

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

**French Long Term Plan Cycle A Emerald Class 2023-2024**

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| **LSK2 Year 3/4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **Getting to Know You** | **Family**  | **Going Shopping** | **All around Town.** | **Where in the world?** | **Holidays and Hobbies** |
| **Key Knowledge** | To know how to say hello and goodbye.To know how to introduce themselves.To know how to say if they are feeling good/bad/so-soTo know how to count to 10.To know how to say how old they are. To know how to use different greetings for different situations.To know how to ask and answer simple questions for each topic area.To know how to use new vocabulary.To know that there is a difference of formal and informal language. | To know how to identify and introduce some of my relations.To know and name some common pets.To recognise some rooms in their house.To consider whether nouns are masculine or feminine.To know how to make new sentences by substituting other vocabulary.To know how to use masculine/feminine articles and possessive pronouns.  | 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 name some of the major cities of France; To know and say typical amenities to be foundin French townsTo know and order multiples of ten.To know and give a simple address in French.To locate the correct part of a bilingual dictionaryto translate from French-English or vice versa. | To know and respond to topic vocabulary.To ask and answer questions orally using the topicvocabulary.To know how to distinguish between masculine and feminine nouns.To write an answer in a sentence using the topicvocabularyTo know how to use an English/French dictionary to translatefrom English to French. | To know and write phrases from memory, and adapt these to create newsentences, to express ideas clearly, in the context of seasonsand months.To know the correct preposition: en forfeminine countries, au for masculinecountries.To know and choose whether the mode of transport needsen or à. |
| **Key Skills** | To know how to greet peoplein different ways.To know how to exchange names in French.To know how to discuss how I am feeling.To know how to choose appropriate phrases for the situation.To know how to recognise and repeat sounds and words accurately.To know how to use songs to support my learning.To know how to apply my knowledge to make sentences.To know how to listen and respond to someone’s question. | To know how to use songs or rhymes to help me remember new language.To know how to make links between known and new structures.To know how to use a range of vocabulary to create different sentences.To know how to use French pronunciation of the alphabet to spell words.To know how to make sentences about homes by substituting different vocabulary. | 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 adjectives appropriately before or after a modified noun. To know how to use a range of grammar structures to practice a set of vocabulary groups. | To develop accurate pronunciation and intonation so thatothers understand when they are reading aloud or usingfamiliar words and phrases, in the context of where peoplelive.To listen attentively to spoken language and showunderstanding by joining in and responding, in the context ofdescribing our town.To explore the patterns and sounds of language throughsongs and rhymes and link the spelling, sound and meaningof words, in the context of counting in tens.To explore the patterns and sounds of language throughsongs and rhymes and link the spelling, sound and meaningof words, in the context of counting to 100.To present ideas and information orally to a range ofaudiences, in the context of giving your address.To broaden their vocabulary and develop their ability tounderstand new words that are introduced into familiarwritten material, including through using a dictionary, in thecontext of researching vocabulary in categories. | To listen and respond to topic vocabulary.To answer questions orally using the topicVocabularyTo write an answer in a sentence using the topicVocabularyTo use an English/French dictionary to translatefrom English to French. | To write phrases from memory, and adapt theseto create new sentences, to express ideasclearly in the context of seasons and months.To write answers to a question in asentence.To understand basic grammar rules appropriateto the language being studied, how to applythese, for instance, to build sentences in thecontext of seasons and months.To use the third person plural of a verb insentences. |
| **Key Vocabulary** | Bonjour (hello)Bonsoir (good evening)Bonne nuit (good night)Salut (hi)Je m’appelle (my name is)Comment t’appelles-tu? (What is your name?)Monsieur (Mr)Madame (Mrs)Mademoiselle (Miss)(Comment) ça va? (how are you doing?)Bien (good/fine)Trés bien (very well)Comme ci, comme ça (not bad/ok) | Qui est-ce? (Who’s this?)moi (me)ma (f)/ mon (m)/mes (pl) (my)frère (brother)soeur (sister)mère (mother) père (father)parents (parents)grand-mère (grandmother)grand-père (grandfather)tante (aunt)oncle (uncle)cousin (m)/cousine (f) (cousin)nièce (niece)neveu (nephew)famille (family) Chat (m) (cat)chien (m) (dog)lapin (m) (rabbit)souris (f) (mouse)oiseau (m) (bird)poisson (m) (fish) serpent (m) (snake)hamster (m) (hamster)tortue (f) (tortoise)cochon d’inde (m) (guinea pig)animal (m) (pet)Je n’ai pas d’animal (I haven’t got a pet),As-tu…? (Have you got…?)Lettre (m) (letter) l’alphabet (m) (the alphabet)Maintenant je les connais: tous les lettres de l’alphabet. (Now I know them: all the letters of the alphabet.Elle (she)il (he)s’appelle (is called) Comment (how)ça (it/that)s’écrit (is written)majuscule (capital letter)minuscule (lower case letter)double (double) Maison (f) (house)appartement (m) (flat)jardin (m) (garden)entrée (f) (hall)escalier (m) (stairs)salon (m) (lounge/living room)salle à manger (f) (dining room)garage (m) (garage)cuisine (f) (kitchen)chez moi (my home)chambre (f) (bedroom)salle de bain (f) (bathroom)grenier (m) (attic)sous-sol (m) (basement)bureau (m) (study) | une pomme (f) (1 apple)deux poires (f) (2 pears)trois prunes (m) (3 plums)quatre fraises (f) (4 strawberries)cinq oranges (m) (5 oranges)du gâteau (m) (some cake)un cornet de glace (m) (1 ice cream cornet)un cornichon (m) (1 gherkin)un morceau de fromage (m) (a piece of cheese)du saucisson (m) (some salamiune sucette (f) (1 lollipop)de la tarte aux cerises (f) (slice of cherry pie)une saucisse (m) (1 sausage),une brioche (f) (1 small brioche bun) de la pastèque (f) (slice of watermelon)Je voudrais... (I would like)du (m) (some)de la (f) (some)des (pl) (some)S’il vous plaît (please)voilà (here you are)merci (thank you)merci bien (thank you very much)Jaimee (I like)Je n’aime pas (I don’t like)J’adore (I love)Je déteste (I hate)Qu’est-ce que tu aimes ? (What do you like?)clair (light/pale)foncé (dark)vif (bright)Montrez-moi... (Show me...) grand(e) (large/big)petit(e) (small) | J’habite à… [I live in…], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille.Magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are…], il n’y a pas de [there isn’t/aren’t…].Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingts [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes/equals], moins [subtract], divisé par [divided by], fois [multiply].Mon adresse est… [My address is…], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l’/de la/des… [of the…].Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire…? [What does...mean?]. | le Royaume-Uni (m) [United Kingdom],L’Écosse (f) [Scotland], l’ Angleterre (f)[England], le Pays de Galles (m) [Wales],l’Irlande du Nord (f) [Northern Ireland].Bonjour, je m’appelle… [Hello, my name is…],J’habite en/au…. [I live in], la capitale [capitalcity] Quelle est la capitale de la/du….. ?[What is the capital city of…. ?]la France (f) [France], le Canada (m) [Canada],la Côte d’Ivoire (f) [Ivory Coast], la Belgique(f) [Belgium], Haïti (m) [Haiti], le Mali (m)[Mali], la Suisse (f) [Switzerland], la Tunisie (f)[Tunisia], On parle français au/en/à…. [Theyspeak French in….]les continents (m) [the continents], l’Afrique(f) [Africa], l’Antarctique (f) [Antarctica],l’Asie (f) [Asia], l’Australasie (f) [Australasia],l’Europe (f) [Europe], l’Amérique du Nord (f)[North America], l’Amérique du Sud (f) [SouthAmerica], l’île de Ross (f) [Ross Island],l’Australie (f) [Australia], le Japon (m)[Japan], le Brésil (m) [Brasil] Les animaux (m) [animals], un panda (m)[panda], un lion (m) [lion], un ours polaire(m) [polar bear], un renne (m) [reindeer], unkangourou (m) [kangaroo], un capybara (m)[capybara], un zèbre (m) [zebra], un bison(m) [buffalo], un cobra (m) [cobra], un jaguar(m) [jaguar], un pingouin (m) [penguin], unebaleine (f) [whale], un ours brun (m) [brownbear], un orang-outan (m) [orangutan],Qu’est-ce que c’est ? [What’s this ?], C’est…..[It’s….], Je suis allé(e) au zoo [I went to thezoo], J’ai vu… [I saw…]l’Afrique (f) [Africa], l’Antarctique (f) [Antarctica], l’Asie (f) [Asia], l’Australasie (f) [Australasia], l’Europe (f) [Europe], l’Amérique du Nord (f) [North America], l’Amérique du Sud (f) [South America], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], De quel continent vient-il/elle ? [Which continent does it come from?] | les saisons (f) [the seasons], le printemps (m) [Spring],l’été (m) [Summer], l’automne (m) [Autumn], l’hiver(m) [Winter], janvier (m), [January], février(m)[February], mars (m) [March], avril (m) [April], mai(m) [May], juin (m) [June], juillet (m) [July], août (m)[August], septembre (m) [September], octobre (m)[October], novembre (m) [November], décembre(m) [December], Dans quelle saison est….. ? [Whatseason is…….in ?], Dans quelle saison sont…. ?[What season are….in ?] les mois (m) [months] |