French Long term plans – Cycle 1 2018 - 2019

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 & 4 | I can identify where France is and recognise how you get there  I can identify Paris as a Capital city and make comparisons with London  I can interact with peers using French greetings | I can follow classroom commands from teacher such as sit, stand, & listen.  I can identify and count in French from 0-12  I can identify classroom objects in French. | I can tell someone my age in French and ask others of their age.  I can tell someone where I live and ask others the same.  I can identify and count in French from 13 - 20 | I can identify the days of the week in French  I can describe the weather in French.  I can identify all sounds of the French alphabet. | I can identify and count in French from 21 – 30  I can describe members of my family using French terminology.  I can identify and use the French colours | I can ask and answer questions in French?  I can identify and count in French from 31-40  I can identify the names of pets and give preferences of the pets you like/dislike |
| Connection made to previous Units | Planned staff meeting in December to meet with Infant counterparts to assess how curriculum builds on from work in Yr 2 |  |  |  |  |  |

ICT Long term plan – Cycle 1 – 2018 /2019

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5 & 6 | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can identify and count in French from 41-60  I can identify school subjects in French.  I can give you a preference and an opinion about school subjects in French. | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can name different means of transport in French.  I can identify Christmas related vocabulary in French. | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can buy different types of bread in French.  I can make a shopping list and plan a party in French.  I can sample typical French food and give preferences. | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can ask for a drink or snack in French,  I can understand and express likes, dislikes about drinks, and snacks in French. | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can follow  Instructions and write a recipe for a cake in French.  I can bake a cake using a French recipe.  I can identify and count in French from 61-100 | All half-termly units to include brief revision of previous corresponding objectives. This can be done as 10-15 min lesson starters  I can learn how to shop using euros.  I can have a conversation about how to buy different flavoured ice creams in French. |
| Connection made to previous Units | Revision of previous Autumn 1 work and extension of number knowledge | Revision of previous Autumn 2 work | Revision of previous Spring 1 work and extension of knowledge of shopping items | Continuation of shop/restaurant based activities | Revision of previous units building in more complex reading and writing skills reading | Revision of previous units building in more complex reading and writing skills reading |