



## LOs

- L1: I can ask and answer several questions.
- L2: I can recall 0-10 and some classroom instructions.
- L3: I can say and read numbers 10-20.
- L4: I can recall the days and the months.
- L5: I can say and write the names of rooms in school.
- L6: I can understand, say and write some classroom nouns.

## Sound Spelling Exploration

Silent letters:

“t”, “p”

Pronunciation of letters:

“x”, “é”, “h”

Sound-spelling:

ze /ngt/ ze/ ez/on

## Teacher assessment of learners progress

- Can recall familiar greetings.
- Can recall familiar feelings sentences.
- Can recall all the numbers between 0-10 .
- Can imitate and pronounce new language.
- Can say/write accurately some numbers between 11-20.
- Can recall all the days of week.
- Can recall most of the months of year.
- Can recognise or anticipate the meaning of some of - French nouns for rooms in school.
- Can recognise or anticipate the meaning of some of French nouns for classroom items.

## “Language Detective” skills

- Speak confidently (words,phrases,sentences).
- Imitate key sounds and silent letters.
- Memory skills to aid comprehension.
- Identify language patterns.
- Ask a question with correct intonation.
- Read and understand some familiar and unfamiliar target language.
- Try to copywrite some words or short phrases.
- Try to write familiar language from memory.

## Grammar:

Masculine and feminine singular nouns.

## Primary creativity/cross-curricular learning opportunities

Name card/ school signage/super learner utility belt – DT and display

Literacy and languages links- dictionary skills, cognates and false friends, anticipating meaning.

Maths – 0-20 and 2 times table.



## 1. LOs

- L1: I can write my own fireworks poem.
- L2: I can read and understand some useful commands.
- L3: I can say and understand classroom instructions and commands.
- L4: I can recognise and say places in town.
- L5: I can ask “Where is ..?” and classify nouns (masculine/feminine).
- L6: I can identify and name shops in French.

## 3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Identify key sounds and silent letters in French.
- Have a positive attitude to language learning.
- Listen attentively.
- Take risks and learn from mistakes.
- Join in with games to help memorisation.
- Make educated guesses.
- Make links with English.
- Recall previously learnt language.

## 4. Teacher assessment of learners progress

- Can identify and name new colours.
- Can respond to different commands.
- Can write a short sequence of commands.
- Can recognise and say some places in town.
- Can ask “Where is...?”
- Can classify some nouns as masculine or feminine.
- Can say and understand at least four signs for places in town.

## 2. Sound Spelling Exploration

- Silent letters:
- t/e/
- Sound-spelling: ou/on/eu/oi/an/ch/ez

## 5. Grammar:

- Classify masculine and feminine singular nouns.

## 6. Primary creativity/cross-curricular learning opportunities

- Joining in with mindfulness.
- Writing poems, creating a class floor book of the poems.
- Read and aloud and perform own poems and link to performance and drama.
- Explore signs in own town and look for signs in different languages around own town- link with Geography and PHSE.
- Explore a map of own town- link with Geography.
- Write simple programmes of movement for imaginary robots.
- Explore/identify nouns and in English and French. Make links between languages and literacy.

# Medium Term Plan: French Stage 2 Spring 1 – Family tree and faces



## 1. LOs

- L1: I can make links between sounds and spellings and talk about some Epiphany traditions in France.
- L2: I can say the French nouns for 4 family members.
- L3: I can write some personal information about a family member.
- L4: I can understand and say some nouns for parts of the face.
- L5: I can understand some simple sentences using numbers and parts of the face.
- L6: I can write some simple sentences to describe an alien.

## 3. "Language Detective" skills

- Speak confidently (words or short phrases).
- Imitate the pronunciation of sounds in French.
- Use a bilingual dictionary to check spelling or look up new words.
- Make educated guesses using context.
- Join in with games and actions to help memorisation.
- Recall and use previously learned language.
- Take risks and learn from mistakes.
- Start to understand basic grammar.
- Identify sounds and silent letters.

## 4. Teacher assessment of learners progress

- Can make links between sounds and spellings .
- Can accurately say 4 family member nouns in French.
- Can write personal information about a family member in French.
- Can understand and say some parts of the face.
- Can understand sentences using numbers and parts of the face.
- Can write simple sentences to describe an alien.

## 2. Sound Spelling Exploration

- Silent letters:
- t/s
- Pronunciation of letters:
- "é"/ "è"/ "ç"
- Sound-spelling:
- an/oi/ille/qui/ai/suis/eux/ez

## 5. Primary creativity/ cross-curricular learning opportunities

- Design your own family trees in French.
- Draw the family tree of a character in a story or a family from history lessons.
- Design an alien face descriptions for a class display.

## 6. Grammar

- Practice French nouns in masculine and feminine, singular and plural.
- Explore plural nouns with adjectives.
- Practise/use first person singular of verbs to be and to have.
- Practice asking a question.

# Medium Term Plan: French Stage 2 Spring 2 – Face and Body Parts



## 1. Learning Objectives (LOs)

- L1: I can say nouns for parts of the face and body.
- L2: I can understand and respond to face and body part nouns and commands.
- L3: I can understand and respond to face and body part nouns and commands
- L4: I can join in and create a yoga session.
- L5: I can name the plural of face and body parts' nouns.
- L6: I can create an alien and write a simple description.

## 3. "Language Detective" skills

- Speak confidently (words or short phrases).
- Imitate the pronunciation of sounds in French.
- Use a bilingual dictionary to check spelling or look up new words.
- Make educated guesses using context.
- Join in with games and actions to help memorisation.
- Recall and use previously learned language.
- Take risks and learn from mistakes.
- Start to understand and use basic grammar.
- Identify sounds and silent letters.

## 4. Teacher assessment of learners progress

- Can say nouns for parts of face and body.
- Can understand and respond to face and body part nouns and commands.
- Can understand and respond to face and body part nouns and commands.
- Can join in and create a yoga session.
- Can name the plural of face and body parts' nouns.
- Can create an alien and write a simple description including numbers, face and body parts and colours.

## 2. Sound Spelling Exploration

Silent letters:

t/s /x

Pronunciation of letters:  
"é"

Sound-spelling:  
ez/eux/eille/ge

## 5. Primary creativity/cross-curricular learning opportunities

- PE and yoga warm up.
- Design your own yoga sequence- PE
- Music and French performance of "heads, shoulders..."
- Display /Art- design an alien

## 6. Grammar

- Practice French verbs as commands.
- Explore plural nouns.
- Explore singular and plural nouns.
- Practise using colours as adjectives with French nouns,

# Medium Term Plan: French Stage 1 Summer 1 – I don't feel well/ Walking thru' the jungle.



## 1. LOs

- L1: I can remember parts of body and explain why I don't feel well/what hurts.
- L2: I can take part in a roleplay dialogue at the doctor's
- L3: I can understand and name jungle animals in French
- L4: I can understand adjectives to describe jungle animals in a story.
- L5: I can write a sentence using a noun, a verb and adjectives to describe animals
- L6: I can write my own jungle explorer's story.

## 3. "Language Detective" skills

- Speak confidently (words or short phrases).
- Recall and use previously learnt language.
- Ask a question in French accurately.
- Listen attentively.
- Join in with actions and games to help memorisation.
- Have a positive attitude to learning about language and cultures.
- Make links with English and home languages.
- Take risks and learn from mistakes.
- Imitate pronunciation of sounds.

## 4. Teacher assessment of learners progress

- Can remember nouns for body parts.
- Can explain what hurts/why feeling unwell. Can take part in a roleplay at the doctor's.
- Can understand jungle animal nouns.
- Can remember and say jungle animal nouns.
- Can understand familiar colours and adjectives.
- Can understand unfamiliar adjectives to describe jungle animals.
- Can write a sentence with a noun, verb, adjectives (and a conjunction).

## 2. Sound Spelling Exploration

- Silent letters:  
t /s/ h/
- Pronunciation of letters:  
i /
- Sound-spelling:  
en/in/erre/un/oi

## 5. Primary creativity/ cross-curricular learning opportunities

- Join in roleplay performances at the doctors.
- Make jungle animal masks.
- Art and DT :Design own "Rousseau" style jungle animals and describe.
- Perform "walk thru' jungle and record.

## 6. Grammar

- Intonation when asking a question.
- Using adjectives to describe nouns.



## 1. LOs

- L1: I can say different weather statements in French . AT4
- L2: I can describe the weather in different seasons of the year. AT11
- L3: I can say simple phrases to give the weather forecast. AT4
- L4: I can understand and name ice cream flavours. AT2
- L5: I can talk about ice creams I love ,like and dislike. AT3

[Examples of other schools' work](#)

[Examples of other schools' work](#)

## 3. “Language Detective” skills

- Speak confidently (words or short phrases).
- Recall and use previously learnt language.
- Ask a question in French accurately.
- Listen attentively.
- Join in with actions and games to help memorisation.
- Have a positive attitude to learning about language and cultures.
- Make links with English and home languages.
- Take risks and learn from mistakes.
- Imitate pronunciation of sounds.

## 4. Teacher assessment of learners progress

- Can say different weather statements in French.
- Can describe the weather simply in different seasons of the year .
- Can say simple weather phrases to give the weather forecast.
- Can understand and name ice creams in French.
- Can talk about ice creams I love, like and dislike.
- Can create and describe my favourite ice cream.

## 2. Sound Spelling Exploration

- Silent letters:
- e/t/s/d
- Sound- spelling:
- ch/oi/au/
- ai/ille/at/ette/ace

## 5. Primary creativity/ cross-curricular learning opportunities

- Geography/Science: Seasons and weather
- Join in roleplay performances about the weather.
- Create imaginary ice creams.
- Roleplays and class survey about ice cream flavours.

## 6. Grammar

- Intonation when asking a question.
- Can ask politely for an item.