

SUBJECT: Modern Foreign Languages - French

Vision: To ensure pupils of all abilities develop solid foundations in key language learning skills, properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and express themselves in speech and writing. Children will explore the similarities and differences between the foreign language they are learning and English. They will strengthen their sense of identity by learning about the cultures and other countries and comparing it with their own.

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<b>Year 3</b>	<p><b>Early Language - Phonics 1</b></p> <p><b>Early Language - I am learning French</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Find France on a map and be able to recall at least 1 Francophone</li> <li>Country.</li> <li>Use key greetings.</li> <li>Ask and answer the question 'How are you?' in French.</li> <li>Ask and answer the question 'What is your name?' in French.</li> <li>Count to 10 in French.</li> <li>Read, write, say and recognise 10 colours in French.</li> </ul>	<p><b>Early Language – Animals</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.</li> <li>Attempt to spell some of these nouns with their correct indefinite article.</li> <li>Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</li> </ul>	<p><b>Early Language – Instruments</b></p> <p>By the end of this unit we will be able to: Name and recognise up to 10 instruments in French.</p> <ul style="list-style-type: none"> <li>Attempt to spell some of these nouns with their correct definite article/ determiner in French.</li> <li>Learn how to say I play an instrument in French.</li> </ul>	<p><b>Early Language - I am able...</b></p> <p>By the end of this unit we will be able to: Recognise, remember and spell 10 action verbs in French.</p> <ul style="list-style-type: none"> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) &amp; 'mais' (but).</li> </ul>	<p><b>Early Language – Fruits</b></p> <p>By the end of this unit we will be able to: Name, recognise and remember up to 10 fruits in French.</p> <ul style="list-style-type: none"> <li>Attempt to spell some of these nouns with their correct article/ determiner.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits we like and dislike in French.</li> </ul>	<p><b>Early Language - Ice-creams</b></p> <p>By the end of this unit we will be able to: Name, recognise and remember up to 10 ice-cream flavours in French.</p> <ul style="list-style-type: none"> <li>Attempt to spell some of these flavours.</li> <li>Use the structure 'je voudrais...' plus an ice-cream flavour.</li> <li>Say whether we would like a cone or pot and possibly how many scoops.</li> <li>Learn how to say 'please' and 'thank you' in French</li> </ul>
<b>Key Vocabulary</b>	Bonjour! Salut! Ça va? Ça va bien. Ça va mal. Comme ci, comme ça. Au revoir! À plus tard! Comment t'appelles-tu? Je m'appelle... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron	es animaux, un (masculine), une (feminine), un lapin, un canard, un singe, un cochon, un mouton, un lion, une souris, un oiseau, une vache, un cheval, je suis...	le (masculine), la (feminine), l' (before a vowel), les (plural), la clarinette, la harpe, le piano, le triangle, la trompette, le violon, la batterie, les cymbales, la guitare, Je joue ... (du, de la, des), la flûte à bec	je peux, je ne peux pas, et, mais, jouer d'un instrument, patiner, danser, dessiner, chanter, nager, sauter, parler français, cuisine, faire du vélo	une pomme, les pommes, une fraise, les fraises, une pêche, les pêches, une banana, les bananes, une cerise, les cerises, une orange, les oranges, une prune, les prunes, une poire, les poires, un kiwi, les kiwis, un abricot, les abricots, J'aime..., Je n'aime pas...	une glace, un cornet, un petit pot, Combien de boules? une boule, deux boules, trois boules, s'il vous plaît, Bonjour!, Quel parfum?, ... à la vanille,...à la fraise, ...à la banana, ...à la menthe, ...à la pistache, ...au chocolat, ...au café, ...au citron, ...au caramel, C'est combien? ...au cassis, merci, Je voudrais..., Au-revoir!, et
<b>SMSC</b>	<p>Spiritual – To learn how to use a new language and vocabulary to express themselves by sharing their thoughts and feelings in a different way.</p> <p>Moral – To explore the language and culture fostering empathy and a greater understanding of diverse cultures and societies.</p> <p>Social – To understand their role in an international world and become more globally aware.</p> <p>Cultural – To compare life in French-speaking countries with their own, fostering a broader worldview.</p>					

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<b>Year 4</b>	<p><b>Early Language - Phonics 1-2</b></p> <p><b>Early Language – Seasons</b></p> <p>By the end of this unit we will be able to: Name, recognise and remember all four seasons in French.</p> <ul style="list-style-type: none"> <li>Say which is our favourite season in French.</li> <li>Say why it is our favourite season in French.</li> <li>Start to recognise and use the conjunction 'et' (and) in our spoken and written responses.</li> </ul>	<p><b>Early Language – Vegetables</b></p> <p>By the end of this unit we will be able to: Name, recognise and recall from memory up to 10 vegetables in French.</p> <ul style="list-style-type: none"> <li>Attempt to spell some of these nouns with their plural article/determiner.</li> <li>Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</li> </ul>	<p><b>Intermediate – Presenting Myself</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Use basic greetings in French, ask somebody how they are feeling and reply when asked.</li> <li>Ask somebody their name in French and reply when asked.</li> <li>Recall numbers 1-20 in French.</li> <li>Ask somebody how old they are in French and reply when asked.</li> <li>Ask somebody where they live in French and reply when asked.</li> <li>Express my nationality in French and understand basic gender agreement rules.</li> </ul>	<p><b>Intermediate – My Family</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Remember the nouns for family members in French from memory.</li> <li>Describe our own or a fictitious family in French by name, age and relationship.</li> <li>Count up to 100 in French.</li> <li>Understand possessive adjectives better in French ('my' form only).</li> </ul>	<p><b>Intermediate – In the Classroom</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>Learn how to use the negative in French.</li> <li>Describe what we have and do not have in our pencil case.</li> <li>Respond to simple classroom commands.</li> </ul>	<p><b>Intermediate – At the Tea Room/ Café/ Restaurant</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Recall from memory a wider range of nouns and indefinite articles/determiners</li> <li>for common foods, snacks and drinks in a typical French 'salon de thé,</li> <li>improving our cultural knowledge of France.</li> <li>Understand better how to make nouns plural in French.</li> <li>Improve our knowledge of French currency.</li> <li>Order in French what we would like to eat and drink in a role-play.</li> </ul>

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Key Vocabulary	l'hiver, le printemps, l'été, l'automne, il neige, il fait froid, il fait chaud, les fleurs poussent, les oiseaux chantent, il y a du soleil, les arbres perdent leurs feuilles, Quelle est ta saison préférée?, Ma saison préférée est..., et, car	les tomates, les petits pois, les courgettes, les haricots verts, les carottes, les champignons, les pommes de terre, les oignons, les épinards, les aubergines, un kilo de... / d'..., un demi kilo de... / d'..., Je voudrais..., s'il vous plaît, et, bonjour, Je peux vous aider?, C'est tout?, C'est combien?, Merci, au revoir, Dans mon panier j'ai...	Je me présente, Salut ! Bonjour ! Ça va ? Ça va bien. Ça va mal. Comme ci, comme ça. Et toi ? très, Ça va très bien ! Ça va très mal ! Au revoir ! À plus tard ! Je m'appelle ... Comment t'appelles-tu ? Quel âge as-tu ? J'ai ... ans. Où habites-tu ? J'habite à... Je suis anglais/anglaise. Je suis français/ française. Je suis irlandais/irlandaise. Je suis gallois/galloise. Je suis écossais/écossaise. Je viens d'Angleterre.	la mère, la sœur, la grande sœur, la petite sœur, la grand-mère, la tante, le père, le frère, le grand-père, l'oncle, mon, ma, mes, ma mère, ma sœur, ma grand-mère, ma tante, mon père, mon frère, mon grand-père, mon oncle, mes parents, mes grands-parents, mes sœurs, As-tu des frères et sœurs ? Oui ! J'ai un frère. J'ai une sœur. J'ai deux frères. J'ai deux sœurs. Un demi-frère, une demi-sœur, un jumeau, une jumelle, Non ! Je suis fils unique. Je suis fille unique. Comment t'appelles-tu ? Je m'appelle...s'appelle ... J'ai....ans. Il/Elle a .... ans. dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent	un livre, un cahier, un bâton de colle, un crayon, un stylo, un taille-crayon, un sac à dos, une calculatrice, une règle, une trousse, une gomme, des ciseaux, Qu'est-ce qu'il y a dans ta trousse ? Dans ma trousse ... J'ai, Et, Mon, Ma, Mes. Je n'ai pas de... Je n'ai pas de stylo, Je n'ai pas de crayon, Je n'ai pas de taille-crayon, Je n'ai pas de livre, Je n'ai pas de cahier, Je n'ai pas de sac à dos, Je n'ai pas de bâton de colle, Je n'ai pas de gomme, Je n'ai pas de calculatrice, Je n'ai pas de trousse, Je n'ai pas de règle, Je n'ai pas de ciseaux	un salon de thé, un croque-monsieur, un sandwich au jambon, un sandwich au fromage, un croissant, un pain au chocolat, un café, un café au lait, un thé, un jus d'orange, un coca-cola, un chocolat chaud, une part de gâteau au chocolat, une part de quiche, une brioche, une crêpe, une salade, une omelette, une tartelette, une grenadine, une limonade, Bonjour ! Je voudrais...s'il vous plaît, et, Vous désirez ? L'addition s'il vous plaît, merci, Au revoir ! un centime, deux centimes, cinq centimes, dix centimes, vingt centimes, cinquante centimes, un euro, deux euros, cinq euros, dix euros, vingt euros, cinquante euros, cent euros, deux cent euros, cinq cent euros
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<b>Year 5</b>	<p><b>Intermediate – Phonics 1-3</b></p> <p><b>Intermediate – The Date</b></p> <p>By the end of this unit we will be able to: It will help if we already know:</p> <ul style="list-style-type: none"> <li>Recognise and recall the 12 months of the year in French.</li> <li>Ask what the date is and say the date in French.</li> </ul> <p>Ask somebody when their birthday is and say when their own birthday is in French.</p>	<p><b>Intermediate – Do you have a pet?</b></p> <p>By the end of this unit we will be able to: It will help if we already know:</p> <ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>Say in French what pet we have/do not have and give our pet's name.</li> <li>Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>	<p><b>Intermediate – My Home</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Say and write in French whether we live in a house or an apartment.</li> <li>Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</li> <li>Use the conjunction 'et' (and) to link two sentences together.</li> </ul>	<p><b>Intermediate – Olympics</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Understand the key facts of the ancient and modern Olympics recounted in French.</li> <li>Learn 10 nouns with their article/determines for common Olympic sports.</li> <li>Explore the full present tense conjugation of the high frequency verb 'faire'.</li> <li>Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian.</li> </ul>	<p><b>Intermediate – Clothes</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular 'er' whole verb present tense conjugation of the verb porter</li> <li>to describe what you and possibly somebody else is wearing.</li> <li>Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</li> </ul>	<p><b>Intermediate – Habitats</b></p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>Say and write the key elements that animals and plants need to survive.</li> <li>Name the 5 most common types of habitats.</li> <li>Name an animal and a plant that live and grow in each type of habitat.</li> </ul>

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Key Vocabulary	Les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Aujourd'hui, c'est quel jour ? Aujourd'hui, c'est... Quel est ton jour préféré ? Mon jour préféré c'est le... Les mois, janvier, février, mars, avril, mai, juin, juillet, Août, septembre, octobre, novembre, décembre, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, Quelle est la date aujourd'hui ? Aujourd'hui, c'est... C'est quand ton anniversaire ? Mon anniversaire, c'est le...	As-tu un animal ? Un, une, un chien, un chat, un lapin, un oiseau, un hamster, un poisson rouge, une tortue, une souris, J'ai, et qui s'appelle, Je n'ai pas de, mais	Où habites-tu ? J'habite dans ... une maison, un appartement, en ville, à la campagne, à la montagne, au bord de la mer, dans un village, Chez moi il y a... une cuisine, une salle à manger, une salle de bains, une chambre, une buanderie, et, un sous-sol, un bureau, un salon, un garage, un jardin, Chez moi il y a... Chez moi il n'y a pas de... Je m'appelle... J'ai... ans, J'habite dans... Chez moi il y a... Chez moi il n'y a pas de...	faire, Je fais, Tu fais, Il fait, Elle fait, Nous faisons, Vous faites, Ils font, Elles font, Les Jeux olympiques, Les Jeux olympiques, les épreuves, L'équitation, l'escrime, la natation, l'athlétisme, l'aviron, la boxe, le cyclisme, le plongeon, le tir à l'arc, le triathlon, faire, Je fais... Je ne fais pas... Quel sport fais-tu ? Il/Elle fait... Il/elle est athlète. Il/elle est triathlète. Il/elle est cycliste. Il est cavalier. Elle est cavalière. Il est archer. Elle est archère. Il est boxeur. Elle est boxeuse. Il est nageur. Elle est nageuse. Il est plongeur. Elle est plongeuse. Il est escrimeur. Elle est escrimeuse. Il est remeur. Elle est remeuse.	Les vêtements, Je voudrais acheter... un T-shirt, un pull, un manteau, un pantalon, un short, une chemise, une robe, une jupe, une casquette, une écharpe, des gants, des chaussettes, des chaussures, des baskets, des lunettes de soleil, rouge, jaune, bleu, noir, vert, violet, gris, blanc, orange, marron, Qu'est-ce que tu portes ? Porter, Je porte... et iver...	les habitats, Les animaux et les plantes ont besoin de/d'... Les animaux et les plantes ont besoin d'un abri. Les animaux et les plantes ont besoin de nourriture. Les animaux et les plantes ont besoin d'air. Les animaux et les plantes ont besoin de soleil. Les animaux et les plantes ont besoin d'eau. la forêt tropicale, la prairie, l'océan, le désert, l'Arctique, ...est un habitat dans... le Sahara, l'Amazonie, le parc national des South Downs, l'Océan Pacifique, le Groenland, le chameau, le lapin, l'ours blanc, le singe araignée, le requin, habite, habitent, dans, les algues, les grands arbres, les buissons, les cactus, les plantes résistantes, pousse, poussent
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Vision: To ensure pupils of all abilities develop solid foundations in key language learning skills, properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and express themselves in speech and writing. Children will explore the similarities and differences between the foreign language they are learning and English. They will strengthen their sense of identity by learning about the cultures and other countries and comparing it with their own.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Vocabulary	Les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Aujourd'hui, c'est quel jour ? Aujourd'hui, c'est... Quel est ton jour préféré ? Mon jour préféré c'est le... Les mois, janvier, février, mars, avril, mai, juin, juillet, Août, septembre, octobre, novembre, décembre, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, Quelle est la date aujourd'hui ? Aujourd'hui, c'est... C'est quand ton anniversaire ? Mon anniversaire, c'est le...	Les vêtements, Je voudrais acheter... un T-shirt, un pull, un manteau, un pantalon, un short, une chemise, une robe, une jupe, une casquette, une écharpe, des gants, des chaussettes, des chaussures, des baskets, des lunettes de soleil, rouge, jaune bleu, noir, vert, violet, gris, blanc, orange, marron, Qu'est-ce que tu portes ? Porter, Je porte... et iver...	Les matières, L'informatique, L'histoire, L'anglais, Le dessin, Le français, Le sport, La géographie, La musique, Les maths, Les sciences, J'étudie. Est-ce que tu aimes... ? Oui, j'aime... Oui, j'adore... Non, je n'aime pas... Non, je déteste... Amusant, Utile, Intéressant. Facile, Ennuyeux, Difficile, Inutile, Parce que c'est, Car c'est, Et Quelle heure est-il ? Il est une heure, Il est deux heures, Il est trois heures, Il est quatre heures, Il est cinq heures, Il est six heures, Il est sept heures, Il est huit heures, Il est neuf heures, Il est dix heures, Il est onze heures, Il est douze heures, Il est minuit, Il est midi	Et quart, Et demie, Moins le quart, Je me lève, Je prends mon petit déjeuner, Je regarde la télé, Je lis des bandes dessinées, J'écoute de la musique, Je joue à l'ordinateur, Je joue au foot, Je vais à la piscine, Je vais au cinéma, Je me couche	les planètes, le Soleil, Mercure, Vénus, la Terre, la Lune, Mars, Jupiter, Saturne, Uranus, Neptune, rouge, bleu/bleue, petit/petite, grand/grande, chaud/chaude, froid/froide, lumineux/lumineuse, rocheux/rocheuse, gazeux/gazeuse, est, et, Très, assez, Comment t'appelles-tu ? Quel âge as-tu ? Où habites-tu ? Combien de planètes y a-t-il ? Peux-tu décrire trois planètes ? Pourquoi es-tu un bon candidat ? Je m'appelle... J'ai ... ans, J'habite à ... Il y a... Je suis... responsable, compétent/compétente, Courageux/courageuse, Curieux/curieuse, Patient/patiente, calme, Aventureux/aventureuse, Ambitieux/ambitieuse. Dynamique, intelligent/intelligente	Salut, Je vais... Je vais utiliser moins de papier. Je vais utiliser moins de plastique. Je vais utiliser moins de carton. Je vais utiliser moins d'eau. Je m'appelle... parce que... J'habite... Il y a des défilés de chars. Je parle... Il y a des feux d'artifice. le français, Il y a des plats spéciaux. l'anglais, Il y a des défilés militaires. Ma fête préférée est le Mardi Gras. À plus tard ! Ma fête préférée est Noël. À la prochaine ! Ma fête préférée est Pâques. Qu'est-ce que tu vas faire pour protéger notre planète ? Ma fête préférée est le jour de l'an. Je vais utiliser moins de papier. Ma fête préférée est le 14 juillet. Je vais utiliser moins de carton. Ma fête préférée est la Fête du Canada. Je vais utiliser moins de plastique. Ma fête préférée est l'Aïd. Je vais utiliser moins d'eau.
SMSC	Spiritual – To learn how to use a new language and vocabulary to express themselves by sharing their thoughts and feelings in a different way. Moral – To explore the language and culture fostering empathy and a greater understanding of diverse cultures and societies. Social – To understand their role in an international world and become more globally aware. Cultural – To compare life in French-speaking countries with their own, fostering a broader worldview.					