



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

French Long Term Plan Cycle A Amethyst Class 2024-2025

LSK2 Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
Key Knowledge	<p>To know how to say hello for different times of the day.</p> <p>To know how to use formal and informal language appropriately.</p> <p>To know how to ask another person their name.</p> <p>To know how to say goodbye in a variety of ways.</p> <p>To know how to say the numbers 0-10 in French.</p>	<p>To know how to listen and respond to instructions given in French.</p> <p>To know and say parts of the body in French.</p> <p>To know how respond to action words.</p> <p>To know how to listen to and copy pronunciation of colour words accurately.</p> <p>To know how to listen to and copy</p>	<p>To know how to follow a familiar story in French.</p> <p>To know how to use determiners for identifying quantities in making polite requests.</p> <p>To know how to use the definite article when generalising.</p> <p>To know how to give a preference for or against things.</p> <p>To know how to describe people, places, things</p>	<p>To know how to present a picture of family members using possessive adjectives.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs</p>	<p>To know how to ask and explain where things are in the classroom.</p> <p>To know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school.</p> <p>To show understanding by joining in and responding in the context of giving and</p>	<p>To know and repeat sounds and words with increasing accuracy.</p> <p>To know how to make links between known and new vocabulary using sound and spelling.</p> <p>To know, recognise, say and respond to a set of vocabulary.</p> <p>To know how to speak in sentences, using familiar</p>

	<p>To know how to ask how old someone is.</p> <p>To know how to say my own age in French.</p>	<p>pronunciation of colour words accurately.</p> <p>To know how to ask and answer what is 'there'.</p> <p>To know how to use simple conjunctions to link vocabulary for clothes and accessories.</p>	<p>and actions orally and in writing in the context of describing food by colour.</p> <p>To know how to describe the colour(s) of an object by modifying adjectives.</p> <p>To know how to describe people, places, things and actions orally and in writing in the context of describing objects by size.</p>	<p>and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs in the context of pets.</p> <p>To know how to make links between known and new structures.</p> <p>To know how to use French pronunciation of the alphabet to spell words.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation.</p>	<p>following classroom instructions.</p> <p>To know how to ask and answer questions about places in school.</p>	<p>vocabulary, phrases and basic language structures; in the context of birthday dates.</p> <p>To know how to present ideas and information orally to a range of audiences; in the context of talking about festivals.</p>
<b>Key Skills</b>	<p>To introduce myself to someone else.</p>	<p>Listen attentively to spoken language and show understanding</p>	<p>Appreciate stories, songs, poems and rhymes in the language in the context of food.</p>	<p>Present ideas and information orally to a range of audiences in the</p>	<p>Listen attentively to spoken language and show understanding by joining in</p>	<p>To recognise and repeat sounds and words with increasing accuracy.</p>

<p>To use "comment ca va?" as a question.</p> <p>To use gestures to support my conversation.</p> <p>To choose the appropriate phrase to say how I feel.</p> <p>To join in with number rhymes.</p> <p>To use number words in my sentences.</p>	<p>by joining in and responding in the context of giving and following classroom instructions.</p> <p>To read, listen and respond to vocabulary.</p> <p>To demonstrate my understanding with actions.</p> <p>Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.</p> <p>To develop accurate pronunciation and intonation so that others</p>	<p>Understand key features and patterns of basic grammar in the context of requesting something to eat.</p> <p>Understand key features and patterns of basic grammar in the context of stating preferences about food.</p> <p>To describe the colour(s) of an object by modifying adjectives.</p> <p>To begin to place adjectives appropriately before or after the noun they modify.</p> <p>To begin to understand that adjective spelling depends on number and gender.</p>	<p>context of family.</p> <p>To develop strategies for remembering new language.</p> <p>To match subject and verb correctly when talking about pets.</p> <p>To recognise and repeat sounds and words with increasing accuracy.</p> <p>To use songs or rhymes to help me remember new language.</p> <p>To use a range of vocabulary to create different sentences.</p> <p>To make new sentences about homes by substituting different vocabulary.</p>	<p>and responding in the context of naming objects around the classroom.</p> <p>To describe the contents of my pencil case.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing the contents of a pencil case.</p> <p>To express opinions about school subjects.</p> <p>To listen to commands and follow instructions.</p> <p>To construct simple sentences to say what I like to do at school.</p>	<p>To make links between known and new vocabulary using sound and spelling.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.</p> <p>Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.</p> <p>To speak in sentences using known vocabulary and grammar.</p> <p>To use known language to</p>
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		<p>understand when they are reading aloud or using familiar words and phrases in the context of naming colours.</p> <p>To recognise masculine and feminine clothing nouns.</p> <p>To have a simple conversation about clothes.</p>	<p>To use a range of grammar structures to practise a set of vocabulary groups.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p> <p>To use a range of grammar structures to practise a set of vocabulary groups.</p>			<p>present information about French festival dates.</p> <p>To begin to conjugate the verb 'to be' for past and future tense.</p>
<p><b>Key Vocabulary</b></p>	<p>Bonjour (hello)          Bonsoir (good evening)          Bonne nuit (good night)          Salut (hi)          Je m'appelle (my name is)</p>	<p>Asseyez-vous [sit down],          levez-vous [stand up],          rangez vos chaises [put your chairs under],          taisez-vous [be quiet],</p>	<p>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</p>	<p>Voici [Here/This is or Here/These are], qui est-ce? [Who's this?], moi [me], ma (f)/mon (m)/mes (pl) [my], frère [brother], sœur [sister], mère</p>	<p>Le français (m) [French], l'anglais (m) [English], les sciences (f. pl.) [science], les maths (f. pl.) [maths], la musique (f)</p>	<p>Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide</p>

<p>Comment t'appelles-tu? (What is your name?)  Monsieur (Mr)  Madame (Mrs)  Mademoiselle (Miss)  (Comment) ça va? (how are you doing?)  Bien (good/fine)  Très bien (very well)  Comme ci, comme ça (not bad/ok)</p>	<p>écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].  Voici [this is], mon corps [my body], la tête [head], les épaules [shoulders], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].  Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise],</p>	<p>you]. Une pomme (f) [one apple], deux poires (f) [two pears], trois prunes (f) [three plums], quatre fraises (f) [four strawberries], cinq oranges (f) [five oranges], du gâteau (m) [some cake], une glace (f) [one ice cream], un cornichon (m) [one gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [one lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (f) [one sausage], une brioche (f) [one small brioche bun], de la pastèque (f) [some watermelon].  Grand(e)</p>	<p>[mother], père [father], parents [parents], grand-mère [grandmother], grandpère [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</p>	<p>[music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [ICT], le dessin (m) [art], aimes-tu... ? [do you like...?], j'aime... (f) [I like...], je n'aime pas... [I don't like...], oui [yes], non [no].  Voici [here is], la salle de classe (f) [classroom], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est ? [Where is?], il (m)/ elle (f) est là [it's there],</p>	<p>by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]  lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour ? [What day is it?]</p>
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maillot de corps  
[vest], un slip  
[pants], Qu'est-  
ce qu'il y a dans  
l'armoire?  
[What's in the  
wardrobe?], Il y  
a... [There  
is/are...]. Des  
gants (m)  
[gloves], une  
écharpe [scarf],  
un manteau  
[coat], un  
chapeau [hat],  
un imperméable  
[waterproof  
jacket], des  
lunettes (f)  
[glasses], une  
ceinture [belt],  
des bottes (f)  
[boots], une  
montre [watch],  
Qu'est-ce que tu  
portes? [What  
are you  
wearing?], Je  
porte... [I'm  
wearing...], et  
[and].