


Unit 	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Lower KS2 French Lesson Plans Greetings with Puppets	Lower KS2 French Lesson Plan French Greetings	1	To greet someone and introduce yourself in French.	Looking carefully at the speaker and responding confidently with the appropriate gesture and phrase.	Constantly seeking to engage in conversation, using both word and gesture. Answering and asking questions with accurate imitated pronunciation.
	Lesson 2: French greetings - day and night	2	To use the correct French greeting for the time of day.	Beginning to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.	Noticing recurring phonemes and how they are represented in a range of different written words, including cognates which may or may not sound the same in English.
	Lesson 3: How are you feeling - in French?	3	To ask and answer a question about feelings in French.	Linking actions or pictures to the new language, both in spoken and written form	Asking and answering questions confidently, seeking to adapt sentences and dialogue for spontaneous use with a partner.
	Lesson 4: French finger rhymes	4	To perform a finger rhyme in French.	Imitating pronunciation of sounds, taking turns to speak and using appropriate intonation.	Recognising that some of the words do not sound the same as they would if written in English, e.g.: silent 's', 'ç' in François, or comparing spellings (oi) with known words from previous learning.
Shape, Colour and Size Adjectives KS2 French Lesson	Lower KS2 French Lesson	1	To recognise and name colour words.	Listening carefully to build correct sequences of three to four blocks of colours.	Increasingly accurate pronunciation, with an ability to listen to or build longer sequences of colours. Quickly noticing patterns in sounds, e.g.: 'eu' as in bleu and deux, 'oi' as in 'noir' and 'trois'.
	Lesson 2: Shapes and colours	2	To describe shapes by their colour.	Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.	Extending their sentences to include a range of colours, shapes, self-correcting and experimenting with different structures orally.
	Lesson 3: Shapes of different colours and sizes in French	3	To describe shapes by their size and colour.	Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.	Extending their sentences to include a range of colours, shapes and sizes, self-correcting and experimenting with different structures orally.
	Lesson 4: Using shapes like the French artist, Matisse	4	To understand and recognise what are cognates and near cognates.	Recognising cognates, finding shapes that they were asked for; using please and thank you in French.	Recognising cognates and comparing with English. Recalling and manipulating colour and size adjectives to adapt sentences for their needs (with mostly accurate adjectival placement). Using other spontaneous language.
	Lesson 5: In the style of the French artist, Matisse	5	To follow instructions in French.	Listening to instructions. Describing some of the shapes in their work using language of colour, size or shape.	Describing accurately the shapes used in their work, including adjectives of colour, size and shape, and using the correct adjective position.
Unit 3: French playground games - numbers and age	Lesson 1: Let's count in French	1	To count from one to six in French.	Recalling all numbers one to six, with generally accurate pronunciation, in particular vowel and combination sounds, 'un', 'eu', 'oi' and 'in'.	Recalling numbers confidently and without always needing to count in sequence. Keen and confident use of other transactional language for playing and turn taking with a partner/group.
	Lesson 2: Let's count higher	2	To count beyond six in French.	Joining in with the song and actions, and responding to numbers by showing fingers or ticking on whiteboards.	Quickly recognising the new number words, even when presented out of sequence. Being able to notice (and imitate) rhyming sounds.
	Lesson 3: How old are you?	3	To use number words to give more information about ourselves.	Asking and answering the question "How old are they?" and changing their answer and recognising number words.	Using given sentences and context to work out meaning. Showing insight into how they could adapt the sentences for their own purposes.
	Lesson 4: Reading French	4	To recognise the numbers one to twelve, written in French.	Listening carefully and relating sounds to the written form.	Identifying common phoneme patterns in newly encountered language.
	Lesson 5: Outdoor games	5	To use the number words one to twelve when playing playground games.	Recalling numbers one to twelve with increasingly accurate pronunciation.	Seeking opportunities to use a wide range of spoken language throughout the activity.
In a French classroom	Lesson 1: Follow the French teacher	1	To understand and respond to simple classroom instructions.	Showing understanding with a physical response. Attempting good imitation of pronunciation.	Using new instructions confidently. Noticing patterns in the written form of words (e.g., -ez ending).

	Lesson 2: In a french classroom	2	To name school bag objects and recognise if they are masculine or feminine.	Ability to correctly identify masculine and feminine nouns in written form.	Noticing patterns in grammar and beginning to apply to new/unknown words. Listening carefully and retaining a sequence of nouns, with correct article.
	Lesson 3: To have or have not in the French classroom	3	To ask and answer a question about something you have or do not have.	Using modelled language to create questions or sentences using appropriate articles.	Their ability to distinguish between use of different articles and to use intonation to aid the listener in understanding.
	Lesson 4: School bag French detectives	4	To read and understand short sentences.	Ability to match labels to pictures using a range of language detective skills, and deduce meaning of new words. Attempting to build their own sentences using the labels as a model.	Using the labels as a model for writing, generally accurate with grammar and attempting more difficult phrases, e.g., using plurals, connectives, negative forms.
	Lesson 5: In my French bag	5	To prepare and present a short spoken text.	Speaking clearly and presenting simple phrases when supported visually. Using appropriate intonation to engage the audience.	Speaking clearly and naturally. Seeking opportunities to add extra information to the presentation. Recognising/self-correcting points of grammar, e.g., articles, placement of adjectives.
Unit 5: French transport	Lesson 1: French transport	1	Recognising which nouns are cognates or near cognates. Explaining different ways to work out meaning.	To be able to compare French with English and identify words that are cognates.	Identifying phonemes which have occurred in other language that has previously been used, e.g.: ou as in rouge, in as in cinq, etc. Identifying clues to the meaning of words even when they are not cognates/near cognates.
	Lesson 2: How shall we	2	To make changes to simple phrases and	Being able to recognise transport words in	Quickly recognising word order and
	Lesson 3: On the road in	3	To be able to adapt, ask and answer questions	Being able to form a simple statement about a	Joining ideas together to make a series of
	Lesson 4: Travel the Fre	4	To be able to describe a journey to different	Using the sentence builder to create a range of	Recognising and applying known spelling
	Lesson 5: Journey to a F	5	To be able to conduct a survey in French and	Writing a simple sentence, using the model for	Being able to recognise and differentiate
Lower KS2 French Lesson Plans Circle of Life	https://www.kapowprima	1	To research a new noun in French and	Sourcing new vocabulary from the dictionary	Challenging themselves to find original
	Lesson 2: French habitats	2	To build sentences to describe where	Building a range of sentences from the model,	Recognising and building a range of sentences
	Lesson 3: Life cycle French detectives	3	To use knowledge about language to solve a science puzzle.	Recognising key vocabulary and structure clues, and using scientific understanding to solve the puzzle.	Solving the puzzle and using given structures to adapt and write the missing captions. Experimenting with new structures from the starter activity to create original sentences.
	Lower KS2 French Lesson Plan French Food Chains	4	Recognising key vocabulary and structure clues, and using scientific understanding to solve the puzzle.	Attempting to decode new sentences using scientific understanding/context and sentence structure. Applying understanding of the sentence structure to generate new phrases.	Presenting information with confidence to the class with a degree of accuracy in their pronunciation. Quickly grasping the new structure and spotting similarities with the reverse ("is eaten by") form as well as being able to build accurate sentences using both structures.
	Lesson 5: French food chain flips	5	To write a range of sentences in French to describe a food chain.	Following and adapting from the model to produce a set of accurate sentences.	Creating an accurate food chain in French, with additional information about at least one of the elements, e.g.: where it lives, whether it is a carnivore, or use of negatives.

