

French LTP 2023 -2024

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	<p>Core Unit 1 - Family</p> <ul style="list-style-type: none"> <li>-Introducing their immediate family</li> <li>- Be able to greet each other confidently, and introduce themselves and their family.</li> <li>- Understand the numbers 1-10 and use them to say how old they are.</li> <li>- Understand and respond to some simple questions and instructions.</li> <li>- Recognise some words in their written form and pronounce them accurately.</li> </ul>	<p>Core Unit 2 - Colours and numbers</p> <ul style="list-style-type: none"> <li>- Recognise the days of the week.</li> <li>- Name a variety of colours.</li> <li>- Understand numbers up to 20, including out of sequence.</li> <li>- Be able to express simple likes and dislikes using the first person.</li> <li>-Recognise and notice key towns on a map of France, know some key tourist destinations in Paris and why these are points of interest.</li> <li>- Compare and contrast some Francophone countries.</li> <li>-Learn about Christmas in France.</li> </ul>	<p>Core Unit 3 - Body parts BEGIN EXPLICIT PHONICS TEACHING</p> <ul style="list-style-type: none"> <li>-Identifying body parts</li> <li>-Counting up to 31</li> <li>-Naming the months of the year</li> <li>-Talking about birthdays</li> <li>- Sing and do the actions to a French song with little help.</li> <li>- Understand several parts of the body when they're spoken.</li> <li>- Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately.</li> <li>- Recognise plural nouns when listening to or reading vocabulary.</li> </ul>	<p>Unit A - Animals</p> <ul style="list-style-type: none"> <li>-Saying animal vocabulary</li> <li>-Asking about pets</li> <li>-Describing animals using adjectives</li> <li>-Using prepositions</li> <li>-Naming animal homes</li> <li>- Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.</li> <li>- Read along with a rhyme with the class.</li> <li>Speak clearly and confidently when responding to simple questions.</li> <li>- Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don't understand something.</li> <li>- Repeat a simple sentence from memory.</li> <li>- Write short, simple sentences in response to written and spoken questions.</li> </ul>	<p>Unit B - Food</p> <ul style="list-style-type: none"> <li>-Naming common foods</li> <li>-Expressing likes and dislikes</li> <li>-Saying what they are eating</li> <li>-Naming cutlery</li> <li>-Saying what they would like to have</li> <li>-Understanding simple cooking instructions</li> <li>- Give a full sentence spoken answer to a written question.</li> <li>- Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.</li> <li>- Ask and answer questions, including asking for and giving opinions.</li> <li>- Say what they would like, using a common verb in the first person.</li> <li>- Be able to prepare and recite a few sentences using vocabulary from the unit.</li> <li>- Write some vocabulary from memory.</li> </ul>	<p>Unit C - School</p> <ul style="list-style-type: none"> <li>-Saying how they travel to school</li> <li>-Naming places in school</li> <li>-Listing the contents of their pencil case</li> <li>-Telling the time</li> <li>Naming school subjects</li> <li>- Respond to simple questions using sentence models from the lesson.</li> <li>- Confidently use number vocabulary from previous lessons to say what time it is.</li> <li>- Ask simple questions learnt in the unit.</li> <li>- Pronounce vocabulary accurately including the definite or indefinite article.</li> <li>- Write some singular nouns with their article.</li> <li>- Recognise and pronounce words with common French sounds.</li> </ul>
4	<p>Unit D - Playtime</p> <ul style="list-style-type: none"> <li>-Learn how to talk about games they like to play</li> <li>- Learn how to talk about active games, board games etc.</li> <li>- Learn a French playground game.</li> <li>-Pick out familiar words and phrases from a spoken sentence.</li> <li>-Say and write a few sentences about themselves</li> </ul>	<p>Unit E - My home</p> <ul style="list-style-type: none"> <li>- Difference between dans and a for places</li> <li>- Ask where do you live?</li> <li>- Describe rooms in their home</li> <li>- Describe simple daily routines.</li> <li>- Recognise some familiar words and phrases in a spoken story.</li> <li>- Use numbers and colours in descriptions.</li> </ul>	<p>Unit F - My Town</p> <ul style="list-style-type: none"> <li>- Learn about the Euro and money in Europe.</li> <li>- Learn different names for shops and how to ask the cost of an item.</li> <li>- Ask for directions and give them.</li> <li>- Role play shopping trips.</li> <li>- Understand and be able to give simple directions to town buildings.</li> </ul>	<p>Unit G - Describing people</p> <ul style="list-style-type: none"> <li>- Facial details with noun/adjective placements correct.</li> <li>-Hair colouring and description</li> <li>- Ask and answer questions about describing people.</li> <li>- Simple self portraits with descriptions.</li> <li>- Recognise and use singular subject pronouns and the</li> </ul>	<p>Unit H - The body</p> <p>Topic: The body</p> <ul style="list-style-type: none"> <li>- Describe facial details in great depth</li> <li>-Simple verbs for movement to answer the question "What are you doing?"</li> <li>-Describing simple illnesses/aches and pains.</li> <li>- Be able to identify the gender of a noun from its</li> </ul>	<p>Unit I - Sport</p> <ul style="list-style-type: none"> <li>- Learn different names for different sports and words for spectator sports such as crowd or 'we're going to win!'</li> <li>- Be able to name different parts of pitches and some rules of competitive sports.</li> <li>- Name sports they like to practise.</li> <li>- Identify the gender of a noun in a sentence when listening to it.</li> </ul>

	<p>in the first person from memory.</p> <ul style="list-style-type: none"> <li>-Prepare and present some basic instructions for a playground game.</li> <li>- Use knowledge of French phonics to spell some simple words correctly.</li> <li>- Express opinions using basic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write from memory simple sentences about where they live and their daily routine, with good pronunciation.</li> <li>- Respond to a spoken question with a written answer in a full sentence.</li> <li>- Confidently say sentences where the word order differs from English.</li> <li>- Be able to give the gender of a noun from its article.</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write from memory a few sentences about where they live.</li> <li>- Be able to recognise some French prices with minimal aid.</li> <li>- Read prepared directions aloud to the class, with some support.</li> </ul>	<p>present tense singular forms of some common verbs.</p> <ul style="list-style-type: none"> <li>- Recognise that some sentence structures differ in French.</li> <li>- Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation.</li> <li>- Use the correct articles with plural nouns when prompted.</li> </ul>	<p>article when listening and reading.</p> <ul style="list-style-type: none"> <li>- Use the correct article with some common nouns when speaking and writing.</li> <li>- Describe things using simple adjectives.</li> <li>- Frequently recognise and identify different subject pronouns when reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play.</li> <li>- Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words.</li> <li>- Follow a model to write sentences in the first person using common verbs.</li> </ul> <p>-Learn about Bastille Day and the historic importance this holds for France.</p>
5	<p>Unit J - On holiday</p> <ul style="list-style-type: none"> <li>- Recognise some basic holiday vocabulary.</li> <li>- Understand some sentences about animals at the zoo.</li> <li>- Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.</li> <li>- Be able to translate French words using a bilingual dictionary with assistance.</li> </ul>	<p>Unit K - Eating out</p> <ul style="list-style-type: none"> <li>- Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary.</li> <li>- Recognise subject pronouns, and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help.</li> <li>- Take part in a simple role-play using prompts</li> <li>- Know that formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc.</li> </ul>	<p>Unit L - Hobbies</p> <ul style="list-style-type: none"> <li>- Be able to express likes and dislikes using visual prompts, and understand that “tu” is often used to form a question.</li> <li>- Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted.</li> <li>- Be able to talk about what they do and like doing, giving simple opinions with help.</li> <li>- Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit.</li> <li>- Understand that some nouns have irregular plurals in French.</li> </ul>	<p>Unit M - A school trip</p> <ul style="list-style-type: none"> <li>- Recognise and understand the difference between “mon”, “ma” and “mes” in the French story text.</li> <li>- Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences.</li> <li>- Recognise the future tense when prompted.</li> <li>- Form basic opinions about what they like to do in the context of school trips.</li> <li>- Join in with familiar French songs, pronouncing the majority of words clearly.</li> <li>- Read and translate a simple story text in French about a school trip</li> </ul>	<p>Unit N - Seasons</p> <ul style="list-style-type: none"> <li>- Recognise that the pronoun “on” is often used in sentences relating to the date.</li> <li>- Respond to questions using simple opinions with help.</li> <li>- instructions and some help.</li> <li>- Recognise and write some adjectives after nouns with help.</li> <li>- Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</li> <li>- Read and translate a simple French story recognising the use of different tenses.</li> </ul>	<p>Unit O - The Environment</p> <ul style="list-style-type: none"> <li>- Respond to questions using simple opinions with help.</li> <li>- Recognise who an important French environmentalist is and what they are doing to help improve their country.</li> <li>- Recognise and write some adjectives after nouns with help.</li> <li>- Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</li> <li>- Recognise the similarities and differences between the UK and French weather by comparing forecasts.</li> </ul>
6	<p>Unit P - Actions</p> <ul style="list-style-type: none"> <li>- Begin to recognise and use perfect past tense sentences with help.</li> </ul>	<p>Unit Q - In France</p> <ul style="list-style-type: none"> <li>- Read sentences in the perfect past tense about</li> </ul>	<p>Unit R - Family</p> <ul style="list-style-type: none"> <li>- Talk about what they have done using the perfect past tense when</li> </ul>	<p>Unit S - Friends</p> <ul style="list-style-type: none"> <li>- Understand the main points of the unit’s story in written form.</li> </ul>	<p>Unit T - The future</p> <ul style="list-style-type: none"> <li>- Recognise that adjectives change depending on the</li> </ul>	<p>Unit U - Jobs</p> <ul style="list-style-type: none"> <li>- Recall, say and write most of the unit’s job titles with their correct articles.</li> </ul>

	<ul style="list-style-type: none"> <li>- Recognise some adverbs from the lessons.</li> <li>- Recognise and use, with some help, third person singular verbs to describe what someone is doing.</li> <li>- Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</li> </ul>	<p>what they have eaten with some help.</p> <ul style="list-style-type: none"> <li>- Be able to understand the main points from a recipe with help.</li> <li>- Prepare and present a short presentation with some help using their knowledge of France during WW1/2.</li> <li>- Ask questions in the second person singular using the correct intonation when prompted.</li> <li>- Recognise that "<i>on</i>" has several meanings in French.</li> </ul>	<p>provided with a model sentence.</p> <ul style="list-style-type: none"> <li>- Identify third person plural forms of common verbs, with help.</li> <li>- Recognise the two different second person subject pronouns — "<i>tu</i>" and "<i>vous</i>".</li> <li>- Use single words from the unit to substitute into model sentences, creating new sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and present a simple role-play, taking sentences from the <b>Question and Answer</b> screens as a basis.</li> <li>- Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help.</li> <li>- Take part in a continuous conversation with some verbal prompts.</li> </ul>	<p>gender and number of the noun.</p> <ul style="list-style-type: none"> <li>- Recognise a comparative sentence from its structure when prompted.</li> <li>- Write and perform a role-play with help, incorporating basic future tense sentences.</li> <li>- Question why certain words might have been used for the unit's story.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the future tense with little help.</li> <li>- Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.</li> <li>- Change regular singular nouns into their plural forms with little help.</li> </ul>
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