



Our Lady's Long Term Overview - French

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Y3	<u>A new start</u> (Greetings, feelings, numbers, colours)	<u>Calendar and celebrations</u> (Bonfire colours, commands, days and months, Christmas)	<u>Animals I like and don't like</u> (Animal nouns, singular and plural, opinions, story)	<u>Carnival and using numbers</u> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<u>Fruits and vegetables, Hungry Giant</u> (Fruit and veg nouns, counting, asking politely, story, board game)	<u>Going on a picnic</u> (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?')
Y4	<u>Welcome to school</u> (Recap core language, rooms in a school, classroom objects)	<u>My town, your town</u> (Commands, shops, asking and giving directions)	<u>Family tree and faces</u> (Epiphany, family members, personal info, face parts, describing with colours)	<u>Face and body parts</u> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<u>Feeling unwell/Jungle animals</u> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<u>The weather</u> (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions)
Y5	<u>Talking about us/school subjects</u> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<u>Time in the city</u> (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	<u>Healthy eating, going to market</u> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<u>Clothes</u> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<u>Out of this world</u> (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	<u>Going to the seaside</u> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)
Y6	<u>Revisiting me/Telling the time/Everyday life</u> (Personal info recap, numbers to 60, time phrases, daily routine conversations)	<u>Homes and houses</u> (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	<u>Playing and enjoying sport</u> (Sport nouns, opinions, verb to play, sports descriptions)	<u>Funfair and favourites</u> (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	<u>Café culture</u> (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)	<u>Performance Time</u> (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3)

End points

NC end of KS2 assessment. All children can:

- listen attentively to spoken language and show understanding by joining in and responding
- explore 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

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.