



MFL Progression - French

| | FS1 | FS2 | Y1 |
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| Greetings | <p>Early Years Area and Goals: Communication and Language.</p> <p>I can listen and respond to ideas expressed by others in conversation and discussion.</p> | <p>Early Years Area and Goals: Communication and Language.</p> <p>I can listen and respond to ideas expressed by others in conversation and discussion.</p> | <p>LEAPs: I can repeat simple words and phrases (e.g greetings).</p> <p>I can respond appropriately to a comment even whilst engaged in another activity.</p> |
| Subject Knowledge | <p>Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <p>Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> | <p>Bonjour = Hello</p> <p>Au revoir = Goodbye</p> <p>Merci = Thank you</p> |
| Intended Outcome | <p>For all children:</p> <p>To be able to listen to spoken words in French.</p> <p>To be able to hear familiar adults conversing in French with other adults and children.</p> | <p>For all children:</p> <p>To be able to listen to spoken words in French.</p> <p>To be able to respond to spoken greetings.</p> <p>To be able to freely choose to use the greetings in conversation.</p> | <p>For all children:</p> <p>To be able to repeat simple words and phrases.</p> <p>To be able to respond to comments appropriately.</p> <p>To choose to use the French language without being prompted.</p> |
| Rhymes and Songs | <p>Early Years Area and Goals: Communication and Language.</p> <p>I can listen to songs and accurately anticipate key events.</p> | <p>Early Years Area and Goals: Communication and Language.</p> <p>I can listen to songs and stories accurately anticipate key events.</p> | <p>LEAPs: I can listen to familiar words and phrases (e.g greetings, stories, rhymes and songs)</p> |

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| | | I can respond to what I hear with relevant comments, questions or actions. | I can respond to familiar spoken words and phrases (e.g greetings, stories, rhymes and songs). |
| Subject Knowledge | <p>Rhymes and Songs:</p> <p>French Greetings Song for Children (you tube)</p> <p>Children to listen to the song so they become familiar with hearing French. Encourage the children to join in with the songs and use the vocabulary they are currently learning.</p> <p>Promote and encourage the use of French in the classroom:</p> <ul style="list-style-type: none"> • Through play • Taking the register • Welcoming in assembly • Saying goodbye at the end of the day • Using their manners when saying thank you for fruit and milk. | <p>Rhymes and Songs:</p> <p>I'm a little tea pot - (or other familiar rhymes and songs the children will know)</p> <p>Play the clip on the screen and let the children watch the animation. Encourage the children to join in with the actions.</p> <p>Every time the song is played, encourage the children to watch the clip and join in.</p> <p>e.g</p> <ul style="list-style-type: none"> • Twinkle Twinkle Little Star • Baa Baa Black Sheep • The Wheels on the bus (first verse) | <p>Rhymes and Songs:</p> <p>Happy Birthday</p> <p>Children to listen to the song, can they guess what song it is? Does it sound familiar? Play the song again.</p> <p>Play the clip on the smart board and point out the lyrics on the screen. Sing the song to the children and ask them to join in.</p> <p>Each time it is someone's birthday. Play the clip and encourage the children to join in.</p> <p>Head Shoulders Knees and Toes</p> <p>Play the clip on the smart, ask the children to join in if they can understand what the character is asking them to do.</p> <p>The children should all be able to follow due to the actions. Play the song a few times so they are familiar with the song and are enjoying participating.</p> <p>Pause the clip and discuss the body part on the screen, use vocab cards, actions and movements to support the children with their learning.</p> <p>The Three Little Pigs (linked to English units)</p> |

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| Intended Outcome | For all children: | For all children: | For all children: |
| | To be able to listen to songs and rhymes in French. | To be able to listen to songs and rhymes in French. | To be able to listen to songs and rhymes in French. |
| | To be able use actions to join in with songs and rhymes. | To be able use actions to join in with songs and rhymes. | To be able use actions to join in with songs and rhymes. |
| | To be able to anticipate the next part of the song or rhyme. | To be able to anticipate the next part of the song or rhyme. | To be able to anticipate the next part of the song or rhyme. |
| | | To be able to respond to what I hear with relevant comments or actions. | To be able to respond to what I hear with relevant comments or actions. |
| | | | To be able to says key words in French when participating in songs and rhymes. |

*EYFS – No formal teaching as such but children should be listening to short stories, rhymes and songs in French so they get used to hearing some French and start to happily use in unconsciously through their continuous provision.

*Y1 – Saying hello, goodbye and thank you in French. Lots of listening to short stories, rhymes and songs in French.

| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Time Allocation – 1 lesson per week plus daily session | | | | | |
| Daily | 5 minutes | 5 minutes | 5 minutes | 5 minutes | 5 minutes |
| Weekly | 15 minutes | 30 minutes | 30 minutes | 45 minutes | 45/ 60 minutes |
| Listening Skills | I can listen and respond to familiar spoken words and | I can listen and respond to familiar spoken words, | I can listen for and identify specific words and phrases | I can listen attentively and understand more | I understand the main points in passages of |

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| | <p>phrases. (e.g. simple instructions, rhymes, songs). All units</p> <p>I have understanding of the sounds of individual letters and groups of letters (phonics). All units</p> | <p>phrases and sentences (e.g. simple instructions, rhymes, songs). All units</p> <p>I have understanding of the sounds of individual letters and groups of letters (phonics). All units</p> | <p>in instructions, stories and songs. Goldilocks – Block Six</p> <p>I can follow a text accurately whilst listening to it being read. Goldilocks – Block Six</p> | <p>complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Planets – Block Five Olympics – Block Six</p> <p>I can undertake longer listening exercises and am able to identify key words or phrases so as to answer questions. Planets – Block Five Olympics – Block Six</p> | <p>language spoken with authentic pronunciation and at authentic speed. Me in the world - Block Four Habitats – Block Six</p> <p>I understand and can identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises. Me in the world - Block Four Habitats – Block Six</p> <p>I am able to answer questions based on what I am asked. Me in the world - Block Four Habitats – Block Six</p> |
| Speaking Skills | <p>I can speak with others using simple words and phrases. (e.g. greetings). Basic Greetings – Block One</p> <p>I can speak aloud familiar words or short phrases in chorus. All units</p> | <p>I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). All units</p> <p>I can speak aloud familiar words or short phrases in chorus. All units</p> | <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences. All units</p> <p>I can present short pieces of information to another person. All units</p> | <p>I can take part in short conversations using sentences and familiar vocabulary. All units</p> <p>I am able to resent to another person or group of people using sentences and authentic pronunciation, gesture</p> | <p>I can use spoken language to initiate and sustain simple conversations on familiar topics. At School - Block One The weekend – Block Three Healthy Lifestyles – Block Five</p> <p>I can tell stories from my own experience. All units</p> |

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| | | <p>I am able to use the correct pronunciation when speaking. All units</p> <p>I am starting to see links between pronunciation and spelling. All units</p> | <p>I can apply phonic knowledge to support speaking (also reading and writing). All units</p> | <p>and intonation to convey accurate meaning. All units</p> <p>I understand and can express simple opinions using familiar topics and vocabulary. All units</p> | <p>I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). All units</p> <p>I am able to use connectives to link together my sentences. At School - Block One The weekend – Block Three Healthy Lifestyles – Block Four</p> |
| Reading Skills | <p>I am able to read aloud familiar words or short phrases in chorus. All units</p> | <p>I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. All units</p> <p>I am able to read aloud familiar words or short phrases in chorus All units</p> | <p>I can accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). All units</p> <p>I can accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. All units</p> | <p>I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). All units</p> | <p>I can read aloud with expression and accurate pronunciation. All units</p> <p>I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p> |

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| | | | | | All units |
| Writing Skills | | <p>I can write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>I Can... - Block Six</p> | <p>I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Family – Block One At the café – Block Four</p> | <p>I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>What Is The Date? – Block Two Planets – Block Five Olympics – Block Six</p> <p>I can use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>The Weather – Block Three</p> <p>I am able to check spellings with a dictionary.</p> <p>What Is The Date? – Block Two The Weather – Block Three Planets – Block Five Olympics – Block Six</p> | <p>I can write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>I can use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <p>I am able to Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p> <p>All units</p> |
| Grammar Skills | | I am starting to understand the concept of | I understand the concept of gender (masculine, | I understand the concept of gender (masculine & | I understand the concept of gender (masculine, |

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| | | <p>gender (masculine, feminine, neuter (if applicable) and how this is shown in French.</p> <p>Animals – Block Three Fruits – Block Five</p> | <p>feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>The Classroom – Block Five</p> <p>I can introduce and use the negative form. The Classroom – Block Five</p> <p>Begin to look at what a fully conjugated verb looks like. The Classroom – Block Five</p> | <p>feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Do you have a pet? – Block One Clothes – Block Four</p> <p>I am able to use the negative form, possessives and connectives. Planets – Block Five</p> <p>I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. Clothes – Block Four</p> | <p>feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>At School – Block One</p> <p>I understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. At School – Block One</p> <p>I am able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant). At School – Block One Weekend Activities – Block Three</p> |
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Key Vocabulary

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| Block One | <p><u>Basic Greetings</u></p> <p>Bonjour = Hello</p> <p>Au revoir = Goodbye</p> | <p><u>Core Vocabulary & Phonetics</u></p> <ol style="list-style-type: none"> The Alphabet Numbers Colours | <p><u>Presenting myself</u></p> <p>Bonjour, ça va? = Hello, how are you?</p> <p>Ça va bien = I am fine</p> | <p><u>Do you have a pet?</u></p> <p>As-tu un animal? = Do you have a pet?</p> <p>Un = A (masculine form)</p> | <p><u>At School</u></p> <p>Le français = French Le dessin = art Le sport = P.E. La musique = music</p> |
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| | <p>Merci = Thank you</p> <p>Ca va? = How are you?</p> <p>Bien = good</p> <p>Fantastique = fantastic</p> <p>Ça va bien = I am fine</p> <p>Ça va mal = I am not very well</p> | <p>4. Days of the week</p> <p>Lots of songs and rhymes.</p> <p>Zéro= Zero</p> <p>Un = One</p> <p>Deux = Two</p> <p>Trois = Three</p> <p>Quatre = Four</p> <p>Cinq = Five</p> <p>Six = Six</p> <p>Sept = Seven</p> <p>Huit = Eight</p> <p>Neuf = Nine</p> <p>Dix = Ten</p> <p>Onze = Eleven</p> <p>Douze = twelve</p> <p>Treize = thirteen</p> <p>Quatorze = fourteen</p> <p>Quinze = fifteen</p> <p>Seize = sixteen</p> <p>dix-sept = seventeen</p> <p>dix-huit = eighteen</p> <p>dix-neuf = nineteen</p> <p>vingt = twenty</p> <p>rouge = red</p> <p>bleu = blue</p> <p>jaune = yellow</p> <p>vert = green</p> <p>noir = black</p> <p>blanc = white</p> <p>gris = grey</p> <p>orange = orange</p> <p>violet = purple</p> <p>marron = brown</p> | <p>Ça va mal = I am not very well</p> <p>Comme ci, comme ça = So, so!</p> <p>Au revoir = Goodbye</p> <p>Comment tu t'appelles? = What is your name?</p> <p>Je m'appelle... = My name is...</p> <p>Quel age as-tu? = How old are you?</p> <p>J'ai....ans = I am....years old</p> <p>Q'u habites tu? = Where do you live?</p> <p>J'habite a = I live in...</p> <p>Je suis francais = I am French (male)</p> <p>Je suis francaise = I am French (female)</p> <p>Je suis anglais = I am English (male)</p> <p>Je suis anglaise = I am English (female)</p> <p>Zéro= Zero</p> <p>Un = One</p> | <p>Une = A (feminine form)</p> <p>Un chien = A dog</p> <p>Un chat = A cat</p> <p>Un lapin = A rabbit</p> <p>Un oiseau = A bird</p> <p>Un hamster = A hamster</p> <p>Un poisson rouge = A goldfish</p> <p>Une tortue = A tortoise</p> <p>Une souris = A mouse</p> <p>J'ai... = I have...</p> <p>J'ai un chien = I have a dog</p> <p>J'ai un chat = I have a cat</p> <p>J'ai un lapin = I have a rabbit</p> <p>J'ai un oiseau = I have a bird</p> <p>J'ai un hamster = I have a hamster</p> <p>J'ai un poisson = I have a fish</p> | <p>La géographie = geography</p> <p>L'anglais = English</p> <p>L'informatique = ICT</p> <p>L'histoire = history</p> <p>Les maths = maths</p> <p>Les sciences = science</p> <p>Est-ce que tu aimes...? = Do you like...?</p> <p>Oui, j'aime... = Yes, I like...</p> <p>Oui, j'adore... = Yes, I love...</p> <p>Non, je n'aime pas... = No, I do not like...</p> <p>Non, je déteste... = No, I hate...</p> <p>Amusant = Fun</p> <p>Utile = Useful</p> <p>Intéressant = Interesting</p> <p>Facile = Easy</p> <p>Ennuyeux = Boring</p> <p>Difficile = Difficult</p> <p>Inutile = Pointless</p> <p>Parce que c'est = Because it is</p> <p>Car c'est = Because it is</p> <p>Et = and</p> <p>Quelle heure est-il? = what time is it?</p> <p>Il est une heure = it is one o'clock</p> <p>Il est deux heures = it is two o'clock</p> <p>Il est minuit = it is midnight</p> <p>Il est midi = it is midday</p> |
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| | | <p>Dimanche = Sunday</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>Deux = Two</p> <p>Trois = Three</p> <p>Quatre = Four</p> <p>Cinq = Five</p> <p>Six = Six</p> <p>Sept = Seven</p> <p>Huit = Eight</p> <p>Neuf = Nine</p> <p>Dix = Ten</p> <p>Onze = Eleven</p> <p>Douze = twelve</p> <p>Treize = thirteen</p> <p>Quatorze = fourteen</p> <p>Quinze = fifteen</p> <p>Seize = sixteen</p> <p>dix-sept = seventeen</p> <p>dix-huit = eighteen</p> <p>dix-neuf = nineteen</p> <p>vingt = twenty</p> <p>rouge = red</p> <p>bleu = blue</p> <p>jaune = yellow</p> <p>vert = green</p> <p>noir = black</p> <p>blanc = white</p> <p>gris = grey</p> <p>orange = orange</p> <p>violet = purple</p> <p>marron = brown</p> | <p>J'ai une tortue = I have a tortoise</p> <p>J'ai une souris = I have a mouse</p> <p>Et = and</p> <p>J'ai... = I have...</p> <p>..qui s'appelle = ...that is called...</p> <p>J'ai... = I have...</p> <p>Je n'ai pas de... = I have not got / I do not have...</p> <p>Je n'ai pas d'... * = I have not got / I do not have...</p> <p>Qui s'appelle... = that is called</p> <p>Mais = but.....</p> | |
| Block Two | <u>Numbers 0 – 10</u> | <u>I'm learning French</u> | <u>Family</u> | <u>What is the date?</u> | <u>WW2</u> |
| | <p>Zéro= Zero</p> <p>Un = One</p> <p>Deux = Two</p> | <p>Bonjour, ça va? = Hello, how are you?</p> <p>Ça va bien = I am fine</p> | <p>Feminine nouns</p> <p>La mère = the mother</p> <p>La soeur = the sister</p> | <p>Janvier = January</p> <p>Février = February</p> <p>Mars = March</p> | <p>La Seconde Guerre Mondiale = The Second World War</p> |

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| | <p>Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten</p> | <p>Ça va mal = I am not very well Comme ci, comme ça = So, so! Au revoir = Goodbye</p> <p>Comment tu t'appelles? = What is your name? Je m'appelle... = My name is...</p> <p>rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown</p> <p>Zéro= Zero Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten</p> | <p>La grand-mère = the grandmother La tante = the aunty</p> <p>Masculine nouns Le père = the father Le frère = the brother Le grand-père = the grandfather L'oncle = the uncle</p> <p>Plural Nouns Les parents = the parents Les grandparents = the grand-parents</p> <p>As-tu un frère? = Do you have a brother? As-tu une soeur? = Do you have a sister? Oui j'ai un frère = Yes I have a brother Oui j'ai une soeur = Yes I have a sister Oui j'ai deux frères = Yes I have two brothers Oui j'ai deux soeurs = Yes I have two sisters</p> <p>Non je suis fils unique = No I am an only son Non je suis fille unique = No I am an only daughter</p> <p>Dix = 10 Vingt = 20 Trente = 30 Quarante = 40 Cinquante = 50</p> | <p>Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p> <p>1er janvier = Jour de l'an (New Year's Day) 6 janvier = La Fête des Rois (Three Kings – Epiphany) février (normally) = Mardi Gras (Shrove or Pancake Tuesday) 1er avril = Le poisson d'avril (April Fool's Day) mars/avril = Pâques (Easter) 1er mai = La Fête du Travail (Labour Day) 8 mai = La Fête de la Liberté et de la Paix (French Liberation Day)</p> <p>mai/juin = Jour de l'Ascension (Ascension) mai/juin = Lundi de Pentecôte (Pentecost) 14 juillet = La Fête Nationale (Bastille Day) 15 août = L'Assomption (Assumption of Mary and halfway point of summer holiday period)</p> | <p>L'Angleterre = England La France = France L'Italie = Italy L'Allemagne = Germany La Pologne = Poland La Tchécoslovaquie = Czechoslovakia Les Etats-Unis = The United States (of America) Je suis à la campagne = I am in the countryside Je suis en ville = I am in the city À la campagne c'est... = In the country side it is.. En ville c'est... In the city it is = Calme = Calm/tranquil Sans danger = Safe Triste = Sad Convivial = Friendly Sombre = Gloomy Sain = Healthy Difficile = Difficult Dangereux = Dangerous Enfumé = Full of smoke</p> |
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| | | | <p>Soixante = 60 Soixante-dix = 70 Quatre-vingts = 80 Quatre-vingt-dix = 90 Cent = 100</p> <p>Mon fils = My son Mon mari = My husband Mon oncle = My uncle Mon cousin = My male cousin Mon neveu = My nephew Ma tante = My aunty Ma cousine = My female cousin Ma nièce = My niece Ma fille = My daughter Ma femme = My wife</p> | <p>1er novembre = La Toussaint (All Saints) 11 novembre = La Fête de la Victoire (Remembrance Day) 6 décembre = Saint Nicolas (Saint day of Father Christmas) 25 décembre = Noël (Christmas Day)</p> | |
| Block Three | <p><u>Numbers 0 – 20</u> Zéro= Zero Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten</p> <p>Onze = Eleven Douze = twelve Treize = thirteen Quatorze = fourteen Quinze = fifteen</p> | <p><u>Animals</u> Un lion = a lion Un oiseau = a bird Un lapin = a rabbit Un cheval = a horse Un mouton = a sheep</p> <p>Un singe = a monkey Un canard = a duck Un cochon = a pig Une souris = a mouse Une vache = a cow</p> | <p><u>My home</u> Où habites-tu? = Where do you live? J’habite dans ... = I live in... Une maison = A house Un appartement = An apartment En ville = In town À la campagne = In the countryside À la montagne = In the mountains Au bord de la mer = By the sea Dans un village = In a village</p> | <p><u>The weather</u> Il pleut = it is raining Il neige = it is snowing Il y a du soleil = it is sunny Il y a du vent = it is windy Il y a un orage = there is a storm Il fait beau = the weather is fine Il fait mauvais = the weather is not good Il fait froid = it is cold Il fait chaud = it is hot</p> <p>Dans le nord de la France = in the north of France Dans le sud de la France = in the south of France</p> | <p><u>The Weekend</u> Et quart = quarter past Et demie = half past Moins le quart = quarter to</p> <p>Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books J’écoute de la musique = I listen to music Je joue à l’ordinateur = I play on the computer</p> |

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| | <p>Seize = sixteen dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty</p> | | <p>Chez moi il y a... = In my home there is... / there are... Une cuisine = A kitchen Une salle à manger = A dining room Une salle de bains = A bathroom Une chambre = A bedroom Une buanderie = A utility room Et = And</p> <p>Un sous-sol = A basement Un bureau = An office / a study Un salon = A living room Un garage = A garage Un jardin = a garden</p> <p>Chez moi il y a... = In my home there is... / there are... Chez moi il n'y a pas de... = In my home there is not... / there are no... Et = and Mais = but</p> <p>Je m'appelle... = My name is... J'ai ... ans = I am ... years old J'habite dans... = I live in... Chez moi il y a... = In my home there is... / there</p> | <p>Dans le centre de la France = in the centre of France Dans l'ouest de la France = in the west of France Dans l'est de la France = in the east of France</p> | <p>Unit - Le Week-end Page 8</p> <p>Je joue au foot = I play football Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to bed</p> <p>Après = After Et = And Plus tard = Later Aussi = Also Finalement = Finally</p> <p>C'est génial! = It's amazing / incredible! C'est super! = It's great! C'est amusant! = It's fun! C'est fatigant! = It's tiring/exhausting! C'est barbant! = It's boring/tedious! C'est nul! = It's not great/awful! (Challenge section) J'adore ça! = I love it! (Challenge section) Je déteste ça! = I hate it!</p> |
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| | | | <p>are... Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Comment tu t'appelles? = What are you called? Quel âge as tu? = How old are you? Où habites-tu? = Where do you live? Décris-moi chez toi! = Describe your home to me!</p> | | |
| Block Four | <p><u>Colours</u></p> <p>rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown</p> | <p><u>Little Red Riding Hood</u></p> <p>La grand-mère = the grandmother</p> <p>Le loup = the wolf</p> <p>Le bûcheron = the woodcutter</p> <p>Petit Chaperon Rouge = Little Red Riding Hood</p> <p>La forêt = the forest</p> <p>Les parents = the parents</p> <p>Des gâteaux = some cakes</p> <p>La maison = the house Le corps = the body</p> <p>La tête = the head</p> | <p><u>At the Café</u></p> <p>Je prends... = I am going to have S'il vous plaît = please Un jus d'orange = an orange juice Un café = a black coffee Un café au lait = a white coffee Un thé au citron = a lemon tea Un thé au lait = a tea with milk Un chocolat chaud = a hot chocolate Un croissant = a croissant Du beurre = some butter Du pain = some bread De la confiture = some jam Des biscottes = some melba toast Des céréales = some cereal</p> | <p><u>Clothes</u></p> <p>Un pantalon = a pair of trousers Un maillot de bain = swim wear Un pull = a jumper Un tee shirt = a tee shirt Un manteau = a coat Un short = a pair of shorts Un chemisier = a blouse Une robe = a dress Une cravate = a tie Une écharpe = a scarf Une jupe = a skirt</p> <p>Une veste = a jacket Une chemise = a shirt Une casquette = a cap Des collants = a pair of tights * Des gants = a pair of gloves *</p> | <p><u>Me in the world</u></p> <p>Je m'appelle. = I am called...</p> <p>J'habite = I live...</p> <p>Je parle = I speak</p> <p>le français = French</p> <p>l'anglais = English</p> <p>Ma fête préférée est le Mardi Gras = My favourite festival is Mardi Gras</p> <p>Ma fête préférée est Noël. = My favourite festival is Christmas.</p> |

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| | | <p>La bouche = the mouth</p> <p>Le nez = the nose</p> <p>Les genoux = the knees</p> <p>Les épaules = the shoulders</p> <p>Le bras = the arm (used in rabbit puppet exercise)</p> | <p>Je prends.../Je voudrais... = I would like...</p> <p>S'il vous plaît = Please</p> <p>Une omelette au jambon = a ham omelette</p> <p>Une crêpe à la confiture = a crêpe with jam</p> <p>Un sandwich au fromage = a cheese sandwich</p> <p>Un croque-monsieur = a toasted cheese and ham Sandwich</p> <p>Un coca-cola = a coke</p> <p>Un orangina = an orangina</p> <p>Des frites = some fries/chips</p> <p>L'addition s'il vous plaît = the bill please</p> | <p>Des bottes = a pair of boots *</p> <p>Des chaussures = a pair of shoes *</p> <p>Des chaussettes = a pair of socks *</p> <p>Des sandales = a pair of sandals *</p> <p>Des lunettes = a pair of glasses/sunglasses *</p> <p>Je porte = I wear</p> <p>Je porte = I wear</p> <p>Tu portes = you wear</p> <p>Il porte = he wears</p> <p>Elle porte = she wears</p> <p>Nous portons = we wear</p> <p>Vous portez = you all wear</p> <p>Ils/elles portent = they all wear</p> | <p>Ma fête préférée est Pâques = My favourite festival is Easter</p> <p>Ma fête préférée est le jour de l'an = My favourite festival is New Year's day.</p> <p>Ma fête préférée est le 14 juillet = My favourite festival is the 14th of July (Bastille Day).</p> <p>Ma fête préférée est la Fête du Canada = My favourite festival is Canada Day</p> <p>Ma fête préférée est l'Aïd. = My favourite festival is Eid.</p> <p>Parce que = because</p> <p>Il y a des défilés de chars = There are parades of floats.</p> <p>Il y a des feux d'artifice = There are fireworks.</p> <p>Il y a des plats spéciaux. = There are special dishes.</p> <p>Il y a des défilés militaires = There are military parades.</p> <p>À plus tard! = See you later! / See you soon!</p> |
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| | | | | | <p>À la prochaine! = Until next time!</p> <p>Qu'est-ce que tu vas faire pour protéger notre planète? = What are you going to do to protect our planet?</p> <p>Je vais utiliser moins de papier = I am going to use less paper.</p> <p>Je vais utiliser moins de carton = I am going to use less cardboard</p> <p>Je vais utiliser moins de plastique = I am going to use less plastic.</p> <p>Je vais utiliser moins d'eau. = I am going to use less water</p> |
| Block Five | <p><u>Days of the week</u></p> <p>Dimanche = Sunday</p> <p>Lundi = Monday</p> <p>Mardi = Tuesday</p> <p>Mercredi = Wednesday</p> | <p><u>Fruits</u></p> <p>Les fruits = The fruits</p> <p>Une pomme = An apple</p> <p>Une fraise = A strawberry</p> <p>Une pêche = A peach</p> <p>Une banane = A banana</p> <p>Une cerise = A cherry</p> <p>Une orange = An orange</p> <p>Une prune = A plum</p> <p>Une poire = A pear</p> | <p><u>The Classroom</u></p> <p>Un bâton de colle = a glue stick</p> <p>Un livre = a reading book</p> <p>Un cahier = an exercise book</p> <p>Un crayon = a pencil</p> <p>Un taille crayon = a pencil sharpener</p> <p>Un stylo = a pen</p> | <p><u>Planets</u></p> <p>Les planètes = the planets</p> <p>La Lune = the moon</p> <p>Le Soleil = the sun</p> <p>La Terre = the earth</p> <p>Mars = Mars</p> <p>Mercure = Mercury</p> <p>Neptune = Neptune</p> <p>Pluton = Pluto</p> <p>Saturne = Saturn</p> <p>Uranus = Uranus</p> | <p><u>Healthy Lifestyles</u></p> <p>Manger = to eat</p> <p>Bouger = to move</p> <p>De la viande blanche = some white meat</p> <p>Du poisson = some fish</p> <p>Du fromage allégé = some low fat cheese</p> <p>Du lait écrémé = some skimmed milk</p> |

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| | <p>Jeudi = Thursday</p> <p>Vendredi = Friday</p> <p>Samedi = Saturday</p> | <p>Un kiwi = A kiwi Un abricot = An abricot</p> <p>Les fruits = the fruits Les pommes = the apples Les fraises = the strawberries Les pêches = the peaches Les bananes = the bananas Les cerises = the cherries Les oranges = the oranges Les prunes = the plums Les poires = the pears Les abricots = the abricots Les kiwis = the kiwis</p> <p>J'aime... = I like... Oui = Yes Non = No</p> <p>Je n'aime pas ... = I do not like...</p> <p>Est-ce que tu aimes...? = Do you like...? Oui, j'aime... = Yes, I like... Non, je n'aime pas... = No, I do not like...</p> | <p>Une calculatrice = a calculator Une règle = a ruler Une gomme = a rubber / eraser Une trousse = a pencil case Des ciseaux = scissors</p> <p>J'ai = I have..... Je n'ai pas de = I have not got / I do not have....</p> <p>Qu'est ce qu'il y a dans ta trousse? = What do you have in your pencil case?</p> <p>Dans ma trousse j'ai... = In my pencil case I have...</p> <p>Dans ma trousse je n'ai pas de... = In my pencil case I do not have</p> <p>Écoutez = listen Écrivez = write Répétez = repeat Levez la main = raise your hand Demandez = ask Pensez = think Lisez = read Silence = silence Fermez vos cahiers = close your books Ouvrez vos cahiers = open your books</p> | <p>Vénus = Venus Jupiter = Jupiter</p> <p>Le Soleil est au centre = The sun is in the centre</p> <p>Saturne est loin du soleil et a = Saturn is far from the sun</p> <p>au moins 18 lunes and has at least 18 moons</p> <p>Vénus est assez près du soleil et = Venus is close to the sun</p> <p>il y a toujours beaucoup de vent and it is always very windy</p> <p>Le Soleil est au centre = The sun is in the centre</p> <p>Saturne est loin du soleil et a au moins 18 lunes = Saturn is far from the sun and has at least 18 moons.</p> <p>Vénus est assez près du soleil et il y a toujours beaucoup de vent = Venus is close to the sun and it is always windy.</p> <p>Uranus est assez loin du soleil et c'est bleu et vert</p> | <p>Du pain complet = some wholemeal bread De l'eau = some water Des céréales = some cereal Des légumes = some vegetables Des fruits = some fruit Des noix = some nuts</p> <p>De la viande rouge = some red meat Du lait entier = some full fat milk Du pain blanc = some white bread Du chocolat = some chocolate Du beurre = some butter Des bonbons = some sweets Des frites = some chips Des chips = some crisps Des boissons sucrées = some fizzy drinks Des biscuits = some biscuits Je mange... = I eat... Je bois... = I drink...</p> <p>Je joue au foot = I play football Je fais des promenades = I go for walks Je fais de la natation = I go swimming Je fais du cyclisme = I go cycling Je fais du judo = I do judo</p> |
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| | | | | <p>= Uranus is quite far from the sun and is green and blue.</p> <p>Jupiter est énorme et aussi assez loin du soleil = Jupiter is huge and also quite far from the sun.</p> <p>Mercure est assez petite et près du soleil = Mercury is quite small and close to the sun.</p> <p>Pluton est la plus loin et la plus petite = Pluto is the furthest from the sun and the smallest planet.</p> <p>Mars est assez près du soleil et c'est rouge = Mars is quite close to the sun and is red.</p> <p>La Terre est une planète près de Mars et a seulement une lune= The Earth is a planet close to Mars and only has one and only has one moon.</p> <p>Neptune est une planète bleue = Neptune is a blue planet.</p> <p>centre = center</p> | <p>Je fais du tennis = I play tennis</p> <p>Je ne regarde pas la television = I do not watch television</p> <p>Je ne joue pas aux jeux électroniques = I do not play video games</p> <p>Épluchez = peel</p> <p>Coupez = cut</p> <p>Ajoutez = add</p> <p>Mélangez = mix</p> <p>Râpez = grate</p> <p>Faites cuire = cook</p> |
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| | | | | loin = far bleu = blue énorme = enormous près = near vent = wind vert = green petite = small rouge = red lune = moon bleue = blue | |
| Block Six | <u>Months of the year</u> Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December | <u>I can...</u> Danser = to dance Chanter = to sing Cuisiner = to cook Manger = to eat Regarder = to watch Sauter = to jump Écrire = to write Écouter = to listen Boire = to drink Parler = to talk | <u>Goldilocks</u> Boucle D'Or et les trois Ours = Goldilocks and the three Bears Boucle D'or = Goldilocks Papa ours = Father bear Maman ours = Mother bear Bébé ours = Baby bear Une maison = A house Une forêt = A forest Le grand bol = The big bowl Le moyen bol = The medium bowl Le petit bol = The small bowl | <u>The Olympics</u> Les Jeux Olympiques = The Olympics Les Jeux Olympiques de l'antiquité = The ancient Olympic games Les Jeux Olympiques modernes = The modern Olympic games Faire = To do Je fais = I do L'équitation = horse riding L'escrime = fencing L'athlétisme = athletics L'aviron = rowing La natation = swimming | <u>Habitats</u> HABITER - to live POUSSER - to grow habitats = les habitats the animals and the plants need = les animaux et les plantes ont besoin shelter= abri food = aliments sun = Soleil water = l'eau the tropical rainforest = la forêt tropicale humide the meadow = le pré the ocean = l'océan |

La grande chaise = The big chair

La moyenne chaise = The medium chair

La petite chaise = The small chair

Le grand lit = The big bed

Le moyen lit = The medium bed

Le petit lit = The small bed

Sucré = Sweet

Salé = Salty

Grand = Tall/high

Basse = Low

Dur = Hard

Mou = Soft

Le grand bol était trop sale = The large bowl was too salty

Le moyen bol était trop sucré = The medium bowl was too sweet

La boxe = boxing

Le cyclisme = cycling

Le plongeon = diving

Le tir à l'arc = archery

Le triathlon = triathlon

Il est = He is

Elle est = She is

Je fais = I play/do (a sport)

Tu fais = You (one person) play/do (a sport)

Il fait = He play/does (a sport)

Elle fait = She plays/does (a sport)

Nous faisons = We play/do (a sport)

Vous faites = You (more than one person) play/do (a sport)

Ils font = They (group of males or mixed gender group) play/do (a sport)

the desert = le desert

the arctic = l'arctique

is a habitat in = est un habitat

the sahara = le Sahara

the Amazonia = l'amazonie

Le parc national des South Downs = The South Downs national park

L'Océan Pacifique = The Pacific Ocean

Le Groenland = The Greenland

Habite = It/he/she lives

Habitent = They live

Pousse = It/he/she/grows

Poussent = they grow

Le chameau = The camel

Les bosses pour réserver de l'eau = The humps to store water

Le lapin = The rabbit

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| | | | <p>Le petit bol était juste comme il faut = The small bowl was just right</p> <p>La grande chaise était trop grande = The big chair was too tall/high</p> <p>La moyenne chaise était trop basse = The medium chair was too short</p> <p>La petite chaise était juste comme il faut = The small chair was just right</p> <p>Le grand lit était trop dur = The big bed was too hard</p> <p>Le moyen lit était trop mou = The medium bed was too soft</p> <p>Le petit lit était juste comme il faut = The small bed was just right</p> | <p>Elles font = They (group of females) play/do (a sport)</p> | <p>Les pattes pour faire des grands bonds = The paws to make large hops/jumps</p> <p>L'ours blanc = The polar bear</p> <p>La fourrure blanche pour se camoufler = The white fur to camouflage itself</p> <p>Le singe araignée = The spider monkey</p> <p>Les bras et la queue pour se balancer dans les grands arbres = The arms and the tail to balance itself in the tall trees</p> <p>Le requin = The shark</p> <p>Les yeux pour amplifier la lumière = The eyes to intensify light</p> <p>Dans = In</p> <p>Les algues = The seaweed</p> <p>Pas de racines = Without roots</p> <p>Les grands arbres = The tall trees</p> |
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| | | | | | <p>Les feuilles = The leaves</p> <p>Les buissons = The bushes</p> <p>Les racines = The roots</p> <p>Les tiges = The stems</p> <p>Les cactus = The cactus</p> <p>Les épines = The spines</p> <p>Les plantes résistantes = The hardy plants</p> |
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Subject Knowledge - Aims and prior learning

| Block One | Basic Greetings | Core Vocabulary & Phonetics | Presenting myself | Do you have a pet? | At School |
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| Prior Learning | Basic greetings – English | None | None | None | |
| <p>Subject Knowledge.</p> <p>Children will learn to:</p> | <p><u>Basic Greetings</u></p> <p>Say hello and goodbye.</p> <p>Greet a friend.</p> <p>Ask how someone is feeling.</p> <p>Answer how they are feeling.</p> | <p><u>Core Vocabulary & Phonetics</u></p> <p>Count and recognise numbers to 10 – forwards and backwards.</p> <p>Be introduced to numbers to 20.</p> <p>To recognise and select a range of colours.</p> | <p><u>Presenting myself</u></p> <p>Count to 20 in French.</p> <p>Say their name and age in French.</p> <p>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> | <p><u>Do you have a pet?</u></p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>Tell somebody in French if they have or do not have a pet.</p> <p>Ask somebody else in French if they have a pet.</p> | <p><u>At School</u></p> <p>Repeat and recognise the vocabulary for school subjects.</p> <p>Say what subjects they like and dislike at school.</p> <p>Tell the time in French.</p> <p>Create a French timetable for school.</p> |

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| | | To know the days of the week – both in order and not. | Tell you where they live in French. Tell you if they are French or English, introducing concept of gender and agreement. | Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). | Use the verb aller in French to say what time they go to school. |
| Block Two | Numbers 0 – 10 | I’m learning French | Family | What is the date? | WW2 |
| Prior Learning | Be able to count – English | None | Numbers 1-20 and basic personal details.- French | Pupils will need to use numbers 1-30 in this unit, as well as revising the days of the week – French | Currently studying WW2 in History. |
| Subject Knowledge. Children will learn to: | <u>Numbers 0 – 10</u> Count forwards 0- 10 Count backwards 0 – 10 Match numbers to pictures. | <u>I’m learning French</u> Pinpoint France on a map of the world. Highlight other famous French cities. Talk about other countries where French is spoken. Say their name and how they are feeling in French. Count to ten in French. | <u>Family</u> Continue applying the knowledge, skills and understanding of the language covered in unit one. Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. | <u>What is the date?</u> Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar. | <u>WW2</u> Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter. |

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| | | | Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French. | | Home as an evacuee living in the countryside. |
| Block Three | Numbers 0 – 20 | Animals | My home | The weather | The Weekend |
| Prior Learning | Be able to recall numbers 0 – 20 – English | Numbers 0 – 10 – French | Basic personal details – French | None | Vocabulary for telling the time. |
| Subject Knowledge. Children will learn to: | <u>Numbers 0 – 20</u> Count forwards 0- 20 Match numbers to pictures. Add single digits numbers. Subtract single digit numbers. | <u>Animals</u> Remember all the language from unit 1. Be introduced to ten animals in French. Match all the new French words to the appropriate picture. Remember the words for at least five animals in French unaided. Attempt to spell at least three animals correctly in French. | <u>My home</u> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling | <u>The weather</u> Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols | <u>The Weekend</u> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend |

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| | | | previously learnt language (incorporating personal details such as their name and age). | | |
| Block Four | Colours | Little Red Riding Hood | At the Café | Clothes | Me in the world |
| Prior Learning | Colours – English | To know the story of Little Red Riding Hood and be familiar with the words and phrases used – English | Numbers / basic role-play vocabulary. – French | Colours - French | How to protect the planet – English |
| Subject Knowledge. Children will learn to: | <u>Colours</u> Name and identify 10 colours in French. Match pictures to colours. Match words to colours. | <u>Little Red Riding Hood</u> Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story. | <u>At the café</u> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you. | <u>Clothes</u> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PORTER in French. Say what they would wear in different weather. | <u>Me in the world</u> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country] |
| Block Five | Days of the week | Fruits | The Classroom | Planets | Healthy Lifestyles |
| Prior Learning | Days of the week – English | Numbers 0 – 10 in French | None | The Solar System (Y5 Science Topic) – English | Y6 Science Topic - English |
| Subject Knowledge. Children will learn to: | <u>Days of the week</u> | <u>Fruits</u> | <u>The Classroom</u> | <u>Planets</u> | <u>Healthy Lifestyles</u> |

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| | <p>Recite the days of the week in French.</p> <p>Be able to change the date on the board.</p> <p>Sing the days of the week song.</p> | <p>Name and recognise up to 10 fruits in French.</p> <p>Attempt to spell some of these nouns</p> <p>Ask somebody in French if they like a particular fruit.</p> <p>Say what fruits they like and dislike.</p> <p>Learn the story of The Hungry Caterpillar in French.</p> | <p>Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>Say what they have and do not have in their pencil case.</p> <p>Recognise and respond to simple classroom commands and praise.</p> | <p>Name and recognise the planets in French on a solar system map.</p> <p>Spell at least five of the planets in French.</p> <p>Say an interesting fact about at least four of the planets.</p> <p>Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p> | <p>Name and recognise ten foods and drinks that are considered good for your health.</p> <p>Name and recognise ten foods and drinks that are considered bad for your health.</p> <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to keep a healthy life-style.</p> <p>Learn to make a healthy recipe in French.</p> |
| Block Six | Months of the year | I can... | Goldilocks | The Olympics | Habitats |
| Prior Learning | <p>Be able to recite the months of the year – English</p> <p>To know their date of birth.</p> | None | <p>To know the story of Goldilocks and be familiar with the words and phrases used. – English</p> <p>They are able to sit and listen to a familiar story in French.</p> | None | Year 6 Science Topic – English |
| Subject Knowledge. Children will learn to: | <p><u>Months of the year</u></p> <p>Recall the months of the year in order.</p> | <p><u>I can..</u></p> <p>Recognise some common French verbs/activities.</p> | <p><u>Goldilocks</u></p> <p>Not only sit and listen attentively to the story as in year one but to recognise, understand and</p> | <p><u>The Olympics</u></p> <p>Tell somebody in French the key facts of the history of the Olympics.</p> | <p><u>Habitats</u></p> <p>Tell somebody in French the key elements animals and plants need to survive in their habitat.</p> |

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| | <p>Say their date of birth in French.</p> | <p>Use these verbs to convey meaning in English by matching them to their appropriate picture.</p> <p>Use these verbs in the infinitive with je peux..</p> | <p>remember more of the new language.</p> <p>Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</p> <p>Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> <p>Attempt to spell in French.</p> | <p>Tell somebody in French the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French.</p> | <p>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>Tell somebody in French which animals live in these different habitats.</p> <p>Tell somebody in French which plants live in these different habitats</p> |
| Intercultural understanding – British Values links | | | | | |
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