

Hook Junior School Whole School MFL Curriculum Overview 2022-2023

Aims from the National Curriculum

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

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- 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.

Language Progression: French KS2 Curriculum (adapted from R.Hawkes)

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics SSC (Symbol Sound Correspondence)	Recognition & Production (Sound (Listening) to print (Writing))	I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (Reading) to sound (Speaking))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.
Grammar	Understanding (Aural (Listening) / Written (Writing))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)	
	Production (Oral (Speaking) / Written (Writing))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)		To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)	
The grammar features in Y3/Y4 are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies Y5/Y6.					

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Understanding (Aural (L) / Written (R))</p>	<p>I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</p>	<p>I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.</p>	<p>I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p>	<p>I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p>
	<p>Production (Oral (S) / Written (W))</p>	<p>I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>

Substantive Knowledge (Framework)	<p>Listen and respond to simple rhymes, stories and songs Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds.</p> <p>Recognise and respond to sound patterns and words Identify specific sounds, phonemes and words. Imitate pronunciation.</p> <p>Perform simple communicative tasks using single words, phrases and short sentences Hear main word classes. Recognise question forms and negatives. Recognise conventions of politeness. Engage in turn taking.</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words Link sounds to meanings. Recognise negative statements</p> <p>Recognise some familiar words in written form Recognise how sounds are represented in written form. Notice the spelling of familiar words.</p>	<p>Memorise and present a short-spoken text Recognise negative statements.</p> <p>Listen for specific words and phrases Recognise categories of words (e.g. colours, animals). Extend recognition of word classes. Recognise and apply simple agreements (e.g. gender, singular, plural). Interpret non-verbal communication.</p> <p>Listen for sounds, rhyme and rhythm Sort words according to sounds.</p> <p>Ask and answer questions on several topics Use question forms. Identify word classes and understand the function of e.g. verbs.</p> <p>Read and understand a range of familiar written phrases Apply phonic and whole word knowledge of the foreign language in order to decode text.</p> <p>Follow a short familiar text, listening and reading at the same time Recognise that texts often have the same conventions of style and layout as in English.</p>	<p>Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts Develop accuracy in pronunciation and intonation. Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going.</p> <p>Understand and express simple opinions Understand and use negative statements.</p> <p>Listen attentively and understand more complex phrases and sentences Recognise different types (register) of language.</p> <p>Prepare a short presentation on a familiar topic Apply knowledge of language rules and conventions when building short sentences.</p> <p>Re-read frequently a variety of short texts Notice different text types and deal with authentic text.</p> <p>Make simple sentences and short texts Recognise the typical conventions of word order and compare with English and other languages spoken in the class.</p>	<p>Understand the main points and simple opinions in a spoken story, song or passage Recognise the importance and significance of intonation.</p> <p>Perform to an audience Use knowledge of language to present information and personal ideas.</p> <p>Understand longer and more complex phrases or sentences Notice and manipulate agreements.</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories Use knowledge of words, text and structure to make meaning, using simple language spontaneously</p> <p>Read and understand the main points and some detail from a short written passage Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts. Apply knowledge of word order and sentence construction to support the understanding of written text.</p> <p>Identify different text types and read short, authentic texts for enjoyment or information Use knowledge of the language features, style and layout of different texts to support understanding.</p>
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Substantive Knowledge (Framework)	<p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words Understand how far letters/letters strings are both similar to and different from English. Recognise that some words occur in both English and the language being learned, although they may sound different.</p> <p>Experiment with the writing of simple words Appreciate that writing systems are different from one another.</p> <p>Learn about the different languages spoken by children in the school Recognise that many languages are spoken in the UK</p> <p>Locate country/countries where the language is spoken Recognise that many languages are spoken across the world.</p> <p>Identify social conventions at home and in other cultures Recognise that there are different language conventions to express politeness.</p> <p>Make indirect or direct contact with the country/countries where the language is spoken Understand that familiar things have different names in different languages eg. Wasser, eau, water.</p>	<p>Read some familiar words and phrases aloud and pronounce them accurately Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes.</p> <p>Write simple words and phrases using a model and some words from memory Apply phonic and whole word knowledge to write simple words and phrases.</p> <p>Learn about festivals and celebrations in different cultures Recognise similarities and differences between languages in the phrases used for celebration</p> <p>Know about some aspects of everyday life and compare them to their own Understand that conventions are respected by native speakers and are important for learners.</p> <p>Compare traditional stories Identify a different writing system. Identify narrative forms in a different language and compare to those in English.</p> <p>Learn about ways of travelling to the country/countries Notice similarities and differences in place names.</p>	<p>Write words, phrases and short sentences, using a reference source Apply phonic and whole word knowledge of the new language in order to locate words in a reference source.</p> <p>Look at further aspects of their everyday lives from the perspective of someone from another country Understand that words will not always have a direct equivalent in the language.</p> <p>Recognise similarities and differences between places Recognise that languages borrow words from other languages.</p> <p>Compare symbols, objects or products which represent their own culture with those of another country Notice different text types.</p>	<p>Match sound to sentences and paragraphs Apply knowledge of word order and sentence construction to support the understanding of written text.</p> <p>Write sentences on a range of topics using a model Apply knowledge of words and text conventions to build meaningful sentences and short texts.</p> <p>Compare attitudes towards aspects of everyday life Devise questions for authentic use.</p> <p>Recognise and understand some of the differences between people Recognise that languages have different ways of expressing social relationships.</p> <p>Present information about an aspect of culture Create spoken and written language using simple sentences.</p>
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Listen and respond to simple rhymes, stories and songs
Remember rhyming words.
Use gesture or mime to show they understand.

Recognise and respond to sound patterns and words
Record themselves.
Repeat words rhythmically.

Perform simple communicative tasks using single words, phrases and short sentences
Recognise words which the teacher mouths silently.
Ask someone to clarify or repeat

Listen attentively and understand instructions, everyday classroom language and praise words
Use a physical response.
Look at the face of the person speaking and listen attentively.

Recognise some familiar words in written form
Play games to help to remember.
Use context of what they see/read to determine some of the meaning.

Make links between some phonemes, rhymes and spellings, and read aloud familiar words
Say words to a rhythm.
Practise saying new words under their breath.
Practise saying new words aloud.

Experiment with the writing of simple words
Compare new words with known words in English or another language.

Memorise and present a short-spoken text
Remember rhyming words.
Use gesture or mime to show they understand.

Listen for specific words and phrases
Look at the face of the person speaking and listen attentively.
Use context and previous knowledge to determine meaning and pronunciation.

Listen for sounds, rhyme and rhythm
Analyse and compare English with the language being studied.
Sort words into categories.

Ask and answer questions on several topics
Ask someone to clarify or repeat.
Practise with a friend. Use gesture or mime to show they understand.

Read and understand a range of familiar written phrases
Play games to help to remember.
Use context and previous knowledge to determine meaning and pronunciation.

Follow a short familiar text, listening and reading at the same time
Use prior knowledge of text types in English or other languages.

Read some familiar words and phrases aloud and pronounce them accurately
Practise saying new words aloud.
Apply previous knowledge and language cues to help understanding and pronunciation.

Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
Integrate new language into previously learnt language.
Apply grammatical knowledge to make sentences.
Use a word or phrase known in one context or topic in a different topic or context.

Understand and express simple opinions
Use a physical response.
Ask someone to clarify or repeat.

Listen attentively and understand more complex phrases and sentences
Make sensible guesses based on clues.
Pick out key words when listening.

Prepare a short presentation on a familiar topic
Plan and prepare – analyse what needs to be done to carry out a task.
Answer in their heads questions asked to other people

Re-read frequently a variety of short texts
Use the context of what they see/read to determine some of the meaning.

Make simple sentences and short texts
Apply grammatical knowledge to make sentences.
Learn a short text by gradually blocking out words.

Write words, phrases and short sentences, using a reference source
Apply previous knowledge and language cues to help understanding.

Understand the main points and simple opinions in a spoken story, song or passage
Ask someone to clarify or repeat.
Direct all their attention to what they need in order to understand a spoken or written text.
Answer in their heads questions asked to other people.

Perform to an audience
Use a word or phrase known in one context or topic in a different topic or context.
Read and memorise.

Understand longer and more complex phrases or sentences
Make sensible guesses based on clues.
Pick out key words when listening.

Use spoken language confidently to initiate and sustain conversations and to tell stories
Try to use the language outside of the classroom.
Analyse what they need to know in order to carry out a task.
Discuss and try out different learning strategies

Read and understand the main points and some detail from a short written passage
Apply previous knowledge and language cues to help understanding.
Work out the meaning by using a range of cues.

Identify different text types and read short, authentic texts for enjoyment or information
Use the context of what they see/read to determine some of the meaning.
Compare techniques for memorising.
Practise with a friend.

Disciplinary Knowledge (Framework)	<p>Learn about the different languages spoken by children in the school Analyse and compare the language or languages with English.</p> <p>Locate country/countries where the language is spoken Discuss language learning, including the languages known by class members where appropriate.</p> <p>Identify social conventions at home and in other cultures Practise with a friend. Try to use the language outside of the classroom.</p> <p>Make indirect or direct contact with the country/countries where the language is spoken Look at the face of the person speaking and listen attentively. Ask someone to clarify or repeat.</p>	<p>Write simple words and phrases using a model and some words from memory Use spelling strategies appropriately. Use a dictionary or ICT source to look up spellings.</p> <p>Learn about festivals and celebrations in different cultures Read and memorise. Plan and prepare themselves for a language activity.</p> <p>Know about some aspects of everyday life and compare them to their own Analyse what they need to know in order to carry out a task.</p> <p>Compare traditional stories Use knowledge of English or another language to help learning and understanding. Make sensible predictions based on previous knowledge and language cues.</p> <p>Learn about ways of travelling to the country/countries Use prior knowledge to support understanding.</p>	<p>Look at further aspects of their everyday lives from the perspective of someone from another country Analyse what they need to know in order to carry out a task. Learn why there are two parts to a bilingual dictionary. Use a dictionary to look up spellings.</p> <p>Recognise similarities and differences between places Analyse and compare English and the language being learned, and where appropriate with other languages.</p> <p>Compare symbols, objects or products which represent their own culture with those of another country Pronounce/read aloud unknown words. Begin to use a dictionary to find the meanings of new words.</p>	<p>Match sound to sentences and paragraphs Apply prior knowledge of sound/spelling system to recognise the written word. Use known rules to sequence words into sentences.</p> <p>Write sentences on a range of topics using a model Analyse what they need to know in order to carry out a task. Use a dictionary/ICT resource to look up spellings.</p> <p>Compare attitudes towards aspects of everyday life Analyse what they need to know in order to carry out a task. Use a dictionary to look up spellings.</p> <p>Recognise and understand some of the differences between people Discuss with a friend and devise role-plays.</p> <p>Present information about an aspect of culture Plan and prepare themselves for a language activity. Begin to use a dictionary to find the meanings of new words. Record themselves showing an awareness of audience.</p>
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Listen and respond to simple rhymes, stories and songs

Identify rhyming words.
Perform finger rhymes and sing songs.
Join in with storytelling.

Recognise and respond to sound patterns and words

Listen with care. Identify phonemes which are the same as or different from English and other known languages.
Speak clearly and confidently.

Perform simple communicative tasks using single words, phrases and short sentences

Recall, retain and use vocabulary. Ask and answer questions.

Listen attentively and understand instructions, everyday classroom language and praise words

Repeat words and phrases modelled by the teacher.
Remember a sequence of spoken words.
Use physical response, mime and gesture to convey meaning and show understanding.

Recognise some familiar words in written form

Understand words displayed in the classroom. Identify and read simple words. Read and understand simple messages

Make links between some phonemes, rhymes and spellings, and read aloud familiar words

Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem.

Memorise and present a short-spoken text

Learn finger rhymes, poems or a non-fiction text.
Learn and say several sentences on a topic.

Listen for specific words and phrases

Listen with care.
Use physical response to show recognition and understanding of specific words and phrases.

Listen for sounds, rhyme and rhythm

Identify specific sounds e.g. rhymes, letters, phonemes, words.
Compare different sounds.

Ask and answer questions on several topics

Practise asking and answering questions with a partner.
Develop and perform simple role plays.

Read and understand a range of familiar written phrases

Match phrases and short sentences to pictures or themes.
Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.

Follow a short familiar text, listening and reading at the same time

Make links between the spoken and written words.
Identify common spelling patterns in letter strings.

Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

Focus on correct pronunciation and intonation.
Ask and answer questions.
Use tone of voice and gesture to help to convey meaning.

Understand and express simple opinions

Agree and disagree with statements.
Understand and express like and dislikes.

Listen attentively and understand more complex phrases and sentences

Understand the main points from speech which includes unfamiliar language.

Prepare a short presentation on a familiar topic

Recall, retain and use words, phrases and sentences.
Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement.

Re-read frequently a variety of short texts

Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet

Understand the main points and simple opinions in a spoken story, song or passage

Listen attentively, re-tell and discuss the main ideas.
Agree or disagree with statements made about a spoken passage.

Perform to an audience

Present a short piece of narrative either from memory or by reading aloud from text.
Develop a sketch, role-play or presentation and perform to the class or an assembly.

Understand longer and more complex phrases or sentences

Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences.
Understand and express reasons.
Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions.

Use spoken language confidently to initiate and sustain conversations and to tell stories

Participate in simple conversations on familiar topics.
Describe incidents or tell stories from their own experience, in an audible voice.

Read and understand the main points and some detail from a short written passage

Read and respond to e.g. an extract from a story, an e-mail message or song.
Give true or false responses to statements about a written passage.
Read descriptions of people in the school or class and identify who they are.

Experiment with the writing of simple words

Write simple, familiar words using a model. Write some single words from memory.

Learn about the different languages spoken by children in the school

Increase awareness of linguistic and cultural diversity.

Locate country/countries where the language is spoken

Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate.

Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.

Identify social conventions at home and in other cultures

Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names.

Make indirect or direct contact with the country/countries where the language is spoken

Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school.

Read some familiar words and phrases aloud and pronounce them accurately

Read aloud words which they use on a regular basis, e.g. numbers, days, weather.

Pronounce letter strings, words and phrases accurately with good pronunciation.

Write simple words and phrases using a model and some words from memory

Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school.

Learn about festivals and celebrations in different cultures

Learn how children of different cultures celebrate special days.

Identify similarities and differences.

Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible.

Know about some aspects of everyday life and compare them to their own

Compare pastimes of children of different cultures and countries.

Exchange information with a partner school, e.g. sports, hobbies.

Compare traditional stories

Compare characteristics of simple stories between cultures.

Look at the writing system of the language

Learn about ways of travelling to the country/countries

Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.

Make simple sentences and short texts

Understand that the order of words in a sentence influences the meaning.

Make a sentence using single word cards.

Make a short text using word and phrase cards; link to relevant NLS (National Language Support) sentence level objectives.

Write words, phrases and short sentences, using a reference source

Choose words, phrases and sentences and write them into a gapped text or as picture captions.

Use a bilingual dictionary to check the spelling of familiar words.

Look at further aspects of their everyday lives from the perspective of someone from another country

Consider aspects of everyday life of children in their own and different countries.

Reflect on cultural issues using empathy and imagination to understand other people's experiences.

Recognise similarities and differences between places

Identify geographical features of a contrasting locality.

Learn about buildings and places in different countries.

Compare symbols, objects or products which represent their own culture with those of another country

Learn about symbols representing their own country, culture and community.

Learn about symbols and products from another country and culture.

Identify different text types and read short, authentic texts for enjoyment or information

Read for enjoyment an e-mail message, short story or simple text from the Internet.

Read and understand the gist of a familiar news story or simple magazine article

Match sound to sentences and paragraphs

Use punctuation to make a sentence make sense.

Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.

Apply most words correctly.

Write sentences on a range of topics using a model

Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.

Compare attitudes towards aspects of everyday life

Recognise similarities and differences in attitudes amongst children in different cultures.

Learn about role models for children in different cultures.

Recognise and understand some of the differences between people

Discuss similarities and differences between the cultures they have learned about.

Recognise and challenge stereotypes.

Present information about an aspect of culture

Perform songs, plays, dances. Use ICT to present information having a greater sense of audience.

MFL - AUTUMN TERM

Year 3		Year 4	Year 5	Year 6
Getting to know you		All around town	Going Shopping	What is the time
France, Greetings, What is your name? How are you? Numbers 0-10, How old are you? Christmas		Where do you live, In my town, Counting in tens, Counting in 100, My address is, How do you say, Christmas	Fruits, Vegetables, Clothes, Where can I buy...? French money, Let's go shopping, Christmas	O'clock and half-past, My day, What's on television?, Quarter past and quarter to, The school day, A maths lesson on time, Christmas
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus
Concepts	Vocabulary Section	Vocabulary Section	Vocabulary Section	Vocabulary Section
Prior Knowledge	<p>When pupils come up from infant school they will not have any prior knowledge of MFL teaching. There is an independent French club at the infants, which some may have attended.</p> <p>No prior knowledge</p>	Year 3 objectives	Year 3 and 4 objectives	Year 3, 4 and 5 objectives
Phonics (NCELP)	<p>The SSC (sound-symbol correspondences) taught this term are:</p> <p>[a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Children know that silent 's' usually comes at the end of some French words.</p>	<p>The SSC (sound-symbol correspondences) taught this term are:</p> <p>[a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Children recognise the grapheme 'et' and know the sound it makes.</p>	<p>The SSC (sound-symbol correspondences) revisited and/or introduced this term are:</p> <p>Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison.</p> <p>Children recognise the graphemes ch, et, on, ain, silent letters and know the sound they make</p>	<p>The SSC (sound-symbol correspondences) revisited and/or introduced this term are:</p> <p>Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison.</p> <p>Children recognise the graphemes ch, ou, é/er/et/ez, gn, on/an, in/ain, oi and know the sound they make & awareness of silent letters</p>
Grammar	<p>être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>

France

To develop my understanding of France
 I can locate France on a map.
 I can discuss what France is like as a place.
 I can share my prior knowledge of the French language.
 I can listen to a French “comptine” – “Deux petits oiseaux” and repeat familiar words.

Greetings

Engage in conversations, ask and answer questions in the context of greeting people.
 I can greet people in different ways.
 I can say hello for different times of day.
 I can use formal or informal language appropriately.
 I can use gestures to support my conversation.

What is your name?

Engage in conversations, ask and answer questions in the context of introducing yourself.
 I can exchange names in French
 I can introduce myself to someone else.
 I can ask another person his or her name.
 I can use gestures to support my conversation.

How are you?

Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions; in the context of talking about how you are.
 I can discuss how I am feeling.
 I can use ‘Comment ça va?’ as a question.
 I can choose the appropriate phrase to say how I feel.

Where do you live?

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live.
 I can listen carefully and pronounce unfamiliar words with increasing accuracy.
 I can listen to and repeat names of some French towns and cities.
 I can compare and contrast French towns with places I know.
 I can ask and answer questions to find out where someone lives.

Counting in tens

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens.
 I can use familiar sounds and spellings to help me recognise and learn new language.
 I can identify spellings or sounds I know in new words.
 I can say the tens numbers to 100.

Counting in 100

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting to 100.
 I can apply my knowledge to help me predict, say and spell new language.
 I can identify spellings or sounds I know in new words.
 I can use word patterns to predict what the next number will be.
 I can say any number from 1-100 with support.

Fruits

Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether you like certain fruit.
 I can write sentence answers to a question, using quantifiers.
 I can ask a question to a partner Aimes-tu....?
 I can answer a question orally using J’aime...
 Je n’aime pas... J’aime beaucoup...
 J’aime un peu...
 I can answer questions in writing sentences in French.
 I can answer a question in writing using: J’aime ... Je n’aime pas... J’aime beaucoup...J’aime un peu...

Vegetables

Understand basic grammar rules, how to apply these to build sentences;
 I can change the French word for ‘the’ to the French word for ‘some’.
 I know that: le changes to du; la changes to de la; l’ changes to de l’ and les changes to des.
 I can write phrases/sentences starting with Je voudrais and choose the correct form of ‘some’.

Clothes

Understand basic grammar rules in the context of describing the colour of clothes.
 I can answer questions in a complete sentence.
 I use adjectives and place them after the noun
 I can change adjectives to the feminine when needed
 I can answer the question Avez-vous...? with the response Oui, j’ai... in a complete sentence.
 I can answer the question Avez-vous...? with the response Non, Je n’ai pas...

O’clock and half-past

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.
 I can say and write a sentence to tell the time.
 I can say and write a sentence to tell the time – o’clock.
 I can say and write a sentence to tell the time – half past

My day

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day.
 I can say and write at what time I do things.
 I can start a sentence using a time connective, stating at what time something happens.
 I can write a whole sentence choosing from a list of simple sentences.

What’s on television

To engage in conversations; ask and answer questions in the context of a TV schedule.
 I can answer and ask a question about a TV schedule.
 I can read a TV schedule to answer the question
 ‘Qu’est-ce qui passe à la télévision à...?’
 I can write a question to a given answer.

Quarter past and quarter to

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.
 I can say and write a sentence to tell the time.
 I can say and write a sentence to tell the time – quarter past.
 I can say and write a sentence to tell the time – quarter to.

Autumn Learning Targets	<p>Numbers 0-10 Appreciate stories, songs, poems and rhymes in the language; in the context of counting. I can recognise and repeat sounds and words accurately. I can use songs to support my learning. I can say the numbers 0-10 in French. I can listen and repeat carefully. I can join in when the numbers are in a song. I can use music to help me remember new words.</p> <p>How old are you? Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age. I can apply my knowledge to make sentences. I can listen and respond to someone's question. I can use number words in my sentences. I can make up new sentences. I can ask how old someone is. I can say my own age.</p>	<p>My address is To present ideas and information orally to a range of audiences in the context of giving your address. I can select and present information to other people. I can listen to and repeat common French expressions. I can construct a simple sentence. I can say an address clearly.</p> <p>How do you say To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories. I can use a bilingual dictionary to develop my vocabulary around a given topic. I can sort vocabulary into topic groups. I can suggest further English words in a vocabulary set. I can use a bilingual dictionary to translate the word I want.</p>	<p>Where can I buy...? Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking/ answering questions about where you can buy certain items. I can answer questions in a complete sentence. I can answer the question Où puis-je acheter...? I can use the appropriate form for at (au or à la).</p> <p>French money Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role-play – shopper and shopkeeper. I can ask and answer questions in French. I can ask the question 'C'est combien...?' (regarding items in a shop). I can answer the question, using the phrase 'C'est... euros'.</p> <p>Let's go shopping Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role-play – shopper and shopkeeper. I can take part in role-play, speaking in French. I can greet and respond. I can ask and answer questions.</p>	<p>The school day To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable. I can read and interpret a school timetable. I can read a school timetable and understand the words for subjects and days. I can choose the correct word (avant or après) when comparing two subjects.</p> <p>A maths lesson on time To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time. I can take part in a Maths lesson on counting and time, in French. I can count in fives to sixty in French. I can calculate the difference in minutes between two times and give the answer in French</p>
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Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].
 Je m'appelle... [My name is...], Comment t'appelles-tu? [What is your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss]. Comment) ça va? [How are you doing?] Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [And you?]. Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C'est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals]. Quel âge as-tu? [How old are you?], J'ai ___ ans. [I'm ___ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].

J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre vingt-dix [90], cent [100], et/plus [and/plus], font [makes/ equals], moins [subtract], sur [divided by], fois [multiply] French key words should use the 'French' character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation in purple], French (f) [English], French (m) [English] Mon adresse est... [My address is...], avenue / boulevard/ allée /rue [road/street/etc.], place [place/square], du/ de la/ des... [of the...] montagne (m) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire ___? [What does ___ mean?], headword, guide words, definition, alphabetical order, translate

Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little].
 Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...]
 les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], une écharpe (f) [scarf], blanc/blanche [white], violet/violette [purple], noir/ noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...].
 le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], du pain (m) [bread] un gâteau (m) [cake], des saucisses (f) [sausages], une sucette (f) [lollipop], un chou (m) [cabbage], un collier (m) [necklace], un ballon de football (f) [football], une paire de chaussures (f) [pair of shoes], une chemise (f) [shirt], du fromage (f) [cheese], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à la [You can buy it at].
 C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change].

Quelle heure est-il? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...]
 Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je rentrer chez moi [I go home], Je regarde la television [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed].
 Qu'est-ce qui passe à la télévision ? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...]
 Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...], et quart.. [quarter past...], moins le quart... [quarter to...]
 la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are].
 la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are].

SPRING TERM

Year 3		Year 4	Year 5	Year 6
Time		On the move	All about ourselves	That's tasty
Numbers 11-31, Days of the week, Months of the year, My birthday, What's the day today, Easter		Transport, How do you go to school? Directions, I like to move it, How do I get to...?, We all go together, Easter	Classroom instructions, My body, Actions, Colours, What is in your wardrobe? What are you wearing?, Easter	I'm thirsty, Open and closed, Breakfast, Sandwiches, I like to eat, Pizzas, Easter
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus
Concepts	Vocabulary Section	Vocabulary Section	Vocabulary Section	Vocabulary Section
Prior Knowledge	Autumn term objectives	All of year 3 and autumn term objectives	All of year 3, 4 and autumn term objectives	All of year 3, 4, 5 and autumn term objectives
Phonics (NCELP)	The SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Key phonemes/graphemes: 'ch' makes 'sh' sound, silent t at end of some French words	The SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Key phonemes/graphemes: silent 't' and 'd' at the end of some French words.	The SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison. Key phonemes/graphemes: ch, ou, er, et, on/ain, oi, silent letters	The SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison. Key phonemes/graphemes: ch, ou, er, er, on/ain, oi, silent letters
Grammar	-ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)	-ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)	-ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)	-ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)

Spring Learning Targets

Numbers 11-31

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

I can recognise and repeat sounds and words with increasing accuracy.

I can make links between known and new vocabulary using sound and spelling

I can count up to 31.

I can use good pronunciation.

I can use words I already know to help me understand new vocabulary.

I can make predictions about vocabulary.

Days of the week

Listen attentively to spoken language and show understanding by joining in and responding in the context of the days of the week.

I can recognise, say and respond to a set of vocabulary.

I can listen carefully to a set of vocabulary.

I can understand, say and order the days of the week.

Months of the year

Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.

I can listen, read and respond to a set of vocabulary.

I can read and say the months of the year.

I can show my understanding by ordering the months correctly.

Transport

To present ideas and information orally to a range of audiences in the context of types of transport.

I can tell other people about types of transport.

I can name different ways of travelling.

I can identify types of transport using words and gestures.

How do you go to school?

To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of types of transport.

I can use the verb 'to go' in a simple sentence.

I can ask how someone goes to school.

I can tell someone else how I go to school.

Directions

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of directions.

I can recognise and pronounce a familiar spelling pattern in different words.

I can give and respond to simple direction instructions.

I can read and say words containing the French spelling 'ch', pronounced /sh/.

Classroom instructions

Listen attentively to spoken language and show understanding by joining in and responding; in the context of giving and following classroom instructions.

To listen and respond to instructions.

I can demonstrate my understanding of instructions in French.

I can follow instructions when I hear them.

My body

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

Appreciate stories, songs, poems and rhymes in the language; In the context of naming body parts.

To read, listen and respond to vocabulary.

To demonstrate my understanding with actions.

I can listen to and read the names of different body parts.

I can repeat words carefully.

I can sing 'Heads, Shoulders, Knees and Toes' in French.

I can point to the correct part for each word.

Actions

Listen attentively to spoken language and show understanding by joining in and responding; in the context of everyday actions

I can understand and respond to action words.

I can listen to action words and show what to do.

I can join in a game using the action vocabulary.

I'm thirsty

Engage in conversations; ask and answer questions, in the context of role-play about hot and cold drinks.

I can ask and answer questions about drink choices.

I can take part in a role-play about drink choices.

I can ask the question Qu'est-ce que vous désirez boire ? and answer starting with Je voudrais....

Open and closed

Read carefully and show understanding of words, phrases and simple writing, in the context of opening/closing times of a restaurant.

I can interpret a chart written in French.

I can read and understand a chart, which gives opening and closing times in French.

I can answer a question and ask what times a restaurant opens and closes on a particular day.

Breakfast

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of breakfast items.

I can write a sentence to express my choices.

I can write words from memory.

I can write a sentence about what I would like for breakfast.

Sandwiches

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of describing preferred sandwich types.

I can write sentences expressing my preferences.

I can use a modelled sentence to express my preference for a sandwich.

I can write a sentence from memory to 15 express my preference for a sandwich.

Mon anniversaire

Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.

I can speak in sentences using known vocabulary and grammar.

I can make new sentences by swapping key vocabulary.

I can make my sentences questions or statements.

I can compare English and French sentences.

What's the day today

Present ideas and information orally to a range of audiences; in the context of talking about festivals.

I can use known language to present information about French festival dates.

I can say the date using day, number and month.

I can identify some important French festivals.

I like to move it

To describe people, places, things and actions orally and in writing in the context of directions.

I can use my knowledge of actions and directions to give instructions.

I can say a sequence of movements.

I can follow instructions about direction and actions.

How do I get to...?

To engage in conversations; ask and answer questions in the context of travelling round a town.

I can combine familiar language to create a new set of sentences.

I can ask for and give directions to places in town.

I can substitute different familiar vocabulary to vary my sentences.

We all go together

To understand basic grammar appropriate to the language (Conjugation of high-frequency verbs) in the context of talking about travel.

I can give a sentence subject verb agreement.

I can match subject pronouns with the right form of a verb.

I can talk about how different people travel to places in town.

Colours

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.

I can listen to and copy pronunciation of colour words accurately.

I can name different colours in French.

I listen to and repeat words carefully.

What is in your wardrobe?

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

Understand basic grammar of feminine and masculine nouns; In the context of clothing.

To ask and answer what is 'there'.

To recognise masculine and feminine clothing nouns.

I can ask what is in the wardrobe.

I can answer questions about what is in the wardrobe.

I can name clothes in French.

I know that un and une mean masculine or feminine nouns.

What are you wearing?

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

Understand basic grammar of feminine and masculine nouns; In the context of clothing.

To use simple conjunctions to link vocabulary for clothes and accessories.

To have a simple conversation about clothes.

I can use et to join words in a list.

I can name clothes and accessories in French.

I can say what I am wearing.

I can ask someone else what he or she are wearing.

I like to eat

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing food items.

I can use adjectives to describe nouns.

I use adjectives to describe food, using the correct masculine or feminine form.

I use adjectives to describe food, using the correct plural form.

Pizzas

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which pizza toppings to have.

I can use the correct French form for 'some'.

I can use the correct French form for 'some'.

I use the correct French form for 'some' to describe which pizza I would like.

Key Vocabulary

	<p>Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [Divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]</p> <p>lundi [Monday], mardi [Tuesday], mercredi janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month] [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour? [What day is it?] mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first] quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today] calendrier (m) [calendar], date (f) [date], aujourd'hui [today], demain [tomorrow], hier yesterday, c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p>	<p>voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], Comment vas-tu à l'école ? [How do you go to school?] Je vais à l'école en/à [I go to school on/by] allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!] French key words should use the 'French' character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation in purple], French (f) [English], French (m) [English]. Pour le/la ___ s'il vous plaît? [How do I get to the ___ please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/ à gauche/ à droite. [It's straight on/ on the left/right.]</p>	<p>Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].</p> <p>Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].</p> <p>Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise], touches [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].</p> <p>C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...].</p> <p>une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu'est-ce qu'il y a dans l'armoire? [What is in the wardrobe?], Il y a... [There is...].</p> <p>Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu'est-ce que tu portes? [What are you wearing?], Je porte... [I'm wearing...], et [and].</p>	<p>J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass] de [of] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais.... [I would like.....]</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?]</p> <p>le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and]</p> <p>le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion].</p>
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			<p>J'aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savory] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too]</p> <p>Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'ananas (m) [pineapple], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], Je voudrais... [I would like...].</p>
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SUMMER TERM					
Year 3		Year 4		Year 5	Year 6
Family and Friends		Our school		Family and Friends	Holidays and Hobbies
Meet my family, Pets, Alphabet, What is his name? How do you spell? My home, Summer		What is in the classroom? What is in your pencil case? School subjects, PE Lesson, Around the school, What do you like to do, Summer		Meet the family, At the farm, I live in a..., In my house, Do you like animals? What can I say? Summer	The seasons, The weather, Weather around the world, Holidays, Sports, Hobbies, Summer
NC areas of focus		NC areas of focus		NC areas of focus	NC areas of focus
Concepts	Vocabulary Section	Vocabulary Section		Vocabulary Section	Vocabulary Section
Prior Knowledge	All objective in autumn and spring term	Year 3 and all objective in autumn and spring term		Year 3, 4 and all objective in autumn and spring term	Year 3, 4, 5 and all objective in autumn and spring term
Phonics (NCELP)	The SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Key phonemes/graphemes: oi, ain	The SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Key phonemes/graphemes: revise silent letters and oi, ain, et only if they arise.		The SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison. Key phonemes/graphemes: ch, ou, er, er, on/ain, oi silent letters	The SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison. Key phonemes/graphemes: ch, ou, er, et, on/ain, oi, silent letters
Grammar	Revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)	Revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)		FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)	FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)

Meet my family

Present ideas and information orally to a range of audiences in the context of family.

I can present a picture of family members using possessive adjectives.

I can identify family members.

I can say 'My...'

I can use voici to explain who's who in a picture.

Pets

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Conjugate high-frequency verbs;

In the context of pets.

I can develop strategies for remembering new language.

I can match subject and verb correctly when talking about pets.

I can use gestures to help me remember pets vocabulary.

I can link sounds and meanings.

I can make sentences about myself using je.

I can use tu to ask questions about a partner.

Alphabet

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

In the context of the alphabet.

To recognise and repeat sounds and words with increasing accuracy.

To use songs or rhymes to help me remember new language.

I can listen carefully to modelled pronunciation.

I can copy what I hear.

I can use a familiar tune to recall new sounds.

I can join in with a song to practise new language.

What is in the classroom?

Engage in conversations; ask and answer questions in the context of identifying objects.

I can ask/answer questions (in short phrases).

I can say the names of objects around the classroom.

I can follow instructions to identify classroom objects.

I can use the phrase Il/Elle est là or Ils/Elles sont là in response to a question.

I can ask my partner a question.

What is in your pencil case?

Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of objects in a pencil case.

I can use simple sentences in French connected to the theme.

I can choose the appropriate indefinite article (un/une).

I can say the names of objects in a pencil case.

I can use the sentence J'ai un /une Dans ma trousse.

I can convert le to un and la to une.

I can write sentences converting le/la to un/une.

School subjects

Understand basic grammar to build sentences in the context of subjects studied at school.

I can speak and write sentences using J'aime and the negative Je n'aime pas.

I can say the names of subjects at school.

I can say whether I like/dislike subjects, answering the questions 'Qui aime... ? Qui n'aime pas... ?'

I can say if I like a subject using..'J'aime.....'

I can say if I don't like a school subject using 'Je n'aime pas.....'

Meet the family

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;

understand basic grammar appropriate to the language in the context of introducing family members

I can recognise and repeat rhyming words in a song;

I can make sentences about belonging.

I can join in a traditional song.

I can find rhyming words and sound patterns.

I can recognise and use possessive adjectives. I know the difference between 1st and 3rd person.

I can explore how English and French grammar are different.

At the farm

To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals

I can vary my sentences by changing the vocabulary.

I can join in a French version of a familiar song.

I can name a variety of farm animals.

I can compare the sounds they make in English and French.

I can join in the repeated phrases in a song.

I can use my prior learning to help me understand new words.

I live in a...

To present ideas and information orally to a range of audiences in the context of talking about homes.

I can add detail to a sentence with an adjective.

I can name different types of home.

I can describe the size of a house.

The seasons

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of seasons and months.

I can write answers to a question, in a sentence.

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of seasons and months.

I can use the third person plural of a verb in sentences.

I can answer questions orally, using a modelled sentence. I

I can answer questions by writing a sentence in

French.

I can use the third person plural of être.

I can use ils sont in a sentence.

The weather

Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like.

I can speak a sentence describing the weather.

Present ideas and information orally to a range of audiences, in the context of giving a weather forecast.

I can present the weather forecast to a range of audiences.

I can state what the weather is like using the phrase il fait, followed by an adjective or a noun.

I can state what the weather is like using the phrase il, followed by a verb.

I can give the weather forecast to my partner. I can give the weather forecast to a larger group.

What is his name?

Understand basic grammar and conjugate high-frequency verbs;
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
In the context of introducing people.
I can make links between known and new structures.
I can use a range of vocabulary to create different sentences.
I can recognise how sentences can change to fit the subject.
I can use 'il' and 'elle' for 'he' and 'she'.
I can use a vocabulary bank.
I can make new sentences by swapping key vocabulary.

How do you spell?

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;
In the context of spelling familiar words and names.
I can use French pronunciation of the alphabet to spell words.
I can say letters of the French alphabet with good pronunciation.
I can ask for and give spellings using the French alphabet.

My home

Say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
In the context of rooms in the home.
I can make new sentences about homes by substituting different vocabulary.
I can name rooms in a house or flat.
I can swap key words to make new sentences.

PE Lesson

Listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson.
I can listen to commands and follow instructions.
I can demonstrate my understanding of instructions in French.
I can follow instructions when I hear them.

Around the school

Engage in conversations; ask and answer questions in the context of places around school.
I can ask/answer questions (in short phrases).
I can say the names of familiar places.
I can follow instructions to show I know the names of familiar places around school.
I can name places around school in French.
I can ask /answer the question Où es-tu ?

What do you like to do

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of places around the school and subjects?
I can write sentences in French, which include a preposition.
I can say the names of objects in a pencil case
I can use the infinitive form of verbs eg J'aime lire.
I can write sentences using infinitive verbs.
I can use the vocabulary (around school and what I like to do) to write sentences with a preposition.

In my house

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home.
I can use a bilingual dictionary to translate unknown words.
I can identify unknown words in a familiar sentence.
I can use a dictionary to translate words I want to know into French.
I can find the meaning of new French words in my dictionary.

Do you like animals?

To describe people, places, things and actions orally and in writing;
engage in conversations in the context of describing pets and animals
I can select suitable adjectives to describe a subject.
I can use a description to support my opinion.
I can choose appropriate adjectives to describe an animal.
I can alter the spelling to agree with the gender of the noun.
I can give an opinion about an animal.

What can I say?

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of reviewing what they can say about themselves and others.
I can use co-ordinating conjunctions to create compound sentences.
I can recognise and pronounce specific phonemes accurately.
I can construct a simple sentence.
I can join two sentences using an appropriate conjunction.
I can recognise the sound /eh/ in different words.
I can pronounce et and mais correctly in a sentence.

Weather around the world

To understand basic grammar rules appropriate to the language being studied and how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of temperatures of countries around the world.
I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.
I can say whether country nouns are masculine or feminine.
I can choose the correct preposition: en for feminine countries au for masculine countries.

Holidays

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of of the topic 'Holidays.'
I can use the correct form for the possessive adjective 'my.'
I can say where and how I am going on holiday, using a sentence.
I can say who I am going on holiday with, using a sentence.
I can use the possessive adjectives 'ma' for feminine family members and 'mon' for masculine family members.
I can use the possessive adjective 'mes' for plural family members.

Sports

Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about favourite sports.
I can answer a question about sports, orally and in writing.
I can answer the question 'Quel est ton sport préféré ?' orally.
I can write answers about the class's favourite sports.

Key Vocabulary

	<p>Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family] Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Do you have...?].</p> <p>Lettre (f) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: toutes les lettres de l'alphabet. [Now I know them all the letters of the alphabet.]</p> <p>Elle [she], il [he], s'appelle [is called] Qui Est-Ce? [Who's This?] Comment s'appelle-t-elle? [What is she Called?] Comment s'appelle-t-il? [What is he Called?]</p> <p>Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double].</p> <p>Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].</p>	<p>voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It is there], Où sont? [Where are?], Ils/Elles sont là [They are there].</p> <p>le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...]</p> <p>les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I don't like].</p> <p>levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip].</p> <p>la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande sale (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], Je suis dans... [I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school].</p>	<p>mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child] chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm].</p> <p>chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], ferme (f) [farm].</p> <p>brosse à dents (f) [toothbrush], television (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La ___ est dans le/la ___. [The ___ is in the ___.]</p> <p>mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].</p> <p>phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun].</p>	<p>les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], En quelle saison est..... ? [What season is.....in ?], En quelle saison sont.... ? [What season are....in ?] les mois (m) [months]</p> <p>La météo (f) [the Weather] Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today]</p> <p>Quel temps fait-il dans le monde ? [What is the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius] l'Australie (f) [Australia] l'Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l'Espagne (f) [Spain] la Suisse (f) [Switzerland] le Luxembourg (m) [Luxembourg] la Russie (f) [Russia] le Danemark (m) [Denmark] la Belgique (f) [Belgium] l'Argentine (f) [Argentina] le Brésil (m) [Brazil] le Portugal (m) [Portugal] la Chine (f) [China] le Mexique (m) [Mexico]</p> <p>les vacances (f) [holidays], le Canada (m) [Canada], la France (f) [France], le Pays de Galles (m) [Wales], l'Écosse (f) [Scotland], la Belgique (f) [Belgium], le Portugal (m) [Portugal], le vélo (m) [bicycle], le train (m) [train], le bateau (m) [boat], le cheval (m) [horse], le bus (m) [bus], la voiture (f) [car], l'avion (m) [plane], le pied (m) [foot], la maman (f) [mum/ mother], le papa (m) [dad/father], la soeur (f) [sister], le frère (m) [brother], le papi (m) [grandad], où [where], comment [how], avec [with].</p>
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