

KS2 French Curriculum Overview

Y3	<p>French greetings with puppets</p> <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation Use a French greeting based on time of day Introduce themselves Ask someone how they are and respond 	<p>French adjectives of colour, size and shape</p> <ul style="list-style-type: none"> Listen carefully to build correct sequences of three to four blocks. Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates. Use please and thank you. Listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour. Use software to produce artwork in the style of Matisse. 	<p>French playground games - numbers and age</p> <ul style="list-style-type: none"> Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation. 	<p>In a French classroom</p> <ul style="list-style-type: none"> Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience. 	<p>French transport</p> <ul style="list-style-type: none"> Construct sentences using parts of the verb 'aller' – to go, Express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France. Recognise nouns that are cognates or near cognates. Learn transport words in written form. Join in with a song using actions to aid recall. Build phrases with generally accurate pronunciation. Write a simple sentence, including forming two different accents. 	<p>A circle of life in French</p> <ul style="list-style-type: none"> Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une). Create a sentence in the negative form. Identify some different word classes in a sentence. Attempt to decode new sentences using their context and sentence structure. Apply understanding of the sentence structure to generate new phrases.
	<p>Knowledge To know there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the c changes pronunciation from hard c to soft s sound.</p>	<p>Knowledge To know a <i>cognate</i> is a word that is the same in both French and English e.g. un triangle. To know that a near-cognate is a word that is very similar but not identical in French and English e.g. <i>un cercle</i>. To know adjectives of size are positioned in front of the noun in French e.g. <i>un grand cercle</i> To know adjectives of colour are positioned after the noun in French e.g. <i>un cercle bleu</i>.</p>	<p>Knowledge To understand I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know sentences are often structured differently in French and English. To know sounds of the common phonemes <i>eu, oi, ou</i> and <i>ui</i> make in French. To know the names of some Parisian landmarks.</p>	<p>Knowledge To know that in French a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in UK. To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the word <i>un</i> or <i>une</i> (the indefinite article)</p>	<p>Knowledge To know the phonemes <i>oi, au, in</i> and <i>on</i>. To know that I need to change my intonation to ask and answer questions. To know some French speaking countries around the world. To understand I can use a model sentence as a guide for building other sentences. To know that <i>en</i> is usually used as a preposition when the mode of transport is</p>	<p>Knowledge To know I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that a bilingual dictionary is a special dictionary to translate words from one language to another. To know a bilingual dictionary is in two part – listed in French and listed in English.</p>

<p>To know French words are pronounced differently to the way they are spelt.</p> <p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Showing awareness of the capital and identifying some key cultural landmarks. <p>Vocabulary bonjour - hello/good morning (formal) salut - hi (informal) je m'appelle... - My name is... comment tu t'appelles ? - what's your name? comment t'appelles-tu ? - what's your name? au revoir - goodbye et toi ? - and you?</p>	<p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions and using short phrases to give information. Practising speaking with a partner. Listening and repeating key phonemes with care and beginning to identify vowel sounds. Repeating short phrases accurately, including liaison of final consonant before vowel. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Recognising some familiar words in written form and beginning to develop dictionary skills. Identifying cognates and near cognates. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size, being attentive to placement relative to the noun. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England. <p>Vocabulary</p>	<p>To know some French playground games.</p> <p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Listening and noticing rhyming words. Recognising some familiar words in written form. Reading aloud some words from simple songs, stories and rhymes. Identifying cognates and near cognates. Recalling and writing simple words from memory. Identifying plurals of nouns. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England 	<p>To know that when we turn the statement <i>j'ai un/une</i> (I have a ...) into a negative <i>je n'ai pas de</i> ((I don't have a ...) then we change the article from <i>un/une</i> to <i>de</i>.</p> <p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Recognising and using adjectives. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Recognising some familiar words in written form. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size. 	<p>something you get into e.g. <i>en train</i>, whereas <i>à</i> is used when you are not getting into a form of transport e.g. <i>à vélo</i> (a bicycle).</p> <p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Recognising and using adjectives. Listening and responding to single words and short phrases. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Recognising some familiar words in written form. Identifying cognates and near cognates. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Beginning to recognise gender of nouns, definite and indefinite article. Identifying plurals of nouns. Recognising adjectives and placement relative to the noun. 	<p>To know that place <i>ne</i> and <i>pas</i> around a verb makes the verb negative.</p> <p>To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: <i>le</i> (m), <i>la</i> (f.), <i>les</i> (m/f plural) and <i>'</i> (when followed by a vowel)</p> <p>Skills</p> <ul style="list-style-type: none"> Asking and/or answering simple questions Practising speaking with a partner Using short phrases to give information Listening and repeating key phonemes with care Repeating short phrases accurately, including liaison of final consonant before vowel Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Recognising some familiar words in written form Beginning to develop dictionary skills Identifying cognates and near cognates Experimenting with simple writing, copying with accuracy Beginning to recognise gender of nouns, definite and indefinite article
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>bien - good très bien - very good super - super un, deux, trois - one, two, three regardez-moi - look at me le professeur (masc.)/la professeure (fem.) - the teacher (secondary school) le maître (masc.)/la maîtresse (fem.) - the teacher (primary school) bonsoir - good evening bonne nuit - good night nounours - teddy mon amour - my love mon ange - my angel mon bébé - my baby mon cœur - my heart ma puce - my flea mon chou - my cabbage ça va ?/comment ça va ? - how are you? ça va bien - I'm well, I'm fine ça va très bien - I'm very well, I'm really good ça va mal - I'm not well, I'm bad, I'm not fine, it's not going well (not ill) ça va très mal - I'm really not well, I'm really not fine, it's going badly (not ill) ça va - I'm ok comme ci comme ça - so so/ok c'est qui ? - who is it? c'est... - it is... oui - yes non - no tu as ? - you have?/do you have? deux petits chatons visiteurs Paris - two little kittens visiting Paris François, un garçon - François, a boy Marie, une fille - Marie, a girl des marionnettes - puppets</p>	<p>rouge - red bleu - blue jaune - yellow vert - green blanc - white noir - black orange - orange rose - pink brun - brown violet - violet et - and c'est - it is c'est de quelle couleur ? - what colour is it? marron - brown l'arc-en-ciel - the rainbow les couleurs - the colours vrai ou faux - true or false c'est vrai, répétez - if it's true, repeat c'est faux, silence - if it's wrong/false, silence qu'est-ce qui manque ? - what's missing? un cercle - a circle un triangle - a triangle un rectangle - a rectangle un carré - a square petit - small grand - big c'est un grand cercle - it's a big circle c'est un petit cercle - it's a little circle c'est un cercle bleu - it's a blue circle c'est un triangle rouge - it's a red triangle qu'est-ce que c'est ? - what is it? c'est un grand cercle, ou un petit cercle ? - is it a big circle or a little circle? c'est quelle forme ? - what shape is it? c'est un - it's a énorme - enormous</p>	<p>Vocabulary un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten onze - eleven douze - twelve plus (or you can use 'et') - plus moins - minus fait (literally 'makes') - equals égale - equals combien ? - how many?/how much? à toi - your turn à moi - my turn J'ai gagné ! - I've won! rouge - red bleu - blue vert - green jaune - yellow orange - orange blanc - white noir - black rose - pink violet - violet c'est de quelle couleur ? - what colour is it? c'est - it is un cercle - a circle un triangle - a triangle un rectangle - a rectangle un carré - a square petit - small grand - big tu as quel âge? - how old are you? J'ai [X] ans - I am [X] years old l'intrus - odd one out c'est qui ? - Who is it?</p>	<p>Beginning to recognise gender of nouns, definite and indefinite article. Identifying plurals of nouns. Recognising adjectives and placement relative to the noun. Beginning to understand that verbs have patterns. Noticing the negative form. Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Vocabulary écoutez - listen regardez - look parlez - speak écrivez - write lisez - read ouvrez - open fermez - close asseyez-vous - sit down levez-vous - stand up faux - false vrai - true répétez ! - repeat silence - silence Jacques a dit - Jacques said qu'est-ce qui manque ? - what's missing? un crayon - a pencil un taille-crayon - a pencil sharpener un stylo - a pen un cahier - an exercise book un sac - a bag une règle - a ruler une gomme - a rubber une trousse - a pencil case des ciseaux - some scissors j'ai... - I have got... je n'ai pas - I haven't got... tu as...? - have you got ...?</p>	<p>Beginning to understand that verbs have patterns. Beginning to use prepositions. Recognising that different languages are spoken in the community/world. Recognising cultural similarities and differences between customs and traditions in France and England.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> je vais - I go en - on, by, in en vacances - on holiday en avion - by plane en train - by train en voiture - by car en bateau - by boat en ferry - by ferry en bateau - by boat en ballon - by hot air balloon en sous-marin - by submarine en hélicoptère - by helicopter à pied - on foot à vélo - by bicycle Il y a - there is/are combien de...? - how many... ? la Belgique - Belgium le Burkina Faso - Burkino Faso le Canada - Canada la France - France le Mali - Mali la Guadeloupe - Guadeloupe je vais - I go en - on, by, in 	<ul style="list-style-type: none"> Identifying plurals of nouns Beginning to understand that verbs have patterns Noticing the negative form Beginning to use prepositions <p>Vocabulary</p> <ul style="list-style-type: none"> Les animaux - the animals un lapin - a rabbit un loup - a wolf un oiseau - a bird un poisson - a fish un serpent - a snake un singe - a monkey un ver - a worm une baleine - a whale une grenouille - a frog une tortue - a tortoise e - the) for masculine singular nouns) la - the (for feminine singular nouns) l' - the (for singular nouns beginning with a vowel or an 'h' (usually)) qui ? - who? Où est ? - Where is? il/elle habite - he/she/it lives dans - in la jungle - the jungle le désert - the desert la forêt - the forest la savane - the savannah la mer - the sea
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>découpez - cut coloriez - colour collez - stick dessinez - draw Regardez ! Nous allons faire des marionnettes ! - Look! We are going to make puppets! écrivez le nom - write the name changez de partenaire ! - change partners! le spectacle - the show bravo ! - bravo! encore ! - encore!/again! L'Arc de Triomphe - the Arc de Triomphe la Basilique du Sacré-Coeur de Montmartre - the Basilica of the Sacred Heart of Montmartre la Tour Eiffel - the Eiffel Tower la Seine et le Musée du Louvre - the Seine and the Louvre Museum la Cathédrale Notre-Dame de Paris - the Cathedral of Notre-Dame of Paris</p>	<p>minuscule - tiny dessinez - draw cherchez - look for/find les formes - the shapes je voudrais... - I would like... s'il vous plaît - please merci - thank you l'artiste - the artist l'assistant - the assistant collez - stick! formes - the shapes un aigle - an eagle un crocodile - a crocodile un dauphin - a dolphin un éléphant - an elephant un lion - a lion un serpent - a serpent un tigre - a tiger c'est moi - it's me nous allons faire - we're going to make regardez ! - look! choisissez ! - choose! découpez ! - cut out! coloriez ! - colour! avec - with des ciseaux - scissors un feutre - a felt tip pen bien, très bien, super ! - good, very good, super! un sapin de Noël - a Christmas tree un ruban - a bow une étoile - a star une boule - a bauble une bougie - a candle Nuit de Noël - Christmas night Joyeux Noël - Merry Christmas</p>	<p>éliminé - out! (of the game) (encore) plus vite - (even) faster (encore) plus bas - (even) lower/quieter il y a - there is/are arrêtez ! - stop! manqué - missed gagné - won oui - yes La Seine et le Musée du Louvre - The Seine and the Louvre Museum La Basilique du Sacré-Coeur de Montmartre - The Basilica of the Sacred Heart of Montmartre La Cathédrale Notre-Dame de Paris - The Cathedral of Notre-Dame of Paris La Tour Eiffel - The Eiffel Tower L'Arc de Triomphe - The Arc de Triomphe La Marelle - La Marelle (form of hopscotch) le loup est-il passé ? - has the wolf passed? point à point - dot to dot une corde à sauter - a skipping rope Petit Chaperon Rouge - Little Red Riding Hood le ciel - heaven la terre - earth</p>	<p>dans mon sac ... - in my bag ... et - and mais - but plus haut - higher plus bas - lower un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten</p>	<ul style="list-style-type: none"> • en vacances - on holiday • Il y a - there is/are • combien de...? - how many... ? • tu vas où? - where are you going? • je vais à... - I am going to... • tu vas comment? - how are you going? • je vais en... - I am going by... • puis - then • Comment tu vas à l'école? - How do you go to school? • Je vais à l'école - I go to school • Combien de personnes vont à l'école en bus? - How many people go to school by bus? • è (accent grave) - grave accent • é (accent aigu) - acute accent •
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Y4	Portraits - describing in French	Clothes - getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food - Miam, miam!	French and the Eurovision Song Contest
	<ul style="list-style-type: none"> • Understand that adjectives change depending on 	<ul style="list-style-type: none"> • Remember and pronounce some of the new words, recognising that some are 	<ul style="list-style-type: none"> • Say the numbers to 31 in French. 		<ul style="list-style-type: none"> • Work out what new words mean by looking for cognates. 	<ul style="list-style-type: none"> • Answer questions based on a video of a French-speaker,

<p>whether they are describing a boy or girl, for example: sérieux and sérieuse.</p> <ul style="list-style-type: none"> • Correctly identify a person from a description of their hair and eye colour. • Place word cards in the correct order, with the adjectives following the noun. • Give a spoken sentence to describe a friend. • Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. 	<p>masculine and take un, some feminine and take une and some plural and take des.</p> <ul style="list-style-type: none"> • Understand how to convert the indefinite article to a possessive adjective. • Correctly identify items of clothing based on the written word. • Say the words for items of clothing with accurate pronunciation. • Put the colour adjective after the noun. • Make an intelligible attempt to spell new words. • Write accurately using a support and the correct form of the adjective in the correct position. • Say a sentence using J'aime or Je n'aime pas. • Use il/elle correctly and put the adjective in the correct position in relation to the noun. • Put the right agreement on the adjective where relevant. 	<ul style="list-style-type: none"> • Read and calculate Maths sums correctly in French. • Say all the days of the week, working out the words for yesterday and today. • Match most of the French months to their English equivalents. • Ask when someone's birthday is and give the number and month of their birthday. • Say the seasons of the year. • Translate the date from English to French. • Say the similarities and differences between birthdays in the UK and France. • Put a present wish-list into a sentence. 	<ul style="list-style-type: none"> • Use a physical response to show their understanding of six to eight weather phrases. • Repeat new phrases with accurate pronunciation. • Say at least two sentences intelligibly to convey the weather in a given place. • Point or move in the correct direction during a compass points game. • Understand and say several directions and weather sentences. • Place weather symbols in the correct locations on a map. • Match at least three numerals and words correctly. • Say the correct number for their temperature. • Show an understanding of the water cycle and relevant cognates in both languages. 	<ul style="list-style-type: none"> • Use a model text to support conversation. • Complete mathematical calculations in French, writing answers in euros. • Recognise shop names and label a triarama. • Use a bilingual dictionary to translate given words. • Spell French words accurately. • Use a range of strategies to understand an unfamiliar text. • Ask and respond to questions found in a café conversation. • 	<p>getting at least half of them correct.</p> <ul style="list-style-type: none"> • Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English). • Say which instrument they play. • Say what kind of music they like, using a whole sentence. • Ask a question after listening to other pupils' attempts. • Read and understand music genres in written form. • Recall country names with accurate pronunciation. • Use a full sentence to say 'J'habite en/au/aux ...' • Write information in French about a character from a different country. • Use familiar language to write several phrases or short sentences. • Perform a song from memory with accurate pronunciation.
<p>Knowledge</p> <ul style="list-style-type: none"> • Adjectives change if they describe a girl or a feminine noun and this is called adjectival agreement. • Most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine. • Most adjectives go after the noun in French. • If the noun in a sentence is plural then the adjective describing it also becomes plural. • The Louvre is a famous French art gallery. <p>Skills</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The possessive adjective 'my' must agree with the gender of the noun and that we use <i>mon</i> (m), <i>ma</i> (f) and <i>mes</i> (pl.) • Some adjectives do not change when describing a feminine noun (<i>orange, marron, à pois</i>) • <i>Je aime</i> (I like) becomes <i>j'aime</i> and <i>je ne aime pas</i> becomes <i>je n'aime pas</i> to help with pronunciation. • If an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. <i>jaune, rose</i>). 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know some French festivals that happen through the year. • Know some similarities and differences between French and English birthday celebrations. • Know the abbreviation R.V.S.P., often used in English, <i>Répondez s'il vous plaît</i> which translates as 'Reply, if you please'. • Creating images to help remember pronunciation of new vocabulary is a good strategy e.g. <i>quatorze</i> (cat, oars) <p>Skills</p>	<ul style="list-style-type: none"> • Knowledge • Compass point phrases can be added to the front or end of a weather phrase with the same meaning. • To know names and locations of some cities in France. <p>Skills</p> <ul style="list-style-type: none"> • Recognising and answering simple questions which involve giving personal information. • Using a model to form a spoken sentence. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know some American and English words are borrowed by the French such as <i>le hot-dog</i> and <i>le hamburger</i>. • To know the currency used in France is Euros and recognise some notes and coins. • Know I can use a bilingual dictionary to translate unknown words <p>Skills</p> <ul style="list-style-type: none"> • Recognising and answering simple questions which involve giving personal information. 	<p>Knowledge</p> <ul style="list-style-type: none"> • <i>De</i> becomes <i>du</i> (not <i>de le</i>) when followed by a masculine noun. • Sentences can be extended using <i>et</i> or <i>mais</i>. • Countries have different names in French and each country is either masculine or feminine. • The definite article is used when saying the country e.g. <i>la France, le Royaume-Uni, les Pays-Bas</i>. <p>Skills</p>

<ul style="list-style-type: none"> Using a model to form a spoken sentence. Listening and repeating further key phonemes with care. Choosing appropriate adjectives from a wider range of adjectives. Identifying items by colour and other adjectives. Listening and selecting information. Using language detective skills to decode vocabulary. Noticing and beginning to predict key word patterns and spellings. Following a short text or rhyme, listening and reading at the same time. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using adapted phrases to describe an object or person. Recognising and beginning to apply rules for placement and agreement of adjectives. 	<ul style="list-style-type: none"> To know whether to use the pronouns <i>il</i> or <i>elle</i> (he or she) when describing what someone is wearing. <p>Skills</p> <ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a model to form a spoken sentence and using word cards to make short phrases. Speaking in full sentences using known vocabulary. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Identifying items by colour and other adjectives. Using language detective skills to decode vocabulary. Listening to songs, joining in with songs, noticing sound patterns and listening and reading at the same time. Noticing and beginning to predict key word patterns, sounds and spellings and comparing these with English. Using cognates and near cognates along with other detective skills to gist information. Using the indefinite article in the plural form. Recognising and using possessive adjective 'my' and pronouns he/she/it. Recognising and beginning to apply rules for placement and agreement of adjectives. Recognising and using the negative form. 	<ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Beginning to use conversational phrases for purposeful dialogue. Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary. Comparing sounds and spelling patterns with English. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Listening and selecting information. Using language detective skills to decode vocabulary. Listening to songs, joining in with songs and noticing sound patterns. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to identify language detective strategies. Following a short text or rhyme, listening and reading at the same time. Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using cognates and near cognates along with other detective skills to gist information. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. 	<ul style="list-style-type: none"> Speaking in full sentences using known vocabulary. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Listening and selecting information. Using language detective skills to decode vocabulary. Listening to songs, joining in with songs and noticing sound patterns. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to identify language detective strategies. Following a short text or rhyme, listening and reading at the same time. Using cognates and near cognates along with other detective skills to gist information. Selecting and writing short words and phrases. Using adapted phrases to describe an object or person. 	<ul style="list-style-type: none"> Beginning to form opinion phrases. Beginning to use conversational phrases for purposeful dialogue. Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Listening and selecting information. Using language detective skills to decode vocabulary. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to identify language detective strategies. Following a short text or rhyme, listening and reading at the same time. Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using cognates and near cognates along with other detective skills to gist information. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using indefinite article in the plural form. Comparing shops and high streets of France and UK. Recognising and using the Euro currency 	<ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Beginning to use conversational phrases for purposeful dialogue. Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary. Comparing sounds and spelling patterns with English. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Listening and selecting information. Using language detective skills to decode vocabulary. Listening to songs, joining in with songs and noticing sound patterns. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to identify language detective strategies. Following a short text or rhyme, listening and reading at the same time. Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using cognates and near cognates along with other
<p>Vocabulary</p> <p>heureux/heureuse - happy sérieux/sérieuse - serious le Musée du Louvre - the Louvre museum l'entrée - the entrance un tableau - a painting une statue - a statue il a - he has elle a - she has les cheveux - hair les cheveux châains - brown hair les cheveux blonds - blond hair les cheveux noirs - black hair les cheveux roux - ginger hair</p>			<p>Vocabulary</p> <p>quel temps fait-il aujourd'hui ? - what's the weather like today? il fait beau - it's nice weather il fait mauvais - it's bad weather il fait chaud - it's hot il fait froid - it's cold il pleut - it's raining/it rains il y a du soleil - it's sunny il y a du vent - it's windy il y a des nuages - it's cloudy le nord - north le sud - south l'est - east</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> le restaurant - the restaurant le café - the cafe 	

<p>les yeux - eyes les yeux bleus - blue eyes les yeux marron - brown eyes châtains - brown (for hair) blonds - blonde marron - brown noir(s)/noire(s) - black roux - ginger/red bleu(s)/bleue(s) - blue vert(s)/verte(s) - green rouge(s) - red (not with hair) jaune(s) - yellow blanc(s)/blanche(s) - white rose(s) - pink violet(s)/violette(s) - purple orange - orange qui ? - who? petit/petite - small grand/grande - big, tall il est... - he/it is... elle est... - she/it is fort/forte - strong poli/polie- polite travailleur/travailleuse - hard working sportif/sportive - sporty il s'appelle... - he is called... elle s'appelle... - she is called...</p>	<p>Vocabulary</p> <p>un T-shirt - a T-shirt un short - shorts un pantalon - trousers un chapeau - a hat un maillot de bain - a swimsuit une culotte - pants une chemise - a shirt une veste - a jacket des chaussettes (f) - socks des bottes (f) - boots des lunettes (f) - glasses des baskets (f) - trainers un pull - a jumper or pullover mon (masc. sing.) - my ma (fem. sing.) - my mes (plural) - my dans ma valise il y a... - in my suitcase there is... un maillot de foot - a football shirt c'est de quelle couleur ? - what colour is it? c'est - it is rouge(s) - red orange - orange jaune(s) - yellow vert(s) (m), verte(s) (f) - green bleu(s) (m), bleue(s) (f) - blue rose(s) - pink violet(s) (m), violette(s) (f) - violet marron - brown blanc(s) (m), blanche(s) (f) - white noir(s) (m), noire(s) (f) - black et - and des chaussures (f) - shoes une jupe - a skirt une robe - a dress un manteau - a coat il porte - he is wearing elle porte - she is wearing grand(s) (m), grande(s) (f) - big petit(s) (m), petite(s) (f) - little les vêtements - the clothes</p>	<p>• Comparing schools and celebrations between France and the UK.</p> <p>Vocabulary</p> <p>un nombre - number un numéro - number un chiffre - digit les mathématiques - maths les opérations - the operations égale - equals plus - add/plus moins - minus/take away multiplié par - multiplied by divisé par - divided by un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten onze - eleven douze - twelve treize - thirteen quatorze - fourteen quinze - fifteen seize - sixteen dix-sept - seventeen dix-huit - eighteen dix-neuf - nineteen vingt - twenty vingt-et-un - twenty-one vingt-deux - twenty-two vingt-trois - twenty-three vingt-quatre - twenty-four vingt-cinq - twenty-five vingt-six - twenty-six vingt-sept - twenty-seven vingt-huit - twenty-eight vingt-neuf - twenty-nine trente - thirty trente-et-un - thirty-one</p>	<p>l'ouest - west dans le - in the quel temps fait-il dans le nord? - what is the weather in the north? dix - ten vingt - twenty trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingts-dix - ninety cent - one hundred nord-est - north-east sud-est - south-east sud-ouest - south-west nord-ouest - north-west le cycle de l'eau - the water cycle la condensation - the condensation l'évaporation - the evaporation les précipitations - the precipitation l'océan - the ocean les nuages - the clouds un bol - a bowl voici - here is le sac plastique - the plastic bag l'assiette - the plate la glace - ice l'eau bouillante - the boiling water de l'eau - some water</p>	<ul style="list-style-type: none"> le menu - the menu une boisson - a drink une entrée- a starter un plat principal - a main course la soupe - the soup la pizza - the pizza le hot-dog - the hotdog le hamburger - hamburger le croissant - the croissant la baguette - the baguette un Coca-Cola - a Coca Cola une limonade - a lemonade un jus d'orange - an orange juice j'aime - I like je n'aime pas Bonjour je voudrais une table pour un - Hello, I would like a table for one voilà le menu - here is the menu Je voudrais - I would like Vous désirez une boisson? - Would you like a drink? Excusez-moi, l'addition s'il vous plaît - Excuse me, can I have the bill please Alors, ça fait dix Euros, s'il vous plaît - so that will be ten Euros please Et voilà ! Merci - There you are! Thank you Merci - Thank you Au revoir ! - Goodbye! Excellent - excellent Super - super le serveur - the waiter la serveuse - the waitress de l'argent - some money un billet - a bill, note or paper money la monnaie - change une pièce (de monnaie) - a coin 	<p>detective skills to gist information.</p> <ul style="list-style-type: none"> Selecting and writing short words and phrases. Making short phrases or sentences using word cards Using adapted phrases to describe an object or person. Using the indefinite article in the plural form. Recognising and beginning to apply rules for placement and agreement of adjectives. Using prepositions. Making comparisons of word order in French and English. Identifying some French-speaking countries. <p>Vocabulary</p> <p>le piano - the piano le violon - the violin le saxophone - the saxophone le clavier - the keyboard la guitare - the guitar la flûte - the flute la flûte à bec - the recorder la clarinette - the clarinette la batterie - the drums la trompette - the trumpet jouer de - to play (an instrument) jouer du piano - to play the piano jouer du violon - to play the violin jouer du saxophone - to play the saxophone jouer du clavier - to play the keyboard jouer de la guitare - to play the guitar jouer de la flûte à bec - to play the recorder</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p> j'aime - I like je n'aime pas - I don't like à pois - spotted à carreaux - checked à rayures - striped brillant(s), brillante(s) - sparkly voici - here is je porte - I wear </p>	<p> compter - to count les jours de la semaine - the days of the week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche - Sunday la semaine - week hier - yesterday demain - tomorrow aujourd'hui - today les mois - the months janvier - January février - February mars - March avril - April mai - May juin - June juillet - July août - August septembre - September octobre - October novembre - November décembre - December c'est quand, ton anniversaire ? - when is your birthday? mon anniversaire c'est le... - my birthday is the... les saisons - the seasons il y a quatre saisons - there are four seasons le printemps - the spring l'été - the summer l'automne - the autumn l'hiver - the winter quelle est la date aujourd'hui ? - what is the date today? c'est la fête - it's party time une invitation - an invitation Je t'invite à fêter mon anniversaire - I invite you to celebrate my birthday R.S.V.P. avant le: - RSVP by un anniversaire - a birthday le cadeau (m) - the present </p>		<p> jouer de la flûte - to play the flute jouer de la clarinette - to play the clarinette jouer de la batterie - to play the drums jouer de la trompette - to play the trumpet tu joues d'un instrument ? - do you play an instrument ? je joue du/de la ... - I play the ... je ne joue pas d'instrument - I don't play an instrument tu joues du piano ? - do you play the piano tu joues de la guitare ? - do you play the guitar quel genre de musique aimes-tu ? - what kind of music do you like? la musique jazz - jazz music la musique pop - pop music la musique classique - classical music la musique folklorique - folk music la musique rock - rock music la musique country - country music la musique hip hop - hip hop music j'aime ... - I like... je préfère ... - I prefer... je n'aime pas ... - I don't like... je déteste... - I hate... mais - but et - and les pays de l'Europe - European countries le Royaume-Uni - the UK L'Italie (fem.) - Italy L'Espagne (fem.) - Spain L'Allemagne (fem.) - Germany la Pologne - Poland le Portugal - Portugal </p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>le gâteau (m) - the cake le gâteau d'anniversaire - the birthday cake les invités - the guests goûter - snacks les jeux - party games les assiettes - the plates les boissons - drinks les bougies - the candles pour mon anniversaire - for my birthday je voudrais - I would like pour mon anniversaire, je voudrais un chat - for my birthday I would like a cat de la part de - from (literally 'on the part of') adresse - address</p>			<p>les Pays-Bas - the Netherlands la France - France la Belgique - Belgium la Suisse - Switzerland bienvenue au concours de la chanson ! - welcome to the singing competition! et maintenant, voici... - and now, here is...</p> <ul style="list-style-type: none"> •
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Y5	<p>French monster pets</p> <ul style="list-style-type: none"> • Using monsters and body part vocabulary, • Revises noun gender, using the correct article to go with nouns • Making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. • The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, • Work towards writing paragraphs to describe their own monster creations. 	<p>Space exploration - in French</p> <ul style="list-style-type: none"> • This unit transports children into space, developing their scientific vocabulary as well as their grammar. • Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. • Write their own metaphors using a writing model, replacing nouns with original vocabulary. • Make the correct choice of un/une for gender and add colour adjectives when writing. • Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. • Adapt a model text to create an original sentence of their own, including descriptive phrases. 	<p>Shopping in France</p> <ul style="list-style-type: none"> • Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play • build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. • They also develop their language detective skills, facing an entirely unfamiliar authentic French text. • Recall vocabulary by matching the correct pictures to the appropriate words. • Join in with a story, using gestures and key vocabulary. 	<p>French speaking world</p> <ul style="list-style-type: none"> • Recognise and respond to directions. • Form directional phrases of their own. • Read and understand a range of sentences including directions. • Form full sentences to ask and answer questions as modelled orally. • Know there are many countries in the world that speak French. • Discuss climate. • Show some understanding of national identity and stereotypes. • Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed. 	<p>Verbs in a French week</p> <ul style="list-style-type: none"> • Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. • Create an opinion phrase using one of the new verbs. • Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. • Work together to build a verb spinner and use it to generate appropriate phrases. • Recognise and recall different parts of verbs 'avoir' and 'être'. • Create an original short text, correctly adapting a range of verbs to their appropriate form. 	<p>Meet my French family</p> <ul style="list-style-type: none"> • Family and relations vocabulary, • Know the possessive adjective, my, and how to express likes and dislikes. • The children learn that they can compose a written composition by recycling and re-ordering known words and phrases • Produce a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.
-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Knowledge Bilingual dictionaries should not be used to look up every single word in a text. There are usually four forms of an adjective to describe: noun singular masculine, noun singular feminine, noun plural masculine, noun plural feminine. Adjectives of size go before the noun and adjectives of colour go after the noun.</p> <p>Skills</p> <ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Planning and presenting a short descriptive text. • Making realistic attempts at pronunciation of new, unknown vocabulary. • Using adjectives with correct placement and agreement. • Listening and following the sequence of a story, song or text including some unfamiliar language. • Matching unknown written words to new spoken words. • Recognising features of different text types. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings. • Gisting information from an extended text. • Using existing knowledge of vocabulary and phrases to create new sentences. 	<p>Knowledge Days of the week (with the exception of Sunday – <i>Dimanche</i>) were named after bodies in the solar system. Metaphors and similes are also used in French: metaphor – an object is, simile – an object like. Compare nouns by placing <i>plus / moins</i> and <i>que</i> around the adjective (e.g. <i>Neptune est plus grande que Mercure</i>) Use <i>parce que</i> (because) to extend my sentence and give a justification.</p> <p>Skills</p> <ul style="list-style-type: none"> • Forming a question in order to ask for information. • Presenting factual information in extended sentences including justification. • Rehearsing and recycling extended sentences orally. • Planning and presenting a short descriptive text. • Making realistic attempts at pronunciation of new, unknown vocabulary. • Using adjectives with correct placement and agreement. • Listening and gisting information from an extended text using language detective skills such as cognates. • Matching unknown written words to new spoken words. • Recognising blends of sounds and selecting words to recognise common spelling patterns. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the 	<p>Knowledge Know patterns of building large number changes beyond 70 by adding the teen numbers to 60 e.g. <i>soixante-dix (70), soixante-onze...</i> The word for 80 means ‘four twenties’ – <i>quatre-vingt</i>, and numbers up to 100 are built by continuing to count from <i>quatre-vingt</i>, e.g. <i>quatre-vingt-onze (91)</i> Know clues in the word for the multiples of 10 e.g. <i>cinquante – 50</i> <i>De</i> translates as ‘of’ or ‘some’ and I know that it changes when coupled with <i>le</i> to become <i>du</i> (not <i>de le</i>)</p> <p>Skills</p> <ul style="list-style-type: none"> • Presenting factual information in extended sentences including justification. • Rehearsing and recycling extended sentences orally. • Using intonation and gesture to differentiate between statements and questions. • Making realistic attempts at pronunciation of new, unknown vocabulary. • Listening and repeating key phonemes with care, applying pronunciation rules. • Adapting a story and retelling to the class. • Listening and gisting information from an extended text using language detective skills such as cognates. • Listening and following the sequence of a story, song or text including some unfamiliar language. • Matching unknown written words to new spoken words. 	<p>Knowledge When using <i>à</i> (to) and then the direct article <i>à +le = au</i> (e.g. <i>au nord</i>). There are many countries where French is spoken in the world and be able to name some of these. Know some ‘treasures’ that make up the national identity of France and some other French speaking countries. Use <i>il y a</i> to mean ‘there is’ or ‘there are’.</p> <p>Skills</p> <ul style="list-style-type: none"> • Forming a question in order to ask for information. • Presenting factual information in extended sentences including justification. • Rehearsing and recycling extended sentences orally. • Planning and presenting a short descriptive text. • Using intonation and gesture to differentiate between statements and questions. • Making realistic attempts at pronunciation of new, unknown vocabulary. • Listening and repeating key phonemes with care, applying pronunciation rules. • Listening and gisting information from an extended text using language detective skills such as cognates. • Listening and following the sequence of a story, song or text including some unfamiliar language. • Matching unknown written words to new spoken words. • Recognising features of different text types. • Using a range of language detective strategies to decode new vocabulary 	<p>Knowledge To understand French verbs take different forms. The infinitive is the basic form of a verb which in English is usually expressed as ‘to [do something]’ e.g. ‘to run’. Know three different endings for French verbs in the infinitive form: those that end -er, -ir and -re. Endings of regular -er verbs changes to go with the subject pronoun. French use guillemets <<>> in the same way speech marks are used in English. Some verbs do not follow regular patterns, such as <i>avoir</i> (to have) and <i>être</i> (to be). Know how to conjugate the verbs <i>avoir</i> and <i>être</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Matching unknown written words to new spoken words • Recognising blends of sounds and selecting words to recognise common spelling patterns • Listening and gisting information from an extended text using language detective skills such as cognates • Listening and following the sequence of a story, song or text including some unfamiliar language • Using adjectives with correct placement and agreement • Rehearsing and recycling extended sentences orally • Planning and presenting a short descriptive text • Using intonation and gesture to differentiate between statements and questions • Making realistic attempts at pronunciation of new, vocabulary 	<p>Knowledge There is no possessive apostrophe in French but to say ‘my mother’s father’, the French would say <i>La pere de ma mere</i>. When a singular noun begins with a vowel, the possessive adjective <i>ma</i> is difficult to pronounce, so <i>mon</i> is used e.g. <i>mon ami</i>. Revise agreement and position of adjectives in French. Word order is sometimes different in French compared to English.</p> <p>Skills</p> <ul style="list-style-type: none"> • Constructing a short text on a familiar topic • Making increasingly accurate attempts to read unfamiliar words and phrases • Reading and using language detective skills to assess meaning including sentence structure • Developing extended sentences to justify a fact or opinion • To know that sentences can be extended using et or mais • Planning, asking and answering extended questions • Engaging in conversation and transactional language • Planning and presenting a short text • Modifying, expressing and comparing opinions • Discussing strategies for remembering and applying pronunciation rules • Speaking and reading aloud with increasing confidence and fluency • Giving a presentation drawing upon learning from a number of previous topics
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Writing a short text using word and phrase cards to model or scaffold. Using different adjectives, with correct positioning and agreement. Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'. Applying placement and agreement rules for adjectives. 	<ul style="list-style-type: none"> meaning of unknown words and check the spelling of unfamiliar words. Using existing knowledge of vocabulary and phrases to create new sentences. Completing a gapped text with key words/phrases. Writing a short text using word and phrase cards to model or scaffold. Using different adjectives with correct positioning and agreement. Using language of metaphor and comparison. Correctly using definite and indefinite articles depending on gender and number of noun and including partitive 'some'. Applying placement and agreement rules for adjectives. Using comparative language. 	<ul style="list-style-type: none"> Recognising blends of sounds and selecting words to recognise common spelling patterns. Recognising features of different text types. Using a range of language detective strategies to decode new vocabulary including context and text type. Reading and adapting a range of different format short texts. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. Completing a gapped text with key words/phrases. Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'. Recognising and applying verb endings for present regular 'er' verbs. 	<ul style="list-style-type: none"> including context and text type. Reading and adapting a range of different format short texts. Using language of metaphor and comparison. Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'. Exploring verbs in infinitive form. Identifying and locating other countries in the world where French is spoken. Comparing geographical features and climates of different French-speaking countries. 	<ul style="list-style-type: none"> Listening and repeating key phonemes with care applying pronunciation rules Forming a question in order to ask for Information Presenting factual information in extended sentences including justification Using contextual clues and cues to gist and make predictions about meanings Writing a short text using word and phrase cards to model or scaffold 	<p>Vocabulary</p> <p>J'ai un frère - I have a brother J'ai une sœur - I have a sister J'ai deux frères - I have two brothers J'ai deux sœurs - I have two sisters J'ai un frère et une sœur - I have a brother and a sister. Je n'ai pas de frère - I haven't got a brother Je n'ai pas de sœur - I haven't got a sister Je n'ai pas de frère ou de sœur - I haven't got a brother or a sister J'ai une sœur mais je n'ai pas de frère - I have a sister but I don't have a brother Je suis fils unique - I am an only child (boy) Je suis fille unique - I am an only child (girl) mon - my (and a masculine noun) ma - my (and a feminine noun) mes - my (and a plural noun) mon père - my father ma mère - my mother mes parents - my parents mon grand-père - my grandfather ma grand-mère - my grandmother mes grands-parents - my grandparents mon frère - my brother ma soeur - my sister le fils - the son la fille - the daughter</p>
<p>Vocabulary</p> <p>un Varan de Komodo/un dragon de Komodo - a Komodo dragon un carnivore - a carnivore un prédateur - a predator un reptile - a reptile un insecte - an insect un mammifère - a mammal la tête - the head les épaules (f) - the shoulders les genoux (m) - the knees les pieds (m) - the feet les yeux (m) - the eyes les oreilles (f) - the ears la bouche - the mouth les bras (m) - the arms une antenne - an antenna les dents (f) - the teeth le nez - the nose le bec - the beak les cornes (f) - the horns les jambes (f) - legs les pointes - the points/peaks/spikes (on the monster's tail) la queue - the tail un oeil - an eye le corps - the body court(s) (masc.)/courte(s) (fem.) - short grand(s) (masc.)/grande(s) (fem.) - big</p>	<p>Vocabulary</p> <p>le système solaire - the solar system l'espace (m) - space une planète - a planet un astéroïde - an asteroid une comète - a comet une étoile - a star orbiter - to orbit le Soleil - the Sun la Lune - the Moon Mercure - Mercury Vénus - Venus la Terre - the Earth Mars - Mars Jupiter - Jupiter Saturne - Saturn Uranus - Uranus Neptune - Neptune Pluton - Pluto est - is un ballon - a ball une tomate - a tomato une banane - a banana</p>	<p>Vocabulary</p> <p>Number 0-99 cent - hundred mille - thousand Euro(s) - Euro(s) les fruits - the fruits un ananas - a pineapple un abricot - an apricot un citron - a lemon une pomme - an apple une poire - a pear une pêche - a peach une banane - a banana une orange - an orange une cerise - a cherry une fraise - a strawberry une pastèque - a watermelon</p>	<p>Vocabulary</p> <p>au nord - to the North au sud - to the South à l'est - to the East à l'ouest - to the West le nord-est - North East le nord-ouest - North West le sud-est - South East le sud-ouest - South West je vais - I go / I'm going tu vas - you go/ you are going mètres - metres pas - steps j'ai trouvé le trésor ! - I've found the treasure! tu as trouvé - you've found les trésors - the treasures la France - France la Grande-Bretagne - Great Britain la Suisse - Switzerland L'Algérie - Algeria le Luxembourg - Luxembourg la Tunisie - Tunisia le Maroc - Morocco un pays - a country le drapeau est - the flag is</p>	<p>Vocabulary</p> <p>chanter - to sing courir - to run danser - to dance dormir - to sleep écrire - to write jouer - to play lire - to read manger - to eat nager - to swim J'aime - I like Je - I tu - you (singular and informal) il - he elle - she nous - we vous - you (plural/formal) ils - they (masculine plural) elles - they (feminine plural) chanter - to sing Je chante - I sing Tu chantes - you sing (singular, informal) Nous chantons - we sing Vous chantez - you sing (plural and singular formal) Ils chantent - they sing (masculine plural) Elles chantent - they sing (feminine plural) Avoir - to have J'ai - I have</p>	<p>Vocabulary</p> <p>chanter - to sing courir - to run danser - to dance dormir - to sleep écrire - to write jouer - to play lire - to read manger - to eat nager - to swim J'aime - I like Je - I tu - you (singular and informal) il - he elle - she nous - we vous - you (plural/formal) ils - they (masculine plural) elles - they (feminine plural) chanter - to sing Je chante - I sing Tu chantes - you sing (singular, informal) Nous chantons - we sing Vous chantez - you sing (plural and singular formal) Ils chantent - they sing (masculine plural) Elles chantent - they sing (feminine plural) Avoir - to have J'ai - I have</p>

<p>long(s) (masc.)/longue(s) (fem.) - long petit(s) (masc.)/petite(s) (fem.) - small pointu(s) (masc.)/pointue(s) (fem.) - pointed rouge(s) (masc. and fem.) - red rose(s) (masc. and fem.) - pink orange (masc. and fem.) - orange jaune(s) (masc. and fem.) - yellow bleu(s) (masc.)/ bleue(s) (fem.) - blue noir(s) (masc.)/ noire(s) (fem.) - black vert(s) (masc.)/ verte(s) (fem.) - green blanc(s) (masc.)/ blanche(s) (fem.) - white gris (masc.)/ grise(s) (fem.) - grey qu'est-ce-que c'est ? - what is it? il a - he/it has elle a - she/it has un éléphant - an elephant un kangourou - a kangaroo un escargot - a snail une girafe - a giraffe une tortue - a tortoise une grenouille - a frog beau/beaux (m) belle(s) (f) - beautiful c'est un/ c'est une - it's a rond(s) (m), ronde(s) (f) - round un lion - a lion un serpent - a snake un poisson - a fish elle habite dans le désert - she/it lives in the desert il habite dans la forêt - he/It lives in the forest elle habite dans l'océan - she/it lives in the ocean</p>	<p>une orange - an orange un lion - a lion un bébé - a baby petit(s) (m), petite(s) (f) - small grand(s) (m), grande(s) (f) - big énorme - enormous minuscule - tiny fragile - fragile tranquille - peaceful chaud(s) (m), chaude(s) (f) - hot froid(s) (m), froide(s) (f) - cold plus ... que - more ... than plus - more moins - less moins ... que - less than parce que - because loin de - far from proche de - near to près de - near to plus grand(s)(e)(es) - bigger plus petit(s)(e)(es) - smaller encore plus petit(s)(e)(es) - even smaller plus chaud(s)(e)(es) - hotter très chaud(s)(e)(es) - very hot moins chaud(s)(e)(es) - less hot plus froid(s)(e)(es) - colder très froid(s)(e)(es) - very cold glacé(s) (m), glacée(s) (f) - frozen comment elle s'appelle ? - what is it/she called? quelle est la température ? - what's the temperature? c'est [X] degrés. - it's [X] degrees. rouge(s) - red vert(s)(e)(es) - green bleu(s)(e)(es) - blue jaune(s) - yellow orange - orange blanc(s) (m), blanche(s) (f) - white</p>	<p>des raisins - (some) grapes je vais au marché et j'achète... - I go to the market and I buy... lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche - Sunday il a faim - he is hungry toujours - always il n'a pas faim - he isn't hungry il mange - he eats un croissant - a croissant une glace - an ice cream des chips - some crisps du poulet - some chicken de la soupe - some soup des bonbons - some sweets il reste au lit - he stays in bed il a tout mangé ! - he has eaten everything! je voudrais - I would like c'est combien ? - how much is it?</p>	<p>petit - small grand - big énorme - enormous une étoile - a star un croissant - a crescent (same shape as a croissant) une île - an island une croix - a cross un cercle - a circle rouge - red jaune - yellow bleu - blue vert- green noir - black blanc - white il y a...? - is there...?/there is... un/une - a(n) de la, du, de l', des - some l'intrus - the odd one out des montagnes - some mountains des châteaux - some castles du fromage - some cheese des canaux - some canals des forêts - some forests des tigres - some tigers des lanternes - some lanterns le marché flottant - the floating market la Poutine - Poutine (a dish from Quebec of chips, cheese and gravy) des volcans - some volcanoes des chameaux - some camels des mosaïques - some mosaics des sangliers - some wild boar des gauffres - some waffles il fait chaud - it's hot il fait très chaud - it's very hot il fait plus chaud qu'en/au/à - it's hotter than in</p>	<p>Tu as – you (singular and informal) have Il/Elle a – he/she has Nous avons – we have Vous avez – you (plural and formal) have Ils/Elles ont – they have Être – to be Je suis – I am Tu es – you (singular and informal) are Il/elle est – he/she is Nous sommes – we are Vous êtes – you (plural and formal) are Ils/Elles sont – they are une semaine - a week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche – Sunday marcher - to walk arriver - to arrive frapper - to knock manger - to eat tomber - to fall habiter - to live, inhabit rester - to stay, rest explorer - to explore décider - to decide courir - to run chanter - to sing</p>	<p>mon oncle - my uncle ma tante - my aunt mon cousin - my cousin (boy) ma cousine - my cousin (girl) Il a - he has Elle a - she has les cheveux - hair les yeux - eyes les cheveux blonds - blond hair les cheveux noirs - black hair les cheveux roux - ginger hair les yeux bleus - blue eyes les yeux verts - green eyes les yeux gris - grey eyes mon - my (and a masculine noun) Son anniversaire, c'est le ... - his/her birthday is the... Il/Elle a [] ans - He/She is [] years old. J'aime - I like J'aime beaucoup - I really like J'adore - I love Je n'aime pas - I don't like et - and mais - but</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>elle est un herbivore - she/it is a herbivore il est un carnivore - he/it is a carnivore il est un omnivore - he/it is an omnivore elle mange les petites fleurs - she/it eats little flowers il mange les petits poissons rouges - he/it eats little red fish elle mange les serpents noirs et les plantes vertes - she/it eats black snakes and green plants</p>			<p>il fait moins chaud qu'en/au/à - it's less hot than in il ne fait pas chaud - it's not hot il fait froid - it's cold il pleut - it rains il pleut beaucoup - it rains a lot il pleut plus qu'en/au/à ... - it rains more than in il pleut moins qu'en/au ... - it rains less than in il ne pleut pas - it doesn't rain la température est de X degrés - the temperature is X degrees quel est le nom du pays ? - what is the country called ? quelle est la population ? - what is the population ? quel est le climat ? - what is the climate like ? qu'est-ce qu'il y a à visiter ? - what is there to visit ? je voudrais visiter - I would like to visit parce que - because</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Y6	<p>French sport and the Olympics</p> <ul style="list-style-type: none"> • Accurately pronounce the name of a sport. • Construct simple sentences to say whether they like a sport or not. • Know where some of the countries are located in the world. • Identify some of the French country words using cognates and near cognates. • Use the correct form of 'aller' and the correct preposition in most cases in written exercises. 	<p>French football champions</p> <ul style="list-style-type: none"> • Children develop their reading, speaking and listening skills, responding to questions about footballers, building to writing their own football player profiles in French based on research of a chosen player. • Translate some player profiles. • Construct the sentence, I come from [a place] in French. • Understand comprehension questions based on the topic of Football and show some 	<p>In my French house</p> <ul style="list-style-type: none"> • Understand the different types of houses and their rooms in French. • Ask and answer questions using vocabulary about houses. • Remember and understand the elements of a house and family. • Use a writing frame to create a written description of their house. • Label a bedroom and use the related vocabulary in simple sentences. 	<p>Planning a French holiday</p> <ul style="list-style-type: none"> • Learn to use a combination of present and near-future tenses, and • Become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. • They explore which countries they might visit and why • Research and plan a holiday to France. 	<p>Visiting a town in France</p> <ul style="list-style-type: none"> • Learn directional, transport and town vocabulary • Learn prepositional phrases • Be able to describe their journey to school, • Be able to plan a trip to France • Be a tourist guides, giving reasoned opinions on which places in town to visit • Be able to create a tourist leaflet, in French, for their own local area. 	
-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> Understand and accurately pronounce most words and phrases about sports. Develop cultural knowledge of Pétanque, the Tour de France and the Olympics, Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame. 	<p>competence in answering them.</p> <ul style="list-style-type: none"> Complete part of a player profile. Deliver an oral presentation with a reasonable standard of pronunciation. 	<ul style="list-style-type: none"> Accurately use prepositions verbally as well as in written sentences. Describe all the rooms in their house, describing where they live and with whom. Include questions in their letter. 			
<p>Knowledge Use the verb <i>jouer</i> (to play) with some sports and <i>faire</i> (to make) with other sports. Know French word for countries around the world. Verbs changing to match the pronoun is called conjugation. Know each part of the verb <i>aller</i> (to go), depending on the pronoun. Know different prepositions are used to say going to a country.e.g. <i>en France, au Canada, aux Etats-unis d’Amerique</i>). To know the Tour de France is a world famous cycling race that takes part in France each year. To know petanque is a popular French game sometimes known as boules.</p> <p>Skills</p> <ul style="list-style-type: none"> Developing extended sentences, for example to justify a fact or opinion. Discussing strategies for remembering and applying pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Comparing and applying pronunciation rules or patterns from known vocabulary. 	<p>Knowledge To know that pronunciation is important when presenting in French. To know there are different strategies to work out the meaning of new vocabulary.</p> <p>Skills</p> <ul style="list-style-type: none"> Comparing and applying pronunciation rules or patterns from known vocabulary. Making increasingly accurate attempts to read unfamiliar words and phrases. Reading and using language detective skills to assess meaning including sentence structure. Constructing a short text on a familiar topic. Learning and using some common irregular verbs, e.g. <i>faire</i> – to make/do. Learning about France’s sporting culture and events. <p>Vocabulary le ballon - the ball le but - the goal le terrain - the pitch le sifflet - the whistle mi-temps - half time</p>	<p>Knowledge To understand existing written sentences in French can be adapted. Know a range of prepositions to describe the position of objects.</p> <p>Skills</p> <ul style="list-style-type: none"> Discussing strategies for remembering and applying pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Comparing and applying pronunciation rules or patterns from known vocabulary. Recognising and using a wide range of descriptive phrases. Using prepositions to indicate the location of objects relative to something. Listening to stories, songs or texts in French. Reading and using language detective skills to assess meaning including sentence structure. Reading and responding to an extract from a story, an email message or song. Choosing words, phrases and sentences and writing as a text or captions. 	<p>Knowledge To know the near future tense is formed by using the present tense of the verb <i>aller</i> and the infinitive e.g. <i>je vais manger</i> – I am going to eat. When saying you go to a country, the preposition depends on the gender of the country name: <i>en, au, aux</i> Know different ways to travel to France. Distinguish between present and near future tense.</p> <p>Skills</p> <ul style="list-style-type: none"> Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language Planning and presenting a short text Speaking and reading aloud with increasing confidence and fluency Giving a presentation drawing upon learning from a number of previous topics Recognising present and near future tense sentences (using <i>aller</i> + infinitive) 	<p>Knowledge When using the prepositions <i>a cote de, pres de</i> or <i>loin de</i>, the <i>de</i> may change if followed by <i>le</i> or <i>les</i>: <i>de+le = du, de +le = des</i> Recognise some modes of transport used in Paris. When standalone adjectives are used, such as saying <i>c’est amusant</i>, we always use the singular masculine.</p> <p>Skills</p> <ul style="list-style-type: none"> Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language Planning and presenting a short text Speaking and reading aloud with increasing confidence and fluency Giving a presentation drawing upon learning from a number of previous topics Recognising present and near future tense sentences (using <i>aller</i> + infinitive) Reading short authentic texts for enjoyment or information 	<p>Knowledge</p>

<ul style="list-style-type: none"> Recalling and performing an extended song or rhyme. Reading and using language detective skills to assess meaning including sentence structure. Choosing words, phrases, sentences and writing as text or captions. Recognising and using verbs in different tenses. Recognising and applying verb endings for present regular 'er' verbs. Learning and using some common irregular verbs, e.g. 'faire' – 'to make/do'. Learning about France's sporting culture and events. <p>Vocabulary</p> <p>je joue - I play je fais - I do le basket - basketball le football/le foot - football le hockey - hockey le tennis - tennis le rugby - rugby le ski - skiing c'est quel sport ? - what sport is it? c'est le... - it's... tu aimes le sport ? - do you like sports? j'aime - I like j'adore - I love je n'aime pas - I don't like je déteste - I hate L'Angleterre (f) - England L'Écosse (f) - Scotland Le Pays de Galles (m) - Wales L'Irlande du Nord (f) - Northern Ireland L'Irlande (f) - Ireland (the Republic of Ireland) La France (f) - France La Belgique (f) - Belgium Les Pays-Bas (m) - The Netherlands L'Allemagne (f) - Germany L'Italie (f) - Italy L'Espagne (f) - Spain</p>	<p>un match de foot - a football match un joueur de foot/un footballeur - a footballer (male) une joueuse de foot/une footballeuse - a footballer (female) les Bleus - the Blues (French team) une équipe - a team un gardien de but - a goalie/goalkeeper (male) une gardienne de but - a goalie/goalkeeper (female) un bon joueur - a good player (male) une bonne joueuse - a good player (female) un supporter - a fan (male) une supportrice - a fan (female) un attaquant - a striker/attacker/forward (male) une attaquante - a striker/attacker/forward (female) un milieu de terrain défensif - defensive midfielder venir - to come venir de - to come from je viens de - I come from il vient de - he comes from elle vient de - she comes from marquer un but - to score a goal sauver un but - to save a goal un carton jaune - a yellow card un carton rouge - a red card</p>	<ul style="list-style-type: none"> Constructing a short text on a familiar topic. Using a wide range of descriptive phrases. Recognising and using verbs in different tenses. Recognising and applying verb endings for present regular 'er' verbs. Learning and using some common irregular verbs, e.g. faire – 'to make/do'. <p>Vocabulary</p> <p>habiter - to live j'habite - I live j'habite dans - I live in un appartement - an apartment une grande maison - a big house une petite maison - a little house une maison jumelée - semi-detached house une ferme - a farm la salle à manger - dining room la cuisine - kitchen le salon - lounge room la chambre de mes parents - my parents' bedroom ma chambre - my bedroom la salle de bain - bathroom le jardin - the garden le garage - the garage qu'est-ce que c'est ? - what is it? c'est la salle à manger - it's the dining room il y a - there is il n'a y a pas - there isn't ma mère - my mother mon père - my father mon frère - my brother mon petit frère - my little brother ma soeur - my sister ma grand-mère - my grandmother mon grand-père - my grandfather ma tante - my aunt</p>	<ul style="list-style-type: none"> Reading short authentic texts for enjoyment or information Constructing a short text on a familiar topic <p>Vocabulary</p> <ul style="list-style-type: none"> L'Angleterre (f) - England L'Écosse (f) - Scotland Le Pays de Galles (m) - Wales L'Irlande du Nord (f) - Northern Ireland L'Irlande (f) - Ireland (Republic of Ireland) La France (f) - France La Belgique (f) - Belgium L'Allemagne (f) - Germany L'Italie (f) - Italy L'Australie (f) - Australia L'Espagne (f) - Spain Le Canada (m) - Canada Les Pays-Bas (m) - The Netherlands Les États-Unis d'Amérique (m) - United States of America en - to (a feminine country) au - to (a masculine country) aux - to (a plural country) Je vais en France - I am going to France Je vais au Canada - I am going to Canada Je vais aux États-Unis d'Amérique - I am going to the United States of America cet été - this summer 	<ul style="list-style-type: none"> Constructing a short text on a familiar topic <p>Vocabulary</p> <p>Comment vas-tu à l'école ? - How do you get to school? Je vais à l'école - I go to school en voiture - by car en autobus - by bus à vélo - on a bicycle à pied - on foot sur - on sous - under derrière - behind devant - in front of dans - in entre - between à côté de - next to près de - near to loin de - far from il y a ... - there is ... il y a aussi - there is also un parc - a park un musée - a museum un marché - a market une école - a school une plage - a beach une gare - a train station une bibliothèque - a library Il y a un parc près de chez moi - There is a park near my house Le parc est loin de chez moi - The park is far from my house près de chez moi il y a ... - near my house, there is ... loin de chez moi il y a ... - far from my house there is ... voici ... - here is ...</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Les États-Unis d'Amérique (m) - The United States of America Le Canada (m) - Canada L'Australie (f) - Australia aller - to go je vais - I go tu vas - you go (you singular/informal) il va/elle va - he/she goes nous allons - we go vous allez - you go (plural/formal) ils/elles vont - they go sauter - to jump marcher - to walk courir - to run danser - to dance nager - to swim patiner - to ice skate plonger - to dive pédaler - to pedal la bicyclette/le vélo - bicycle le frein - brake les freins - brakes le maillot jaune - the yellow jersey le départ - the start/departure la fin - the end ralentir - slow down à droite - right à gauche - left tout droit - straight on vite - fast lentement - slow pétanque - pétanque le cochonnet - the jack or little pig les boules - the boules glisser - to slide rouler - to roll lober - to lob lancer - to throw frapper - to tap le bon homme ! - good man! bras d'or ! - golden arm! les jeux Olympiques - the Olympic Games l'athlétisme - athletics la gymnastique - gymnastics le cyclisme - cycling le volleyball - volleyball le kayak - kayaking le water-polo - water-polo</p>		<p>mon oncle - my uncle mon - my (m) ma - (f) mes - (pl) au rez-de-chaussée - on the ground floor au premier étage - on the first floor en bas - downstairs en haut - upstairs un lit - a bed un poster - a poster un ordinateur - a computer les rideaux (m) - the curtains un tapis - the rug un garde-robe - a wardrobe le mur - the wall une chaise - a chair une lampe - a lamp un bureau - a desk les jouets - the toys les livres - the books la boîte - a box sur - on sous - under devant - in front derrière - behind à côté de - next to dans - in où est le crayon ? - where is the pencil? le crayon est à côté de livre - the pencil is next to the book entre - in between où est ? - where is? le chien - the dog une niche - the kennel</p>	<ul style="list-style-type: none"> • cette année - this year • ce mois-ci - this month • parce que - because • aller - to go • je vais - I go • tu vas - you go (singular/informal) • il va/elle va - he/she goes • nous allons - we go • vous allez - you go (plural/formal) • ils vont - they go (masculine) • elles vont - they go (feminine) • c'est magnifique - it's magnificent • c'est chaud - it's hot • J'ai de la chance - I'm lucky • J'aime nager - I like swimming • J'aime la plage - I like the beach • J'adore les montagnes - I adore the mountains • C'est amusant - It's fun • J'aime faire de la planche à voile - I like windsurfing • une valise - a suitcase • dans ma valise il y a ... - in my suitcase there is... • un short - a pair of shorts • une casquette - a cap • un t-shirt - a t-shirt • un chapeau de soleil - a sun hat • la crème solaire - the sun cream • des lunettes de soleil - some sunglasses • une robe - a dress • des baskets - the trainers 		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>le tennis de table - table tennis le judo - judo l'équitation - horse riding le badminton - badminton le golf - golf le tir à l'arc - archery l'escrime - fencing la boxe - boxing le snowboard - snowboarding le bobsleigh - bobsleighbing l'aviron - rowing la voile - sailing le saut à ski - ski-jumping le curling - curling une médaille de bronze - a bronze medal une médaille d'argent - a silver medal une médaille d'or - a gold medal un sport olympique - an Olympic sport la compétition - the competition le tournoi - the tournament une équipe - a team un bon joueur - a good player gagner - to win j'ai gagné une médaille de bronze - I won a bronze medal perdre - to lose il a perdu - he has lost aujourd'hui - today et - and il y a - there is</p>			<ul style="list-style-type: none"> • un maillot de bain - a swim suit • un livre - a book • une brosse à dents - a toothbrush • le pyjama - the pyjamas • un pantalon - trousers • un pull - a jumper • un bonnet - a beanie hat • des chaussettes - some socks • une robe de chambre - a dressing-gown • un parapluie - an umbrella • une veste - a jacket • des bottes - some boots • une écharpe - a scarf • Quand vas-tu en vacances ? - When are you going on holiday? • En été ou en hiver ? In summer or in winter? • Où vas-tu en vacances ? - Where are you going on holiday? • Pourquoi vas-tu en vacances ? -Why are you going on holiday? • Qu'est ce que tu vas faire en vacances ? What are you going to do on holiday? • Quel temps va-t-il faire ? - What is the weather going to be like? • Qu'est ce qu'il y a dans la valise ? - What is in the suitcase? • Ça va être chaud - it's going to be hot • Ça va être froid - it's going to be cold 		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

				<ul style="list-style-type: none">• Cet été - this summer• Cet hiver - this winter• en Angleterre - to England• en Écosse - to Scotland• en Irlande du Nord - to Northern Ireland• en Irlande - to Ireland• en France - to France• en Belgique - to Belgium• en Allemagne - to Germany• en Italie - to Italy• en Espagne - to Spain• en Australie - to Australia• au Canada - to Canada• au Pays de Galles - to Wales• aux Pays-Bas - to the Netherlands• aux États-Unis d'Amérique - to the United States of America• pourquoi ? - Why?• parce que - because• c'est magnifique - it's magnificent• c'est chaud - it's hot• j'ai de la chance - I'm lucky• j'aime nager - I like swimming• j'aime la plage - I like the beach• j'adore les montagnes - I love the mountains• c'est amusant - it's fun• J'aime faire de la planche à voile - I like wind-surfing• nager - to swim• faire du camping - to go camping• faire du ski - to go skiing		
--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

				<ul style="list-style-type: none">• marcher dans les montagnes - to walk in the mountains• jouer dans la neige - to play in the snow• jouer sur la plage - playing on the beach		
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--