

French Stage 4 LTP (V2T/C2T)					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Telling the time</li> <li>Everyday Life</li> </ul> <b>KPIs</b> <i>Can:</i> <i>Participate in brief conversations about themselves and others.</i> <i>Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i>	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences <b>Story</b> : Daily life of a super hero <b>Culture</b> : Daily life	Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ilie/illes/eize/ce /ze/ qu	Conjunctions Extended sentences Verbs of opinion – 1 <sup>st</sup> /2 <sup>nd</sup> person singular Time phrases – for o'clock time 1 <sup>st</sup> /2 <sup>nd</sup> person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	<b>Sound Spelling</b> Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <b>KPIs</b> <i>Can:</i> <i>Understand brief descriptions of items in a house</i> <i>Use a sequence of simple sentences with nouns and</i>	House and home nouns Adjectives to describe the house Prepositions of place <b>Story</b> : A spooky house <b>Culture</b> : Mondrian's house and furniture <b>Culture</b> : houses in France	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile	Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory	Can understand simple written phrases. Can match sounds to familiar written words. <b>Reading</b> Can understand simple written phrases. Can match sounds to familiar written words. <b>Writing</b>

<p><i>adjectives to describe a house</i>  <i>Ask and answer where something is, using prepositions of place.</i></p>	<p><b>Culture:</b> castles in France  <b>Culture:</b> a festive elf on the shelf lesson (for Xmas)  <b>Boardgame:</b> escape from the castle</p>			<p>Use bilingual dictionaries to check spelling and meanings</p>	<p>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Investigating sports.</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Say and write nouns for sport</i>  <i>Identify cognates and semi-cognates</i>  <i>Express a like/dislike of a sport</i>  <i>Identify and attempt to use parts of the present tense of jouer</i>  <i>Give an opinion</i>  <i>Say and write a description of a sport.</i></p>	<p>Sports nouns  Cognates and semi-cognates  Likes, dislikes and preferences  Opinions about sports  <b>Culture:</b> handball in France</p>	<p>Silent letters t/s/h  Sound Spellings ans/oo/all/ou/er/is me</p>	<p>Identify cognates and semi-cognates  Use of jouer and faire with sports  Regular present tense conjugation of verb: jouer  Sentences to express likes, dislikes  preference with conjunctions and opinions</p>	<p>Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Make links between English/home languages and French  Practise with a friend  Write simple sentences using a model.</p>	<p><b>Assessment:</b>  Puzzle It Outs, all 4 skills or selected skills (from above).  Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>At the funfair</li> <li>Favourite things</li> <li>Traditions</li> </ul> <p><b>KPIs</b>  <i>Can:</i></p>	<p>Funfair ride nouns  Likes, dislikes, preferences  Opinions and adjectives for rides  Cognates and semi-cognates</p>	<p>Silent letters t/s/h  Sound spelling ôme/ûche/gne/use /aut</p>	<p>Identifying cognates/semi-cognates  Consolidate use of adjectives with nouns in French  Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases)  Identify key sounds and silent letters  Use a bilingual dictionary to check spellings or look up new words</p>	

<p>Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things</p>	<p>Descriptions of a theme park Favourite things (with familiar language from previous topics) <b>Culture:</b> theme park in France <b>Culture:</b> April fool-poisson d'avril</p>			<p>Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language</p>
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Café culture</li> </ul> <p><b>KPIs</b> Can: Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for typical target language breakfast items Participate in short café roleplays</p>	<p>Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet <b>Culture:</b> Café culture in France Traditional French breakfast foods</p>	Sound spelling ait/ou/ai	<p>Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.</p>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Transition to KS3 (Read/hear all about it!)</li> <li>• Language Puzzle</li> </ul>	<p>Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/ scavenger hunt)</p>		<p>Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters</p>

<p><b>KPIs</b>  <i>Can:</i>  <i>Understand a simple short sketch</i>  <i>Develop and adapt a simple short sketch and add new language</i>  <i>Remember a short sketch</i>  <i>Participate in a sketch</i>  <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i>  <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i></p>	<p>Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/likes and dislikes  <b>Language Puzzle:</b> using our language detective skills to explore another language.</p>		<p>requests and transactions  Opinions to express like/dislike  Building sentences and short texts with present tense verbs/ nouns, adjectives and conjunctions</p>	<p>Recall and use prior learning  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended sentences using a model.</p>	
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<b>Progression over year linked to DFE ATs 1-12 (English schools only)</b>						
During Stage 4 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						

Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						