

## French at Wylve Valley Primary School

### Knowledge progression

<b>Year 3</b>	<p><b>Autumn 1</b> <b>French greetings with puppets</b></p> <ul style="list-style-type: none"> <li>• I can use an appropriate greeting.</li> <li>• I can introduce myself.</li> <li>• I can find out someone else's name.</li> <li>• I can use the correct pronunciation.</li> <li>• I know that different greetings are used at different times of the day</li> <li>• I can recognise greetings words written in French</li> <li>• I know when to use different greetings</li> <li>• I can reflect on the differences in French culture</li> <li>• I can ask how someone is feeling</li> <li>• I can say how I am feeling</li> <li>• I can use my tone of voice to help make myself understood</li> <li>• I can join in with a rhyme in French using appropriate actions</li> </ul>	<p><b>Why this?</b> This unit is so important so children start to speak in French by introducing themselves and start to understand more about the culture of France. They will also start to learn the simple phrases in French that are used in the classroom.</p> <p><b>Why now?</b> This will give all children the start to their knowledge of French and how to ask simple questions. The children will also start to build their vocabulary.</p>	<p><b>Vocabulary</b> <i>Je m'appelle...</i> <i>Bonjour</i> <i>Au revoir</i> <i>Découpez - Cut</i> <i>Coloriez - Colour</i> <i>Collez - Stick</i> <i>Dessinez - Draw</i> <i>Regardez!</i> <i>un garçon</i> <i>une fille -</i> <i>Changez de partenaire! -</i> <i>Le spectacle - the show</i></p>	<p><i>Bravo !</i> <i>Encore!!</i> <i>Super!</i> <i>L'Arc de Triomphe - the Arc de Triomphe</i> <i>La Tour Eiffel - The Eiffel Tower</i> <i>La Seine et le Musée du Louvre</i> <i>La Cathédrale Notre-Dame de Paris</i></p>
	<p><b>Autumn 2</b> <b>French adjectives of colour, size and shape</b></p> <ul style="list-style-type: none"> <li>• To recognise and name colour words</li> <li>• To describe shapes by their size and colour</li> <li>• To give and receive instructions that include shape, size and colour vocabulary</li> <li>• To create an original piece of artwork in the style of Matisse, following instructions in French</li> <li>• To create and describe a festive picture</li> </ul>	<p><b>Why this?</b> The children now build up their language and start using colours and simple names of shapes. It also enables the children to see the importance of grammar in French.</p> <p><b>Why now?</b> The children can slowly start to build their vocabulary up and they become more confident in listening and speaking in French.</p>	<p><b>Vocabulary</b> 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</p>	<p>c'est de quelle couleur ? - marron - brown les couleurs - vrai ou faux - true or false un cercle - a circle un triangle - a triangle un rectangle - a rectangle un carré - a square petit grand c'est un grand cercle cercle, un triangle</p>

	<p><b>Spring 1</b> <b>French playground games- numbers and age</b></p> <ul style="list-style-type: none"> <li>• To count in French</li> <li>• To count beyond six in French</li> <li>• To use number words to give more information about ourselves</li> <li>• To identify French words that use the key phonemes</li> <li>• To use the number words one to twelve when playing playground games</li> </ul>	<p><b>Why this?</b> The children now build up their language and start using numbers with more confidence</p> <p><b>Why now?</b> The children continue to build their vocabulary they become more confident in listening and speaking in French.</p>	<p><b>Vocabulary</b> 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')</p>	<p>moins - minus fait (literally 'makes') - equals égale - equals combien ? - à toi - your turn à moi - my turn J'ai gagné ! - I've won!</p>
	<p><b>Spring 2</b> <b>In a French classroom</b></p> <ul style="list-style-type: none"> <li>• I can understand and respond to instructions in the classroom</li> <li>• I can give instructions in the classroom</li> <li>• I can recognise words which the teacher mouths silently</li> <li>• can spot whether a noun is masculine or feminine</li> <li>• I can compose a sentence to tell someone about an item I have in my pencil case</li> <li>• I can ask a question in French about something I have or don't have</li> <li>• I can answer a question in French about something I have or don't have</li> <li>• I can use and share different strategies to help me remember new vocabulary</li> <li>• I can read short sentences and match them to pictures</li> <li>• I can create a sentence of my own from an example</li> </ul>	<p><b>Why this?</b> The children are now competent when counting and using colours but now this unit develops the children's vocabulary of what happens in a French classroom.</p> <p><b>Why now?</b> This continues to lay the foundations for developing more French vocabulary that can be used in every day classroom environment.</p>	<p><b>Vocabulary</b> 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</p>	<p>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...</p>

	<p><b>Summer 1</b> <b>French transport</b></p> <ul style="list-style-type: none"> <li>• I can use my detective skills to identify the meaning of new words in French</li> <li>• I can explain what a cognate is</li> <li>• I can listen carefully and sequence words I hear in a song</li> <li>• I can create my own version of a song to perform to the class</li> <li>• can ask and answer questions about a picture</li> <li>• I can create a short paragraph to describe a scene by adapting phrases with known vocabulary</li> <li>• I can repeat phrases aloud and adapt them to make my own sentences</li> <li>• I can name some cities and countries where French is spoken</li> </ul>	<p><b>Why this?</b> The children now build up their language investigating transport.</p> <p><b>Why now?</b> The children can slowly start to use their wider vocab using different stem sentences but also use their knowledge of colours and numbers.</p>	<p><b>Vocabulary</b> un autobus - a bus un avion - an aeroplane un ballon - a balloon un bateau- a boat un ferry - a ferry un hélicoptère - a helicopter une moto - a motorbike à pied – on foot</p>	<p>un scooter - a scooter (motorised) un sous-marin - a submarine un taxi - a taxi un train - a train à trottinette - by (push-along) scooter un vélo - a bicycle une voiture - a car The unit also revises colours</p>
	<p>Summer 2 <b>A circle of life in French</b></p> <ul style="list-style-type: none"> <li>• To research a new noun in French and determine its gender</li> <li>• I can hear and recognise some key phonemes in new nouns</li> <li>• I can use a dictionary to find a new noun and decide if it is masculine or feminine</li> <li>• To build sentences to describe where something lives or does not live</li> <li>• I can look for patterns in language and compare them with English</li> <li>• I can use my knowledge from other subjects to help my understanding of new language</li> <li>• To describe a food chain in French</li> <li>• I can talk about an animal and what it eats</li> </ul>	<p><b>Why this?</b> The children continue to learn new vocabulary throughout this unit. It also enables the children to see the importance of grammar in French.</p> <p><b>Why now?</b> The children can now build up their vocabulary even wider and understand more technical elements of the French language</p>	<p><b>Vocabulary</b> est - is mange - eats mangé(e) - eaten par - by la chaîne alimentaire - the food chain le lion - the lion la girafe - the giraffe le chat - the cat la chenille - the caterpillar le feuille - the leaf</p>	<p>un carnivore un herbivore un omnivore les plantes - the plants c'est vrai - it's true c'est faux - it's false le lapin mange les carottes - the rabbit eats the carrots</p>

Year Group	Content and sequence of learning			
<b>Year 4</b>	<p><b>Autumn 1</b> <b>Portraits- describing in French</b></p> <p>To begin to understand that adjectives change if they describe a feminine noun To understand a simple description of hair and eye colour To create simple descriptive sentences</p>	<p><b>Why this?</b> After a year of French- this unit enables the children to revise much of the key vocabulary that has been covered already but also learning new vocab link to simple features – hair and eyes</p> <p><b>Why now?</b> The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b> 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 les yeux - eyes les yeux bleus - blue eyes les yeux marron - brown eyes</p>	<p>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><b>Autumn 2</b> <b>Clothes- getting dressed in France</b></p> <ul style="list-style-type: none"> <li>Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>.</li> <li>Understand how to convert the indefinite article to a possessive adjective.</li> <li>Correctly identify items of clothing based on the written word.</li> <li>Say the words for items of clothing with accurate pronunciation.</li> </ul>	<p><b>Why this?</b> This unit enables the children to continue to revise much of the key vocabulary but also learning new vocab link to simple features</p> <p><b>Why now?</b> The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b> 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</p>	<p>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 mon (masc. sing.) - my ma (fem. sing.) - my</p>

<ul style="list-style-type: none"> <li>Put the colour adjective after the noun.</li> <li>Make an intelligible attempt to spell new words.</li> <li>Write accurately using a support and the correct form of the adjective in the correct position.</li> <li>Say a sentence using <b>J'aime</b> or <b>Je n'aime pas</b>.</li> <li>Use <b>il/elle</b> correctly and put the adjective in the correct position in relation to the noun.</li> <li>Put the right agreement on the adjective where relevant.</li> </ul>			
<p><b>Spring 1</b> <b>French numbers, calendars and birthdays</b></p> <ul style="list-style-type: none"> <li>Say the numbers to 31 in French.</li> <li>Read and calculate Maths sums correctly in French.</li> <li>Say all the days of the week, working out the words for yesterday and today.</li> <li>Match most of the French months to their English equivalents.</li> <li>Ask when someone's birthday is and give the number and month of their birthday.</li> <li>Say the seasons of the year.</li> <li>Translate the date from English to French.</li> <li>Say the similarities and differences between birthdays in the UK and France</li> </ul>	<p><b>Why this?</b> The children are able to recap and extend their number vocab knowledge as well as being introduced to days of the week. This unit again helps children who have missed parts of vocab learn it.</p> <p><b>Why now?</b> Because it is the next step in their language understanding</p>	<p><b>Vocabulary</b></p> <p>les jours de la semaine - the days of the week</p> <p>lundi - Monday</p> <p>mardi -Tuesday</p> <p>mercredi -Wednesday</p> <p>jeudi -Thursday</p>	<p>vendredi - Friday</p> <p>samedi - Saturday</p> <p>dimanche - Sunday</p> <p>la semaine - week</p> <p>hier - yesterday</p> <p>demain - tomorrow</p> <p>aujourd'hui - today</p>
<p><b>Spring 2</b> <b>French weather and the water cycle</b></p> <ul style="list-style-type: none"> <li>I can listen carefully and accurately pronounce weather phrases</li> <li>I know some weather phrases and recognise their meanings</li> <li>I can say what the weather is like in the north, south, east or west of a country</li> </ul>	<p><b>Why this?</b> The children continue to learn new vocabulary – this time focus is on the weather</p> <p><b>Why now?</b> Because it is a unit that children are confident in talking about and it promotes role play and discussion in French.</p>	<p><b>Vocabulary</b></p> <p>quel temps fait-il aujourd'hui ? - what's the weather like today?</p> <p>il fait beau - it's nice weather</p> <p>il fait mauvais - it's bad weather</p> <p>il fait chaud - it's hot</p> <p>il fait froid - it's cold</p> <p>il pleut - it's raining/it rains</p> <p>il neige - it's snowing</p> <p>il y a du soleil - it's sunny</p> <p>il y a du vent - it's windy</p>	<p>dix - ten</p> <p>vingt - twenty</p> <p>trente - thirty</p> <p>quarante - forty</p> <p>cinquante - fifty</p> <p>soixante - sixty</p> <p>soixante-dix - seventy</p> <p>quatre-vingts - eighty</p> <p>quatre-vingts-dix - ninety</p> <p>cent - one hundred</p> <p>nord-est - north-east</p>

			il y a des nuages - it's cloudy le nord - north le sud - south	sud-est - south-east l'est - east l'ouest - west dans le - in the quel temps fait-il dans le nord? - what is the weather in the north?
	<p><b>Summer 1</b> <b>French food</b></p> <ul style="list-style-type: none"> <li>• Use a model text to support conversation.</li> <li>• Complete mathematical calculations in French, writing answers in euros.</li> <li>• Recognise shop names</li> <li>• Use a bilingual dictionary to translate given words.</li> <li>• Spell French words accurately.</li> <li>• Use a range of strategies to understand an unfamiliar text.</li> <li>• Ask and respond to questions found in a café conversation.</li> </ul>	<p><b>Why this?</b> This unit continues to enable the children to become more confident when acting out in role play.</p> <p><b>Why now?</b> The unit enable children to continue to build up their language/ vocab but recap on similar vocab too.</p>	<p><b>Vocabulary</b></p> <p>J'aime - I like je n'aime pas - I don't like 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?</p>	<p>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</p>
	<p><b>Summer 2</b> <b>French and the Eurovision Song Contest</b></p> <ul style="list-style-type: none"> <li>• To be able to say which musical instrument you play or that you don't play an instrument.</li> <li>• I can listen carefully and pick out certain words when I listen to some spoken French.</li> <li>• I can work out what new words mean by looking for cognates (words that look like English words).</li> <li>• I can say which musical instrument I play (or that I don't play an instrument).</li> </ul>	<p><b>Why this?</b> Children will be motivated about this unit of work as it talks about the music instruments that they either play or would like to play.</p> <p><b>Why now?</b> The unit enable children to continue to build up their language/ vocab but recap on similar vocab too.</p>	<p><b>Vocabulary</b></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</p>	<p>ouer du clavier – to play the keyboard jouer de la guitare – to play the guitar jouer de la flûte à bec – to play the recorder 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 ...</p>

				<p>Je ne joue pas d'instrument – I don't play an instrument</p> <p>Tu joue du piano ? - do you play the piano</p> <p>Tu joue de la guitare ? - do you play the guitar</p>
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Year Group	Content and sequence of learning			
Year 5	<p><b>Autumn 1</b></p> <p>French monster pets</p> <ul style="list-style-type: none"> <li>I can match a written word to how it sounds</li> <li>I can describe how and why the article of a noun might change</li> <li>I can recognise clues to the gender of a noun</li> <li>To identify and sort nouns by their gender, number and meaning</li> <li>To describe people, places, things and actions orally and in writing</li> <li>Write phrases from memory, and adapt to create new sentences, to express ideas clearly</li> <li>I can write short sentences in French to make a presentation</li> <li>I can build a sentence using correct articles for masculine and feminine nouns</li> <li>I can write a sentence in the third person (<b>il/elle a...</b>) (he/she has...)</li> </ul>	<p><b>Why this?</b></p> <p>This unit continues to enable the children to become more confident when acting our in role play.</p> <p><b>Why now?</b></p> <p>The unit enable children to continue to build up their language/ vocab but recap on similar vocab too.</p>	<p><b>Vocabulary</b></p> <p>Qu'est-ce-que c'est? - What is it?</p> <p>il a - he/it has</p> <p>elle a - she/it has</p> <p>la tête de... - the head of...</p> <p>le corps de... - the body of...</p> <p>les pieds de... - the feet of...</p> <p>un éléphant - an elephant</p> <p>un kangourou - a kangaroo</p> <p>un escargot - a snail</p> <p>une girafe - a giraffe</p> <p>une tortue - a tortoise</p> <p>une grenouille - a frog</p> <p>la tête - the head</p> <p>la bouche - the mouth</p> <p>la queue - the tail</p> <p>le nez - the nose</p>	<p>le bec - the beak</p> <p>le corps - the body</p> <p>les épaules - the shoulders</p> <p>les genoux -the knees</p> <p>les pieds - the feet</p> <p>les yeux - the eyes</p> <p>les oreilles - the ears</p> <p>les cornes - the horns</p> <p>les dents - the teeth</p> <p>les jambes - the legs</p> <p>court(s) (m) / courte(s) (f) - short</p> <p>grand(s) (m) / grande(s) (f) - big</p> <p>long(s) (m) /longue(s) (f) - long</p> <p>petit(s) (m) / petite(s) (f) - small</p> <p>pointu(s) (m) / pointue(s) (f) - pointed</p>
	<p><b>Autumn 2</b></p> <p>Space exploration- in French</p> <ul style="list-style-type: none"> <li>Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.</li> </ul>	<p><b>Why this?</b></p> <p>The unit is engaging and children can learn words for their favourite planets. It transports children in to space.</p>	<p><b>Vocabulary</b></p> <p>Uranus - Uranus</p> <p>Neptune - Neptune</p> <p>Pluton - Pluto</p> <p>est - is</p> <p>un ballon - a ball</p> <p>une tomate - a tomato</p>	<p>le système solaire - the solar system</p> <p>l'espace (m) - space</p> <p>une planète - a planet</p> <p>un astéroïde - an asteroid</p> <p>une comète - a comet</p> <p>une étoile - a star</p> <p>orbiter - to orbit</p>

	<ul style="list-style-type: none"> <li>• Write their own metaphors using a writing model, replacing nouns with original vocabulary.</li> <li>• Make the correct choice of <b>un/une</b> for gender and add colour adjectives when writing.</li> <li>• Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.</li> </ul>	<p><b>Why now?</b> This unit enables the children to pick out key ideas and phrases in a longer piece of spoken French</p>	<p>une banane - a banana 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</p>	<p>le Soleil - the Sun la Lune - the Moon Mercure - Mercury Vénus - Venus la Terre - the Earth Mars - Mars Jupiter - Jupiter Saturne - Saturn</p>
	<p><b>Spring 1</b> Shopping in France</p> <ul style="list-style-type: none"> <li>• To build numbers and prices confidently in French</li> <li>• To name different foods in French and notice patterns in sounds</li> <li>• To be able to join in with and perform a short, repetitive story using voice and actions</li> <li>• to communicate to an audience</li> <li>• To be able to use vocabulary to describe a quantity of different food nouns</li> </ul>	<p><b>Why this?</b> Children develop food related vocab through games, stories and role play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France.</p> <p><b>Why now?</b> The vocabulary continues to build on what the children already know.</p>	<p><b>Vocabulary</b></p> <p>une banane - a banana une orange - an orange une cerise - a cherry une fraise - a strawberry une pastèque - a watermelon des raisins - (some) grapes je vais au marché et j'achète... - I go to the market and I buy... une glace - an ice cream des chips - some crisps du poulet - some chicken de la soupe - some soup des bonbons - some sweets</p>	<p>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 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</p>

<p><b>Spring 2</b> French speaking world</p> <ul style="list-style-type: none"> <li>• I can speak clearly, using accurate pronunciation</li> <li>• I can recall number vocabulary and use it to describe distance</li> <li>• To understand that French is spoken in many different countries across the world, and to read and give directions.</li> </ul>	<p><b>Why this?</b> This unit is important for the children to understand where else French is spoken .</p> <p><b>Why now?</b> It builds on what the children know from the previous year with compass directions</p>	<p><b>Vocabulary</b></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</p>	<p>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!</p>
<p><b>Summer 1</b> Verbs in a French week</p> <ul style="list-style-type: none"> <li>• Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</li> <li>• Create an opinion phrase using one of the new verbs.</li> <li>• Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</li> <li>• Work together to build a verb spinner and use it to generate appropriate phrases.</li> <li>• Recognise and recall different parts of verbs ‘avoir’ and ‘être’.</li> </ul>	<p><b>Why this?</b> This unit provides pupils ways to identify the infinitive forms of verbs. The children will also group French verbs into –er -ir and –re.</p> <p><b>Why now?</b> The children are now ready to learn more about verbs in French and how these change.</p>	<p><b>Vocabulary</b></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 and formal) ils - they (masculine plural) elles - they (feminine plural)</p>	<p>je chante - I sing tu chante - 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) aimer - to like habiter - to live regarder - to look écouter - to listen</p>
<p><b>Summer 2</b> Meet my French family</p> <ul style="list-style-type: none"> <li>• I can choose words to build and change sentences</li> <li>• I know that word order is sometimes different in French from English</li> </ul>	<p><b>Why this?</b> This builds on previous units and consolidates learning.</p> <p><b>Why now?</b> This unit is great because it enable s the children to recall what they have learnt already</p>	<p><b>Vocabulary</b></p> <p>’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</p>	<p>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)</p>

	<ul style="list-style-type: none"> <li>• I can choose and write some simple adjectives from memory</li> <li>• I can use the language linked to members of my family.</li> </ul>	<p>and it enables them to state their likes and dislikes in French.</p>	<p>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</p>	<p>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  mon oncle - my uncle  ma tante - my aunt  mon cousin - my cousin (boy)  ma cousine - my cousin (girl)</p>
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Year Group	Content and sequence of learning			
<b>Year 6</b>	<p><b>Autumn 1</b> French sport and the Olympics</p> <ul style="list-style-type: none"> <li>• Accurately pronounce the name of a sport.</li> <li>• Construct simple sentences to say whether they like a sport or not.</li> <li>• Know where some of the countries are located in the world.</li> <li>• Identify some of the French country words using cognates and near cognates.</li> <li>• Use the correct form of 'aller' and the correct preposition in most cases in written exercises.</li> <li>• Understand and accurately pronounce most words and phrases about sports.</li> <li>• Follow the basic rules of pétanque.</li> <li>• Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</li> </ul>	<p><b>Why this?</b></p> <p><b>Why now?</b> The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b></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</p>	
	<p><b>Autumn 2</b> French football champions</p> <ul style="list-style-type: none"> <li>• To know that pronunciation is important when presenting in French.</li> <li>• To know that there are different strategies to work out the meaning of new vocabulary.</li> <li>• can recall words and phrases explored previously.</li> <li>• I can construct sentences using vocabulary I know and new vocabulary I have acquired.</li> <li>• I can say that I or someone else comes from a place.</li> </ul>	<p><b>Why this?</b> Children do love the game of football and the children will use vocabulary from previous units to describe favourite players and teams.</p> <p><b>Why now?</b> The children will continue to learn new phrases, will build on the language they have already been taught and speak more confidently.</p>	<p><b>Vocabulary</b></p> <p>le ballon - the ball le but - the goal le terrain - the pitch le sifflet - the whistle mi-temps - half time 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</p>	<p>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 player (male) une bonne joueuse - a good player (female) un supporteur - 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</p>

			<p>un gardien de but - a goalie/goalkeeper (male)  une gardienne de but - a goalie/goalkeeper (female)  un bon joueur - a good il vient de - he comes from  elle vient de - she comes from  je viens de - I come from</p>	<p>venir de - to come from</p>
<p><b>Spring 1</b></p> <p>In my French house</p> <ul style="list-style-type: none"> <li>• Understand the different types of houses and their rooms in French.</li> <li>• Ask and answer questions using vocabulary about houses.</li> <li>• Remember and understand the elements of a house and family.</li> <li>• Use a writing frame to create a written description of their house.</li> <li>• Label a bedroom and use the related vocabulary in simple sentences.</li> <li>• Accurately use prepositions verbally as well as in written sentences.</li> <li>• Describe all the rooms in their house.</li> <li>• Describe where they live and with whom.</li> </ul>	<p><b>Why this?</b>  The children need to learn about different phrases linked to their houses.</p> <p><b>Why now?</b>  The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b></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</p>	<p>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>	
<p><b>Spring 2</b></p> <p>Planning a French holiday</p> <ul style="list-style-type: none"> <li>• Remember the countries in the world in French.</li> <li>• Use a writing model to create a complex sentence.</li> <li>• Begin to understand the present and future tense of 'aller' in French.</li> <li>• Identify the present and future tenses in reading and listening.</li> </ul>	<p><b>Why this?</b>  The children will become familiar with vocabulary related around packing and planning for a holiday/journey. They will also be able to explain which countries they may wish to visit.</p> <p><b>Why now?</b>  The unit enables the children to learn more phrases and</p>	<p><b>Vocabulary</b></p> <p>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</p>	<p>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</p>	

<ul style="list-style-type: none"> <li>• Label images of clothing correctly.</li> <li>• Speak in sentences and write a paragraph.</li> <li>• Recognise familiar words and cognates.</li> <li>• Begin to understand the gist of the text to be able to answer some questions.</li> <li>• Find out information from a range of websites and use this information to plan a holiday.</li> </ul>	<p>adjectives to broaden their vocabulary.</p>	<p>cet été - this summer  cet hiver - this winter  cette année - this year  ce mois-ci - this month  pourquoi ? - why?  parce que - because  aller - to go  je vais - I go</p>	<p>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)</p>
<p><b>Summer 1</b>  Visiting a town in France</p> <ul style="list-style-type: none"> <li>• Describe routes to school using pictures and word cards.</li> <li>• Follow simple directions accurately.</li> <li>• Describe the relationship between places using a preposition.</li> <li>• Put modes of transport into a simple sentence.</li> <li>• Role-play buying tickets.</li> <li>• Use modes of transport to build sentences about going to places.</li> <li>• Begin to use negative sentences correctly.</li> <li>• Learn to say and read places in a town.</li> </ul>	<p><b>Why this?</b>  This unit enables the children to explore places in France and how to say different places in a town of interest.</p> <p><b>Why now?</b>  The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b>  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  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 bibliothèque - a library</p>	<p>omment 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 coté de - next to  près de - near to  loin de - far from  une gare - a train station</p>
<p><b>Summer 2</b>  French weather</p> <ul style="list-style-type: none"> <li>• To know and use simple weather expressions</li> <li>• Use months of the year and seasons with corresponding weather expressions.</li> </ul>	<p><b>Why this?</b>  The children will learn the different words for different weather types. They will then be able to explain what the weather is like in French building up sentences and oracy.</p> <p><b>Why now?</b>  The unit enables the children to learn more phrases and adjectives to broaden their vocabulary.</p>	<p><b>Vocabulary</b>  Il fait froid  Il fait chaud  Il fait beau  Il fait mauvais  Il pleut  Il neige  Il y a du vent  Il y a du soleil</p>	

