range ofvocabulary choices.To conjugate the auxiliary verb to match the subject.To change the past participle of the main verb to agreewith the number and gender of the subject.To say when significant people in French history wereborn 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], lesboissons 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) [hotchocolate] 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 paincomplet (m) [wholemeal bread], le pain auxherbes (m) [herby bread], Qu’est-ce que vousdésirez ? [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 puréede tomates (f) [tomato puree], le fromage (m)[cheese], le poulet (m) [chicken], le saucissonsec (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 yousoon], 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 dechaussures (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], lemagasin de jouets (m) [toy shop], le magasinde 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 jusd’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 namesnager [to swim], prier [to pray], acheter[to buy], apprendre [to learn], prendre [tocatch – train/bus], regarder [to watch], faireune 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) [touristinformation], mairie (f) [town hall], Où est\_\_\_? [Where is\_\_\_?]Numbers up to 1000, Tu as quel nombre? [Whatnumber have you got?], J’ai le nombre\_\_\_[I’ve got number \_\_\_], plus grand que [biggerthan], plus petit que /moins grand qu [smallerthan/ less big than], adjectif (m) [adjective], Xest \_\_\_ de plus que Y [X is \_\_\_ more than Y],X est \_\_\_ de moins que Y [X is \_\_\_ less thanY], 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 ofthe 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 [youhave (informal, singular)], il/elle/on a[he/she/it/one has], vous avez [youhave (plural/singular formal)], nousavons [we have], ils/elles ont [theyhave], verbe (m) [verb], Quel âge ?[How old?], conjugation.histoire (f) [history], an (m) [year],mois (m) [month], date (f) [date],calendrier (m) [calendar], numbers1-2000+.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 – pastparticiple], 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 [todie – 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]. |