

# Bicton CE Primary School and Nursery



## French Long Term Overview

- Staff use LanguageNut to produce their MTP/ STP
- Weekly lessons consist of songs, rhymes, games, role play, speaking and listening, reading, writing (recorded in blue exercise books)
- Children are to be taught in single year groups where possible

National Curriculum aims:

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied

Term	Autumn		Spring		Summer	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Level 1</b>	<b>About me</b>	<b>Hobbies and pets</b>	<b>Where I live</b>	<b>How I look</b>	<b>Animals, colours and sizes</b>	<b>Food and drink</b>
<b>Year 3</b>	<p>introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have</p> <p>The second person subject pronoun you is also briefly touched upon.</p> <p>Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.</p> <p>SENTENCES What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother.</p>	<p>Unit 2 introduces learners to how to construct simple negative verb form I do not... and also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch</p> <p>SENTENCES I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.</p>	<p>The verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc)</p> <p>Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.</p> <p>SENTENCES I do not live in the countryside. - I live in a house. - I do not live in an apartment. - There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen. - There is not a table in the lounge.</p>	<p>Adjectives are used to describe themselves and other people.</p> <p>Nouns for body parts are introduced and the verb 'to have' is recapped, along with an introduction to the second and third person singular conjugations of the verb to be.</p> <p>The possessive pronouns my, yours, his and hers are also presented.</p> <p>SENTENCES I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?</p>	<p>Learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered.</p> <p>SENTENCES I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - There is a blue bird. - He has two snakes. - In my garden there is a duck. - The giraffe has a long neck.</p>	<p>Further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like... and introduces a basic question phrase in the form of how much is...?</p> <p>SENTENCES I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a papaya? - I drink milk.</p>
<b>Level 2</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Unit 12</b>
	<b>Going to school</b>	<b>Going to work</b>	<b>Around the world</b>	<b>Healthy lifestyle</b>	<b>Clothes and shopping</b>	<b>Weather</b>
<b>Year 4</b>	<p>Introduction of verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer,</p> <p>prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.</p> <p>SENTENCES I brush my teeth. - I go</p>	<p>Jobs and professions: the key grammar points are centred on using the verbs to work (in) and to be.</p> <p>Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep.</p> <p>A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.</p> <p>SENTENCES He is a shop assistant. - She works in a hotel. - What do</p>	<p>Unit 9 introduces more countries around the world - revise 'I live in'... grammar points introduced in Unit 3.</p> <p>The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep</p> <p>SENTENCES They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives in the south of Sweden. - We are</p>	<p>In Unit 10 learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run</p> <p>Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.</p> <p>SENTENCES I ride my bike. - I like vegetables. - I do not like junk food.</p>	<p>The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away</p> <p>Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these</p> <p>SENTENCES I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his</p>	<p>Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).</p> <p>SENTENCES What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy.</p>

	to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.	you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns \$10 per week. - He does to work in the morning.	not going to the seaside. - We come from the south of Wales. - He speaks Polish.	- Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy.	clothes in the wardrobe. - You like those trousers. - She wears a black belt.	
<b>Level 3</b>	<b>Unit 13</b> <b>Useful phrases</b>	<b>Unit 14</b> <b>Food and mealtimes</b>	<b>Unit 15</b> <b>Around the house</b>	<b>Unit 16</b> <b>Music and celebrations</b>	<b>Unit 17</b> <b>On the way to school</b>	<b>Unit 18</b> <b>Seasons and holidays</b>
<b>Year 5</b>	Unit 13 extends students' knowledge of question formats, introduces simple pairs of opposites and provides further knowledge of connecting words which can be used to build longer and more complex sentences. In addition, learners encounter the simple future tense as well as possessive pronouns. New verbs in this unit include: to understand, to repeat, to know  SENTENCES Where are the dogs? - How old is your brother? - What is the opposite of left? - I am going to go shopping. - That is my book. - Please could you repeat that? - They are going to go swimming tomorrow. - Your eyes are brown. - His jumper is red and hers is orange. - What do you mean?	Recap some of the vocabulary and structures from Unit 8 before moving onto the more complex sentences here. It also continues with the question formats introduced in the previous unit. New verbs helpful for this grammar point are: to start and to finish. A further range of new verbs is also providing to help students talk about cooking, growing, preparing and eating food, such as: to cook, to help, to chop, to stir, to grow, to dig, to water, to plant, to taste, to bite, to chew  SENTENCES What time is it? - It finishes at 5pm. - What do you eat for lunch? - Where is the cafeteria? - I water the plants. - It tastes delicious. - We eat together in the cafeteria. - It does not taste nice. - She lays the table and I chop vegetables. - Do you grow potatoes?	Children talk about their houses, including what is in each room and what they do around the house. It returns to the structure there is/there are and encourages learning a range of new vocabulary to describe what is in the house.  New verbs include: to clean, to tidy, to wash up, to vacuum Other verbs previously introduced and revisited here include: to wash, to eat, to watch (TV), to play  SENTENCES In the kitchen there is not a cooker. - There is an armchair in the living room. - In the bathroom there is a shower. - Are there trees in the garden? - I tidy my bedroom. - You wash up the dishes. - We play football in the garden. - There are pots and pans in the kitchen. - The bathroom is upstairs. - We do the housework, then we watch tv.	Children find different ways of expressing opinions, which builds upon what they have learned in Units 6 and 10. It also introduces further ways of expressing negatives, using the forms not, no one, and never. The verbs to love, to prefer and to hate are recapped and new verbs in this unit include: to listen, to clap, to sing, to whistle, to celebrate  SENTENCES She listens to pop music. - We hate country music. - Classical music is the best. - No one plays drums. - I never play the piano. - Why do you not play the flute? - Rock music is better than pop. - You do not play the flute because you do not like it. - I like to clap my hands. - He is not a musician.	Unit 17 presents sections on directions and travel. It allows learners to discover the imperative forms of verbs such as to turn and to go and introduces new verbs such as to leave, to travel and to arrive. It also provides opportunities to incorporate previous learning such as telling the time and time phrases, as well as question formats. Other verbs introduced include to cross (over), to look and to be lost.	Unit 18 develops learners' knowledge of time phrases and enables them to talk about different times of the year, including birthdays and spending time with family. It also recaps some of the weather vocabulary presented in Unit 12 and the conditional I would like presented in Unit 6.  New verbs in this unit include: to invite, to give, to receive, to spend time, to visit  SENTENCES It is windy in autumn. - I am going on holiday in a fortnight. - Next year I will be ten years old. - I would like books for my birthday. - I spend time with my family. - For his birthday he would like a computer. - What did you get for your birthday? - I will visit my aunt in a fortnight. - I got a present. - We don't like to spend time together.
<b>Level 4</b>	<b>Unit 19</b> <b>More about school</b>	<b>Unit 20</b> <b>Our world</b>	<b>Unit 21</b> <b>Describing people and things</b>	<b>Unit 22</b> <b>Technology</b>	<b>Unit 23</b> <b>The environment</b>	<b>Unit 24</b> <b>Hygiene and healthcare</b>
<b>Year 6</b>	Unit 19 briefly recaps the use of demonstrative pronouns as seen in Unit 11. It also introduces prepositions of place, provides revision of the first person singular form of a range of present tense verbs and encourages students to expand their sentences by using an array of connectives. New verbs include to study and to do.  SENTENCES This is my school. - My school is next to the supermarket. - I do not study music. - I have English today. - I drink juice but not coffee. - I like maths but I prefer science. - He likes history so he does his homework. - After English it is lunchtime. - Is the science lab next to the sports hall? - She has detention because she did not do her homework.	Unit 20 recaps some of the grammar points introduced in previous units, including some question forms and the conditional structure I would like + infinitive. It also presents new verbs to sunbathe and to swim.  SENTENCES Where is France? - France is in Europe. - It is hot in Australia. - I would like to go to Italy. - I sunbathe on the beach. - I like to swim in the ocean. - They would not like to travel abroad. - There are lots of tourist attractions. - Would you like to stay at home? - There are beaches in Spain.	Students' knowledge of adjectives is extended in Unit 21 through the use of a variety of words to describe people, hairstyles, patterns, colours and characteristics. It is a good point to recap changes to adjective endings in masculine, feminine and plural forms in languages where this occurs. This unit also introduces vocabulary and phrases used to express quantities.  SENTENCES He is energetic. - They are funny. - Her hair is long. - My jumper is striped. - There is a brown pair of shoes. - There are lots of clothes. - We are brave, but you are scared. - Your skirt is pale pink. - He has many shirts. - Does she have a flowery skirt?	Unit 22 introduces a range of vocabulary for talking about different types of technology. A range of new verbs is presented, including: to call (someone), to win, to lose, to download, to record, to stream  SENTENCES I have a smartphone. - My favourite website is Languagenut. - I like to download music. - I prefer watching videos. - Video games are my favourite. - My brother uses apps on his phone. - Can you rewind this? - They do not like losing, but they love winning. - Is this song in the charts? - We do not have a tablet.	Unit 23 introduces students to verbs and phrases used for talking about the environment. The present continuous form of some verbs is presented, such as the weather is changing. In addition further numbers from 41-50 are introduced. New verbs include: to recycle, to reuse, to rise, to melt, to change, to pollute, to contaminate, to be green, to protect, to prevent  SENTENCES I recycle paper. - Sea levels are rising. - Pollution contaminates the air. - We have solar panels. - Is the climate changing? - Bad air quality is dangerous. - I protect the environment by recycling. - Acid rain is harmful to the Earth. - There is no smog in the air. - We do not save water	Unit 24 introduces words and phrases to help students talk about health and hygiene. The expressions to feel sick/unwell/better are presented, as well as the following new verbs: to wash, to shave, to be ill, to vomit, to fall over, to crash, to break (something) This unit also introduces the past tense to allow students the opportunity to talk about something that has happened to them or others.  SENTENCES I wash my face. - She does not have a headache. - They went to the dentist. - I broke my arm. - You had an x-ray. - Do you have a cold? - I had an injection at the doctor's surgery. - He had an x-ray after he crashed his bike. - I feel better because I went to the doctor. - She has a bruise as well as a graze