



Deer Park Primary School

FRENCH CURRICULUM

Our Ultimate End Goal:

What will our linguists be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 children will have developed an appreciation and respect for other cultures.**
- **They will be equipped with the necessary skills to communicate and express their ideas, at a basic level, in another language and to understand and respond to its speakers, both in speech and writing.**
- **They will have learnt basic French vocabulary through a wide variety of topics, using films, stories, games and songs to enhance and consolidate their learning.**
- **They will have planned and participated in experiences that will have built their confidence in speaking French to an audience and increased their enjoyment of this language.**

Curriculum Coverage

What are the most basic requirements from the National Curriculum?

- 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 2 Languages
- 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

Overview

Cycle A	
Year 3/4	Year 5/6
Phonics 1&2 Instruments Seasons	Phonics 3&4 The Date Do you have a pet?
Vegetables Ice-Creams	My Home What is the weather?
My Family In the Classroom	At School Me in the World.

Cycle B	
Year 3/4	Year 5/6
Phonics 1&2 I am learning French Animals	Phonics 3&4 Presenting myself Family
Fruits I am able...	At the Tea Room The Weekend
Presenting myself Habitats or Romans	Paris Olympics -2024 At School

PROCEDURAL KNOWLEDGE - What skills do we want our linguists to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?

Year 3	YEAR 4	YEAR 5	YEAR 6
<p>Beginning to: Participate in short exchanges</p> <p>Understanding and responding to questions</p> <p>Listen to and follow simple commands</p> <p>Read familiar words with accurate punctuation</p> <p>Listen and respond to rhymes</p> <p>Find links between some sounds and spellings</p> <p>Watch mouth of speaker, noticing accents and recognising the question form</p> <p>Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings</p> <p>Notice how punctuation may vary between English and French</p> <p>Recognise how accents alter pronunciation</p> <p>Letter strings – ua, ie, ei, ll</p> <p>Make French sounds and practising new letters</p>	<p>Continue to: Ask and answer questions</p> <p>Listen to and follow short songs and stories using visual clues</p> <p>Know how to say the five vowel sounds in French</p> <p>To be familiar with the layout of a bilingual dictionary</p> <p>Write simple sentences adapting a model</p> <p>Reorder words to form a short simple sentence</p> <p>Recognise plural nouns and understand simple rules for converting singular nouns into plurals</p> <p>Scan a text to identify key words</p> <p>Understand that all nouns have a gender</p> <p>Work co-operatively in groups to plan and prepare a language activity</p>	<p>Have developed/developing: Make simple sentences and manipulate them by changing an element</p> <p>Understand and use negatives</p> <p>Recite a short text with accurate pronunciation</p> <p>Recognise similarities and differences between France and England</p> <p>Identify the position of adjectives in a sentence</p> <p>Memorise and present two or three sentences describing a high street</p> <p>Manipulate language by changing an element in a sentence</p> <p>Find words in a bi-lingual dictionary</p> <p>Take part in a conversation expressing likes/dislikes</p> <p>Listen to and understand a native speaker expressing likes and dislikes</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Use spoken language spontaneously</p> <p>Look and listen for visual and aural</p>	<p>Can/have/know: Initiate and sustain conversations</p> <p>Re-use previously learned language in a new context</p> <p>Discuss language learning and reflect on how to memorise and recall language</p> <p>Produce own piece of writing, adapting a model</p> <p>Use a dictionary as appropriate</p> <p>Understand the formation of a basic negative sentence</p> <p>Understand details including opinions from spoken passages</p> <p>Construct a short paragraph by adapting a model</p> <p>Attempt accurate spellings when writing individual new words from memory</p> <p>Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</p> <p>Follow a story as it is read aloud,</p>

		clues in an audio recording	demonstrating understanding Identify the sounds of some letters of the alphabet
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Propositional knowledge:

What lines of enquiry do we want our linguists to follow?

What experiences do we want our linguists to have had?

YEAR 3

LA PHONETIQUE

Four sequential lessons - pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. ch ou on oi

YEAR 4

LA PHONETIQUE

Four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. Revise first 4 and add - i in ique ille

YEAR 5

LA PHONETIQUE

Four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. Revise first 8 and add- e e E aux eux

YEAR 6

LA PHONETIQUE

Four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. Revise previous 12 and add - qu gne c en an

YEAR 3 AND YEAR 4

I AM LEARNING FRENCH

Lines of Enquiry

Objective 1: I will learn more about the Francophone world.

Objective 2: I will learn how to use basic greetings in French.

Objective 3 I will learn how to ask and answer the question 'Comment tu t'appelles ?' in French.

Objective 4: I will learn the numbers 1-10 in French.

Objective 5: I will learn 10 colours and how to say which is my favourite colour in French.

ANIMALS

Lines of Enquiry

Objective 1: I will learn 5 animal nouns in French with their correct determiner.

Objective 2: I will learn 5 more animal nouns in French with their correct determiner.

Objective 3: I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings.

Objective 4: I will explore and understand better the role of the indefinite article/determiner in French.

Objective 5: I will learn how to use the first person conjugated verb 'je suis' (I am) in French.

YEAR 5 AND YEAR 6

C'EST MOI!

Lines of Enquiry

Objective 1: I will revise greetings in French, ask how somebody is feeling and reply when asked to me.

Objective 2: I will revise how to ask somebody their name in French and reply when asked to me.

Objective 3: I will revise numbers 1-10 in French and learn numbers 11-20 in French.

Objective 4: I will learn how to ask somebody their age in French and reply when asked to me.

Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.

AT THE TEA ROOM

Lines of Enquiry

Objective 1: I will learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Objective 2: I will learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Objective 3: I will learn some key phrases to help me perform a role-play in the French *salon de thé*.

Objective 4: I will learn some more key phrases to help me perform a role-play in the French *salon de thé*.

Objective 5: I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French.

FRUITS

Lines of Enquiry

Objective 1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.

Objective 2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.

Objective 3: I will learn how to move singular nouns to plural form in French.

Objective 4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.

Objective 5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns. Name and recognise up to 10 fruits in French.

I AM ABLE...

Lines of Enquiry

Objective 1: I will learn 5 high frequency infinitive verbs in French.

Objective 2: I will learn 5 more high frequency infinitive verbs in French.

Objective 3: I will learn how to use the structure 'je peux' with the infinitive verbs in French.

Objective 4: I will learn how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French.

Objective 5: I will learn how to use conjunctions 'et' (and) & 'mais' (but) in French.

PRESENTING MYSELF

Lines of Enquiry

Objective 1: I will learn basic greetings in French, ask how somebody is feeling and reply when asked to me.

Objective 2: I will learn how to ask somebody their name in French and reply when asked to me.

Objective 3: I will learn numbers 1-10 in French and learn numbers 11-20 in French.

Objective 4: I will learn how to ask somebody their age in French and reply when asked to me.

Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.

HABITATS

Lines of Enquiry

Objective 1: I will learn the essential things that plants and animals need to survive in French.

Objective 2: I will learn about 5 key habitats around the world in French.

Objective 3: I will learn to use the verb 'pousser' (to grow) to express which plants grow in these habitats.

Objective 4: I will learn to use the verb 'habiter' (to live) to express which animals live in these habitats.

THE DATE

Lines of Enquiry

Objective 1: I will learn the 7 days of the week in French.

Objective 2: I will learn the 12 months of the year in French.

Objective 3: To learn/revise/consolidate numbers 1-31 in French.

Objective 4: I will learn to ask and answer the question 'Quelle est la date aujourd'hui?' (What is the date today?)

Objective 5: I will learn to ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?)

THE WEEKEND

Lines of Enquiry

Objective 1: I will learn how to tell the time around the clock in French.

Objective 2: I will learn 10 activities in French that I may do at the weekend.

Objective 3: I will consolidate my learning and focus on the spellings in French for the 10 activities.

Objective 4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities.

Objective 5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.

DO YOU HAVE A PET?

Lines of Enquiry

Objective 1: I will revise 8 common pet nouns in French with their determiners.

Objective 2: I will learn how to say I have a pet in French.

Objective 3: I will also learn how to say what my pet is called in French.

Objective 4: I will learn how to say what pet I do not have in French.

Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

OLYMPICS – (PARIS 2024)

Lines of Enquiry

Objective 1: I will learn to listen attentively to longer passages in French, decoding the text using cognates.

Objective 2: I will learn to understand more of what I hear and read using story ordering to help me decode unknown language.

Objective 3: I will learn 10 nouns for Olympic sports with their correct determiners.

Objective 4: I will learn how to say I do and I do not do a particular sport using the verb 'faire' (to do) in French.

Objective 5: I will learn that adjectives can change spelling in French depending on the gender of the object being described.

Objective 5: I will use all my new knowledge to prepare a presentation for the class.

INSTRUMENTS

Lines of Enquiry

Objective 1: I will learn 5 instruments in French with their correct determiner.

Objective 2: I will learn 5 more instrument nouns in French with their correct determiner.

Objective 3: I will revise all 10 instrument nouns with their determiners in French and start to attempt the spellings.

Objective 4: I will explore and understand better the role of the definite article/determiner for 'the' in French.

Objective 5: I will learn how to use the first person conjugated verb 'je joue' (I play) in French.

SEASONS

Lines of Enquiry

Objective 1: I will learn the 4 seasons in French with their determiners.

Objective 2: I will learn a short phrase about winter in French.

Objective 3: I will learn a short phrase about spring in French.

Objective 4: I will learn a short phrase about summer in French.

Objective 5: I will learn a short phrase about autumn in French.

VEGETABLES

Lines of Enquiry

Objective 1: I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.

Objective 2: I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.

Objective 3: I will learn how to ask for a kilo or half a kilo of a vegetable in French.

Objective 4: I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables.

Objective 5: I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option.

ICE-CREAMS

Lines of Enquiry

Objective 1: I will learn and become more familiar with 5 ice-cream flavours in French.

Objective 2: I will learn and become more familiar with 5 more ice-cream flavours in French.

Objective 3: I will learn how to use the first person high frequency verb 'je voudrais' (I would like) in French.

MY HOME

Lines of Enquiry

Objective 1: I will learn how to say where I live using the first person high frequency verb 'j'habite' (I live).

Objective 2: I will learn 5 nouns and their determiners for rooms of the house.

Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.

Objective 4: I will learn how to say I do not have a particular room in the house using a key negative structure.

Objective 5: I will use all my new knowledge in French to describe where I live.

What is the weather?

Objective 1: I will be introduced to the new vocabulary for describing the weather in French.

Objective 2: I will start to learn how to recall, say and write the weather expressions from memory.

Objective 3: I will learn to improve my listening decoding skills.

Objective 4: I will learn how to read a weather map in French and describe weather in different parts of the country.

Objective 5: I will use all my new knowledge to present a weather forecast in French.

AT SCHOOL

Lines of Enquiry

Objective 1: I will learn the nouns and determiners for 10 classroom objects in French.

Objective 2: I will learn how to create a short phrase in French in a subject using I like and I do not like.

Objective 3: I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.

Objective 4: I will learn how to say at what time I study a particular subject in French.

Objective 5: I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.

ME IN THE WORLD

Lines of Enquiry

Objective 1: I will learn more about the 4 characters in the unit and the Francophone world.

Objective 2: I will learn more about the different celebrations celebrated in the Francophone world.

Objective 3: I will learn more about 2 different religious celebrations celebrated in the Francophone world.

Objective 4: I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.

Objective 5: I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.

Objective 4: I will learn how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.
Objective 5: I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream.

MY FAMILY

Lines of Enquiry

Objective 1: I will learn the nouns and determiners for several family members in French.
Objective 2: I will learn how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French.
Objective 3: I will learn to answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?)
Objective 4: I will learn how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).
Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members.

IN THE CLASSROOM

Lines of Enquiry

Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.
Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.
Objective 3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?)
Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.
Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

What key vocabulary will our linguistics need?

Vocabulary will be continually revisited throughout each year group.

Vocabulary is important because it embodies and communicates concepts.

YEAR 3 AND 4

YEAR 5 AND YEAR 6

CONTENT SPECIFIC VOCABULARY

I AM LEARNING FRENCH

Bonjour ! Hello! (formal)

Salut ! Hello! (informal)

Ça va ? How are you?

Ça va bien. I am well.

Ça va mal. I am not great.

Comme ci, comme ça. So, so.

Au revoir ! Goodbye!

À plus tard ! See you later!

Comment tu t'appelles ? What is your name?

Je m'appelle... My name is...

un one, deux two, trois three, quatre four, cinq five, six six, sept seven, huit eight, neuf nine, dix ten

rouge red, bleu blue, jaune yellow, vert green, noir black, blanc white, gris grey, orange orange, violet purple, marron brown

ANIMALS

Les animaux the animals

Un a (masculine)

Une a (feminine)

Un lapin a rabbit

Un canard a duck

Un singe a monkey

Un cochon a pig

Un mouton a sheep

Un lion a lion

Une souris a mouse

Un oiseau a bird

Une vache a cow

Un cheval a horse

je suis i am...

FRUITS

Une pomme an apple **les pommes** the apples

Une fraise a strawberry **les fraises** the strawberries

Une pêche a peach **les pêches** the peaches

Une banane a banana **les bananes** the bananas

Une cerise a cherry **les cerises** the cherries

CONTENT SPECIFIC VOCABULARY

PRESENTING MYSELF

Bonjour ! Hello! (formal)

Salut ! Hello! (informal)

Ça va ? How are you?

Ça va bien. I am well.

Ça va mal. I am not great.

Comme ci, comme ça. So, so.

Ça va très bien I am very well.

Ça va très mal I am really not great.

Au revoir ! Goodbye!

À plus tard See you later!

Comment tu t'appelles? What is your name?

Je m'appelle... My name is ...

Quel âge as-tu ? How old are you?

J'ai ... ans. I am ... years old.

Où habites-tu ? Where do you live?

J'habite à... I live in...

Je suis... I am...

Je viens de... I am from... français/française French, anglais/anglaise English, gallois/galloise Welsh, irlandais/irlandaise Irish, écossais/écossaise Scottish, Je viens d'Angleterre. I am from England.

un one, deux two, trois three, quatre four, cinq five, six six, sept seven, huit eight, neuf nine, dix ten, onze eleven, douze twelve, treize thirteen, quatorze fourteen, quinze fifteen, seize sixteen, dix-sept seventeen, dix-huit eighteen, dix-neuf nineteen, vingt twenty

FAMILY

La famille the family **Ma famille** my family

As-tu des frères et sœurs? Do you have any siblings/ brothers or sisters?

Oui, j'ai un frère. Yes, I have a brother.

Oui, j'ai une sœur. Yes, I have a sister.

Oui, j'ai deux frères. Yes, I have two brothers.

Oui, j'ai deux sœurs. Yes, I have two sisters.

Non, je suis fils unique. No, I am an only child (boy).

Non, je suis fille unique. No, I am an only child (girl).

Le frère the brother, **L'oncle** the uncle, **Le fils** the son, **La sœur** the sister, **La fille** the daughter, **La tante** the aunt, **La grand-mère** the grandmother, **La mère** the mother, **Le père** the father, **Le grand-père** the grandfather

Une orange an orange **les oranges** the oranges

Une prune a plum **les prunes** the plums

Une poire a pear **les poires** the pears

Un kiwi a kiwi **les kiwis** the kiwis

Un abricot an apricot **les abricots** the apricots

J'aime... I like...

Je n'aime pas... I do not like...

I AM ABLE...

Je peux I am able **jouer d'un instrument** to play an instrument

Je ne peux pas I am not able **patiner** to ice-skate

Danser to dance **dessiner** to draw

Chanter to sing

Nager to swim

Sauter to jump

Parler français to speak French

Cuisiner to cook

Faire du vélo to ride a bike

PRESENTING MYSELF

Bonjour ! Hello! (formal)

Salut ! Hello! (informal)

Ça va ? How are you?

Ça va bien. I am well.

Ça va mal. I am not great.

Comme ci, comme ça. So, so.

Ça va très bien I am very well.

Ça va très mal I am really not great.

Au revoir ! Goodbye!

À plus tard See you later!

Comment tu t'appelles? What is your name?

Je m'appelle... My name is ...

Quel âge as-tu ? How old are you?

J'ai ... ans. I am ... years old.

Où habites-tu ? Where do you live?

J'habite à... I live in...

Je suis... I am...

Je viens de... I am from...

français/française French, **anglais/anglaise** English, **gallois/galloise** Welsh, **irlandais/irlandaise** Irish, **écossais/écossaise** Scottish, **Je viens d'Angleterre. I am from England.**

un one, deux two, trois three, quatre four, cinq five, six six, sept seven, huit eight, neuf nine, dix ten, **onze** eleven, **douze** twelve, **treize** thirteen, **quatorze** fourteen,

Les parents the parents, Les grands-parents the grandparents

Comment s'appelle ton [male family member]/ ta

[female family member]?

What is your [family member]'s name?

Il s'appelle... He is called...

Elle s'appelle... She is called...

Mon/ ma/ mes my

Des frères et soeurs siblings/ brothers and sisters

un one, deux two, trois three, quatre four, cinq five, six six, sept seven, huit eight, neuf nine, dix ten, onze eleven, douze twelve, treize thirteen, quatorze fourteen, quinze fifteen, seize sixteen, dix-sept seventeen, dix-huit eighteen, dix-neuf nineteen, vingt twenty, trente thirty, quarante forty, cinquante fifty, soixante sixty, Soixante-dix seventy, quatre-vingts eighty, quatre-vingt-dix ninety, cent one hundred

DO YOU HAVE A PET?

Un chien a dog

Un chat a cat

Un lapin a rabbit

Un hamster a hamster

Un poisson rouge a goldfish

Un oiseau a bird

Une souris a mouse'2

Une tortue a tortoise

J'ai... I have...

Je n'ai pas de / d'... I do not have...

J'ai un... I have a... (masculine)

J'ai une... I have a... (feminine)

Qui s'appelle... That is called...et and

Mais but

AT THE TEA ROOM

Un croissant a croissant **une crêpe** a crepe

Un pain au chocolat a pain au chocolat **une salade** a salad

Un sandwich au jambon a ham sandwich **une omelette** an omelette

Un sandwich au fromage a cheese sandwich **une tartelette** a small tart

Un croque-monsieur a ham and cheese toastie **une limonade** a lemonade

Un café a coffee **une grenadine** a grenadine

Un café au lait a coffee with milk

Bonjour ! Hello!

Un thé a tea

Au revoir ! Goodbye!

Un jus d'orange an orange juice **vous désirez ?** What would you like?

Un coca-cola a coca-cola **Je voudrais...** I would like...

quinze fifteen, **seize** sixteen, **dix-sept** seventeen, **dix-huit** eighteen, **dix-neuf** nineteen, **vingt** twenty

HABITATS

Les habitats the habitats

Le groenland greenland

Les animaux et les plantes ont besoin de/d'... The animals and the plants need...

Le chameau the camel

Les animaux et les plantes ont besoin d'un abri The animals and the plants need shelter.

Les animaux et les plantes ont besoin de nourriture The animals and the plants need food.

L'ours blanc the polar bear, **le lapin** the rabbit, **le requin** the shark, **le singe araignée** the spider monkey

Les animaux et les plantes ont besoin d'air The animals and the plants need air.

Les animaux et les plantes ont besoin de soleil The animals and the plants need sun.

Les animaux et les plantes ont besoin d'eau The animals and the plants need water.

Habite (he/she/it) lives

Habitent (they) live

La forêt tropicale the tropical rainforest

La prairie the meadow

L'océan the ocean **les algues** the seaweeds

Le désert the desert **les grands arbres** the tall trees

L'arctique the arctic **les buissons** the bushes

...est un habitat dans... ...is a habitat in... **les cactus** the cacti

Le sahara the sahara **les plantes résistantes** the hardy plants

L'amazonie the amazon **pousse** (he/she/it) grows

Le parc national Des south downs the south downs national park

Poussent (they) grow

L'océan pacifique the PacificOcean

INSTRUMENTS

Le the (masculine)

La the (feminine)

La clarinette the clarinet

La harpe the harp

Les the (plural)

L' (not seen in this unit) the (before a vowel) **le piano** the piano

Le triangle the triangle

La trompette the trumpet

Le violon the violin

Un chocolat chaud a hot chocolate

Merci thank you

Une part de gâteau au chocolat

A slice of chocolate cake

S'il vous plaît please

Une part de quiche a slice of quiche

Et and

Une brioche a brioche

L'addition the bill

The Weekend

Le week-end the weekend **Il est midi.** It is midday.

Quelle heure est-il ? What time is it? **Il est minuit.** It is midnight.

Et quart quarter past **Je me lève.** I get up.

Et demie half past

Je prends mon petit déjeuner. I have my breakfast.

Moins le quart quarter to **Je regarde la télé.** I watch television.

Il est une heure. It is one o'clock. **Je lis des bandes dessinées.** I read comic books.

Il est deux heures. It is two o'clock. **J'écoute de la musique.** I listen to music.

Il est trois heures. It is three o'clock. **Je joue à l'ordinateur.** I play on the computer.

Il est quatre heures. It is four o'clock. **Je joue au foot.** I play football.

Il est cinq heures. It is five o'clock. **Je vais à la piscine.** I go to the swimming pool.

Il est six heures. It is six o'clock. **Je vais au cinéma.** I go to the cinema.

Il est sept heures. It is seven o'clock. **Je me couche.** I go to bed.

Il est huit heures. It is eight o'clock.

Il est neuf heures. It is nine o'clock.

Il est dix heures. It is ten o'clock.

Il est onze heures. It is eleven o'clock.

Il est douze heures. It is twelve o'clock.

Et and

Plus tard later on, **Finally** finally, **Aussi** also, **Après** after

THE DATE

La date the date **août**

Les jours de la semaine the days of the week

Lundi Monday, **Mardi** Tuesday, **Mercredi** Wednesday, **Jeudi** Thursday, **Vendredi** Friday ,

Samedi Saturday, **Dimanche** Sunday

Aujourd'hui c'est quel jour? What day is it today?

Aujourd'hui c'est... Today it is...

Janvier January, **Février** February, **Mars** March, **Avril** April, **Mai** May, **Juin** June, **Juillet**

July, August, **Septembre** September, **Octobre** October, **Novembre** November, **Décembre**

December

La batterie the drums
Les cymbales the cymbals
La guitare the guitar
La flûte à bec the recorder
Je joue (du, de la, des)... I play...

SEASONS

Le printemps Spring
L'été Summer
L'hiver Winter
Automne Autumn
Les saisons the seasons **il fait froid** it is cold
Il fait chaud it is hot
Il neige it snows
Il y a du soleil it is sunny
Autumn **Les fleurs poussent** the flowers grow
Les oiseaux chantent the birds sing
Les arbres perdent leurs feuilles the trees lose their leaves

VEGETABLES

les aubergines the aubergines, **les épinards** the spinach, **les oignons** the onions, **les courgettes** the courgettes, **les tomates** the tomatoes, **les haricots verts** the green beans, **les petits pois** the peas, **les champignons** the mushrooms, **les carottes** the carrots, **les pommes de terre** the potatoes
un kilo de... / d'... one kilo of..., **un demi kilo de... / d'...** half a kilo of...
Je voudrais... I would like...
s'il vous plait please
Et and
Bonjour! hello
Je peux vous aider? Can I help you?
C'est tout? Is that all/Anything else?
C'est combien? How much is that?
Merci thank you
Au revoir! goodbye
Dans mon panier j'ai... In my basket I have...

ICE-CREAMS

Une glace an ice-cream **un cornet** a cone
...à la vanille vanilla flavour **un petit pot** a small tub/pot
...à la fraise strawberry flavour **une boule** one scoop
...à la banane banana flavour **deux boules** two scoops
...à la menthe mint flavour **trois boules** three scoops

OLYMPICS – (PARIS 2024)

Les Jeux olympiques the Olympics **Je fais du plongeon.** I do diving. **Il est nageur.** He is a swimmer.
Les Jeux olympiques de l'antiquité the Ancient Olympic Games **Je fais du triathlon.** I do triathlons. **Elle est nageuse.** She is a swimmer.
Les Jeux olympiques modernes the modern Olympic Games **Je fais du cyclisme.** I do cycling. **Il est plongeur.** He is a diver.
L'athlétisme athletics **Je fais du tir à l'arc.** I do archery. **Elle est plongeuse.** She is a diver.
L'équitation horseriding **Je ne fais pas d'athlétisme.** I don't do athletics. **Il est escrimeur.** He is a fencer.
L'escrime fencing **Je ne fais pas d'aviron.** I don't do rowing. **Elle est escrimeuse.** She is a fencer.
L'aviron rowing **Je ne fais pas d'équitation.** I don't do horseriding. **Il est archer.** He is an archer.
La natation swimming **Je ne fais pas d'escrime.** I don't do fencing. **Elle est archère.** She is an archer.
La boxe boxing **Je ne fais pas de boxe.** I don't do boxing. **Il est rameur.** He is a rower.
Le cyclisme cycling **Je ne fais pas de natation.** I don't do swimming. **Elle est rameuse.** She is a rower.
Le plongeon diving **Je ne fais pas de plongeon.** I don't do diving. **Je fais** I play/do (a sport)
Le tir à l'arc archery **Je ne fais pas de triathlon.** I don't do triathlons. **Tu fais you** (one person) play/do (a sport)
Le triathlon triathlon **Je ne fais pas de cyclisme.** I don't do cycling. **Il fait** he plays/does (a sport)
Faire to do **Je ne fais pas de tir à l'arc.** I don't do archery. **Elle fait** she plays/does (a sport)
Je fais de l'athlétisme. I do athletics. **Il/elle est athlète.** He/she is an athlete. (no spelling change for masculine and feminine)
Nous faisons we play/do (a sport)
Je fais de l'aviron. I do rowing. **Il/elle est cycliste.** He/she is a cyclist. (no spelling change for masculine and feminine)
Vous faites You (more than one person) play/do (a Sport)
Je fais de l'équitation. I do horseriding. **Il est cavalier.** He is an equestrian. **Ils font** They (group of males or mixed gender group) play/do (a sport)
Je fais de l'escrime. I do fencing. **Elle est cavalière.** She is an equestrian. **Elles font** they (group of females) play/do (a sport)
Je fais de la boxe. I do boxing. **Il est boxeur.** He is a boxer.
Je fais de la natation. I do swimming. **Elle est boxeuse.** She is a boxer.

...à la **pistache** pistachio flavour
...au **chocolat** chocolate flavour
...au **café** coffee flavour **Quel parfum?** Which flavour
...au **citron** lemon flavour **Combien de boules?** How many scoops?
...au **caramel** caramel flavour **C'est combien?** How much?
...au **cassis** blackcurrant flavour

Je voudrais... I would like...

Au-revoir ! Goodbye !

Et and

S'il vous plaît please

Bonjour ! Hello!

Merci thank you

MY FAMILY

La famille the family **Ma famille** my family

As-tu des frères et soeurs? Do you have any siblings/ brothers or sisters?

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.

Non, je suis fils unique. No, I am an only child (boy).

Non, je suis fille unique. No, I am an only child (girl).

Le frère the brother , **L'oncle** the uncle, **Le fils** the son, **La soeur** the sister, **La fille** the daughter, **La tante** the aunt, **La grand-mère** the grandmother, **La mère** the mother, **Le père** the father ,**Le grand-père** the grandfather

Les parents the parents, **Les grands-parents** the grandparents

Comment s'appelle ton [male family member]/ **ta** [female family member]?

What it is your [family member]'s name?

Il s'appelle... He is called...

Elle s'appelle... She is called...

Mon/ ma/ mes my

Des frères et soeurs siblings/ brothers and sisters

un one, deux two, trois three, quatre four, cinq five, six six, sept seven, huit eight, neuf nine, dix ten, onze eleven, douze twelve, treize thirteen, quatorze fourteen, quinze fifteen, seize sixteen, dix-sept seventeen, dix-huit eighteen, dix-neuf nineteen, vingt twenty, **rente** thirty, **quarante** forty, **cinquante** fifty, **soixante** sixty, **Soixante-dix** seventy, **quatre-vingts** eighty, **quatre-vingt-dix** ninety, **cent** one hundred

IN THE CLASSROOM

Un livre a reading book

Un cahier an exercise book

AT SCHOOL

Le français French **Non, je déteste ...** No, I hate ...

Car because

L'anglais English

J'aime ... I like ...

Et and

Le dessin art j'adore ... I love ... **Je n'aime pas ...** I do not like ... **Je déteste ...** I hate ...

C'est... It is...

Le sport P.E, **La musique** music, **La géographie** geography, **L'histoire** history, **Les maths** maths, **Les sciences** science, **L'informatique** ICT

Cependant however,

Mais but

amusant fun, **intéressant** interesting, **utile** useful, **facile** easy, **ennuyeux** boring, **difficile** difficult, **inutile** pointless

Quelle est ta matière préférée ? What is your favourite subject?

Ma matière préférée c'est... My favourite subject is...

Est-ce que tu aimes...? Do you like...?

Oui, j'aime ... Yes, I like ...

Oui, j'adore ... Yes, I love ...

MY HOME

Où habites-tu ? Where do you live? J'habite dans... I live in...

Une cuisine a kitchen, **une salle à manger** a dining room, **une maison** a house **une salle de bains** a bathroom, **une chambre** a bedroom

Un appartement an apartment, **une buanderie** a utility room, **un sous-sol** a basement, **un bureau** an office / a study, **un salon** a living room, **un garage** a garage, **un jardin** a garden

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

Et and

Mais but

Chez moi il y a...In my home there is.../ there are...

In my home there is not.../ there are no...

WHAT IS THE WEATHER?

Quel temps fait-il? What is the weather?

Il fait chaud. It is hot. **Il pleut.** It is raining. **Il fait froid.** It is cold. **Il neige.** It is snowing. **Il y a un orage.** There is a storm. **Il y a du soleil.** It is sunny. **Il y a du vent.** It is windy. **Il fait beau.** The weather is fine. **Il fait mauvais.** The weather is not good.

Dans le nord de la France... In the north of France...

Dans le sud de la France... In the south of France...

Dans le centre de la France... In the centre of France...

Un crayon a pencil
Un stylo a pen
Un taille-crayon a sharpener
Un sac à dos a rucksack
Une calculatrice a calculator
Un bâton de colle a glue stick
Une règle a ruler
Une gomme a rubber
Une trousse a pencil case
Des ciseaux a pair of scissors
J'ai I have
Je n'ai pas de I do not have
Dans ma trousse j'ai... In my pencil case i have...
Dans ma trousse je n'ai pas...In my pencil case i do not have..
Mon my (masculine singular nouns)
Ma my (feminine singular nouns)
Mes my (plural nouns)
Et and

Dans l'ouest de la France... In the west of France...
Dans l'est de la France... In the east of France...
Le temps the weather

AT SCHOOL

Le français French **Non, je déteste ...** No, I hate ...
Car because
L'anglais English
J'aime ... I like ...
Et and
Le dessin art j'adore ... I love ... **Je n'aime pas ...** I do not like ... **Je déteste ...** I hate ...
C'est... It is...
Le sport P.E, **La musique** music, **La géographie** geography, **L'histoire** history, **Les maths** maths, **Les sciences** science, **L'informatique** ICT
Cependant however,
Mais but
amusant fun, **intéressant** interesting, **utile** useful, **facile** easy, **ennuyeux** boring, **difficile** difficult, **inutile** pointless
Quelle est ta matière préférée ? What is your favourite subject?
Ma matière préférée c'est... My favourite subject is...
Est-ce que tu aimes...? Do you like...?
Oui, j'aime ... Yes, I like ...
Oui, j'adore ... Yes, I love ...

ME IN THE WORLD

Je m'appelle... I am called... J'habite... I live...
Parce que... because...
Il y a des défilés de chars. There are parades of floats.
Je parle... I speak... **Il y a des feux d'artifice.** There are fireworks.
Le français French, L'anglais English
Il y a des plats spéciaux. There are special dishes.
Il y a des défilés militaires. There are military parades.
Ma fête préférée est le Mardi Gras. My favourite festival is Shrove Tuesday. **Ma fête préférée est Noël.** My favourite festival is Christmas. **Ma fête préférée est Pâques.** My favourite festival is Easter. **Ma fête préférée est le jour de l'an.** My favourite festival is New Year's day. **Ma fête préférée est le 14 juillet.** My favourite festival is the 14th Of July (Bastille Day). **Ma fête préférée est la Fête du Canada.** My favourite festival is Canada Day. **Ma fête préférée est l'Aïd.** My favourite festival is Eid.
À plus tard! See you later! / See you soon!
À la prochaine! Until next time!
Qu'est-ce que tu vas faire pour protéger notre planète? What are you going to do to protect our planet? **Je vais utiliser moins de papier.** I am going to use less paper. **Je**

	<p>vais utiliser moins de carton. I am going to use less cardboard. Je vais utiliser moins de Plastique. I am going to use less plastic. Je vais utiliser moins d'eau. I am going to use less water.</p>
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END POINTS

What key learning do we want our children to know and remember by the end of each unit?
What will we assess our children against?

YEAR 3 AND YEAR 4

I AM LEARNING FRENCH

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.

ANIMALS

In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able to create short phrases with the verb 'I am' plus the animal nouns and determiners

FRUITS

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.

I AM ABLE...

In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

PRESENTING MYSELF

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live

YEAR 5 AND YEAR 6

AT THE TEA ROOM

By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

C'EST MOI!

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

MY FAMILY

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

PARIS OLYMPICS

Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn ten Olympic sports and the adjectival changes required when describing athletes.

THE WEEKEND

In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and

HABITATS

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

INSTRUMENTS

In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.

SEASONS

In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.

VEGETABLES

In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.

ICE-CREAMS

In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

MY FAMILY

At the completion of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French.

IN THE CLASSROOM

By the end of this unit pupils will have the knowledge and skills to present both orally

opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

AT SCHOOL

In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

THE DATE

Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.

DO YOU HAVE A PET?

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.

MY HOME

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

WHAT IS THE WEATHER?

By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge

ME IN THE WORLD

On completion of this unit pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural

and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.