

Mount Primary School

French

Curriculum Design

Long Term Plan & Progression



French Intent

The aim of MFL teaching at Mount Primary School is to develop a love of learning a foreign language, in this case French, and to provide as many opportunities for children to apply this. Through a varied range of topics, we teach children structures and vocabulary that could be applied should they visit France, as well as developing their skill in being able to confidently use French in speaking, listening, reading and writing activities. Through these activities, they are able to communicate with others and are encouraged to respect other MFL learners in their classes by listening to them, supporting them and working collaboratively on tasks. In our school, MFL makes a significant contribution to citizenship education by teaching children about the culture and traditions in France and learning how to respect that there are similarities and differences in how traditions are celebrated. French was originally selected as the target language as this was the language most children would continue to do in their transition into secondary school after primary education.

French Implementation

Children in Year 3/4 are introduced to some basic grammatical knowledge, e.g. use of le/la – changing to un/une, as well as using sentence scaffolds to write short sentences. They also begin to express likes and dislikes. Children in Year 5/6 continue to develop this knowledge further and, for example, progress to writing short sentences where nouns and adjectives agree, as well as reading longer texts and starting to translate and understand these. They continue developing their knowledge of expressing likes and dislikes and use connectives to link parts of the sentence, as well as looking at some simple tense types, for example the past tense. When revisiting knowledge in this way, we are able to use language that is familiar to the children already and to deepen and increase their knowledge in these areas. Furthermore, children gain a great sense of achievement from seeing vocabulary that they already recognise, therefore building on past knowledge.

French Impact

There are many opportunities throughout the MFL curriculum to revisit past knowledge. This is particularly evident in areas such as personal information, numbers, colour, animals and expressing opinions. Knowledge is reapplied throughout the curriculum, for example Year 3/4 children learn about expressing their opinions about food and their likes and dislikes and describing people. In Year 5/6, they continue to develop this by expressing further opinions about food and using connectives to link sentences, as well as expressing opinions about school subjects, giving reasons why they like or dislike them and extending descriptions of people using adjectives. Knowledge is continuously assessed throughout the programme. Lessons start with a recap of prior knowledge, through using starting activities, e.g. songs, rhymes or matching activities, as well as vocabulary recall, to enable knowledge to be assessed, identify gaps and show progression. More formal assessments are also used to assess long-term knowledge and further address gaps.

French Long Term Plan							
Key Concepts	Use Subject Specific Vocabulary	Speaking & Listening		Reading	Writing	Intercultural Understanding	Grammar
	F2	Y1	Y2	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Autumn				<u>Myself</u> Greetings, introducing myself, name, feelings Understanding languages Numbers, colours, body. Christmas	<u>School</u> Greetings Numbers Time School Christmas	<u>All About Me</u> Personal Information Days/Months Hobbies French Sports Person – speaking in 3rd person Christmas	<u>Myself</u> Personal Information Food Christmas
Spring				<u>Our Local Area</u> Where I live Sports/Hobbies Food Easter	<u>Describing myself & Travel</u> Numbers Body Colour Travel Easter	<u>Where in the world?</u> Epiphany Places in town French Speaking Countries Compass Points Transport Easter	<u>Descriptions</u> Facial Features Description of Clothing Easter
Summer				<u>Summertime</u> Days of the Week Weather More about me Holidays in France	<u>Animals and Pets</u> Animals & Habitats Food Holidays	<u>School and Sport</u> School Clothes Tour De France	<u>France</u> Neighbouring Countries Distance Nationalities Jobs Bastille Day Matisse

Statutory Coverage

National Curriculum & EYFS	F2	KS1	KS2
			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ● present ideas and information orally to a range of audiences ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing ● understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features

and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Progression Map

Key Concept - Use subject specific vocabulary (year first taught)

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
			<p>Bonjour (Hello), Comment t'appelles-tu? (What is your name?), Je m'appelle... (My name is), Au revoir (Goodbye)</p> <p>Comment ça va? Ça va? (How are you?) Ça va très bien (very well), Ça va bien (well), Ça va/Comme ci, comme ça, (OK) Ça va mal (not well), Et toi?</p> <p>Quel âge as-tu? (How old are you?) J'ai...ans (I am ... years old)</p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze,</p>	<p>Bonsoir (Good Evening), Bonne Nuit (Goodnight), Joyeux Anniversaire (Happy Birthday), moins (minus), plus (plus)</p> <p>la Rentrée (start of the school year), Qu'est-ce qu'il y a dans ta trousse? (What's in your pencil case?), le stylo (pen), le crayon (pencil), le crayon de couleur (crayon), le taille-crayon (pencil sharpener), la trousse (pencil case), la gomme (rubber), la colle (glue), les ciseaux (mpl) (scissors), la règle (ruler)</p> <p>l'arbre (m)(tree), les feuilles (leaves),</p>	<p>Où habites-tu? (Where do you live?) As-tu des frères ou des sœurs? (Do you have brothers or sisters?) As-tu un animal? (Do you have a pet?) J'habite à..., (I live in...,) Oui, j'ai..... frère(s)/ soeur(s) (Yes, I have brother(s)/sister(s)) Non, je n'ai pas des frères ou des sœurs, (No, I don't have brothers or sisters), Oui, j'ai un/une....., (Yes, I have a ...), Non, je n'ai pas d'animal (No, I don't have a pet)</p> <p>Oui, j'ai un soeur, elle s'appelle..., elle a... an(s) (Yes, I have a sister, she is called..., she is... year(s) old)</p>	<p>Quelle est la date de ton anniversaire? (What date is your birthday?) C'est le 5 septembre (It's the 5th Sep)</p> <p>As-tu des animaux chez toi? (Do you have pets at home?) Non, je n'ai pas des animaux chez moi (No, I don't have pets at home)</p> <p>et (and), mais (but), pourtant (yet), cependant (however)</p> <p>le gâteau (cake), la banane (banana), la pomme (apple), l'orange (f) (orange), le sandwich (sandwich), le fromage (cheese), le yaourt (yoghurt), le jus d'orange (orange juice), la salade (salad), l'eau (f)</p>

	<p>quinze, seize, dix-sept, dix-huit, dix-neuf, vingt (1-20)</p> <p>les pays francophones, la Belgique (Belgium), la Suisse (Switzerland), le Luxembourg (Luxembourg), la France (France)</p> <p>(le) Nom du pays (country), (le) Nombre d'habitants (population), (la) Capitale (capital city), (les) Sites touristiques (tourist sites), (les) Villes principales (main towns), (le) Drapeau (flag), (les) Spécialités culinaires (food specialities)</p> <p>rouge (red), jaune (yellow), gris (grey), noir (black), orange</p>	<p>l'automne (m) (Autumn),</p> <p>Asseyez-vous (sit down), levez-vous (stand up), Silence s'il vous plaît (Silence please), Écoutez s'il vous plaît (listen please), Répétez s'il vous plaît (Repeat please)</p> <p>Le Réveillon (Christmas Eve meal) , la bûche de Noël (yule log), La Fête des Rois (Epiphany celebration), le Père Noël (Father Christmas), les Cadeaux de Noël (Christmas presents), la Saint-Sylvestre (New Year's Eve)</p> <p>Marie (Mary), Joseph (Joseph), Jésus (Jesus), une étoile (star), les bergers</p>	<p>les mois – the months,</p> <p>Aujourd'hui c'est / Aujourd'hui nous sommes le... (Today it is ...)</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre (January – December)</p> <p>le tennis (tennis), le basket (basketball), l'équitation (f) (horseriding), la natation (swimming), le ski (skiing), le football (football), la danse (dancing), la gymnastique (gymnastic), le golf (golf), le judo (judo), le rugby (rugby), le hockey (hockey), le vélo (cycling), la voile (sailing),</p>	<p>(water), les chips (fpl) (crisps),</p> <p>Hier (yesterday), J'ai mangé... (I ate), J'ai bu...(I drunk)</p> <p>Qu'est-ce que vous désirez? (What would you like?) Je voudrais...(I would like...), le sandwich (sandwich), le pain (bread), la pain simple (white bread), le pain complet (wholemeal bread), le pain aux herbes (herb bread), les viandes (meats), le rosbif (roast beef), le jambon (ham), le poulet (chicken), le saucisson sec (salami), les légumes (m) (vegetables), les tomates (f) (tomatoes), la laitue (lettuce), le concombre (cucumber),</p>
--	---	--	--	---

	<p>(orange), bleu (blue), blanc (white), vert, (green), brun (brown), marron (brown), violet (purple), rose (pink), blond (blond)</p> <p>la tête (head), l'épaule (f) (shoulder), le genou (knee), l'orteil (m) (toe), les doigts (mpl)(fingers), le nez (nose), la bouche (mouth), la jambe (leg), le pied (foot), le bras (arm), le dos (back), trouver (find), toucher (touch), Il a..., Elle a... (He has.../She has...</p> <p>Joyeux Noël et Bonne Année (Merry Christmas and Happy New Year) and Meilleurs vœux (Best Wishes) Cher, Chers, Chère, Chères (Dear)</p>	<p>(shepherds), un ange (angel), les rois (kings)</p> <p>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente trente-et-un (21-31)</p> <p>la tête (head), les cheveux (hair), le nez (nose), les yeux (eyes), les oreilles (ears), la bouche (mouth), les épaules (shoulders), la main (hand), le bras (arm) les genoux (knees), les pieds (feet), les orteils (toes), la jambe (leg)</p> <p>la voiture (car), l'autobus (m)(bus), le vélo (bike), à pied (on foot), à cheval (m) (on horseback), le train (train), le camion (lorry), l'hélicoptère</p>	<p>Je joue... (I play...), Je fais... (I do/go) Je joue au football (I play football), Je joue au tennis (I play tennis), Je joue au cricket (I play cricket), Je joue au rugby (I play rugby), Je fais du skate (I go skateboarding), Je fais du vélo (go cycling), Je fais de la danse (I do dancing), Je fais de la natation, (I go swimming), Je fais de la voile (I go sailing)</p> <p>Qu'est-ce que tu fais le(s) lundi(s)? (What do you do on Mondays?)</p> <p>Il/Elle s'appelle...., Il/Elle a ... ans, Il/Elle habite à..., Il/Elle joue/fais... (He/She is called..., He/She is ... years old, He/She lives in..., He/She plays/does...)</p>	<p>l'oignon (m) (onion), le roquefort (roquefort), l'emmental (m) (emmental), le brie (brie), le fromage de chèvre (goat's cheese), le coca (cola), la limonade (lemonade), le thé (tea), le café (coffee), le chocolat chaud (hot chocolate), les oeufs durs (boiled egg), la salade d'oeufs (egg salad), le thon (tuna fish), le saumon(salmon), les crevettes (prawns), les chips (fpl) (crisps), les biscuits (mpl) (biscuits), le croissant (croissant), le beignet (doughnut), le beurre (butter), la mayonnaise (mayonnaise), la moutarde (mustard) former (to form), mettre (to put),</p>
--	---	---	--	---

	<p>Maman (Mum), Papa (Dad), Oncle (Uncle), Tante (Aunty), Grand-mère (Grandma), Grand-père (Grandpa/Grandad)</p> <p>Où habites-tu? (Where do you live?), J'habite à ___ (I live in ...), dans un/une... (in a), la maison (house), l'appartement (m) (flat), le bungalow (bungalow), la chaumière (thatched cottage), le cottage (cottage), la salle à manger (dining room), le grenier (attic), la cuisine (kitchen), la véranda (conservatory/veranda), l'entrée (f) (entrance), la salle de bains (bathroom), la chambre (bedroom), le porche (porch), le salon (living room),</p>	<p>(m) (helicopter), l'avion (m) (plane), la trottinette, (scooter), le taxi (taxi), la moto (motorbike), les transports (transport), en (by), à (on),</p> <p>Qu'est-ce que c'est? (What is it?) C'est ... (It's...)</p> <p>allez (go), tout droit (straight on), tournez (turn), à droite (right), à gauche (left), chaud (cold), froid (cold), Voilà! courir (run), marcher (walk), aller (go), sautiller (hop)</p> <p>(les cloches volantes – flying bells)</p> <p>le chat (cat), le chien (dog), le lapin (rabbit), la souris (mouse), l'oiseau (m)(bird), le poisson (fish), le serpent (snake), le hamster</p>	<p>un sapin de Noël (a Christmas tree), une boule de Noël (a bauble), une cloche (a bell), un ange (an angel), une étoile (a star), des guirlandes (tinsel), un noeud (a bow), une étiquette (a label)</p> <p>l'épiphanie (Epiphany), le boeuf (ox), le mouton (sheep), l'âne (m) (donkey), les rois mages (the three kings), le bébé (baby), l'étoile (star), le ciel (sky), les bergers (shepherds), les cadeaux (gifts), la myrrhe (myrrh), l'or (m)(gold), l'encens (m)(incense), la galette des rois ('king cake'), une fève (broad bean), le roi (King), la reine (Queen), pauvre (poor)</p>	<p>étaler (to spread out/roll), faire (to make), verser (to pour), ajouter (to add), casser (to break), malaxer (to mix)</p> <p>les cheveux (hair), long(s) (long), court(s) (short), mi-long(s) (mid-length), raides (straight), bouclés (curly), ondulés (wavy), blonds (blond), châains (chestnut brown), roux (ginger), noirs (black), les yeux (eyes), bleu(s) (blue), vert(s) (green), brun(s) (brown), gris (grey), violet(s) (purple), adjectif (adjective)</p> <p>heureux/heureuse (happy), désolé(e) (sorry), énervé(e) (annoyed), fatigué(e) (tired), fier/ fière (proud), surprise(e) (surprised), fâché(e)</p>
--	---	--	--	---

<p>l'escalier (m) (staircase), le jardin (garden) la fenêtre (window), le bain (bath), le lit (bed), la table (table), le toilette (toilet), le sofa (sofa)</p> <p>à la campagne (in the country), au bord de la mer (by the sea), en ville (in the town), la mer (sea), le phare (lighthouse), la plage (beach)</p> <p>À New Brighton/À Wallasey il y a un/une... (in New Brighton/Wallasey there is...)</p> <p>le tennis (tennis), le basket (basketball) l'équitation (f) (horseriding), la natation (swimming), le ski (skiing), le football (football), la danse (dancing), la gymnastique</p>	<p>(hamster), la tortue (tortoise), le cochon d'inde (guinea pig), l'animal (m)(pet), J'ai un animal, Je n'ai pas d'animal (I have/don't have a pet), As-tu... ? (Do you have... ?)</p> <p>le cheval (horse), le mouton (sheep), le lapin (rabbit), la souris (mouse), la pomme (apple), belle (f) (beautiful), rouge (red), Toc !, Toc ! Toc ! (knock, knock, knock) Croc, croc, croc (crunch, crunch)</p> <p>levez-vous (stand up), asseyez-vous (sit down), vite (quickly) lentement (slowly) galope (gallop) court (run) sautille (hop) trotte (scurry)</p> <p>la savane (savanna), la forêt (forest), la</p>	<p>le magasin (shop), le passage pour piétons (pedestrian crossing), la poste (post office), l'église (f) (church), la rivière (river), l'hôpital (m)(hospital), le parc (park)</p> <p>dix, vingt, trente, quarante, cinquante, soixante (ten, twenty, thirty, forty, fifty, sixty)</p> <p>Il y a un magasin dans la case A,30, vrai ou faux? (There is a shop in square A, 30, true or false?) vrai/faux (true/false)</p> <p>Il y a un/une (There is a ...)</p> <p>tournez à gauche (turn left), tournez à droite (turn right), continuez tout droit (continue straight on), traversez la rue (cross the road), devant (in front of),</p>	<p>(angry), content(e) (pleased), triste (sad), je suis... (I am ...), tu es ... (you are...)</p> <p>Comment te sens-tu aujourd'hui? (How are you feeling today?)</p> <p>J'ai mal (I've got a pain), avoir mal au coeur (to feel sick), médecin (m) (doctor), médicament (m) (medicine), malade (ill), Qu'est-ce qui ne va pas? (What's wrong?), au /à la /à l' / aux... (in the ...)</p> <p>Les vêtements (clothes),</p> <p>la distance (distance), Quelle est la distance entre...et... ? What is the distance between... and ...?) C'est... kilomètres (It's... kilometres)</p>
---	---	--	--

<p>(gymnastic), le golf (golf), le judo (judo), le rugby (rugby), le hockey (hockey),</p> <p>J'adore le tennis (I love tennis), J'aime la natation (I like swimming), Je n'aime pas le judo (I don't like judo), Je déteste le hockey (I hate hockey)</p> <p>les gateaux (cakes), les chocolats (chocolates), les sucettes (lollies), les bonbons (sweets), les tomates (tomatoes), les pommes (apples), le poisson (fish), les carottes (carrots), le fromage blanc (cream cheese) manger (to eat),</p> <p>bon(ne) pour la santé (healthy), mauvais(e) pour la santé (unhealthy)</p>	<p>mer (sea), une ferme (farm), la campagne (countryside)</p> <p>le lion (lion), le poisson (fish), l'âne (m)(donkey), la tortue (tortoise), la poule (chicken), le kangarou (kangaroo), l'oiseau (bird) (m), l'éléphant (m) (elephant), le cygne (swan), le poisson (fish), le coucou (cuckoo),</p> <p>grand(e) (big), petit(e) (small), fort(e) (strong/loud), lent(e) (slow), rapide (quick) féroce (fierce), timide (shy)</p> <p>, la poire (pear), le prune (plum), la fraise (strawberry), l'orange (orange) (f), du gâteau (m) (some cake), un</p>	<p>répétez s'il vous plaît (repeat please), avancer (step forward)</p> <p>Quand je vais à l'école... (When I go to school...)</p> <p>La population compte autour de ...d'habitants. (The population is....) La capitale est la ville de ... (The capital city is...)</p> <p>l'est (east), le nord (north), le nord-est (north-east), le nord-ouest (north-west) , l'ouest (west), le sud (south), le sud-est (south-east), le sud-ouest (south-west)</p> <p>la voiture (car), l'autobus (m)(bus), le vélo (bike), à pied (on foot), à cheval (m) (on horseback), le train (train), le camion (lorry),</p>	<p>soixante-dix (seventy), quatre-vingts (eighty), quatre-vingt-dix (ninety) cent (hundred), mille (thousand)</p> <p>J'habite en/au... (I live in...)</p> <p>anglais(e) (English) français(e) (French), canadien(ne) (Canadian), suisse (Swiss), belge (Belgian), luxembourgeois(e) (Luxembourgers) un joueur de foot (m), une joueuse de foot (f) (football player), un acteur (m), une actrice (f) (actor/actress), un/une scientifique (scientist), un homme politique (m), une femme politique (f) (politician), un/une chef (chef), un/une artiste (artist), un/une soldat</p>
---	---	---	---

	<p>J'aime... (I like), Je n'aime pas... (I don't like), J'adore... (I love), Je déteste... (I hate), Tu aimes ça? (Do you like that?), Tu aimes ...? (Do you like ...?)</p> <p>Joyeuses Pâques (Happy Easter), Meilleurs vœux (Best Wishes). Cher, Chers, Chère, Chères (Dear), Maman (Mum), Papa (Dad), Oncle (Uncle), Tante (Aunty), Grand-mère (Grandma), Grand-père (Grandpa/Grandad)</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, (Monday – Sunday) La semaine (week), Aujourd'hui c'est lundi/ Aujourd'hui nous sommes le lundi (Today it is Monday)</p>	<p>cornet de glace (m) (ice cream cornet), un cornichon (m) (gherkin), un morceau de fromage (m) (a piece of cheese), du saucisson (m) (some salami), une sucette (f) (lollipop), de la tarte aux cerises (f) (slice of cherry pie), une saucisse (f) (sausage), une brioche (f) (small brioche bun), de la pastèque (f) (slice of watermelon).</p> <p>Mais il a encore faim (but he was still hungry)</p> <p>Je voudrais... (I would like), du (m) (some), de la (f) (some), de l' (some) des (pl) (some), S'il vous plaît (please), voilà (here you are), merci (thank you), merci bien (thank you very much).</p>	<p>l'hélicoptère (m) (helicopter), l'avion (m) (plane), la trottinette (scooter), le taxi (taxi), la moto (motorbike), les transports (transport), en (by), à (on),</p> <p>je vais (I go), tu vas (you go), il vas (he goes), elle va (she goes), vous allez (you go – polite), vous allez (you go - plural), nous allons (we go), ils/elles vont (m/f, ils = mixed, they go – plural)</p> <p>au café (to the café), au supermarché (to the supermarket), au cinéma (to the cinema), au parc (to the park), au théâtre (to the theatre), à la rivière (to the river), au magasin (to the shop), à l'école (to school), à l'église (to</p>	<p>(soldier), un chanteur (m), une chanteuse (f) (singer) célèbre (famous)</p> <p>le Roi (King), la Révolution Française (French Revolution), la Reine (Queen), liberté, égalité, fraternité (freedom, equality, brotherhood)</p>
--	---	--	---	---

	<p>Quel temps fait-il? (What is the weather like?), Il pleut (it's raining), Il neige (it's snowing), Il fait chaud (it's hot), Il fait froid (it's cold), Il fait mauvais (the weather is bad), Il y a du soleil (it's sunny), Il y a du vent (it's windy), Il y a du brouillard (it's foggy), Il y a des nuages (it's cloudy)</p> <p>à Paris il pleut (In Paris it is raining) à Strasbourg il fait froid (In Strasbourg it is cold)</p> <p>Quelques faits sur moi (a few things about me), mon maître/ma maîtresse (my teacher, male/female), Mon meilleur ami est, Ma meilleure amie est (my best friend is (male/female),</p>	<p>Avez-vous...? (Do you have...?) C'est combien? (How much is it?)</p> <p>le marché (market), la confiserie (sweet shop), la pâtisserie (cake shop), la boulangerie (baker's), la papeterie (stationer's shop)</p>	<p>the church), au musée (to the museum), à la boulangerie (to the bakery), à la piscine (to the swimming pool), à la gare (to the train station), à la pâtisserie (to the cake shop), à la mosquée (to the mosque), au marché (to the market)</p> <p>Où est le/la/l'...? (Where is the...?) Voici... (Here is...), la cour de récréation (playground), les toilettes (toilets), le parking (car park), la grande salle (hall), la bibliothèque (library), la cantine (canteen), l'entrée (entrance) (f), le terrain de sport (sports field)</p> <p>Voici notre école (Here is our school), Notre école</p>	
--	--	---	---	--

	<p>Des choses intéressantes sur moi (interesting facts about me)</p> <p>Voici ma famille (Here's my family), Mes choses préférées (my favourite things), Matière (subject), Activité (activity), Nourriture (food), Livre (book)</p> <p>l'Écosse (f) (Scotland), le Canada (Canada), le Portugal (Portugal), le Pays de Gaules (Wales), le Belgique (Belgium), la France (France)</p> <p>à vélo (by bike), en train (by train), en voiture (by car), en bateau (by boat), en avion (by plane), en bus (by bus), à pied (on foot)</p>		<p>a ... (Our school has...), Il y a douze salles de classe, une grande salle et deux cours de récréation (There are 12 classrooms, one hall and 2 playgrounds)</p> <p>J'aime..., Je n'aime pas... (I like/dislike...), J'adore... (I love...), Je déteste... (I hate...)</p> <p>le français (French), l'art (m)(art), la géographie (la géo) (geography), l'anglais (English), l'éducation physique (l'E.P.S.) (f) (PE), l'informatique (f) (computer science), les mathématiques (Maths), la musique (Music), l'histoire (History) (f), les sciences (Science)</p> <p>Quelle matière préfères-tu? (Which</p>	
--	--	--	--	--

le papa (Dad), la
maman (Mum), le
frère (brother), la
soeur (sister)
Les vacances
(holidays), Je vais
en/au....(I go to...)

subject do you
prefer?)

J'aime mieux... (I
like... better)

Ma matière
préférée est... (My
favourite subject
is...)

J'aime..., Je n'aime
pas... (I
like/dislike...),
J'adore... (I love...),
Je déteste... (I
hate...)

parce que...
(because)

utile (useful),
ennuyeux/ennuyeu
se (boring (m/f),
nul/nulle (useless)
(m/f),
créatif/créative
(creative),
actif/active (active)
(m/f),
amusant/amusante
(funny)(m/f),
difficile (difficult),
fatigant/fatigante
(tiring) (m/f), facile
(easy),

			<p>compliqué/compliquée (complicated) (m/f)</p> <p>les vêtements (clothes), un manteau (coat), un pull (jumper), une jupe (skirt), une chemise (shirt), blanc/blanche (white), violet/violette (purple), noir/noire (black), gris/grise (grey), bleu/bleue (blue), vert/verte (green), orange (orange), rouge (red), rose (pink), marron (brown), jaune (yellow), foncé (dark), clair (light)</p> <p>Il/Elle porte ... (He/She is wearing...)</p> <p>le maillot (jersey), la conception (design)</p>	
--	--	--	--	--

Key Concept - Speaking & Listening

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
			<u>Myself</u>	<u>School</u>	<u>All About Me</u>	<u>Myself</u>
			Introduce ourselves in a short conversation	Greet others and introduce ourselves	Recap asking and answering questions about ourselves	Write a range of sentences giving information about myself
			Discuss how we are feeling	Ask and answer questions through games	Extend personal questions, including asking about family where they live	Revise days and months and say when my birthday is
			Understand numbers and apply this to age	Say how we are feeling and ask others	Talk about member of our family (3rd person)	Say if I have an pet at home
			Learn colours through rhyme and songs	Say how old we are and ask someone else how old they are	Extend knowledge of numbers up to 40	Orally express likes and dislikes about food and link sentences with a range of conjunctions
			<u>Our Local Area</u>	Understand and order the days of the week	Say what sports I play	Use polite questions to ask others what they would like to eat or drink
			Express opinions about likes and dislikes about sports	Listen to and understand school vocabulary	<u>Where in the world?</u>	Role play a conversation in a sandwich shop
			Express opinions about likes and dislikes about food	Join in with a Christmas song in French	Use letters and alphabet in coordinates for position	
			<u>Summertime</u>			
			Sequence days of the week	<u>Describing myself and Travel</u>		<u>Descriptions</u>

	<p>Listen to a question and say what the weather is like today</p> <p>Weather forecasts - orally say what the weather is like in cities</p> <p>Holidays - where I go and how I get there</p>	<p>Join in with songs and games to show number knowledge</p> <p>Learn body part vocabulary through song</p> <p>Ask what a mode of transport is and respond</p> <p>Say how I travel to school</p> <p>Understand and respond to directions</p> <p><u>Animals and Pets</u></p> <p>Say if you have an animal and ask someone else</p> <p>Apply knowledge to understand a story and retell orally</p> <p>Listen to a story and identify and match new vocabulary</p>	<p>Use compass points to plot places on a map</p> <p><u>School and Sport</u></p> <p>Use simple phrases to ask and answer questions about school</p> <p>Describe our school</p> <p>Say if we like or dislike certain school subjects</p> <p>Give opinions about which subjects we like</p> <p>Present a jersey design and give opinions about other people's designs</p>	<p>Extend feelings vocabulary to describe our mood</p> <p>Use a range of known vocabulary and phrases to listen to and understand a story and retell orally</p> <p>Respond to a question asking what is wrong and reply</p> <p><u>France</u></p> <p>Extend knowledge of numbers to express distance</p> <p>Say what country I am from</p>
--	--	---	---	---

		<p>Say in which habitat animals live (3rd person)</p> <p>Ask politely for something</p> <p>Express simple opinions about what we like or dislike</p> <p>Apply French knowledge to communicate with others in real-life situations, e.g. on holiday</p> <p>Ask politely for things in a real-life situation, e.g. shopping</p>		
--	--	---	--	--

Key Concept - Reading						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B

	<u>Myself</u>	<u>School</u>	<u>All About Me</u>	<u>Myself</u>
	Understand and use numbers in completing a task (1-12)	Read and understand numbers up to 20	Revisit days of the week and apply this knowledge when reading a text	Read, understand and complete a short text, using a dictionary for support
	<u>Our Local Area</u>	Read a short text about Christmas in France and present information	Apply knowledge of months and days to complete a puzzle	
	Use dictionaries to extend vocabulary	Read and understand words and label a crib scene	Read and understand a text written in French	
	Learn sporting vocabulary and apply this through matching pictures and vocabulary	<u>Describing myself and Travel</u>	<u>Where in the world?</u>	
	Use food vocabulary to sort into healthy/unhealthy	Read and understand numbers and complete puzzles	Read and understand a text about a journey and give directions	
	<u>Summertime</u>	Understand key body part vocabulary and label a picture	Read and understand transport vocabulary	
	Read information about others	Read colour vocabulary and use knowledge to solve a puzzle	<u>School and Sport</u>	
			Read and identify colours	

		<p>Read and understand a short text using with colours and body parts to complete a diagram</p> <p>Read and understand travel vocabulary</p>		
--	--	--	--	--

Key Concept - Writing						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B

	<p style="text-align: center;"><u>Myself</u></p> <p>Write a conversation about ourselves to others</p> <p style="text-align: center;"><u>Our Local Area</u></p> <p>Say where I live by writing a short sentence</p> <p>Label the rooms in a house</p> <p>Write a short description of my house</p> <p>Describe a room</p> <p>Label the local area</p> <p>Write a French Easter card using a scaffold</p> <p style="text-align: center;"><u>Summertime</u></p> <p>What is the weather like today - sentences</p> <p>Write information about myself</p>	<p style="text-align: center;"><u>School</u></p> <p>Create posters to show understanding of classroom instructions</p> <p style="text-align: center;"><u>Animals and Pets</u></p> <p>Write sentences to describe animal using adjectives</p> <p>Write sentences to describe animals</p>	<p style="text-align: center;"><u>All About Me</u></p> <p>Create a sporting diary</p> <p style="text-align: center;"><u>Where in the world?</u></p> <p>Write simple sentences about French speaking countries</p> <p>Describe the location of towns in the UK</p> <p style="text-align: center;"><u>School and Sport</u></p> <p>Write sentences to describe a person's clothing</p>	<p style="text-align: center;"><u>Myself</u></p> <p>Write sentences expressing likes and dislike, using a range of conjunctions</p> <p>Write a sentence to say you would like something to eat</p> <p style="text-align: center;"><u>Descriptions</u></p> <p>Write sentences describing hair length, style and colour</p> <p>Plan a description, by drawing and labelling what someone is wearing</p> <p>Use a plan to write sentences describing what someone is wearing (3rd person)</p> <p>Write a short description of what is eaten at Easter and express opinions about this.</p>
--	---	---	---	---

	<p>Write a simple sentence about where, with whom and how I go on holiday with</p> <p>Write a holiday postcard using previous vocabulary</p>			<p><u>France</u></p> <p>Complete sentences to say how far cities are from one another</p> <p>Write sentences to say where I live and apply adjectives correctly to express say my nationality</p>
--	--	--	--	---

Key Concept - Intercultural Understanding						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B

	<p style="text-align: center;"><u>Myself</u></p> <p>Introduction to French</p> <p>Understand that different languages are spoken around the world and in our school community and research French speaking countries</p> <p>Learn about Christmas in France and the UK</p> <p style="text-align: center;"><u>Our Local Area</u></p> <p>Understand differences between Easter in France and UK</p> <p style="text-align: center;"><u>Summertime</u></p>	<p style="text-align: center;"><u>School</u></p> <p>Understand differences and similarities about Easter in the UK and France</p>	<p style="text-align: center;"><u>All About Me</u></p> <p>Research a sporting personality and present information about them</p> <p>Listen to a podcast about cultural differences between UK and French Christmas</p> <p style="text-align: center;"><u>Where in the world?</u></p> <p>Learn the story of the Epiphany</p> <p>Research facts about French speaking countries</p> <p style="text-align: center;"><u>School and Sport</u></p> <p>Make comparisons between the school system in UK and France</p> <p>Design a Tour de France jersey</p>	<p style="text-align: center;"><u>Myself</u></p> <p>Read and understand a Christmas recipe</p> <p style="text-align: center;"><u>Descriptions</u></p> <p>Research traditional Easter foods and present this</p> <p style="text-align: center;"><u>France</u></p> <p>Identify France and its neighbouring countries on a map</p> <p>Learn about the events of Bastille Day in France</p> <p>Understand why the French Revolution played a significant part in French history</p> <p>Learn about the life and artwork of Henri Matisse</p> <p>Create a piece of artwork in the style of Matisse</p>
--	--	---	---	---

Key Concept - Grammar

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
-----------	-----------	-----------	--------------	--------------	--------------	--------------

	<p><u>Myself</u> Link colours and body parts</p> <p>Il a les yeux verts (He has green eyes), Elle a les cheveux blonds (She has blond hair) and understand that in French, most adjectives go after the noun, for example colour (Elle a les cheveux blonds)</p> <p><u>Summertime</u></p> <p>Applying grammatical rules for countries (le/la) and transport (en/à) and understand there are exceptions to the rules. Apply rules for my (masculine) le=mon (mon papa) my (feminine) la=ma (ma mère)</p>	<p><u>School</u></p> <p>Use dictionaries to find words and use these to label an autumn scene</p> <p>Use prepositions to say how we travel</p> <p>Recap differences in Easter traditions and label images with French vocabulary (using a dictionary)</p> <p><u>Animals and Pets</u></p> <p>Use a dictionary to identify new vocabulary and understand the use of le/la</p> <p>Use conjunctions to join sentences (J'aime le fromage mais je n'aime pas le saucisson (I like cheese but I don't like sausage)</p>	<p><u>All About Me</u></p> <p>Pronunciation of alphabet and recognising words spelt to them</p> <p><u>Where in the world?</u></p> <p>Identify places around town (using a dictionary)</p> <p>Use a dictionary to find vocabulary to label a compass</p> <p>Say how I travel to places using the correct grammatical structure To use sentence prompts to build a sentence using pronoun + verb + place + mode of transport</p> <p>Use a dictionary to understand a short Easter text and answer questions about this.</p>	<p><u>Myself</u></p> <p>Use the past tense to say what I ate or drank</p> <p>Use the imperative verb form to give instructions to someone</p> <p><u>Descriptions</u></p> <p>Use colour adjectives correctly in sentences</p> <p>Understand masculine and feminine noun forms and apply these correctly (use further vocabulary for feelings to say how we or someone else is feeling, using the correct grammatical structure so that the noun and adjective agree, Je suis heureux (I am happy – male), Je suis fatiguée (I am tired – female), Tu</p>
--	---	---	---	---

			<p><u>School and Sport</u></p> <p>Give reasons for liking/disliking something (To expand opinions by giving reasons for liking/not liking something by using the conjunctions To apply the rules for adjectives that go after a noun and agree with the subject, e.g. J'aime l'art parce que c'est créatif (I like drawing because it's creative), Je n'aime pas l'histoire parce que c'est ennuyeuse (I don't like History because it's boring)</p> <p>Apply rules for using colour adjectives (To understand that some nouns are masculine, e.g. le manteau = un manteau (coat) and some nouns are feminine, e.g. le</p>	<p>es fâché (You are angry – male), Tu es contente (You are pleased – female) Correctly pronounce the masculine/feminine form of adjectives so that the meaning is clear)</p> <p>Use a range of adjectives to describe clothing and say what someone else is wearing</p> <p>Use a dictionary to translate Easter words from English to French</p> <p>Use the imperative verb form to give instructions to someone</p> <p><u>France</u></p> <p>Write sentences about neighbouring countries, using the correct grammatical form</p>
--	--	--	--	--

			<p>jupe = une jupe (skirt)</p> <p>To apply rules for adjectives that follow the nouns, e.g. colour adjectives, le manteau blanc (the white coat), la jupe blanche (the white skirt)</p> <p>Expand adjectives to describe colour</p>	<p>To use du (de + le (m)), de la (de + la (f)) and de l' (de + l' (vowel)) to write sentences about neighbouring countries, e.g. La Belgique est un voisin de la France (Belgium is a neighbour of France), La France est un voisin du Royaume-Uni (France is a neighbour of the United Kingdom), La France est un voisin de l'Allemagne (France is a neighbour of Germany)</p> <p>Understand the masculine and feminine forms of verbs</p> <p>Use the present and past tense to describe people's jobs</p>
--	--	--	---	--

