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 thereI can identify Paris as a Capital city and make comparisons with LondonI 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 0-12I 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 FrenchI can describe the weather in French.I can identify all sounds of the French alphabet.  | I can identify and count in French from 21 – 30I 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 31-40I 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 startersI can identify and count in French from 41-60I 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 startersI 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 startersI 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 startersI 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 startersI 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 startersI 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 |