



# Yorke Mead Primary School

## French Curriculum



| <b>Year 2 – Autumn Term (Sep-Dec)</b>                      |   |   |
|--|---|---|
| <b>Key Theme :</b> Numbers, Body, Christmas Songs          |   |   |
| <b>Previous Learning</b><br>To be reinforced – n/a all New | <b>Core Learning Intentions</b><br>Age Related  | <b>Extension Opportunities</b><br>Next steps      |
| Wks 1-7  | Introduction to numbers through songs and games. 1,2,3, plus game. Alain le Lait: numbers songs 1-10 and 1-20, Alouette | Become familiar with French sounds and key words. |
| Wks 1-7 Numbers 1-20                                       | Introduction to French words for parts of the body through songs and games: Tête, épaule, genou et pied                 |   |
|  | To experience French festive culture through songs: Vive le vent / Canon de Noel  |   |

| <b>Year 2 – Spring Term (Jan-Mar)</b>        |  |   |
|--|--|---|
| <b>Key Theme :</b> Traditional French Songs  |  |   |
| <b>Previous Learning</b><br>To be reinforced | <b>Core Learning Intentions</b><br>Age Related   | <b>Extension Opportunities</b><br>Next steps      |
| Wks 1-6 Numbers, 1-20                        | Introduction to traditional French songs to familiarise children with French sounds and words: Alain le lait: Bonjour, Bonjour, Pomme de reinette, Leon le cameleon, Meunier tu dors | Become familiar with French sounds and key words. |
| Wks 1-5 Parts of the body                    | To experience French culture through traditional children's songs: Tourne, tourne petit moulin, Sur le pont d'Avignon (plus dance)   |   |
|  | Introduction to words for animals in French through songs: Un Elephant qui se balançait, Petit Escargot  |   |



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| <b>Year 2 – Summer Term (Apr-Jul)</b>        |   |  |
|--|---|--|
| <b>Key Theme :</b> Traditional French Songs  |   |  |
| <b>Previous Learning</b><br>To be reinforced | <b>Core Learning Intentions</b><br>Age Related  | <b>Extension Opportunities</b><br>Next steps |
| Wks 1-5 Animals                              | To recognise the days of the week: <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</i>          |  |
| Wks 1-7 Days of the week                     | Foster a positive learning experience through learning French songs: <i>Cerf! Cerf!, Au Clair de la lune.</i> |  |



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| <b>Year 3</b> Autumn Term (Sep – Dec)<br><b>Key Theme :</b> Introducing myself<br>Links to DfE attainment targets 1-8  |  |   |
|--|--|---|
| <b>Previous Learning</b><br>To be reinforced   | <b>Core Learning Intentions</b><br>Age Related   | <b>Extension Opportunities</b><br>Next steps  |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through song or guessing games.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with song during the week</p> <p><a href="#">01 Bonjour.mp3</a><br/><a href="#">03 Comment tu t'appelles-.mp3</a><br/><a href="#">07 a12.mp3</a></p> | <ul style="list-style-type: none"><li>I can give basic greetings<br/><i>Salut / Bonjour / Au revoir</i></li><li>I can ask and give my name orally and in writing.<br/><i>Comment t'appelles tu?</i><br/><i>Je m'appelle...</i></li><li>I can recognise and say the phonemes 'r' (au revoir), 'j' (je), 'e' (ne), silent -s, -t (<i>très, comment, pas</i>), 'un', 'qu' (quel), silent 'h' (huit)</li><li>I can ask how someone is and respond when asked how they are orally and in writing.<br/><i>Comment ça va ?</i><br/><i>très bien merci</i><br/><i>pas mal, merci</i><br/><i>ça ne va pas</i></li><li>I can recognise and say and write numbers 1-12<br/><i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix onze, douze</i></li><li>I can ask how old someone is and give their own age.<br/><i>Quel âge as-tu?</i><br/><i>J'ai... ans.</i></li><li>I can describe some French Christmas traditions.<br/><i>Comment fêtez-vous Noël?</i><br/>Song "Vive le vent"<br/><i>Joyeux Noël</i></li></ul> | <p>Work towards:</p> <ul style="list-style-type: none"><li>writing and saying words from memory, applying phonic knowledge.</li><li>Initiating conversations and using sequences of conversational exchanges.</li></ul> |



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|  | <p><i>Une crèche</i><br/> <i>Le Réveillon de Noel</i><br/> <i>La Bûche de Noël, des huîtres, du foie-gras, les treize desserts</i></p> <p>Lesson 1. How do I greet someone in French?<br/>         Lesson 2. What's your name?<br/>         Lesson 3. How old are you?<br/>         Lesson 4. How do the French celebrate Christmas?</p> |  |
|--|--|--|

| <p><b>Year 3</b> Spring Term (Jan – Mar)<br/> <b>Key Theme :</b> Classroom objects and instructions; pets<br/>         Links to DfE attainment targets 1-8, 11, 12</p>  |  |   |
|---|--|---|
| Previous Learning<br>To be reinforced   | Core Learning Intentions<br>Age Related  | Extension Opportunities<br>Next steps   |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs or guessing games.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> | <ul style="list-style-type: none"> <li>I can understand some key classroom language:<br/> <i>Comment ça se dit en français?</i><br/> <i>Silence! Regardez! Écoutez! Écrivez! Asseyez-vous! Levez-vous!</i></li> <li>I recognise that <i>vous</i> means 'you all' and the word following it often ends in –ez.</li> <li>I can recognise and say the phonemes: é, -ez, -er; 'll' (taille-crayon); 'oi' (trois, poisson, oiseau); 'in' (lapin, poussin).</li> <li>I can recognise, say and write the nouns for some items in a pencil case:<br/> <i>Qu'est-ce qu'il y a dans ta trousse?</i></li> </ul> | <p>Start to use French to seek clarification and help:<br/> <i>J'ai oublié, Comment ça se dit en anglais?</i><br/> <i>Je ne comprends pas.</i></p> <p>Use French for real purposes, e.g. asking for classroom objects</p> <p>Research and present French Easter traditions.</p> |



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Class teachers to reinforce with song during the week

[01 Bonjour.mp3](#)

[03 Comment tu t'appelles-.mp3](#)

[07 a12.mp3](#)

<https://youtu.be/6BWdnOgHTh4>

[09 ma trousse.mp3](#)

*J'ai une trousse*

*un stylo*

*un crayon*

*un taille-crayon*

*une règle*

*une gomme*

*des feutres*

*des ciseaux*

- I can say what I don't have using the negative as a set phrase:

*Je n'ai pas de stylo.*

- I understand that nouns are masculine or feminine in French
- I understand that there are two words for the indefinite article in French linked to gender: *un / une*
- I can recognise, say and write the words for animals in French

*As-tu un animal? J'ai...*

*un chat*

*un chien*

*un poisson*

*un oiseau*

*une souris*

*un lapin*

*un hamster*

- I can use and understand the first and second person singular of 'avoir' as set phrases.
- I can describe some Easter traditions in France:

*Joyeuses Pâques, lapins, poussin, agneau, chocolat, les cloches de Pâques Cher(e), Bisous.*



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|   | <p>Great Representation: <i>La Pâque</i> (passover)</p> <p>Lesson 1. How do you say that in French?<br/>         Lesson 2. Do you have a pen?<br/>         Lesson 3. Do you have a pet?<br/>         Lesson 4: How do the French celebrate Easter?</p>   |   |
|---|--|---|
| <p><b>Year 3 – Summer Term (Apr – Jul)</b><br/> <b>Key Theme :</b> The Hungry Caterpillar<br/>         Links to DfE attainment targets 1-8</p>  |  |   |
| <p><b>Previous Learning</b><br/>To be reinforced</p>  | <p><b>Core Learning Intentions</b><br/>Age Related</p>   | <p><b>Extension Opportunities</b><br/>Next steps</p>  |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs or guessing games.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with song during the week<br/> <a href="#">01 Bonjour.mp3</a><br/> <a href="#">03 Comment tu t'appelles-.mp3</a></p> | <ul style="list-style-type: none"> <li>I can recognise, say and write nouns for different fruits:<br/> <i>"La chenille qui fait des trous"</i><br/> <i>une pomme</i><br/> <i>une poire</i><br/> <i>une prune</i><br/> <i>une fraise</i><br/> <i>une pastèque</i><br/> <i>une orange</i></li> <li>I can recognise and say the phonemes:<br/>             è / ai (<i>pastèque, très, j'aime, fraise</i>); 'i/y' (<i>samedi</i>);<br/>             an/am/en/em (<i>blanc, comment, orange</i>); au/aux/<br/>             eau (<i>une glace aux noix, au citron, oiseau, ciseaux</i>)</li> <li>I can say which fruit I like<br/> <i>J'aime les fraises.</i></li> <li>I can recognise the definite article: <i>les</i></li> </ul> | <p>Write some familiar words from memory. Remember the gender of nouns. Identify familiar phonemes in unfamiliar words.</p> <p>Make a more complex sentence with support e.g. le lundi la chenille mange une pomme rouge.</p> |



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| <p><a href="#">07 a12.mp3</a><br/> <a href="https://youtu.be/6BWdnOgHTh4">https://youtu.be/6BWdnOgHTh4</a><br/> <a href="#">09 ma trousse.mp3</a></p> | <ul style="list-style-type: none"> <li>I can recognise, say and write the days of the week<br/> <i>les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></li> <li>I know that the days of the week are written in lower case in French.</li> <li>I can say what colour something is:<br/> <i>C'est de quelle couleur?</i><br/> <i>C'est ... rouge, orange, jaune, vert, bleu, rose, violet, blanc, noir, gris.</i><br/> <i>un chien rouge, un stylo vert</i></li> <li>I understand that the noun precedes the adjective in french.</li> <li>I can ask for an ice cream in French:<br/> <i>Vous désirez? Je voudrais...</i><br/> <i>une glace à la vanille, à la fraise, à la banane, au chocolat, au citron, aux noix</i></li> </ul> <p>Lesson 1. What fruit is she eating?<br/>           Lesson 2. What fruit do you like?<br/>           Lesson 3. What day is it?<br/>           Lesson 4. What colour is it?<br/>           Lesson 5. What flavour ice-cream would you like?</p> |  |
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| <p><b>Year 4</b> Autumn Term (Sep – Dec)<br/> <b>Key Theme :</b> dates<br/>           Links to DfE attainment targets 1-10</p> |   |   |
| <p><b>Previous Learning</b><br/>           To be reinforced</p>  | <p><b>Core Learning Intentions</b><br/>           Age Related</p> | <p><b>Extension Opportunities</b><br/>           Next steps</p> |



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| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs or guessing games.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with asking a child to write the date in French each day.</p> | <ul style="list-style-type: none"><li>• I can recognise and say numbers 13 – 31<br/><i>C'est quel numéro?</i><br/><i>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</i></li><li>• I can recognise and say the months of the year:<br/><i>Quelle est la date?</i><br/><i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i></li><li>• I can say the date today</li><li>• I understand months and days have small letters in French</li><li>• I can ask someone when their birthday is and say my birthday.<br/><i>Quelle est la date de ton anniversaire?</i><br/><i>Mon anniversaire, c'est le (vingt-sept juin)</i></li><li>• I can recognise, say and write the words for shapes:<br/><i>C'est quelle forme?</i><br/><i>un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil.</i></li><li>• I can recognise and say the phonemes: 'a' (il y a); 'gn' (ligne)</li><li>• I can use a bi-lingual dictionary to find the English meaning of some Christmas vocabulary</li><li>• I can use the phrase 'there is/are...' to state how many of something I can see.</li></ul> | <p>Write the date and birthdate.<br/>Write some numbers from memory.</p> |
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|  | <p><i>Il y a un Père Noël, deux pingouins, un renne, un cadeau, trois elfes, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoile.</i></p> <p>Lesson 1. What number is it?<br/>Lesson 2. What's the date today?<br/>Lesson 3. When's your birthday?<br/>Lesson 4. What shape is it?<br/>Lesson 5. How many penguins are there?</p> |  |
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| <p><b>Year 4</b> Spring Term (Jan – Mar)<br/> <b>Key Theme :</b> What do I look like?<br/>         Links to DfE attainment targets 1-12</p>  |   |  |
|--|---|--|
| Previous Learning<br>To be reinforced  | Core Learning Intentions<br>Age Related   | Extension Opportunities<br>Next steps  |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> | <ul style="list-style-type: none"> <li>I can describe the colour of a shape.<br/><i>C'est de quelle couleur?</i><br/><i>un triangle vert; un carré jaune; un rectangle rouge; un point noir; une ligne blanche; une spirale bleue; un œil marron etc.</i></li> <li>I understand the agreement of adjectives with feminine nouns.</li> <li>I can describe a picture orally and in writing (link to Matisse).<br/><i>Qu'est-ce qu'il y a dans le tableau?</i><br/><i>Il y a un triangle vert à droite / à gauche / au centre</i></li> <li>I can recognise, say and write parts of the body</li> </ul> | <p>Produce a complex sentence confidently including article, noun, adjective, verb.</p> <p>Write a complex sentence from memory.</p> <p>Demonstrate understanding of plural nouns.</p> |



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Class teachers to reinforce with asking a child to write the date in French each day;  
And with Song: *Jean Petit qui danse*.  
<https://youtu.be/T03nOwZeWos>

*les yeux, un œil, le nez, les cheveux, les dents, la bouche, les oreilles, la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac.*

- I understand that words ending in au and eu usually add an –x in their plural form.
- I can recognise the definite article with masculine feminine and plural nouns
- I can use a dictionary to look up the gender of nouns.

- I can describe my eye colour.

*Tu as les yeux de quelle couleur?*

*J'ai les yeux bleus, verts, marron, gris.*

- I can describe my hair

*Comment sont tes cheveux?*

*J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi-longs/raides/bouclés/ondulés.*

Great Representation: Ensure visuals are inclusive.

- I can recognise and say the phoneme: 'ch' (cheveux).
- I understand how adjectives agree with plural nouns.
- I can describe myself orally and in writing.

Lesson 1. What's in the picture?

Lesson 2. Can you point to your head / eyes etc?

Lesson 3. What colour are your eyes?

Lesson 4. What's your hair like?

**Year 4 – Summer Term (Apr – Jul)**



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| <b>Key Theme :</b> Family<br>Links to DfE attainment targets 1-12  |   |   |
|--|---|---|
| <b>Previous Learning</b><br>To be reinforced   | <b>Core Learning Intentions</b><br>Age Related  | <b>Extension Opportunities</b><br>Next steps  |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with asking a child to write the date in French each day;<br/>And with Song: <i>Arc-en-ciel Alain le lait</i>.</p> | <ul style="list-style-type: none"><li>I can recognise, say and write nouns for family members:<br/><i>Qui est dans ta famille?</i><br/><i>C'est /ce sont.....</i><br/><i>ma mère, mon père, mes parents, ma grand-mère, mon grand-père, ma soeur, mes soeurs, mon frère, mes frères.</i></li><li>I can use possessive pronouns <i>mon, ma, mes</i> to name family members.</li><li>I can recognise and say the phoneme: 'on/om' (<i>mon, sont</i>)</li><li>I can recognise and use the third person singular of the verb <i>avoir</i></li><li>To describe someone else:<br/><i>Il/elle est ...</i></li><li>Grammar: être, je suis, tu es, il/elle est.</li><li>I can recognise adjectives <i>grand, petit, gros, long, court, pointu, tordu, ébouriffé, effrayant.</i></li><li>I can appreciate a French story: "Va t'en grand monstre vert" <a href="https://youtu.be/vm0SbR5ebRI">https://youtu.be/vm0SbR5ebRI</a></li><li>I understand some adjectives precede the noun (<i>grand, petit</i>).</li><li>I can describe a person orally and in writing<br/><i>Il a les yeux gris.</i><br/><i>Elle a les cheveux longs.</i></li></ul> | <p>Ask and answer familiar questions confidently.</p> <p>Write familiar sentences accurately and with confidence.</p> <p>Write more complex sentences to include connective 'et'.</p> |



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|  | <i>Il / Elle est grand/e</i><br><br>Lesson 1. Who's in your family?<br>Lesson 2. Who's in the photo?<br>Lesson 3. What do they look like? |  |
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| <b>Year 5</b> Autumn Term (Sep – Dec)<br><b>Key Theme :</b> Food.<br>Links to DfE attainment targets 1-12   |  |   |
|---|--|---|
| <b>Previous Learning</b><br>To be reinforced  | <b>Core Learning Intentions</b><br>Age Related   | <b>Extension Opportunities</b><br>Next steps  |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with asking a child to write the date in French each day;</p> | <ul style="list-style-type: none"> <li>I can say numbers 1-60</li> <li>I can use a dictionary to find the French words for foods I like.</li> <li>I can list foods I don't like using the negative form of the verb.</li> </ul> <p><i>Qu'est-ce que tu aimes manger?</i><br/> <i>J'aime / je n'aime pas... les croissants, les escargots, les frites, les légumes, le fromage, le pain, la viande</i></p> <ul style="list-style-type: none"> <li>I can describe pizza toppings.</li> </ul> <p><i>Je voudrais une pizza avec...</i><br/> <i>du pepperoni, du fromage, du poivron, du jambon, des anchois, de l'ananas, des olives</i></p> <ul style="list-style-type: none"> <li>I can order a pizza and ask how much it costs.</li> </ul> <p><i>Vous désirez?</i><br/> <i>Je voudrais...</i></p> | <p>Be able to write some numbers from memory.</p> <p>Role-play confidently with a peer.</p> |



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|  | <p><i>Ça fait combien?</i><br/><i>Ça fait...euros.</i></p> <ul style="list-style-type: none"> <li>I can describe French traditions at Epiphany</li> </ul> <p>Receptive: <i>L'Épiphanie, la galette des rois, la fève, une couronne.</i></p> <p>Expressive: <i>"C'est pour qui celle-là?"</i><br/><i>"C'est pour..."</i><br/><i>"J'ai la fève!"</i><br/><i>"Vive le roi / la reine!"</i></p> <p>Lesson 1. What are the French numbers 1-60?<br/>Lesson 2. What do you like eating?<br/>Lesson 3. What pizza would you like?<br/>Lesson 4. How much does it cost?<br/>Lesson 5. How do the French celebrate Epiphany?</p> |  |
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| <p><b>Year 5</b> Spring Term (Jan – Mar)</p> <p><b>Key Theme:</b> Sport</p> <p>Links to DfE attainment targets 1-12</p>  |   |  |
| <p><b>Previous Learning</b><br/>To be reinforced</p>   | <p><b>Core Learning Intentions</b><br/>Age Related</p>  | <p><b>Extension Opportunities</b><br/>Next steps</p>                       |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> | <ul style="list-style-type: none"> <li>I can recognise the words for sports which are popular in French-speaking countries:<br/><i>La pétanque, le surf, le ski, le Tour de France, le cyclisme.</i></li> </ul> <p>Link to Great Representation</p> <ul style="list-style-type: none"> <li>I can use a dictionary to find the French words for sports and their gender.</li> <li>I can say which sports I prefer</li> </ul> | <p>Attempt confidently to read unfamiliar words using phonic knowledge</p> |



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New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).

Class teachers to reinforce with asking a child to write the date in French each day;

*Quels sports préfères-tu?*

*Je préfère ...*

*le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'athlétisme (athletics), la natation (swimming), la gymnastique (gymnastics)*

- I can understand sentences describing what sports different family members like.

*Ma mère aime le football, mon père aime le rugby, mes sœurs aiment la gymnastique*

- I can define a pronoun in English
- I understand the meaning of the different French pronouns.

*Je, tu, il/elle, nous, vous, ils/elles.*

- I can define a verb in English
- I understand that the endings of a verb changes depending on its pronoun.
- I can remember the endings for regular –er verb ‘aimer’ using a song.
- I understand liaison and elision and I can recognise the phoneme ‘tion’.
- I can ask people what sport they like and record the answer orally and in writing.
- I understand that you ‘do’ (faire) some sports and play (jouer) others.

- I can say which sports I play and do

*Je joue au football/rugby/tennis; je fais du ski / de la gymnastique / de l'athlétisme / de l'équitation*

- I can say and write when/how often I do particular sports.



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|  | <p>Je joue au football le lundi; je joue au ping-pong tous les jours; Je fais de l'équitation parfois; Je fais de la gymnastique deux fois par semaine</p> <p>Lesson 1. What French words for sports can I find?<br/>Lesson 2. What sport do I prefer?<br/>Lesson 3. What sports do other people like?<br/>Lesson 4. What sports do I play and do?<br/>Lesson 5. How often do I do sport?</p>  |  |
|--|--|--|
| <p><b>Year 5 – Summer Term (Apr – Jul)</b><br/> <b>Key Theme :</b> Describing people and things<br/> Links to DfE attainment targets 1-12</p>  |  |  |
| <b>Previous Learning</b><br>To be reinforced   | <b>Core Learning Intentions</b><br>Age Related   | <b>Extension Opportunities</b><br>Next steps   |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> | <ul style="list-style-type: none"> <li>I can say and write what my character is like<br/><i>Tu es comment?</i><br/><i>Je suis... bavard/bavarde, timide, gentil/gentille, amusant/amusante, diligent/diligente, patient/patiente, sympa</i></li> <li>I can say and write what someone else is like:<br/><i>Il/elle est comment?</i><br/><i>Il est bavard / Elle est bavarde etc.</i></li> <li>I can recall adjectival agreement for feminine nouns.</li> </ul> | <p>Write an extended description of a person including physical appearance, character, likes and hobbies, applying grammatical knowledge.</p> <p>Write an extended description of a room using a dictionary.</p> |



# Yorke Mead Primary School

## French Curriculum



Class teachers to reinforce with asking a child to write the date in French each day;

- I can ask someone what their favourite things are and describe my own.  
To talk about favourite things (singular):  
*Quelle est ta couleur préférée?*  
*Ma couleur préférée est le rouge etc*  
*Quel est ton sport préféré?*  
*Mon sport préféré est le tennis etc*  
*Quel est ton animal préféré?*  
*Mon animal préféré est...*  
*(fruit / mois / jour)*  
*Quels sont tes sports préférés?*  
*Mes sports préférés sont le football et le netball.*
- I understand when to use possessive pronouns, *mon, ma, mes; ton, ta, tes*.
- I can describe a friend's personality and favourite things using possessive pronouns *son, sa, ses*
- I understand that some verbs are irregular and I can remember how to conjugate the verb être with a song.
- I can say what sort of music I prefer.  
*Quel genre de musique aimes-tu?*  
*J'aime, J'adore, Je déteste, Je n'aime pas*  
*le jazz, la musique classique, la musique pop, la musique rap*
- I can recognise the French words for instruments and say what instrument I play:  
*C'est quel instrument? C'est un/une...*  
*un clavier, un saxophone, un violon, un piano,*  
*une guitare, une trompette, une flûte (à bec),*  
*une batterie.*





# Yorke Mead Primary School

## French Curriculum



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|--|---|--|
|  | <ul style="list-style-type: none"> <li>I can describe a room using adjectives<br/><i>Elle est comment, ta chambre?</i><br/><i>Ma chambre est grande / petite / ordonnée / désordonnée / sensationnelle</i></li> <li>I can describe a room using prepositions<br/><i>Il y a ... dans/sur/ sous le lit, l'armoire, la chaise, la table.</i></li> <li>I can follow the text of a song</li> </ul> <p>Lesson 1. What am I like?<br/>Lesson 2. What are my friends like.<br/>Lesson 3. What are my favourite things.<br/>Lesson 4. What are my friend's favourite things.<br/>Lesson 5. What's my bedroom like?</p> |  |
|--|---|--|

| <p><b>Year 6</b> Autumn Term (Sep – Dec)<br/> <b>Key Theme :</b> France and <i>la Francophonie</i><br/> Links to DfE attainment targets 1-12</p>   |   |   |
|--|---|---|
| Previous Learning<br>To be reinforced  | Core Learning Intentions<br>Age Related   | Extension Opportunities<br>Next steps                               |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> | <ul style="list-style-type: none"> <li>I can recognise, say and write a description of the weather:<br/><i>Quel temps fait-il?</i><br/>Il fait froid, il fait chaud, il fait beau, il fait du soleil, il fait du brouillard, il fait du vent, il pleut, il neige.</li> <li>I can recognise the words for seasons and say and write what the weather is like in different seasons and different months:</li> </ul> | <p>Engage in a short conversation about France without support.</p> |



# Yorke Mead Primary School

## French Curriculum



New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).

Class teachers to reinforce with reminding a child to write the date in French each day and the weather.

*Il fait... au printemps, en été, en automne, en hiver, en janvier etc.*

- I can recognise, say and write what the weather is like using adverbs:

*normalement, quelquefois, toujours: Il fait toujours froid en hiver*

- I recognise the singular persons of the verb *faire*:  
*Je fais du sport; Quels sports fais-tu?; il fait chaud*

- I can recognise, say and write the compass points in French to describe where France's major cities are (link to Geography in year 3):

*Lille est dans le nord (north), Marseilles est dans le sud (south), Lyons est dans l'est (east), Bordeaux est dans l'ouest (west), Clermont Ferrand est dans le centre*

- I can use an atlas to find information describe physical features. I recognise and can say and write the French words for key physical features.

*Qu'est-ce qu'il y a en France?*

*Il y a beaucoup de... (there are a lot of...) montagnes (mountains), rivières (rivers), ports (ports), plages (beaches)*

- I understand the concept of *La Francophonie* and can name some of the countries which are part of it.

*La Francophonie, le Madagascar, le Burkina Faso, la Guinée, le Canada, le Haïti*

Great Representation

- I can say and write where people live, understanding which French preposition to use depending on the gender of the country:



# Yorke Mead Primary School

## French Curriculum



|  |   |  |
|--|---|--|
|  | <p>Il/Elle habite en France / en Belgique / en Angleterre / au Canada / au Madagascar</p> <p>Lesson 1. What's the weather like?<br/>Lesson 2. Where are the major French cities?<br/>Lesson 3. What is there in France?<br/>Lesson 4. What is <i>la Francophonie</i>?<br/>Lesson 5. Where does he/she live?</p> |  |
|--|---|--|

| <p><b>Year 6</b> Spring Term (Jan – Mar)<br/><b>Key Theme :</b> Where I live<br/>Links to DfE attainment targets 1-12</p>  |   |   |
|--|---|---|
| <p><b>Previous Learning</b><br/>To be reinforced</p>   | <p><b>Core Learning Intentions</b><br/>Age Related</p>  | <p><b>Extension Opportunities</b><br/>Next steps</p>    |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> | <ul style="list-style-type: none"> <li>I can describe where I live orally and in writing.</li> <li>I can understand a description of where someone lives.</li> </ul> <p>(Link to 'Kindness week' - learn the description with BSL / Great Representation – living in Africa)<br/>Où habites-tu?<br/>J'habite à Croyley Green près de Londres.<br/>Croyley Green, c'est comment? C'est une ville.<br/>C'est une grande ville. C'est une petite ville.<br/>C'est un village. C'est à la montagne.<br/>C'est à la campagne. C'est au bord de la mer.<br/>C'est en banlieue. C'est en centre-ville.</p> <ul style="list-style-type: none"> <li>I can recognise, say and write the nouns for places in town:</li> </ul> <p><i>Qu'est-ce qu'il y a dans ta ville?</i></p> | <p>Write an extended description of where you live.</p> |



# Yorke Mead Primary School

## French Curriculum



Class teachers to reinforce with reminding a child to write the date in French each day and the weather.

*Il y a ...  
(a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine*

- I can say and write what is and isn't in my town:  
*Qu'est-ce qu'il n'y a pas dans ta ville?*

*Dans mon village/ ma ville, il y a... un/une/des,  
il n'y a pas de*

- I can say and write how I travel to school in different weather:

*Comment vas-tu à l'école quand il fait beau?*

*Quand il fait beau je vais...en voiture, en train, en autobus, en avion, en bateau, à vélo, à pied*

- I understand how to conjugate the irregular verb: to go, *aller*.

*je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont*

*Song: 37 aller a l'ecole.mp3*

- I can follow the text of a poem (Paul Eluard, *Dans Paris*)
- I can use a dictionary to understand new words
- I can write my own poem by adapting phrases to make new sentences.

Lesson 1. Where do you live?

Lesson 2. What's your town like?

Lesson 3. What's in your town?



# Yorke Mead Primary School

## French Curriculum



|  | Lesson 4. How do you travel to school?<br>Lesson 5. Who was Paul Eluard?   |   |
|--|--|---|
| <b>Year 6 – Summer Term (Apr – Jul)</b><br><b>Key Theme :</b> Going places<br>Links to DfE attainment targets 1-12   |  |   |
| <b>Previous Learning</b><br>To be reinforced   | <b>Core Learning Intentions</b><br>Age Related   | <b>Extension Opportunities</b><br>Next steps                              |
| <p>All previous vocabulary to be reinforced at the beginning of each lesson using quick-fire questions with the ball or through songs, guessing games or quizzes.</p> <p>Phonics to be reinforced through quiz activities and by using flashcards as phonemes occur.</p> <p>New vocabulary to be on display in the classroom along with interactive phonic stations (Pupils can add words to phonic families throughout the week).</p> <p>Class teachers to reinforce with reminding a child to write the date in French each day and the weather.</p> | <ul style="list-style-type: none"> <li>I can say where I went at the weekend.<br/><i>Où es-tu allé le weekend?</i><br/><i>Je suis allé(e)... au cinéma, au parc, au musée, au château, au restaurant, au centre sportif, au stade, au marché, au centre commercial, à la montagne, à la piscine, aux magasins.</i></li> <li>I can understand and use the preposition à with masculine, feminine and plural nouns</li> <li>I can express ideas about how something was.<br/><i>Comment c'était le weekend? C'était... intéressant, passionnant, ennuyeux, amusant, fatigant</i></li> <li>I can respond to an opinion:<br/><i>Génial, chouette, fantastique, oh la la, je suis désolé</i></li> <li>I can say where I'm going on holiday:<br/><i>Où vas-tu en vacances? Je vais... au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à une villa, à un centre de vacances</i></li> </ul> <p>Song <a href="#">35 les vacances.mp3</a></p> | <p>Engage in a short conversation about your weekend without support.</p> |



# Yorke Mead Primary School

## French Curriculum



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|  | <ul style="list-style-type: none"><li>I can present information to younger children in the school:<br/><i>Comment jouer au jeu de boules?</i><br/><i>Quelle couleur voulez-vous? Lance le cochonnet, C'est à moi; C'est à toi. Lance la boule! Qui a fini près du cochonnet? Tu as gagné! Egalité. Bravo! Encore!</i><br/><i>Attention! Cherche le cochonnet! Cherche les boules!</i></li></ul> <p>Lesson 1. Where did you go at the weekend?<br/>Lesson 2. How was your weekend?<br/>Lesson 3. Where are you going on holiday?<br/>Lesson 4. Play boules with me?</p> |  |
|--|--|--|

### Resources:

For ICT practise:

- [www.french-games.net](http://www.french-games.net)
- [www.Linguascope.com](http://www.Linguascope.com)
- [Duolingo](https://www.duolingo.com)

### For powerpoints and worksheets:

- Twinkle
- Linguascope.com
- Lightbulb languages



# Yorke Mead Primary School

## French Curriculum



- [BBC Bitesize French](#)

### Songs:

- [Alain Le lait](#)
- [Rémi Guichard](#)
- [Mamalisa.com](#)
- [Charlotte Diamond](#)