



French

French– Year 2

French– Year 2	French– Year 2	French– Year 2
<p>Block 1 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak with others using simple words and phrases. (e.g. greetings). • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: bonjour , au revoir, merci, ca va? bien, fantastique, ca va bien, ca va mal</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary:</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary:</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Speaking, listening and reading</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can speak aloud familiar words or short phrases in chorus. • I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). • I am able to read aloud familiar words or short phrases in chorus.

rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron	Dimanche, Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi	Vocabulary: Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre
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French – Year 3

<p>Block 1 Subject/Conceptual knowledge/skills: Core Vocabulary and Phonics</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary:</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing:</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. 	<p>Block 3 Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing:</p> <p>Nouns - Names of animals</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. <p>Grammar</p>
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<p>Bonjour, salut, au revoir, a bien tot, a demain, Je m'appelle..... Comment t'appelles tu? J'ai..... J'a i ans Ça va? Ça va bien Ça va mal Comme ci, comme ça Oui Non</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Janvier, février, marz, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix, Onze, Douze, Treize, Quatorze, Quinze, Seize, dix-sept, dix-huit, dix- neuf, vingt</p> <p>Rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron.</p>	<p>Vocabulary: Bonjour, Au revoir, Merci, Bonjour,, salut, au revoir, a bien tot, a demain, Je m'appelle....., Comment t'appelles tu? J'ai....., J'ai ans, Ça va?, Ça va bien, Ça va mal, Comme ci, comme ça</p>	<ul style="list-style-type: none"> I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French. <p>Vocabulary: Le/un chat, le/un chien, le/un lapin, le/un cheval, le/un singe, le/un mouton, le/un cochon, le/un poisson, le/un canard, le/un éléphant, le/un oiseau, le/un lion, la/une souris, la/une vache, la/une chèvre, la/une poule, la/une giraffe, la/une grenouille, la/une tortue.</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing:</p> <p>Stories Little Red Riding Hood</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing: Names of different fruit (nouns)</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). 	<p>Block 6 Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing:</p> <p>Recognise some common French verbs/activities.</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics).

<ul style="list-style-type: none"> • I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Le grand-mère, le loup, le bûcheron, Petit Chaperin, Rouge, La forêt, les parents, des gateaux, la maison, le corps, la tête, la bouche, le nez, les oreilles, les yeux, l'œil, les pieds, les genoux, les épaules, les bras</p>	<ul style="list-style-type: none"> • I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Grammar</p> <ul style="list-style-type: none"> • I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French <p>Vocabulary: Les fruits, Le/un ananas, Le/un citron, Le/un avocat, Le/un kiwi, Le/un abricot, La/une pomme, La/une fraise, La/une orange, La/une poire, La/une banana, La/une mandarine, La/une framboise, La/une mangue, La/une prune, La/une cerise, La/une pêche, J'aime..., Je n'aime pas....., Est-ce que tu aimes....? , Oui, Non</p>	<ul style="list-style-type: none"> • Reading • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Writing</p> <ul style="list-style-type: none"> • I can write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). <p>Vocabulary: Je peux..., Je sais..., Écouter, Écrire, penser, manger, boire, danser, chanter, regarder, lire, sauter, marcher, courir, dormir, tomber, jouer, cuisine, parler</p>
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French – Year 4

French – Year 4		
<p>Block 1 Subject/Conceptual knowledge/skills: Speaking and Reading</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences (</p> <p>Vocabulary: Bonjour, ça va? = Hello, how are you?</p> <p>Ça va bien = I am fine</p> <p>Ça va mal = I am not very well</p> <p>Comme ci, comme ça = So, so!</p> <p>Au revoir = Goodbye</p> <p>Comment tu t'appelles? = What is your name?</p> <p>Je m'appelle... = My name is...</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Speaking, Reading, Writing</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences</p> <p>I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Vocabulary:</p> <p>Family</p> <p>Feminine nouns La mère = the mother La soeur = the sister La grand-mère = the grandmother La tante = the aunty</p> <p>Masculine nouns</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Speaking, Reading</p> <p>LEAPS:</p> <p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences (</p> <p>Vocabulary:</p> <p>My home Où habites-tu? = Where do you live? J'habite dans ... = I live in... Une maison = A house Un appartement = An apartment En ville = In town À la campagne = In the countryside À la montagne = In the mountains Au bord de la mer = By the sea Dans un village = In a village</p> <p>Chez moi il y a... = In my home there is... /</p>

<p>Quel age as-tu? = How old are you?</p> <p>J'ai....ans = I am....years old</p> <p>Q' u habites tu? = Where do you live?</p> <p>J'habite a = I live in...</p> <p>Je suis francais = I am French (male)</p> <p>Je suis francaise = I am French (female)</p> <p>Je suis anglais = I am English (male)</p> <p>Je suis anglaise = I am English (female)</p> <p>Zéro= Zero</p> <p>Un = One</p> <p>Deux = Two</p> <p>Trois = Three</p> <p>Quatre = Four</p> <p>Cinq = Five</p> <p>Six = Six</p> <p>Sept = Seven</p> <p>Huit = Eight</p> <p>Neuf = Nine</p> <p>Dix = Ten</p> <p>Onze = Eleven</p> <p>Douze = twelve</p> <p>Treize = thirteen</p> <p>Quatorze = fourteen</p> <p>Quinze = fifteen</p> <p>Seize = sixteen</p> <p>dix-sept = seventeen</p> <p>dix-huit = eighteen</p> <p>dix-neuf = nineteen</p> <p>vingt = twenty</p>	<p>Le père = the father</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>Plural Nouns</p> <p>Les parents = the parents</p> <p>Les grandparents = the grand-parents</p> <p>As-tu un frère? = Do you have a brother?</p> <p>As -tu une soeur? = Do you have a sister?</p> <p>Oui j'ai un frère = Yes I have a brother</p> <p>Oui j'ai une soeur = Yes I have a sister</p> <p>Oui j'ai deux frères = Yes I have two brothers</p> <p>Oui j'ai deux soeurs = Yes I have two sisters</p> <p>Non je suis fils unique = No I am an only son</p> <p>Non je suis fille unique = No I am an only daughter</p> <p>Dix = 10</p> <p>Vingt = 20</p> <p>Trente = 30</p> <p>Quarante = 40</p> <p>Cinquante = 50</p> <p>Soixante = 60</p> <p>Soixante-dix = 70</p> <p>Quatre-vingts = 80 Quatre-vingt-dix = 90</p> <p>Cent = 100</p> <p>Mon fils = My son</p> <p>Mon mari = My husband Mon oncle = My uncle Mon cousin = My male cousin</p> <p>Mon neveu = My nephew Ma tante = My aunty Ma cousine = My female cousin</p> <p>Ma nièce = My niece</p> <p>Ma fille = My daughter</p> <p>Ma femme = My wife</p>	<p>there are...</p> <p>Une cuisine = A kitchen</p> <p>Une salle à manger = A dining room</p> <p>Une salle de bains = A bathroom</p> <p>Une chambre = A bedroom</p> <p>Une buanderie = A utility room</p> <p>Et = And</p> <p>Un sous-sol = A basement</p> <p>Un bureau = An office / a study</p> <p>Un salon = A living room</p> <p>Un garage = A garage</p> <p>Un jardin = a garden</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Et = and</p> <p>Mais = but</p> <p>Je m'appelle... = My name is...</p> <p>J'ai ... ans = I am ... years old</p> <p>J'habite dans... = I live in...</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Comment tu t'appelles? = What are you called?</p> <p>Quel âge as tu? = How old are you?</p> <p>Où habites-tu? = Where do you live?</p> <p>Décris-moi chez toi! = Describe your home to me!</p>
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rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown		
<p>Block 4 - Subject/Conceptual knowledge/skills: Speaking, Reading, Writing</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can accurately read and understand familiar written words, phrases and short sentences</p> <p>I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Vocabulary: Je prends... = I am going to have S'il vous plaît = please</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: Speaking, Listening, Reading, Grammar</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>I can listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>I can accurately read and understand familiar written words, phrases and short sentences</p> <p>I understand the concept of gender (masculine, feminine, neuter -if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Speaking, Listening, Reading</p> <p>LEAPS: I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p> <p>I can listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>I can listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>I can accurately read and understand familiar written words, phrases and short sentences (</p> <p>Vocabulary: Goldilocks Boucle D'Or et les trois</p>

<p>Un jus d'orange = an orange juice Un café = a black coffee Un café au lait = a white coffee Un thé au citron = a lemon tea Un thé au lait = a tea with milk Un chocolat chaud = a hot chocolate Un croissant = a croissant Du beurre = some butter Du pain = some bread De la confiture = some jam Des biscottes = some melba toast Des céréales = some cereal</p> <p>Je prends.../Je voudrais... = I would like... S'il vous plaît = Please Une omelette au jambon = a ham omelette Une crêpe à la confiture = a crêpe with jam Un sandwich au fromage = a cheese sandwich Un croque-monsieur = a toasted cheese and ham Sandwich</p> <p>Un coca-cola = a coke Un orangina = an orangina Des frites = some fries/chips L'addition s'il vous plaît = the bill please</p>	<p>Vocabulary: <u>The Classroom</u> Un bâton de colle = a glue stick Un livre = a reading book Un cahier = an exercise book Un crayon = a pencil Un taille crayon = a pencil sharpener Un stylo = a pen</p> <p>Une calculatrice = a calculator Une règle = a ruler Une gomme = a rubber / eraser Une trousse = a pencil case Des ciseaux = scissors</p> <p>J'ai = I have..... Je n'ai pas de = I have not got / I do not have....</p> <p>Qu'est ce qu'il y a dans ta trousse? = What do you have in your pencil case?</p> <p>Dans ma trousse j'ai... = In my pencil case I have...</p> <p>Dans ma trousse je n'ai pas de... = In my pencil case I do not have</p> <p>Écoutez = listen Écrivez = write Répétez = repeat Levez la main = raise your hand Demandez = ask Pensez = think Lisez = read Silence = silence Fermez vos cahiers = close your books Ouvrez vos cahiers = open your books</p>	<p>Ours = Goldilocks and the three Bears</p> <p>Boucle D'or = Goldilocks</p> <p>Papa ours = Father bear</p> <p>Maman ours = Mother bear</p> <p>Bébé ours = Baby bear</p> <p>Une maison = A house</p> <p>Une forêt = A forest</p> <p>Le grand bol = The big bowl</p> <p>Le moyen bol = The medium bowl</p> <p>Le petit bol = The small bowl</p> <p>La grande chaise = The big chair</p> <p>La moyenne chaise = The medium chair</p> <p>La petite chaise = The small chair</p> <p>Le grand lit = The big bed</p> <p>Le moyen lit = The medium bed</p> <p>Le petit lit = The small bed</p> <p>Sucré = Sweet</p> <p>Salé = Salty</p> <p>Grand = Tall/high</p>
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Basse = Low

Dur = Hard

Mou = Soft

Le grand bol était trop sale = . The large bowl was too salty

Le moyen bol était trop sucré = The medium bowl was too sweet

Le petit bol était juste comme il faut = The small bowl was just right

La grande chaise était trop grande = The big chair was too tall/high

La moyenne chaise était trop basse = The medium chair was too short

La petite chaise était juste comme il faut = The small chair was just right

Le grand lit était trop dur = The big bed was too hard

Le moyen lit était trop mou = The medium bed was too soft

Le petit lit était juste comme il faut = The small bed was just right

French – Year 5

French – Year 5		
<p>Block 1 Subject/Conceptual knowledge/skills: Speaking, reading and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Reading</p> <ul style="list-style-type: none"> I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Grammar</p> <ul style="list-style-type: none"> I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns. <p>Vocabulary: <u>Do you have a pet?</u> As-tu un animal? = Do you have a pet? Un = A (masculine form) Une = A (feminine form) Un chien = A dog Un chat = A cat Un lapin = A rabbit</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Speaking, reading and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Reading</p> <ul style="list-style-type: none"> I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Writing</p> <ul style="list-style-type: none"> I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). I can check spellings with a dictionary <p>Vocabulary: <u>What is the date?</u> Janvier = January Février = February Mars = March</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Speaking, reading and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Reading</p> <ul style="list-style-type: none"> I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Grammar</p> <ul style="list-style-type: none"> I understand the concept of gender (masculine and feminine) and know which article (definitie or indefinite) to use correctly with different nouns. <p>Vocabulary: <u>The weather</u> Il pleut = it is raining Il neige = it is snowing Il y a du soleil = it is sunny Il y a du vent = it is windy Il y a un orage = there is a storm</p>

<p>Un oiseau = A bird Un hamster = A hamster Un poisson rouge = A goldfish Une tortue = A tortoise Une souris = A mouse J'ai... = I have... J'ai un chien = I have a dog J'ai un chat = I have a cat J'ai un lapin = I have a rabbit J'ai un oiseau = I have a bird J'ai un hamster = I have a hamster J'ai un poisson = I have a fish J'ai une tortue = I have a tortoise J'ai une souris = I have a mouse Et = and J'ai... = I have... ...qui s'appelle = ...that is called... J'ai... = I have... Je n'ai pas de... = I have not got / I do not have... Je n'ai pas d'... * = I have not got / I do not have... Qui s'appelle... = that is called Mais = but.....</p>	<p>Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p> <p>1er janvier = Jour de l'an (New Year's Day) 6 janvier = La Fête des Rois (Three Kings – Epiphany) février (normally) = Mardi Gras (Shrove or Pancake Tuesday) 1er avril = Le poisson d'avril (April Fool's Day) mars/avril = Pâques (Easter) 1er mai = La Fête du Travail (Labour Day) 8 mai = La Fête de la Liberté et de la Paix (French Liberation Day)</p> <p>mai/juin = Jour de l'Ascension (Ascension) mai/juin = Lundi de Pentecôte (Pentecost) 14 juillet = La Fête Nationale (Bastille Day) 15 août = L'Assomption (Assumption of Mary and halfway point of summer holiday period) 1er novembre = La Toussaint (All Saints) 11 novembre = La Fête de la Victoire (Remembrance Day) 6 décembre = Saint Nicolas (Saint day of Father Christmas) 25 décembre = Noël (Christmas Day)</p>	<p>Il fait beau = the weather is fine Il fait mauvais = the weather is not good Il fait froid = it is cold Il fait chaud = it is hot</p> <p>Dans le nord de la France = in the north of France Dans le sud de la France = in the south of France Dans le centre de la France = in the centre of France Dans l'ouest de la France = in the west of France Dans l'est de la France = in the east of France</p>
<p>Block 4 Subject/Conceptual knowledge/skills: Speaking, reading and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Reading</p> <ul style="list-style-type: none"> I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Grammar</p>	<p>Block 5 Subject/Conceptual knowledge/skills: Speaking, listening, reading, writing and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Listening</p> <ul style="list-style-type: none"> I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). I can undertake longer listening exercises and am able to identify key words or phrases so as to answer questions. 	<p>Block 6 Subject/Conceptual knowledge/skills: Speaking, listening, reading, writing and grammar</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can take part in short conversations using sentences and familiar vocabulary. I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. I understand and can express simple opinions using familiar topics and vocabulary. <p>Listening</p> <ul style="list-style-type: none"> I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). I can undertake longer listening exercises and am able to identify key words or phrases so as to answer questions.

<ul style="list-style-type: none"> • I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns. • I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. <p>Vocabulary: <u>Clothes</u> Un pantalon = a pair of trousers Un maillot de bain = swim wear Un pull = a jumper Un tee shirt = a tee shirt Un manteau = a coat Un short = a pair of shorts Un chemisier = a blouse Une robe = a dress Une cravate = a tie Une écharpe = a scarf Une jupe = a skirt</p> <p>Une veste = a jacket Une chemise = a shirt Une casquette = a cap Des collants = a pair of tights * Des gants = a pair of gloves * Des bottes = a pair of boots * Des chaussures = a pair of shoes * Des chaussettes = a pair of socks * Des sandales = a pair of sandals * Des lunettes = a pair of glasses/sunglasses *</p> <p>Je porte = I wear</p> <p>Je porte = I wear Tu portes = you wear Il porte = he wears Elle porte = she wears Nous portons = we wear Vous portez = you all wear Ils/elles portent = they all wear</p>	<p>Reading</p> <ul style="list-style-type: none"> • I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Writing</p> <ul style="list-style-type: none"> • I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • I can check spellings with a dictionary. <p>Grammar</p> <ul style="list-style-type: none"> • I can use the negative form, possessives and connectives. • I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. <p>Vocabulary: <u>Planets</u> Les planètes = the planets La Lune = the moon Le Soleil = the sun La Terre = the earth Mars = Mars Mercure = Mercury Neptune = Neptune Pluton = Pluto Saturne = Saturn Uranus = Uranus Vénus = Venus Jupiter = Jupiter</p> <p>Le Soleil est au centre = The sun is in the centre Saturne est loin du soleil et a au moins 18 lunes and has at least 18 moons Vénus est assez près du soleil et il y a toujours beaucoup de vent and it is always very windy Le Soleil est au centre = The sun is in the centre Saturne est loin du soleil et a au moins 18 lunes = Saturn is far from the sun and has at least 18 moons. Vénus est assez près du soleil et il y a toujours beaucoup de vent = Venus is close to the sun and it is always windy. Uranus est assez loin du soleil et c'est bleu et vert = Uranus is quite far from the sun and is green and blue. Jupiter est énorme et aussi assez loin du soleil = Jupiter is huge and also quite far from the sun. Mercure est assez petite et près du soleil = Mercury is quite small and close to the sun. Pluton est la plus loin et la plus petite = Pluto is the furthest from the sun and the smallest planet.</p>	<p>Reading</p> <ul style="list-style-type: none"> • I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). <p>Writing</p> <ul style="list-style-type: none"> • I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • I can check spellings with a dictionary. <p>Vocabulary: <u>The Olympics</u> Les Jeux Olympiques = The Olympics Les Jeux Olympiques de l'antiquité = The ancient Olympic games Les Jeux Olympiques modernes = The modern Olympic games Faire = To do Je fais = I do L'équitation = horse riding L'escrime = fencing L'athlétisme = athletics L'aviron = rowing La natation = swimming La boxe = boxing Le cyclisme = cycling Le plongeon = diving Le tir à l'arc = archery Le triathlon = triathlon</p> <p>Il est = He is Elle est = She is Je fais = I play/do (a sport) Tu fais = You (one person) play/do (a sport) Il fait = He play/does (a sport) Elle fait = She plays/does (a sport) Nous faisons = We play/do (a sport) Vous faites = You (more than one person) play/do (a sport) Ils font = They (group of males or mixed gender group) play/do (a sport) Elles font = They (group of females) play/do (a sport)</p>
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	<p>Mars est assez près du soleil et c'est rouge = Mars is quite close to the sun and is red. La Terre est une planète près de Mars et a seulement une lune= The Earth is a planet close to Mars and only has one and only has one moon. Neptune est une planète bleue = Neptune is a blue planet.</p> <p>centre = center loin = far bleu = blue énorme = enormous près = near vent = wind vert = green petite = small rouge = red lune = moon bleue = blue</p>	
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French Year 6		
<p>Block 1 – At School Subject/Conceptual knowledge/skills:</p> <p>Repeat and recognise the vocabulary for school subjects.</p> <p>Say what subjects they like and dislike at school.</p> <p>Tell the time in French.</p> <p>Create a French timetable for school.</p> <p>Use the verb aller in French to say what time they go to school.</p> <p>LEAPS: Speaking</p>	<p>Block 2 – WW2 Subject/Conceptual knowledge/skills:</p> <p>Group/order unknown vocabulary to help decode text in French.</p> <p>Improve their listening and reading skills.</p> <p>Name the countries and languages involved in WW2.</p> <p>Say what the differences were in city and country life during the war.</p> <p>Learn to integrate all their new and previous language writing a letter.</p> <p>Home as an evacuee living in the countryside.</p>	<p>Block 3 - The Weekend Subject/Conceptual knowledge/skills:</p> <p>Ask what the time is in French.</p> <p>Tell the time accurately in French.</p> <p>Learn how to say what they do at the weekend in French.</p> <p>Learn to integrate connectives into their work.</p> <p>Present an account of what they do and at what time at the weekend</p> <p>LEAPS:</p>

<ul style="list-style-type: none"> • I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. <p>Reading</p> <ul style="list-style-type: none"> • I can read aloud with expression. • I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats • <p>Writing</p> <ul style="list-style-type: none"> • I can write longer sentences and short paragraphs from memory or using supported materials • I can use verbs in the correct form. • I can identify and correctly use adjectives. <p>Grammar</p> <ul style="list-style-type: none"> • I understand the concept of gender. • I am able to identify and correctly use adjectives. <p>Vocabulary:</p> <p>Le français = French Le dessin = art Le sport = P.E. La musique = music La géographie = geography L'anglais = English L'informatique = ICT L'histoire = history Les maths = maths Les sciences = scienc Est-ce que tu aimes...? = Do you like...? Oui, j'aime... = Yes, I like... Oui, j'adore... = Yes, I love...</p>	<p>LEAPS:</p> <p>Speaking:</p> <ul style="list-style-type: none"> • I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. <p>Reading</p> <ul style="list-style-type: none"> • I can read aloud with expression. • I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats <p>Writing</p> <ul style="list-style-type: none"> • I can write longer sentences and short paragraphs from memory or using supported materials • I can use verbs in the correct form. • I can identify and correctly use adjectives. <p>Grammar</p> <ul style="list-style-type: none"> • I am able to identify and correctly use adjectives. <p>Vocabulary:</p> <p><u>La Seconde Guerre Mondiale</u> = The Second World War</p> <p>La Seconde Guerre Mondiale = The Second World War L'Angleterre = England La France = France L'Italie = Italy L'Allemagne = Germany La Pologne = Poland La Tchécoslovaquie = Czechoslovakia Les Etats-Unis = The United States (of America) Je suis à la campagne = I am in the countryside</p>	<p>Speaking</p> <ul style="list-style-type: none"> • I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. <p>Reading</p> <ul style="list-style-type: none"> • I can read aloud with expression. • I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats <p>Writing</p> <ul style="list-style-type: none"> • I can write longer sentences and short paragraphs from memory or using supported materials • I can use verbs in the correct form. • I can identify and correctly use adjectives. <p>Grammar</p> <ul style="list-style-type: none"> • I am able to identify and correctly use adjectives. <p>Vocabulary:</p> <p><u>The Weekend</u> = Le Week-end</p> <p>Et quart = quarter past Et demie = half past Moins le quart = quarter to Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books J'écoute de la musique = I listen to music Je joue à l'ordinateur = I play on the computer Je joue au foot = I play football</p>
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<p>Non, je n'aime pas... = No, I do not like... Non, je déteste... = No, I hate... Amusant = Fun Utile = Useful Intéressant = Interesting Facile = Easy Ennuyeux = Boring Difficile = Difficult Inutile = Pointless Parce que c'est = Because it is Car c'est = Because it is Et = and Quelle heure est-il? = what time is it? Il est une heure = it is one o'clock Il est deux heures = it is two o'clock Il est minuit = it is midnight Il est midi = it is midday</p>	<p>Je suis en ville = I am in the city À la campagne c'est... = In the country side it is.. En ville c'est... In the city it is = Calme = Calm/tranquil Sans danger = Safe Triste = Sad Convivial = Friendly Sombre = Gloomy Sain = Healthy Difficile = Difficult Dangereux = Dangerous Enfumé = Full of smoke</p>	<p>Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to bed Après = After Et = And Plus tard = Later Aussi = Also Finalement = Finally C'est génial! = It's amazing / incredible! C'est super! = It's great! C'est amusant! = It's fun! C'est fatigant! = It's tiring/exhausting! C'est barbant! = It's boring/tedious! C'est nul! = It's not great/awful! (Challenge section) J'adore ça! = I love it! (Challenge section) Je déteste ça! = I hate it!</p>
<p>Block 4 - Me in the world Subject/Conceptual knowledge/skills:</p> <p>About the many countries in the Francophone world.</p> <p>About different festivals (religious and non-religious) around the world.</p> <p>That we are different and yet all the same.</p> <p>That we can all help to protect our planet.</p> <p>How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country)</p> <p>LEAPS: Speaking</p>	<p>Block 5 - Healthy Lifestyles Subject/Conceptual knowledge/skills:</p> <p>Name and recognise ten foods and drinks that are considered good for your health.</p> <p>Name and recognise ten foods and drinks that are considered bad for your health.</p> <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to keep a healthy life-style.</p> <p>Learn to make a healthy recipe in French.</p> <p>LEAPS: Speaking</p>	<p>Block 6 - Habitats Subject/Conceptual knowledge/skills:</p> <p>Tell somebody in French the key elements animals and plants need to survive in their habitat.</p> <p>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>Tell somebody in French which animals live in these different habitats.</p> <p>Tell somebody in French which plants live in these different habitats</p> <p>LEAPS:</p>

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

Listening

- I understand the main points in passages of language spoken.
- I understand and can identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and am able to answer questions based on what I hear.

Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

Vocabulary:

Je m'appelle. = I am called...

J'habite = I live...

Je parle = I speak

le français = French

l'anglais = English

Ma fête préférée est le Mardi Gras = My favourite festival is Mardi Gras

Ma fête préférée est Noël. = My favourite festival is Christmas.

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).
- I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.

Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

Vocabulary:

Manger = to eat

Bouger = to move

De la viande blanche = some white meat

Du poisson = some fish

Du fromage allégé = some low fat cheese

Du lait écrémé = some skimmed milk

Du pain complet = some wholemeal bread

De l'eau = some water

Des céréales = some cereal

Speaking

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

Listening

- I understand the main points in passages of language spoken.
- I understand and can identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and am able to answer questions based on what I hear.

Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

Vocabulary:

HABITER - to live

POUSSER - to grow

habitats = les habitats

the animals and the plants need =

les animaux et les plantes ont besoin

shelter= abri

food = aliments

sun = Soleil

water = l'eau

the tropical rainforest = la forêt tropicale humide

the meadow = le pré

the ocean = l'océan

the desert = le desert

<p>Ma fête préférée est Pâques = My favourite festival is Easter</p> <p>Ma fête préférée est le jour de l'an = My favourite festival is New Year's day.</p> <p>Ma fête préférée est le 14 juillet = My favourite festival is the 14th of July (Bastille Day)</p> <p>Ma fête préférée est la Fête du Canada = My favourite festival is Canada Day</p> <p>Ma fête préférée est l'Aïd. = My favourite festival is Eid.</p> <p>Parce que = because</p> <p>Il y a des défilés de chars = There are parades of floats.</p> <p>Il y a des feux d'artifice = There are fireworks.</p> <p>Il y a des plats spéciaux. = There are special dishes.</p> <p>Il y a des défilés militaires = There are military parades.</p> <p>À plus tard! = See you later! / See you soon!</p> <p>À la prochaine! = Until next time</p> <p>Qu'est-ce que tu vas faire pour protéger notre planète? = What are you going to do to protect our planet</p> <p>Je vais utiliser moins de papier = I am going to use less paper.</p> <p>Je vais utiliser moins de carton = I am going to use less cardboard</p> <p>Je vais utiliser moins de plastique = I am going to use less plastic</p> <p>Je vais utiliser moins d'eau. = I am going to use less water</p>	<p>Des légumes = some vegetables</p> <p>Des fruits = some fruit</p> <p>Des noisettes = some nuts</p> <p>De la viande rouge = some red meat</p> <p>Du lait entier = some full fat milk</p> <p>Du pain blanc = some white bread</p> <p>Du chocolat = some chocolate</p> <p>Du beurre = some butter</p> <p>Des bonbons = some sweets</p> <p>Des frites = some chips</p> <p>Des chips = some crisps</p> <p>Des boissons sucrées = some fizzy drinks</p> <p>Des biscuits = some biscuits</p> <p>Je mange... = I eat...</p> <p>Je bois... = I drink...</p> <p>Je joue au foot = I play football</p> <p>Je fais des promenades = I go for walks</p> <p>Je fais de la natation = I go swimming</p> <p>Je fais du cyclisme = I go cycling</p> <p>Je fais du judo = I do judo</p> <p>Je fais du tennis = I play tennis</p> <p>Je ne regarde pas la television = I do not watch television</p> <p>Je ne joue pas aux jeux électroniques = I do not play video games</p> <p>Épluchez = peel</p> <p>Coupez = cut</p> <p>Ajoutez = add</p> <p>Mélangez = mix</p> <p>Râpez = grate</p> <p>Faites cuire = cook</p>	<p>the arctic = l'arctique</p> <p>is a habitat in = est un habitat</p> <p>the sahara = le Sahara</p> <p>the Amazonia = 'amazonie</p> <p>Le parc national des South Downs = The South Downs national park</p> <p>L'Océan Pacifique = The Pacific Ocean</p> <p>Le Groenland = The Greenland</p> <p>Habite = It/he/she lives</p> <p>Habitent = They live</p> <p>Pousse = It/he/she/grows</p> <p>Poussent = they grow</p> <p>Le chameau = The camel</p> <p>Les bosses pour réserver de l'eau = The humps to store water</p> <p>Le lapin = The rabbi</p> <p>Les pattes pour faire des grands bonds = The paws to make large hops/jumps</p> <p>L'ours blanc = The polar bear</p> <p>La fourrure blanche pour se camoufler = The white fur to camouflage itself</p> <p>Le singe araignée = The spider monkey</p> <p>Les bras et la queue pour se balancer dans les grands arbres = The arms and the tail to balance itself in the tall trees</p> <p>Le requin = The shark</p> <p>Les yeux pour amplifier la lumière = The eyes to intensify light</p> <p>Dans = In</p> <p>Les algues = The seaweed</p> <p>Pas de raciness = Without root</p> <p>Les grands arbres = The tall trees</p> <p>Les feuilles = The leaves</p> <p>Les buissons = The bushes</p> <p>Les raciness = The root</p> <p>Les tiges = The stems</p> <p>Les cactus = The cactus</p> <p>Les épines = The spines</p> <p>Les plantes résistantes = The hardy plants</p>
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