



Curriculum Overview

Subject: French

| | Autumn | Autumn | Spring | Spring | Summer | Summer |
|----------------|--|--|--|-------------------------------|--|---|
| Y3 | How do I use a map? | Stone Age to Iron Age How did Britain Change? | What did the Ancient Greeks do for us? | Why is Greece popular? | How do natural disasters affect the world? | Who has helped change our world? |
| N/C objectives | <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, and using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing languages • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | | | | | |
| Unit titles | Phonetics 1 & I'm Learning French (EL Unit) | | Fruits, counting, likes and dislikes Fruits (Early Language Unit) | | Facts about me through concept of: (Ancient Britain (EL Unit) | I Can... (Early Language Unit) |



| | | | | |
|---------------------------|--|---|--|--|
| <p>Concrete knowledge</p> | <p>Know where France is on a basic map. Know the capital city of France and can Know name some other well-known French cities too Know other countries in the world that speak French. Know how to say what my name is in French. Know how to say how I feel in French. -Know numbers to ten in French. -how to name 4 colours in French.</p> | <p>Know how to say: I like, I like apples, I do not like, a banana, an apple. Know how to read some fruits in French and match up with pictures of them. Know how to write the number of fruits when told verbally. Know how to write simple phrases about fruits with their correct article/determiner. Know how to complete the phrase How to speak: I have.. J'ai I live... J'habite , I am a ... Je suis, I live, I live in a cave, I have a sword (Ancient Britain) Know how to write down the number heard in French</p> | <p>Know common verbs in French such as: I can dance. I can eat, I can drink, I can sing, I can cook Know how to read common verbs and match up to their picture. Know numbers of things with phrases Know how to write: I can dance. I can eat, I can drink, I can sing, I can cook in French</p> | <p>Know je means 'I' in French. Know how to look up verbs in French dictionary Know that Je peux is always followed by a verb.</p> |
| <p>Skill Progression</p> | <p>Count in French. I can recognise, say and write as accurately as I can up to ten colours. Recognise, say and write as accurately as I can the days of the week. I can recognise, say and write as accurately as I can the 12 months of the year. I can recognise and say basic greetings.</p> | <p>I can say at least 5 fruits (including the correct article) in French with accurate pronunciation I can say I like at least one fruit in French. I can say I do not like at least one fruit in French. I can ask somebody what fruit they like in French using the question "Est-ce que tu aimes..?" I can read simple phrases in French from the unit (Ancient Britain). I can write simple phrases around: I have and I live in French.</p> | <p>I can say complete the phrase I am a ... Je suis I have.. J'ai I live... J'habite</p> | <p>I can say at least 5 common verbs in French. I can spell at least 5 common verbs in French. I can match ten verbs to their corresponding picture I can say 5 activities that I am able to do- Je peux...</p> |



Vocabulary
(see pupil
vocabulary
list summery
sheet for
more detail)

Greetings, numbers 1-10, colours and feelings



| | |
|------------------------|--------------------|
| Bonjour | Hello |
| Ça va? | How are you? |
| Ça va bien | I am fine |
| Ça va mal | I am not very well |
| Comme ci, comme ça | So, so! |
| Au revoir | Goodbye |
| Comment tu t'appelles? | What is your name? |
| Je m'appelle... | My name is ... |
| Un | One |
| Deux | Two |
| Trois | Three |
| Quatre | Four |
| Cinq | Five |
| Six | Six |

| | |
|--------|--------|
| Sept | Seven |
| Huit | Eight |
| Neuf | Nine |
| Dix | Ten |
| Rouge | Red |
| Bleu | Blue |
| Jaune | Yellow |
| Vert | Green |
| Noir | Black |
| Blanc | White |
| Gris | Grey |
| Orange | Orange |
| Violet | Purple |
| Marron | Brown |

Fruits, I like, I do not like

| | | | |
|--|------------|--|-------------|
| | Une pomme | | Les pommes |
| | Une fraise | | Les fraises |
| | Une pêche | | Les pêches |
| | Une banane | | Les bananes |
| | Une cerise | | Les cerises |
| | Une orange | | Les oranges |

| | | |
|--|------------------|------------------|
| | J'aime... | I like... |
| | Je n'aime pas... | I do not like... |

Je suis, man, woman, have

| | |
|---|--------------------------------|
| L'ancienne histoire de la Grande Bretagne | The history of ancient Britain |
| L'âge de la pierre | The stone age |
| L'âge du bronze | The bronze age |
| L'âge du fer | The iron age |
| La période des Romains | The Roman Empire |
| La période des Anglo-Saxons | The Anglo-Saxon period |
| J'habite... | I live ... |
| J'habite dans... | I live in... |
| Une grotte | A cave |
| Une cabane | A hut / shelter |
| Une maison ronde | A round house |

Je peux... danser, chanter
=sing, cuisiner=cook,
sauter=jump, parler=talk,
écouter=listen

| | |
|----------|-----------|
| Danser | To dance |
| Chanter | To sing |
| Cuisiner | To cook |
| Sauter | To jump |
| Parler | To talk |
| Écouter | To listen |

| | |
|------------|-----------------|
| Manger | To eat |
| Boire | To drink |
| Regarder | To watch TV |
| Écrire | To write |
| Je peux... | I am able to... |



| Curriculum Overview | | | | | | |
|----------------------------|--|---------------------------------------|---|--------|---|--|
| Subject: French | | | | | | |
| | Autumn | Autumn | Spring | Spring | Summer | Summer |
| Y4 | Home or abroad? | What did the Romans do for us? | Why was Britain invaded by the Saxons and Vikings? | | What is a biome? Why are rainforests important to our lives? | Why should we protect our oceans? |
| N/C objectives | <ol style="list-style-type: none"> 1. listen attentively to spoken language and show understanding by joining in and responding 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 6. present ideas and information orally to a range of audiences* 7. read carefully and show understanding of words, phrases and simple writing 8. appreciate stories, songs, poems and rhymes in the language 9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, and using a dictionary 10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. describe people, places, things and actions orally* and in writing Languages – key stage 2 3 12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | |



| Unit titles | Phonetics 1 &2 Fruits (Early Language Unit) | Presenting Myself (Intermediate Language Unit) | Classroom (Intermediate Language Unit) | Habitats (Intermediate Language Unit) |
|-----------------------|---|--|---|--|
| Concrete Knowledge | <p>Know the location of France, Paris and a few key cities on a European map</p> <p>Know how to greet someone</p> <p>Know how to ask how someone is feeling</p> <p>Know numbers up to 10</p> <p>Know 10 colours</p> <p>Know 1; 'CH' 'OU' 'ON' 'OI'</p> <p>Know 2 ; 'I', 'IN', 'IQUE' and 'ILLE'</p> <p>Know the name, recognise and remember up to 10 fruits in French</p> | <p>Know how to Count to 20 in French.</p> <p>Know how to say their name and age in French.</p> <p>Know how to say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> <p>Know how to tell you where they live in French.</p> <p>Know how to tell you if they are French or English, introducing concept of gender and agreement.</p> | <p>Know how to recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>Know how to say what they have and do not have in their pencil case.</p> <p>Recognise and respond to simple classroom commands and praise.</p> | <p>Know how to tell somebody in French the key elements animals and plants need to survive in their habitat.</p> <p>Know how to tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>Know how to tell somebody in French which animals live in these different habitats.</p> <p>Know how to tell somebody in French which plants live in these different habitats.</p> |
| Skill Progression | <p>I can use plurals.</p> <p>I can say and hear favourite fruits</p> <p>I can begin to read and write phrases</p> <p>I can say at least 5 fruits (including the correct article) in French with accurate pronunciation</p> | <p>I can verbally greet others.</p> <p>I can count to 20 and recognise colours</p> <p>I can ask for name, age and nationality,</p> <p>I can orally ask where someone lives.</p> <p>I can begin to understand and gender and agreement.</p> | <p>I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects.</p> <p>I can tell you some of the objects I have and do not have in my pencil case.</p> <p>I can remember and follow most classroom commands in French. I may need the teacher to mime the actions to help me.</p> | <p>I can name you one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.</p> <p>I can tell you in French a couple of different types of habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me.</p> |

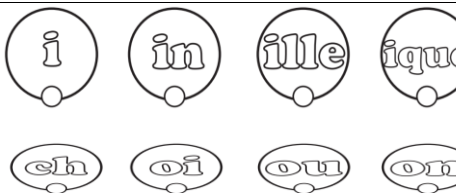


Ambition – Community – Equality

| | | | | |
|--|--|--|--|---|
| | | | | I can tell you in French which animals and which plants live and grow in one type of habitat |
|--|--|--|--|---|



Vocabulary
(see pupil
vocabulary
list
summery
sheet for
more
detail)



As YR 3 including un abricot and using les for purals, un kiwi, une poire

| | |
|--|------------|
| | Une pomme |
| | Une fraise |
| | Une pêche |
| | Une banane |
| | Une cerise |
| | Une orange |

Comment tu t'appelles?
Quel âge as-tu? J'ai.....ans

| | |
|----------|----------|
| Un | One |
| Deux | Two |
| Trois | Three |
| Quatre | Four |
| Cinq | Five |
| Six | Six |
| Sept | Seven |
| Huit | Eight |
| Neuf | Nine |
| Dix | Ten |
| Onze | Eleven |
| Douze | Twelve |
| Treize | Thirteen |
| Quatorze | Fourteen |
| Quinze | Fifteen |

| | |
|------------------------|----------------------|
| Comment tu t'appelles? | What is your name? |
| Je m'appelle.. | My name is |
| Bonjour | Hello |
| Ça va? | How are you? |
| Ça va bien | I am fine |
| Ça va mal | I am not very well |
| Comme ci, comme ça | So, so! |
| Au revoir | Goodbye |
| Quel âge as-tu? | How old are you? |
| J'ai.....ans | I am... years old |
| Où habites tu? | Where do you live? |
| J'habite à... | I live in .. |
| Je suis français | I am French (male) |
| Je suis française | I am French (female) |
| Je suis anglais | I am English (male) |

Starting to use article and negative correctly Écoutez listen, Écrivez

| | |
|-------------------|--------------------|
| Un taille crayon | A pencil sharpener |
| Un cahier | An exercise book |
| Un crayon | A pencil |
| Un bâton de colle | A glue stick |
| Un stylo | A pen |
| Une trousse | A pencil case |
| Un cartable | A school bag |
| Un livre | A reading book |
| Une gomme | A rubber |
| Une règle | A ruler |
| Une calculatrice | A calculator |
| Des ciseaux | A pair of scissors |
| J'ai | I have |
| Je n'ai pas de/d' | I do not have |

| | |
|--------------------------------------|--------------------------------------|
| Qu'est ce qu'il y a dans ta trousse? | What do you have in your pencil case |
| Dans ma trousse j'ai... | In my pencil case I have... |
| Dans ma trousse je n'ai pas de... | In my pencil case I do not have... |
| Écoutez | Listen |
| Écrivez | Write |
| Répétez | Repeat |
| Silence | Silence |
| Ouvrez vos cahiers | Open your books |
| Fermez vos cahiers | Close your books |
| Pensez | Think |
| Lisez | Read |
| Demandez | Ask |
| Levez la main | Raise your hand |

Les animaux et les plantes ont besoin de/d'

| | |
|---|---|
| Les habitats | The habitats |
| Les animaux et les plantes ont besoin de/d' | The animals and the plants need... |
| Les animaux et les plantes ont besoin d'un abri | The animals and the plants need shelter |
| Les animaux et les plantes ont besoin de nourriture | The animals and the plants need food |
| Les animaux et les plantes ont besoin d'air | The animals and the plants need air |
| Les animaux et les plantes ont besoin de soleil | The animals and the plants need sun |
| Les animaux et les plantes ont besoin d'eau | The animals and the plants need water |
| La forêt tropicale | The tropical rain forest |
| La prairie | The meadow |
| L'océan | The ocean |
| Le désert | The desert |
| L'Arctique | The Arctic |
| ...est un habitat dans... | ...is a habitat in... |
| Le Sahara | The Sahara |
| L'Amazonie | The Amazonia |
| Le Groenland | The Greenland |
| Le chameau | The camel |
| Le lapin | The rabbit |
| L'ours blanc | The polar bear |
| Le singe araignée | The spider monkey |
| Le requin | The shark |
| Habite | (he/she/it) lives |
| Habitent | (they) live |



Curriculum Overview

Subject: French

| | Autumn | Autumn | Spring | Spring | Summer | Summer |
|---------------------------|--|--------|---|---|--|-------------------------------|
| Y5 | What is a river's journey? | | What were the achievements of the Ancient Egyptians? | What did Henry VIII's reign mean for Britain? | Why does the USA have different climate zones? | What's beyond the sky? |
| N/C objectives | <ol style="list-style-type: none"> 1. listen attentively to spoken language and show understanding by joining in and responding 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 6. present ideas and information orally to a range of audiences* 7. read carefully and show understanding of words, phrases and simple writing 8. appreciate stories, songs, poems and rhymes in the language 9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, and using a dictionary 10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. describe people, places, things and actions orally* and in writing Languages – key stage 2 3 12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | |
| Unit titles | Phonetics 1,2 & 3 Selection of Core Vocabulary lessons | | Presenting Myself (Intermediate Language Unit) | Family (Intermediate Language Unit) | My Home (Intermediate Language Unit) | |
| Concrete Knowledge | Know how to greet someone Know how to ask how someone is feeling Know numbers up to 10 Know 10 colours | | Know numbers to 20 Know how to ask someone their name and age in French. Know Salutations and feelings | Continue applying the knowledge, skills and understanding of the language covered in unit one. | Know how to say if you live in a house or an apartment and say where it is. | |



| | | | | |
|--------------------------|--|---|--|---|
| | <p>Know 1; 'CH' 'OU' 'ON' 'OI' Know 2 ; 'I', 'IN', 'IQUE' and 'ILLE' Know 3: e sounds; 'É', 'E', 'È', 'EAU' and 'EUX'</p> | <p>Know how to ask and reply where you live Begin to know gender agreement when saying if English or French.</p> | <p>Know the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French</p> | <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Know how to tell somebody in French what rooms they have or do not have in their home. Know how to ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age)</p> |
| <p>Skill Progression</p> | <p>I can say, read and write one regular, irregular verb and pronoun.</p> <p>I can begin to use phonics to help pronunciation.</p> | <p>I can count to 20 in French. I can orally ask someone their name. I can discuss where live and my feelings. I can use the correct gender agreement.</p> | <p>I can listen to numbers 1-100. I can talk about family members. I can accurately use 'my' in orally and in writing. I can remember most of the language covered in unit one, but may need some prompting with odd words and phrases. ☑ I can tell you the words for family members in French and, with support, tell you what relation they</p> | <p>I can describe where I live. I can identify house type and features inside.</p> |



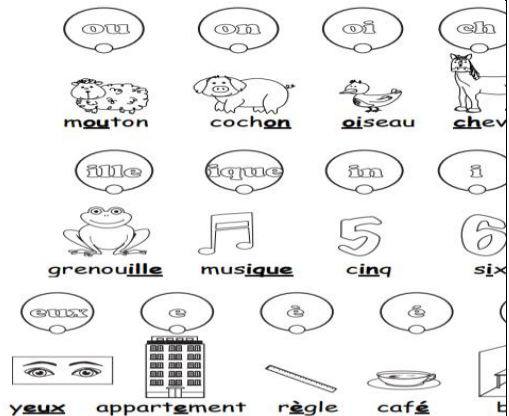
Ambition – Community – Equality

| | | | | |
|--|--|--|--|--|
| | | | are to me, how old they are and what they are called. I can understand numbers 1-100, count and use them in sequence. | |
|--|--|--|--|--|



Vocabulary
(see pupil vocabulary list summery sheet for more detail)

Days of the week, regular and irregular verbs



Choose from the core vocabulary lessons this will increase year by year as coverage of Phonetics 1,2 & 3 embeds in earlier year groups

**Bonjour, Ça va? Au revoir, Je suis anglaise (m), Je suis anglaise (f)
Quatorze 14, Vingt 20**

| | |
|----------|----------|
| Un | One |
| Deux | Two |
| Trois | Three |
| Quatre | Four |
| Cinq | Five |
| Six | Six |
| Sept | Seven |
| Huit | Eight |
| Neuf | Nine |
| Dix | Ten |
| Onze | Eleven |
| Douze | Twelve |
| Treize | Thirteen |
| Quatorze | Fourteen |
| Quinze | Fifteen |

| | |
|------------------------|----------------------|
| Comment tu t'appelles? | What is your name? |
| Je m'appelle.. | My name is |
| Bonjour | Hello |
| Ça va? | How are you? |
| Ça va bien | I am fine |
| Ça va mal | I am not very well |
| Comme ci, comme ça | So, so! |
| Au revoir | Goodbye |
| Quel âge as-tu? | How old are you? |
| J'ai...ans | I am... years old |
| Où habites tu? | Where do you live? |
| J'habite à... | I live in .. |
| Je suis français | I am French (male) |
| Je suis française | I am French (female) |
| Je suis anglais | I am English (male) |

La famille, La mère, Le père Il s'appelle, Elle s'appelle

| | |
|--------------------|------------------------|
| La famille | The family |
| La mère | The mother |
| La grand-mère | The grand-mother |
| La tante | The aunty |
| La soeur | The sister |
| Le frère | The brother |
| L'oncle | The uncle |
| Le père | The father |
| Les parents | The parents |
| Les grandparents | The grand-parents |
| Il s'appelle | He is called |
| Elle s'appelle | She is called |
| As-tu un frère? | Do you have a brother? |
| As-tu une soeur? | Do you have a sister? |
| Oui, j'ai un frère | Yes, I have a brother |

| | |
|---------------------------|---------------------------|
| Oui, j'ai deux frères | Yes, I have two brothers |
| Oui, j'ai deux soeurs | Yes, I have two sisters |
| Non, je suis fils unique | No, I am an only son |
| Non, je suis fille unique | No, I am an only daughter |
| Dix | 10 |
| Vingt | 20 |
| Trente | 30 |
| Quarante | 40 |
| Cinquante | 50 |
| Soixante | 60 |
| Soixante-dix | 70 |
| Quatre-vingts | 80 |
| Quatre-vingt-dix | 90 |
| Cent | 100 |

**Où habites-tu?
J'habite dans...**

| | |
|-----------------------------|--|
| Où habites-tu? | Where do you live? |
| J'habite dans... | I live in... |
| Une maison | A house |
| Un appartement | An apartment |
| En ville | In town |
| À la campagne | In the countryside |
| À la montagne | In the mountains |
| Au bord de la mer | By the sea |
| Dans un village | In a village |
| Et | And |
| Mais | But |
| Une cuisine | A kitchen |
| Une salle à manger | A dining room |
| Une salle de bains | A bathroom |
| Une chambre | A bedroom |
| Une buanderie | A utility room |
| Un sous-sol | A basement |
| Un bureau | An office / a study |
| Un salon | A living room |
| Un garage | A garage |
| Un jardin | A garden |
| Chez moi il y a... | In my home there is... / there are... |
| Chez moi il n'y a pas de... | In my home there is not... / there are no... |



| Curriculum Overview | | | | | | |
|----------------------------|--|--|--|--|---|---|
| Subject: French | | | | | | |
| | Autumn | Autumn | Spring | Spring | Summer | Summer |
| Y6 | Mexico and the Maya: what has been their impact on Birmingham? | What survives in polar regions? | What was the impact of WW2 on Birmingham? | | Why was the Industrial Revolution important to the Midlands? | |
| N/C objective s | <ol style="list-style-type: none"> 1. listen attentively to spoken language and show understanding by joining in and responding 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 6. present ideas and information orally to a range of audiences* 7. read carefully and show understanding of words, phrases and simple writing 8. appreciate stories, songs, poems and rhymes in the language 9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, and using a dictionary 10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. describe people, places, things and actions orally* and in writing Languages – key stage 2 3 12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | |
| Unit titles | Phonetics 1-4 Selection of Core Vocabulary lessons | Do You Have A Pet? (Intermediate Language Unit) | | What Is The Date? Or Weather (Intermediate Language Unit) | | School (Progressive Language Unit) |



| | | | | |
|---------------------------|---|---|--|---|
| <p>Concrete Knowledge</p> | <p>Know 1; 'CH' 'OU' 'ON' 'OI' Know 2 ; 'I', 'IN', 'IQUE' and 'ILLE' Know 3: e sounds; 'É', 'E', 'È', 'EAU' and 'EUX' Know 4; 'QU', 'GNE', 'Ç', 'EN' and 'AN'</p> | <p>Know how to Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Know how to tell somebody in French if they have or do not have a pet. Know how to ask somebody else in French if they have a pet. Know how to tell somebody in French the name of their pet. Know how to attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</p> | <p>Know how to repeat and recognise the months of the year in French. Know how to ask when somebody has a birthday and say when they have their birthday. Know how to Say the date in French. Know how to Create a French calendar. Know how to recognise key dates in the French calendar.</p> | <p>Know how to repeat and recognise the vocabulary for school subjects. Know how to say what subjects they like and dislike at school. Know how to tell the time in French. Know how to Create a French timetable for school. Know how to use the verb aller in French to say what time they go to school.</p> |
|---------------------------|---|---|--|---|

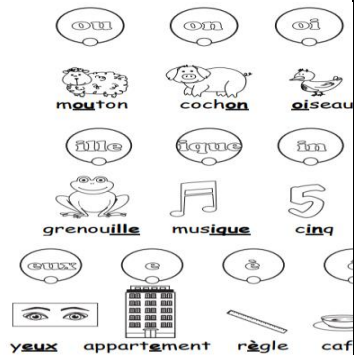


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|--------------------------|--|---|---|---|
| <p>Skill Progression</p> | <p>I can recognise the months of the year, I can use core vocabulary. I can recall numbers and simple maths vocabulary I can use salutations I can follow class commands in French</p> | <p>I can begin to use the connectives "et" (and) and "mais" (but) in French.</p> <p>I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.</p> <p>I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</p> <p>I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.</p> <p>I can attempt to improve my spoken and written French using the connectives ET (“and”) or MAIS (“but”)</p> | <p>I can recognise, read, say and spell the twelve months of the year</p> <p>I can repeat most of the months in French with good pronunciation, and attempt to spell some of them from memory but I work better with a gap fill exercise.</p> <p>I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from.</p> <p>I can ask somebody when their birthday is and say when my birthday is but I may need to hear the French choices first as a model for my own answer.</p> | <p>I can ask and say the time in French.</p> <p>I can select the correct word for "the" (definite a.)</p> <p>I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article.</p> <p>I can say what subjects I like and dislike at school.</p> <p>I can tell you what time I have a particular subject at school.</p> <p>I can tell you what time I go to school.</p> |
|--------------------------|--|---|---|---|



Vocabulary
ry
(see
pupil
vocabulary
list
summary
sheet for
more
detail)

**Silence, ouvrez vos cahiers,
fermez vos cahiers,
demandez**



**Choose from the core
vocabulary lessons this will
increase year by year as
coverage of Phonetics 1,2
& 3 embeds in earlier year
groups**

Un chien, Un chat, Un lapin, J'ai.. Je n'ai pas de / d'

| | |
|------------------|-------------|
| Un chien | A dog |
| Un chat | A cat |
| Un lapin | A rabbit |
| Un hamster | A hamster |
| Un poisson rouge | A gold fish |
| Un oiseau | A bird |
| Une souris | A mouse |
| Une tortue | A tortoise |

| | |
|---------------------|----------------------|
| J'ai | I have |
| Je n'ai pas de / d' | I do not have |
| J'ai un | I have a (masculine) |
| J'ai une | I have a (feminine) |
| Qui s'appelle | That is called |
| Et | And |
| Mais | But |

**Listen and ask. Quelle est la
date aujourd'hui? Aujourd'hui
c'est.....**

**Continue to improve counting
in French.**

| Quelle est la date aujourd'hui? | What is the date today? |
|---------------------------------|-------------------------|
| Aujourd'hui c'est | Today is |
| lundi | Monday |
| mardi | Tuesday |
| mercredi | Wednesday |
| jeudi | Thursday |
| vendredi | Friday |
| samedi | Saturday |
| dimanche | Sunday |
| janvier | January |
| février | February |
| mars | March |
| avril | April |
| mai | May |
| juin | June |
| juillet | July |

| | |
|-----------|-----------|
| août | August |
| septembre | September |

| | |
|----------|----------|
| octobre | October |
| novembre | November |
| décembre | December |

Quelle heure est-il?

Likes +dislikes sch

| Quelle heure est-il? | What time is it? |
|----------------------|----------------------|
| Il est une heure | It is one o'clock |
| Il est deux heures | It is two o'clock |
| Il est trois heures | It is three o'clock |
| Il est quatre heures | It is four o'clock |
| Il est cinq heures | It is five o'clock |
| Il est six heures | It is six o'clock |
| Il est sept heures | It is seven o'clock |
| Il est huit heures | It is eight o'clock |
| Il est neuf heures | It is nine o'clock |
| Il est dix heures | It is ten o'clock |
| Il est onze heures | It is eleven o'clock |
| Il est douze heures | It is twelve o'clock |
| Il est midi | It is midday |
| Il est minuit | It is midnight |

| Je | I |
|-------------|------------------------------------|
| Tu | You |
| Il | He |
| Elle | She |
| Nous | We |
| Vous | You all |
| Ils | They (masculine & mixed group) |
| Elles | They (all feminine group) |
| Je vais | I go |
| Tu vas | You go |
| Il va | He goes |
| Elle va | She goes |
| Nous allons | We go |
| Vous allez | You all go |
| Ils vont | They go (masculine or mixed group) |
| Elles vont | They go (feminine group) |