

## FRENCH LTP 2023-2024 – LANGUAGE ANGELS FROM JANUARY 2024

	ADVENT 1	ADVENT 2	LENT	PENTECOST
EYFS				<b>Nursery Rhymes:</b> <ul style="list-style-type: none"> <li>• Recognise, recall and remember up to 6 popular nursery rhymes in French.</li> <li>• Recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French.</li> <li>• Learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.</li> </ul>
YEAR 1				<b>Greetings:</b> <ul style="list-style-type: none"> <li>• Say ‘hello’ (formally and informally).</li> <li>• Say their name.</li> <li>• Ask how somebody is feeling and give a reply.</li> <li>• Say ‘goodbye’ and ‘see you soon’.</li> </ul>
YEAR 2				<b>Colours and numbers:</b> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 colours in French.</li> <li>• Count from 1-10 in French.</li> </ul>
YEAR 3			<b>I Am Able...</b> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in French.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but).</li> </ul>	<b>Animals:</b> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>• Understand that there are more determiners/ articles in French than in English.</li> </ul> <p>Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be).</p>
YEAR 4			<b>Presenting Myself:</b> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> </ul>	<b>My Family:</b> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> </ul>

			<ul style="list-style-type: none"> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have).</li> </ul>
YEAR 5			<p style="text-align: center;"><b>Do You Have a Pet?</b></p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).</li> </ul>	<p style="text-align: center;"><b>What is the Weather?</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask and say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>
YEAR 6			<p style="text-align: center;"><b>What is the Date?</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday. • Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<p style="text-align: center;"><b>My Home:</b></p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have in their home.</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>

## FRENCH LTP 2024-2025 – LANGUAGE ANGELS

	ADVENT 1	ADVENT 2	LENT	PENTECOST
EYFS				<b>Nursery Rhymes:</b> <ul style="list-style-type: none"> <li>• Recognise, recall and remember up to 6 popular nursery rhymes in French.</li> <li>• Recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French.</li> <li>• Learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.</li> </ul>
YEAR 1				<b>Greetings:</b> <ul style="list-style-type: none"> <li>• Say ‘hello’ (formally and informally).</li> <li>• Say their name.</li> <li>• Ask how somebody is feeling and give a reply.</li> <li>• Say ‘goodbye’ and ‘see you soon’.</li> </ul>
YEAR 2			<b>Colours and numbers:</b> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 colours in French.</li> <li>• Count from 1-10 in French.</li> </ul>	<b>I Am Learning French:</b> <ul style="list-style-type: none"> <li>• Pinpoint France and other French speaking countries on a map of the world.</li> <li>• Ask and answer the question ‘How are you?’ in French.</li> <li>• Say ‘Hello’ and ‘Goodbye’ in French.</li> <li>• Ask and answer the question ‘What is your name?’ in French.</li> <li>• Count to 10 in French.</li> <li>• Say 10 colours in French.</li> </ul>

YEAR 3	<p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>• Understand that there are more determiners/ articles in French than in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name and spell at least four parts of the body in French as seen in the story.</li> </ul>	<p><b>I Am Able...</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in French.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).</li> </ul>	<p><b>L'ancienne histoire de la Grande-Bretagne:</b></p> <ul style="list-style-type: none"> <li>• Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</li> <li>• Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>• Be able to say in French three of the types of people who lived in ancient Britain.</li> <li>• Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</li> <li>• Name the three types of dwellings people lived in during the stone, bronze and iron ages.</li> </ul>
YEAR 4	<p><b>Presenting Myself:</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	<p><b>My Family:</b></p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul>	<p><b>In the Classroom:</b></p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>	<p><b>Tudors:</b></p> <ul style="list-style-type: none"> <li>• Continue applying the knowledge, skills and understanding of the language.</li> <li>• Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and unknown to them.</li> <li>• Learn at least three adjectives in French.</li> <li>• Tell somebody in French at least two key facts of Tudor history.</li> </ul>

YEAR 5	<b>Do You Have a Pet?</b> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).</li> </ul>	<b>What is the Date?</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<b>What is the Weather?</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask and say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>	<b>Habitats:</b> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</li> </ul>
YEAR 6	<b>My Home:</b> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have in their home.</li> </ul> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<b>World War II:</b> <ul style="list-style-type: none"> <li>• Group/order unknown vocabulary to help decode texts in French.</li> <li>• Improve listening and reading skills.</li> <li>• Name the countries and languages involved in WW2.</li> <li>• Say what the differences were in city and country life during the war.</li> <li>• Learn to integrate all their new and previous language writing a letter.</li> </ul>	<b>At School:</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in French.</li> <li>• Say what time they study certain subjects at school.</li> </ul>	<b>At the Weekend</b> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>