

## French LTP and Core/Key Learning 2022-23

| Class | Autumn   | Spring  | Summer   |
|-------|--|---|--|
| 1     | <p><b>Bonjour!</b></p> <p>Greeting others/ taking leave<br/>           Discovering where France is and what other countries speak French<br/>           Understanding and giving simple answers to Our name,<br/>           Age (no's 1-10)<br/>           Where we live<br/>           How we're feeling</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p> <p><b>Christmas</b></p>   | <p><b>Epiphany</b></p> <p><b>Classroom Objects:</b> awareness and understanding the concept of male nouns m (le) and female nouns f (la). Asking where items are and asking others to pass them.</p> <p><b>Weather:</b> describe the weather in phrases and maintain a weather board</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p> | <p><b>Family:</b> revision of male/female nouns (with mon/ma)</p> <p>Understanding and giving simple answers to who they are and what they are called.</p> <p><b>At the Beach:</b> nouns (m/f) and verbs (ending in er: listening for the sound)</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p>  |
| 2     | <p><b>Revision of Y1 Bonjour</b><br/>           Myself/France<br/>           Show understanding and giving phrasal answers.</p> <p><b>No's 11-20</b> – identify rhyming sounds and key sounds</p> <p><b>Parts of the body/ illness:</b><br/>           m/f nouns reminder<br/>           identifying/understanding/using the main phrase “me fait mal” with each ailment around the body.</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p> <p><b>Christmas</b></p> | <p><b>Epiphany</b></p> <p><b>At the Bakery:</b><br/>           understanding the cultural importance of the boulangerie.</p> <p>Role playing buying items and paying for them. A look at euros and their denominations.</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p>  | <p><b>Pets:</b><br/>           (m/f with un/une), avoir in positive and negative answering what pets you have (not) got + building on Y1 understanding and giving answers to what they are called.</p> <p><b>Colours</b> (linking to the m/f noun concept) and describing simple nouns by their colour: est + sont<br/>           Pets / classroom objects / Barbapapas</p> <p>Listen to topic related stories/songs and join in/react with mime/gesture</p> |

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| 3 | <p><b>=About myself:</b><br/>revision of name/age/live + other language from KS1 with a focus on reading aloud together and writing, with Barbapapa as our character/theme<br/>=First message to our new penfriends</p> <p><b>The French Alphabet Part 1:</b><br/>a look at the pronunciation of the letters – listening to words spelt in the French alphabet and writing them down. Asking and spelling your and others names.</p> <p><b>Christmas</b></p>  | <p><b>Epiphany</b></p> <p><b>The French Alphabet Part 2:</b><br/>=an introduction to the main 11 phonemes/graphemes with reference to alphabet sounds. Using visual and kinesthetic support and stimulus.<br/>=A look at French handwriting – discussing the shape and flow, trying some out with authentic handwriting pages.</p> <p><b>Joyeux Anniversaire:</b><br/>=No’s revision to 20 and on to 31. Days, months, putting it all together to say the date. Asking others their birthdays and giving yours.</p>  | <p><b>Adapting a Story/Dictionary work:</b><br/><i>“La chenille qui fait des trous”</i><br/>Learning to use a bilingual dictionary, and translation apps.<br/>Using dictionaries/apps to find new nouns for the caterpillar to munch through and use connectives to help the “munching” flow</p> <p>Summer spare topic if needed:<br/><i>“Qui veut une glace?”</i>: a look at the dominance of Italian style ice cream in France and the adoption of it by holiday/beach resorts. Role playing buying different flavours. A look at euros and currency rates</p> |
| 4 | <p><b>Self/previously learnt language revision:</b><br/>= General conversation using language from Y1-3<br/>= introducing conversation envelopes for more independent conversations (in and outside of the French lesson)<br/>= Using conversation vocabulary and phrases to get to know our new TV characters in “Petit Potam”<br/>= Developing reading and writing skills with this familiar language<br/>=Writing our introductory letter to our new penfriends</p> <p><b>Opinions Part 1: People of the verb:</b><br/>= personal pronouns we use with verbs<br/>=discussing their purpose in the sentence<br/>=comparing with English<br/>= using rhyme and pattern (song/rap) to learn the 8 pronouns to lead on to...</p> <p><b>Christmas</b></p> | <p><b>Epiphany</b></p> <p><b>Opinions Part 2:</b><br/>= giving our opinion and understanding those of others<br/>= simple conjugation of aimer/adorer/detester with personal pronouns.<br/>= Using simple adjectives to justify and reinforce our views with <i>parce que c’est</i><br/>Adding connectives/days/weather to make our sentences more complex.</p> <p><b>*Phonics (1lesson per month)</b><br/>Each month focus on 1 of the main 11 sounds.<br/>= practise the pronunciation and spelling combinations which make up each of the 11 sounds.<br/>= identify some familiar words that have those sounds in them<br/>= sing the “Twinkle” song with the sounds as “words”</p> | <p><b>Adapting a Story/Dictionary work:</b><br/><i>“Riri dans le gros chat”</i><br/>= Developing skills in the use of a bilingual dictionary, and translation apps<br/>= Using the opinion verbs and finding new nouns/verbs/activities for Riri to get up to in the cat’s tummy</p> <p>Summer spare topic if needed:<br/><i>“Qui veut une glace?”</i>: a look at the dominance of Italian style ice cream in France and the adoption of it by holiday/beach resorts. Role playing buying different flavours. A look at euros and currency rates</p>             |

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| 5 | <p><b>Self/previously learnt language revision:</b><br/>                 =Getting to know our new TV characters in “Titeuf”<br/>                 =Writing our introductory letter to our new penfriends</p> <p><b>Town and Country Part 1:</b> comparing villages, towns and cities in France with our own, giving our opinion and agreeing/disagreeing with others’ views</p> <p><b>Christmas</b></p>  | <p><b>Epiphany</b></p> <p><b>Town and Country Part 2</b><br/>                 = learning key places/buildings that make up a town/village<br/>                 = Making a brochure about the town/village we live in.<br/>                 =learning key vocabulary and phrases asking for and giving directions.<br/>                 = drama/role play asking the way</p> <p><b>*Phonics (1lesson per month)</b><br/>                 Each month focus on 1 of the main 11 sounds.<br/>                 = practise the pronunciation and spelling combinations which make up each of the 11 sounds.<br/>                 = identify some familiar words that have those sounds in them<br/>                 = using dictionaries, find and note down new and varied words that incorporate the sound</p> | <p><b>Adapting a Story/Dictionary work:</b><br/>                 « <i>Le Rat de Ville et le Rat des Champs</i> »<br/>                 = Developing skills in the use of a bilingual dictionary, and translation apps<br/>                 Summarising the story through drama/re-ordering the comic strip<br/>                 Adding captions, speech and thought bubbles to reflect the characters’ experiences.</p>   |
| 6 | <p><b>Self/previously learnt language revision:</b><br/>                 =Group presentations of the top 10 highest earning French celebrities:<br/>                 =Writing our introductory letter to our new penfriends</p> <p><b>Adjectives with Personality:</b><br/>                 = A look at adjectives with masc/fem endings:<br/>                 =Mr Men &amp; Little Misses: using our understanding/dictionary work to create new book titles/covers.</p> <p><b>Christmas</b></p> | <p><b>Epiphany</b></p> <p><b>Adjectives with inanimate objects:</b><br/>                 = Clothes with Colours/Size with m/f agreements (spelt/pronounced)<br/>                 = Fashion show oral presentations</p> <p><b>Pétanque 1:</b> discovering and learning the traditional southern French game, its origins, and rules.</p> <p><b>*Phonics (1lesson per month)</b><br/>                 Each month focus on 1 of the main 11 sounds.<br/>                 = practise the pronunciation and spelling combinations which make up each of the 11 sounds.<br/>                 = identify some familiar words that have those sounds in them<br/>                 = using dictionaries, find and note down new and increasingly varied words that incorporate the sound</p>                        | <p><b>Adapting a Story/Dictionary work:</b><br/>                 « <i>Miam miam à table les monstres</i> »<br/>                 = Developing skills in the use of a bilingual dictionary, and translation apps:</p> <p>Changing the nouns/verbs/adjectives/ agreements/word order</p> <p><b>Pétanque 2:</b><br/>                 = Playing/practice in class Pétanque “league”<br/>                 = learning to teach/train/lead the younger pupils in our end of year “<i>Bastille Day</i>”</p> |