|  | **French**    **Medium Term Planning**  **Class 4 - Year B** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Autumn** | | **Spring** | | **Summer** | | |
|  | **Unit of work** | | **Pleased to Meet You**  **School Life** | | **That’s Tasty**  **Let’s Go Shopping** | | **All in a Day**  **Our Precious Planet** | | |
|  | **Prior Learning** | | **Previous learning from year 3 and 4 on numbers, colours, simple sentences and basic oral skills** | | | | | | |
|  | **Core Learning** | | **Key learning includes:**  • careers, saying what I will be when I grow up;  • alphabet pronunciation, spelling in French;  • names and uses of accents in French;  • feelings and emotions;  • using a bilingual dictionary;  • using the simple future tense;  • spelling adjectives correctly according to the number and gender of nouns.  **Key learning includes:**  • furniture;  • pencil case items;  • school subjects;  • numbers 0-40;  • shapes;  • using ‘il’ and ‘elle’;  • comparing two things and saying which I like best;  • using ‘Excusez-moi, est-ce que je peux... ?’ to ask ‘Can I...?’;  • using ‘Où est ?’ and ‘Où sont ?’ to ask where things are. | | **Key learning includes:**  • food and drink;  • days and time – half past and o’clock;  • likes and dislikes;  • using ‘Je voudrais...’;  • using ‘J’aime...’ and ‘Je n’aime pas...’;  • spelling adjectives correctly according to the number and gender of nouns;  • using the correct form of ‘some’ (du/de/la/de l’/des).  **Key learning includes:**  • greetings/basic phrases;  • shopping items;  • shops;  • clothes;  • colours;  • numbers 0-500;  • money;  • using positional language;  • using the correct form of ‘à côté de’ depending on the gender of the noun;  • spelling adjectives correctly according to the number and gender of nouns;  • using adjectives in the correct order | | **Key learning includes:**  • time – o’clock, half past, quarter past, a.m. and p.m., quarter to, 5 minute intervals, 24  hour clock;  • reading and interpreting airport arrivals and departures boards;  • numbers 0-50;  • days;  • school subjects – reading and interpreting a timetable;  • conjugating regular verbs ending in '-ir', '-er' and '-re';  • translating simple sentences by conjugating verbs in the present tense.  **Key learning includes:**  • identifying environmental challenges;  • identifying actions we could take to help the planet;  • using the correct form of the near future tense to match the subject of the sentence;  • using ‘Je pense que...’ and the near future to say what people might do; linking sentences with ‘et’, ‘aussi’, ‘mais’ and ‘en plus’. | | |
|  | **5 Key Nuggets of knowledge** | | * I can talk about what items I have in my pencil case. * I can count to 40. * I can describe shapes and colours. * I can say short sentences. | | * I can talk about different items of food * I can tell the time,l o’clock and half past. * I can say what time we have certain meals of the day. * I can use positional language. * I can describe things I need from the shops. | | * I can tell the time o’clock, half past, quarter past, a.m. and p.m., quarter to, 5 minute intervals, 24 hour clock; * I can reads and interpret timetables * I can identify environmental challenges * I can say what I may do in the future. | | |
|  | **Vocabulary** | |  | |  | |  | | |
| **French**    **Medium Term Planning**  **Class 3 - Year B** | | | | | | | | |
|  | | **Autumn** | | **Spring** | | **Summer** | |
| **Unit of work** | | **Getting to Know You**  **All About Me** | | **Food Glorious Food**  **On the Move** | | **Where in the World?**  **Holidays and Hobbies** | |
| **Prior Learning** | | Previous understanding of Europe and where in the world Frances is from previous geography topics | | | | | |
| **Core Learning** | | **Key learning includes:**  • greetings;  • introducing yourself;  • saying how you feel;  • numbers 0-10;  • saying your age;  • using formal and informal language  **Key learning includes:**  • classroom instructions;  • body parts;  • action words;  • colours;  • clothes;  • using ‘un’ and ‘une’ for masculine and feminine nouns;  • using ‘et’ to join words in a list. | | **Key learning includes:**  • food;  • asking for food, including ‘please’ and ‘thank you’;  • likes and dislikes;  • colours and sizes;  • using ‘le/la/les’ to mean ‘the’;  • using adjectives in the correct place in a sentence;  • spelling adjectives correctly according to number and gender of the nouns  **Key learning includes:**  • types of transport/ways of travelling;  • asking and answering about how you get to school;  • asking for directions;  • following directions;  • matching subject pronouns with the correct form of the verb;  • reading and saying words containing the French spelling ‘ch’ pronounced /sh/;  • substituting vocabulary to vary sentences. | | **Key learning includes:**  • countries;  • continents;  • animals;  • identifying whether nouns are masculine or feminine;  • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries,  'à' for islands);  • using an English/French dictionary or online translator;  • using the past tense to say ‘J’ai vu...’;  • using the pronouns ‘il/elle’ correctly  **Key learning includes:**  • seasons;  • weather;  • countries;  • sports and hobbies;  • likes and dislikes;  • using the third person plural of ‘être’;  • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries,  'à' for islands);  • using possessive adjectives ‘ma/mon/mes’ | |
| **5 Key nuggets of knowledge** | | * I can use basic greetings. * I can listen to basic classroom commands. * I can name 5 new colours. * I can name body parts. | | * I can talk about food. * I can say please and thank you when asking for something. * I can talk about my likes and dislikes of food. * I can talk about transport and various ways to get around | | * I can name countries and continents. * I can talk about sports and hobbies. * I can name some animals * I can name seasons * I can name different types of weather | |
| **Vocabulary** | |  | |  | |  | |