



Year 3 French Medium Term Overview

Topic	Autumn 1 Perfect Pets	Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
Unit and Outcome	Les Animaux (Animals)	Core Vocabulary: Classroom commands, Colours, Numbers, Days of the week	J'apprends le Français (I'm learning French)	Petit Chaperon Rouge (The Little Red Riding Hood)	Je peux (I can...)	Les Glaces (Ice Cream)
Topic Specific Vocabulary	Un lion (a lion). un oiseau (a bird), un lapin (a rabbit). un cheval (a horse). un mouton (a sheep). un singe (a monkey), un cochon (a pig), une vache (a cow), une souris (a mouse).	la salle de classe (classroom). écoutez (listen). écrivez (write). demandez (ask). lisez (read). silence (silence). levez la main (put your hand up). répétez (repeat). fermez vos cahiers (close your books). ouvrez vos cahiers (open your books). blanc (white). bleu (blue). orange (orange). gris (grey). noir (black). vert (green). violet (violet). marron (brown). rouge (red). jaune (yellow). dix (ten). vingt (twenty). trente (thirty). quarante (forty). cinquante (fifty). soixante (sixty). soixante dix (seventy). quatre-vingts (eighty). quatre-vingt dix (ninety). cent (one hundred). lundi (Monday). mardi (Tuesday). mercredi (Wednesday). jeudi (Thursday). vendredi (Friday). samedi (Saturday). dimanche (Sunday).	ca va? (how are you?). comme ci comme ca (okay). comment tu t'appelles? (what is your name?) Je m'appelle (my name is). Un (one). deux (two), trois (three). quatre (four). cinq (five). six (six). sept (seven). huit (eight). neuf (nine). dix (ten).	Le corps (body) tête (head). épaules (shoulders). genoux (knee). pieds (feet).	Je peux danser (I can dance). chanter (to sing). manger (to eat). cuisiner (to cook). regarder (to watch). sauter (to jump). J'écris (I write). écouter (to listen). boire (to drink). parler (to speak). oui ou non? (yes or no).	une glace (an ice cream) a la vanille (vanilla) a la fraise (strawberry) Je voudrais (I would like) et (and) un cornet (cone) un petit pot (tub) une boule (1 scoop) s'il vous plait (please) Bonjour! (hello!) Quel parfum? (which flavour?) Combien de boules? (how many scoops?) C'est combien? (how much?) Merci (thank you) Au revoir (goodbye)
Prior Learning	This is their first exposure to French	This is their first exposure to French	This is their first exposure to French	This is their first exposure to French	This is their first exposure to French	This is their first exposure to French
Later Learning	In Year 4 Autumn 1, pupils will be taught, "As tu un animal?" Do you have an animal?	In Year 4, pupils will be recapping the above.	In Year 4, pupils will be taught je me présente.	In Year 4, pupils will be taught nothing relevant to this topic.	In Year 4, pupils will be taught nothing relevant to this topic.	In Year 4, pupils will be taught nothing relevant to this topic.
Year 3 National Curriculum Objectives	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 Present ideas and information orally to a range of audiences 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.					
More detailed knowledge required	- Understand that all nouns in French are either "masculine" or "feminine". - Say, read and write "I am" in French. - Read, write and say the French masculine word for "a". - Read, write and say the French feminine word for "a". - Say up to 10 animals in French with the correct word for "a".	As Core Vocabulary, no more detailed knowledge needed.	-Find France on a map of the world and learn some key facts about France/French speaking countries. -Say hello and goodbye in French. -Say "my name is/I am called.." in French. -Ask somebody their name in French. -Ask somebody how they are feeling in French.	-Read key phrases from the story aloud with good pronunciation. -Try to repeat, read and write key phrases from the story in French. -Remember how to say, read and write the ten parts of the body in French.	- Read out loud ten popular verbs with good pronunciation in French. - Say from memory a few/some/all ten popular verbs with good pronunciation in French. - Write a few/some/all ten popular verbs from memory with accurate spelling in French. - Use "je peux" followed by some/all of the 10 popular verbs in	-Say and spell the flavours of ice cream - Be able to use vocabulary to order/serve an ice cream in a cafe. - Answer how many scoops/which flavour in French -

	<ul style="list-style-type: none"> - Read up to 10 animals in French with the correct word for "a". - Write up to 10 animals in French as accurately as I can, with the correct word for "a". - Put together a short sentence using a verb and a noun in French ("I am" and some/all 10 animals in French). 		<ul style="list-style-type: none"> -Say how I am feeling in French. -Read, write, say and recognise numbers 1-10 in French as accurately as I can with good pronunciation. -Read, write, say and recognise ten key colours in French as accurately as I can with good pronunciation. 		French in both spoken and written work.	
Year 3 Skills	<p>Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. Pronounce words showing knowledge of sound patterns Read out loud everyday words and phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new words. Label items. Write short phrases used in everyday conversations correctly. Hear main word classes. Recognise question forms and negatives. Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.</p>					
Linked artists/historians/musicians etc.	List of famous French people: <ul style="list-style-type: none"> • Joan of Arc (1412-1431) • Marie Antoinette (1755-1793) • Napoleon Bonaparte (1769-1821) 		List of famous French people: <ul style="list-style-type: none"> • Claude Monet (1840-1926) • Gustave Eiffel (1832 - 1922) 	List of Famous French People: <ul style="list-style-type: none"> • Claude Debussy (1862 - 1918) 		
Linked Texts Purple – Fiction Blue – Non-Fiction	<ul style="list-style-type: none"> • La Chenille Qui Fait Des Trous • Le Petit Prince • Une Folle journee au zoo • Petits animaux du zoo 		<ul style="list-style-type: none"> • My First French 1 to 100 Numbers Book with English Translations 	<ul style="list-style-type: none"> • Petit Chaperon Rouge (Little red Riding Hood) 		<ul style="list-style-type: none"> •



Year 4 French Medium Term Overview

Topic	Autumn 1 Paws for Thought	Autumn 2 Villagers and Pillages	Spring 1 The Nowhere Emporium	Summer 1 Tragic Titanic	Summer 2 Mission: Survival	Spring 2 S.O.S Save Our Species
Unit and Outcome	As tu un animal? (Do you have an animal?)	Core Vocabulary: Classroom commands, Colours, Numbers, Days of the week	Les instruments (Musical instruments)	Je me présente (Presenting myself)	En famille (Family)	Boucle D'Or et les trois ours (Goldilocks and the three bears)
Topic Specific Vocabulary	un chien (a dog). un chat (a cat). un lapin (a rabbit). un oiseau (a bird). un hamster (a hamster). un poisson rouge (a goldfish). une souris (a mouse). une tortue (a tortoise).	la salle de classe (classroom). écoutez (listen). écrivez (write). demandez (ask). lisez (read). silence (silence). levez la main (put your hand up). répétez (repeat). fermez vos cahiers (close your books). ouvrez vos cahiers (open your books). blanc (white). bleu (blue). orange (orange). gris (grey). noir (black). vert (green). violet (violet). marron (brown). rouge (red). jaune (yellow). dix (ten). vingt (twenty). trente (thirty). quarante (forty). cinquante (fifty). soixante (sixty). soixante dix (seventy). quatre-vingts (eighty). quatre-vingt dix (ninety). cent (one hundred). lundi (Monday). mardi (Tuesday). mercredi (Wednesday). jeudi (Thursday). vendredi (Friday). samedi (Saturday). dimanche (Sunday).	Je joue (I play) la trompette, la batterie (drum kit) la flûte à bec (recorder) la guitare (guitar). la clarinette (clarinet). la harpe (harp). le piano (piano). le violon (violin). le triangle (triangle). les cymbales (cymbles).	Comment tu t'appelles? (what is your name?) Je m'appelle...(My name is) Quel âge as tu? (how old are you?) J'ai ___ ans (I am ___ years old) Où habites tu? (Where do you live?) J'habite a (I live...)	La mère (mother) La sœur (sister) La tante (aunty) Le père (father) Le frère (brother) L'oncle (uncle) Les grands-parents (Grand parents) Il s'appelle (his name is)) Elle s'appelle (her name is) Ma famille (my family)	La moyenne chaise (the medium chair) Mou (soft) Boucle D'or (Goldilocks) La petite chaise (the small chair) Papa ours (father bear) Le grand lit (the big bed) Maman ours (mother bear) Le moyen lit (the medium bed) Bébé ours (baby bear) Le petit lit (the small bed) Une maison (a house) Sucré (sweet) Une forêt (a forest) Salé (salty) Le grand bol (the big bowl)
Prior Learning	In Year 3, pupils were taught Les animaux (the animals)	In Year 3 pupils were taught the same topic, so this is a recap.	This is new learning.	In Year 3, pupils were taught the basics about asking ones name and to say 'My name is...' in the topic J'apprends le Français (I'm learning French).	In Year 3 pupils were taught the basics about asking one's name and to say 'My name is...' in the topic J'apprends le Français (I'm learning French).	This is new learning.
Later Learning	In Years 5 and 6 pupils will be taught about habitats of different animals.	In Years 5 and 6 pupils will be recapping these topics in their core vocabulary as well as adding some other topics into it.	In Years 5 and 6 pupils will be taught nothing relevant to this topic.	In Years 5 and 6 pupils will be taught about months of the year and the dates.	In Years 5 and 6 pupils will be taught nothing relevant to this topic.	In Years 5 and 6 pupils will be taught nothing relevant to this topic.
Year 4 National Curriculum Objectives	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. 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. Describe people, places, things and actions orally and in writing					
More detailed knowledge required	- Say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in French for popular pets. - Say and write from memory what pet I have and what pet I do not have in French. - Say and write what my pet is called in French.	As Core Vocabulary, no more detailed knowledge needed.	-Read, write and say the French masculine words for "the" -Read, write and say the French feminine word for "the" -Understand that the word "the" in French also has a plural form. -Say up to 10 instruments in French, with the correct word for "the" with good pronunciation.	-Count to 20 in French. -Ask somebody their name and age in French and say my name and age in French in reply -Say hello and goodbye and then ask how somebody else is feeling and answer in return how I am feeling.	-Recognise, say and write the nouns for key family members in French. -Tell somebody in French the members in my family (real, fictitious, historical or television families are allowed). -Tell somebody in French the names of the members in my	- Listen attentively to the familiar fairy tale of Goldilocks and the Three Bears in French. - Increase my memory potential in French by using picture cards, word cards and phrase cards based on the story told in French. - Increase my thinking and reasoning skills in French and learn strategies to use in the

	<ul style="list-style-type: none"> - Start to use the connectives "et" (and) and "mais" (but) in French. - Ask somebody in French what pet they have. 		<ul style="list-style-type: none"> -Read up to 10 instruments in French, with the correct word for the". -Write up to 10 instruments in French with the correct word for "the". -Say, read and write "I play" in French. -Put together a short sentence using a verb and a noun ("I play..." plus an instrument). -Write "I play" PLUS each instrument for some/all 10 instruments. 	<ul style="list-style-type: none"> -Ask somebody where they live and answer back where I live, in French. -Say if I am French or English, starting to understand what gender and agreement mean in French. 	<ul style="list-style-type: none"> family (real, fictitious, historical or television families are allowed). -Listen to, read, recognise, say and write numbers 1-100. -Tell somebody in French the ages of the members in my family (real, fictitious, historical or television families are allowed). -To use, say and write accurately the words for "my" (possessive adjective) in French. 	<ul style="list-style-type: none"> future for memorising new words and phrases in French. - Gist read in French. - Attempt to re-tell the familiar fairy tale in French orally and in written form, with good pronunciation, using a storyboard/mini book.
Year 4 Skills	<p>Give responses to questions about everyday events. Pronounce words showing knowledge of sound patterns Read out loud everyday words and phrases. Read out loud familiar words and phrases. Label items. Write short phrases used in everyday conversations correctly. Hear main word classes. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone. Understand the main points and opinions in spoken passages. Take part in conversations. Refer to recent experiences or future plans, everyday activities and interests. Read and understand the main points and opinions in written texts from various contexts. Show confidence in reading aloud. Write short phrases from memory with spelling that is readily understandable. Refer to recent experiences or future plans, as well as everyday activities. Convey meaning although there may be some mistakes, the meaning can be understood with little or no difficulty. Recognise patterns in simple sentences. Apply knowledge of rules when building sentences. Appreciate that different languages use different writing conventions. Recognise the typical conventions of word order in foreign languages. Give detailed accounts of the customs and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>					
Linked artists/historians/musicians etc.	<ul style="list-style-type: none"> List of famous French people: • Joan of Arc (1412-1431) • Marie Antoinette (1755-1793) • Napoleon Bonaparte (1769-1821) 		<ul style="list-style-type: none"> Famous French musicians: • Edith Piaf • Claude Debussy • Maurice Ravel • Vanessa Paradis • David Guetta 			•
Linked Texts Purple – Fiction Blue – Non-Fiction	<ul style="list-style-type: none"> • Les animaux de compagnie 		<ul style="list-style-type: none"> • Mes instruments de musique classique • Ecoute et apprend les instruments de musique 		<ul style="list-style-type: none"> • Ma famille et moi 	



Year 5 French Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Spring 1 Walk Like an Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail	Summer 2 Fun at the Fair
Unit and Outcome	Core Vocabulary: Classroom commands and colours recap, Numbers and Days of the week recap, Les Mois (the months) and Pronunciation	Les planètes (Planets)	Quelle est la date aujourd'hui? (The date)	Quel temps fait-il? (The weather)	Les vêtements (Clothes)	Au café (Café)
Topic Specific Vocabulary	la salle de classe (classroom). écoutez (listen). écrivez (write). demandez (ask). lisez (read). silence (silence). levez la main (put your hand up). répétez (repeat). fermez vos cahiers (close your books). ouvrez vos cahiers (open your books). blanc (white). bleu (blue). orange (orange). gris (grey). noir (black). vert (green). violet (violet). marron (brown). rouge (red). jaune (yellow). dix (ten). vingt (twenty). trente (thirty). quarante (forty). cinquante (fifty). soixante (sixty). soixante dix (seventy). quatre-vingts (eighty). quatre-vingt dix (ninety). cent (one hundred). lundi (Monday). mardi (Tuesday). mercredi (Wednesday). jeudi (Thursday). vendredi (Friday). samedi (Saturday). dimanche (Sunday). janvier (January). février (February). mars (March). avril	la lune (moon) le soleil (sun) la terre (the Earth) au centre (in the centre) assez (quite) énorme (enormous) petite (small) pres (close)	La date (the date) Ton anniversaire (your birthday) Mon anniversaire (my birthday)	Il y a du soleil (it is sunny) Il neige (it is snowing) Il fait mauvais (it is bad weather) Il fait froid (it is cold) Il y a un orage (stormy) Il fait beau (it is nice) Il fait chaud (it is hot) Il ya du vent (it is windy)	Les vêtements (clothes). Des gants (A pair of gloves). Ils portent (They wear). Elles portent (They wear) Un pantalon (pair of trousers). Des bottes (boots).. Un maillot de bain (Swim wear). Des collants (tights). lundi ([on] Monday). Un pull (a jumper). Des sandales (sandals). mardi ([on] Tuesday). Un tee shirt (A tee shirt). Des lunettes (sunglasses). mercredi ([on] Wednesday). Un manteau (a coat). Un chemisier (a blouse). jeudi ([on] Thursday). Un short (A pair of shorts). Des chaussures (A pair of shoes). vendredi ([on] Friday). Une robe (A dress). Des chaussettes (A pair of socks). samedi ([on] Saturday). Une cravate (A tie). Je porte (I wear). dimanche ([on] Sunday). Une écharpe (A scarf). Tu portes (You wear). À l'école je porte. (For school I wear.). Une jupe (A skirt). Il porte (He wears). Quand il fait beau je porte. (When it is nice weather I wear). Une veste	Le petit déjeuner au café (Breakfast in the café). Du pain (Some bread). Qu'est-ce tu prends pour le petit déjeuner? (What do you have for breakfast?) De la confiture (Some jam). Vous désirez? (What would you like?) Des biscottes (Some melba toast). Je prends... (I would like...) Des céréales (Cereal). S'il vous plaît (Please). Une omelette au jambon (A ham omelette). Un jus d'orange (An orange juice). Une crêpe à la confiture (A pancake with jam). Un café (A black coffee). Un sandwich au fromage (A cheese sandwich). Un café au lait (A white coffee). Un croque-monsieur (A toasted ham and cheese sandwich). Un thé au citron (A lemon tea). Un coca-cola (A coke). Un thé au lait (A tea with milk). Un orangina (A fizzy orange). Un chocolat chaud (A hot chocolate). Des frites (Some chips). Un croissant (A croissant). L'addition s'il vous plaît (The bill please). Du beurre (Some butter).

	(April). mai (May). juin (June). juillet (July). août (August). septembre (September). octobre (October). novembre (November). décembre (December).				(A jacket). Elle porte (She wears). Quand il neige je porte. (When it snows I wear) Une chemise (A shirt). Nous portons (We wear). Quand je suis en vacances je porte (When I am on holiday I wear). Une casquette (A cap). Vous portez (You all wear) Pupils will also recap the colours.	
Prior Learning	In Years 3 and 4 pupils were taught Core Vocabulary: - Classroom commands and colours recap - Numbers and Days of the week recap.	This is new learning.	In Years 3 and 4 pupils were taught numbers, days of the week and je me presente ((Presenting myself).	In Years 3 and 4 pupils were taught days of the week.	In Years 3 and 4 pupils were taught days of the week.	In Year 3 pupils were taught Je peux (I can...). In Year 4 pupils were taught Manger et bouger (Eating and moving).
Later Learning	In Year 6 pupils will be recapping the same topics.	In Year 6 pupils will be taught Moi dans le monde (Me in the world).	In Year 6 pupils will be taught Le weekend (The weekend), talking about dates and times.	In Year 6 pupils will not be covering a similar topic.	In Year 6 pupils will be taught days of the week recap and Le Weekend (The weekend).	In Year 6 pupils will be taught le weekend (The weekend) and mois dans le monde (Me in the world).
Year 5 National Curriculum Objectives	<p>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. 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.</p>					
More detailed knowledge required	As Core Vocabulary, no more detailed knowledge needed.	-Listen to, repeat, recognise and name the planets in French on a solar system map. -Spell with high accuracy, at least five of the planets in French. -Say an extended sentence with an interesting fact for at least one of the planets in French. -Write an extended sentence with an interesting fact for at least one of the planets in French. -Understand and apply the rules of adjectival agreement in French.	- Learn how to ask what the date is in French. - Learn how to say the date in French (including a shorter version). - Ask the question "When is your birthday?" in French. - Say when your birthday is in French. - Key dates from the French calendar. - Know and use the different ways of 'on' which is put before the date.	-Ask the question "what's the weather like today?" in French. -Answer the question "what's the weather like today?" in French. -Describe the weather in different regions of France using a weather map with symbols in spoken and written form.	-Read, recognise, say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in French accurately and with good pronunciation. -Use the verb PORTER (conjugated) in French to help me describe what I am wearing and possibly what other people are wearing. -Say what clothes I wear in different situations and different weather. -Describe what I am wearing in terms of colour using accurate adjectival agreement. Possibly be able to describe what other people are wearing. -Describe what I am wearing in terms of colour using accurate adjectival agreement. Possibly be able to describe what other people are wearing.	-Order from a selection of foods from a French menu. -Order from a selection of drinks from a French menu. -Order a French breakfast. -Order typical French snacks. -Ask for the bill -Remember how to say hello, goodbye, please and thank you in French.

Year 5 Skills	<p>Understand the main points and opinions in spoken passages. Take part in conversations. Refer to recent experiences or future plans, everyday activities and interests. Read short texts independently. Use a translation dictionary to work out the meaning of an unfamiliar word. Read and understand the main points and opinions in written texts from various contexts. Show confidence in reading aloud. Write short phrases from memory with spelling that is readily understandable. Write short texts on familiar topics. To enhance or change the meanings of phrases e.g. adding 'not'. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as everyday activities. Convey meaning although there may be some mistakes, the meaning can be understood with little or no difficulty. Recognise patterns in simple sentences. Manipulate language by changing an element in a sentence. Apply knowledge of rules when building sentences. Understand and use negatives Appreciate that different languages use different writing conventions. Recognise the typical conventions of word order in foreign languages. Give detailed accounts of the customs and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>					
Linked artists/historians/musicians etc.	List of famous French people: <ul style="list-style-type: none"> • Victor Hugo (1802-1885) • Marie Curie (1867-1934) • Charles de Gaulle (1890-1970) 	Famous French astronomers: <ul style="list-style-type: none"> • Charles Messier • Giovanni Cassini • Pierre-Simon Laplace 	List of famous French people: <ul style="list-style-type: none"> • Claude Monet (1840-1926) • Gustave Eiffel (1832 - 1922) 	List of Famous French People: <ul style="list-style-type: none"> • Antoine de Saint-Exupery (1900-1944) 	Famous French Fashion designers (Vêtements): <ul style="list-style-type: none"> • Coco Chanel • Pierre Cardin • Yves Saint Laurent • Christian Dior • Jean-Paul Gaultier 	
Linked Texts Purple – Fiction Blue – Non-Fiction	•	• Mon livre des planètes et des étoiles.	•	• Le temps qu'il fait	• La mode et mes vêtements	•



Year 6 French Medium Term Overview

Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 Lest We Forget	Summer 1 Lest We Forget	Summer 2 Location, Location, Location
Unit and Outcome	Core Vocabulary: Classroom commands and colours recap, Numbers and Days of the week recap, Les Mois and Pronunciation	A L'Ecole (At school)	Les Habitats (Habitats)	World War II	Le weekend (The weekend)	Moi dans le monde (Me in the world)
Topic Specific Vocabulary	la salle de classe (classroom). écoutez (listen). écrivez (write). demandez (ask). lisez (read). silence (silence). levez la main (put your hand up). répétez (repeat). fermez vos cahiers (close your books). ouvrez vos cahiers (open your books). blanc (white). bleu (blue). orange (orange). gris (grey). noir (black). vert (green). violet (violet). marron	À l'école (At school). Non, je n'aime pas ... (No, I do not like ...) Parce que (Because). Le français (French). Non, je déteste ... (No, I hate ...) Car (Because). L'anglais (English). J'aime ... (I like ...) Et (And) Le dessin (Art). J'adore ... (I love ...) C'est (It is...) Le sport (P.E.) Je n'aime pas ... (I do not like ...) Cependant (However). La musique (Music). Je déteste ... (I hate ...) Mais (But). La géographie	Les habitats (The habitats). Le Groenland (The Greenland). Les animaux et les plantes ont besoin de/d' (The animals and the plants need...) Le chameau (The camel). Les animaux et les plantes ont besoin d'un abri (The animals and the plants need shelter). Le lapin (The rabbit). Les animaux et les plantes ont besoin de nourriture (The animals and the plants need food). L'ours blanc (The polar	La Seconde Guerre Mondiale (The Second World War). Le français (French). Mais (But). L'Angleterre (England). L'italien (Italian). Parce que (Because). La France (France). L'allemand (German). Et (And). L'Italie (Italy). Le polonais (Polish). Aussi (Also). L'Allemagne (Germany). Le tchécoslovaque (Czechoslovakian). Amusant (Fun). La Pologne (Poland). Cher papa (Dear dad). Calme (Calm/tranquil).	Le week-end (The weekend). Il est midi (It is midday). Quelle heure est-il? (What time is it?) Il est minuit (It is midnight). Et quart (Quarter past). Je me lève (I get up). Et demie (Half past). Je prends mon petit déjeuner (I have my breakfast). Moins le quart (Quarter to). Je regarde la télé (I watch television). Il est une heure (It is one o'clock). Je lis des bandes dessinées (I read comics).	Je m'appelle... (I am called...) Parce que... (because...) J'habite... (I live...) Il y a des défilés de chars (There are parades of floats). Je parle... (I speak). Il y a des feux d'artifice (There are fireworks). le français (French). Il y a des plats spéciaux (There are special dishes). l'anglais (English). Il y a des défilés militaires. (There are military parades). Ma fête préférée est le Mardi Gras (My favourite

	(brown). rouge (red). jaune (yellow). dix (ten). vingt (twenty). trente (thirty). quarante (forty). cinquante (fifty). soixante (sixty). soixante dix (seventy). quatre-vingts (eighty). quatre-vingt dix (ninety). cent (one hundred). lundi (Monday). mardi (Tuesday). mercredi (Wednesday). jeudi (Thursday). vendredi (Friday). samedi (Saturday). dimanche (Sunday). janvier (January). février (February). mars (March). avril (April). mai (May). juin (June). juillet (July). août (August). septembre (September). octobre (October). novembre (November). décembre (December).	(Geography). Amusant (Fun). Quelle est ta matière préférée? (What is your favourite subject?) L'histoire (History). Utile (Useful). Ma matière préférée c'est... (My favourite subject is...) Les maths (Maths). Intéressant (Interesting). Les sciences (Science). Facile (Easy). L'informatique (ICT). Ennuyeux (Boring). Est-ce que tu aimes...? (Do you like...?) Difficile (Difficult) Oui, j'aime ... (Yes, I like ...)Inutile (Pointless) Oui, j'adore ... (Yes, I love ...) Quelle heure est-il? (What time is it?) Je I Il est une heure (It is one o'clock). midi (It is midday).	bear). Les animaux et les plantes ont besoin d'air (The animals and the plants need air). Le singe araignée (The spider monkey). Les animaux et les plantes ont besoin de soleil (The animals and the plants need sun). Le requin (The shark). Les animaux et les plantes ont besoin d'eau (The animals and the plants need water). Habite (he/she/it lives). La forêt tropicale (The tropical rain forest). Habitent (they live). La prairie (The meadow). Dans (In) L'océan (The ocean). Les algues (The seaweed). Le désert (The desert). Les grands arbres (The tall trees). L'Arctique (The Arctic). Les buissons (The bushes). ... est un habitat dans... (...is a habitat in)... Les cactus (The cactus). Le Sahara (The Sahara). Les plantes résistantes (The hardy plants).	Chère maman (Dear mum). Sans danger (Safe). Les Etats-Unis (The United States of America). Chers parents (Dear parents). Triste (Sad). En Angleterre on parle.. (In England you speak..) Bonjour (Hi!) Convivial (Friendly). En France on parle.. (In France you speak...) Ça va? (How are you?) Sombre (Gloomy). En Italie on parle.. (In Italy you speak..) Moi, ça va bien (I am very well). Sain (Healthy). En Allemagne on parle.. (In Germany you speak....) Moi, ça va mal (I am not very well). Difficile (Difficult). En Pologne on parle.. (In Poland you speak..) Je suis à la campagne (I am in the countryside). Dangereux (Dangerous).	Il est deux heures (It is two o'clock). J'écoute de la musique (I listen to music). Il est trois heures (It is three o'clock). Je joue à l'ordinateur (I play computer games). Il est quatre heures (It is four o'clock). Je joue au foot (I play football). Il est cinq heures (It is five o'clock). Je vais à la piscine (I go to the swimming pool). Il est six heures (It is six o'clock). Je vais au cinéma (I go to the cinema). Il est sept heures (It is seven o'clock). Je me couche (I go to sleep). Il est huit heures (It is eight o'clock). Et (And). Il est neuf heures (It is nine o'clock). Après (After). Il est dix heures (It is ten o'clock). Aussi (Also). Il est onze heures (It is eleven o'clock). Plus tard (Later on). Il est douze heures (It is twelve o'clock). Finalement (Finally).	festival is Mardi Gras). À plus tard! (See you later! / See you soon!) Ma fête préférée est Noël (My favourite festival is Christmas). À la prochaine! (Until next time!) Ma fête préférée est Pâques (My favourite festival is Easter). Qu'est-ce que tu vas faire pour protéger notre planète? (What are you going to do to protect our planet?) Ma fête préférée est le jour de l'an (My favourite festival is New Year's day).
Prior Learning	In Years 3,4 and 5 pupils were taught Core Vocabulary: - Classroom commands and colours recap - Numbers and Days of the week recap and	In Years 3, 4 and 5 pupils were taught numbers and dates in Core Vocabulary.	In Years 3 pupils were taught Les Animaux (Animals) In Year 4 pupils were taught As tu un animal? (Do you have an animal?)	In Years 3, pupils were taught J'apprends le Français (I'm learning French).	In Years 3 pupils were taught J'apprends le Français (I'm learning French). In Year 4 pupils were taught Je me présente (Presenting myself). In Year 5 pupils were taught au café (Café),	In Years 3, 4 and 5 pupils were taught Core vocabulary. In Years 3 pupils were taught Je peux (I can...). In Year 4 pupils were taught Je me présente (Presenting myself).
Later Learning	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.	In secondary school pupils will be given the opportunity to carry on learning French. They will be taught to speak with increasing confidence and fluency, to use discussion and ask questions to continually improve the accuracy of their pronunciation and intonation, how to write at varying length for different purposes and audiences, and how to use a variety of grammatical structures.
Year 6 National Curriculum Objectives	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. Appreciate stories, songs, poems and rhymes in the language. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.					
More detailed knowledge required	As Core Vocabulary, no more detailed knowledge needed.	-Listen to, repeat and recognise the vocabulary for school subjects. -Say with good pronunciation and write accurately the vocabulary for school subjects, with the correct word for "the" (definite article). -Use the verb ÉTUDIER in first person singular (j'étudie) to be	- Say and write in French which animals live in these different habitats. - Say and write in French which plants grow in different habitats. - What are the most common habitats for plants and animals?	-Group and order unknown vocabulary to help me decode texts in French. -Say with good pronunciation and spell as accurately as I can the countries and languages involved in WW2 in French.	- first person singular conjugation of high frequency verbs . - integrate connectives in my spoken and written work.	- Capital cities in France - Find countries on a world map. - Find places of interest and how to protect the planet.

		<p>able to say what subjects I study at school.</p> <ul style="list-style-type: none"> - Say what subjects I like and dislike at school (learning to use positive and negative opinions). -Start to tell the time in French by the hour. -Ask the time in French -Say what time and on what day I study certain school subjects. 		<p>-Say and write what the differences were in city and country life during the war.</p> <p>-Use all the new language I have learnt by writing a letter home in French as an evacuee living in the countryside.</p>		
Year 6 Skills	<p>Understand and respond to the main points and opinions in spoken passages.</p> <p>Give a short prepared talk that includes opinions.</p> <p>Take part in conversations to seek and give information.</p> <p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p> <p>Read and understand the main points and some of the details in short written texts.</p> <p>Use the context of a sentence to work out the meaning of an unfamiliar word.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud and in using reference material.</p> <p>Write short texts on familiar topics with knowledge of grammar.</p> <p>Include imaginative and adventurous word choices.</p> <p>Recognise patterns in the foreign language.</p> <p>Notice and match agreements.</p> <p>Use knowledge of words, text and structure to build spoken and written passages.</p> <p>Use knowledge of word order and sentence construction to support the understanding of written text.</p> <p>Use knowledge of word and text conventions to build sentences and short texts.</p> <p>Devise questions for authentic use.</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>					
Linked artists/historians/musicians etc.				<p>Famous French people:</p> <ul style="list-style-type: none"> • Charles de Gaulle (1890 - 1970) 		<p>List of famous French people:</p> <ul style="list-style-type: none"> • Nicolas Hulot
<p>Linked Texts</p> <p>Purple – Fiction</p> <p>Blue – Non-Fiction</p>		<ul style="list-style-type: none"> • A l'école 	<ul style="list-style-type: none"> • Les maisons des animaux • Les animaux et leurs habitats 	<ul style="list-style-type: none"> • Découvrir la seconde guerre mondiale • La seconde guerre mondiale pour les enfants 		