



Yorke Mead Primary School

French Curriculum 2020



Year 2 – Autumn Term (Sep-Dec)		
Key Theme : Numbers, Body, Christmas Songs		
Previous Learning To be reinforced – n/a – all new	Core Learning Intentions Age Related	Extension Opportunities Next steps
Wks 1-7	Frere Jacques, 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	Repetition of above + Tête, épaule, genou et pied	
	Vive le vent / Canon de Noel	

Year 2 – Spring Term (Jan-Mar)		
Key Theme : Traditional French Songs		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Wks 1-6	Alain le lait: Bonjour, Bonjour, Pomme de reinette, Leon le cameleon, Meunier tu dors	
Wks 1-5	Tourne, tourne petit moulin, Sur le pont d'Avignon (plus dance)	
	Un Elephant qui se balançait, Petit Escargot	

Year 2 – Summer Term (Apr-Jul)		
Key Theme : Traditional French Songs		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Wks 1-5	Lundi, mardi, mercredi	
Wks 1-7	Cerf! Cerf!, Au Clair de la lune	



Yorke Mead Primary School

French Curriculum 2020



Year 3 Autumn Term (Sep – Dec)		
Key Theme : Greetings, Numbers, Age and Christmas		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1) Saying and asking your name	To learn basic greetings and giving your name vowels: on / ou / au / oi / ui Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle.... (I call myself) Greetings ball game Ask how many different languages spoken by class	Start to become involved in a conversation in French.
2) Saying and asking your name	Revise Name Draw portraits with speech bubbles saying "Je m'appelle..."	
3) Saying and asking your name Revision	Revise name with role play / Song	
4) Greetings – How are you?	Ça va? (How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you), ça ne va pas (badly)	Ask and give opinions about feelings in French.
5) Greetings - Revision	Greetings Revision with "Bonjour" song	
6) Numbers 1-12	To understand and recall orally the numbers 1-12 sounds un / eu / oi / in / ui / on / ou un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix onze, douze Including phonics sounds, Marble hunt, Bingo	
7) Numbers 1-12	Revise numbers	
OCTOBER HALF TERM		
1) Age	To ask how old someone is and give own age 1-10	Provide details about yourself.



Yorke Mead Primary School

French Curriculum 2020



	Quel âge as-tu? (How old are you?) J'ai... ans (I am ... years old) Revise with song	
2) Age Revision	Role-play revision	
3) Pencil Case	Learn the nouns for items in a pencil case: une trousse (a pencil case) un stylo (a pen) un crayon (a pencil) un taille-crayon (a sharpener) une règle (a ruler) une gomme (a rubber) les/des feutres (felt-tip pens) les/des ciseaux (scissors)	Provide details about contents of your pencil case.
4) Pencil Case - Revision	Revise	
5) Pencil Case Questions	Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse j'ai... (In my pencil case I have...)	
6) Christmas	Song "Vive le Vent"	
7) Christmas	Song "Vive le vent" and Christmas activities	

Year 3 Spring Term (Jan – Mar)

Key Theme : Animals and Colours

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. Classroom Language	Learn some key classroom language. 1. Silence! (Silence!) 2. Regardez! (Look!) 3. Écoutez (Listen!) 4. Écrivez! (Write!) 5. Asseyez-vous (Sit down!)	Understand basic instructions.



Yorke Mead Primary School

French Curriculum 2020



	6. Levez-vous (Stand up!)	
2. Classroom Language	Revision	
3. 7 Animals	To learn 7 new nouns - animals - (with the indefinite article and understanding feminine and masculine) un chat (a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) une souris (a mouse) un lapin (rabbit) un hamster (a hamster) Use mime, sculptures with playdoh, bingo	Name 7 names of common pet animals.
4. Animal revision	Revise animals	
5. Ask if you have a pet	Tu as un animal? (Do you have a pet?) Ask and answer question with song and survey	Create a conversation regarding pets.
6. Valentines	Make French Valentines Cards Cupidon, Coeur, Chocolats, Bisous, Calins	
FEB HALF TERM		
1. Describe pet	Describe pet – Il/Elle est grand(e)/petit(e), drôle, severe, timide, bavard(e) Look at pictures of cartoon animals and describe them	Use adjectives to describe an animal.
2. Revise descriptions	Revise descriptions	
3. Colours	To learn the adjectives of colour Colours bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	
4. Revise colours	Colour by numbers. Show me something x colour. Léon le cameleon song.	
5. Display of colours and animals	Create display of animals and colours and descriptions.	



Yorke Mead Primary School

French Curriculum 2020



6. Easter Cards	Easter Cards: Joyeuses Paques, lapins, poussin, agneau, chocolat, Cher(e), Bisous.	
EASTER HOLIDAYS		
Year 3 – Summer Term (Apr – Jul)		
Key Theme : Mini Beast Link with The Hungry Caterpillar		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1) The Hungry Caterpillar - Fruit	To learn nouns for different fruit "La chenille qui fait des trous"(hungry caterpillar) - le fruit une pomme / les pommes une poire / les poires une prune / les prunes une fraise / les fraises une orange / les oranges + Serge song	Be familiar examining a short story in depth.
2) Days of week	Learn the names of the days of the week les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	
3) Revise Days of week	Revision of days of week with written tasks	
4) Learn food nouns from The Hungry Caterpillar (Curriculum link to mini beasts)	Gateau au chocolat, un cornet de glace, un cornichon, une tranche de fromage, de saucisson, une sucette, une madeleine, une tranche de pastèque	
5) Watch and re-tell the story	To develop confidence and memory by re-telling the HC story.	Perform in front of others.
May Half Term		
1) Making a butterfly	To use knowledge of colours to create a butterfly	
2) Ice Cream flavours	Les glaces: à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache	Basic conversation practise.



Yorke Mead Primary School

French Curriculum 2020



3) Ice Cream	Talk and sing about ice creams Ordering: Je voudrais une glace. Je voudrais une boules/deux boules/ trois boules	
4) Ice cream craft with flavours	Ice cream craft	
5) Revision of Year 3	Consolidating work completed over Year 3	
6) Boules	Learn history of Boules and play outside	
7) Traditional French Playground Games	Games	
8) n/a PPA Week		

Year 4 Autumn Term (Sep – Dec)		
Key Theme : Numbers 1-31, Months, Dates, Birthdays and Christmas		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1) Revision of classroom language and greetings	Revise greetings Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ça va? (How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you), ça ne va pas (bad)	Gain confidence in creating a basic conversation in a foreign language.
2) Revise numbers 1-12 and days of week	Numbers 1-12 + revision days of the week un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze,	Work towards giving the full date in French.
3) To learn numbers 13 - 31	Learn numbers 13 - 31	



Yorke Mead Primary School

French Curriculum 2020



	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	
4) Numbers 1-31	Numbers revision 1-31	
5) Numbers and months	Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	
6) To ask for and say the date of your birthday	Asking for and giving own birthday Happy Birthday song Quelle est la date de ton anniversaire? Song Mon anniversaire, c'est le (vingt-sept juin)	
OCTOBER HALF TERM		
1. Birthdays, see Pocoyo clip	Birthday celebration vocabulary Making a birthday card un dessin, un cadeau, un ballon, un gâteau, les amis, joli, fantastique, délicieux, heureux, heureusement, malheureusement, quel dommage!	
2. Make a party invitation	Making a party invitation C'est mon anniversaire! Salut! Je t'invite à mon anniversaire! Date: Heure: Endroit: J'espère que tu pourras venir!	
3. Learn some typical exclamations in French	Responding to a video story Regardez! Ta faute! Bon anniversaire! Zut! Ça suffit! Allez-y!	
4. ICT	ICT Revision of Months and Numbers	
5. Learn Christmas Vocabulary	Noël : Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoile Combien de ... y a-t-il? Il y a ...	



Yorke Mead Primary School

French Curriculum 2020



	De quelle couleur sont les ...? Ils/Elles sont...	
6. Learn Christmas songs	“Il est né le divin enfant”(carol to sing) “Vive le vent” Lily et le bonhomme de neige (animation + song)	
7. n/a PPA Week		

Year 4 Spring Term (Jan – Mar)		
Key Theme : Shapes, Art, Parts of Body, Family		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. Learn words for key shapes	Shapes: un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil	Describe the world around you.
2. Combine colour and other adjectives with shapes.	Shapes & colours bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	
3. Describe where things are in a picture.	Prepositions of place - describing pictures sur, sous, à droite, à gauche, au centre de Il y a (there is/are), C'est (it is), Il/Elle a (it has), et (and), mais (but), aussi (also)	
4. Use the language to describe pictures.	Describing Matisse using language from previous lessons.	
5. Create own picture and description.	Creating own Matisse painting & description (watercolour activity) Use language from lessons 1,2,3	Create a description and an image.
6. Complete picture	Complete picture	
FEB HALF TERM		
1. Learn nouns for parts of the face	Parts of the face: le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreilles	



Yorke Mead Primary School

French Curriculum 2020



2. Revise nouns for parts of the face	Use language as above	
3. Learn nouns for parts of body	Parts of the body (use singular and plural) la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac	
4. Parts of body	Story: "Va t'en grand monstre vert"	
5. Design and describe monster picture	Use language above	
6. Display monsters	Create piece for display	
EASTER HOLIDAYS		
Year 4 – Summer Term (Apr – Jul)		
Key Theme : Family and physical descriptions		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1) Learn nouns for family members	Nouns for family members: ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère	Describe your family and ask questions about others.
2) Revise Family members	Revise vocab above	
3) Revise Family with Mini Books	Family revision with Mini Books	
4) Siblings and pets. To ask and answer "Do you have?" "What is he/she called?" "How do you spell that?"	Siblings & pets - asking & answering survey, including spelling names Do you have..? Tu as..? What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit?	
5) Revision of above		
MAY HALF TERM		
1) Describe hair and eyes	Describing hair & eyes Tu as les yeux de quelle couleur? J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux? J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi-longs/raides/bouclés/ondulés	



Yorke Mead Primary School

French Curriculum 2020



2) Revise his/her hair and eyes	Language as above	
3) Describe hair and eyes	Language as above – Guess Who?	
4) Display	Language as above – Look at Art by Picasso etc	
5) Zarafa	Watch DVD about the story of Zarafa the Giraffe	
6) Zarafa	DVD	
7) Zarafa craft	Create own craft Zarafa Giraffe with key words to describe him.	

Year 5 Autumn Term (Sep – Dec)		
Key Theme : Numbers, Time, Daily Routine		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. Greetings revision and ask pupils to think about why French is an important language to learn.	Greetings revision	
2. To revise numbers 1-20	Revise numbers 1-20 + song	
3. To consolidate and extend the ability to ask for and tell the time	Asking for & giving the time What time is it? Quelle heure est-il? It's five o'clock. Il est cinq heures. Quelle heure est-il M. Le Loup? Game. Dominoes	Be able to ask and tell the time.
4. Revise Time	Revise vocabulary above	
5. To say what time you have your meals: 'at ... o'clock.' To describe what you usually have for breakfast/lunch/ dinner	What time do you have breakfast? A quelle heure manges-tu le petit déjeuner? What do you have for breakfast? / lunch/ dinner Qu'est-ce que tu manges au petit déjeuner?	
6. Cartoon Strips of Daily Eating Routine with food	Create Cartoon: Je mange.... un yaourt, des céréales, du pain, du pain grillé, des fruits, de la confiture...	Discuss your daily eating habits.



Yorke Mead Primary School

French Curriculum 2020



	Je bois...du thé, du café, du jus d'orange, du chocolat chaud (Key grammar: de + definite article - de+le --> du, de la, de+les --> des with structured grid for help)	
7. ICT	Revision of topics above	
OCTOBER HALF TERM		
1. Planets	Planets in French	Link to Science curriculum
2. Pizza Vocab	Introduce pizza foods: pepperoni, olives, fromage, ananas, a porter, anchois, poivron, téléphone	
3. Je Suis une Pizza Vocab and Song	Gap fill of song and games	
4. Pizza craft	Pizza craft	
5. Learn Christmas Vocabulary	Noël: Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoile Combien de ... y a-t-il? Il y a ... De quelle couleur sont les ...? Ils/Elles sont...	
6. Learn Christmas songs	Carols: "Il est né le divin enfant" + "Vive le vent"	

Year 5 Spring Term (Jan – Mar)		
Key Theme : Time, Mealtimes, Sports		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. To learn to use different persons of the regular -ER verb MANGER To write short sentences about what different people eat for breakfast.	What do you have for breakfast? Using different parts of the -ER verb manger	Create sentences using other -ER verbs such as Regarder, Chanter etc
2. Learn how to say you prefer	Qu'est-ce que tu préfères? Je préfère... What do you drink? Qu'est-ce que tu bois?	



Yorke Mead Primary School

French Curriculum 2020



3. To practise saying what you eat and drink for lunch on different days.	What time is lunch? À quelle heure manges-tu au collège? Packed lunch or school dinners? Qu'est-ce que tu manges? La nourriture du collège ou un panier repas?	
4. To practise looking up new nouns in a dictionary.	Developing dictionary skills with nouns Dictionary lesson 1 Using alphabetical order, working out when to use a dictionary and when not to Combining new language with verbs of like and dislike to create new and longer sentences.	
5. To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To use expressions of frequency to add detail.	Mealtimes and expressions of frequency always) toujours (usually) d'habitude (sometimes) parfois À quelle heure manges-tu le petit déjeuner / le déjeuner / le dîner?	
6. Valentines	Valentines cards and vocabulary	
FEBRUARY HALF TERM		
1. To develop use of a dictionary for nouns. To apply phonics knowledge to new language.	Sports & dictionary skills lesson - alphabet of sports Introduce a few sports that are popular / traditional in French-speaking countries.	Discuss sports you and others enjoy. Build upon describing your likes and dislikes.
2. To ask for and give opinions about sports	Sports & likes/dislikes plus survey (Do you like (rugby)? Tu aimes (le rugby) le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'atletisme (athletics), la natation (swimming), la gymnastique (gymnastics)	
3. To talk about the sports you know how to do. To use two key verbs in the present tense.	Saying what sports you play/do What sports do you do? Quels sports fais-tu? Je joue au / Je fais de	



Yorke Mead Primary School

French Curriculum 2020



	Key grammar: use of a + definite article for playing sports and de+definite article for sports you do	
4. Talk about the sports you do.	Saying what sports you know how to play/do Je sais faire du ski / Je sais jouer au foot Je ne sais pas faire de la musculation / Je ne sais pas jouer au golf	
5. To learn expressions of frequency to say how often you do different sports.	Write and adapt sentences to describe the sports you do and when you do them. (On Mondays) le lundi je joue au tennis etc with rest of the days of the week. (every day) tous les jours (once a week) une fois par semaine (twice a week) deux fois par semaine (sometimes) parfois (never) jamais	
6. Easter Cards	Pâques	
EASTER		
Year 5 – Summer Term (Apr – Jul)		
Key Theme : Verbs, Instructions, Music		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1) To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table.	VERB faire - to do (sports) je fais /tu fais/il fait/elle fait/ nous faisons/vous faites/ils font/elles font	
2) Revise above	Revise above	
3) To use the different parts of faire to talk about the actions of others.	ER-verbs talking about the sports others do	
4) Revision		
5) ICT		
MAY HALF TERM		



Yorke Mead Primary School

French Curriculum 2020



1. To use verbs to give instructions.	Using the command form to give simple movement instructions Tournez(Turn around), Sauter(Jump!), Un pas a droite(Take a step to the right), Touchez les pieds (Touch your feet), Levez les mains(Put your hands up), Baisez les mains (Put your hands down)	
2. To use verbs to give instructions.	Creating a simple exercise/dance routine (and dance Hokey Cokey in French)	
3. To identify different types of music and give likes / dislikes	Different types of music Giving opinions of different types of music: Le jazz, la musique Classique etc in my opinion (I think that) J'aime, J'adore, Je déteste, Je n'aime pas etc	Provide opinions about musical instruments.
4. To look up new nouns to check for meaning using an online dictionary.	Saying what instruments you hear Identifying French words for instruments un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie Referring to a dictionary	
5. ICT	Revision of musical instruments and sports	
6. Traditional Games / Quiz		
7. n/a PPA		

Year 6 Autumn Term (Sep – Dec)		
Key Theme : Weather, Countries		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics.	Classroom language, questions and phonics.	



Yorke Mead Primary School

French Curriculum 2020



2. To revise months and seasons	Les mois - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Les saisons - le printemps, l'été, l'automne, l'hiver	
3. To describe a variety of weather phrases in the present tense.	Describing weather Quel temps fait-il? - What is the weather like? le temps - the weather la météo - the weather forecast Il fait... It is frais -cool, beau – fine, chaud – hot, du vent- windy froid -cold, mauvais- bad, du soleil -sunny il y a...-there is., du brouillard -fog, un orage - a storm, il pleut - it's raining il neige -it's snowing quand il fait beau...-when it is nice weather...	Describe the weather and seasons.
4. To know the seasons in French. To use the language of weather to describe climates in different places.	Describing weather Quel temps fait-il? À Blois il fait froid...À Marseille il fait du soleil"	
5. To revise key weather and season vocabulary.	En hiver il fait toujours froid. (In winter it's always cold.) En hiver (in winter), en automne (in autumn), au printemps (in spring), en été (in summer), quelquefois (sometimes), normalement (usually/normally)	
6. To gain a basic understanding of the geography of France using compass points.	To know the compass points in French. Où est...? Where is...? C'est dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre.	
7. ICT Revision	ICT Revision	
OCTOBER HALF TERM		
1. To learn some countries in French and link them to their flags using colours.	Countries, colours, flags	



Yorke Mead Primary School

French Curriculum 2020



	l' Angleterre (England), l'Allemagne (Germany), la France (France), l'Espagne (Spain), l'Irlande (Ireland) le pays (country), le drapeau (flag), la couleur (colour) bleu, vert, noir, gris, rouge, orange, rose, jaune, marron, blanc, violet	
2. Revise countries and their flags.	Revision	
3. To learn the names of the countries that border France. Describe where they are using the compass points in French.	La France a sept pays voisins. (France has seven neighbouring countries) l'Allemagne, l' Angleterre, l'Espagne, la Grande-Bretagne, l'Italie, la Suisse, le Luxembourg, la Belgique, l' Europe	
4. Christmas song	Vive le vent, Canon de Noël	
5. Christmas in France		
6. Christmas activities		

Year 6 Spring Term (Jan – Mar)		
Key Theme : France, Describing where you live, Poetry		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. To describe what there is in France, using the phrase 'a lot of'	Il y a beaucoup de... (there are a lot of...) montagnes (mountains), rivières (rivers), ports (ports), aéroports (airports), plages (beaches)	
2. La France	Display activities	
3. To describe France and understand a longer text about France	J'habite..... I live..... J'habite à Londres (+ town) I live in London J'habite en France (f – country) I live in France J'habite au Portugal (m – country) I live in Portugal Quelle est la capitale de (la France)?	Describe and recognise different countries and cities. Link to Geography.



Yorke Mead Primary School

French Curriculum 2020



	C'est Paris.	
4. To learn words for different areas/ types of places to live.	Où habites-tu? J'habite à Croxley Green près de Londres. Croxley Green, c'est comment? C'est une ville. C'est une grande ville. C'est une petite ville. C'est un village. C'est à la montagne. C'est à la campagne. C'est au bord de la mer. C'est en banlieue. C'est en centre-ville.	
5. To practise talking about where you live in more detail.	Language as above, plus: et (and), mais (but), aussi (also)	
6. La Saint - Valentin	Valentines activities	
FEBRUARY HALF TERM		
1. To learn words to say what is in a town. Dictionary skills	Nouns for places in town. Indefinite articles un/une.	
2. To learn words to say what is in a town.	(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	
3. To create sentences to say / write there is / there is not (negatives) and build a conversation.	Dans mon village, il y a... un/une/des, il n'y a pas de.. A (Croxley Green) il y a .., il n'y a pas de...	
4. To explore a French poem	To practise memory and performance skills Dans Paris- Paul Eluard	
5. To create own version of French poem		
6. ICT		
EASTER		
Year 6 – Summer Term (Apr – Jul)		



Yorke Mead Primary School

French Curriculum 2020



Key Theme : Festivals, Revision of key vocabulary		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
1. French festivals using the present tense of more 'ER' verbs	Introduction to six festivals/festive days in France - on mange, on porte, on commémore, on fait, on voit	
2. French festivals	Le Carnaval à Dunkerque on mange, on chante, on danse, on joue d'un instrument, on porte, on voit	
3. French festivals	Revision	
4. Danser - regular verbs in the present tense	je, tu, il, elle, on, nous, vous, ils, elles -e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)	
5. "ER" Verb Display	Craft	
MAY HALF TERM		
1) Review the Q and A in the y6 conversation.	Revision of essential personal identification vocabulary and structures, including questions Comment tu t'appelles? Je m'appelle..., Comment ça va? Quel âge as-tu? J'aians Quelle est la date de ton anniversaire? Mon anniversaire c'est le... Tu as des frères ou des sœurs? Oui, j'ai... Tu as un animal? Où habites-tu? J'habite à Qu'est-ce qu'il y a à _____? Àil y a... Quelles langues parles-tu? Je parle...	
2) Review the Q and A in the y6 conversation	Prepare conversations	
3) Present Conversations	Present Conversations and peer assess	



Yorke Mead Primary School

French Curriculum 2020



4) Holidays vocabulary: Revision of where I live and weather	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 Avec qui vas-tu en vacances? Je vais... avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents	Discuss holiday plans.
5) Holidays: Using the verb aller	Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont	
6) At the café	Conversation: Bonjour Madame/Monsieur. Vous desirez? Je voudrais un fanta et une portion de frites s'il vous plaît Et avec ça? Je voudrais aussi un coca. C'est combien? Ça fait cinq euros. Merci, au revoir. Au revoir!	Revise café conversation in France.
7) Boules	Boules tournament	



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Resources:

For ICT practise:

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

For powerpoints and worksheets:

- Twinkle
- Linguascope.com
- Lightbulb languages
- BBC Bitesize French

Songs:

- Alain Le lait
- Rémi Guichard
- Mamalisa.com
- Charlotte Diamond