

Hook Junior School Whole School MFL Curriculum Overview 2020-2021

Aims

- pupils understand and respond to spoken and written language from a variety of authentic sources.
- pupils can speak with increasing confidence, fluency and spontaneity, finding new ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- pupils discover and develop an appreciation of a range of writing in the language studied.

Areas of study shown in **bold** below are statutory from the national curriculum. Those not in bold are suggested areas of study, linked with the overall topic for that term, and may be able to be changed or adjusted.

Phonemes and graphemes
Reading
Writing
Speaking and listening

AUTUMN TERM

Year 3	Year 4	Year 5	Year 6
Greetings, numbers 1-30, all about me and my family, French Christmas	Greetings, numbers 1-30 revision, all about me and my family, French Christmas	Greetings, numbers 1-30 revision, all about me revision, when I grow up, the body, what I look like, fashion, feelings, Christmas	Greetings, Numbers 1-100, Time & core structures within war time context.
NC areas of focus	NC areas of focus	NC areas of focus	NC areas of focus

Concepts	<p><u>Core Structures</u> Je suis... As-tu? Comment tu t'appelles? Quel age as-tu? Jai...</p>	<p><u>Core Structures</u> Quelle est la date de ton anniversaire? As-tu? Comment tu t'apelles? Je suis... J'ai... Il/Elle est Il/ Elle a Tu es Adjectives</p>	<p><u>Core Structures</u> Je voudrais... J'aime... Je n'aime pas... Je préfère...</p>	<p><u>Core Structures</u> Il est....heures Il/Elle est... Je suis... As-tu? Comment tu t'apelles? Quel age as-tu? Jai...</p>
Prior Knowledge	No prior knowledge	Year 3 objectives	Year 3 and 4 objectives	Year 3, 4 and 5 objectives

Knowledge	<p>Children know that silent 's' usually comes at the end of some French words.</p>	<p>Children recognise the grapheme 'et' and know the sound it makes.</p> <p>Describe people, places and things orally and in writing. -Children can use adjectives to describe nouns and know their position in relation to the noun. (before or after)</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -Children can apply their knowledge of the sounds of key phonemes to verbalise new word within a text.</p> <p>Children recognise the graphemes ch, et, on, ain, silent letters and know the sound they make</p> <p>Read carefully and show understanding of words, phrases and simple writing. -Children know that letters in French have different sounds in English. Children can begin to apply this.</p> <p>Describe people, places and things orally and in writing. -Children can show an awareness of the placement of adjectives before or after the noun.</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -Children can attempt to say an unfamiliar word using their knowledge of letter strings, silent letter rules and liaison (the letters s, x, z, t, d, n and m are usually silent however if the next word begins with a vowel then they are pronounced)</p> <p>Describe people, places and things orally and in writing. -Children can write some familiar complex sentences to describe people, places, actions from memory using a language scaffold with understandable accuracy including the use of simple conjunctions and adjectives. -Children aware that if a noun is masc then the adjective also needs to be masc. -Children show anawareness of the difinate articles (le, la les etc), what they mean and when you use them. -Children also aware of the placement of adjectives before or after the noun.</p> <p>Children recognise the graphemes ch, ou, é/er/et/ez, gn, on/an, in/ain, oi and know the sound they make & awareness of silent letters</p>
------------------	---	---	--	--

Engage in conversations and ask and answer questions.

-children can use a model to answer familiar questions

Broaden their vocabulary and develop their ability to understand new words that are introduced in to familiar written material, including through using a dictionary.

-Children can find new words in a bilingual dictionary.

Read carefully and show understanding of words, phrases and simple writing.

-Children can read simple words and phrases with understandable accuracy.

Write Phrases from memory, and adapt these to create new sentences to express ideas clearly.

-Children can write simple words using a model and using some words from memory with understandable accuracy

Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.

-Children can listen and identify words in songs and rhymes with the same sound and identify the letter strings which make them.

Engage in conversations ask and answer questions, express opinions and respond to those of others.

-children can ask and answer familiar questions with a rehearsed response using a model.

-speak in sentences, using familiar vocabulary, phrases and basic language structures.

-Children can use familiar vocabulary and core structures to say simple sentences using a scaffold.

Read carefully and show understanding of words, phrases and simple writing.

-Children can read words and phrases with understandable accuracy.

Broaden their vocabulary and develop their ability to understand new words that are introduced in to familiar written material, including through using a dictionary.

-Children can use a bilingual dictionary to help them find out the meaning of new words and attempt to say the word.

Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.

-Children can follow the words being read in a short text and identify both familiar and new vocabulary within it.

Engage in conversations ask and answer questions, express opinions and respond to those of others.

-Ask and answer more complex familiar questions with a scaffold.
-Ask for clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

-Children are beginning to use a range of connectives and adjectives to say more complex sentences using a scaffold.

Present ideas and information orally to a range of audiences.

Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language

Read carefully and show understanding of words, phrases and simple writing.

-Children can read and understand a complex sentence using familiar vocabulary.

Broaden their vocabulary and develop their ability to understand new words that are introduced in to familiar written material, including through using a dictionary.

-Children can use a bi-lingual dictionary to find out the meanings of new words and identify its word class. Children can also attempt to say the word.

Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.

-Children can read or listen to a short text with a familiar rhyme/song and link the spelling sound and meaning of words

Engage in conversations ask and answer questions, express opinions and respond to those of others.

-Children can ask and answer questions on a variety of topics expressing opinions with understandable accuracy using word or picture prompts.

Present ideas and information orally to a range of audiences.

-Children can manipulate language using a language scaffold to present their own ideas and information in more complex sentences.

<p style="text-align: center;">Understanding</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. -Children can confidently join in with actions to show they recognise learnt vocabulary</p> <p>Appreciate stories, songs, poems and rhymes in the language -Children can join in with stories, songs and poems.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Children can confidently join in with actions to show they recognise learnt vocabulary.</p> <p>Write Phrases from memory, and adapt these to create new sentences to express ideas clearly. -Children can write short phrases from memory or longer phrases using a scaffold, with understandable accuracy. -Children show awareness that the noun can change spelling when used in the masculine/feminine form.</p>	<p>Recapping from previous years</p>	<p>Recapping from previous years</p>
<p style="text-align: center;">Global Citizenship and ethical values</p>	<p>International Languages Day</p>			

Key Vocabulary

Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi]. Je m'appelle... [My name is...], Comment t'appelles-tu? [What is your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss]. Comment ça va? [How are you doing?] Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [And you?]. Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C'est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals]. Quel âge as-tu? [How old are you?], J'ai ___ ans. [I'm ___ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!]. Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [Divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?] lundi [Monday], mardi [Tuesday], mercredi janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month] [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour? [What day is it?] mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first] quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today] calendrier (m) [calendar], date (f) [date], aujourd'hui [today], demain [tomorrow], hier yesterday, c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]

J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre vingt-dix [90], cent [100], et/plus [and/plus], font [makes/ equals], moins [subtract], sur [divided by], fois [multiply] French key words should use the 'French' character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation in purple], French (f) [English], French (m) [English] Mon adresse est... [My address is...], avenue / boulevard/ allée /rue [road/street/etc.], place [place/square], du/ de la/ des... [of the...], montagne (m) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire ___? [What does ___ mean?], headword, guide words, definition, alphabetical order, translate voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], Comment vas-tu à l'école ? [How do you go to school? Je vais à l'école en/à [I go to school on/by] allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!] French key words should use the 'French' character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation in purple], French (f) [English], French (m) [English]. Pour le/la ___ s'il vous plaît? [How do I get to the ___ please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/ à gauche/ à droite. [It's straight on/ on the left/right.]

Médecin (m/f) [Doctor], Dentiste (m/f) [Dentist], Coureur/ Coureuse automobile [Racing driver], Aviateur/Aviatrice [Pilot], Soldat [Soldier], Coiffeur/ Coiffeuse [Hairdresser], Moniteur/Monitrice de ski [Ski instructor], Professeur/ Professeure [Teacher], Fermier/ Fermière [Farmer], Artiste (m/f) [Artist], Pompier (m/f) [Fire fighter], Futur simple [Simple future tense], Verbe (m) [Verb]. Accent (m) Accent], Aigu ` [Acute], Grave ` [Grave], irconflexe ^ [Circumflex], Tréma ` [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule [Lower case]. Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes], Faire [To do/ make], Traverser [To cross], Manger [To eat], Arriver [To arrive], Propulser [To push], Tomber [To fall], Attendre [To wait], Marcher [To walk], Courir [To run], Bouc (m) [Goat] Vallée (f) [Valley], Colline (f) [Hill], Rivière (f) [River], Pont (m) [Bridge], Petit-déjeuner (m) [Breakfast], Sabot (m) [Hoof], Auxiliary verb, Infinitive. les cheveux (m) [hair], les dents (f) [teeth], lèvres (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face]. les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châains [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjective [adjective]. Qu'est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], ramasse [gather/collect], écris [write], lis [read], aide [help], croise [fold/cross], pose [put down/ place], tends [stretch], lève [raise/lift], ami (m) [friend], phrase (f) [sentence]. il porte [he's wearing], elle porte [she's wearing]. Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]. colour adjectives, clothing nouns heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?] J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux... [in the...]

Recapping key vocabulary from previous years

Key texts	L'automne	L'automne	L'automne	L'automne
	L'automne arrive	L'automne arrive	L'automne arrive	L'automne arrive
	L'hiver	Toutes les couleurs	Toutes les couleurs	Toutes les couleurs
	Flocon de neige	L'hiver	L'hiver	L'hiver
	Silence, Père-Noël	Flocon de neige	Flocon de neige	Flocon de neige
	Silence, Père-Noël	Silence, Père-Noël	Silence, Père-Noël	Silence, Père-Noël

SPRING TERM						
Year 3		Year 4		Year 5	Year 6	
Lucie chat a la ferme		Numbers 1-50 Il y a/il n'ai pas Weather Easter		Lucie chat en ville Space book	Dinosaurs	
NC areas of focus		NC areas of focus		NC areas of focus	NC areas of focus	
Concepts	<u>Core Structures</u> J'aime Je n'aime pas Je voudrais Colour adjectives animals		<u>Core Structures</u> Il ya Il n'ya pas Revision of numbers Weather Quel temps fait-il oujourd hui?		<u>Core Structures</u> Qu'est-ce que c'est? (what is it?) Ou est? (Where is?) C'est (It is) Ce n'est pas... (it isn't) Shops/facilities	<u>Core Structures</u> Il ya Il n'ya pas Revision of numbers Ou est? Adjectives (colours) J'aime Je n'aime pas Je voudrais
	Prior Knowledge	Autumn term objectives		All of year 3 and autumn term objectives		All of year 3, 4 and autumn term objectives

<p style="text-align: center;">Knowledge</p>	<p>Key phonemes/graphemes: 'ch' makes 'sh' sound, silent t at end of some French words</p>	<p>Key phonemes/graphemes: silent 't' and 'd' at the end of some French words.</p>	<p>Key phonemes/hgraphemes: ch, ou, er, et, on/ain, oi, silent letters</p>	<p>Key phonemes/graphemes: ch, ou, er, er, on/ain, oi, silent letters</p>
<p style="text-align: center;">Skills</p>	<p>Speak in sentences using familiar vocabulary, phrases and basic language structures. -children can name nouns and use a model to prepare a simple sentence. (E.G. Je m'appelle Sam)</p> <p>Develop accurate pronunciation and intonation so that others understand when they are speaking aloud when using familiar words and phrases. Children can identify words with the same sound and how English and French phonemes differ.</p>	<p>Present ideas and information orally to an audience. -children can make simple rehearsed statements about themselves, objects and people.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are speaking aloud when using familiar words and phrases. -children understand what letters in French have different sounds in English.</p>	<p>Read carefully and show understanding of words, phrases and simple writing. -Children understand that letters in French have different sounds in English and a range of silent letters at the end of words. -children can begin to apply this to familiar words. -Children can read and understand a complex sentence using familiar language. (E.G. J'adore....mais je prefere...)</p>	<p>Speak in sentences using familiar vocabulary, phrases and basic language structures. -Children can use their knowledge of the letter strings and sounds to read an unfamiliar text with understandable accuracy.</p> <p>Read carefully and show understanding of words, phrases and simple writing. Children can attempt to read or follow more complex sentences with understandable accuracy using familiar vocabulary and when they come across unfamiliar vocabulary they can understand the gist of what is being said. Broaden their vocabulary and develop their ability to understand new words that are introduced in to familiar written material, including through using a dictionary. -Children can find out the meaning of new words by reading around the word. -Children can also use a bi-lingual dictionary to accurately read and understand the meaning and word class of a word.</p>

Understanding	As above	As above	<p>Listen attentively to spoken language and show understanding by joining in and responding. -children can listen and show understanding of similar phrases and sentences from a rehearsed response.</p> <p>Describe people, places and things orally and in writing. -Children can write some familiar complex sentences to describe people, places and actions using a scaffold with understandable accuracy including the use of simple connectives and adjectives. -Children aware that if a noun is masc the adjective also needs to be masc. -Children show an understanding of the placement of adjectives before or after the noun.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. -Children can listen and show understanding of words, phrases and sentences and join in/respond in an appropriate way.</p>
----------------------	----------	----------	--	--

me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family] Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Do you have...?]. Lettre (f) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: toutes les lettres de l'alphabet. [Now I know them all the letters of the alphabet.] Elle [she], il [he], s'appelle [is called] Qui Est-Ce? [Who's This?] Comment s'appelle-t-elle? [What is she Called?] Comment s'appelle-t-il? [What is he Called?] Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double]. Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study]. Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things]. Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no]. Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise], touches [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take]. C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...]. une jupe [skirt], un pantalon [trousers], un tee shirt [t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest],

Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little]. Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...] les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], une écharpe (f) [scarf], blanc/blanche [white], violet/violette [purple], noir/ noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...]. le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], du pain (m) [bread] un gâteau (m) [cake], des saucisses (f) [sausages], une sucette (f) [lollipop], un chou (m) [cabbage], un collier (m) [necklace], un ballon de football (f) [football], une paire de chaussures (f) [pair of shoes], une chemise (f) [shirt], du fromage (f) [cheese], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter où/à la [You can buy it at]. zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero - ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, [eleven - twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, [twenty one thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change]. : une boîte de chocolats (f) [box of chocolates], des boucles d'oreilles (f) [earrings], un bateau (f) [boat], une montre (f) [watch], des bonbons (f) [sweets], des côtelettes (f) [chops], une baguette (f) [ring]. l'Équateur (m) [the equator], le Kenya (m) [Kenya], l'Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie

J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre (m) [glass] de [of] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais... [I would like.....] lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?] le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange (m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and] le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion]. J'aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savoury] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too] Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'ananas (m) [pineapple], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], Je voudrais... [I would like...]. mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child].

Key texts	Lucie chat a la ferme	Roule Galette	Roule Galette	Roule Galette
	Roule Galette	Je veux manger	Je veux manger	Je veux manger
	Je veux manger	Je veux grandir	Je veux grandir	Je veux grandir
	Je veux grandir	Le Printemps	Le Printemps	Le Printemps
	Le Printemps	Je m'habille et je te croque	Je m'habille et je te croque	Je m'habille et je te croque
	Je m'habille et je te croque			

SUMMER TERM				
Year 3		Year 4	Year 5	Year 6
Food Lucie chat à la plage		Lucie chat a la plage	Animals	Project based- revision of all core structures- verbally present themselves.
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus
Concepts	<u>Core Structures</u> Names of food Adjectives Aimes-tu? J'aime Je n'aime pas C'est	<u>Core Structures</u> J'ai Tu-as Il/Elle a adjectives	<u>Core Structures</u> As-tu? Je n'ai pas de J'ai Il/Elle a	<u>Core Structures</u> Aimes-tu? J'aime Je n'aime pas C'est J'ai Tu-as Il/Elle a J'ai Je n'ai pas Je voudrais Je suis/il est/elle est

Prior Knowledge	All objective in autumn and spring term	Year 3 and all objective in autumn and spring term	Year 3, 4 and all objective in autumn and spring term	Year 3, 4, 5 and all objective in autumn and spring term
Knowledge	Key phonemes/graphemes: oi, ain	<p>Describe people, places and things orally and in writing. -Children can use adjectives to describe nouns and know their position in relation to the noun. (before or after) -Children show an awareness that the noun can change spelling when used in masc/fem form.</p> <p>Key phonemes/graphemes: revise silent letters and oi, ain, et only if they arise.</p>	<p>Read carefully and show understanding of words, phrases and simple writing. -Children know that letters in French have different sounds in English. Children can begin to apply this. -Children can read and understand a more complex sentence using familiar language.</p> <p>Key phonemes/graphemes: ch, ou, er, er, on/ain, oi silent letters</p>	Key phonemes/graphemes: ch, ou, er, et, on/ain, oi, silent letters
Skills	As above	As above	As above	As above
Understanding	<p>Describe people, places and things orally and in writing. -children can give an appropriate adjective to describe a noun</p>	As above	<p>Describe people, places and things orally and in writing. -Children can write some familiar complex sentences to describe people, places and actions using a scaffold with understandable accuracy including the use of simple connectives and adjectives. -Children aware that if a noun is masc the adjective also needs to be masc. -Children show an understanding of the placement of adjectives before or after the noun. -Children show an awareness of the definite articles (le, la les etc), what they mean and when you use them.</p>	As above

une pomme (f) [1 apple], deux poires (f) [2 pears], trois prunes (m) [3 plums], quatre fraises (f) [4 strawberries], cinq oranges (m) [5 oranges], du gâteau (m) [some cake], un cornet de glace (m) [1 ice cream cornet], un cornichon (m) [1 gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [1 lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (m) [1 sausage], une brioche (f) [1 small brioche bun], de la pastèque (f) [slice of watermelon]. Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much]. J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes? [What do you like?] clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...]. grand (e) [large/big], petit(e) [small], voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Ils/Elles sont là [They are there]. le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...] les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I don't like]. levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip]. la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande sale (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor],

Quelle heure est-il? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...]. Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je renter chez moi [I go home], Je regarde la television [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed]. Qu'est-ce qui passe à la télévision? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's ...heure(s) et demie [half past...], et quart.. [quarter past...], moins le quart... [quarter to...] la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E.], l'informatique (f) [I.T.], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are]. cinq [five], dix [ten], quinze, [fifteen], vingt, [twenty], vingt-cinq, [twenty-five], trente, [thirty], trente-cinq, [thirty-five], cinquante, [forty], quarante-cinq, [forty-five], cinquante, [fifty], cinquante-cinq, [fifty-five], soixante [sixty], Combien de minutes? [How many minutes?], Il y a... [There are], de... [from...], à... [from...], les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], En quelle saison est.... ? [What season is.....in ?], En quelle saison sont.... ? [What season are....in ?] les mois (m) [months] La météo (f) [the Weather] Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today] Quel temps fait-il dans le monde ? [What is the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius] l'Australie (f) [Australia] l'Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l'Espagne (f) [Spain] la Suisse

la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?] les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art], Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...] un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [numbers 1-20], vingt-et-un, vingt-deux, vingt-trois, vingt quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trentecinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante [numbers 21-40], les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle (m) [oblong], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has...sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides] Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/ make], un dessin (m) [a picture], aller [go], les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes],] pas pour le moment [not at the moment] où sont ? [where are?], le livre (m) [the book], la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les livres (m) [books], les règles (f) [rulers], les journaux (m) [newspapers], les peintures (f) [paints], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], les feutres (m) [felt pens], Il/Elle est làbas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/ Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind...] Cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number],

Key texts	Cache cache cochon	Cache cache cochon	Cache cache cochon	Cache cache cochon
	Par une sombre nuit de tempête	Par une sombre nuit de tempête	Par une sombre nuit de tempête	Par une sombre nuit de tempête
	L'été	L'été	L'été	L'été