

French

Long-term plan

Standard

Our 30-week KS2 long-term plan for **French** is designed for schools that deliver the subject each week.

This document is regularly updated to reflect changes to our content. This version was created on 21.01.22.

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Bonjour!



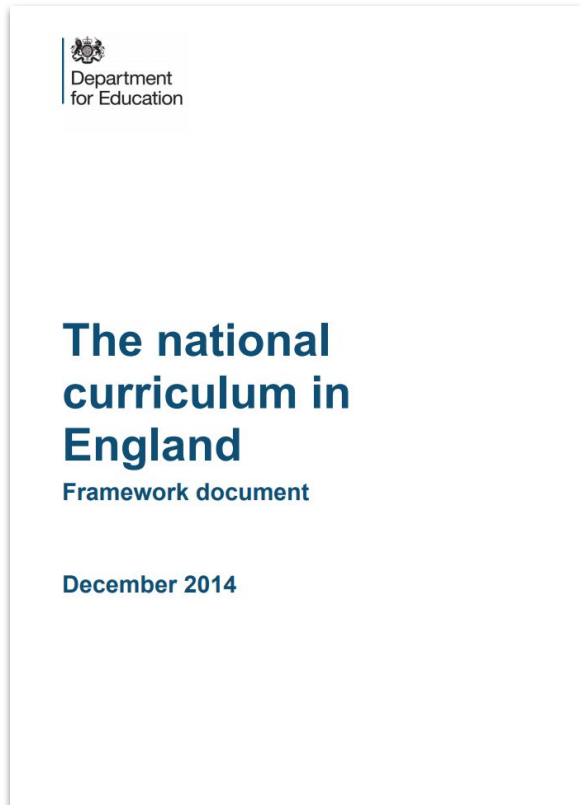
Kapow
Primary™

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How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National Curriculum (2014)**



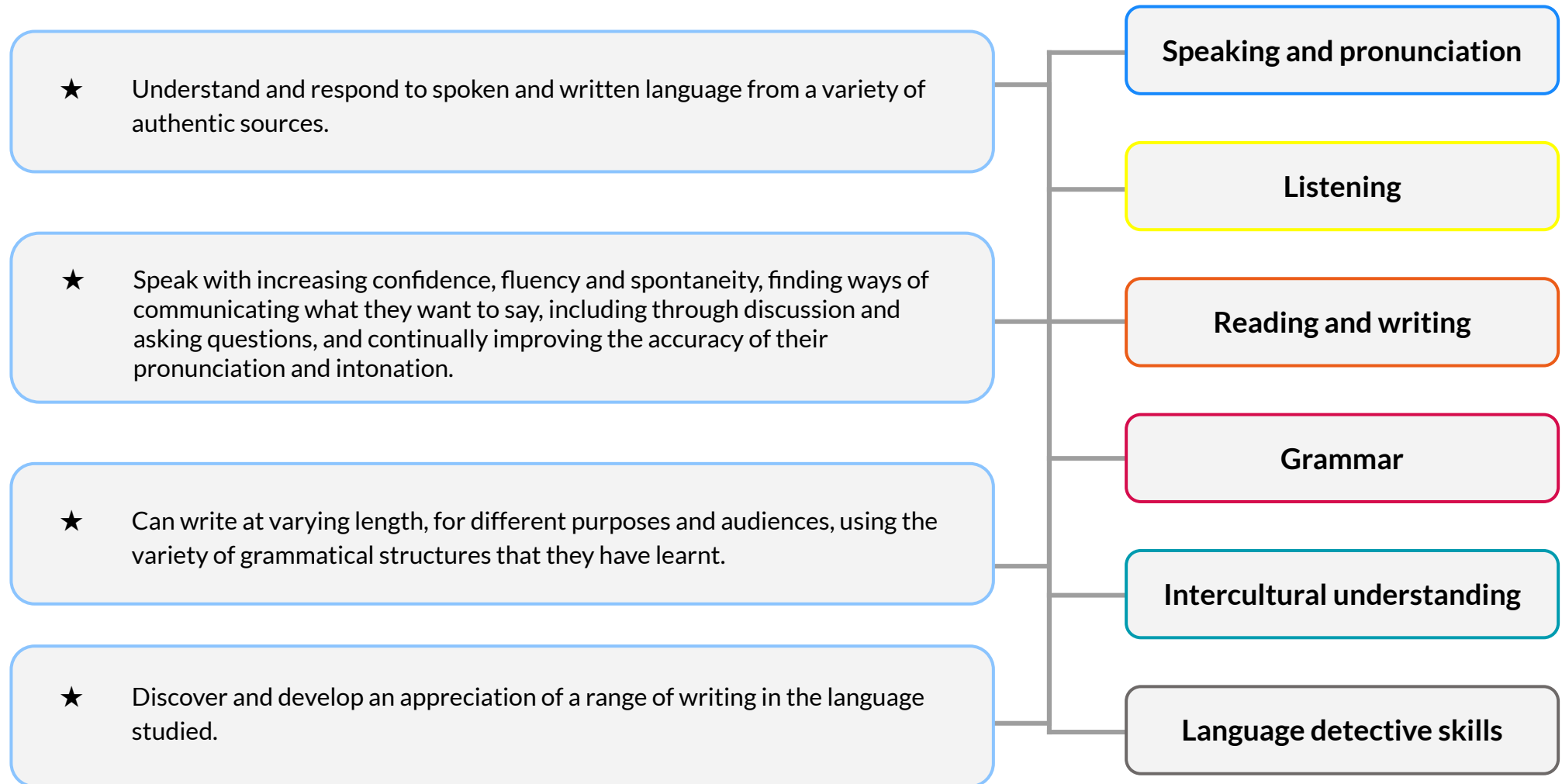
It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.

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How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study for Languages aims to ensure that all pupils:

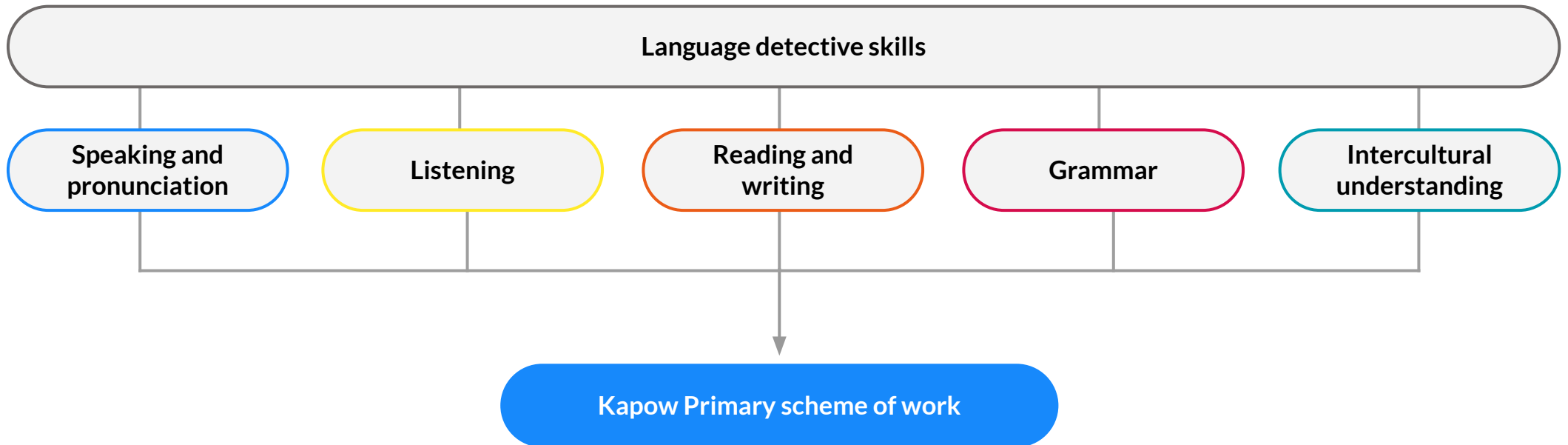
We have identified these strands which run throughout our scheme of work:



Our [National curriculum mapping](#) document shows which of our units cover each of the National Curriculum attainment targets as well as each of these strands. Each lesson plan references the relevant National Curriculum objectives, along with cross-curricular links to any other subjects.

How is the French scheme of work organised?

We have identified five key strands which run throughout the scheme of work, and an overarching strand, 'Language detective skills' which are the language learning techniques used in every lesson to develop the other strands.



Language detective skills

At Kapow Primary, we believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.



A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Is there any flexibility in the Kapow Primary French scheme?

Our French scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **French** scheme. Visit the [Essential subject materials page](#) for more.

- ✓ [National curriculum mapping](#)
 - Shows which of the National Curriculum Attainment targets are covered by each unit.
- ✓ [Progression of skills:](#)
 - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [List of required resources](#)
 - Explains which resources are required to teach our scheme of work.
- ✓ [Intent, Implementation, Impact statement](#)
 - Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

All units have 5 lessons unless otherwise stated.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|--|---|--|
| Year 3 | French greetings with puppets (4 lessons) | French adjectives of colour, size and shape | French playground games- numbers and age | In a French classroom | French transport | A circle of life in French |
| Year 4 | Portraits - describing in French | Clothes- getting dressed in French | French numbers, calendars and birthdays | French weather and the water cycle | French food- miam, miam! | French and the Eurovision Song Contest |
| Year 5 | French monster pets | Space exploration - in French | Shopping in France | French speaking world | Verbs in a week | Meet my French family |
| Year 6 | French sport and the Olympics (6 lessons) | French football champions | In my French house | Planning a French holiday | Visiting a town in France | |

| Year 3 | | | |
|----------|--|----------|---|
| Autumn 1 | <u>French greetings with puppets</u> (4 lessons) | Autumn 2 | <u>French adjectives of colour, size and shape</u> (5 lessons) |
| | Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day. | | Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills |
| Spring 1 | <u>French playground games- numbers and age</u> (5 lessons) | Spring 2 | <u>French weather and the water cycle</u> (5 lessons) |
| | Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English. | | Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' |
| Summer 1 | <u>French transport</u> (5 lessons) | Summer 2 | <u>A circle of life in French</u> (5 lessons) |
| | Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go. | | Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains. |

| Year 4 | | | |
|-----------------|---|-----------------|--|
| Autumn 1 | <u>Portraits - describing in French</u> (5 lessons) | Autumn 2 | <u>Clothes- getting dressed in French</u> (5 lessons) |
| | Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun. | | Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French. |
| Spring 1 | <u>French numbers, calendars and birthdays</u> (5 lessons) | Spring 2 | <u>French weather and the water cycle</u> (5 lessons) |
| | Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals. | | Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is. |
| Summer 1 | <u>French food- miam, miam!</u> (5 lessons) | Summer 2 | <u>French and the Eurovision Song Contest</u> (5 lessons) |
| | Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French. | | Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries. |

| Year 5 | | | |
|-----------------|--|-----------------|---|
| Autumn 1 | <u>French monster pets</u> (5 lessons) | Autumn 2 | <u>Space exploration - in French</u> (5 lessons) |
| | Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. | | Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. |
| Spring 1 | <u>Shopping in France</u> (5 lessons) | Spring 2 | <u>French speaking world</u> (5 lessons) |
| | Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases. | | Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language. |
| Summer 1 | <u>Verbs in a week</u> (5 lessons) | Summer 2 | <u>Meet my French family</u> (5 lessons) |
| | Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs. | | Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases. |

| Year 6 | | | |
|----------|--|----------|--|
| Autumn 1 | <u>French sport and the Olympics</u> (6 lessons) | Autumn 2 | <u>French football champions</u> (5 lessons) |
| | Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive. | | Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers. |
| Spring 1 | <u>In my French house</u> (5 lessons) | Spring 2 | <u>Planning a French holiday</u> (5 lessons) |
| | Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms. | | Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey. |
| Summer 1 | <u>Visiting a town in France</u> (5 lessons) | Summer 2 | We have left this half term free as we know that this can be a busy time in Year 6. |
| | Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France. | | If you want to continue with your French learning, you could revise and recap or study language related to other topics! |