

## FRENCH LTP– LANGUAGE ANGELS

	<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent</i>	<i>Pentecost</i>
<i>EYFS</i>				<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>
<i>Year 1</i>				<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>
<i>Year 2</i>			<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>• Use key greetings</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	<b>Animals:</b> <ul style="list-style-type: none"> <li>• Say 5 animals in French with their correct determiner</li> <li>• Say 5 more animals in French with their correct determiner</li> <li>• Revise all 10 animals with their determiner and attempt the spellings</li> <li>• Explore and understand better the role of the indefinite article/determiner in French</li> <li>• Use the verb 'je suis' (I am) in French</li> </ul>	<b>Little Red Riding Hood</b> <ul style="list-style-type: none"> <li>• say 8 key words in French from the story of Little Red Riding Hood</li> <li>• say 8 parts of the body in French</li> <li>• listen out for all the new vocabulary I have learnt when listening to the story of Little Red Riding Hood</li> <li>• spell the new vocabulary so that I can recognise and understand them when reading the story of Little Red Riding Hood</li> <li>• use decoding skills to help learn more words from the story of Little Red Riding Hood</li> </ul>	<b>I Am Able...</b> <ul style="list-style-type: none"> <li>• say 5 verbs in French</li> <li>• say 5 more verbs in French?</li> <li>• use the structure 'je peux' (I am able) with the verbs in French</li> <li>• use the negative structure 'je ne peux pas' (I am not able) followed by verbs in French</li> <li>• use the conjunctions 'et' (and) &amp; 'mais' (but) in French</li> </ul>	<b>L'ancienne histoire de la Grande-Bretagne:</b> <ul style="list-style-type: none"> <li>• know about the 6 key periods of Ancient Britain in French?</li> <li>• use the high frequency verb 'je suis' (I am) in French?</li> <li>• use the high frequency verb 'j'ai' (I have) in French?</li> <li>• use the high frequency verb 'j'habite' (I live) in French?</li> <li>•</li> <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	<b>Presenting Myself:</b> <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> </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>	<b>In the Classroom:</b> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> </ul>	<b>Tudors:</b> <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</li> </ul>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>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.</p> <ul style="list-style-type: none"> <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	<p><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><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><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>	<p><b>Habitats:</b></p> <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	<p><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</li> </ul>	<p><b>World War II:</b></p> <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> </ul>	<p><b>At School:</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects. <ul style="list-style-type: none"> <li>• Say what subjects they like and dislike at school.</li> </ul> </li> </ul>	<p><b>At the Weekend</b></p> <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> </ul>

	<p>the correct article for each) for the rooms of the house in French.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
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