

**French – Year 3 – Medium Term Plan
Summer 2, Unit 3: Je Peux**

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:	I can remember five high frequency infinitive verbs in French.	Pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in French.	<ul style="list-style-type: none"> - Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10 and 11) 	<ul style="list-style-type: none"> - Danser - Chanter - Sauter - Cuisiner - Faire du velo 	<ul style="list-style-type: none"> - Powerpoint (Je Peux 1) - Animated video. - Differentiated worksheets. - Songs. <p>Pupil unit glossary sheet must be glued in each French book at the start of the topic.</p>
Two:	I can begin to learn how to recognise, recall and spell a further five verbs in French.	Pupils will consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language. The children remember all ten verbs in French from memory.	<ul style="list-style-type: none"> - Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10) 	<ul style="list-style-type: none"> - Jouer d'un instrument - Patiner - Dessiner - Nager - Parler Francais 	<ul style="list-style-type: none"> - Powerpoint (Je Peux 2). - Songs. - Differentiated worksheets.
Three:	I can remember all ten verbs in French from memory and attempt to put them into a sentence.	Pupils will consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French.	<ul style="list-style-type: none"> - Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10) 	<ul style="list-style-type: none"> - Je peux 	<ul style="list-style-type: none"> - Powerpoint (Je Peux, 3). - Songs. - Differentiated worksheets.
Four:	I can recall the ten verbs from memory and use them to form sentences describing what I can and cannot do in French.	Pupils will consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.	<ul style="list-style-type: none"> - Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10) 	<ul style="list-style-type: none"> - Je Peux - Je ne peux pas 	<ul style="list-style-type: none"> - Powerpoint (Je Peux, 4). - Songs.
Five:	I can say what I can and cannot do in a sentence in French and attempt to develop these sentences using 'et' (and) & 'mais' (but).	Pupils will be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.	<ul style="list-style-type: none"> - Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10) 	<ul style="list-style-type: none"> - Et - Mais 	<ul style="list-style-type: none"> - Powerpoint (Je Peux, 5). - Songs.
Six:	In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	-		All of the vocabulary from lessons 1-5.	<ul style="list-style-type: none"> - Powerpoint (Je Peux, 6). - End of unit assessment and pupil self -assessment.
Assessment:					
<ol style="list-style-type: none"> 1. Pupil self assessment sheet. 2. End of unit assessment. 					

	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resou
	I can recognise, recall and spell the nouns for popular food and drink offered in a French tea room.	- Pupils will learn how to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)	- Un croque-monsieur - Un pain au chocolat - Un croissant - Un sandwich au fromage - Un sandwich au jambon - Un café - Un café au lait - Un thé - Un chocolat chaud - Un coca-cola - Un jus d'orange	- Power Slides (1) - Family Snap game (in pairs) - Songs - Differentiated worksheet. Pupil unit glossary and pupil knowledge organiser sheets must be glued in each French book at the start of the topic.
Two:	I can learn nine feminine nouns for popular food and drink offered in a French tea room.	- Pupils will consolidate the eleven masculine nouns taught last week and will progress to learning a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a French salon de thé.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)	- Une part de quiche - Une part de gâteau au chocolat - Une tartelette - Une brioche - Une crêpe - Une salad - Une omelette - Une limonade - Une grenadine	- Powerpoint Slides (2). - Songs. - Differentiated worksheet.
Three:	I can order what I would like to eat and drink in the salon de thé	- Pupils will be able to use transactional language so that they can order what they would like to eat and drink in the salon de thé.?	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)	- bonjour - Je voudrais - et	- Powerpoint (3). - Songs. - Differentiated worksheets.
Four:	I can ask for the bill and say 'goodbye' and 'thank you' in French.	- Pupils will consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in French.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)	- L'addition s'il vous plaît - Merci - Au revoir	- Powerpoint (4). - Songs . - Differentiated worksheets. - Language builder.
Five:	I can calculate the bill in the salon de thé.	- Pupils will understand about French currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the French salon de thé.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)	- Un euro - Deux euros - Cinquante centimes - Vingt centimes - Dix centimes - Cinq euros - Dix euros - Vingt euros	- Powerpoint (5). - Songs. - Differentiated worksheets. - Language builder.
Six:	Revise the topic, au salon de thé and complete end of unit assessments.		- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (11) - Grammar (12)		Powerpoint (6). End of unit assessment sheets. Self-assessment sheets.
Assessment: End of unit assessment and pupil self-assessment.					

French – Year 5 – Medium Term Plan

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
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	I can recognise, recall and begin to spell the seven days of the week in French.	- Pupils will learn how to recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)	- Lundi - Mardi - Mercredi - Jeudi - Vendredi - Samedi - Dimanche	P S D w Pupil unit glossary and pupil knowledge organiser sheets must be glued in each French book at the start of the topic.
Two:	I can recognise, recall and spell the twelve months of the year in French.	- Pupils will consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year in the foreign language.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)	- Janvier - Février - Mars - Avril - Mai - Juin - Juillet - Août - Septembre - Octobre - Novembre - Décembre	- Powerpoint (2). - Songs. - Differentiated worksheets.
Three:	I can recognise, recall and spell the numbers 1-31 in French.	- Pupils will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)	- See Language builder and pupil glossary.	Powerpoint (3) Songs Differentiated worksheets. Language builder.
Four:	I can say the date in French.	- Pupils will start to put all their new language into context by learning the structure necessary to say the date in the foreign language.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)	- Aujourd'hui c'est quel jour ? - Aujourd'hui c'est...	- Powerpoint (4) - Songs. - Differentiated worksheets. - Language builder. - Flashcards.
Five:	I can say the date and when my birthday is in French.	- Pupils will build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)	- Mon anniversaire est le...	- Powerpoint (5) - Songs. - Differentiated worksheets. - Language builder. - Role play
Six:	Revise the topic, Le date and complete end of unit assessments.	-	- Listening (1 and 2) - Speaking (3,4,5 and 6) - Reading (7,8 and 9) - Writing (10)		- Powerpoint (6) - End of unit assessment and self assessment.
Assessment: Pupil self- assessment and end of unit assessment.					

Summer 2, Unit 3: Le date.

French Year 6 – Medium Term Plan

Summer 2, Unit 3: Moi dans le Monde.

National Curriculum Objectives Key:

		ng	ve r	he r	ts a	act	Listen attentively to spoken language and show understanding by joining in and responding.	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Present ideas and information orally to a range of audiences.	Read carefully and show understanding of words, phrases and simple writing.	Appreciate stories, songs, poems and rhymes in the language.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Describe people, places, things and actions orally and in writing.	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.	
Four:	I can compare French fictional live.	1	2	3	4	5	6	7	8	9	10	11	12						
Five:	I can learn about protecting the planet in French.																		
Six:	To revise all of the language covered so far and complete the end of unit assessment.																		
Assessment: Self assessment and end of unit assessment																			

