



## Osmotherley CP Primary School Modern Foreign Languages Curriculum

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. (NC 2014)*

### Intent

At Osmotherley Primary School we strive to provide an ambitious and knowledge rich Modern Foreign Languages (MFL) curriculum, which engages and inspires pupils, equipping them with the knowledge and skills to speak, listen, read and write in French.

There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency leading to mastery and an alteration to their long-term memory. The MFL curriculum ensures that pupils are well-prepared for the study of modern foreign languages at KS3.

We encourage our pupils to develop an understanding of French culture as well as language. We recognise that, in our rural setting, some pupils have a limited opportunity to experience cultural diversity so we look for every opportunity to bring other cultures into the classroom.

The children learn about France and they learn about other countries where French is spoken. The study of MFL at Osmotherley School promotes diversity and helps children to express their own personal identity and culture.

Although MFL is not statutory for pupils in EYFS and KS1, the children join in with songs, rhymes and dancing in French to introduce them to simple French greetings, numbers and colours and encourage a positive attitude towards learning another language.

In KS2, children develop knowledge of the French language, expand their vocabulary in French and learn how to speak, listen, read and write in French to meet the expectations of the [Primary National Curriculum for Modern Foreign Languages 2014](#).

## Implementation

At Osmotherley, the children in KS2 are taught French in two half hour sessions every week and following a 2 year knowledge-rich and sequential rolling programme using resources from the Kapow scheme for French.

Careful consideration has been given to ensure that our intended French curriculum is taught in small steps of essential knowledge which build on prior learning, in the right order, without overloading the working memory. There is an emphasis on the three pillars of knowledge: phonics, vocabulary and grammar. The children complete pre-learning tasks at the start of each unit and time is planned for sufficient deliberate practise to build fluency. Essential knowledge, including key vocabulary, is shared with pupils, parents and carers at the start of each new unit.

## Impact

At the end of the unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of art and design is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

## MFL Curriculum Progression and End Points

Lower Key Stage 2 Years 3 and 4 (Expected by end of Year 4)	Upper Key Stage 2 Years 5 and 6 (Expected by end of Y6)
Pupils will know:	Pupils will know:
<b>Phonics</b>	
<p>Numbers and Age (Autumn Year A/C) c/k/q/qu oi un x</p> <p>Greetings (Autumn Year B/D) a/à/â e on/om s/ç/c (before e and i) j/g (before e and i)</p> <p>Clothes (Spring Year A/C) an/am/en/em un u t/tt/th</p> <p>In a French Classroom (Spring Year B/D) é/et/-er/-ez è/e/ei/ai o u</p> <p>Transport (Summer Year A/C) an/am/en/em au/eau/o in/im/ain/aim t/tt/th</p> <p>Food and Drink (Summer Year B/D) e s/ç/c (before e and i) j/g (before e and i) è/e/ei/ai</p> <p>è (accent grave) - grave accent/ é (accent aigu) - acute accent</p>	<p>Family (Autumn Year A/C) e/eu/œ/œu on/om ou</p> <p>Portraits (Autumn Year B/D) e/eu/œ/œu on/om i ch</p> <p>Verbs (Spring Year A/C) an/am/en/em in/im/ain/aim i j/g (before e and i)</p> <p>Calendar &amp; Birthdays (Spring Year B/D) in/im/ain/aim oi x z/s</p> <p>Sports (Summer Year A/C) e/eu/œ/œu e s/ç/c (before e and i) è/e/ei/ai o gn</p> <p>Weather &amp; Holidays (Summer Year B/D) a/à/â au/eau/o ill/y ien</p>
<b>Grammar</b>	

<ul style="list-style-type: none"> <li>-Begin to recognise gender of nouns, definite and indefinite article (le/la/un/une) (Year B/D -In a French Classroom)</li> <li>-Identify plurals of nouns/ Use indefinite article in the plural form (des) (Year B/D - Food)</li> <li>-Recognise and beginning to apply rules for placement and agreement of adjectives (Year B/D – Shapes/ sizes/ Colours)</li> <li>-Notice the negative form (Year B/D -In a French Classroom)</li> <li>-Recognise and use the negative form (Year B/D -In a French Classroom)</li> <li>-Begin to use prepositions (Year A/C - Transport)</li> <li>-Recognise and use possessive adjective ‘my’ and pronouns he/she/it (Year A/C – Clothes)</li> <li>-Make comparisons between word order in French and English (Year B/D – Shapes/ sizes/ Colours)</li> <li>Imperative verbs (Year B/D- In a French Classroom)</li> <li>-Understand Qu’est-ce que c’est? /C’est... /Il y a... (All Units)</li> </ul>	<ul style="list-style-type: none"> <li>-Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for ‘some’ (du, de la, de l’, and des)</li> <li>-Apply placement and agreement rules for adjectives (Year B/D – Portraits)</li> <li>Recognise and use possessive adjectives (Year B/D-Family )</li> <li>-Recognise and apply verb endings for present regular ‘er’ verbs (add -e, -es, -e, -ons, -ez, or -ent ) (Year A/C French verbs)</li> <li>-Learn and use some common irregular verbs, e.g. faire ‘to make/do’ (Year A/C Sports)</li> <li>-Understand how word order differs between French and English (Year B/D - Portraits)</li> <li>Learn to use and conjugate some high frequency irregular verbs- avoir/être/aller J’ai, tu as, il/elle a, nous avons, vous avez, ils/ells ont Je suis, tu es, il/elle est, nous sommes, vous êtes, ils/ells sont Je vais, tu vas, il/elle va, nous allons, vous allez, ils/ells vont (Year A/C - French Verbs)</li> <li>-Explore verbs in infinitive form (Year A/C - French Verbs)</li> <li>-Recognise and begin to form some verbs in near future tense using aller (Year B/D – Holidays)</li> <li>Compound sentences et avec mais/ Questions using quel/qui/ou/ Prepositions en/au/ de/dans/ a la/ sur (All units)</li> </ul>
<b>Speaking/ Pronunciation</b>	

<ul style="list-style-type: none"> <li>-listen and repeat key phonemes with care <b>(All)</b></li> <li>-ask and/or answer simple questions <b>(All)</b></li> <li>-ask and/or answer simple questions which involve giving personal information <b>(All)</b></li> <li>-form simple statements with information including the negative <b>(In a French Classroom)</b></li> <li>-begin to form opinion phrases <b>(Clothes/Food)</b></li> <li>-practise speaking with a partner <b>(All)</b></li> <li>-begin to use conversational phrases for purposeful dialogue <b>(Numbers /Food)</b></li> <li>-use short phrases to give information <b>(All)</b></li> <li>-use a model to form a spoken sentence <b>(All)</b></li> <li>-begin to adapt phrases from a rhyme/song <b>(Transport/ Classroom)</b></li> <li>-repeat short phrases accurately, including liaison of final consonant before vowel <b>(All)</b></li> <li>-speaking in full sentences using known vocabulary <b>(All)</b></li> <li>-Introduce self to a partner with simple phrases <b>(Greetings)</b></li> <li>-Recognise and use adjectives <b>(Shapes/ Transport/ Classroom)</b></li> <li>-compare sounds and spelling patterns with English Listening and repeat further key phonemes with care <b>(Clothes/Numbers)</b></li> <li>-rehearse and perform a short presentation <b>(All)</b></li> <li>-choose appropriate adjectives from a wider range of adjectives <b>(Shapes/Clothes)</b></li> </ul>	<ul style="list-style-type: none"> <li>-listen and repeat key phonemes with care applying pronunciation rules <b>(All)</b></li> <li>-form a question in order to ask for information <b>(All)</b></li> <li>-Plan, ask and answer extended questions <b>(French Holiday)</b></li> <li>-present factual information in extended sentences including justification <b>(All)</b></li> <li>- develop extended sentences to justify a fact or opinion <b>(Sport)</b></li> <li>-engage in conversation and transactional language <b>(French Holiday)</b></li> <li>-rehearse and recycle extended sentences orally <b>(All)</b></li> <li>-plan and present a short descriptive text <b>(Family)</b></li> <li>-use intonation and gesture to differentiate between statements and questions <b>(Shopping)</b></li> <li>-make realistic attempts at pronunciation of new, vocabulary <b>(All)</b></li> <li>-discuss strategies for remembering and applying pronunciation rules <b>(All)</b></li> <li>-speak and read aloud with increasing confidence and fluency <b>(All)</b></li> <li>-compare and apply pronunciation rules or patterns from known <b>vocabulary (Y6)</b></li> <li>-adapt a story and retell to the class <b>(French Verbs)</b></li> <li>-give a presentation drawing upon learning from a number of previous topics <b>(French holiday)</b></li> <li>-use adjectives with correct placement and agreement <b>(Portraits)</b></li> </ul>
<p><b>Listening</b></p>	

<p>Listen and respond to simple words and phrases <b>(All)</b>  Follow verbal instructions in French <b>(Shapes/ Classroom)</b>  Respond to objects or images with a word, phrase or action <b>(All)</b>  Listen for and identify key words in a song or rhyme (and join in) <b>(Greetings Classroom)</b>  Begin to identify vowel sounds and combinations <b>(All)</b>  Identify items by colour and other adjectives <b>(Shapes/ clothes)</b>  Listen and select information <b>(All)</b>  Use language detective strategies to decode new vocabulary <b>(All)</b>  Begin to predict key word patterns and spellings <b>(All)</b></p>	<p>Listen and gist information from an extended text using language detective skills (e.g. cognates) <b>(French Verbs/ Sports)</b>  Listen and follow the sequence of a song/story including some unfamiliar vocabulary <b>(French Verbs/Family)</b>  Match unknown written words to spoken words <b>(All)</b>  Recognise blends of sounds and select words with spelling patterns <b>(French Verbs/Family)</b>  Understand directional language, phrases and prepositions to describe how to get to places <b>(Weather)</b>  Recognise present and near future tense <b>(Sports/ Holiday)</b>  Recall/ perform a song or rhyme in French <b>(Sports/ Holiday)</b>  Listen to stories, songs and other texts in French <b>(All)</b></p>
<b>Reading and Writing</b>	
<p>Recognise some familiar words in written form <b>(Shapes Colour Size/ Transport)</b>  Read aloud some words from simple songs/rhymes <b>(Numbers)</b>  Begin to develop dictionary <b>skills (Shapes Colour Size)</b>  Identify cognates and near cognates <b>(Shapes Colour Size/ Transport)</b>  Recall and write simple words from memory <b>(In a French Classroom)</b>  Experiment with simple writing, copy with accuracy <b>(All)</b>  Recognise and use adjectives of colour and <b>size (Shapes/ In a French Classroom)</b>  Follow a short text, listen and read at the same time <b>(All)</b>  Use cognates/near cognates and other language detective skills to gist information <b>(All)</b>  Select and write words and short phrases <b>(All)</b>  Make short phrases and sentences using word cards <b>(All)</b>  Use adapted phrases to describe an object or person <b>(Clothes)</b></p>	<p>Use a range of language detective strategies to decode new vocabulary including context and different text types <b>(Family)</b>  Read and adapt a range of short texts <b>(Family)</b>  Confidently use a bilingual dictionary <b>(All)</b>  Use contextual clues and cues to gist and make predictions about meanings in texts <b>(All)</b>  Use existing knowledge of vocabulary to create new sentences <b>(All)</b>  Fill gaps with missing words in texts <b>(French Verbs)</b>  Write a short text using word and phrase cards <b>(All)</b>  Use different adjectives with correct position and agreement <b>(Portraits/Family)</b>  Read and respond to an extract from an email, song, etc. <b>(Holiday)</b>  Read short authentic texts for information or pleasure <b>(Holiday)</b>  Construct a short text on a familiar topic <b>(All)</b>  Recognise and use verbs in different tenses <b>(Sports/ French verbs)</b></p>
<b>Intercultural Understanding</b>	

<ul style="list-style-type: none"> <li>-Recognise that different languages are spoken in the community/world <b>(All)</b></li> <li>-Show awareness of the capital and identify some key cultural landmarks (Tour de Eiffel, Le Musée Louvre, La Seine)</li> <li>-Recognise cultural similarities and differences between customs and traditions in France and England <b>(Numbers/Age)</b></li> <li>-Compare schools and celebrations between France and the UK <b>(In a French classroom)</b></li> <li>-Compare shops and high streets of France and UK <b>(Shopping)</b></li> <li>-Recognise and using the Euro currency <b>(Shopping)</b></li> <li>-Identify some other French-speaking countries <b>(Transport)</b></li> <li>- learn some traditional French songs (Alouette/ Sur le pont d'Avignon) <b>(All)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Show awareness of the capital and identify some key cultural landmarks (Tour de Eiffel, Le Musée Louvre, La Seine) <b>(Portraits)</b></li> <li>-Identify and locate other countries in the world where French is spoken <b>la Belgique – Belgium, le Burkina Faso - Burkino Faso, le Canada – Canada, la France – France, le Mali – Mali, la Guadeloupe – Guadeloupe, le Sénégal – Senegal, la Suisse – Switzerland (Holidays)</b></li> <li>-Learn about France's sporting culture and events (La tour de France, Pétanque) <b>(Sports)</b></li> <li>-Ask questions and make insightful commentary on cultural differences, including some understanding of stereotype <b>(All)</b></li> </ul>
<h3>Vocabulary</h3>	
<h4>- Greetings/ Personal information/ Family</h4>	
<ul style="list-style-type: none"> <li>-simple greetings</li> <li><b>Bonjour, Salut</b> -how to ask how someone is</li> <li><b>Ça va?, Comment ça va?</b></li> <li>-how to say how they are</li> <li><b>Oui, ça va / ça va bien / ça va mal/ comme ci, comme ça, et toi?</b></li> <li>-ask someone/ tell someone their name</li> <li><b>Comment t'appelles-tu?/ Comment tu t'appelles?</b></li> <li><b>Je m'appelle...</b></li> <li>Ask/ say how old someone is</li> <li><b>Quel âge as-tu?</b></li> <li><b>J'ai ... ans</b></li> </ul>	<ul style="list-style-type: none"> <li>-how to talk about themselves and other people</li> <li>-ask someone else's name/ say the name of someone else</li> <li><b>Comment il s'appelle?/ Comment elle s'appelle?</b></li> <li><b>Comment s'appelle-t-il?/ Comment s'appelle-t-elle?/</b></li> <li><b>Il/elle s'appelle.../...qui s'appelle</b></li> <li><b>Quel âge a-t-il/elle? Il/elle a ....ans</b></li> <li><b>Ask /say where they live/ someone lives</b></li> <li><b>Où habites-tu? J' habite à ...(town)/ en.. (country)</b></li> <li><b>Où habite-t-il/elle? Il/elle habite à.../en...</b></li> <li><b>-la famille</b></li> <li><b>mère père, frère, soeur, demi-frère/soeur/ beau-père/ belle-mère/ grand-père/grand-mère</b></li> <li><b>- As-tu des frère ou des soeurs?</b></li> <li><b>-As-tu un animal? les animaux - le chien, le chat, le lapin, le poisson</b></li> </ul>

## Numbers

- the numbers to 31 in French (say, read and spell)  
 zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt trois, vingt-quatre ....

Numero  
 plus (or you can use 'et') – plus  
 moins – minus  
 fait (literally 'makes') – equals  
 égale – equals  
 combien ? - how many?/how much?  
 à toi - your turn/ à moi - my turn/ j'ai gagné ! - I've won!

Quel âge as-tu? How old are you? J'ai ....ans – I'm ... years old

**-numbers 31-100**  
 trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent

Quel âge as-t- il/elle? How old is he/she?  
 Il a/ Elle a ....ans – He is/ She is ... years old

## Classroom Language

- classroom language (nouns and instructions)

Tres bien, bravo  
 Asseyez-vous, écoutez, regardez, lisez, écrivez, ouvrez, touchez, montrez-moi, fermez, levez-vous, venez, attendez, arrêtez,

Le chaise, la fenêtre, la porte, la table, le stylo, le crayon, la règle, la trousse, la gomme, le cahier, le livre, un cercle, un rectangle, un triangle, un carré  
 J'ai un/une ..../ je n'ai pas de...

Colours Sizes Shapes

Describing People



-French colours -les couleurs

rouge, bleu, vert/e, jaune, noir, blanc/he, orange, rose, marron, gris

Sizes

Grand/e/ petit/e

- the position of adjectives – size (before the noun) /colour (after) the noun

-French shapes

un cercle – a circle/ un triangle – a triangle/ un rectangle – a rectangle/ un

carré – a square

c'est un grand cercle - it's a big circle/ c'est un petit cercle - it's a little circle

l'arc-en-ciel - the rainbow vrai ou faux - true or false

qu'est-ce qui manque ? - what's missing?

Describing people

les cheveux - hair

les yeux - eyes

marron - brown (for eyes)

bruns - brown (for hair)

verts - green (masc plural)

bleus - blue (masc plural)

roux - ginger

blonds - blonde (for hair)

châtains - chestnut brown (masc plural)

noirs- black (masc plural)

triste/ content/e / énervé/e / drôle / fou/folle / amusant/e/ parasseux/  
parasseuse/ heureux/ heureuse/ travailleurs/ travailleuse/ sérieux/ sérieusse  
/ sportif / sportive/ poli/polie/ petit/petite

(Book - Quelquefois)

French Verbs

chanter - to sing  
courir - to run  
danser - to dance  
dormir - to sleep  
écrire - to write  
jouer - to play  
lire - to read  
manger - to eat  
nager - to swim  
je – I/ tu - you (singular and informal)/ il – he / elle – she/ nous – we / vous -  
you (plural and formal)/ ils - they (masculine plural)? elles - they (feminine  
plural)  
(je chante - I sing/ tu chante - you sing (singular, informal)/ il chant/ elle  
chant/ nous chantons - we sing/ vous chantez - you sing (plural and singular  
formal)/ ils chantent - they sing (masculine plural)/ elles chantent - they sing  
(feminine plural)  
aimer - to like (j'aime - I like )  
habiter - to live  
regarder - to look  
écouter - to listen  
j'ai, tu as, il/elle a, nous avons, vous avez, ils/ells ont  
je suis, tu es, il/elle est, nous sommes, vous êtes, ils/ells sont

Days/Months/ Seasons/ Years

<p>- the days of the week  <b>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</b>  -  <b>day week month year</b>  <b>un jour, une semaine, un mois, un an</b></p>	<p>The months of the year  <b>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</b>  Today, yesterday, tomorrow  <b>aujourd'hui, hier, demain</b>  Seasons  <b>Le printemps, l'été, l'automne, l'hiver</b>    - how to ask and say when their birthday is  <b>Quelle est la date de ton anniversaire?</b>  <b>C'est le....</b></p>
<b>Clothes</b>	<b>Weather</b>

<p> un short - shorts  un pantalon - trousers  un chapeau - a hat  un maillot de bain - a swimsuit  une culotte - pants  une chemise - a shirt  une veste - a jacket  des chaussettes (f) - socks  des bottes (f) - boots  des lunettes (f) - glasses  des baskets (f) - trainers  un pull - a jumper or pullover  mon (masc. sing.) - my  ma (fem. sing.) - my  mes (plural) - my  dans ma valise il y a... - in my suitcase there is...  un maillot de foot - a football shirt  un T-shirt - a T-shirt  dans ma valise - in my suitcase  il y a - there is/are  grand(e)(s) – big  petit(e)(s) – small  il/elle porte - he/she wears  j'aime - I like  je n'aime pas - I don't like  c'est de quelle couleur ? - Which colour is it?  c'est - it is </p>	<p> Quel temps fait-il ? - What is the weather like?   Il fait beau - it is good weather  il neige - it is snowing  il pleut - it is raining  il y a du soleil - it is sunny  il y a du vent - it is windy  il y a du brouillard   dans - in  le nord - the north  l'est - the east  le sud - the south  l'ouest - the west  degrés - degrees  Il fait trente degrés - it is thirty degrees  trente - thirty  quarante - forty  cinquante - fifty  soixante - sixty  soixante-dix - seventy  quatre-vingts - eighty  quatre-vingt-dix - ninety  cent - one hundred  Quand il fait ....., j'aime ..... </p>
Food/ shopping	Sports

<p><b>Pupils will know:</b></p> <p>-the names of some fruits and vegetables  La pomme, l'orange, la banane, la poire, la fraise, cerise, framboise, le citron, le melon, l'ananas -  La pomme de terre, carrot, la tomate  les brioches (f) - the brioches  les chocolats (m) - the chocolates  les gâteaux (m) - the cakes  les croissants (m) - the croissants  les pains au chocolat (m) - the pain au chocolats  les bonbons (m) - the sweets  les biscuits (m) - the biscuits  J'aime../je n'aime pas../j'adore../je deteste..  -how to ask for something  mais - but  et – and  Je voudrais un/une/des ...  Je pense que c'est...(trop cher/moins cher/ joli)  -how to ask how much  C'est combine....?  Merci  je vais - I go  au / à la / à l' - to the  le marché - the market/ le supermarché - the supermarket/ le café - the café/  la boulangerie - the bakery/ la chocolaterie - the chocolate shop  la pâtisserie - the cake shop/ l'épicerie - the greengrocer/ j'achète - I buy  je le/la/les mange - I eat it/them  -healthy/unhealthy foods (PSHE link)</p>	<p>- the names of sports/ how to say activities they do/play  Je joue au...  le rugby, le foot(ball), le tennis, le cricket, le golf, le basket, le hockey, le tennis  je fais du...  la natation/ l'équitation/ le VTT/ le cyclisme/ l'athétisme, le ski  c'est quel sport ? - what sport is it?  c'est le... - it's...  tu aimes le sport ? - do you like sports?</p> <p>J'aime../je n'aime pas../j'adore../je deteste..</p> <p>England/ L'Écosse (f) – Scotland/ Le Pays de Galles (m) – Wales / L'Irlande du Nord (f) - Northern Ireland/ L'Irlande (f) - Ireland (the Republic of Ireland)</p> <p>La France (f) – France/ La Belgique (f) – Belgium/ Les Pays-Bas (m) - The Netherlands/ L'Allemagne (f) – Germany/ L'Italie (f) – Italy/ L'Espagne (f) - Spain</p> <p>Les États-Unis d'Amérique (m) - The United States of America/ Le Canada (m) - Canada</p>
<b>Transport</b>	<b>Holidays</b>

un autobus - a bus  
un avion - an aeroplane  
un ballon - a balloon  
un bateau- a boat  
un ferry - a ferry  
un hélicoptère - a helicopter  
une moto - a motorbike  
à pied – on foot  
un scooter - a scooter (motorised)  
un sous-marin - a submarine  
un taxi - a taxi  
un train - a train  
à trottinette - by (push-along) scooter  
un vélo - a bicycle  
une voiture - a car  
je vais – I go  
en - on, by, in  
en vacances – on holiday  
Il y a - there is/are  
combien de...? - how many... ?  
tu vas où? - where are you going?  
je vais à... - I am going to...  
tu vas comment? - how are you going?  
je vais en... - I am going by...  
puis - then  
Comment tu vas à l'école? - How do you go to school?  
Je vais à l'école - I go to school  
Combien de personnes vont à l'école en bus? - How many people go to school by bus?  
la Belgique – Belgium/ le Burkina Faso - Burkino Faso/ le Canada – Canada/  
la France – France/ le Mali – Mali/ la Guadeloupe – Guadeloupe/ le  
Sénégal – Senegal/ la Suisse - Switzerland

aller - to go  
je vais - I go/ tu vas - you go (informal)  
il/elle va - he/she goes/ nous allons - we go/vous allez - you go (formal/group)/  
ils/elles vont - they (masc/fem) go  
je vais aller - I am going to go  
rester - to stay  
faire - to do/make  
au/en/aux - to (masc/fem/plural)  
quand - when  
où - where  
pourquoi - why  
en vacances - on holiday  
en été ou en hiver ? - in summer or in winter?  
quel temps va-t-il faire? - what will the weather be like?  
que vas-tu faire ? - what are you going to do?  
qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

Y3/4	Autumn	Spring	Summer
Year A and C	Numbers/Age	Clothes	Transport
Year B and D	Greetings & Colours, Shapes & Sizes	In a French Classroom	Food and Drink

Y5/6	Autumn	Spring	Summer
Year A and C	My French Family	French Verbs	French Sport
Year B and D	Portraits	French calendar & Birthdays	Weather/ Holidays

Year A/C			
	Autumn	Spring	Summer
Year 3 & 4 Small steps	<b>Numbers and age</b> <ol style="list-style-type: none"> <li>To count to 12 in French</li> <li>To ask and answer how old they are in French</li> <li>To read French numbers to 12</li> <li>To identify the key phonemes 'eu', 'oi', 'ou' and 'ui' in French words</li> <li>To understand and answer simple addition and subtraction questions in French</li> <li>To play French number games</li> </ol>	<b>Clothes</b> <ol style="list-style-type: none"> <li>To recognise and use vocabulary relating to clothing</li> <li>To add colour adjectives to describe clothes adapting the suffix in accordance with gender</li> <li>To understand adjectival position and agreement for gender and number</li> <li>To express an opinion (like/dislike)</li> <li>To describe an outfit using adjectives correctly</li> </ol>	<b>Transport</b> <ol style="list-style-type: none"> <li>To be able to compare French with English and identify words that are cognates.</li> <li>To make simple changes to sentences about travel</li> <li>To be able to adapt, ask and answer questions about a picture prompt.</li> <li>To be able to describe a journey to different French-speaking countries around the world.</li> </ol>

<p><b>Year 3 &amp; 4 Essential knowledge</b></p>	<p><b>Numbers/Age</b></p> <ul style="list-style-type: none"> <li>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French.</li> <li>To know that sentences are often structured differently in French and English.</li> <li>To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French.</li> <li>Recognise spoken and written and say the numbers to 12 in French.</li> <li>Read and calculate maths sums correctly in French.</li> <li>To know the names of some Parisian landmarks.</li> <li>To know some French playground games.</li> </ul> <p><b>Numbers/Age vocabulary</b></p> <ul style="list-style-type: none"> <li>un - one</li> <li>deux - two</li> <li>trois - three</li> <li>quatre - four</li> <li>cinq - five</li> <li>six – six</li> <li>sept -seven</li> <li>huit – eight</li> <li>neuf – nine</li> <li>dix –ten</li> <li>onze – eleven</li> <li>douze - twelve</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>To understand adjectival position in a sentence.</li> <li>To know what adjectival agreement means.</li> <li>To know that some adjectives are invariable and do not change in the feminine and plural forms.</li> <li>To know that some adjectives are irregular and do not follow a pattern for adjectival agreement.</li> <li>To know when to use an indefinite article or a possessive adjective.</li> <li>To know that the last consonant in a word in French is pronounced if it followed by an 'e'</li> <li>To know how to use a bilingual dictionary to cross check the correct meaning of a word.</li> </ul> <p><b>Clothes Vocabulary</b></p> <ul style="list-style-type: none"> <li>un - a (masc)</li> <li>une - a (fem)</li> <li>des - plural of un/une</li> <li>mon - my (masc)</li> <li>ma - my (fem)</li> <li>mes - my (plural)</li> <li>dans ma valise - in my suitcase</li> <li>il y a - there is/are</li> <li>grand(e)(s) - big</li> <li>petit(e)(s) - small</li> <li>il/elle porte - he/she wears</li> <li>j'aime - I like</li> </ul>	<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To know the phonemes oi, au, in and on.</li> <li>To know that I need to change my intonation to ask and answer questions.</li> <li>To know some French speaking countries around the world.</li> <li>To understand that I can use a model sentence as a guide for building other sentences.</li> <li>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train, whereas á is used when you are not getting into a form of transport e.g. à vélo (a bicycle).</li> <li>To know that feminine nouns often (but not always) end in e.</li> <li>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural).</li> </ul> <p><b>Transport vocabulary</b></p> <ul style="list-style-type: none"> <li>un autobus - a bus</li> <li>un avion - an aeroplane</li> <li>un ballon - a balloon</li> <li>un bateau- a boat</li> <li>un ferry - a ferry</li> <li>un hélicoptère - a helicopter</li> <li>une moto - a motorbike</li> <li>à pied – on foot</li> </ul>
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	<ul style="list-style-type: none"> <li>• plus (or you can use 'et') - plus</li> <li>• moins - minus</li> <li>• fait (literally 'makes') - equals</li> <li>• égale - equals</li> <li>• combien ? - how many?/how much?</li> <li>• à toi - your turn</li> <li>• à moi - my turn</li> <li>• j'ai gagné ! - I've won!</li> <li>• Quel âge as-tu? How old are you?</li> <li>• J'ai ....ans – I'm ... years old</li> </ul>	<ul style="list-style-type: none"> <li>• je n'aime pas - I don't like</li> <li>• c'est de quelle couleur ? - Which colour is it?</li> <li>• c'est - it is</li> <li>• un T-shirt - a T-shirt</li> <li>• un short - shorts</li> <li>• un pantalon - trousers</li> <li>• un chapeau - a hat</li> <li>• un maillot de bain - a swimsuit</li> <li>• une culotte - pants</li> <li>• une chemise - a shirt</li> <li>• une veste - a jacket</li> <li>• des chaussettes (f) - socks</li> <li>• des bottes (f) - boots</li> <li>• des lunettes (f) - glasses</li> <li>• des baskets (f) - trainers</li> <li>• un pull - a jumper or pullover</li> <li>• mon (masc. sing.) - my</li> <li>• ma (fem. sing.) - my</li> <li>• mes (plural) - my</li> <li>• dans ma valise il y a... - in my suitcase there is...</li> <li>• un maillot de foot - a football shirt</li> </ul>	<ul style="list-style-type: none"> <li>• un scooter - a scooter (motorised)</li> <li>• un sous-marin - a submarine</li> <li>• un taxi - a taxi</li> <li>• un train - a train</li> <li>• à trottinette - by (push-along) scooter</li> <li>• un vélo - a bicycle</li> <li>• une voiture - a car</li> <li>• je vais – I go</li> <li>• en - on, by, in</li> <li>• en vacances – on holiday</li> <li>• Il y a - there is/are</li> <li>• combien de...? - how many... ?</li> <li>• tu vas où? - where are you going?</li> <li>• je vais à... - I am going to...</li> <li>• tu vas comment? - how are you going?</li> <li>• je vais en... - I am going by...</li> <li>• puis - then</li> <li>• Comment tu vas à l'école? - How do you go to school?</li> <li>• Je vais à l'école - I go to school</li> <li>• Combien de personnes vont à l'école en bus? - How many people go to school by bus?</li> <li>• è (accent grave) - grave accent/ é (accent aigu) - acute accent</li> <li>• la Belgique – Belgium/ le Burkina Faso - Burkino Faso/ le Canada – Canada/ la France - France le Mali – Mali/ la Guadeloupe – Guadeloupe/ le Sénégal – Senegal/ la Suisse - Switzerland</li> </ul>
<b>Year 5 &amp; 6 Small steps</b>	<b>My French Family</b> 1. To say if they have brothers or sisters	<b>French Verbs</b>	<b>Sports</b>

	<ol style="list-style-type: none"> <li>2. To name different family members</li> <li>3. To describe members of my family</li> <li>4. My family's likes and dislikes</li> <li>5. To plan and prepare a short presentation about my family</li> </ol>	<ol style="list-style-type: none"> <li>1. To recognise that verbs take different forms and to find infinitive verbs in a dictionary</li> <li>2. To begin to recognise some regular verbs in the present tense</li> <li>3. To choose and use appropriate verb endings</li> <li>4. To know that some verbs do not follow regular patterns</li> <li>5. To build and deliver a short presentation, choosing and using a range of action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. To express an opinion about sports and say which sports you play</li> <li>2. To learn the words in French for countries around the world</li> <li>3. I can conjugate the verb 'to go' and say I or someone else is going to a country</li> <li>4. To learn about Le Tour de France and orally practice the names of different sports</li> <li>5. To learn about the French game of pétanque</li> <li>6. Write an interview article about the Olympic Games</li> </ol>
<b>Year 5 &amp; 6 Essential knowledge</b>	<p><b>My French Family</b></p> <ul style="list-style-type: none"> <li>• To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form.</li> <li>• To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure.</li> <li>• To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence.</li> <li>• To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun.</li> </ul>	<p><b>French Verbs</b></p> <ul style="list-style-type: none"> <li>• To understand that French verbs take different forms.</li> <li>• To know that the infinitive is the basic form of the verb which in English is usually expressed as 'to [do something]' (e.g. 'to run').</li> <li>• To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re.</li> <li>• To know that the ending of regular -er verbs changes to go with the subject pronoun.</li> <li>• To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English.</li> </ul>	<p><b>Sports</b></p> <ul style="list-style-type: none"> <li>• To know that we use the verb 'jouer' (to play) with some sports and 'faire' (to make) with other sports.</li> <li>• To know the French word for countries around the world.</li> <li>• To know that the way verbs change to match the pronoun is called conjugation.</li> <li>• To know each part of the verb 'aller' (to go), depending on the pronoun.</li> <li>• To know that different prepositions are used to say going to a country: 'en' if the country is feminine singular (e.g. en France) 'au' if the country is masculine singular (e.g. au Canada) 'aux' if the country is plural (e.g. aux États-Unis d'Amérique).</li> </ul>

- To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation.
- To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.

### My French Family vocabulary

- j'ai - I have
- un frère - a brother
- une sœur - a sister
- je n'ai pas - I do not have
- je n'ai pas de frère - I do not have a brother
- ou - or
- je suis fils unique - I am an only child (boy)
- je suis fille unique - I am an only child (girl)
- mon/ma/mes - my (masc/fem/plural)
- mon père - my dad
- ma mère - my mum
- mes grand-parents - my grandparents
- son anniversaire, c'est le... - his/her birthday is on the...
- il/elle a... ans - he/she is ... years old
- j'aime - I like
- je n'aime pas - I do not like
- j'adore - I love
- beaucoup - a lot

- To know that some verbs do not follow regular patterns, such as 'avoir' (to have) and 'être' (to be).
- To know how to conjugate the verbs 'avoir' and 'être'

### French Verbs Vocabulary

- chanter - to sing
- courir - to run
- danser - to dance
- dormir - to sleep
- écrire - to write
- jouer - to play
- lire - to read
- manger - to eat
- nager - to swim
- j'aime - I like
- je - I
- tu - you (singular and informal)
- il – he / elle - she
- nous – we / vous - you (plural and formal)
- ils - they (masculine plural)
- elles - they (feminine plural)
- je chante - I sing
- tu chante - you sing (singular, informal)
- nous chantons - we sing
- vous chantez - you sing (plural and singular formal)
- ils chantent - they sing (masculine plural)
- elles chantent - they sing (feminine plural)
- aimer - to like
- habiter - to live

- To know that the Tour de France is a world famous cycling race that takes place in France each year.
- To know that pétanque is a popular French game sometimes known as boules.

### Sports Vocabulary

- je joue - I play
- je fais - I do
- le basket - basketball
- le football/le foot - football
- le hockey - hockey
- le tennis - tennis
- le rugby - rugby
- le ski - skiing
- c'est quel sport ? - what sport is it?
- c'est le... - it's...
- tu aimes le sport ? - do you like sports?
- j'aime - I like
- j'adore - I love
- je n'aime pas - I don't like
- je déteste - I hate
- L'Angleterre (f) – England/ L'Écosse (f) – Scotland/ Le Pays de Galles (m) - Wales  
L'Irlande du Nord (f) - Northern Ireland/  
L'Irlande (f) - Ireland (the Republic of Ireland)
- La France (f) – France/ La Belgique (f) – Belgium/ Les Pays-Bas (m) - The Netherlands/  
L'Allemagne (f) - Germany  
L'Italie (f) – Italy/ L'Espagne (f) - Spain

		<ul style="list-style-type: none"> <li>• regarder - to look</li> <li>• écouter - to listen</li> <li>• j'ai, tu as, il/elle a, nous avons, vous avez, ils/ells ont</li> <li>• je suis, tu es, il/elle est, nous sommes, vous êtes, ils/ells sont</li> </ul>	<p>Les États-Unis d'Amérique (m) - The United States of America</p> <p>Le Canada (m) - Canada</p>
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Year B/D			
	Autumn	Spring	Summer
<p><b>Year 3 &amp; 4</b></p> <p><b>Small steps</b></p>	<p><b>Greetings</b></p> <ol style="list-style-type: none"> <li>1. To greet someone and introduce yourself in French</li> <li>2. To use the correct French greeting for the time of day</li> <li>3. To ask and answer a question about feelings in French</li> <li>4. To perform a greetings rhyme in French</li> </ol> <p><b>Colours, Shapes and Sizes</b></p> <ol style="list-style-type: none"> <li>1. To recognise and name colour words</li> <li>2. To describe shapes by their size and colour (position of adjectives)</li> <li>3. To give and receive instructions that include shape, size and colour vocabulary</li> <li>4. To follow instructions and create artwork using coloured 2D shapes inspired by French artist, Henri Matisse</li> </ol>	<p><b>In a French Classroom</b></p> <ol style="list-style-type: none"> <li>1. To understand and respond to simple classroom instructions</li> <li>2. To say items that are in a school bag and recognise if they are masculine or feminine</li> <li>3. To ask and answer a question about something you have or do not have</li> <li>4. To read and understand short sentences</li> <li>5. To prepare and present a short spoken text</li> </ol>	<p><b>French Food</b></p> <ol style="list-style-type: none"> <li>1. To name French fruits, identify cognates/near cognates and to use the correct definite article</li> <li>2. To express opinions and use plural nouns</li> <li>3. To know the numbers to 31</li> <li>4. To read and say amounts of money in French</li> <li>5. To learn the days of the week in French</li> <li>6. To identify and use familiar phrases in French conversation (role play with good pronunciation)</li> </ol> <p><b>Shopping for French Food</b></p> <ol style="list-style-type: none"> <li>1. Recognise numbers to 60</li> <li>2. To form sentences to describe a trip to the shops in French.</li> <li>3. To make predictions about language and join in with a simple story.</li> <li>4. To be able to make changes to simple phrases and rehearse telling an original version of a story.</li> </ol>

			5. To edit and write an original version of a story adapted from a model
<b>Year 3 &amp; 4 Essential knowledge</b>	<p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</li> <li>To know that different greetings are used at different times of the day.</li> <li>To know that tone of voice can indicate a question.</li> <li>To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.</li> <li>To know that French words are pronounced differently to the way they are spelt.</li> </ul> <p><b>Greetings vocabulary</b></p> <ul style="list-style-type: none"> <li>bonjour - hello/good morning (formal)</li> <li>salut - hi (informal)</li> <li>je m'appelle... - my name is...</li> <li>comment t'appelles-tu ? - what's your name?</li> <li>au revoir - goodbye</li> <li>et toi ? - and you?</li> <li>bien - good</li> <li>très bien - very good</li> <li>super - super</li> <li>un, deux, trois - one, two, three</li> <li>regardez-moi - look at me</li> </ul>	<p><b>In a French Classroom</b></p> <ul style="list-style-type: none"> <li>To know that, in French, a space is needed before and after ? and !</li> <li>To understand some of the similarities and differences between school in France and schools in the UK.</li> <li>To understand that every French noun is either masculine or feminine.</li> <li>To know that gender affects the form of the word un or une (the indefinite article).</li> <li>To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.</li> </ul> <p><b>In a French Classroom vocabulary</b></p> <ul style="list-style-type: none"> <li>écoutez - listen</li> <li>regardez - look</li> <li>parlez - speak</li> <li>écrivez - write</li> <li>lisez - read</li> <li>ouvrez - open</li> <li>fermez - close</li> <li>asseyez-vous - sit down</li> <li>levez-vous - stand up</li> <li>faux - false</li> <li>vrai - true</li> <li>répétez ! - repeat</li> <li>silence - silence</li> </ul>	<p><b>French Food</b></p> <ul style="list-style-type: none"> <li>Recognise which nouns are cognates or near cognates.</li> <li>Identify the correct definite article for the names of fruit according to gender.</li> <li>Correctly identify and pronounce plural nouns.</li> <li>Accurately express an opinion with j'aime and je n'aime pas.</li> <li>Say the numbers to 20 in French. Say and write all the days of the week.</li> <li>Identify the days for yesterday and today.</li> </ul> <p><b>French Food vocabulary</b></p> <ul style="list-style-type: none"> <li>la tomate - the tomato</li> <li>la banane - the banana</li> <li>la pomme - the apple</li> <li>la poire - the pear</li> <li>la fraise - the strawberry</li> <li>le citron - the lemon</li> <li>le melon - the melon</li> <li>l'orange - the orange</li> <li>l'ananas - the pineapple</li> <li>les brioches (f) - the brioches</li> <li>les biscuits (m) - the biscuits</li> <li>J'aime - I like</li> <li>Je n'aime pas - I don't like</li> <li>mais - but</li> </ul>

- le maître (masc.)/la maîtresse (fem.) - the teacher in primary school in France
- bonsoir – good evening
- bonne nuit – good night
- ça va ? /comment ça va ? - how are you?
- ça va bien - I'm well, I'm fine
- ça va très bien - I'm very well, I'm really good
- ça va (très) mal – I'm not well, I'm not fine, it's not going well (not ill)

### Colours, Shapes and Sizes

- To know that a cognate is a word that is the same in both French and English e.g. un triangle.
- To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle.
- To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle.
- To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu

### Colours, Shapes and Sizes vocabulary

- rouge – red
- bleu – blue
- jaune – yellow

- Jacques a dit - Jacques said
- qu'est-ce qui manque ? - what's missing?
- un crayon - a pencil
- un taille-crayon - a pencil sharpener
- un stylo - a pen
- un cahier - an exercise book
- un sac - a bag
- une règle - a ruler
- une gomme - a rubber
- une trousse - a pencil case
- des ciseaux - some scissors
- j'ai... - I've got/I have
- tu as...? - have you got ...?
- dans mon sac ... - in my bag ...
- je n'ai pas - I have not

- et – and
- les chocolats (m) - the chocolates
- les gâteaux (m) - the cakes
- les croissants (m) - the croissants
- les pains au chocolat (m) - the pain au chocolats
- les bonbons (m) - the sweets
- treize - thirteen
- quatorze - fourteen
- quinze - fifteen
- seize - sixteen
- dix-sept - seventeen
- dix-huit - eighteen
- dix-neuf - nineteen
- vingt – twenty
- lundi – Monday/ mardi – Tuesday/ mercredi – Wednesday/ jeudi – Thursday/ vendredi – Friday/ samedi – Saturday/dimanche - Sunday
- aujourd'hui – today /hier- yesterday/ demain- tomorrow

### Shopping for French Food

- Recognise and explain how to build 2-digit numbers in words up to 60,
- Listen carefully and make good attempts at accurate pronunciation of new vocabulary.
- Recognise how a sentence changes according to noun gender.

	<ul style="list-style-type: none"> <li>• vert – green</li> <li>• blanc – white</li> <li>• noir – black</li> <li>• orange - orange</li> <li>• rose - pink</li> <li>• brun - brown</li> <li>• violet - violet</li> <li>• et – and</li> <li>• c’est – it is</li> <li>• c’est de quelle couleur ? – what colour is it?</li> <li>• marron - brown</li> <li>• l'arc-en-ciel - the rainbow</li> <li>• les couleurs - the colours</li> <li>• vrai ou faux - true or false</li> <li>• c’est vrai, répétez - if it's true, repeat</li> <li>• c’est faux, silence - if it's wrong/false, silence</li> <li>• qu’est-ce qui manque ? - what's missing?</li> <li>• un cercle – a circle</li> <li>• un triangle – a triangle</li> <li>• un rectangle – a rectangle</li> <li>• un carré – a square</li> <li>• petit – small</li> <li>• grand – big</li> <li>• c’est un grand cercle - it's a big circle</li> <li>• c’est un petit cercle - it's a little circle</li> </ul>		<ul style="list-style-type: none"> <li>• Make predictions about language from a familiar story and join in with an oral performance.</li> <li>• Use strategies to support recall of vocabulary.</li> <li>• Make at least one change to a noun in a given sentence and present the sentence orally.</li> <li>• Produce a short written story with some modelling and with some elements changed.</li> </ul> <p><b>Shopping for French Food vocabulary</b></p> <ul style="list-style-type: none"> <li>• vingt-et-un – 21</li> <li>• vingt-deux – 22, etc.</li> <li>• trente - thirty</li> <li>• quarante - forty</li> <li>• cinquante - fifty</li> <li>• soixante - sixty</li> <li>• je voudrais - I would like</li> <li>• je vais - I go</li> <li>• au / à la / à l' - to the</li> <li>• le marché - the market</li> <li>• le supermarché - the supermarket</li> <li>• le café - the café</li> <li>• la boulangerie - the bakery</li> <li>• la chocolaterie - the chocolate shop</li> <li>• la pâtisserie - the cake shop</li> <li>• l’épicerie - the greengrocer</li> <li>• j’achète - I buy</li> <li>• je le/la/les mange - I eat it/them</li> </ul>
Year 5 & 6	Portraits – Describing People	Calendar/ Birthdays	Weather

<p><b>Small steps</b></p>	<ol style="list-style-type: none"> <li>1. To begin to understand that adjectives change if they describe a feminine noun</li> <li>2. To understand a simple description of hair and eye colour</li> <li>3. To create simple descriptive sentences about people</li> <li>4. To understand simple descriptive sentences about personality traits To write descriptive sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Review numbers to 31</li> <li>2. To read and say the days of the week in French</li> <li>3. To read and say the months of the year</li> <li>4. To read and say the seasons of the year</li> <li>5. To say and write the date</li> <li>6. To say the date of your birthday</li> <li>7. To compare similarities and differences between traditional birthday celebrations in France and England.</li> </ol>	<ol style="list-style-type: none"> <li>1. To learn weather phrases</li> <li>2. To make statements about the weather</li> <li>3. To learn the points of the compass</li> <li>4. To recognise written words of multiples of ten to 100 in French</li> <li>5. To write a weather report for different parts of France</li> </ol> <p><b>Holidays</b></p> <ol style="list-style-type: none"> <li>1. To learn country names in French –UK</li> <li>2. To learn country names in Europe/the world</li> <li>3. To conjugate the verb ‘aller’ (to go)</li> <li>4. To use the near future tense</li> <li>5. To say what they will pack in a holiday suitcase</li> <li>6. To use gist to translate a simple story</li> <li>7. To plan a holiday</li> </ol>
<p><b>Year 5 &amp; 6 Essential knowledge</b></p>	<p><b>Portraits – Describing People</b></p> <ul style="list-style-type: none"> <li>• To recognise the definite article in the plural form (les).</li> <li>• To identify adjectives in feminine and plural forms.</li> <li>• To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural.</li> <li>• To recognise that some adjectives are irregular and do not follow a rule.</li> <li>• To understand how and why adjectives must agree with the noun they are describing.</li> </ul>	<p><b>Calendar/ Birthdays</b></p> <ul style="list-style-type: none"> <li>• To know some similarities and differences between French and English schools.</li> <li>• To know some French festivals that happen throughout the year.</li> <li>• To know some similarities and differences between French and English birthday celebrations.</li> <li>• To know that the abbreviation RSVP, which is often used in English, stands for Répondez s’il vous plaît, which translates as ‘Reply, if you please’.</li> </ul>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• To know that Celsius is used to measure temperature in Europe.</li> <li>• To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French.</li> <li>• To know how to use the partitive article ‘de’ with specific weather structures.</li> <li>• To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun.</li> </ul>



- To recognise the difference in the placement of adjectives in French and English.
- To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms (e.g. marron).
- To know which subject pronoun to employ when talking about someone else.
- To know that certain letters at the end of a word in French are not pronounced.
- To know the 'definite article' depends on the gender of the noun.
- To explain the placement of adjectives of size and other adjectives in a sentence in French.
- To be able to give examples of the difference in word order in French and English.

### Portraits – Describing People vocab.

- il a - he has
- elle a - she has
- il est - he is
- elle est - she is
- les cheveux - hair
- les yeux - eyes
- marron - brown (for eyes)
- bruns - brown (for hair)
- verts - green (masc plural)
- bleus - blue (masc plural)
- roux - ginger

- To know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze (cat, oars).

### Calendar/ Birthdays vocabulary

- Un nombre - number
- un numéro - number
- un chiffre - digit
- les mathématiques - maths
- les opérations - the operations
- égale - equals
- plus - add/plus
- moins - minus/take away
- multiplié par - multiplied by
- divisé par - divided by
- onze - eleven
- douze - twelve
- treize - thirteen
- quatorze - fourteen
- quinze - fifteen
- seize - sixteen
- dix-sept - seventeen
- dix-huit – eighteen
- dix-neuf -nineteen
- vingt – twenty
- les jours de la semaine
- la semaine
- lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
- aujourd'hui
- demain

- To name several conjunctions that can be used to extend and link sentences.

### Weather Vocabulary

- Quel temps fait-il ? - What is the weather like?
- Il fait beau - it is good weather
- il neige - it is snowing
- il pleut - it is raining
- il y a du soleil - it is sunny
- il y a du vent - it is windy
- dans - in
- le nord - the north
- l'est - the east
- le sud - the south
- l'ouest - the west
- degrés - degrees
- Il fait trente degrés - it is thirty degrees
- trente - thirty
- quarante - forty
- cinquante - fifty
- soixante - sixty
- soixante-dix - seventy
- quatre-vingts - eighty
- quatre-vingt-dix - ninety
- cent - one hundred

### Holiday

- To know when to use an indefinite article or a possessive adjective.
- To know that the near future tense in French is created by using the verb 'aller' in the present tense and a second verb in the infinitive form.

	<ul style="list-style-type: none"> <li>• blonds - blonde (for hair)</li> <li>• châains - chestnut brown (masc plural)</li> <li>• noirs- black (masc plural)</li> <li>• sportif (masc)</li> <li>• sportive (fem) - sporty</li> <li>• poli (masc) - polite</li> <li>• polie (fem) - polite</li> <li>• petit (masc) - small</li> <li>• petite (fem) - small</li> <li>• heureux (masc) - happy</li> <li>• heureuse (fem) - happy</li> <li>• sérieux (masc) – serious</li> <li>• sérieuse (fem) – serious</li> </ul>	<ul style="list-style-type: none"> <li>• hier</li> <li>• les saisons</li> <li>• Il y a quatre saisons</li> <li>• le printemps</li> <li>• l'été</li> <li>• l'automne</li> <li>• l'hiver</li> <li>• C'est quand ton anniversaire ?</li> <li>• Quelle est la date d'aujourd'hui</li> <li>• les mois</li> <li>• janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</li> <li>• C'est quand, ton anniversaire ?</li> <li>• Mon anniversaire c'est le...</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the choice of preposition before a country name depends on the gender of the country name.</li> <li>• To understand the rules for adjectival agreement and placement.</li> </ul> <p><b>Holiday vocabulary</b></p> <ul style="list-style-type: none"> <li>• aller - to go</li> <li>• je vais - I go/ tu vas - you go (informal) il/elle va - he/she goes/ nous allons - we go/vous allez - you go (formal/group)/ ils/elles vont - they (masc/fem) go</li> <li>• je vais aller - I am going to go</li> <li>• rester - to stay</li> <li>• faire - to do/make</li> <li>• au/en/aux - to (masc/fem/plural)</li> <li>• quand - when</li> <li>• où - where</li> <li>• pourquoi - why</li> <li>• en vacances - on holiday</li> <li>• en été ou en hiver ? - in summer or in winter?</li> <li>• quel temps va-t-il faire? - what will the weather be like?</li> <li>• que vas-tu faire ? - what are you going to do?</li> <li>• qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?</li> </ul>
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