



Planning Document for KS2 French

Shaftesbury School and Shillingstone School



Shaftesbury School



Key Skills

Year 3	Listening Listen and respond to familiar spoken words and phrases. Respond to simple questions from video clips in pairs / indiv / fill in tables with info Speaking Communicate with others using simple words, phrases and short sentences - simple q and a Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Reading Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links (end of words silent / understand that accents exist) Writing Write some familiar simple words using a model and some from memory / gap fill in sentence / start to finish end of model sentences Grammar Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative
Year 4	Listening Listen for specific phonemes, words and phrases - filling in tables from video clips and answering specific questions Speaking Communicate by asking and answering a wider range of questions and presenting short pieces of information Surveys and feedback Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Reading Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud - Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. Writing Write a short text using a model Write a few simple sentences from memory Grammar Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns • verbs - 1 st, 2nd 3 rd persons in questions and answers • how to form the negative
Year 5	Listening Listen attentively and understand more complex phrases and sentences - video clips and live listening skills / Speaking Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Reading Read a variety of short simple texts in different formats and in different contexts - Longer reading text use of dictionary Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud Writing Write simple sentences and short texts using a model Use a dictionary to check the spelling of words. Grammar Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine, neuter –adjectives, possessive pronouns • verbs – how to form the future / conditional tense, conjugation of present tense verbs
Year 6	Listening Understand the main points and simple opinions in spoken sources e.g. story, song or passage Understand longer and more detailed info from video or live listenings Speaking Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, Reading Read aloud from a text with good expression . Much more detailed info to be extracted from longer passages use of dictionary Use of dictionary to understand Writing Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use of dictionary Grammar Understand some basic grammar appropriate to the language being studied: • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs gender – masculine, feminine, neuter -nouns and adjectives

KS2 Overview for Shillingstone Primary School 2023/2024

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
WOODLAND CLASS Year 3	All about me Name Age (numbers 1-10) Where I live Birthdays Colours	Hobbies and Sports Vocabulary building Opinions and Justifications	Food and Drink Vocabulary for food and drink Menu games Prep for VHC	World Book Day Reading/Phonics Creating VHC story	Places in Town Vocabulary building The verb aller in 1 st person Transport to school Surveys using questions	Countries of the world I go in present tense with 'I' I would like Shopping for souvenirs Revision of numbers
OCEAN CLASS Year 4/5	Review basics in terms of greetings Family members Physical descriptions 1 st and 3 rd Person	Parts of the Body What hurts Going to the doctors	Food and Drink Vocabulary building Revision of Opinions Money Using menus Creating menus	Roleplay and Speaking, interactions Using menus Creating a drama piece to practice role plays in restaurants Paying the bill	School subjects Vocabulary building Opinions and Justifications Adjectival Agreement Pencil case items Listening, Assessment	Countries Present tense Opinions and justifications Conditional Money and paying Reading and Listening Tasks
DESERT CLASS Year 6	Review basics Name, where I live numbers 1-20 Shopping in France Shops in town I would like Articles Definite/indefinite partitive	Shopping continued Numbers and Paying Gift vocabulary Revision of Opinions Roleplays Speaking and Listening	Daily Routine Telling the time Reflexive verbs Presentations Writing about your daily routine	World Book Day Reading and Interpreting the VHC Adjectival agreement Writing in the 3 rd person Creating your own animal and story	Holidays Investigation into France Conditional tense I would like to see I would like to visit Directions and asking for them Theme park attractions Holiday activities (PRESENT TENSE) with opinions and justifications	Holidays Activities PAST TENSE Activities FUTURE TENSE Opinions and Justification in 3 tenses Simple conjugation Using 3 tenses at once End of year assessment

Scheme of Work

WOODLAND CLASS - Year 3

Term 1A	Lesson
Week 1	Introduction, phonics games, My name is
Week 2	Numbers
Week 3	Numbers and Age
Week 4	Months
Week 5	My birthday is
Week 6	I live in
Week 7	Colours

HALF TERM

Term 1B	Lesson
Week 1	Review of previous term
Week 2	Hobbies and Sports using JE JOUE or JE FAIS
Week 3	Hobbies and Sports using JE JOUE or JE FAIS
Week 4	Introduction of opinions using J'aime/Je n'aime pas/Je deteste/J'adore
Week 5	Opinions using J'aime/Je n'aime pas/Je deteste/J'adore
Week 6	Justifications of opinions using c'est + adjective
Week 7	Justifications of opinions using c'est + adjective

CHRISTMAS

Term 2A	Lesson
Week 1	Review of previous term
Week 2	Food and drink vocabulary building (a/an/some) (no explicit grammar teaching)
Week 3	Ordering from a menu. Set phrases, I would like
Week 4	Revision of numbers 1 -10
Week 5	Money (simple addition with numbers 1-10)
Week 6	Food opinions (I would like x because it is y) (positive and negative)
Week 7	Creating a menu of snacks with prices etc.

HALF TERM

Term 2B	Lesson
Week 1	Review of previous term
Week 2	Reading and Listening to the VHC in French. Working out the story
Week 3	Working out words, saying words, practicing speaking and reading
Week 4	Creating your own animal. (variety of animals presented, size adjectives) (revision of colour) (teach all in the masculine, don't attempt adjectival agreement)
Week 5	Revision of numbers and food
Week 6	Creating your own story board with French sentence frame

Week 7	Presenting to your friends
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EASTER

Term 3A	Lesson
Week 1	Review of previous term
Week 2	Vocabulary building- places in town
Week 3	The verb aller in 1 st person only (I go)
Week 4	Masculine and Feminine of places in town
Week 5	'To the' Locative article and changes
Week 6	What do you usually do on the weekend 'I go to the beach' EXIT TICKETS
Week 7	Adding opinions and justifications (Usually, I go to the beach. I like the beach because it is fun.)

HALF TERM

Term 3B	Lesson
Week 1	Review of previous term
Week 2	Countries (masculine and Feminine) Explore La Francophonie. Where is French spoken ?
Week 3	I would like- je voudrais + aller (I would like to go to France)
Week 4	Opinions and Justifications (I would like to go to France because it is interesting)
Week 5	Souvenirs (vocabulary)
Week 6	Souvenir plus I would like to buy
Week 7	Revision of the Year, appreciation of how far we have come! Talk about next year and what will be studied!

END OF YEAR

Scheme of Work

OCEAN CLASS - Year 4 & 5

Term 1A	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Introduction, phonics games, My name is, review of basic information (name, age, birthday, numbers, dates)	General revision for both	General revision for both Inclusion of challenge tasks using 3 rd person singular
Week 2	Vocabulary building, family members	Immediate family including grandparents	Go for uncles, cousins, aunts nephews, grand children etc. in terms of vocabulary
Week 3	Physical description (tall, fat etc) adjectival agreement	Just focussing on Je	Using 3 rd person to describe other famous families
Week 4	Hair and Eye colour (revision of colours, including hair length, makeup)	Focus on self	Use of il and elle (3 rd person)
Week 5	Use of ETRE in the 3 rd person	Just je suis and il est/elle est	Try whole paradigm
Week 6	Writing about your family correctly. Preparation for Assessment	Differentiated by activity	Extension: writing about another family
Week 7	Assessment through exit tickets	Differentiated by success criteria	Differentiated by success criteria

HALF TERM

Term 1B	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Review of previous term; Assessment feedback WWW/TIF	Directed WWW/TIF	Differentiated by criteria
Week 2	Vocabulary building, body parts (revision of masculine and feminine building in adjectives)	Agreeing core adjectives to masculine and feminine	Extension by complex adjectives (irregular) and through some idiomatic phrases (as thin as a rake)
Week 3	Saying something hurts : j'ai mal au/ à la/ aux	Focus on saying SOMETHING hurts, just one thing	Complex sentences using connectives
Week 4	Saying you are ill: Specific illnesses	Learning specific illnesses and resolutions	Building in what hurts with a specific illness My head hurts and I think I have a cold
Week 5	Light touch in terms of time	Just recognise 12, 3, 6 and 9	Try to go with all aspects of a clock
Week 6	Role Play : Going to The Doctors (booking an appointment) Revision of days of the week	Say a time, say a symptom, confirm a day, be polite	Build in unexpected, we have no appointments then, I can offer you one.....
Week 7	Speaking to the doctor and interpreting advice	Teacher led reading	Paired roleplay- one doctor one student

CHRISTMAS

Term 2A	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Review of previous term	Review activities, mixed team games. Gauge progress and try to build this term, target setting.	Review activities, mixed team games. Gauge progress and try to build this term, target setting.
Week 2	Food and drink vocabulary building, looking and interpreting sample menus	Simple snack based vocabulary	Starter main and dessert
Week 3	Opinions on food and drink	Simple j'aime/je n'aime pas	Complex opinion (ce que me plait c'est) Idiomatic opinions
Week 4	Allergies using j'ai/je ne peux pas	Mainly likes and dislikes Focus on vegetarianism (agreement) Choosing the best meal for students	Go into intolerances and likes and dislikes
Week 5	Money and revision of numbers (simple 1-50 only, whole figures)	Only whole numbers (1-50)	Decimal numbers (.25 .50)
Week 6	Creating a menu in French for your own café	Snacks only, a little menu	3 courses needed, starter, main, dessert
Week 7	Using your menus in a roleplay with friends	Group Year 4s with Year 4s, I would like...	Group 5s with 5s, I would like and, but,

HALF TERM

Term 2B	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Review of previous term	Review activities, mixed team games. Gauge progress and try to build this term, target setting.	Review activities, mixed team games. Gauge progress and try to build this term, target setting.
Week 2	Vocabulary building: School Subjects. Difference between school in France and in England	Just core subjects	Extend to wider GCSE subjects
Week 3	Revision of opinions and justifications (essential, I need it, not essential)	I like and justification (simple adjectives requiring agreement)	Complex opinions that can be learnt by rote
Week 4	Items in my pencil case (I have/I do not have any....J'ai un/une, je n'ai pas de)	Difference between j'ai un and je n'ai pas de Basics	Build in plural and colours to extend. I would like (other items, highlighters etc.)
Week 5	My Survival kit: What I need to survive my school day (Listenings from year 7 textbook)	Essential, not essential, I want and practice of previous vocabulary material	Build in conditional that Year 5s (and year 4s can do as an extension)
Week 6	Revision of term so far to prepare for Assessment	Review activities, mixed team games. Clear up misconceptions	Review activities, mixed team games. Clear up misconceptions
Week 7	Listening Assessment	Adapt Year 7 Pearson Assessment from Module 2	Adapt Year 7 Pearson Assessment from Module 2

EASTER

Term 3A	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Review of previous term	Review activities, mixed team games. Gauge progress and try to build this term, target setting for coming term.	Review activities, mixed team games. Gauge progress and try to build this term, target setting for coming term.
Week 2	Vocabulary building- places in town	Mainly cognates. Can you remember to the from body parts?	Learn and test masculine and feminine. Can you remember to the from body parts?
Week 3	The verb aller in 1 st person only (I go)	1 st person only required for recognition and manipulation, anything else a bonus	Whole paradigm chant. Students should be able to conjugate. Demonstrated through whiteboard activities.
Week 4	Masculine and Feminine of places in town	Revision of body parts and to the. Students can say I go to the using correct version	Vowels and procedure, students can translate and interpret all pronouns and entire paradigm.
Week 5	'To the' Locative article and changes	Practice with I and correct 'to the'	As above, building in the entire paradigm
Week 6	What do you usually do on the weekend 'I go to the beach' EXIT TICKETS	Some present tense timephrases	Present tense timephrases but also using complex negative connectives (cependant, bien que (if you are feeling brave)).
Week 7	Adding opinions and justifications (Usually, I go to the beach. I like the beach because it is fun.)	Basic opinions and justifications	Complex idiomatic expressions to do with opinions (c'est le pied)

HALF TERM

Term 3B	Lesson	Year 4 Stream	Year 5 Stream
Week 1	Review of previous term	Review activities, mixed team games. Gauge progress and try to build this term, target setting for coming term.	Review activities, mixed team games. Gauge progress and try to build this term, target setting for coming term.
Week 2	Countries (masculine and Feminine) Explore La Francophonie. Where is French spoken ?	Mainly cognates. Can you remember to the from body parts?	Mainly cognates. Can you remember to the from body parts?
Week 3	I would like- je voudrais + aller (I would like to go to France)	Just focus on je voudrais + aller + loc.	Build in other infinitives such as I would like to eat, I would like to dance
Week 4	Opinions and Justifications (I would like to go to France because it is interesting)	Basic opinions and justifications	Complex idiomatic expressions to do with opinions (c'est le pied)
Week 5	Souvenirs (vocabulary)	Cognate based, France based	Use GCSE textbook on Souk in Morocco. Show video
Week 6	Souvenir plus I would like to buy	Cognate based, France based	Use GCSE textbook on Souk in Morocco. Show video
Week 7	Revision of the Year, appreciation of how far we have come! Talk about next year and what will be studied!	Look at Year 5 SoW which has been followed by Year 4. What needs to change? What has already been covered and needs adapting. Will they be taught 5 and 6?	Look at Year 6 work moving forward.

Scheme of Work

DESERT CLASS - Year 6

Term 1A	Lesson
Week 1	Revision of basics, my name is, where I live, age, birthday, like and dislikes
Week 2	Different shops in France
Week 3	I would like/I need to buy
Week 4	Articles (difference between definite, indefinite, partitive)
Week 5	Reading (introduce C.H.E.A.T)
Week 6	Practice with C.H.E.A.T.
Week 7	Reading for phonetic accuracy

HALF TERM

Term 1B	Lesson
Week 1	Review of previous term
Week 2	Souvenirs and things to buy from shops
Week 3	Opinions
Week 4	Revision of numbers 1-100
Week 5	Paying roleplays. Teacher led
Week 6	Opinions revision
Week 7	Listening and Reading Test

CHRISTMAS

Term 2A	Lesson
Week 1	Review of previous term
Week 2	Daily routine- vocabulary building with reflexive verbs
Week 3	Dissection of reflexive verbs, manipulation to include 1 st person conjugation
Week 4	Teaching time (main points first)
Week 5	Teaching of time (all points)
Week 6	Writing up your daily routine
Week 7	Presenting to pairs to practice pronunciation

HALF TERM

Term 2B	Lesson
Week 1	Review of previous term
Week 2	Introduction to the Very Hungry Caterpillar. Listening, reading and interpersing
Week 3	CHEAT again
Week 4	Revision of adjectives
Week 5	Conjugation of 3 rd person verbs
Week 6	Writing your own very hungry animal story (writing)
Week 7	Illustration and pulling together for presentation and assessment

EASTER

Term 3A	Lesson
Week 1	Review of previous term
Week 2	Investigation into France in terms of Holidays (web quest)
Week 3	Conditional tense- introduction and manipulation
Week 4	Theme park attractions and conditional
Week 5	Directions and map reading
Week 6	Holiday activities
Week 7	Using time phrases to add detail

HALF TERM

Term 3B	Lesson
Week 1	Review of previous term
Week 2	Past tense activities and timephrases
Week 3	Practice of Past and present tense together in same text (reading and spoken)
Week 4	Introduction of Future tense
Week 5	Mixed conjugation of key verbs. Designing a resource to help learn by rote over the summer to help with Year 7 French
Week 6	Opinions and Justifications in 3 tenses
Week 7	End of Year reading assessment.

END OF YEAR