

Stokes Wood Primary School intends to use the Language Angels scheme of work and resources to ensure that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. This medium term plan provides an overview and key outcomes for each unit. Various Units have been selected to help with the transition of languages from primary to secondary. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

<https://www.languageangels.com/>

Year 3

Outcomes: These units teach the children very basic phrases and nouns in French with the aim of providing them with a solid foundation before progressing to more challenging and ambitious units. The children will also explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

<u>Unit 1</u>	<u>Unit 3</u>	<u>Unit 5</u>
Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as bleu for blue) and associating word and phrases to images to help.	Learning to listen more carefully and for longer We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).	
<p align="center">J'apprends le Francais (I'm learning French) with Les Commandes De La Classe (Classroom Commands) CHOU ONOI</p>	<p align="center">Comptines et chansons (Nursery rhymes)</p> <p>Phonics: Silent letters,Ç</p>	<p align="center">(1 week) Days of the week (5 weeks) Les Animaux (Animals)</p> <p>Phonics: CH OU ON OI</p>
<p>Phonics: Lesson 1: J'apprends le francais</p> <p>To have a better understanding of France and the French speaking world and to learn how to say some basic phrases in French e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours.</p>	<p>Lesson 1: Brille, brille petite étoile To be able to learn the familiar nursery rhyme in French. To introduce the children to the familiar nursery rhyme and song Brille, brille petite étoile in French, starting to explore the</p>	<p>Lesson 1: Les jours de la semaine To be able to say the days of the week in French.</p>

	patterns and sounds of language through songs and rhymes.	
<p>Lesson 2: Ca Va? (How are you) To be able to learn how to say basic greetings and how they are feeling in French with the aim of using this new knowledge in the form of a role-play with their classmates.</p>	<p>Lesson 2: Les petits poussins To introduce the children to the familiar song les petits poussins in French, starting to explore the patterns and sounds of language through songs and rhymes.</p>	<p>Lesson 2: Les animaux (1) To name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.</p>
<p>Lesson 3: Comment tu t'appelles? (What is your name?) To consolidate language from previous lesson and to learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.</p>	<p>Lesson 3: Le vieux MacDonald To introduce the children to the familiar nursery rhyme and song Le vieux MacDonald in French, starting to explore the patterns and sounds of language through songs and rhymes.</p>	<p>Lesson 3: Les animaux (2) To remember the previous five animal nouns in French before being introduced to the next five. Pupils will start to accurately recall, pronounce and spell up to ten animals in French with their correct article/determiner. In this lesson the first five animals will be revised first allowing pupils time to build up their new knowledge gradually.</p>
<p>Lesson 4: Les nombres To learn how to say numbers 1-10.</p>	<p>Lesson 4: Un éléphant se balançait To introduce the children to the familiar nursery rhyme Un éléphant se balançait in French, starting to explore the patterns and sounds of language through songs and rhymes.</p>	<p>Lesson 4: Les animaux (3) To remember all ten animal nouns in French from memory with their correct indefinite article/determiner.</p>
<p>Lesson 5: Les couleurs To learn how to say ten colours in French and what my favourite colour is. Keycolours (jaune, blanc, noir, bleu, vert, violet, gris, rouge, orange, marron)</p>	<p>Lesson 5: L'araignée Gipsy To explore the patterns and sounds of language through the familiar nursey rhyme and song L'araignée Gipsy in French.</p>	<p>Lesson 5: Les animaux (5) To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be). Children pretend to be each animal in the unit presented so far by using the 1st person high frequency verb 'je suis' (I am) with each animal noun.</p>
<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: Les roues de l'autobus To introduce the children to the familiar nursery rhyme and song les roues de l'autobus in French, starting to explore the patterns and sounds of language through songs and rhymes.</p>	<p>Lesson 6: End of unit Assessment to revise all language from the unit before completing an end of unit assessment.</p>

Year 4

Outcomes: These units provides the language the children will need to talk about themselves. They will start to integrate previously learnt language with newly acquired language, which will encourage the pupils to use their growing bank of vocabulary and to demonstrate knowledge of grammar to manipulate language and start to create sentences of their own. Children will also see and learn how the language works slightly differently in French with an article/determiner attached to the noun.

<p style="text-align: center;">Unit 2</p> <p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality</p>	<p style="text-align: center;">Unit 4</p> <p>Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.</p>	<p style="text-align: center;">Unit 6</p> <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>
<p style="text-align: center;">Je Me Presente (Presenting myself)</p> <p>Phonics: I IN IQUE ILLE</p>	<p style="text-align: center;">Les Fruits(The Fruits)</p> <p>Phonics: CH OU ON OI</p>	<p style="text-align: center;">La Famille(Family)</p> <p>Phonics: I IN IQUE ILLE</p>
<p>Lesson 1: Bonjour! Cava? To be able to recap how to say basic greetings and will recap how to ask someone how they are feeling as well as answer the question themselves in French.</p>	<p>Lesson 1: Le Fruits (5 common) To learn how to name five common fruits in French, along with their corresponding article.</p>	<p>Lesson 1: Ma Famille To revise the vocabulary previously taught in the 'Presenting myself' unit and to learn how to say the various nouns for family members in French.</p>
<p>Lesson 2: Comment tu-t'appelles? To consolidate all language from last lesson as well as learn how to ask and answer the question</p>	<p>Lesson 2: Le Fruits (Next 5 common) To introduce the next five French nouns for fruits along with their corresponding article.</p>	<p>Lesson 2: Ma Famille To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the</p>

<p>'comment tu-t'appelles?' (What is your name?) in French.</p>		<p>possessive adjective 'my' in French with increasing accuracy and understanding.</p>
<p>Lesson 3: Les nombres (11-20) To consolidate numbers 1-10 and to learn how to say numbers 11-20</p>	<p>Lesson 3: un/une/les (fruits) To move from singular noun to plural noun and consolidate all ten fruits in French. Pupils can explain the difference between using the singular articles "un" and "une" and the plural article "les" in French.</p>	<p>Lesson 3: As-tu des frères et sœurs ? To introduce the language required to ask and answer the target question: As-tu des frères et sœurs ? (Do you have any brothers or sisters?)</p>
<p>Lesson 4: Quel âge as-tu? To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu?' (How old are you?)</p>	<p>Lesson 4: J'aime... To formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.</p>	<p>Lesson 4: Ma Famille To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, 'je m'appelle' to 3rd person singular, [il/elle] s'appelle</p>
<p>Lesson 5: Où habites-tu ? To ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.</p>	<p>Lesson 5: Est-ce que tu aimes? The children will be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?" ("Do you like...?")</p>	<p>Lesson 5: Quel âge a... ? To be able to say how old our family members are. Children will therefore learn how to move from the 1st person singular conjugation of the verb avoir (to have) to the 3rd person singular form to be able to ask and answer the target question for the week: Quel âge a...? (How old is...?)</p>
<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>



Year 5

In these units children will be building and expanding on previously taught language and must have a basic awareness of sentence structure in French. They will continue to consolidate much of the grammar covered in the Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are sentences using a wider range of vocabulary alongside very useful transactional language. Children will move from 1st person singular to 3rd person singular verb usage so they are able to say and use conjunctions more confidently.

<p style="text-align: center;"><u>Unit 2</u></p> <p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.</p>	<p style="text-align: center;"><u>Unit 4</u></p> <p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p>	<p style="text-align: center;"><u>Unit 6</u></p> <p>To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions 'et' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences</p>
<p style="text-align: center;">Au salon de the(At the tea room)</p> <p>Phonics: I IN IQUE ILLE</p>	<p style="text-align: center;">Les Vetements (clothes)</p> <p>Phonics: É E È EAU EUX</p>	<p style="text-align: center;">As-tu un Animal? (Do you have a pet?)</p> <p>Phonics: É E È EAU EUX</p>
<p>Lesson 1: Au salon de thé To start the unit and introduce the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French salon de thé.</p>	<p>Lesson 1: Les Vetements (10 nouns) To introduce the aim of the unit Les vêtements and to learn ten new nouns and articles for items of clothing.</p>	<p>Lesson 1: As-tu un animal ? To introduce the unit and the aim of the lesson: to learn the 8 different pets in French with their corresponding indefinite article/determiner.</p>
<p>Lesson 2: Au salon de thé To develop a bank of vocabulary for the unit by introducing a further nine feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a French salon de thé.</p>	<p>Lesson 2: Les Vetements To continue with introduction of the next eleven items of clothing.</p>	<p>Lesson 2: J'ai ... d'... , To introduce the 1st person verb conjugation J'ai (I have) so that pupils can express which pets they have in French. They will also learn the conjunction et (and) to expand their descriptions.</p>
<p>Lesson 3: Revision of all foods To revise and consolidate all the foods/snacks and drinks and learn the transactional language</p>	<p>Lesson 3: Je porte To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte.</p>	<p>Lesson 3: Qui s'appelle? To introduce the structure qui s'appelle (that is called) so that pupils can expand their</p>



<p>required to order what you would like to eat and drink in a salon de thé.</p>		<p>descriptions of the pets by introducing their names.</p>
<p>Lesson 4: S'il _ vous plait/ Merci To consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in French.</p>	<p>Lesson 4: Les vêtements To look more closely at adjectival agreement by describing clothes in terms of colour.</p>	<p>Lesson 4: Je n'ai pas de... (I do not have...) To introduce the negative structure Je n'ai pas de... (I do not have...) so that pupils can express which pet(s) they do not have in French, alongside which pet(s) they do have.</p>
<p>Lesson 5: Currency To understand French currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé</p>	<p>Lesson 5: Les vêtements Children will learn more about possessive adjectives in French and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my' in French.</p>	<p>Lesson 5: Mais (conjunction) To introduce the conjunction mais (but) so that pupils can combine both positive and negative sentence forms expressing which pets they have and do not have in French.</p>
<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>



Year 6

The pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit. Pupils will also have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses. In the final unit, there is no new learning for the children. This is a revision topic where children should revise what has been taught throughout KS2. This should help with the transition from Y6 to Y7 MFL.

<p style="text-align: center;"><u>Unit 2</u></p> <p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p>	<p style="text-align: center;"><u>Unit 4</u></p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>	<p style="text-align: center;"><u>Unit 6</u></p> <p>Children to revisit learning from previous topics through KS2 and deliver a short presentation about themselves.</p>
<p style="text-align: center;">A l'école(Atschool)</p> <p>Phonics: QU Ç AN EN and SILENT LETTERS</p>	<p style="text-align: center;">Le Weekend(clothes)</p> <p>Phonics: QUÇAN EN and SILENT LETTERS</p>	<p style="text-align: center;">Revision and presentation of themselves</p>
<p>Lesson 1: A l'école To introduce the vocabulary for school subjects.</p>	<p>Lesson 1: To introduce the aim of the unit Le week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.</p>	<p>Lesson 1: Children to revisit learning from previous topics through KS2. Recap greetings, how old are you.</p>
<p>Lesson 2: Est-ce que tu aimes To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.</p>	<p>Lesson 2: Quelle heure est-il? To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend. Lesson 3: Le Weekend (3)</p>	<p>Lesson 2: Children to revisit learning from previous topics through KS2. Recap likes/dislikes favourite foods.</p>
<p>Lesson 3: Quelle heure est-il</p>		<p>Lesson 3: Children to revisit learning from previous topics through KS2. Recap family</p>



<p>numbers 1-12 and learn how to tell the time (by the hour) in French.</p>	<p>To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work. Lesson 4: Le Weekend (4)</p>	<p>and if you have a pet.</p>
<p>Lesson 4: A l'école To consolidate all the language covered so far by learning how to say what time you study a particular subject.</p>	<p>To consolidate all the language covered so far allowing the children an opportunity to integrate it with the new phrases and learn how to use connectives.</p>	<p>Lesson 4: Children to begin creating a short presentation about themselves.</p>
<p>Lesson 5: Est-ce que tu aimes (+ subject)? To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</p>	<p>Lesson 5: Qu'est-ce que tu fais le weekend? To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.</p>	<p>Lesson 5: Children continue preparing a short presentation about themselves.</p>
<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: End of unit Assessment To revise all language from the unit before completing an end of unit assessment.</p>	<p>Lesson 6: Presentation Children to carry out a short presentation about themselves.</p>