

French Curriculum



Joyful & Equipped to Succeed & Serve



Vision & Intent

Page 1

Long Term Plan

Page 2

National Curriculum Coverage

Knowledge & Skills Progression

Page 8

Vocabulary Banks

Page 13

Vision & Intent

Vision

Our school vision for pupils is for them to be *Joyful & Equipped to Succeed & Serve*. Teaching and learning in French plays a part in that vision. Our French curriculum, based on the broad themes of self, family, food, school, time and place, provides an introduction to the culture of French-speaking countries and communities and aims to foster children's curiosity and help deepen their understanding of the world, giving them opportunities to grow into curious, confident and reflective language learners and providing them with a foundation that will equip them for further language studies.

Intent

- Our French curriculum includes a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum.
- Resources used include materials which offer children opportunities to listen and respond to authentic French, spoken by native speakers.
- Children will be encouraged to express their ideas and thoughts in French and will be provided with opportunities to interact and communicate with others both in speech and in writing.

Implementation

- Lessons are sequenced throughout each themed unit so that prior learning is considered and opportunities for revision of language and grammar are built in.
- The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Children will add to their own French vocabulary, phrase and grammar books as they progress through the KS2 four year rolling programme.
- In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.
- Children will have opportunities to develop their language skills through other curriculum areas, for example linking the French 'Food' unit with cooking in Design and Technology.

Impact

- Using the full range of resources, including display materials, will increase the profile of French across school.
- The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners.
- Impact will be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and summative assessments aimed at targeting next steps in learning.

Key Stage 2 Long Term Plan

Autumn Term

Spring Term

Summer Term

Year 3

**Getting to Know You
All About Ourselves
French Writing
French Nativity**

**All About Ourselves
Food**

**Family and Friends
Time**

Year 4

**Getting to Know You
All About Ourselves
French Writing
Celebrating Christmas in France**

**All About Ourselves
All Around Town
Shopping**

**Our School
On the Move**

Year 5

**Getting to Know You
All About Ourselves
French Writing
French Nativity**

**All About Ourselves
Food**

**Family and Friends
Bastille Day**

Year 6

**Getting to Know You
All About Ourselves
French Writing
Celebrating Christmas in France**

**All About Ourselves
All Around Town
Shopping**

**Our School
On the Move**

National Curriculum Coverage: KS2

Year 3

Getting to Know You/All About Ourselves/French Nativity

1

All About Ourselves/Food

2

Family and Friends/Time

3

Listen attentively to spoken language and show understanding by joining in and responding

1,2,3

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

3

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

1,2

Speak in sentences, using familiar vocabulary, phrases and basic language structures

1,3

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

1,2,3

Present ideas and information orally to a range of audiences

1,3

Read carefully and show understanding of words; broaden vocabulary; write phrases from memory, and adapt these to make new sentences, to express ideas clearly

1,2

Describe people, places, things and actions orally and in writing

3

Understand basic grammar, including masculine and feminine and neuter forms and the conjugation of high-frequency verbs; understand key features and patterns

1,2,3

National Curriculum Coverage: KS2

Year 4

Getting to Know You/All About Ourselves/ Christmas

1

All About Ourselves/All Around Town/ Shopping

2

Our School/On the Move

3

Listen attentively to spoken language and show understanding by joining in and responding

1,2,3

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

2,3

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

1,2,3

Speak in sentences, using familiar vocabulary, phrases and basic language structures

1,2,3

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

1,2,3

Present ideas and information orally to a range of audiences

1,2,3

Read carefully and show understanding of words; broaden vocabulary; write phrases from memory, and adapt these to make new sentences, to express ideas clearly

2,3

Describe people, places, things and actions orally and in writing

2, 3

Understand basic grammar, including masculine and feminine and neuter forms and the conjugation of high-frequency verbs; understand key features and patterns

1,2,3

National Curriculum Coverage: KS2

Year 5

Getting to Know You/All About Ourselves/ Nativity

All About Ourselves/ Food

Family and Friends/Bastille Day

1

2

3

Listen attentively to spoken language and show understanding by joining in and responding

1,2,

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

1,3

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

2,3

Speak in sentences, using familiar vocabulary, phrases and basic language structures

2,3

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

1,2,3

Present ideas and information orally to a range of audiences

3

Read carefully and show understanding of words; broaden vocabulary; write phrases from memory, and adapt these to make new sentences, to express ideas clearly

2

Describe people, places, things and actions orally and in writing

1,2, 3

Understand basic grammar, including masculine and feminine and neuter forms and the conjugation of high-frequency verbs; understand key features and patterns

1,2,3

National Curriculum Coverage: KS2

Year 6

Getting to Know You/All Bout Ourselves/Christmas

1

All About Ourselves/All Around Town/Shopping

2

Our School/On the Move/ Bastille Day

3

Listen attentively to spoken language and show understanding by joining in and responding

1,2,3

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

1,2

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

1,2,3

Speak in sentences, using familiar vocabulary, phrases and basic language structures

1,2,3

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

1,2,3

Present ideas and information orally to a range of audiences

1,2,

Read carefully and show understanding of words; broaden vocabulary; write phrases from memory, and adapt these to make new sentences, to express ideas clearly

2,3

Describe people, places, things and actions orally and in writing

2, 3

Understand basic grammar, including masculine and feminine and neuter forms and the conjugation of high-frequency verbs; understand key features and patterns

1,2,3

Strands	LKS2	UKS2
Listening and speaking/Oracy	<p>Children can:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. 	<p>Children can:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French; listen and understand the main points and some detail from short, spoken material in French.
	<ul style="list-style-type: none"> engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. 	<ul style="list-style-type: none"> engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts.
	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures. name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures. say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses.
	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations.

Strands	LKS2	UKS2
Listening and Speaking/ Oracy	Children can: <ul style="list-style-type: none"> present ideas and information orally to a range of audiences. name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	Children can: <ul style="list-style-type: none"> present ideas and information orally to a range of audiences. manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people.
	<ul style="list-style-type: none"> describe people, places, things and actions orally. say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions 	<ul style="list-style-type: none"> .Children describe people, places, things and actions orally. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing (Literacy)	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing. read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing. read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material
	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Strands	LKS2	UKS2
Reading and Writing/Literacy	<p>Children can:</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. . 	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage
	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly. write single familiar words from memory with understandable accuracy; write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly. write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
Stories, Songs, Poems and Rhymes	<ul style="list-style-type: none"> describe people, places, things and actions in writing copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> describe people, places, things and actions in writing. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Strands	LKS2	UKS2
Reading and Writing/Literacy	<p>Children can:</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language. • join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling. 	<p>Children can</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language. • follow the text of a familiar song or story; follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
	Stories, Songs, Poems and Rhymes	<ul style="list-style-type: none"> • 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. • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; recognise and use partitive articles; name the first and second person singular subject pronouns; • use the correct form of some regular and high frequency verbs in the present tense with first and second person; • name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas); • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; recognise and use the first person possessive adjectives (mon, ma, mes); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in their sentences; use the third person singular and plural of the verb 'être' in the present tense.

French and SEND Provision

The French curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of French will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans.

Verb and Grammar Progression

Year 3/4

(1st and 2nd singular)

- S'appeler
- être
- aimer
- habiter
- adorer
- detester
- vouloir
- manger
- preferer
- boire

(1st, 2nd and 3rd person singular)

- Avoir (and negative)
- S'appeler

Year 5/6

(1st, 2nd and 3rd person singular and negative)

- faire
- être
- aimer
- habiter
- adorer
- detester
- vouloir
- manger
- preferer
- boire
- jouer
- chanter
- nager
- mettre
- pluevoir

Vocabulary Progression

Getting to Know You

Years 3/4

Bonjour

Bonsoir

Bonne nuit

Salut

Je m'appelle

Comment t'appelles-tu?

Monsieur

Madame

Mademoiselle

Comment ça va?

Bien

Très bien

Comme ci, comme ça

ça ne vas très bien

ça va mal

Merci

Years 3/4

Hello

Good evening

Good night

Hi

My name is...

What's your name?

Mr

Mrs

Miss

How are you doing?

Good/fine

Very well

Not bad/okay

Not very well

Bad/not well

Thank you

Years 5/6

Years 5/6

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Getting to Know You	Et toi?	And you?		
	Salut!	Bye! - informal		
	Au revoir	Goodbye - formal 'to meet again'		
	À bientôt	See you soon		
	À tout a l'heure	See you later		
	À demain	See you tomorrow		
	Bonne fin de semaine/Bon week-end	Have a good weekend		
	Zéro	0		
	un	1		
	deux	2		
	trois	3		
	quatre	4		
	cinq	5		
	six	6		
	sept	7		
	huit	8		
	neuf	9		
dix	10			
<i>C'est combien?</i>	How many is that?			

Vocabulary Progression

Getting to Know You

Years 3/4

Ça fait combien?

Plus

Moins

Égale

Quel âge as-tu?

J'ai ... ans

An(s)

Bon/Joyeux anniversaire!

Years 3/4

How many does that make?

Add/plus

Take away/subtract

Equals

How old are you?

I'm ... years old

Year(s)

Happy birthday!

Years 5/6

Years 5/6

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All About Me/ Ourselves	Asseyez-vous	Sit down	Les cheveux	Hair
	Levez-vous	Stand up	Les dents	Teeth
	Ranges-vois chaises	Put your chairs under	lèvre	Lip
	Taisez-vous	Be quiet	Langue	Tongue
	Écoutez	Listen	Joue	Cheek
	Regardez	Look	Menton	Chin
	Venez au tapis	Come to the carpet	Cou	Neck
	Répétez	Repeat	Poitrine	Chest
	Regardez-moi	Look at me	Dos	Back
	Allez-y	Off you go	Ventre	Tummy/belly
	Ranges vos affaires	Tidy your things	Doigt	Finger
			Pouce	Thumb
	Voici	This is	Orteil	Toe
	Mon corps	My body	derrière	Bottom
	La tête	Head	Voici	This is
	Les épaules	Shoulders	Corps	Body
	Les genoux	Knees	visage	face
	Les pieds	Feet		
	Les yeux	Eyes		
	Les oreilles	Ears		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All About Me/ Ourselves	La bouche	Mouth	Les cheveux	Hair
	Le nez	Nose	Longs	Long
	Oui	Yes	Courts	Short
	Non	No	Mi-longs	Medium/average
	Les mains	Hands	Raides	Straight
	Les pieds	Feet	bouclés	Curly
	Les bras	Arms	Ondulés	Wavy
	Tapez	Clap/stamp	Blonds	Blonde
	Croisez	Cross/fold	Châtains	Chestnut brown
	Marchez	Walk/step	Roux	Ginger
	Levez	Raise	Noirs	Black
	Touchez	Touch	Les yeux	Eyes
	Courez	Run	Bleus	Blue
	Sautez	Jump	Verts	Green
	Posez	Put down	Bruns	Brown
	Prenez	Pick up/take	Gris	Grey
				Violet
			adjectif	

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All About Me/ Ourselves	C'est de quelle couleur?	What colour is it?	Qu'est-ce que tu fais ?	What are you doing?
	Bleu	Blue	Prends	Take
	Blanc	White	Cherche	Look for
	Rouge	Red	Ouvre	Open
	Noir	Black	Ferme	Close
	Jaune	Yellow	Range	Tidy
	Vert	Green	Ramasse	Gather/collect
	Gris	Grey	Écris	Write
	Orange	Orange	Lis	Read
	Rose	Pink	Aide	Help
	Violet	Purple	Croise	Fold/cross
	Marron	Chestnut brown	Pose	Put down/place
	C'est	It's	Tends	Stretch
			Lève	Raise/lift
			Ami (m)/aime (f)	Friend
			phrase	sentence

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All About Me/Ourselves	Une jupe	Skirt	Il porte	He's wearing
	Un pantalon	Trousers	Elle porte	She's wearing
	Un tee-shirt	t-shirt	Qu'est-ce qu'il/elle porte ?	What's he/she wearing
	Une chemise	Shirt/blouse	Heureux/heureuse	Happy
	Un pull	Jumper	désolé(e)	Sorry
	Un sweat	Sweatshirt	énervé(e)	Annoyed
	Des chaussures	Shoes	fatigué(e)	Tired
	Un short	Shorts	fier/fière	Proud
	Des chaussettes	Socks	surpris(e)	Surprised
	Une robe	Dress	fâché(e)	Angry
	Un maillot de corps	Vest	content(e)	Pleased
	Un slip	Pants	Triste	Sad
	Qu'est-ce qu'il y a dans l'armoire?	What's in the wardrobe	Je suis	I am
	Il y a ...	There is/are	Tu es	You are—informal
			Comment te sens-tu aujourd'hui ?	How are you feeling today?

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All About Me/ Ourselves	Des gants Une écharpe Un manteau Un chapeau Un impermeable Des lunettes Une ceinture Des bottes Une montre Qu'est-ce que tu portes? Je porte ... Et	Gloves Scarf Coat Hat Waterproof jacket Glasses Belt Boots Watch What are you wearing? I'm wearing ... And	J'ai mal Avoir mal au Coeur médecin (m) médicament (m) Malade Qu'est-ce qui ne va pas ? au/à la/à l'/aux...	I've got a pain To feel sick Doctor Medicine Ill What's the matter? In the ...

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Food				
	Une pomme	One apple	J'ai soif	I'm thirsty
	Deux poires	Two pears	les boissons chaudes (f)	hot drinks
	Trois prunes	Three plums	les boissons froides (f)	cold drinks
	quatre fraises	four strawberries	le thé (m)	Tea
	cinq oranges	five oranges	le café (m)	Coffee
	du gâteau	some cake	le café au lait (m)	coffee with milk
	une glace	one ice cream	le coca (m)	Cola
	un cornichon	one gherkin	la limonade (f)	Lemonade
	un morceau de fromage	a piece of cheese	le jus d'orange (m)	orange juice
	du saucisson	some salami	l'eau (f)	Water
	une sucette	a lollipop	une bouteille (f)	Bottle
	de la tarte aux cerises	a slice of cherry pie	une tasse (f)	Cup
	une saucisse	one sausage	un verre (m)	Glass
	une brioche	one brioche bun	de	Of
	de la pastèque	some watermelon	Qu'est-ce que vous désirez boire ?	What would you like to drink?
	il mange	he eats	Je voudrais...	I would like...
	Mais il a encore faim.	But he's still hungry.		

Vocabulary Progression

Food

Years 3/4

je voudrais

du/de la/des

s'il vous plaît

voilà

merci

j'aime

je n'aime pas

j'adore

je déteste

Qu'est-ce que tu aimes ?

clair

foncé

bright

C'est de quelle couleur ?

Years 3/4

I would like

some

please

here you are

thank you

I like

I don't like

I love

I hate

What do you like?

Light/pale

Dark

Vif

What colour is it?

Years 5/6

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche

...heure(s)

...heure(s) et demie

Quelle heure est-il ?

ouvert

fermé

À quelle heure ?

Years 5/6

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

...o'clock

...half past

What time is it?

Open

Closed

What time?

Vocabulary Progression

Food	Years 3/4	Years 3/4	Years 5/6	Years 5/6
	marron	Brown	le petit déjeuner (m)	Breakfast
	violet	Purple	la nourriture (f)	Food
	rose	Pink	une baguette (f)	bread - baguette
	orange	Orange	un croissant (m)	Croissant
	gris	Grey	un yaourt (m)	Yoghurt
	vert	Green	de la confiture (f)	Jam
	jaune	Yellow	des céréales (f)	Cereals
	noir	Black	un pain au chocolat (m)	chocolate bread
	rouge	Red	les boissons (f)	Drinks
	blanc	White	un thé (m)	Tea
	Bleu	blue	un café (m)	Coffee
	grand(e)	large/big	un chocolat chaud (m)	hot chocolate
	petit(e)	Small	un jus d'orange (m)	orange juice
	Qu'est-ce qu'il mange ?	What does he eat?	de l'eau (f)	Water
	un petit chien	a small dog	du lait (m)	Milk
	un grand chien	a big dog	pour	For
	une grande pastèque	a big watermelon	mon (m)	My
	une petite pastèque	a small watermelon	je voudrais...	I would like...
	un grand cornichon	a big gherkin	et	And
	un petit cornichon	small gherkin		
	une grande glace	a big ice cream		
	une petite glace	A little ice cream		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Food				
	ouvrez	Open	le sandwich (m)	Sandwich
	coupez	Cut	le pain (m)	Bread
	lavez	Wash	la baguette normale (f)	white bread
	séchez	Dry	le pain complet (m)	wholemeal bread
	l'eau	Water	le pain aux herbes (m)	herby bread
	le savon	Soap	Qu'est-ce que vous désirez ?	What would you like?
	la mousse	Foam	Je voudrais...	I would like...
	la serviette	towel/napkin	les viandes (f)	Meats
			le rosbif (m)	roast beef
			le jambon (m)	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

Vocabulary Progression

Food

Years 3/4

Years 3/4

Years 5/6

Years 5/6

J'aime

manger

le chocolat (m)

le gâteau (m)

les chips (f)

les frites (f)

la crêpe (f)

la sucette (f)

le hot-dog (m)

la glace (f)

délicieux (m)/délicieuse (f)

amer (m)/amère (f)

sucré (m)/sucrée (f)

salé (m)/salée (f)

chaud (m)/chaude (f)

froid (m)/froide (f)

croquant (m)/croquante (f)

mou (m)/molle (f)

I like

to eat

Chocolate

Cake

Crisps

chips

Pancake

Lollipop

hot dog

ice cream

Delicious

Bitter

sugary/sweet

salty/savoury

Hot

Cold

Crunchy

Soft

Vocabulary Progression

Food

Years 3/4

Years 3/4

Years 5/6

Years 5/6

savoureux (m)/savoureuse (f)

Tasty

collant (m)/collante (f)

Sticky

crémeux (m)/crémeuse (f)

Creamy

parce que

Because

trop

too

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 (m)

Bacon

Je voudrais...

I would like...

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Our school <i>(3/4 s+l)</i>	au dessus du/de la/de l'/des	above/on	la porte (f)	door
	sous	Under	la fenêtre (f)	Window
	à droite du/de la/de l'/des	Right	la table (f)	Table
	à gauche du/de la/de l'/des	Left	la chaise (f)	Chair
	vrai	True	l'ordinateur (m)	Computer
	Faux	false	l'armoire (f)	Cupboard
	les matières (f)	Subjects	la bibliothèque (f)	Bookcase
	le français (m)	French	l'évier (m)	Sink
	l'anglais (m)	English	à côté de	next to
	les sciences (f)	Science	Où est...?	Where is...?
	les mathématiques (les maths) (f)	mathematics/maths	Où sont...?	Where are...?
	la musique (f)	Music		
	l'éducation physique (f)	physical education	la trousse	pencil case
	l'histoire (f)	History	le crayon	Pencil
	la géographie (la géo) (f)	Geography	le stylo	Pen
	l'informatique (f)	IT	le crayon de couleur	coloured crayon
	le dessin (m)	Art	les ciseaux	Scissors
	Quelle matière préfères-tu ?	Which subject do you prefer?	le taille-crayon	pencil sharpener
	J'aime mieux...	I like...best	la gomme	Eraser
	Which is your favourite subject?	Quelle est ta matière favorite ?	la règle	Ruler
Ma matière favorite est..	My favourite subject is..	la colle	glue	

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Our school	onze	Eleven	trente-et-un	thirty one
<i>(3/4 s+l)</i>	douze	Twelve	trente-deux	thirty two
	treize	Thirteen	trente-trois	thirty three
	quatorze	Fourteen	trente-quatre	thirty four
	quinze	Fifteen	trente-cinq	thirty five
	seize	Sixteen	trente-six	thirty six
	dix-sept	Seventeen	trente-sept	thirty seven
	dix-huit	Eighteen	trente-huit	thirty eight
	dix-neuf	Nineteen	trente-neuf	thirty nine
	vingt	Twenty	quarante	Forty
	vingt-et-un	twenty one	les formes (f)	Shapes
	vingt-deux	twenty two	Qu'est-ce que c'est ?	What is it?
	twenty three	vingt-trois	triangle	un triangle (m)
	vingt-quatre	twenty four	un carré (m)	Square
	vingt-cinq	twenty five	un rectangle (m)	blong
	vingt-six	twenty six	un losange (m)	Rhombus
	vingt-sept	twenty seven	un cerf-volant (m)	Kite
	tvingt-huit	twenty eight	un pentagone (m)	pentagon
	vingt-neuf	twenty nine		
	trente	thirty		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Our school				
<i>(3/4 s+l)</i>	un hexagone (m)	Hexagon	les peintures (f)	Paints
	un octogone (m)	Octagon	les ciseaux (m)	Scissors
	les côtés (m)	Sides	les crayons de couleur (m)	Crayons
	Combien de côtés a... ?	How many sides does...have?	les feutres (m)	felt pens
	Combien de côtés ont... ?	How many sides do...have?	Il/Elle est là-bas	It's over there
			Ils/Elles sont là-bas	They're over there
	pas pour le moment	not at the moment	Il/Elle est ici	It's here
	Excusez-moi	Excuse me	Ils/Elles sont ici	They're here
	où est ?	where is?	Il/Elle est sur...	It's on...
	où sont ?	where are?	Ils/Elles sont sur...	They're on...
	le livre (m)	Book	Il/Elle est à côté de...	It's next to...
	la colle (f)	Glue	Ils/Elles sont à côté de...	They're next to...
	le journal (m)	Newspaper	Il/Elle est sous...	It's under...
	la gomme (f)	Rubber	Ils/Elles sont sous...	They're under...
	la règle (f)	Ruler	Il/Elle est derrière...	It's behind...
	le taille-crayon (m)	pencil sharpener	Ils/Elles sont derrière...	They're behind...
	les livres (m)	books		

Vocabulary Progression

Shopping

(+ food, clothes,
colours)

Years 3/4

Le magasin de chaussures

Le magasin de jouets

Le magasin de vêtements

La fromagerie

La boucherie

La boulangerie

La pâtisserie

Le marché

La bijouterie

La confiserie

Years 3/4

Shoe shop

Toy shop

Clothes shop

Cheese shop

Butchers

Bakers

Cake shop

Market

jewellers

Sweet shop

Years 5/6

Je voudrais un...

Je voudrais une...

Je voudrais du/de la/ de'

C'est combien?

C'est..

voici votre monnaie

Years 5/6

I would like a or some...

How much is it?

It's...

Here's your change

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
On the Move	une voiture	Car	Le nord	North
	un autobus	Bus	Le sud	South
	un vélo	Bicycle	L'est	East
	à pied	on foot	L'ouest	West
	un cheval	Horse	Le norde-ouest	North-west
	un train	Train	Le norde-est	North-east
	un camion	Lorry	Le sud-ouest	South-west
	un hélicoptère	Helicopter	Le sud-est	South-east
	un avion	Plane	La direction	The direction
	une trottinette	Scooter	L'Espagne	Spain
	un taxi	Taxi	La France	France
	une moto	Motorbike	L'Italie	Italy
	les transports	Transport	La Belgique	Belgium
	à	on	L'Andorre	Andorra
			L'Allemagne	Germany
			Le Luxembourg	Luxemburg
			La Suisse	Switzerland
			Le voisin	The neighbour
			Le Royaume-Uni	The United Kingdom

Vocabulary Progression

On the Move

Years 3/4

Comment vas-tu à l'école ?

Je vais à l'école

en voiture

en autobus

vélo

à pied

à cheval

en train

en camion

en hélicoptère

en avion

à trottinette

en taxi

à moto

allez

tout droit

tournez

à droite

à gauche

Years 3/4

How do you go to school?

I go to school

by car

by bus

by bike

on foot

on horseback

by train

by lorry

by helicopter

by plane

by scooter

by taxi

by motorbike

go

straight on

Turn

to the right

to the left

Years 5/6

Years 5/6

Vocabulary Progression

On the Move

Years 3/4

le bras
la jambe
le coude
la main
sautiez
courez
marchez
sautillez
sautiez à cloche-pied
arrêtez
pliez
tendez
liez
tenez
lâchez

Years 3/4

Arm
Leg
Elbow
Hand
Jump
Run
Walk
Skip
Hop
Stop
Bend
stretch/extend
Bind
Hold
release

Years 5/6

Years 5/6

Vocabulary Progression

On the Move

Years 3/4

Pour le/la ____, s'il vous plaît ?

Pour l'école, s'il vous plaît ?

bien sûr

C'est tout droit.

C'est à gauche.

.C'est à droite.

C'est la première à gauche.

C'est la deuxième à droite.

C'est la troisième à gauche.

je vais

tu vas

il va

elle va

nous allons

vous allez

ils vont

elles vont

Years 3/4

How do I get to the ____ please?

How do I get to the school please?

of course

It's straight on.

It's on the left

It's on the right.

It's the first on the left.

It's the second on the right.

It's the third on the left

I go

you (singular, informal) go

he goes

she goes

we go

you (plural; singular, formal) go

they (masculine or mixed group) go

they (feminine) go

Years 5/6

Years 5/6

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Family and Friends	voici	here is/this is/here are/these are	La famille	The family
	Qui est-ce ?	Who's this?	Le fils	The son
	moi	Me	La fille	The daughter
	ma (f)/mon (m)/mes (pl)	My	Le mari	The husband
	frère	Brother	La femme	The wife
	soeur	Sister	Les enfants	The children
	mère	Mother	Une ferme	A farm
	père	Father	Une maison	A house
	parents	Parents	Un appartement	An apartment/flat
	grand-mère	Grandmother	Petit/petite	Small
	grand-père	Grandfather	Grand/grande	Big
	tante	Aunt	La brosse a dents	Toothbrush
	oncle	Uncle	La television	The television
	cousin (m)/cousine (f)	Cousin	Le lit	The bed
	nièce	Niece	La baignoire	The bath
	neveu	Nephew	Le tapis	The carpet
famille	family	Amusant/amusante	Fun	
		Beau/belle	beautiful	

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Family and Friends	un chat	Cat		
	un chien	dog		
	un lapin	Rabbit		
	une souris	Mouse		
	un oiseau	Bird		
	un poisson	Fish		
	un serpent	Snake		
	un hamster	Hamster		
	une tortue	Tortoise		
	un cochon d'Inde	Guinea pig		
	un animal	Pet		
	As-tu...?	Have you got...?		
	j'ai	I've got		
	Je n'ai pas d'animal.	I haven't got a pet		
	une lettre	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.		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
Family and Friends	Comment s'appelle-t-il ?/elle? il s'appelle/ elle s'appelle Comment ça s'écrit ? ça s'écrit majuscule minuscule la maison l'appartement (m) le jardin l'entrée (f) l'escalier (m) le salon la salle à manger le garage la cuisine la chambre la salle de bain le grenier le sous-sol le bureau chez moi	What's his /her name? he's called/ she's called How is it spelt? It is spelt capital letter lower case letter House Flat Garden Hall Stairs lounge/living room dining room Garage Kitchen Bedroom Bathroom Attic Basement Study my home		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All Around				
Town	J'habite à...	I live in...	Habiter	Live
	Où	Where	Je/j'	I
	Où habites-tu?	Where do you live?	Tu	You
	Paris	Paris	Il	He
	Marseille	Marseille	Elle	She
	Lyon	Lyon	Nous	We
	Toulouse	Toulouse	Vous	You
	Nice	Nice	Ils	They
	Nantes	Nantes	Elles	They
	Strasbourg	Strasbourg	Ils	They
	Montpellier	Montpellier	Plus que	More than
	Bordeaux	Bordeaux	Moins que	Less than
	Lille	Lille		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All Around				
Town	un magasin une école une église un musée une boulangerie une piscine une gare une pâtisserie un café un supermarché un cinéma un parc un théâtre un marché une mosquée une rivière il y a... il n'y a pas de...	Shop School Church Museum Bakery swimming pool railway station cake shop Café Supermarket Cinema Park Theatre Market Mosque River there is/are... there isn't/aren't	Premier/premiere Deuxieme Troisieme Quatrieme Cinquieme Sixieme Septieme Dernier/derniere	First Second Third Fourth Fifth Sixth Seventh Last

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All Around				
Town	vingt	Twenty		
	trente	Thirty		
	quarante	Forty		
	cinquante	Fifty		
	soixante	Sixty		
	soixante-dix	Seventy		
	quatre-vingts	Eighty		
	quatre-vingt-dix	Ninety		
	cent	(one) hundred		
	et/plus	and/plus		
	font	makes>equals		
	moins	Subtract		
	divisé par	divided by		
	fois	Multiply		
	Mon adresse est...	My address is...		
	avenue	Avenue		
	boulevard	Boulevard		
	allée	lane		

Vocabulary Progression

	Years 3/4	Years 3/4	Years 5/6	Years 5/6
All Around				
Town	rue	street/road		
	place	place/square		
	du/de l'/de la/des	of the		
	une montagne	Mountain		
	un lac	Lake		
	le soleil	Sun		
	un hôpital	Hospital		
	un bois	Woods		
	un arbre	Tree		
	un singe	Monkey		
	un chameau	Camel		
	une plage	Beach		
	une mairie	town hall		
	une ferme	Farm		
	la lune	Moon		
	une fraise	Strawberry		
	une fleur	Flower		
	une chèvre	Goat		
	une vache	Cow		
	Que veut dire...?	What does...mean?		

Vocabulary Progression

	Years 3/4		Years 5/6	Years 5/6
Time	lundi	Monday		
	mardi	Tuesday		
	mercredi	Wednesday		
	jeudi	Thursday		
	vendredi	Friday		
	samedi	Saturday		
	dimanche	Sunday		
	janvier	January		
	février	February		
	mars	March		
	avril	April		
	mai	May		
	juin	June		
	juillet	July		
	août	August		
	septembre	September		
	octobre	October		
	novembre	November		
	décember	December		