







## French Long Term Plan

### ***Journeying together with hope and aspiration***

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

### **How does our vision impact French at Parish?**

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of French at Gainsborough Parish.

 <p><b>Dignity</b></p> <p>We teach about the language and aspects of the culture and country of France. We show respect and understanding of another country, its people and their language.</p>	 <p><b>Community</b></p> <p>We recognise that we are part of the world community understanding there may be similarities and differences, however, we are one people with different languages, culture, traditions and beliefs.</p>
 <p><b>Hope</b></p> <p>With a curriculum that encourages thought and enquiry, this provides the foundation and hope for future success in learning further languages and the confidence to communicate with others as we travel, study or work in other countries.</p>	 <p><b>Wisdom</b></p> <p>We strive to provide a Modern Foreign Language curriculum that enables children to acquire a good knowledge and understanding of the language of another country recognising diversity. Learning another language should inspire curiosity and deepen our wisdom and understanding of the world around us.</p>

## French Curriculum

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
<b>Greetings</b>	Children learn some basic greetings to prepare them for LKS2 learning where they will begin to use French to meet and greet one another. They sing some French songs to develop some familiarity with the language.	<b>Start with Phonics Lesson 1</b> Then move onto <b>J'apprends le français (I am learning French)</b>	Children are new to formal French learning, and we have had a change of curriculum. All children will begin with a session on pronunciation before moving onto basic greetings and number and colours. This will provide a solid background for all further units in KS2.	<b>Start with Phonics Lesson 1</b> Then move onto <b>Je me presente (Presenting Myself)</b>	Due to curriculum change, all children will begin with a session on punctuation before moving on to main French learning. Children in UKS2 will build on previous learning of basic greetings, feelings and how to count from 1-10 in French to be able to talk about themselves in French. They will begin to understand how language works differently in French. This will prepare them for further UKS2 learning about French grammar.
<b>Nursery Rhymes</b>	Children enjoy singing karaoke in French for nursery rhymes that they are already familiar with. This unit further immerses them in French vocabulary preparing them for LKS2 formal French learning.	<b>Start with Phonics Lesson 2</b> then move onto <b>Les animaux (Animals)</b>	Due to curriculum change, all children will begin with a session on punctuation before moving on to main French learning. Pupils will build on their basic knowledge of French to learn the names of animals. This unit is easily understood due to its context so allows children to focus on the new vocabulary. They will begin to learn about determiners in French and how to use these. This will prepare them for building short phrases and sentences in 'I am able to...'	<b>Start with Phonics Lesson 2</b> then move onto <b>En Classe (In the classroom)</b>	Due to curriculum change, all children will begin with a session on punctuation before moving on to main French learning. Children will be building and expanding on previously taught language and a basic awareness of sentence structure in French. Pupils will learn the nouns and indefinite articles/determiners for classroom items. This will prepare them for the next UKS2 unit and for KS3 languages.
<b>In the Jungle</b>	Children further experience French vocabulary in this unit which is easily understood due to the familiarity of the content.	<b>Je peux (I am able to...)</b>	This unit is based on familiar context to the pupils and allows them to build on their learning in 'Animals' to build up simple phrases and sentences in French.	<b>Ma Famille (My family)</b>	Children will build on the unit 'Presenting Myself' as they will be building and expanding on previously introduced and taught language. The unit will provide the language the children will need to talk about their own/an imaginary family. They will start to integrate previously learnt language with newly acquired language and will be encouraged to use their growing bank of vocabulary and demonstrate increasing knowledge of grammar to manipulate language and start to create sentences of their own.

## Unit Objective:

To be able to greet and hold a simple and short conversation in French.

By the end of this unit we will be able to:

- Say 'hi' and 'hello' in French.
- Say 'my name is...' in French.
- Ask somebody in French how they are feeling and give a reply.
- Say 'goodbye' and 'see you later' in French.

It will help if we already know:

- None as this is recommended as a starter unit.



## Skills we will develop:

Learning to listen and repeat what we hear with improving accuracy. Working on memory skills so we are able to have a simple and short conversation in French using the words and the short phrases we have learnt.

## Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in French from memory, by the end of the unit.

## Grammar we will learn &amp; revisit:

None in this unit as it is an introductory unit.

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **ON** sound in 'salutations' & 'bonjour'
- **OU** sound in 'bonjour'
- **OI** sound in 'au revoir'
- Silent letters. We will see that the letter 's' is not pronounced in the word 'salutations'. This is because some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in 'bonjour'. Made from the back of the mouth, not the front.
- Elision. 'Je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h.' This is to help pronunciation. It is not optional in French.



## Vocabulary we will learn &amp; revisit:

The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Pupil Unit Glossary.

## Unit Objective:

To become more familiar with traditional nursery rhymes in French.

## By the end of this unit we will be able to:

- Actively participate and enjoy six traditional nursery rhymes in French.
- Start to understand and decode more of the spoken/sung French we hear.



## Skills we will develop:

Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy. Using gestures and images to help us understand more of what we hear in French.

## Activities we will complete:

A wide variety of listening and speaking tasks to help us to better understand the French nursery rhymes when we listen to them. Starting lessons with a few short key activities using the key words from each nursery rhyme before watching the animated videos. Ensuring we can fully understand and actively participate with physical actions in the six French nursery rhymes presented in this unit.

## Grammar we will learn &amp; revisit:

None in this unit as it is an introductory unit.

## It will help if we already know:

- No previous knowledge of French is required as this is recommended as a starter unit to be used in the very early stages of a language learning journey.



## Phonics &amp; pronunciation we will see:

- **Silent letters.** Starting to learn that it is very common to see silent final consonants in French words. As seen in **font, chaud, vieux, chat, dans** and **poussins** in the French nursery rhymes.
- **Ç sound.** Starting to learn that this is a very common and a specific sound in French. Even if we do not see it we will hear it in words like **balançait** in the French nursery rhymes.
- **Nasal sounds.** Starting to learn that when vowels are followed by 'm' or 'n' in French, a 'nasal' sound is made. Air comes through the nose and mouth! As seen in the words **font, dans, chien, éléphant, monte** and **tombe**.

## Vocabulary we will learn &amp; revisit:

There is no specific vocabulary for this unit but there will be a focus on the key words taken from the French nursery rhyme introduced each week.

## Unit Objective:

To learn how to recognise and recall seven jungle animals in French.

By the end of this unit we will be able to:

- Recognise and recall seven jungle animals in French.
- Recall numbers 1-5 more easily in French.

## Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term and with accurate and authentic pronunciation.

## Activities we will complete:

A lot of tasks to help us learn to listen more carefully in French. Repeating the words and short phrases each lesson to ensure we can remember all the new language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.

## Grammar we will learn &amp; revisit:

**Nouns & articles/determiners.** We will start to notice that in French there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in French. Le lion but la girafe. We will see that this happens a lot in French and learn why in future units!

It will help if we already know:

- Vocabulary from the **Greetings** unit and numbers 1-5 from the **Colours & Numbers** unit.



Phonics & pronunciation we will see:

- **ON** nasal sound in lion
- **Guttural 'R'**: Becoming more familiar with the French 'r' sound as seen in serpent and girafe. Beginning to notice that this sound 'r' is made from the back of the mouth, not the front. Different to the 'r' sound in English!

*Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.*



Vocabulary we will learn & revisit:

Seven jungle animals and an opportunity to revise and recall numbers 1-5.



## Unit Objective:

To find France on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours in French.

By the end of this unit we will be able to:

- find France on a map and be able to recall at least 1 Francophone country.
- use key greetings.
- ask and answer the question 'How are you?' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- read, write, say and recognise 10 colours in French.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.



Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first (such as 'bleu' for 'blue') and associating words and phrases to images.

Activities we will complete:

A number of different activities to improve cultural awareness of France and Francophone countries. Pupils will be expected to locate France on a map, as well as familiarise themselves with Francophone countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.

Grammar we will learn & revisit:

None in this unit as it is introductory.

Phonics & pronunciation we will see:

- **oi** sound in 'trois' and 'noir'
- **on** sound in 'marron'
- **ou** sound in 'rouge'
- **Silent letters.** The '**s**' in 'Paris', 'gris' and 'trois' or the '**t**' in 'violet' and 'vert'. There are many silent letters at the end of French words.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front.
- **Elision.** As seen in 'Comment tu appelles-tu ?' and 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in French. All listed on the Pupil Unit Glossary.

## Unit Objective:

To remember and recall from memory 10 common animals in French with the correct article/determiner

## By the end of this unit we will be able to:

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am).

## Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

## Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...** plus an animal from memory.

## Grammar we will learn &amp; revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.



## It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the '1 Am Learning French' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- **ON** sound in **cochon** & **mouton**
- **OI** sound in **oiseau**
- **Silent letters and liaison.** 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**. The last 's' is however pronounced in the word **suis** as seen in lesson 5. Here it is in front of the indefinite article/determiners **un** and **une** that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **cochon**, **singe** and **mouton**.



## Vocabulary we will learn &amp; revisit:

10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.

## Unit Objective:

To remember and recall from memory 10 action verbs in French and put them into positive and negative sentences.

By the end of this unit we will be able to:

- Recognise, remember and spell 10 action verbs in French.
- 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).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables' and in particular 'je plus conjugated verb'.
- Vocabulary from the 'I Am Learning French' unit.
- What a verb is in English.

## Skills we will develop:

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French.

## Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we are able, and not able to do, with conjunctions for more able pupils.

## Vocabulary we will learn &amp; revisit:

Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- CH sound in chanter.
- OU sound in jouer d'un instrument.
- Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like *danser* and *chanter*.



## Grammar we will learn &amp; revisit:

Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French.

The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.



Language:  French

Teaching Type: Intermediate

Unit: Je me présente



Unit Objective:

To be able to present yourself in French, with your name, age and nationality.

By the end of this unit we will be able to:

- 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 numbers 1-20 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 my nationality in French and understand basic gender agreement rules.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am Learning French'.
- What a verb is in English and knowledge of high frequency first person verbs such as *je suis (I am)*, *j'ai (I have)* and *j'habite (I live)*.

Skills we will develop:

To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in French. Saying what our name is, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities to revise and consolidate language covered in Early Language units, working towards a simple role-play where we are learning to both ask and answer questions. An extra question will be added on each week with an answer but still recycling previous language.

There will be greater choice of written worksheets that require phrase level responses as well as the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of an adjective (e.g. the nationalities as seen in Lesson 5) to show that the person talking or being described is female.

Phonics & pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- IN sound in *cinq*
- I sound in *huit, dix, Patrick, habite & Paris*
- Silent letters. 'S' is not pronounced in 'appelles', 'ans', 'Paris', 'Londres' or 'habites'. This often happens when 's' is the final consonant in a word.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in 'je suis anglais/anglaise' (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- Elision. As seen in 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in 'me') and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.