

	Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	Basic understanding of France as a country. Greetings and feelings; learning through speaking, listening and singing. Yes/no, please/thank you. Introducing yourself and asking, 'How are you?'	Numbers to 10, classroom objects and classroom instructions, Christmas-related vocabulary and French traditions at Christmas.	Recap of greetings, encouraging correct questions and answers. Games to reinforce. Boys/girls/children - to enable basic instruction games to be followed accordingly. The French flag and its colours.	Body parts and actions – head, shoulders, knees and toes. Directions – up, down, left, right. Games to consolidate. The weather – what is it like today?	Revisit all previous areas covered, encouraging confident speaking, and correct use of learnt vocabulary and phrases. Games and songs to aid recall.	As Summer Term 1, plus further exploring what the children might like to find out about France and the French culture.
Year 4	I/he/she speak English and a little bit French/ how are you? Well, /very well not well at all/ordering a hot chocolate/count to 12/have a good holiday Magic French word/ presenting my friend/head shoulders knees toes and Simon says game using boys/girls/children	Numbers to 20/ Where is France? The UK? I am walking home with my friends/I am going to a club/ likes and dislikes/ getting-up and getting ready/travelling to Paris with Barnabé bear/ Christmas time	Happy new year traditions/ It is home time/music time/my family and pets /animal rap/5 senses/the Eiffel Tower/3 colours and 3 flags/10 action verbs and boogie /numbers to 29 potato and banana song	8 more colours/ I have a red T-shirt or not/colours and nouns together/rainbow song/4 traditional French songs/let's move! left, right, forward, and backwards/	Action food songs / ordering a hot chocolate /In the jungle, the lion is going hunting/ food shopping practice and likes and dislikes using definite and indefinite articles /masculine, feminine and plural	I am going on holiday to the seaside, the mountains, or the countryside ...or not Numbers to 39 /Days of the week/the weather is nice or not
Year 5	Regularly revisiting Y4 topics throughout the year/ My school/teacher is called /Where did you go on holiday? I went to the mountains/ seaside/countryside, or not/I stayed at home or not/ how are you? /My head, hand, foot is hurting, or not/I am hot, cold, hungry, thirsty, scared or not / leader's game	I can say where I live in Great Britain, which nationality I am and what I am not. I am and I am not British/French English, Welsh, Scottish, Irish, or else Where is Germany, Italy, and Spain? /Numbers to 49/ My favourite day is...why? Armistice day I am tired, happy, cross, ill, or not Christmas time	Happy new year/ I can ask somebody's age and answer for mine/ I am going to the doctor's and say what is wrong with me The 12 months of the year and my favourite months is ...and why More action verbs /Listen and watch carefully Wash your hands carefully	Many ways to extend your hellos and good wishes/ Valentine's tradition/ number to 59 / /May I have this (one) please? How much is it? I am going to eat a big sandwich/I like bread and warm croissants/	I have had a good holiday I like or I do + different sports /my favourite sport is /I would like to do + sport/ Football song 4 seasons and my favourite season is Mr Arc-en-Ciel I like fruit	Numbers to 69 Set the date What clothes are you wearing today? What am I going to do this summer? Work on "I am going" to do or go to... Practice positive and negative sentences
Year 6	Revisiting Y4Y5 topics throughout the year What time is it and telling the time? What is your phone number?	Classroom vocabulary and teaching subjects Dans ma trousse il y a... The other 4 neighbours of France, 7 flags	Happy new year / I would like + actions / I would like + food / Pour mon petit déjeuner song I would like this one and I don't like that one	French alphabet Learn more about talking about the weather Numbers to 100 ... and thousands	Visit Paris and learn about the Eiffel Tower, the Louvres Museum, la Défense arch, the Obelisk, the Seine, <i>the Arc de Triomphe</i> , the Sacré Coeur	Shops and places in town Dans les grands magasins song Fabulous bridges Le pont du Gard, le Viaduc de Millau

	Use I, you, he, and she + verbs from the 1 st group / Harvesting grapes in France/Process of wine making	Armistice and <i>Arc de Triomphe</i> Numbers to 79 Ordering different types of waters / Christmas time	Excuse-me/ Do you speak English? Can you help me? I don't understand / Can you speak more slowly? Can you repeat?	Qu'est-ce que c'est song about the classroom vocabulary Who is this? Learn how to play guess who	and the Cathédrale de Paris	
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Listening skills

Starting with a lot of repetitions, games and appropriate songs, the children progressively show understanding by reacting to instructions and showing with their “hand language”, kinaesthetic learning, that they have understood the meaning of what is being said.

Speaking skills

They gradually move from the listening and the repeating to being able to join in with the whole class speaking to progressively feel more confident to speak independently.

Reading skills

Most of my teaching is supported by power-points presentations where the children can read the French being delivered orally, they also can read the related English translation.

Writing skills

We occasionally write some French sentences when we happen to make some illustrations of our learning, we will have a go in year 6 at writing , for examples, days of the week, we have quizzes of “understanding” on white boards , but the emphasis is to practice the language orally rather than on paper.

Cultural understanding

I take every opportunity to bring the similarities and the differences between our 2 countries, we follow the yearly calendar to celebrate our similar or different traditions.

Lesson plans

All my lessons are supported by customized PPoint presentations.

I have made them up over the years, I adapt and improve them as I go along with the progress of a class.

Some of it will be familiar to the children, an opportunity for all to gain confidence in the repetitions and the routine then, along the lesson, there will be

Yellow slides

These are new topics on the day

Light blue slides

These will be topics on their 2nd week introduction

Light green slides

This is work in progress and the number of weeks will be shown

Orange slides

Re introducing a topic/ a song for the first time on that new year

Bright yellow slides

The children should have that knowledge under their belt

There are 3 or 4 traditional French songs, the rest are made-up and purposeful, with an intention to teach them useful language once taken out of the song.

There are lots of games at the end of most lessons, re enforcing the vocabulary that is being taught, including everyone, giving an opportunity to ALL , even the ones who find the language a challenge, an opportunity to win these dojos or house-points.

Implementation(the how)

Our teaching of French takes place weekly and is taught through a wide variety of techniques in each lesson:

- Showing understanding by joining in both in actions and repetitions
- Encouraging good pronunciation
- Speaking, listening, and looking at bilingual supportive Power-points to assist understanding
- Using many actions to create a dynamic learning environment
- Singing meaningful memorable songs to turn them into purposeful useful sentences
- Provoking interactions, dialogue, and responses, avoiding passive learning
- For each new topic, always progressively move from class to group to individual repetition or response
- Introducing many games to support the learning, encourage memorization and the involvement of the less confident children

- Regular repetition of previous knowledge to support consolidation of the learning