

	Autumn Term	Spring term	Summer Term
Year 3 theme	FIRST MEETINGS (introducing myself, birthdays, saying how I feel)	THE ENORMOUS TURNIP (using pets as characters)	DESIGN A MONSTER (parts of the body, and colours)
Outcome	Write an ID card for a cartoon character Role-play first meetings between two characters.	Labelled graph from a survey to find out which pets children have in the class. Performance of an adaptation of <i>The Enormous Turnip</i> story	Create a labelled drawing of a monster, describing the colours of the parts of its body. Learn and perform authentic French song "Savez-vous planter les choux?"
Objectives	Respond to words, phrases and sentences (1) Write some single words from memory (10) Communicate in the language at a simple level (3) Recognise some familiar words and phrases in written form (7)	Communicate in the language at a simple level (3) Repeat and adapt sentences heard based on familiar vocabulary (4) Imitate accurate pronunciation (5) Learn and remember new words encountered in reading (9) Perform a short presentation based on a model, speaking clearly (6) Know that nouns may have different genders (12)	Listen to rhymes and songs and identify particular sounds (2) Listen to some authentic songs (8) Write some single words from memory (10) Use some simple adjectives to describe things orally (11) Recognise some word classes. Understand basic word order in sentences, and compare to English (12)
Key structures	What is your name? How old are you? How are you? When is ...?	Do you have ...? I have ... Who is it?	What is it like? It is ... He/she has ...
Year 4 theme	MY FAMILY (family members, describing people)	THE VERY HUNGRY CATERPILLAR (food, days of the week)	AT THE ZOO (animals, further descriptive language)
Outcome	Create a booklet describing members of the family Prepare and perform a role play of a chat show.	Learn and play French playground game: le facteur n'est pas passé. Role play in a shop, buying fruits and vegetables. Write an alternative version of <i>The Very Hungry Caterpillar</i> by Eric Carle, using other food items	Prepare a talk/ presentation about a chosen animal Create a written visitor's guide to the zoo.
Objectives	Understand a range of familiar spoken phrases (1) Ask and answer a wider range of questions including extra information (3) Read a range of familiar written phrases and sentences (7)	Read aloud familiar words, phrases and sentences using accurate pronunciation (5) Listen to stories, poems or songs and follow written version (8) Work out the meaning of some unfamiliar words within a familiar text (9)	Use familiar sentences as models to adapt (4) Learn and present a short piece for performance (6) Use a wider range of adjectives and write simple descriptive sentences (11) Write words and short phrases from memory (10)

	Use a wider range of adjectives and write simple descriptive sentences (11) Use articles and possessive pronouns appropriately. Recognise questions and negative sentences (12)	Write words and short phrases from memory (10) Extend knowledge of word classes (12)	Understand that adjectives may change forms to agree with nouns. (12)
Key structures	There is ... What is he/she like? He/she has ..., He/she is ...	What is it? It is ... ? When/what does it eat ...? What would you like? I would like... How much?	There is ... Do you like? What is it?
Year 5 theme	A TOWN TRAIL (places in town, directions, a French town, adjectives to describe town)	WEATHER (weather phrases, compass points, hobbies using regular -er verbs)	A DARK, DARK TALE (rooms in the house, furniture and prepositions)
Outcome	Treasure Hunt Produce a class guide book of different French towns	Write and perform a weather forecast. Make a comic strip to show what different people do depending on the weather	Survey to find out pupils opinions about different stories and why. Write own story based on structure of "A Dark, Dark Tale" by Ruth Brown, giving more detailed description of each object.
Objectives	Read and understand the main points from short texts (7) Write phrases and simple sentences from memory (10) Give more detailed descriptions orally and in writing (11) Further understand concepts of noun and adjective agreement. Understand how to form a question and a negative sentence. (12) Use knowledge of pronunciation to tackle less familiar words and use intonation to differentiate sentence types (5)	Create and perform a short presentation to an audience. (6) Write phrases and simple sentences from memory (10) Know how to conjugate some high-frequency regular verb forms. (12) Listen to a more extended text which includes familiar language, and respond appropriately (1) Identify different ways of spelling key phonemes (2) Use more complex sentences as models to create own extended sentences (4)	Explore and become familiar with longer texts (8) Develop their range of known vocabulary linked to a familiar topic (9) Give more detailed descriptions orally and in writing (11) Express opinions and take part in conversations (3) Use more complex sentences as models to create own extended sentences (4)
Learning objectives	Where is? What is it like? It is ... / it has ...	What do you do? What is the weather like? What do you like to do?	Where is? Do you like...? Why? There was ...

Year 6 theme	CHOOSE THE PERFECT OUTFIT (clothes, adjectives, opinions, special occasions, personality and personal information)	FRENCH AROUND THE WORLD (countries, continents, transports, adjectives)	SCHOOL DAY (school subjects, time, days, opinions, frequency phrases)
Outcome	Pupils perform a fashion show taking it in turns to describe each other's outfits. Pupils receive an email from a friend telling them that they have been invited to a special event (e.g. birthday party, wedding, day out...), they need to reply by recommending which outfit to wear.	Pupils present a trip around the world visiting different French speaking countries. They describe how they travel and justify why. Pupils research French speaking countries in English. They then write a fact file about one French speaking country in French.	Pupils work in groups to make the ideal timetable, based on the group's opinions and a range of set criteria. They need to come to an agreement by finding out each other's points of view. Leaflet to introduce school to French visitors..
Objectives	Apply knowledge of phonemes to attempt reading of unfamiliar words (2) Read some authentic texts more independently (8) Use accurate pronunciation and intonation to engage an audience (5) Use understanding of basic sentence structures to create own (4) Perform a play or longer presentation to an audience (6) Use newly learnt and familiar vocabulary in a range of contexts (9) Write phrases and sentences from memory and make adaptations (10) Develop descriptive language both orally and in writing (11)	Use newly learnt and familiar vocabulary in a range of contexts (9) Write phrases and sentences from memory and make adaptations (10) Know how to conjugate some high-frequency irregular verb forms (aller, avoir, être). Understand similarities and differences in grammar between different languages. (12) Perform a play or longer presentation to an audience (6) Use understanding of basic sentence structures to create own (4)	Understand longer spoken texts including unfamiliar language (1) Engage in more sustained conversations, asking for clarification when necessary (3) Use understanding of basic sentence structures to create own (4) Read a short text including some unfamiliar language (7) Use newly learnt and familiar vocabulary in a range of contexts (9) Write phrases and sentences from memory and make adaptations (10) Understand how to use adverbs in sentences. (12)
Key structures	What would you like? What is it like?	Where is ...? How do you travel? What is it like?	When do you have ...? Do you like ...? Why? Where do you have ...?