



To formulate our Long Term and Medium Term plans for French we have used the KAPOW scheme of work.

Due to the mixed-year group structure at Sheet Primary School, we have developed a two-year rolling curriculum to be taught Key Stage two.

The National Curriculum aims

NC aims	KS2
<p>Pupils should be taught to:</p>	<ul style="list-style-type: none"> ✓ Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding ✓ 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 ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ✓ present ideas and information orally to a range of audiences* ✓ read carefully and show understanding of words, phrases and simple writing ✓ appreciate stories, songs, poems and rhymes in the language ✓ 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 these to create new sentences, to express ideas clearly ✓ describe people, places, things and actions orally* and in writing ✓



Progression of Skills

LONG TERM PLANS

Year 3 and 4 | 2-year rolling curriculum

	Autumn 1 French greetings with puppet	Autumn 2 French adjectives of colour, size and shape	Spring 1 – Playground games, numbers and age.	Spring 2 – In a French classroom	Summer 1 – Bon Appetit	Summer 2 – Shopping for French food
CYCLE B (even)	<ol style="list-style-type: none"> 1) To greet someone and introduce yourself in French. 2) To use the correct French greeting for the time of day. 3) To ask and answer a question about feelings in French. 4) To perform a finger rhyme in French. 	<ol style="list-style-type: none"> 1) To recognise and name colour words 2) To describe shapes by their size and colour 3) To give and receive instructions that include shape, size and colour vocabulary 4) To create an original piece of artwork in the style of Matisse, following instructions in French 5) To create and describe a festive picture 	<ol style="list-style-type: none"> 1) To count in French 2) To count beyond 6 in French 3) To use number words to give more information about ourselves 4) To identify French words that use the key phonemes 	<ol style="list-style-type: none"> 1) To understand and respond to simple classroom instructions 2) To say items that are in a school bag and recognise if they are masculine or feminine 3) To ask and answer a question about something you have or do not have 4) To read and understand short sentences 5) To prepare and present a short spoken text 	<ol style="list-style-type: none"> 1) To identify cognates and near cognates and use the correct definite article. 2) To express opinions using plural nouns. 3) To read and say amounts of money in French. 4) To learn the days of the week in French. 5) To identify and use familiar phrases in a French conversation 	<ol style="list-style-type: none"> 1) To recognise and say numbers up to 60. 2) To form sentences to describe a trip to the shops in French. 3) To make predictions about language and join in with a simple story. 4) To be able to make changes to simple phrases and rehearse telling an original version of a story 5) To edit and write an original version of a story adapted from a model.



	Autumn 1 French This is me	Autumn 2 French School days	Spring 1 French Birthday celebrations	Spring 2 French Colourful creatures	Summer 1 French Fabulous French food	Summer 2 French Gourmet tour of France
CYCLE A (odd)	<ol style="list-style-type: none"> 1) To understand and give different greetings in French. 2) To use French greetings according to the time of day. 3) To ask about and express feelings when greeting someone. 4) To ask and respond to questions to give personal information. 5) To understand and exchange written information. 	<ol style="list-style-type: none"> 1) To develop accurate pronunciation and intonation. 2) To link the spelling, sound and meaning of number words. 3) To use the correct definite article and identify cognates and near cognates. 4) To say and write descriptive phrases. 5) To adapt phrases to build new sentences. 	<ol style="list-style-type: none"> 1) To use numbers one to thirty-one in French. 2) To recognise the months of the year in French. 3) To locate and express information about important dates. 4) To apply new vocabulary to write sentences about birthdays. 5) To apply knowledge of number words to write descriptive sentences. 	<ol style="list-style-type: none"> 1) To identify and pronounce the key phonemes ou, eu, and an. 2) To identify cognates and near cognates and use the correct indefinite article. 3) To apply correct word order and agreement when using colour adjectives. 4) To create descriptions using a range of adjectives. 5) To describe animals using complex sentences. 	<ol style="list-style-type: none"> 1) To use questions to make requests. 2) To use numbers to calculate amounts of money in French. 3) To create descriptive sentences. 4) To give opinions using singular nouns. 5) To use familiar spoken and written language for practical communication. 	<ol style="list-style-type: none"> 1) To ask and respond to a question about food. 2) To use a range of opinion verbs and adjectives. 3) To perform a short story about food using words and actions. 4) To describe the quantity of food nouns. 5) To explore and understand an authentic French text.



Year 5 and 6 | 2-year rolling curriculum

	Autumn 1 Portraits – describing in French	Autumn 2 – Meet my French family	Spring 1 – Clothes _ Getting dressed in France	Spring 2 – French Weather	Summer 1 – Exploring the French speaking world	Summer 2 – A French holiday
CYCLE B (even)	<ol style="list-style-type: none"> 1) To begin to understand that adjectives change if they describe a feminine noun. 2) To understand a simple description of hair and eye colour. 3) To create simple descriptive sentences. 4) To understand simple descriptive sentences. 5) To write descriptive sentences. 	<ol style="list-style-type: none"> 1) To recognise and use phrases to say if I have a brother or sister 2) To be able to name different family members on a family tree 3) To be able to build descriptive sentences into a short paragraph 4) To be able to understand and express simple opinions 5) To plan and prepare a short presentation about my family. 	<ol style="list-style-type: none"> 1) To recognise and use vocabulary relating to clothing 2) To add colour adjectives, adapting the suffix in accordance with gender 3) To understand adjectival position and agreement for gender and number 4) To express an opinion (like/dislike) 5) To describe an outfit using adjectives correctly 	<ol style="list-style-type: none"> 1) To recognise and recall weather phrases. 2) To repeat short phrases accurately. 3) To describe the weather using points of the compass. 4) To recognise the French written words for multiples of ten. 5) To apply knowledge of French vocabulary to a presentation. 	<ol style="list-style-type: none"> 1) To recognise, read and respond to directional language 2) To read and give directions in French 3) To identify features of countries in the French-speaking world. 4) To investigate climate data from the French speaking world using authentic materials. 5) To ask and answer questions about different countries in the French-speaking world. 	<ol style="list-style-type: none"> 1) To begin using the future tense. 2) To identify present and future tense using aller – to go. 3) To describe what you will pack in your suitcase for a holiday. 4) I can read and understand a simple story and show comprehension. 5) To plan a holiday to France



	Autumn 1 French Transport	Autumn 2 French In my French house	Spring 1 French Music celebrations	Spring 2 Verbs in a French week	Summer 1 Visiting a town in France	Summer 2 French sport and the Olympics
CYCLE A (odd)	<ol style="list-style-type: none"> 1) To learn and apply strategies for working out the meaning of new language. 2) To develop spontaneous speaking skills. 3) To use familiar vocabulary and language structures to describe a journey. 4) To conduct a survey and present the findings in French. 5) To understand, express and justify a range of opinions. 	<ol style="list-style-type: none"> 1) To adapt model sentences about houses to create new ones. 2) To use key grammatical structures to create a description of a house. 3) To use new language for items in a bedroom. 4) To use prepositions to describe where objects are placed. 5) To use familiar vocabulary and structures to describe a home. 	<ol style="list-style-type: none"> 1) To use the verb jouer with the correct article based on the gender of a musical instrument word. 2) To communicate opinions on music using opinion verbs, adjectives and conjunctions. 3) To identify and extract key information from French texts about musicians. 4) To summarise a text about la Fête de la musique by using language detective skills. 	<ol style="list-style-type: none"> 1) To identify verbs in the infinitive form in French. 2) To recognise some key regular verbs in the present tense. 3) To recognise that verbs take different forms and to find infinitive verbs in a dictionary. 4) To know that some verbs do not follow regular patterns. 5) To know that some verbs do 	<ol style="list-style-type: none"> 1) To use prepositional phrases to describe the location of places in a town. 2) To use and respond to instructional language and directional vocabulary. 3) To describe holiday plans using the near future tense. 4) To give opinions on places in a town using a range of verbs and adjectives. 5) To write a short description of a French town using 	<ol style="list-style-type: none"> 1) To express playing a sport using the correct verb and preposition. 2) To express sporting preferences using an opinion verb, a second verb and an adjective. 3) To express travel plans using the verb aller. 4) To create sentences for a sports diary including opinion verbs, second verbs and adjectives. 5) To create a description



			<p>5) To use a model to build and construct a short text about a musician.</p>	<p>not follow regular patterns.</p>	<p>key grammatical features.</p>	<p>using familiar language, a wide range of vocabulary and grammatical structures.</p>
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