EASTERGATE CE PRIMARY SCHOOL

Key Knowledge – French (Modern Foreign Language – MFL)

Year Three						
Unit	**I am learning French J'apprends le français Phonetics 1**	**Animals Les animaux**	**Instruments Les instruments**	**I am able to… Je peux…**	**Ice-creams Les glaces**	**Fruits Les fruits**
Key learning	-Pinpoint France and other French speaking countries on a map of the world. -Ask and answer the question 'How are you?' in French. -Say 'Hello' and 'Goodbye' in French. -Ask and answer the question 'What is your name?' in French. -Count to 10 in French. -Say 10 colours in French.	-Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. -Understand that there are more determiners/ articles in French than in English. -Use and become more familiar with the high-frequency 1 st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	-Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. -Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. -Learn to say and write 'I play an instrument' in French using the high-frequency 1 st person regular verb 'je joue' (I play) with up to 10 different instruments.	-Recognise, recall and spell 10 action verbs in French. -Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). -Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).	-Name and recognise up to 10 different flavours for ice creams. -Ask for an ice-cream in French using 'je voudrais'. -Say what flavour they would like. -Say whether they would like a cone or a small pot/tub of ice-cream.	-Name and recognise up to 10 fruits in French. -attempt to spell some of these nouns. -Ask somebody in French if they like a particular fruit. -Say what fruits they like and dislike.
Grammar		-Use and become more familiar with the high-frequency 1 st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). -Introduction to three definite articles le, la and les (l' is not seen in this unit). - -Learning how to categorise	-Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. -Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue. --Learning how to categorise	-Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of ne plus the conjugated	Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on	Nouns, gender, articles/determiners and plural form. Exploring theconcept of gender in French and starting to understand better that nouns in French are either masc/fem. Learning that gender will affect other words in a sentence like the indefinite

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		nouns in French by their determiner, gender and plurality. -Learning how to categorise nouns in French by their determiner, gender and plurality.	nouns in French by their determiner, gender and plurality. -Learning how to categorise nouns in French by their determiner, gender and plurality.	MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb. Use conjunctions: and/but	the gender of the noun. Becoming more familiar with the high frequency verb conjugation je voudrais. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.	article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.
Phonics	ch, ou, on, oi	ch, ou, on, oi	ch, ou, on, oi	ch, ou, on, oi	ch, ou, on, oi	ch, ou, on, oi
Key vocabulary	'Francophone' Salut! Bonjour! Au revoir! Je m'appelle… Ça va Ça va mal Comme Çi, Comme Ça Numbers 1 – 10 Colours: marron, rouge, jaune, gris, bleu, noir, blanc, violet, vert, orange	-un cheval, un cochon, une souris, un lion, un lapin, un oiseau, un mouton, une vache, un singe, un canard -the verb I am – Je suis – to be	Je joue, L', la, le, les la trompette, la guitare, la batterie, la flute à bec, la clarinette, la harpe, le piano, le triangle, les cymbals, le violon Preposition de	Je peux or je ne peux pas…, mais, et patiner, sauter, parler français, jouer d'un instrument, nager, chanter, faire dû vélo, cuisine, danser, dessiner	une glace à la vanilla, menthe, banane, fraise, pistache, chocolat, café, citron, caramel, cassis une boule, deux boules, trois boules, un petit pot, un cornet	J'aime/je n'aime pas mais, et une banane, une pomme, une cerise, une poire, une pêche, un abricot, un kiwi, une orange, une prune, une fraise
Culture	To identify countries that speak French		Popular sports / hobbies in France in comparison to England.	Popular sports / hobbies in France in comparison to England.		
Assessment	-To locate France, Paris and a few key cities on a map. -Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.	Name and recognise up to 10 animals in French. -Attempt to spell some of these nouns with their correct indefinite article. -Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).	Name and recognise up to 10 instruments in French. -Attempt to spell some of these nouns with their correct definite article/determiner in French. -Learn how to say I play an instrument in French.	Recognise, remember and spell 10 action verbs in French. -Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). -Attempt to combine positive and negative	Name, recognise and remember up to 10 ice-cream flavours in French. -Attempt to spell some of these flavours. -Use the structure ' je voudrais…' plus an ice-cream flavour. -Say whether we would like a cone or pot and possibly how many scoops.	Name, recognise and remember up to 10 fruits in French. -Attempt to spell some of these nouns with their correct article/ determiner. -Ask somebody in French if they like a particular fruit. -Say what fruits we like and dislike in French.

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				sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).	-Learn how to say 'please' and 'thank you' in French.	
Prior learning	None as this is the start of the course	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning French' unit. -What a noun and article/determiner is in English. -What a verb is and that 'I am' comes from the verb 'to be' in English.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. -Vocabulary from the 'I Am Learning French' unit.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. -Language introduced from 'Animals' and in particular 'je plus conjugated verb'. -Vocabulary from the 'I Am Learning French' unit.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. • Vocabulary from the 'I Am Learning French' unit.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. • Vocabulary from the 'I Am Learning French' unit. • What a noun and article/determiner is in English. • What a verb is in English.
Curriculum links	Geography – countries in Europe	English: noun, determiner, verb	English: noun, determiner, verb Music: percussion, string, woodwind, brass	What a verb is in English		What a noun and article/determiner is in English. What a verb is in English.
Festivals		La Toussaint - All Saint's Day (Nov 1st)	Epiphany: Fete des Rois (January 6th) La Chandeleur (February 2nd) La Saint Valentin (Feb 14th)	Poisson d'Avril - April Fools day Paques - Easter	Jour de la Victoire 1945 - WW2 Victory day (May 8th) Fetes des Meres	Fetes des Peres (20th June) Fetes de la Musique (21st June) Fete National - Bastille Day (14th July)

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Year Four						
Unit	**Presenting Myself Je me présente Phonetics 1-2**	**My family Ma famille**	**In the classroom En classe**	**My home Chez moi**	**Habitats Les habitats**	**At the tearoom Au salon du thé**
Key learning	-Pinpoint France and other French speaking countries on a map of the world. Know how count to 20 in French. -Ask somebody how they are feeling and give an appropriate response back. -Ask somebody their age, name, where they live and reply.	-Tell somebody the members, names and various ages of either their own or a fictional family in French. -Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. -Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. -Move from 1 st person singular to 3 rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	-Tell somebody the members, names and various ages of either their own or a fictional family in French. -Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. -Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. -Move from 1 st person singular to 3 rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	-Say whether they live in a house or an apartment and say where it is. -Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. -Tell somebody in French what rooms they have or do not have in their home. -Ask somebody else in French what rooms they have in their home. -Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	-Tell somebody in French the key elements that animals and plants need to survive in their habitat. -Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. -Tell somebody in French which animals live in these different habitats. -Tell somebody in French which plants live in these different habitats.	-Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. -To understand better how to change a singular noun to plural form. -Perform a short role-play ordering what they would like to eat and drink.
Grammar	An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English	Nouns,articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French mon, ma, mes for our	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in French have gender and that this affects the choice	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person	Learn & revisit: Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and

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	or French) to show that the person talking or being described is female.	one word 'my' in English.	of article/determiner. Moving from revisiting j'ai… ('I have') to learning the negative option je n'ai pas de/d'…('I do not have') in French.	singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.		understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.
Phonics	i, in, ique, ille	i, in, ique, ille	i, in, ique, ille	é, e, è, eau, eux	é, e, è, eau, eux	i, in, ique, ille
Key vocabulary	'Francophone' Salut! Bonjour! Au revoir! À plus tard Je m'appelle… Ça va bien Ça va mal Comme Çi, Comme Ça Numbers 1 – 20 Nationalities: anglaise, anglais, francais, francaise	La mère, le père, le frère, la soeur, la tante, l'oncle, la grand-mère, le grand-père	Un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux	Chez moi Òu habites tu? J' habite dans Chez moi il y a Chex moi il n'y a pas de Une maison, un appartement, à la maison, à la campagne, à la montagne, dans un village, au bord de la mer, en ville un salon, un bureau, un garage, une salle à manger, une chambre, une salle de bain, une cuisine, un sous sol, un jardin	les habitats, les animaux, les plantes, la prairie, l'artique, la forêt tropicale, le desert, l'océan, l'eau, l'air, la nourriture, le soleil, un abri, le lapin, l'ours blanc, le singe araignée, le chameau, le requin, les Buisson, les plantes résistantes, les grands arbres, les algues, les cactus.	Au salon du thé Un croquet monsieur, un sandwich au fromage, un pain au chocolat, un sandwich au jambon, un part de quiche, un part de gateau au chocolat, une crêpe, une omelette, une tartelette, une salade, un café, un thé, un chocolat chaud, une limonade, un coca-cola, un café au lait, un jus d'orange, une grenadine, S',il vous plait, Je voudrais, Vous désirez,, merci, oui, non, bonjour, au revoir,
Culture	To identify countries that speak French			To identify some of the main cities in France		
Assessment	-Count to 20. -Say their name and age. -Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.	-Remember the nouns for family members in French from memory. -Describe our own or a fictitious family in French by name, age and relationship.	-Recall from memory a selection of nouns and indefinite articles for common classroom objects. -Learn how to use the negative in French.	-Say and write in French whether we live in a house or an apartment. -Say what room we have and do not have at home using the key	-Say and write the key elements that animals and plants need to survive. -Name the 5 most common types of habitats.	-Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé,

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	-Tell you where they live. -Tell you their nationality and understand basic gender agreement rules	-Count up to 100 in French. -Understand possessive adjectives better in French ('my' form only).	-Describe what we have and do not have in our pencil case. -Respond to simple classroom commands.	structure chez moi il y a… and chez moi in n'y a pas de/d'… -Use the conjunction ' et' (and) to link two sentences together.	-Name an animal and a plant that live and grow in each type of habitat.	improving our cultural knowledge of France. -Understand better how to make nouns plural in French. -Improve our knowledge of French currency. -Order in French what we would like to eat and drink in a role-play.
Prior learning	Numbers to 10, Verbs feminine, masculine,	- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). -What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have, j'habite (I live) and je m'appelle (I am called).	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the 'Early learning' units. -That j'ai means I have and comes from the verb to have avoir in French. -What a noun and article/determiner is in English. -What a verb is in English.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. • Vocabulary from the Early Learning units. • Vocabulary from the 'Je me présente', 'Ma famille' and 'As-tu un animal ?' Intermediate units to be able to present ourselves, talk about our/a family and pets.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the Early Learning units. -Different strategies on how to decode unknown text from units such as 'Petit Chaperon rouge', and/or 'Boucle d'or'.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the Early Learning units and the Intermediate unit Je me présente. -What a noun and article/determiner is in English. -What making a noun 'plural' means. • How to say 'hello' , 'goodbye' , 'please' and 'thank you' in French.
Curriculum links	Geography – countries in Europe	-What a verb is in English	-What a noun and article/determiner is in English. -What a verb is in Eng	What is a city, town, village	Science: animals and habitats Geography: physical geography	
Festivals		La Toussaint - All Saint's Day (Nov 1st)	Epiphany: Fete des Rois (January 6th) La Chandeleur (February 2nd) La Saint Valentin (Feb 14th)	Poisson d'Avril - April Fools day Paques - Easter	Jour de la Victoire 1945 - WW2 Victory day (May 8th) Fetes des Meres	Fetes des Peres (20th June) Fetes de la Musique (21st June) Fete National - Bastille Day (14th July)

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Year Five						
Unit	**Do you have a pet? As-tu un animal? Phonetics 1-3**	**The date La date**	**My home Chez moi**	**Clothes Les vêtements**	**The Olympics Les jeux olympiques**	**Habitats Les habitats**
Key learning	-Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. -Tell somebody in French if they have or do not have a pet. -Ask somebody else in French if they have a pet. -Tell somebody in French the name of their pet. -Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).	-Repeat and recognise the months of the year in French. -Ask when somebody has a birthday and say when they have their birthday. -Say the date in French. -Create a French calendar. -Recognise key dates in the French calendar.	-Say whether they live in a house or an apartment and say where it is. -Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. -Tell somebody in French what rooms they have or do not have in their home. -Ask somebody else in French what rooms they have in their home. -Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	-Repeat and recognise the vocabulary for a variety of clothes in French. -Use the appropriate genders and articles for these clothes. -Use the verb porter in French with increasing confidence. -Say what they wear in different weather/situations. -Describe clothes in terms of their colour and apply adjectival agreement. -Use the possessives with increased accuracy.	-Tell somebody in French the key facts of the history of the Olympics. -Tell somebody in French the key facts of the modern Olympic games. -Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. -Say the nouns in French for key sports in the current Olympic games. -Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. -Understand the concept of de la, de l’ and du when you say you play a sport in French.	-Tell somebody in French the key elements that animals and plants need to survive in their habitat. - -Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. -Tell somebody in French which animals live in these different habitats. -Tell somebody in French which plants live in these different habitats.

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Grammar	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d…	Ordinal & cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d')	Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced. Adjectival agreement is also revisited and extended using colours.	Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article).To explore the whole present tense verb conjugation of the verb faire.	Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.
Phonics	é, e, è, eau, eux	é, e, è, eau, eux	é, e, è, eau, eux	é, e, è, eau, eux	qu ç gne en an	é, e, è, eau, eux
Key vocabulary	Un oiseau, un hamster, une souris, un chat, un poisson rouge, un chien, une tortue, un lapin, J'ai, Je n'ai pas de / d', J'ai un, J'ai une, qui s'appelle, et, mais.	Numbers 1- 31, days of the week, months of the year, la date, les jours de la semaine, Aujourd'hui c'est quel jour?, Aujourd'hui c'est.	Où habites-tu ?, J'habite dans, une maison, un appartement, en ville, à la campagne, à la montagne, au bord de la mer, dans un village, Chez moi il y a, Chez moi il n'y a pas de, une cuisine, une salle à manger, une sale des bains, une chamber, une buanderie, un sous-sol, un bureau, un salon, un garage, un jardin, et, mais.	Colours (in different forms eg. Masculine/ feminine and singular/ plural) es vêtements, des gants, ils portent, un pantalon, des bottes, elles portent, un maillot de bain, collants, days of the week, un pull, des sandales, un tee shirt, des lunettes, un manteaux, un chemisier, un short, des chaussures, une robe, des chaussettes, une cravat, je porte, une écharpe, tu portes, À l'école je porte, une jupe, il porte, Quand il fait beau je porte, une veste, elle porte, Quand il neige je porte, une chemise, portons, Quand je suis en vacances je porte, une	Les Jeux Olympiques, la boxe, le plongeon, l'athletisme, l'equitation, le cyclisme, l'escrime, l'aviron, la natation, le tir a l'arc, je fais, tu fais, il fait, elle fait, nous faisons, vous faites, ils font, ells font.	L'ocean pacifique, les habitats, le Groenland, Les animaux et les plantes ont besoin de/d', le chameau, Les animaux et les plantes ont besoin d'un abrin, le lapin, Les animaux et les plantes ont besoin de nourriture, l'ours blanc, Les animaux et les plantes ont besoin d'air, le singe araignée, Les animaux et les plantes ont besoin de soleil, le requin, Les animaux et les plantes ont besoin d'eau, habite, la forêt tropicale, habitant, la prairie, dans, l'océan, les algues, le désert les grands arbres, l'Arctique, les buissons, est un habitat dans, les

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				casquette, vous portez, mon, ma mes		cactus, le Sahara, les plantes résistantes, l'Amazonie, pousse, grows le parc national des South Downs.
Culture			Different types of housing	How people use clothes to represent themselves	The Olympics – 2024 in Paris	Local area
Assessment	Know the nouns and indefinite articles for 8 common pets. -Ask somebody if they have a pet and give an answer back. -Say in French what pet we have/do not have and give our pet's name. -Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.	Recognise and recall the 12 months of the year in French. -Ask what the date is and say the date in French. -Ask somebody when their birthday is and say when their own birthday is in French.	Say and write in French whether we live in a house or an apartment. -Say what room we have and do not have at home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… -Use the conjunction 'et' (and) to link two sentences together	Recognise and recall from memory 21 items of clothing. -Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. -Revisit the use of the possessive adjective 'my' and describe clothes in terms of colour.	Understand the key facts of the ancient and modern Olympics recounted in French. -Learn 10 nouns and articles for common Olympic sports. -Explore the full present tense conjugation of the high frequency verb faire. -Adjectival changes involved when you describe a male/female Olympian	-Say and write the key elements that animals and plants need to survive. -Name the 5 most common types of habitats. -Name an animal and a plant that live and grow in each type of habitat.
Prior learning	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units. -Vocabulary from 'Presenting Myself' and 'My Family' units. -The difference between a definite and indefinite article/determiner. -That nouns in French have gender and this has an impact on the determiner.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from Early Learning units. -Numbers 1-31 -Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the Early Learning units. -Vocabulary from the 'Je me présente, ' ' Ma famille' and 'As-tu un animal ?' -Intermediate units to be able to present ourselves, talk about our/a family and pets	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' -lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Presenting Myself'). -Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. -Understand better the differences between definite and indefinite articles.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from Early Learning and Intermediate units. -Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French. -How to decode longer, unknown texts in French.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. -Vocabulary from the Early Learning units. -Different strategies on how to decode unknown text from units such as 'Petit Chaperon rouge', 'La maison Tudor' and/or 'Boucle d'or'

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				-Weather vocabulary		
Curriculum links		Maths- Timetables		Art- Textiles	PE- Sports, History- Ancient/ modern games	Science- Animals and their habitats
Festivals		La Toussaint - All Saint's Day (Nov 1st)	Epiphany: Fete des Rois (January 6th) La Chandeleur (February 2nd) La Saint Valentin (Feb 14th)	Poisson d'Avril - April Fools day Paques - Easter	Jour de la Victoire 1945 - WW2 Victory day (May 8th) Fetes des Meres	Fetes des Peres (20th June) Fetes de la Musique (21st June) Fete National - Bastille Day (14th July)

Year Six						
Unit	**At school À l'école**	**Do you have a pet? As-tu un animal?**	**At the weekend Le week-end**	**Healthy lifestyle Manger et Bouger**	**Me in the world Moi dans le monde**	**WWII La Seconde Guerre mondiale**
Key learning	-Repeat and recognise the vocabulary for school subjects. -Say what subjects they like and dislike at school. -Say why they like/ dislike certain school subjects. -Tell the time (on the hour) in French. -Say what time they study certain subjects at school.	-Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. -Tell somebody in French if they have or do not have a pet. -Ask somebody else in French if they have a pet. -Tell somebody in French the name of their pet. -Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	-Ask what the time is in French. -Tell the time accurately in French. -Learn how to say what they do at the weekend in French. -Learn to integrate connectives into their work. -Present an account of what they do and at what time at the weekend.	-Name and recognise 10 foods and drinks that are considered good for your health. -Name and recognise 10 foods and drinks that are considered bad for your health. -Say what activities they do to keep in shape during the week. -Say in general what they do to keep a healthy lifestyle. -Learn to make a healthy recipe in French.	-About the many countries in the Francophone world. -About different festivals (religious and non-religious) around the world. -That we are different and yet all the same. -That we can all help to protect our planet. -How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).	-Group/order unknown vocabulary to help decode texts in French. -Improve listening and reading skills. -Name the countries and languages involved in WW2. - Say what the differences were in city and country life during the war. -Learn to integrate all their new and previous language writing a letter.
Grammar	Nouns, gender, definite articles & high frequency irregular verb aller. Revision of definite article le, la, l' and les. Full verb	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je	Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais	First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first	Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive	Recycling and consolidation of the language learning skills connected to recognising and

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	conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications.	m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d.	and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.	person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative form to give instructions.	utiliser (to use) for the near future.	categorising nouns, verbs and adjectives.
Phonics	qu ç gne en an	é, e, è, eau, eux	é, e, è, eau, eux	qu ç gne en an	qu ç gne en an	qu ç gne en an
Key vocabulary	Les maths, l'anglais, le dessin, le francais, la musique, les sciences, l'histoire, le sport, l'informatique, la geographie, l'anglais, Est-ce que tu aimes…?, oui, j'aime, oui, j'adore, Non, je n'aime pas, Non, je déteste, amusant, utile, intéressant, facile, ennuyeux, difficile, inutile, parce que, et, c'est, cependant, mais, Quelle est ta matiere préférée ?, Ma matiere préférée c'est.	Un oiseau, un hamster, une souris, un chat, un poisson rouge, un chien, une tortue, un lapin, J'ai, Je n'ai pas de / d', J'ai un, J'ai une, qui s'appelle, et, mais.	Je me lève, Je prends mon petit déjeuner, Je regarde la télé, Je lis des bandes dessinées, J'écoute de la musique, Je joue à l'ordinateur, Je joue au foot, Je vais à la piscine, Je vais au cinema, Je me couche, et, après, aussi, plus tard, finalement.	Manger et bouger, Je joue au foot Je fais du cyclisme, de la natation, du judo, des promenades Pour ma santé je boire/je ne bois pas des boissons sucrées, de l'eau, mauvais, du lait écrémé, de l'eau Je manger/je ne manger pas des céréales, des legumes, des fruits, des noisettes, du pain blanc, des bonbons, du fromage allege, du poisson, des biscuits, des frites, des chips, du pain complet, de la viande blanche Bon pour la santé/ mauvais pour la santé Pour ma santé je ne…pas Faîtes cuire Épluchez! Ajoutez! Coupez!, Mélangez! Râpez!	,parce que, Il y a des défilés de chars, parades of floats, Je parle, des feux d'artifice, le français, des plats spéciaux, l'anglais, défilés militaires, Ma fête préférée est le Mardi Gras, À plus tard!, Noël, À la prochaine!, Pâques, Qu'est-ce que tu vas faire pour protéger notre planète?, le jour de l'an, Je vais utiliser moins de papier, le 14 juillet, de carton, moins de plastique, l'Aïd, d'eau.	La Seconde Guerre mondiale, l'Angleterre, la France, l'Italie, l'Allemagne, la Pologne, la Tchécoslovaquie, les États-Unis, En Angleterre on parle, le français, l'italien, l'allemand, le polonaise, le tchécoslovaque, Cher papa, Chère maman, Chers parents, Bonjour!, Ça va?, moi, ça va bien, mal, à la campagne, Je suis en ville, campagne c'est, mais, parce que, et, aussi, amusant, calme, danger, triste, convivial, sombre, sain, difficile, dangereux, enfumé, y grosses bises À bientôt!
Culture	Different types of schools in different locations		How different people spend their free time	How people's diets vary	Celebration days in France	History of war and experience for another country

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Assessment	-Name the subjects we study in school in French with the correct definite article/determiner. -Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. -Start to tell the time by learning how to say time by the hour. -Explore the irregular, high frequency verb 'aller' (to go) in full.	-Know the nouns and indefinite articles for 8 common pets. -Ask somebody if they have a pet and give an answer back. -Say in French what pet we have/do not have and give our pet's name. -Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.	-Tell the time in French using quarter past, half past and quarter to. -Say and write in French what we do at the weekend using two or more sentences. -Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	-Say and write what we eat and drink to stay healthy. -Say and write what we do not eat and drink to stay healthy. -Say and write the activities we do and do not do to stay in shape including a choice of physical activities. -Follow a simple, healthy recipe in French.	-Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. -Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. - Say and write something we do to help the planet.	Group and order words to decode unknown language. -Understand the key facts of history from WW2 when described in French. -Say and write in French the key countries and languages involved in WW2. -Write a letter in French home explaining what life is like as an evacuee living in the countryside.
Prior learning	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from Early Learning and Intermediate units. -How to give our personal details from memory (name, age and where we live).	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units. -Vocabulary from 'Presenting Myself' and 'My Family' units. -The difference between a definite and indefinite article/determiner. -That nouns in French have gender and this has an impact on the determiner.	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from Early Learning and Intermediate units. -Time on the hour as presented in the À l'école Progressive unit. -How to give our personal details from memory (name, age and where we live)	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from a wide range of Early Learning and Intermediate units. -How to give our personal details from memory (name, age and where we live). -How to tell the time as seen in 'À l'école' & 'Le week-end'.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). -How to give our personal details from memory (name, age and where we live). Eg Je m'appelle J'habite	-The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. -Language introduced from Early Learning and Intermediate units. -How to listen to and approach longer text in French having completed units such as 'Little Red Riding Hood, 'Goldilocks and the Three Bears and 'The Olympics'
Curriculum links	Maths- Time		Maths- Time	PSHE/ DT/ Science- Food/ healthy eating	Geography- languages/ countries	History- WW2 Geography- world countries
Festivals			Epiphany: Fete des Rois (January 6th)	Poisson d'Avril - April Fools day Paques - Easter	Jour de la Victoire 1945 - WW2 Victory day (May 8th)	Fetes des Peres (20th June)

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			La Chandeleur (February 2nd) La Saint Valentin (Feb 14th)		Fetes des Meres	Fetes de la Musique (21st June) Fete National - Bastille Day (14th July)