



Adlington St Paul's Long-Term Plan 2024-25

Subject: French

	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">I Am Learning (EL) Je'apprends le français</p> <ul style="list-style-type: none"> • find France on a map and be able to recall at least 1 Francophone country. <ul style="list-style-type: none"> • use key greetings. • ask and answer the question 'How are you?' in French. • ask and answer the question 'What is your name?' in French. <ul style="list-style-type: none"> • count to 10 in French. • read, write, say and recognise 10 colours in French. 	<p style="text-align: center;">Animals (EL) Les animaux</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. <ul style="list-style-type: none"> • Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<p style="text-align: center;">I Am Able (EL) Je Peux</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. <ul style="list-style-type: none"> • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).
Year 4	<p style="text-align: center;">Seasons (EL) Le saisons</p> <ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<p style="text-align: center;">Presenting Myself (IN) Je me Présente</p> <ul style="list-style-type: none"> • Use basic greetings in French, ask somebody how they are feeling and reply when asked. • Ask somebody their name in French and reply when asked. • Recall the numbers 1-10 and count from 11-20 in French. • Ask somebody how old they are in French and reply when asked. • Ask somebody where they live in French and reply when asked. • Express their nationality in French and understand basic gender agreement rules. 	<p style="text-align: center;">My Family (IN) Ma famille</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. <ul style="list-style-type: none"> • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. <ul style="list-style-type: none"> • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

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Year 5	<p style="text-align: center;">In the Classroom (IN) En classe</p> <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. 	<p style="text-align: center;">What is the Weather? (IN) Quel temp fait-il?</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. <ul style="list-style-type: none"> Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<p style="text-align: center;">My Home (IN) Chez moi</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. <ul style="list-style-type: none"> Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.
Year 6	<p style="text-align: center;">The Date (IN) La date</p> <ul style="list-style-type: none"> Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. <ul style="list-style-type: none"> Say the date in French. Create a French calendar. Recognise key dates in the French calendar. 	<p style="text-align: center;">Clothes (IN) Le vêtements</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. <ul style="list-style-type: none"> Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. 	<p style="text-align: center;">At the Weekend (PR) Le week-end</p> <ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.

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Progression of Skills	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar

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		appropriate. EG: My name, where I live and my age.	required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

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