





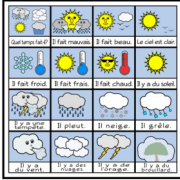












MFL Curriculum: French

French Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (Stage 1)	Moi 	Jeux et Chansons 	En fait la Fete 	Portraits 	Les Quatres Amis 	Ca Pousse ! 
Year 4 (Stage 2)	En y Va Les Jours de la Semaine 	L'Argent de Poche 	Raconte-Moi Une Histoire 	Vive Le Sport 	Le Carnaval des Animaux Des animaux 	Quel Temps est-il ? 
Year 5 (Stage 3)	Bon Appétit, Bon Sante ! 	Je suis Le Musicien 	En Route pour L'Ecole 	Scene de Plage 	Le Retour de Printemps 	Les Planètes Les Planètes 
Year 6 (Stage 4)	Notre Ecole L'école 	Notre Monde 	Le Passe et le Present 	Ici et La 	Monter Un Café French Cafe 	Quoi de Neuf Le Monde 

Year 3 (Stage 1)

	Autumn 1 Moi Simple French phrases and greetings	Autumn 2 Jeux et Chansons Counting to 20 and talking about favourite games	Spring 2 En fait La Fete Months of the year and birthday greetings
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...? * Write and say a short sentence using familiar single words and a connective with (and sometimes without) support * Join in with songs, rhymes and stories by using actions and words. 	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...? * Join in with songs, rhymes and stories by using actions and words. 	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...? * Write and say a short sentence using familiar single words and a connective with (and sometimes without) support * Find the meaning of a word in a word list and a bilingual dictionary * Join in with songs, rhymes and stories by using actions and words.
Key Knowledge	<ul style="list-style-type: none"> * Appreciate that words and letters in French can have a different sound or pronunciation to English * Know that French is spoken in countries other than France 	<ul style="list-style-type: none"> * Appreciate that words and letters in French can have a different sound or pronunciation to English * Recognise plural nouns * Knowledge of aspects of life in France and Francophone countries including festivals and games 	<ul style="list-style-type: none"> * Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a) * Appreciate that words and letters in French can have a different sound or pronunciation to English * Knowledge of aspects of life in France and Francophone countries including festivals and games
Vocabulary	Bonjour ! Salut ! Ça va ? Ça va bien/mal. Et toi ? Au revoir ! Monsieur/Madame, oui, non, Je m'appelle ... Comment tu t'appelles ? voici un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. J'ai , Quel âge as-tu ? J'ai sept/huit ans, mon père, ma mère, mon frère, ma sœur	onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ... ? Je préfère ... J'ai..., le football, l le saut à la corde, Chat Perché, Cache-cache, le scoubidou, le chat, le chien, la souris	(très) bien, Je joue bien au football, Je nage bien, Je nage, J Je peux .../Je peux ... ? s'il te plaît, Je saute, Je lance le ballon, J'attrape le ballon, Je danse, Je chante, Je lis, Bravo ! Super ! Chouette ! Fantastique ! Je suis/Tu es un génie/ génial(e) ! Joyeux anniversaire ! Les mois, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre,

Year 3 (Stage 1) continued

	Spring 2 Portraits Main parts of the body and colours	Summer 1 Les Quatres Amis Animals, their colour and movement	Summer 2 Ca pousse ! Vegetables – likes and dislikes
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Write and say a short sentence using familiar single words and a connective with (and sometimes without) support * Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words * Join in with songs, rhymes and stories by using actions and words. 	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...? * Write and say a short sentence using familiar single words and a connective with (and sometimes without) support * Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words * Join in with songs, rhymes and stories by using actions and words. 	<ul style="list-style-type: none"> * Listen, read and show understanding of single words * Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...? * Write and say a short sentence using familiar single words and a connective with (and sometimes without) support * Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words * Suggest and use strategies to memorise vocabulary and structures * Find the meaning of a word in a word list and a bilingual dictionary
Key Knowledge	<ul style="list-style-type: none"> * Awareness of two groups of nouns in French (masculine and feminine) * Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a) * Appreciate that words and letters in French can have a different sound or pronunciation to English * Recognise plural nouns 	<ul style="list-style-type: none"> * Awareness of two groups of nouns in French (masculine and feminine) * Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a) * Appreciate that words and letters in French can have a different sound or pronunciation to English 	<ul style="list-style-type: none"> * Awareness of two groups of nouns in French (masculine and feminine) * Appreciate that words and letters in French can have a different sound or pronunciation to English * Recognise plural nouns
Vocabulary	Rouge, rose, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), (Add -s to all the above if plural) marron, orange, J'ai ..., un nez, une bouche, des yeux, un bras, une jambe, Il/Elle a ..., Il/Elle est grand(e)/petit(e).	le cheval, le mouton, le lapin, la souris, Il galope, Elle court, Il/Elle est ..., Non, le lapin ne galope, vite, lentement , Il sautille, Elle trotte, la pomme	Tu aimes ... ?, J'aime ..., Je n'aime pas ..., beaucoup, Je voudrais ..., Dans mon panier, il y a, un haricot, un concombre, une tomate, une laitue, du cresson, une graine, une graine de haricot, un marché

Year 4 (Stage 2)

	Autumn 1 En y Va Days of the Week, Transport, Weather	Autumn 2 L'Argent de Poche Numbers 21-30, euros, likes and dislikes	Spring 1 Raconte-moi une Histoire Multiples of 10 (40-100), adjectives, using instructions
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds * Suggest and use strategies to memorise vocabulary including making connections with other languages * Translate words using a bilingual dictionary * Join in with the words of familiar songs, rhymes and stories, some from memory 	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Translate words using a bilingual dictionary * Join in with the words of familiar songs, rhymes and stories, some from memory 	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds * Translate words using a bilingual dictionary * Join in with the words of familiar songs, rhymes and stories, some from memory
Key Knowledge	<ul style="list-style-type: none"> * Conjunctions et, mais and quand * Awareness that French is spoken in countries other than France * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography 	<ul style="list-style-type: none"> * Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine * Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas) * Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography 	<ul style="list-style-type: none"> * Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande * Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) * Conjunctions et, mais and quand * Formation of plural nouns by adding -s to most nouns but -x to nouns ending -au, e.g. bateau becomes bateaux * Instructions to vous, e.g. Regardez! Venez ici! * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography
Vocabulary	Je vais à l'école, à pied, en voiture, en vélo, en bus, en train, Où vas-tu ? Je vais ..., en Belgique, Il fait chaud, Il fait froid, Il fait beau, Il fait mauvais, Il fait du soleil, Il fait du vent, Il pleut, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	J'adore, Je déteste ... , ça, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, C'est combien ? un euro, C'est super/magnifique/ fantastique, J'ai... Je n'ai pas de ..., Miam ! Berk ! un CD, un ballon, une console, une peluche, une poupée	Regardez, Répétez, Écoutez, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, Il/Elle est ... grand(e), petit(e), vrai, faux Levez-vous, Asseyez-vous, Levez la main, Taisez-vous, Venez ici, charmant(e), méchant(e)

Year 4 (Stage 2) continued

	Spring 2 Vive le Sport Sports, healthy and unhealthy foods	Summer 1 Le Carnaval des Animaux Names of animals	Summer 2 Quel Temps Fait-il ? Phrases to describe the weather/temperature, clothes
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds * Suggest and use strategies to memorise vocabulary including making connections with other languages * Join in with the words of familiar songs, rhymes and stories, some from memory 	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds * Translate words using a bilingual dictionary * Join in with the words of familiar songs, rhymes and stories, some from memory 	<ul style="list-style-type: none"> * Listen, read and show understanding of short phrases * Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? * Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) * Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds * Translate words using a bilingual dictionary * Join in with the words of familiar songs, rhymes and stories, some from memory
Key Knowledge	<ul style="list-style-type: none"> * Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine * Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a * Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas) * Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) * Partitive in singular and plural (du/des, au/aux) * Conjunctions et, mais and quand * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography 	<ul style="list-style-type: none"> * Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a * Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography 	<ul style="list-style-type: none"> * Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a * Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande * Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) * Conjunctions et, mais and quand * Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography
Vocabulary	Qu'est-ce que tu fais (lundi) ? Je joue au tennis/basket, Je fais du vélo/skate/de danse, zero, boire, manger, le jus d'orange, le yaourt, le poisson, une pomme, les carottes (f. pl.), le chocolat, le coca cola, les pommes frites (f. pl.), les bonbons (m. pl.), Oui, c'est bon pour la santé, Non, c'est mauvais pour la santé.	Où habites-tu ?, J'habite dans ..., je suis petit(e), grand(e), lent(e), rapide, fort(e), faible, féroce, timide, Quelle heure est-il ?, une heure, deux heures etc, Il est midi, Il est minuit, le lion, le coq, le kangourou, le poisson, le coucou, l'éléphant (m.), l'âne (m.), l'oiseau (m.), la tortue, la poule, le cygne	Il neige, Il gèle, Quand ..., il te faut ..., Il fait ... degrés, moins deux, lundi, le 5 juin, un manteaux, un chapeau, un parapluie, une écharpe, des gants (m. pl.), des bottes (f. pl.), des lunettes de soleil (f. pl.)

Year 5 (Stage 3)

	Autumn 1 Bon Appetit, Bon Sante Healthy and unhealthy eating: School lunches	Autumn 2 Je suis Le Musicien Musical tastes and musical instruments	Spring 1 En Route pour L'Ecole Simple directions around a town, French alphabet, telling the time
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Suggest and use strategies to memorise vocabulary including making connections with other languages * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number
Key Knowledge	<ul style="list-style-type: none"> * Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres * Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont * Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs * Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas.... * Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender. * Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) 	<ul style="list-style-type: none"> * Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas.... * Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) 	<ul style="list-style-type: none"> * Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours * Awareness and use of tu and vous * Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)
Vocabulary	<p>Dans le sac, il y a ..., et and aussi, mais, Il est bon/mauvais, (m.) Elle est bonne/mauvaise pour la santé (f.), Ils sont bons/mauvais (m. pl.), Elles sont bonnes/mauvaises (f. pl.), un sandwich au jambon, un gâteau, une banana, une orange, du fromage (m.), de l'eau (f.), des chips (f. pl.), des champignons (m. pl.), une glace à la vanilla, une pizza aux champignons</p>	<p>Tu joues ... ?, Je joue du saxophone/piano/violon, Je joue de la guitare/clarinette/batterie. Je ne joue pas de/d', Il/Elle joue, C'est génial ! C'est nul ! le jazz, le reggae, la musique pop, la musique classique, le saxophone, le piano, le violon, la guitar, la clarinette, la batterie</p>	<p>Quand je vais à l'école, Je passe devant ..., Je traverse la rue, Je tourne, Je vais, cinq minutes plus tard, finalement, vrai, faux, il est une heure et demie, deux heures et demie, etc, Je vais à l'école à huit heures et demie, à droite, à gauche, tout droit, Je ne comprends pas, Répétez, s'il vous plaît (formal or plural), le magasin, le café, le musée, le bureau de poste, la rivière, la gare</p>

Year 5 (Stage 3) continued

	Spring 2 Scène de Plage Describing a beach scene, adjectives for colours	Summer 1 Le Retour de Printemps Extend language for Months of the year, weather, colours	Summer 2 Les Planètes Sentence structure, describing planets
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Suggest and use strategies to memorise vocabulary including making connections with other languages * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number * Follow a longer text, e.g. a rhyme or story 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number * Follow a longer text, e.g. a rhyme or story * Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas.... 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex familiar phrases and sentences * Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie? * Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. * Read aloud familiar sentences with increasingly accurate pronunciation and intonation * Suggest and use strategies to memorise vocabulary including making connections with other languages * Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number
Key Knowledge	<ul style="list-style-type: none"> * Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombre * Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont * Formation of 3rd person singular and plural of regular -er verbs, i.e. remove -er and add -ent for singular and -ent for plural * Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs * Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours * Awareness and use of tu and vous * Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) 	<ul style="list-style-type: none"> * Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres * Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont * Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs * Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours * Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) 	<ul style="list-style-type: none"> * Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres * Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont * Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs * Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours
Vocabulary	(Le chien) regarde (le chat), (Le bateau) glisse sur la mer, (La petite fille) dort, (La dame) brosse, (les cheveux de la petite fille), Les gens marchent, parlent et jouent, C'est ..., Ce n'est pas ..., le sable, le ciel, la plage, une falaise, une grotte	au printemps, en été/automne/hiver, clair, sombre, heureux, triste, Viens/Reste (avec moi) (informal singular), Les couleurs sont ... , a fille, trop, très	la Terre, la Lune, près de, loin de, près du Soleil, loin du Soleil, un nom (propre), un adjectif, parce que, elle (f.), assez, très le Soleil, Mercure, Vénus, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton

Year 6 (Stage 4)

	Autumn 1 Notre Ecole School and school routine, describing people, telling the time	Autumn 2 Notre Monde Compare the geography of France and French speaking countries with the rest of the World	Spring 1 Le Passe at le Present Extencvocabulary for Places in a town, clothes and colours
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation * Decode unfamiliar text using language skills, context and/or a bilingual dictionary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Read aloud with fluency 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation * Decode unfamiliar text using language skills, context and/or a bilingual dictionary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Read aloud with fluency
Key Knowledge	<ul style="list-style-type: none"> * Awareness of three verb groups –er, –ir and –re and the role of the infinitive * Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense * Prepositions of place * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna 	<ul style="list-style-type: none"> * Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna 	<ul style="list-style-type: none"> * Comparing things using plus and moins + adjective * Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense * Use of the infinitive with Je veux and J'aime * Comparing the past and present using il y avait / il y a and il/elle est / il/elle était * Prepositions of place * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna
Vocabulary	la salle de classe, l'entrée principale (f.), la cour, le terrain de sport, Je cherche ..., Je cours, Je travaille, ici, là, Voici, Voilà, il est deux heures et quart, il est deux heures moins, le quart il est deux heures cinq/dix/vingt/vingt-cinq, il est deux heures moins cinq/dix/vingt/vingt-cinq, le déjeuner, le professeur, (general term) le maître, la maîtresse, Il/Elle a ..., la grande sale, la bibliothèque, la cuisine, le bureau, le parking, la salle des profs, la maternelle	l'Europe (f.), l'Afrique (f.), Où est ... ? des ... ,(indefinite plural) le matin, l'après-midi (m. or f.), l'Espagne (f.), le Portugal, le Sénégal, le Maroc, le Mali, la Côte d'Ivoire, la Guinée, la Tunisie, l'Amérique du Nord (f.), le Canada, l'Amérique du Sud (f.), le Brésil, l'Asie (f.), l'Inde (f.) l'Australasie (f.) l'Australie (f)	un supermarché, une boulangerie, une boucherie, une épicerie, une pâtisserie, Il y avait ..., maintenant, Qu'est-ce que c'est ? Il/Elle porte ..., Il/Elle s'appelle ..., un pull, un pantalon, un short, une chemise, une jupe, une culotte

Year 6 (Stage 4) continued

	Spring 2 Ici et La Express and justify opinions in the context of leisure, use high numbers	Summer 1 Monter un Cafe Extend language for food and drink, buty food in a café, perform a play/sing songs	Summer 2 Quoi de Neuf Expressing opinions about the media
Key Skills	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation * Decode unfamiliar text using language skills, context and/or a bilingual dictionary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Read aloud with fluency 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation * Decode unfamiliar text using language skills, context and/or a bilingual dictionary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Read aloud with fluency 	<ul style="list-style-type: none"> * Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words * Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary * Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation * Decode unfamiliar text using language skills, context and/or a bilingual dictionary * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Read aloud with fluency
Key Knowledge	<ul style="list-style-type: none"> * Awareness of three verb groups –er, –ir and –re and the role of the infinitive * Use of the infinitive with Je veux and J'aime * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna 	<ul style="list-style-type: none"> * Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna 	<ul style="list-style-type: none"> * Awareness of three verb groups –er, –ir and –re and the role of the infinitive * Use of the infinitive with Je veux and J'aime * Prepositions of place * Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number * Consolidation of all grammatical knowledge from Books 1– 3 * Knowledge of the geography of some Francophone countries including climate, terrain and fauna
Vocabulary	soixante-et-onze, soixante-douze, soixante-treize etc, soixante-dix-neuf, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc., quatre-vingt-neuf quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc., quatre-vingt-dix-neuf un homme, une femme, Qu'est-ce que tu aimes/détestes ? Tu veux jouer au rugby/netball/table tennis? Oui, je veux jouer, Non, je ne veux pas jouer, le grand huit, le carrousel, le train fantôme, la grande roue	une lemonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud, un café, un café au lait, une tasse de thé, un paquet de chips, une portion de frites, une glace au chocolat, une glace à la fraise/ à la vanille, Vous désirez ? C'est combien ? Bon appétit !	la météo, la mode, la cuisine, C'est beau, C'est intéressant, C'est ennuyeux, C'est dégueulasse, C'est trop long, car, à mon/son avis, l'actualité (f.), la page télé