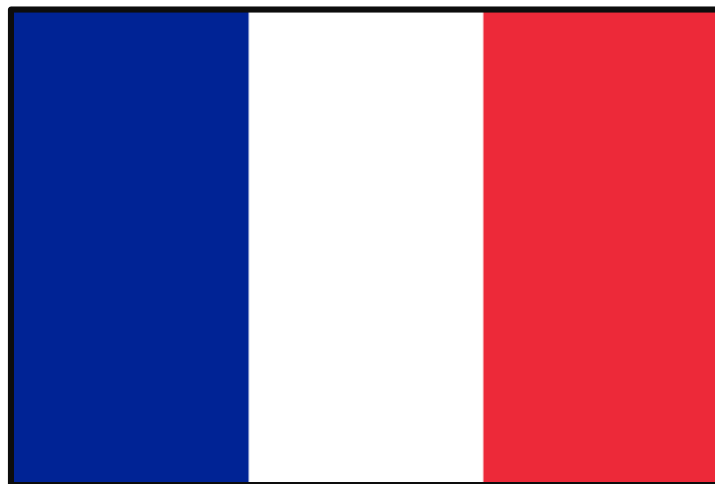




Swindon Village Primary School



French Curriculum




















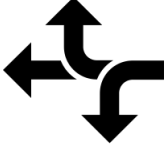
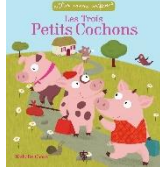









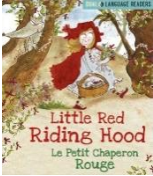


Swindon Village Primary School French Key Vocabulary







Key Vocabulary to be used in every lesson			
	English	French	Pronunciation
Year 2	Hello Thank you Please Yes No Goodbye How are you? I'm fine thanks And you? So so Bad	Bonjour! Merci S'il vous plaît Oui Non Au revoir! Comment ça va? Ça va bien merci Et toi? Comme ci, comme ça. Mal	Bon-jour Mare-see Siv-oo-play Wee Non Oh-ruh-vwah Com-on sa-va? Sa-va bee-an mare-see Ey twa? Com-si, com-sa Mal
Year 3	What is the weather like? It's nice It's bad Listen Talk Sit down Stand up In silence	Quel temps fait-il? Il fait bon Il fait mauvais Écoutez Parlez Asseyez-vous Levez-vous En silence	Kel tomp fait-eel? Il fay bon Il fay moh-vay E-coo-tay Par-lay Ass-ay-eh-voo Luh-vay-voo On see-lonse
Year 4	My favourite subject is... What time is it? It is ... o'clock. It is half past... Excuse me Do you know where the...is? Where is... Is it far/near?	Ma matière préférée est... Quelle heure est-il? Il est ... heures Il est ... et demie Excusez-moi Est-ce que vous savez où est... Où est... Est-ce que c'est loin/proche?	Mah mat-ee-air pref-er-ay ey... Kel ur et-eel? Eel ey ... ur Eel ey ... ey dem-ee Excu-sem-mwa Es-cuh voos av-ay oo ay? Oo-ey Es-cuh se loo-an/prosh?
Year 5	What do you do at the weekend? What do you like to do? I play... I do/go... What would you like? I would like... Enjoy your meal There you are! Anything else?	Qu'est-ce que vous faites le weekend? Qu'est-ce que tu aimes faire? Je joue Je fais Désirez-vous? Je voudrais... Bon appétit! Voilà! C'est tout?	Kes-kuh voo fait luh week-end? Kes-kuh too aim fair? Juh joo Juh fay Dez-ee-ray voo? Juh voo-dray... Bon-app-ay-tee Vwola! Say too?
Year 6	In the future, I would like to be... In the morning In the evening On Saturday On Sunday Every day At the weekend During my free time Occasionally	À l'avenir, je voudrais être... Du matin Dans la soirée Le samedi Le dimanche Tous les jours Le week-end Pendant mon temps libre parfois	A-lav-neer, juh voo-dray et-r... Doo mat-an Don la swar-ay Luh sam-dee Luh dee-monsh Too lay joor Luh week-end Pon-dont mon tomp leeb-r Par-fwa









Swindon Village Primary School French Overview

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	About me 	Animals 	Numbers 	French Songs/Poems 	Days of the Week 	Food 
Year 2	About me 	Colours 	Food 	Animals 	Traditional Tale: The Very Hungry Caterpillar 	
Year 3	School 	Daily Routine 	French Songs/Poems 	Numbers 	The Weather 	
Year 4	School 	Daily Routine 	French Songs/Poems 	Directions 	Traditional Tale: The Three Little Pigs 	
Year 5	School 	Daily Routine 	Sports 	Résumé 	Food 	
Year 6	School 	Daily Routine 	Sports 	Résumé 	Traditional Tale: Little Red Riding 	






Year 1

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1	About Me 	Animals 	Numbers 	French Songs/Poems 	Days of the Week 	Food 
Theme	Simple Greetings Stating age and name Asking other children their name and age	Naming animals	Counting up to 10	Frère Jacques Singing songs relevant to topics we have learnt so far	Naming the days of the week	Naming fruits and vegetables
Suggested Activities	<p>Walk around the classroom and say hello, hi or goodbye to other children/adults.</p> <p>Give children a sentence stem e.g. 'Je m'appelle...' and 'J'ai... ans' for them to complete and rewrite.</p> <p>Set up a conversation carousel. Children sit opposite one another and one row rotates so they speak to different people.</p> <p>Have 'What is your name?' and 'How old are you?' written on a piece of paper and allow children to respond.</p> <p>Do a fact finding activity. Give children a piece of paper with 'nom' (name) and 'age' as subheadings. Children have to try and find out 5 names and ages by asking questions and responding.</p>	<p>Use flashcards with different animals on.</p> <p>Matching the picture with the word.</p> <p>Sorting animals into different categories whilst naming e.g. 'has fur' and 'doesn't have fur' or 'would keep as a pet' and 'wild animal'.</p> <p>Grouping animals into animals you like or don't like whilst naming.</p> <p>In pairs, one child draws an animal whilst the other guesses which one in French.</p> <p>Use toy animals to help the children identify them.</p> <p>Put labels onto toys.</p>	<p>Sing a counting to 10 song.</p> <p>Use flashcards with different numbers on them.</p> <p>Count in a circle with one child saying each number.</p> <p>Say the English number and then they have to say the French.</p> <p>Say the number in French and the class have to show you on their fingers.</p>	<p>https://www.youtube.com/watch?v=gBb1OYM5UD4 Frère Jacques:</p> <p>https://www.youtube.com/watch?v=NXKJ88yqPY0 Greeting and numbers:</p> <p>Sing songs together.</p> <p>Experiment with singing in a round i.e. different groups of singers starting at a different time.</p> <p>Introduce instruments.</p>	<p>Sing the days of the week.</p> <p>Give children the written French words and they fill in the English.</p> <p>Match the French and English words.</p> <p>Write the date.</p> <p>Say the English and the children need to say the French.</p> <p>Use flashcards with different days of the week on them.</p> <p>Give children a checklist of activities and they must respond based on the day. E.g. Samedi: Do you come to school?</p> <p>Create a weekly timetable with the French days of the week.</p>	<p>Sorting fruits and vegetables into likes and dislikes.</p> <p>Give children the written French words and they fill in the English.</p> <p>Match the French and English words.</p> <p>Say the English and the children need to say the French.</p> <p>Use flashcards with different fruits and vegetables on them.</p> <p>Create a menu using the new vocabulary.</p> <p>Bring in real fruit and vegetables and allow the children to taste and identify them.</p>




Key Vocabulary

	English	French	Pronunciation
Autumn 1: About Me 	Hello Hi My name is I am ___ years old What is your name? How old are you? Goodbye	Bonjour! Salut! Je m'appelle J'ai ____ans Comment t'appelles-tu? Quel âge as-tu ? Au revoir	Bon-jour Sal-oo Juh-map-el Jay-____arns Com-on-tap-el-too Kel-arge-a-too Oh-ruh-vwah
Autumn 2: Animals 	the dog the cat the rabbit the fish the snake the hamster the cow the horse the chicken the pig	le chien le chat le lapin les poissons le serpent le hamster la vache le cheval la poule le cochon	Luh she-an Luh sha Luh lap-an Lay pwa-son Luh sur-pon Luh am-stare La vash Luh shuh-val La poo-lay Luh coo-shone
Spring 1: Numbers 	Zero One Two Three Four Five Six Seven Eight Nine Ten	zéro un deux trois quatre cinq six sept huit neuf dix	Zay-ro uhn duh twah kat-ruh sank sees set wheet nuhf dees
Spring 2: French Songs 	Are you sleeping? Are you sleeping? Brother John, Brother John? Morning bells are ringing, morning bells are ringing Ding, dong, ding. Ding, dong, ding.	Frère Jacques, Frère Jacques Dormez-vous? Dormez-vous? Sonnes les matines! Sonnez les matines! Ding, ding, dong. Ding, ding, dong.	Frair-re Jac-cer, Frair-re Jac-cer Door-may-voo? Door-may-voo? Son-nay lay ma-teen-er! Son-nay lay ma-teen-er!
Summer 1: Days of the Week  <div style="background-color: red; color: white; padding: 5px; margin-top: 5px;"> NB: No capital letters unless at the start of a sentence. </div>	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	lundi mardi mercredi jeudi vendredi samedi dimanche	Lun-dee Mar-dee Me-cre-dee Juh-dee Von-druh-dee Sam-i-dee Dee-monsh
Summer 2: Food 	The fruit The/an apple The/an orange The/a banana The/a pear The/a strawberry The vegetables The/a carrot The/a potato The/a broccoli The/a sweetcorn The/a pepper	Les fruit La/une pomme L'/une orange La/une banana La/une poire La/une fraise Les legumes La/une carotte La/oon pomme de terre Le/un brocoli Le/un maïs sucré Le/un poivron	Lay fwee La/oon pom l/oon or-onj La/oon ban-an La/oon pwar La/oon frez Lay lay-gume La/oon cah-rot La/oon pom-du-tair Luh/uhn broc-oli Luh/uhn may-z soo-cray Luh/uhn pwa-vron






Year 2

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1	About Me 	Colours 	Food 	Animals 	Traditional Tale: The Very Hungry 	
Theme	Making statements about name and age. Asking how someone is and responding. Describing (simply) another person.	Naming the colours. Giving an opinion on colours.	Naming food. Expressing likes and dislikes about food. Describing food	Naming animals. Giving an opinion about animals. Describing animals.	Listening to and reading a traditional tale in French Repeating parts of the story	Adapting the story in French Rewriting the story in French using vocabulary from the last two years.
Suggested Activities	Walk around the classroom greeting others. Give children a sentence stem e.g. 'Je m'appelle...' and 'J'ai... ans' for them to complete and rewrite. Set up a conversation carousel. Children sit opposite one another and one row rotates so they speak to different people. Have 'What is your name?', 'How are you?', 'Description' and 'How old are you?' written on a piece of paper and allow children to respond. Do a fact finding activity. Give children a piece of paper with 'nom' (name) and 'age' as subheadings. Children have to try and find out 5 names and ages by asking questions and responding. Children make a poster about themselves including age, description and name.	Hold up crayons for children to state colours Use flashcards with different colours on. Matching the picture with the word. Sing 'The Rainbow Song' in French. Colour and label a rainbow. Paint and label a colour wheel. Sort colours into 'J'aime' (I like) and 'Je n'aime pas' (I don't like). Complete like and dislike sentences.	Give children the written French words and they fill in the English. Match the French and English words. Say the English and the children need to say the French. Bring in food for the children to try and sort. Children read and complete 'Aimes-tu?' (Do you like it?) quiz. Complete 'C'est' (It is) sentences. E.g. C'est vert. (It is green).	Use flashcards with different animals on. Matching the picture with the word. Children read and complete 'Aimes-tu?' (Do you like it?) quiz. Use toy animals to help the children identify them. Complete 'C'est' (It is) sentences. E.g. C'est vert. (It is green). State the animals name, whether you like or dislike it and it's colour.	Listen to The Hungry Caterpillar. Match English words with French words. Repeat parts of the story. Draw pictures to complete a story map. Give children the story for them to fill in missing vocab. Children make a glossary of key words. Children read the story aloud in both languages. Children act out the story with toys. Give children the English for them to translate into French.	Identify parts of the story that could be swapped e.g. the hungry caterpillar could be the hungry lion. Underline words that could be swapped in the story. Generate a bank of words that could be substituted. Children rewrite the story having swapped food, the main character, numbers and days of the week. Children illustrate the story. Film a stop motion animation of the new story with narration.






Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: About Me</p>  <div style="border: 1px solid red; background-color: red; color: white; padding: 5px; margin-top: 10px;"> <p>NB. Adjectives are feminine (fem.) or masculine (masc.) depending on whether you are describing something/someone feminine or masculine. E.g. He is tall = Il est grand. She is tall = Elle est grande.</p> </div>	<p>My name is I am ___ years old What is your name? How old are you? How are you? I'm fine thanks And you? So so Bad He/She is Tall (masc.)/Tall (fem.) Small (masc.)/Small (fem.) Kind (masc.)/Kind (fem.) Smart (masc.)/Smart (fem.)</p>	<p>Je m'appelle J'ai ___ans Comment t'appelles-tu? Quel âge as-tu? Comment ça va? Ça va bien merci Et toi? Comme ci, comme ça. Mal Il/Elle est Grand/Grande Petit/Petite Gentil/Gentille Intelligent/Intelligente</p>	<p>Juh-map-el Jay-___arns Com-on-tap-el-too Kel-arge-a-too Com-on sa-va? Sa-va bee-an mare-see Ey twa? Com-si, com-sa Mal Eel/ell ey Gron/Grond Puh-tee/Puh-teet Jon-tee/Jon-teel Un-telly-jon/un-telly-jont</p>
<p>Autumn 2: Colours</p> 	<p>I like... I don't like... Do you like it? Red Orange Yellow Green Blue Indigo Violet Pink White Black</p>	<p>J'aime... Je n'aime pas... Aimes-tu? Rouge Orange Jaune Vert Bleu Indigo Violet Rose Blanc Noir</p>	<p>Jay-m Juh name pa Aim-too? Rooge O-ronj Jo-ne Vair Blur En-dee-go Vee-o-lay [Roll the R] Rose Blon Noo-ar</p>
<p>Spring 1: Food (refer back to Y1 food vocab)</p>  <div style="border: 1px solid red; background-color: red; color: white; padding: 5px; margin-top: 10px;"> <p>NB. When saying you like a food you actually say you like the food. E.g I like cake = J'aime le gâteau.</p> </div>	<p>I like... I don't like... Do you like it? It is... The fish The cheese The chicken The sausages The some meat The cake The sweets</p>	<p>J'aime... Je n'aime pas... Aimes-tu? C'est Le poisson Le fromage Le poulet Les saucisses La viande Le gâteau Les bonbons</p>	<p>Jay-m Juh name pa Aim-too? Say Luh pawhss-on Luh froh-mahj Luh pooh-lay Lay so-seess La vee-ahnd Luh gat-o Lay bon-bon</p>
<p>Spring 2: Animals (refer back to Y1 animal vocab)</p> 	<p>I like... I don't like... Do you like it? It is... Cheetah Elephant Giraffe Lion Monkey Panda Tiger Zebra Kangaroo Gorilla</p>	<p>J'aime... Je n'aime pas... Aimes-tu? C'est le guépard l'éléphant la girafe le lion le singe le panda le tigre le zèbre le kangourou la gorille</p>	<p>Jay-m Juh name pa Aim-too? Say luh gay-par lay lay-fohn la gee-rahff luh lee-ohn luh sanj luh pahn-dah luh tee-gruh luh zeh-bruh luh kahn-goo-roo la gour-ee</p>
<p>Summer 1 and Summer 2: The Very Hungry Caterpillar </p>	<p>The Very Hungry Caterpillar - La chenille qui fait des trous</p> <p>Complete translation available in the book with pronunciation.</p>		




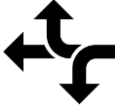


Year 3

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1						
Theme	Naming classroom instructions	Naming elements of a daily routine	Reciting a poem about the seasons	Counting up to 20	Making statements about the weather	Creating and filming a weather report
Suggested Activities	<p>Use flashcards to match the English and the French.</p> <p>Play 'Jacques a dit' (Simon says) with classroom instructions.</p> <p>Play follow the leader where every child gives out one instruction and the class need to follow.</p> <p>Make posters for each classroom instruction.</p> <p>Write a list of instructions for someone else to follow in the class. Everyone swaps instructions with another pupil.</p> <p>Set up a circuit with a different instruction at each station and use a timer. E.g. when at Station A it says 'asseyez vous' and so children must sit down for the set time.</p> <p>Act out the instruction and children must say in French the action that is being done.</p> <p>Create a glossary of the key vocabulary.</p>	<p>Use flashcards to match the English and the French.</p> <p>Give children the French and they need to draw a picture to show what it means.</p> <p>Order the routine to fit their specific routine.</p> <p>Create a timetable or checklist of the key daily activities.</p> <p>Create actions for each element of the daily routine and children act them out.</p> <p>Complete an Avez-vous...? (Have you...?) quiz for children to complete at different times of the day.</p>	<p>https://www.mamalisa.com/blog/le-temps-a-laiss-son-manteau-a-french-poem-by-charles-dorians/</p> <p>https://www.poemhunter.com/poem/les-quatre-saisons-the-four-seasons/</p> <p>https://www.fluentu.com/blog/french/french-poems-about-spring/</p> <p>Listen to the poem.</p> <p>Translate the poem or compare translation with original.</p> <p>Learn and perform the poem.</p>	<p>Sing a counting to 20 song.</p> <p>Use flashcards with different numbers on them.</p> <p>Count in a circle with one child saying each number.</p> <p>Say the English number and then they have to say the French.</p> <p>Say the number in French and the class have to show you on their fingers.</p>	<p>Give children pictures of the weather and they need to fill in the French (and vice versa).</p> <p>Identify the actual weather with a French description.</p> <p>Use flashcards to repeat key vocabulary.</p> <p>Organise weather into seasons. Ask: Quelle saison? (Which season?) for the children to sort the weather into.</p> <p>Create actions for different weather.</p> <p>Create a daily weather sheet for children to fill in. E.g. children write in the weather that it is on that day.</p>	<p>Plan a script for creating a weather report.</p> <p>Film on ipads.</p> <p>All children need to speak in the weather report.</p> <p>Children dress up smartly like in a real weather report.</p> <p>Watch a real weather report in French and identify any familiar language.</p> <p>Watch a real weather report in English to identify key elements.</p> <p>Use computing software to merge different segments of film together.</p>




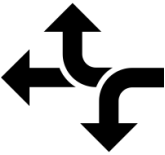

Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: School</p> 	Pack up your things Listen Talk Look at the board Write Put your hand up Open your book Close your book Sit down Stand up In silence	Rangez vos affaires Écoutez Parlez Regardez le tableau Écrivez Levez la main Ouvrez votre livre Fermez vos livre Asseyez-vous Levez-vous En silence	Ron-jay voz affairs E-coo-tay Par-lay Re-gar-day luh tab-luh E-cree-vay Luh-vay la man Oo-vray vot-r lee-vra Fer-may voz lee-vra Ass-ay-eh-voo Luh-vay-voo On see-lonse
<p>Autumn 2: Daily Routine</p> 	I get up I take my shower I brush my teeth I wash my face I eat breakfast I have lunch I go home I meet some friends I have dinner I watch TV I read a book I go to bed I go to school	Je me lève Je prends ma douche Je me brosse les dents Je lave le visage Je prends le petit déjeuner Je prends le déjeuner Je rentre chez moi Je rencontre des amis Je prends le dîner Je regarde la télé Je lis un livre Je me couche Je vais à l'école	Juh muh lev Juh pren mah doo-sh Juh muh bross lay dont Juh lav luh veez-aj Juh pren luh puh-tee day-juh-nay Juh pren luh day-juh-nay Je ront-r shay mwah Juh non-cont-ruh days am-ee Juh pren luh dee-nay Juh ray-gard la tel-ay Juh lee uhn leev-r Juh may coo-shay Juh vay a lay-cole
<p>Spring 1: French Songs/Poem: </p>	Vocabulary will depend on the poem chosen and will be available online.		
<p>Spring 2: Numbers (See Y1 for numbers 1-10)</p> 	Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	onz dooz trez katorz kanz sez dee-set dees-weet dees-nurf van
<p>Summer 1 and Summer 2: Weather</p> 	What is the weather like? It's nice It's bad It's cold It's warm/hot It's cloudy It's beautiful It's stormy It's sunny It's windy It's foggy It's snowing It's raining	Quel temps fait-il? Il fait bon Il fait mauvais Il fait froid Il fait chaud Il fait nuageux Il fait beau Il fait orageux Il fait soleil Il fait du vent Il fait du brouillard Il neige Il pleut	Kel tomp fait-eel? Il fay bon Il fay moh-vay Il fay fwa Il fay sho Il fay noo-aj-er Il fay boh Il fay o-raj-uh Il fay sol-ay Il fay doo von Il fay doo broy-ar Il nej Il pluh

Year 4






	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1	School 	Daily Routine 	French songs/poems 	Directions 	Clothes 	The Three Little Pigs 
Theme	Naming school subjects. Giving opinions about school subjects.	Telling the time in relation to the daily routine.	Singing 'Bonjour Monsieur, Bonjour Madame.'	Giving directions in relation to current position.	Clothes	Listening to a traditional tale in French Repeating parts of the story
Suggested Activities	<p>Use flashcards with different subjects on them.</p> <p>Sort subjects into 'J'aime (I like...)' and 'Je n'aime pas (I do not like)'.</p> <p>Give children the written word and they need to draw a representative image next to it.</p> <p>Give children an 'Aimes-tu?' (Do you like it?) quiz where they need to read and respond.</p> <p>Give children the sentence stem 'J'aime...' and they need to complete it with a list of subjects they enjoy.</p> <p>Play 'Grandma's Shopping List' in small groups with favourite subjects. E.g. 'Ma matière préférée est les science' (My favourite subject is science). Then the next person says 'Ma matière préférée est les science et le français' etc.</p> <p>Put the daily timetable up in French.</p>	<p>Order vocabulary cards to fit their specific routine.</p> <p>Create a timetable or checklist of the key daily activities.</p> <p>Create actions for each element of the daily routine and children act them out.</p> <p>Discuss what time each event happens.</p> <p>Match a card with the time on with the activity.</p> <p>Give children the sentence starter 'À ____ heure' (At ____ o'clock) and they fill it in with the time and activity.</p>	<p>https://www.frenchlearner.com/songs/bonjour-monsieur-bonjour-madame/</p> <p>Sing songs together.</p> <p>Experiment with singing in a round i.e. different groups of singers starting at a different time.</p> <p>Introduce instruments.</p> <p>Boys sing one part and girls sing the other.</p>	<p>Use the beebots or probots to follow directions that you have set.</p> <p>Make a map of the school and give directions to different places.</p> <p>Make directions for another child to follow.</p> <p>Role-play being lost in partners and giving directions.</p> <p>Set up a treasure hunt for children to follow French instructions around the school.</p> <p>Give children a start and end point on a map and they write directions.</p>	<p>Flash cards of different clothes.</p> <p>Label different pictures - what they are wearing.</p> <p>Role play asking what they are wearing.</p> <p>Write sentences to answer what they are wearing at school and at the weekend or at a club.</p> <p>Give children the written word and they need to draw the clothing item.</p>	<p>Read the story in English.</p> <p>Put pictures of key events in the story into chronological order.</p> <p>Listen to the story in French.</p> <p>Repeat the title and other repetitive elements of the story.</p> <p>Act out elements of the story with the French narration being played/spoken in the background)</p>

Key Vocabulary





	English	French	Pronunciation
Autumn 1: School 	My favourite subject is... Maths Science English History PE Geography Music Computing Art French	Ma matière préférée est... Les mathématiques Les sciences L'anglais L'histoire Le sport La géographie La musique L'informatique Le dessin Le français	Mah mat-ee-air pref-er-ay ey... Lay math-uh-mat-eek Lay see-on-ss Lon-glays List-wa Luh spor La gee-og-ra-fee La moo-sique Lin-for-mat-eek Luh dess-an Luh fron-says
Autumn 2: Daily Routine (see vocabulary from Y3) 	At what time? What time is it? It is 8 o'clock At 9 o'clock... It is half past 12 At half past 12... It is quarter to 11 At quarter to 11...	À quelle heure? Quelle heure est-il? Il est huit heures À neuf heures... Il est midi et demie À midi et demi Il est onze heures moins le quart À onze heures moins le quart	A kel ur? Kel ur et-eel? Eel ey wheet ur A nurf ur... Eel ey midi ey dem-ee A midi ey dem-ee... Eel ey onz ur mon lay car A onz ur mon lay car...
Spring 1: French Poems/Songs 	All vocabulary (with pronunciation) is available in the link above.		
Spring 2: Directions 	To the left To the right Straight on It's not far It's not close by Around the corner Excuse me I'm looking for... In front of Where is... After Is it far/near? Do you know where the...is? Turn right Turn left	À gauche À droite Tout droit Ce n'est pas loin Ce n'est pas près d'ici Au coin de la rue Excusez-moi Je cherche... En face de Où est... Après Est-ce que c'est loin/proche? Est-ce que vous savez où est... tournez à droite tournez à gauche	A go-sh A dw-art Too dw-art Se n-ay pah loo-an Se n-ay pah prey dee-si O cwan duh la roo Excu-sem-mwa Juh shersh... On fas duh Oo-ey Ap-ray Es-cuh se loo-an/prosh? Es-cuh voos av-ay oo ay? Torn-ay a dw-art Torn-ay a go-sh
Summer 1 Clothes	What are you wearing? I am wearing.. You are wearing She is wearing He is wearing A shirt A jumper A t-shirt Some trainers Some shoes Trousers Shorts	Qu'est-ce que tu portes? Je porte Tu portes Elle porte Il porte Une chemise Un pull Un tee-shirt Des baskets Des chaussures Un Pantalon Un shorts	Kes ke two port? Juh port To port El port Eel port Oon shmeeze Unh pull Uhn t-shirt Day bass ket Day shos your Uhn pontalon Uhn shorts
Summer 1 and 2: Traditional Tale - The Three Little Pigs 	The Three Little Pigs Mother Pig House The big bad wolf Please	Les Trois Petits Cochons maman cochon maison le grand méchant loup s'il vous plait	Lay twah pe-tee coo-shone Ma-mon coo-shone May-zon Luh gron may-shon loo Siv-oo-play


<p>To listen to the full story: https://www.thefrenchexperiment.com/stories/threepigs</p>	<p>Straw Little Pig! Let me in! By the hairs on my chin. Then I'll blow and I'll blow and your house will fall down. Wood Bricks</p>	<p>paille Petit cochon! Laisse-moi entrer! Par les poils de mon menton Alors je vais souffler et souffler et ta maison va s'effondrer! bois briques</p>	<p>Pie Pe-tee coo-shone! Lace-mwah on-tray Par lay pwal de mon mon-ton Al-or juh vay soo-flay ey soo- flay ey ta may-son va seff-on- dray! Bwah Bree-k</p>
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Year 5







	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1						
Theme	<p>Naming school subjects.</p> <p>Giving opinions about school subjects.</p> <p>Planning a timetable with lessons, days and times.</p>	<p>Naming weekend and recreational activities.</p>	<p>Naming sporting activities.</p>	<p>Naming adjectives to use to describe themselves and others.</p>	<p>Revisiting vocabulary about food.</p> <p>Ordering food and drinks.</p>	<p>Setting up a French café, ordering and serving food.</p>
Suggested Activities	<p>Create a detailed timetable with individual days, times and subjects.</p> <p>Give children a partly filled in timetable for them to fill in about their week.</p> <p>Use flashcards with different subjects on them.</p> <p>Sort subjects into 'J'aime (I like...)' and 'Je n'aime pas (I do not like)'.</p> <p>Give children the written word and they need to draw a representative image next to it.</p> <p>Give children an 'Aimes-tu?' (Do you like it?) quiz where they need to read and respond.</p> <p>Write down their 'matière préférée' (favourite subject).</p>	<p>Children bring in photos of them doing their hobbies and label them in French.</p> <p>Use flashcards with different activities on them.</p> <p>Sort the flashcards into 'J'aime' (I like) or 'Je n'aime pas' (I don't like).</p> <p>Discuss verbs: aller (to go), faire (to do), jouer (to play) etc. and how they relate to different activities.</p> <p>E.g. je joue au foot uses 'joue' rather than any other verbs.</p>	<p>Use flashcards with different sports on them.</p> <p>Sort the flashcards into 'J'aime' (I like) or 'Je n'aime pas' (I don't like).</p> <p>Give children a sentence starter of 'Pendant mon temps libre je joue...' (In my free time, I play...).</p> <p>Give children days of the week for them to complete the sentence e.g. Le lundi je... (On Monday I...)</p> <p>Play the sports and use the French words for them.</p>	<p>Use flashcards with different adjectives on them.</p> <p>Write an adjective on a post-it note and stick it on someone else whom it describes.</p> <p>Stick a photograph of a child onto a piece of paper and get them to write adjectives to describe themselves all around it.</p> <p>Give children sentence stems e.g. 'J'aime John parce que il est...' (I like John because he is....) or 'J'aime Jill parce que elle est...' (I like Jill because she is....)</p>	<p>Use flashcards with different food vocab on them.</p> <p>Role-play being in a café and asking for food.</p> <p>Give children the sentence starter 'Je voudrais...' (I would like...)</p> <p>Play 'Grandma's shopping list' by listing foods. E.g. 1st person: Je voudrais un croissant. 2nd person: Je voudrais un croissant et du fromage.</p> <p>Listen to individuals ordering food and the other children decipher what is being asked for.</p>	<p>Do some French cooking with the children e.g. crêpes.</p> <p>Design a menu for a typical French café.</p> <p>Make advertising posters for food in French with a price (in euros).</p> <p>Put some French music on in the background, set up café stalls and invite other classes to come and order food.</p> <p>Rehearse conversations with one another to ensure only French will be spoken.</p> <p>Write basic scripts to be used if children get stuck.</p> <p>Taste and enjoy a French café experience.</p>

Key Vocabulary




	English	French	Pronunciation
<p>Autumn 1: School (see 'school' vocab from Y4 and 'days of the week' vocab from Y1)</p> 	<p>At what time? What time is it? It is 8 o'clock At 9 o'clock... It is half past 12 At half past 12... It is quarter to 11</p> <p>At quarter to 11... School timetable I like... I don't like... Do you like it? It is...</p>	<p>À quelle heure? Quelle heure est-il? Il est huit heures À neuf heures... Il est midi et demie À midi et demi Il est onze heures moins le quart</p> <p>À onze heures moins le quart Emploi du temps J'aime... Je n'aime pas... Aimes-tu? C'est...</p>	<p>A kel ur? Kel ur et-eel? Eel ey wheet ur A nurf ur... Eel ey midi ey dem-ee A midi ey dem-ee... Eel ey onz ur mon lay car</p> <p>A onz ur mon lay car... Om-ploy doo tomp Jay-m... Juh name pa... Aim-too? Say...</p>
<p>Autumn 2: Daily Routine</p> 	<p>What do you do at the weekend? What do you like to do? I like... to go fishing to sing to dance to listen to music to do DIY to go jogging to go shopping to play computer games to read books to watch TV to play on the Xbox</p>	<p>Qu'est-ce que vous faites le weekend? Qu'est-ce que tu aimes faire? J'aime... aller à la pêche chanter danser écouter la musique faire du bricolage faire du jogging faire du shopping jouer aux jeux vidéos lire des livres regarder la télé jouer sur la Xbox</p>	<p>Kes-kuh voo fait luh week-end? Kes-kuh too aim fair? Jay-m All-ay a la pesh Shon-tay Don-say Eh-coo-tay la moo-zee-k Fair doo bree-co-larj Fair doo jog-ing Fair doo shop-ing Joo-ay oh juh vid-ay-o Leer day leave-r Ree-gard-ay la tel-ay Joo-ay sir la Xbox</p>
<p>Spring 1: Sport</p>  <div style="border: 1px solid red; background-color: red; color: white; padding: 5px; margin-top: 10px;"> <p>NB. Some activities require different verbs e.g. to do, to go and to play. It is important to use the correct verb with the activity as listed.</p> </div>	<p><u>I play...</u> badminton basketball football golf hockey table tennis/ping-pong rugby tennis volleyball <u>I do...</u> athletics gymnastics <u>I go...</u> cycling horse riding swimming skateboarding skiing sailing</p>	<p><u>Je joue...</u> au badminton au basket au foot au golf au hockey au ping-pong au rugby au tennis au volley <u>Je fais...</u> de l'athlétisme de la gymnastique <u>Je fais...</u> du vélo de l'équitation de la natation du skate du ski de la voile</p>	<p><u>Juh joo</u> Oh bad-min-ton Oh bass-ket Oh foot Oh golf Oh ock-ay Oh ping-pong Oh rug-bee Oh ten-ee Oh voll-ay <u>Juh fay</u> Day lath-lay-tees-muh Duh la jim-nas-teek <u>Juh fay</u> Doo vel-o Duh lec-ee-tass-ee-on Duh la na-tass-ee-on Doo sket Doo skeep Day la vwal</p>
<p>Spring 2: Résumé</p> 	<p>He is... She is... I like I don't like Because</p>	<p>Il est... Elle est... J'aime Je n'aime pas Parce que</p>	<p>Eel ey Eil ey Jay-m Juh name pah Par-say cuh</p>


	----- Happy Strong Intelligent Pretty Polite Ambitious Conscientious Generous Active Imaginative Sporty Nice/kind Beautiful Funny Honest	<u>Masculine</u> Heureux Fort Intelligent Joli Poli Ambitieux Conscientieux Généreux Actif Imaginatif Sportif Gentil Beau	<u>Feminine</u> Heureuse Forte Intelligente Jolie Polie Ambitieuse Conscientieuse Généreuse Active Imaginative Sportive Gentille Belle	----- Ur-ruh/Ur-rurs For/Fort Un-telly-jon/un-telly-jont Jo-lee Po-lee Om-bis-ee-ur/Om-bis-ee-us Con-see-on-see-ur/Con-see-on-see-us Jen-ee-rur/Jen-ee-rurs Ac-teef/Ac-teev Ee-maj-ee-na-teef/Ee-maj-ee-na-teev Spor-teef/Spor-teev Jen-tee/Jen-teel Bo/Bell Drole O-net
<p>Summer 1 and 2: Food (see 'Food' vocabulary from Y1 and 2)</p> 	<p>What would you like to drink? I am going to take... Excuse me Sir/Miss/Madam</p> <p>The bill please What would you like? What would you like? I would like... Enjoy your meal Cheers! Have you finished? Was everything ok? Anything else? There you are! So, that comes to...Euros A ham sandwich A cheese sandwich A tuna sandwich Soup Baguette</p>	<p>Qu'est-ce que vous voulez comme boisson? Je vais prendre... Excuse-moi monsieur...mademoiselle...madame...</p> <p>L'addition, s'il vous plait Que voudriez-vous ? Désirez-vous? Je voudrais... Bon appétit! À la vôtre! C'est terminé? Ça a été? C'est tout? Voilà! Alors, ca fait... Euros. Un sandwich au jambon Un sandwich au fromage Un sandwich au thon Soupe Baguette</p>	<p>Kes-kuh voo voo-lay com bwa-son? Juh vay prond-ruh Ex-cu-sem-mwa Muh-seeur/Mad-em-mwa-sell/Ma-dam Lad-di-si-on siv-oo-play Kuh voo-dray-ay voo? Dez-ee-ray voo? Juh voo-dray... Bon-app-ay-tee A lah vot Say term-in-ay? Sa ah et-ay? Say too? Vwola! A-lor sa fay... uh-ro Uhn sond-weech oh jambon Uhn sond-weech oh from-arge Uhn sond-weech oh ton Soop Bag-et</p>	

Year 6

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 1	School 	Daily Routine 	Sport 	Résumé 	Little Red Riding Hood 	Clothes 
Theme	Naming future career options. Discussing what job they would like to have in the future.	Learning a speech that recounts their weekend.	Learning to say how they are feeling today and yesterday.	Writing a résumé including adjectives, school interests and extracurricular activities.	Listening to a traditional tale in French Repeating parts of the story.	Saying what they are wearing.
Suggested Activities	Use flashcards with different occupations on them. Use two hoops to sort jobs into 'Je voudrais être...' (I would like to be...) and 'Je ne voudrais pas être...' (I would not like to be...) Match occupations with subjects e.g. 'un ingénieur' (an engineer) and 'les mathématiques' (maths). Discussing which subjects will be relevant to which careers. Make a video with each child saying one line explaining what they want to be when they are older. E.g. 'À l'avenir, je voudrais être...' (In the future, I would like to be...) Complete sentences about their parents e.g. 'Ma mère est infirmière' (My mother is a nurse)	Write a short speech about the weekend. Sentence stems may be necessary e.g. le samedi (on Saturday) and Le matin (in the morning). Memorise a few lines about the weekend. Create prompt cards to support retelling. Film/perform to the class. Use French dictionaries to look up any words they are unsure of. Translate each other's recounts into English.	Use flashcards with the different feelings on. Practice in pairs asking each other how they feel today. Practice in pairs saying how they felt yesterday. Complete sentences about how they are feeling. Use celebrity photos showing different feelings. Can they say how the celebrity is feeling? Children to pull faces of the French feeling and then the English feeling. Write about family members and how they are feeling.	Talk about what a résumé is and when it is used. Look at some example résumés. Pick out key features. Provide children with scaffolded and differentiated writing templates. Split writing into three main sections: About me (À propos de moi), school (l'école) and other interests (Autres intérêts). Role-play being an interviewer and interviewee to use the résumé. Translate one another's résumés.	Read the story in English. Put pictures of key events in the story into chronological order. Listen to the story in French. Repeat the title and other repetitive elements of the story. Act out elements of the story with the French narration being played/spoken in the background.	Flash cards of different clothes. Label different pictures - what they are wearing. Role play asking what they are wearing. Write sentences to answer what they are wearing at school and at the weekend or at a club. Give children the written word and they need to draw the clothing item.

Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: School (see 'school' vocab from Y4 and Y5)</p> <p>For an extensive list visit: https://lingolex.com/jobfr.htm</p> 	<p>In the future, I would like to be...</p> <p>Hairdresser Lawyer Teacher Doctor Singer Engineer Electrician Shop assistant Taxi driver Nurse Dentist</p>	<p>À l'avenir, je voudrais être...</p> <p>coiffeuse/coiffeur avocate/avocat professeur médecin chanteur ingénieur électricien vendeur chauffeur de taxi infirmière dentiste</p>	<p>A-lav-neer, juh voo-dray et-r...</p> <p>qwa-furs/qwa-fur av-o-cat/av-o-cah Pro-fess-ur Med-oo-san Shon-tur An-gen-nure Ell-ay-tree-see-an Von-dur Sho-fur duh tax-ee On-firm-ee-air Don-teest</p>
<p>Autumn 2: Daily Routine (see 'daily routine' vocab from Y5)</p> 	<p>What do you do at the weekend? What do you like to do? I like...</p> <p>In the morning In the evening On Saturday On Sunday Every day At the weekend During my free time Occasionally</p>	<p>Qu'est-ce que vous faites le weekend? Qu'est-ce que tu aimes faire? J'aime...</p> <p>Du matin Dans la soirée Le samedi Le dimanche Tous les jours Le week-end Pendant mon temps libre parfois</p>	<p>Kes-kuh voo fait luh week-end? Kes-kuh too aim fair? Jay-m Doo mat-an Don la swar-ay Luh sam-dee Luh dee-monsh Too lay joor Luh week-end Pon-dont mon tomp leeb-r Par-fwa</p>
<p>Spring 1: Feelings</p>	<p>How are you feeling? How are you today?</p> <p>I am happy. I am sad. I am angry. I am worried. I am tired. Yesterday, I felt... unwell anxious</p>	<p>Comment te sens-tu? Comment vous sentez-vous aujourd'hui?</p> <p>Je suis content. Je suis triste. Je suis fache. Je suis inquiet. Je suis fatigüe. Hier J'ai senti.. Malade anxieuse</p>	<p>Curmont te sans chu? Curmonvoo sontay vu orjordwee?</p> <p>Juh swee conton Juh swee trist Juh swee fash Juh swee sonkey yeh Jug swee fateegay. Ear Jay sontee.. Marlad Onxshooz</p>
<p>Spring 2: Résumé</p> 	<p>This French unit of work will require the amalgamation of several units of work, including:</p> <ul style="list-style-type: none"> • 'About me' Y2 • 'School' Y3, Y4 and Y5 • 'Sports' Y5 and Y6 • 'Résumé' Y5 		

<p>Summer 1</p>	<p>What are you wearing? I am wearing Jeans Swimsuit swimshorts Tshirt Shorts Skirt Tights Football shirt Cap Dress Hooded jumper</p>	<p>Qu'est-ce que tu portes? Je porte Le jeans Le maillot de bain Le slip de bain Le t-shirt Le shorts La jupe Les collants Le maillot de football La casquette La robe Le sweat a capuche</p>	<p>Kes ke two port? Juh port Lu jean Lu mayo dur ban Lu sleep dur ban Lu teeshirt Luh shorts Lurjooop Lay curlon Luh mayon dur football La casket La rob Lu sweet a capoosh</p>
<p>Summer 2: Traditional Tale - Little Red Riding Hood</p>  <p>To listen to the full story: https://www.thefrenchexperiment.com/stories/petit-chaperon-rouge</p>	<p>Little Red Riding Hood Once upon a time Forest Basket The Big Bad Wolf Grandmother Why are you walking in the forest all alone? May I come in? What a big voice you have! What big eyes you have! What a big mouth you have! My dear</p>	<p>Le petit Chaperon rouge il était une fois forêt panier le grand méchant loup grand-mère Pourquoi marches-tu dans la forêt toute seule? Puis-je entrer? Que tu as une grosse voix Que tu as de grands yeux Que tu as une grande bouche ma chérie</p>	<p>Luh puh-tee shap-eron rooj Eel ay-tet oon fwa For-eh Pan-ee Luh grond me-shon loo Gron mair Por-qwa mar-shay-too don la for-eh toot sol? Pwee jon-tray? Kuh too a oon gross vwa Kuh too a duh grons yur Kuh too a oon grond boosh Mah sher-ee</p>