

## French

	Autumn	Spring	Summer
LKS2 Year A	<u>Introducing myself</u>	<u>Numbers</u> <u>My birthday party</u>	<u>Colours and body parts</u>
LKS2 Year B	<u>Journeys</u> <u>Weather Forecast</u>	<u>Money</u>  <u>Sport</u>	<u>Animals</u>
UKS2 Year A	<u>Journey to School</u>	<u>Food</u>	<u>Seasons</u>
UKS2 Year B	<u>Our School</u>	<u>Places in Town</u>	<u>Opening a cafe</u>

### Note:

Please use the videos linked on this curriculum before the lesson to help with teacher confidence and pronunciation. These videos should not be played during the lesson to the children.

LKS2 –Introducing myself	Lesson Aims and Objectives	Key vocab	Resources
Unit Aims	<b>listen attentively to spoken language and show understanding by joining in and responding</b> <b>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b> <b>speak in sentences, using familiar vocabulary, phrases and basic language structures</b>		
Lesson 1 - Greetings and name	<u><b>I can say hello, goodbye and introduce myself in French</b></u> -say hello and goodbye in French -say what you are called	Bonjour - Hello Au revoir - Goodbye Je m'appelle - I am called	
Lesson 2 - Name	<u><b>I can introduce myself, and ask someone else their name, in French</b></u> -say what you are called -ask others what they are called -identify a question word in French	Je m'appelle – I am called Comment t'appelles-tu? – What's your name?	
Lesson 3 - How are you?	<u><b>I can say how I feel, and ask someone how they feel, in French</b></u> -ask how someone is -say how you are	Salut! – Hi! / Bye! Comment ça va? – How are you? Ça va bien, merci! – I'm well, thank you! Comme-ci, comme ça! – So, so! Ça va mal! – Not good!	
Lesson 4 - Family	<u><b>I can introduce family members in French</b></u> recognise some family words in French -introduce your own family	Voici mon père-here is my dad Voici ma mère- here is my mum Voici mon frère-here is my brother Voici ma soeur-here is my sister Je te présente-I introduce you to Ma famille-my family	
Lesson 5 - Family Task	<u><b>I can label my family in French</b></u> Review family vocab	Voice mon grands-parents – here are my grandparents	

	<p>-Teach any other family members that chn in your class will need to draw their family</p> <p><b>Writing opportunity: draw and label their family</b>  *Be aware of chn in class who may not be able to introduce their family using these words and <u>look up the vocab they will need</u></p>		
Lesson 6 - Numbers	<p><b><u>I can count up to 12 in French</u></b>  -count up to 12 in French</p>	zéro - zero un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix - ten onze - eleven douze – twelve	
Lesson 7 - Age	<p><b><u>I can say my age, and ask someone else their age, in French</u></b>  -say your age  -ask others how old they are</p>	J'ai...ans -I am ... years old Et toi? – and you? Quel âge as-tu ? How old are you ?	

LKS2 –Numbers, my birthday party	Lesson Aims and Objectives	Key vocab	Resources
Unit Aims	<p><b>listen attentively to spoken language and show understanding by joining in and responding</b>  <b>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b>  <b>speak in sentences, using familiar vocabulary, phrases and basic language structures</b>  <b>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b>  <b>present ideas and information orally to a range of audiences</b>  <b>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</b>  <b>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b>  <b>describe people, places, things and actions orally and in writing</b></p>		
Lesson 1- Review	Review of Term 1		
Lesson 2 - Numbers 11-20	<p><b><u>I can understand and use numbers to 20 in French</u></b>  understand and use numbers to 20</p> <p>Key words:  Onze – 11                dix-sept -17  Douze -12                dix-huit -18  Treize-13                dix-neuf -19  Quatorze – 14            vingt -20  Quinze -15  Seize – 16</p>	<p>Onze – 11                dix-sept  -17  Douze -12                dix-huit -  18  Treize-13                dix-neuf -  19  Quatorze – 14            vingt -20  Quinze -15  Seize – 16</p>	<p>Numbers to 20:  <a href="https://www.youtube.com/watch?v=HVwzr6Hd_Fl&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=8">https://www.youtube.com/watch?v=HVwzr6Hd_Fl&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=8</a></p> <p>Numbers 20 - 30:  <a href="https://www.youtube.com/watch?v=HVwzr6Hd_Fl&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=8">https://www.youtube.com/watch?v=HVwzr6Hd_Fl&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=8</a></p>
Lesson 3- Numbers 21-30	<p><b><u>I can understand and use numbers to 30 in French</u></b>  understand and use numbers to 30</p>	<p>Vingt et un – 21  Vingt-deux -22  vingt-trois- 23  vingt-quatre- 24  vingt-cinq - 25</p>	<p><a href="https://www.youtube.com/watch?v=tKChO0LBQuY">https://www.youtube.com/watch?v=tKChO0LBQuY</a></p>

		vingt-six - 26 vingt-sept -27 vingt-huit -28 vingt-neuf - 29 trente- 30	My Birthday: <a href="https://www.youtube.com/watch?v=QSAAmzmce6Y&amp;list=PLMEcUkvtlooS_FXysy5AAHVkx_0_lpDL7&amp;index=10">https://www.youtube.com/watch?v=QSAAmzmce6Y&amp;list=PLMEcUkvtlooS_FXysy5AAHVkx_0_lpDL7&amp;index=10</a>  <a href="https://www.youtube.com/watch?v=u1OJTdWTPEQ">https://www.youtube.com/watch?v=u1OJTdWTPEQ</a>
Lesson 4- Months of the year	<b><u>I can say when my birthday is in French</u></b> -recognise your birthday month when you hear it	janvier,février,mars,avril,mai, juin,juillet, août,septembre,octobre,nov embre,décembre  <i>nb: months in french are not capitalised</i>	
Lesson 5- Birthday Invitation	<b><u>I can write about my birthday in French</u></b> -create a party invitation <b>Writing opportunity</b>	C'est mon anniversaire - It's my birthday	
Lesson 6- Birthday Party	<b><u>I can perform a song in French</u></b> - learn happy birthday song in french		

LKS2 –Colours and body parts	Lesson Aims and Objectives	Key Vocab	Resources
Unit Aims	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - Review	Review Term 1 and 2		<a href="https://www.youtube.com/watch?v=eVbbLXPdJKQ">https://www.youtube.com/watch?v=eVbbLXPdJKQ</a>
Lesson 2 - Head shoulders knees and toes	<p><b>I can name parts of the body in French</b></p> <p>To recognise and say the parts of the body in French; to learn a song about the body in French</p> <p>Head, shoulders, knees and toes in french</p>	<p>la tête –head</p> <p>les épaules–shoulders</p> <p>les genoux– knees</p> <p>le pied – foot</p> <p>les oreilles - ears</p> <p>les yeux – eyes</p> <p>la bouche – mouth</p> <p>le nez - nose</p> <p>Touchez-le..... Touch your....</p>	

Lesson 3- Colours	<p><b><u>I can identify colours in French</u></b> identify colours in French</p>	<p>orange –orange rose –pink violet-purple bleu –blue rouge-red jaune –yellow vert-green marron-brown noir – black gris - grey blanc- white</p>	<p><a href="https://www.lightbulblanguages.co.uk/resources/Listening/FR-colours2.mp3">https://www.lightbulblanguages.co.uk/resources/Listening/FR-colours2.mp3</a></p>
Lesson 5 - Body parts and colours (reading)	<p><b><u>I can read sentences in French</u></b> read the words for body parts and colours</p>	<p>les cheveux-hair le bras – arm la main – hand la jambe - leg</p>	
Lesson 6 - Noun-adjective agreement	<p><b><u>I can say adjectives in French</u></b> -Sort body parts into masculine, feminine, plural (le, la, les) -Teach basic rule for noun+adjective agreement: -Feminine: Add an e to the end of the adjective, unless one is already there e.g. la main verte, la tête rouge -Plural: Add an s to the end of the adjective e.g. les yeux bleus, les cheveux roses</p>	<p>Exceptions: Brown: marron(m)/marron (f) Purple: violet (m)/violette (f) White: blanc (m)/blanche (f) feminine plural: add es (e.g. les oreilles bleues, les épaules grises)</p>	<p><a href="https://www.youtube.com/watch?v=YUZsP_iCxjg">https://www.youtube.com/watch?v=YUZsP_iCxjg</a></p>
Lesson 7 - My monster	<p><b><u>I can write adjectives correctly in French</u></b> describe a monster using the appropriate language structures <b>Writing opportunity</b></p> <p>Support: You label adjectives (with correct noun + adjective agreement), children label the body parts Challenge: Children label the amount of each body part (e.g. quatre mains rouges, huit yeux verts). They will need to remember to change the adjective to plural if the noun is plural.</p>		

LKS2 –Journeys	Lesson Aims and Objectives	Key vocab	Resources
<b>Unit Aims</b>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p>		
Lesson 1 - Journey to school	<p><b><u>I can say how I travel to school in French</u></b></p> <p>ay how they get to school</p> <p>take part in a survey and ask and answer questions about how they get to school</p>	<p>Je vais à l'école - I go to school à pied –on foot en voiture – by car en bus – by bus en vélo – by bike Comment vas-tu à l'école ? - How do you get to school?</p>	
Lesson 2 - Where is French spoken?	<p><b><u>I can understand where French is spoken in the world</u></b></p> <p>Learn where French is spoken</p>	<p>C'est quel pays- which country is it? En Guadeloupe, au Québec, en Tunisie, en France, en Martinique, en Guinée, au Sénégal, en Côte d'Ivoire, au Mali, au Maroc, en Egypte, au Luxembourg, au Laos, en Suisse, au Vietnam, en Guyane, à Madagascar, en Belgique, en Algérie</p>	
Lesson 3 - Where is French spoken?	<p><b><u>I can show where French is spoken in the world</u></b></p> <p>complete a map of the French speaking countries of the world</p>		

Lesson 4 - Travelling	<p><b><u>I can write about travelling in French</u></b>  put together short sentences about ways of travelling to different countries <b>writing opportunity</b></p>	<p>En avion – by plane  En bateau – by boat  En train- by train  Je vais aller.. I am going to go (future tense)   E.g. Je vais aller en Tunisie en avion.</p>	
Lesson 5 - Weather	<p><b><u>I can talk about the weather in French</u></b>  talk about the weather  read and understand different weather phrases</p>	<p>Quel temps fait-il?  What is the weather  Il pleut – it’s raining  Il neige – it’s snowing  Il fait chaud – it’s hot  Il fait froid – it’s cold  Il fait mauvais – it’s bad  Il y a du soleil – it’s sunny  Il y a du vent – it’s windy  Il y a du brouillard – it’s foggy  Il y a des nuages – it’s cloudy</p>	<p><a href="https://www.youtube.com/watch?v=mpDWEfXjdiY&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=25">https://www.youtube.com/watch?v=mpDWEfXjdiY&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=25</a></p>
Lesson 6- Days of the week	<p><b><u>I can name the days of the week in French</u></b>  say the days of the week</p> <p><b>Put together a simple weather forecast: writing opportunity</b></p>	<p>lundi-Monday  mardi –Tuesday  mercredi – Wednesday  jeudi – Thursday  vendredi –Friday  samedi – Saturday  dimanche - Sunday</p> <p><i>Days of the week are not capitalised in french.</i></p>	
Lesson 7 - Learning a song	<p><b><u>I can perform a song in French</u></b>  Petit papa Noël</p>		<p><a href="https://www.youtube.com/watch?v=nr9lciqOD5c">https://www.youtube.com/watch?v=nr9lciqOD5c</a></p>

LKS2 –Money & Sport	Lesson Aims and Objectives	Key vocab	Resources
Unit Aims	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p>		
Lesson 1 - Review	Review Term 1		
Lesson 2- Toys, likes and dislikes	<p><b><u>I can discuss likes and dislikes in French</u></b></p> <p>talk about toys and what you do and don't like</p>	<p>le livre - book</p> <p>l'ordinateur – computer</p> <p>le skateboard – skateboard</p> <p>le ballon de foot - football</p> <p>le piano - the piano</p> <p>J'aime – I like</p> <p>Je n'aime pas- I don't like</p> <p>J'adore – I love</p> <p>Je déteste – I hate</p>	<p>Counting to 39:</p> <p><a href="https://www.youtube.com/watch?v=0F1Tm9keSD4&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=19">https://www.youtube.com/watch?v=0F1Tm9keSD4&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=19</a></p>
Lesson 3 - Money	<p><b><u>I can count to 39 in French</u></b></p> <p>to count to 39</p> <p>ask how much something costs</p> <p>know that french money is euros and centimes (cents)</p>	<p>trente</p> <p>trente-et-un</p> <p>trente-deux</p> <p>trente-trois</p> <p>trente-quatre</p> <p>trente-cinq</p> <p>trente-six</p>	<p>Saying how much things cost:</p> <p><a href="https://www.youtube.com/watch?v=x-On3M3_464&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=20">https://www.youtube.com/watch?v=x-On3M3_464&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=20</a></p>

		trente-sept trente-huit trente-neuf C'est combien ? – How much is it ?	
Lesson 4 - Toy advert	<b><u>I can write about my opinion in French</u></b> give an opinion on a toy <b>create an advert for a toy (writing opportunity)</b>	C'est super C'est magnifique C'est fantastique C'est génial	Sports: <a href="https://www.youtube.com/watch?v=WU5Erb1zljI&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=13">https://www.youtube.com/watch?v=WU5Erb1zljI&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=13</a>
Lesson 5- Sports	<b><u>I can name sports in French</u></b> say names of sports	football - football tennis - tennis cricket - cricket rugby - rugby skate - skateboarding vélo - cycling (also means bicycle) natation - swimming	
Lesson 6 - Sports	<b><u>I can use `je joue` and `je fais`</u></b> Difference between je joue (I play) and je fais (I do)  Making sentences about sports you do in the week. E.g. Le lundi, je fais de la natation.	Je joue au football-I play football Je joue au tennis-I play tennis Je joue au cricket-I play cricket Je joue au rugby-I play rugby Je fais du skate-I go skateboarding Je fais du vélo-I cycle Je fais de la danse-I do dancing Je fais de la natation-I do swimming	Je joue or je fais?: <a href="https://www.youtube.com/watch?v=TrjmOPjRKjg&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=17">https://www.youtube.com/watch?v=TrjmOPjRKjg&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=17</a> Sports: <a href="https://www.youtube.com/watch?v=WU5Erb1zljI&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=13">https://www.youtube.com/watch?v=WU5Erb1zljI&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=13</a>

LKS2 – Animals	Lesson Aims	Key vocab	Resources
Unit Aims	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - Review	Review Term 1 and 2		
Lesson 2 - Animals	<p><b><u>I can name animals in French</u></b></p> <p>recognise and say the names of the animals</p>	<p>le lion –lion</p> <p>le kangourou – kangaroo</p> <p>le poisson – fish</p> <p>le coucou – cuckoo</p> <p>l’éléphant – elephant</p> <p>l’âne – donkey</p> <p>l’oiseau – bird</p> <p>la tortue – tortoise</p> <p>la poule – chicken</p>	<p><a href="https://www.youtube.com/watch?v=b8YnESvjQXs&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_IpDL7&amp;index=22">https://www.youtube.com/watch?v=b8YnESvjQXs&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_IpDL7&amp;index=22</a></p>
Lesson 3 - animal sounds	<p><b><u>I can compare French and English animal sounds</u></b></p> <p>Compare French and English animal sounds</p>	<p>Roarr ! (lion)</p> <p>Brrrr ! (elephant)</p>	

		<p>Coucou ! (cuckoo)          Hihan ! (donkey)          Cuicui ! (bird)          Cotcot ! (chicken)          Gloup gloup !(fish)</p>	<p><a href="https://www.youtube.com/watch?v=D71fcxP9rjo&amp;list=PLMEcUkvtlooS_FXysy5AAHVkx_0_lpDL7&amp;index=23">https://www.youtube.com/watch?v=D71fcxP9rjo&amp;list=PLMEcUkvtlooS_FXysy5AAHVkx_0_lpDL7&amp;index=23</a></p>
Lesson 4 - animal habitats	<p><b><u>I can name animal habitats in French</u></b>          talk about where animals live</p>	<p>La savane-savanna          La forêt-forest          La mer – sea          Une ferme – farm          La campagne- countryside          Où habites-tu ?          Where do you live ?          J’habite dans...I live in</p>	
Lesson 5- Animal descriptions	<p><b><u>I can write adjectives correctly in French</u></b>          Use adjectives to describe animals          Understand simple noun-adjective agreement</p> <p><b>Writing opportunity</b></p>	<p>grand/ grande-big          petit/petite- small          fort/forte-strong/loud          lent/lente –slow          For these four, the adjective changes based on whether the noun is masculine or feminine, e.g. Le poisson est petit. La poule est petite.          For the three below, the adjective doesn’t change          rapide –quick          féroce-fierce          timide -shy</p> <p>Sample sentences:          Le kangourou est timide.          Le lion est féroce.</p>	
Lesson 6 - The alphabet	<p><b><u>I can say the French alphabet</u></b>          Say and sing the french alphabet          Ask how a word is spelled</p>		

UKS2– Journey to School	Lesson Aims	Key Vocab	Resources
Unit Aims	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1- Reviewing numbers and months	<p>say the date</p> <p>Review numbers to 15</p>	<p>Months</p> <p>janvier- January</p> <p>février- February</p> <p>mars- March</p> <p>avril- April</p> <p>mai- May</p> <p>juin- June</p> <p>juillet- July</p> <p>aout - August</p> <p>septembre-September</p> <p>octobre- October</p> <p>novembre- November</p> <p>décembre- December</p> <p><i>Months are not capitalised in French.</i></p>	

Lesson 2 - Reviewing numbers to 31	to be able to write the date to be able to say when their birthday is Numbers to 31 Days of the week	Mon anniversaire est le ____ - My birthday is the _____	<p>Places around town:  <a href="https://www.youtube.com/watch?v=AhmsUh1YxSE&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9">https://www.youtube.com/watch?v=AhmsUh1YxSE&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9</a></p> <p>Places around town:  <a href="https://www.youtube.com/watch?v=AhmsUh1YxSE&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9">https://www.youtube.com/watch?v=AhmsUh1YxSE&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9</a></p>
Lesson 3 - Places in town	<b><u>I can name places in French</u></b> recognise and say some places in a town	la poste – post office l'église – church la rivière – river l'hôpital – hospital l'école - the school le zoo - the zoo	
Lesson 4 - Places in town	<b><u>I can answer questions in French</u></b> answer questions about places in a town	le parc – park le magasin – shop le passage piéton-pedestrian crossing il y a - there is vrai – true faux - false	
Lesson 5- Journey to school	<b><u>I can follow simple directions in French</u></b> follow simple directions read and understand a short description of a journey	Passage piéton- pedestrian crossing Je vais – I go Je passe devant - I go by (pass in front of) Je traverse la rue – I cross the road J'arrive – I arrive	
Lesson 6 - Writing directions	<b><u>I can write directions in French</u></b> <b>writing opportunity:</b> Writing directions to go somewhere	Je tourne à gauche – I turn left Je tourne à droite – I turn right Je continue tout droit – I go straight ahead	
Lesson 7- Learning a song	<b><u>I can perform a song in French</u></b>	Douce nuit, sainte nuit Mon beau sapin	

UKS2– Food	Lesson Aims	Key vocab	Resources
Unit Aims	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - Review	Review Term 1		
Lesson 2 - Food Names	<p><b><u>I can name foods in French</u></b></p> <p>Recognise and pronounce names for foods</p> <p>Discuss healthy and unhealthy foods</p>	<p><b>Une tomate-tomato</b></p> <p><b>Une pomme- apple</b></p> <p><b>Un poisson- fish</b></p> <p><b>Une carotte-carrot</b></p> <p><b>Un gateau-cakes</b></p> <p>Un chocolat- chocolates</p> <p><b>Un bonbon- sweets</b></p> <p>bon pour la santé - healthy</p> <p>mauvais pour la santé – unhealthy</p>	

Lesson 3 - Past tense sentences	<p><b><u>I can use past tense in French</u></b>  Constructing past tense sentences using food vocab:  J'ai mangé - I ate  J'ai bu - I drank  Hier - Yesterday  Sample sentence: Hier j'ai mangé un sandwich.</p>	<p><b>un sandwich - a sandwich</b>  <b>une banane- a banana</b>  <b>de la salade-some salad</b>  <b>de l'eau- some water</b>  <b>des chips – some crisps</b></p>	
Lesson 4 - Likes and dislikes	<p><b><u>I can write about my likes and dislikes in French</u></b>  Construct simple sentences explaining their food likes and dislikes.</p> <p>Use vocab from previous lesson to construct sentences on likes and dislikes → chn should use plurals of food in their sentences</p> <p>j'aime-I like  je n'aime pas- I don't like  j'adore - I love  je déteste- I hate</p> <p>Sample sentence: Je déteste les bananes.</p>	<p>Review vocab from last lesson, introducing plurals:  Les tomates-tomatoes  Les pommes- apples  Le poisson- fish*  Les carottes-carrots  Les gateaux-cakes  Le chocolat- chocolates*  Les bonbons- sweets  Les sandwichs - sandwiches  Les bananes- bananas  La salade- salads  L'eau- some water  Les chips – crisps</p> <p>*as in English, fish remains the same at plural and singular, same for chocolate</p>	
Lesson 5- Conjunctions mais and et (but, and)	<p><b><u>I can use conjunctions in French</u></b>  Use conjunctions mais (but) and et (and) to connect two sentences on food likes and dislikes.</p> <p><b>Writing opportunity: write sentences using conjunctions</b></p>	<p>J'aime les pommes mais je déteste les bananes.  J'aime les tomates et j'adore les bonbons.</p>	<p>Using 'et' and 'mais':  <a href="https://www.youtube.com/watch?v=JMbnD3NFv7I&amp;list=PLMEcUkvtlooS_FXy5AAHVkx_0_lpDL7&amp;index=15">https://www.youtube.com/watch?v=JMbnD3NFv7I&amp;list=PLMEcUkvtlooS_FXy5AAHVkx_0_lpDL7&amp;index=15</a>   <a href="https://www.youtube.com/watch?v=lpeYdBksRU&amp;list=PLMEcUkvtlooS_FX">https://www.youtube.com/watch?v=lpeYdBksRU&amp;list=PLMEcUkvtlooS_FX</a></p>

<p>Lesson 6 - Compare French and English school dinners</p>	<p><b><u>I can compare school dinners in France and the UK</u></b>          Compare school dinners in France and the UK</p> <p>-No packed lunches in France as lunch is often 2 hrs long allowing those who want to return home for lunch          - Compare to our school dinner menu</p>		<p><a href="#">Ysy5AAHVkx 0 lpDL7&amp;index=16</a>          This website has lots of sample menus of French school dinners translated into English:</p>
<p>Lesson 7 - Reading and understanding a recipe - Chandeleur (pancake day) and Mardi Gras (Shrove Tuesday)</p>	<p><b><u>I can understand about French festivals</u></b>          Understand that French people eat crepes for two festivals (Chandeleur and Mardi Gras)</p> <p>Understand the recipe for making crepes → Ingredients, imperative verbs, miming actions  <i>Could follow the recipe to make crepes if time permits (there is budget available for this)</i></p>		<p><a href="https://cromwell-intl.com/travel/france/school-lunch-menus/">https://cromwell-intl.com/travel/france/school-lunch-menus/</a></p> <p><a href="https://www.all-languages.org.uk/resources/a-chandeleur/">https://www.all-languages.org.uk/resources/a-chandeleur/</a></p> <p><a href="http://www.bbc.co.uk/languages/carnival/crepes/">http://www.bbc.co.uk/languages/carnival/crepes/</a>          -&gt; Click at the bottom to translate into English</p>

UKS2– Seasons	Lesson Aims	Key vocab	Resources
<b>Unit Aims</b>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - Review	Review terms 1 & 2		
Lesson 2 - Months and seasons	<p><b><u>I can name the seasons in French</u></b></p> <p>Know the seasons in french</p> <p>Say sentences about which season each month is in</p>	<p>Les mois - the months</p> <p>Les saisons-the seasons</p> <p>le printemps-spring</p> <p>l'été-summer</p> <p>l'automne – autumn</p> <p>l'hiver-winter</p> <p>au printemps-in spring</p> <p>en été- summer</p> <p>en automne- in autumn</p> <p>en hiver- in winter</p> <p>sample sentence: Janvier est en hiver.</p>	

<p>Lesson 3 - Weather and seasons</p>	<p><b><u>I can describe the weather in French</u></b> Describe the weather in each season</p> <p>Use the conjunction et (and) to make extended sentences about the weather in each season. E.g. En hiver il fait froid et il neige. En été il fait chaud et il y a du soleil</p>	<p>Review weather phrases (learnt in y4): Il pleut – it’s raining Il neige – it’s snowing Il fait chaud – it’s hot Il fait froid – it’s cold Il fait mauvais – it’s bad Il y a du soleil – it’s sunny Il y a du vent – it’s windy Il y a du brouillard – it’s foggy Il y a des nuages – it’s cloudy</p>	<p>Weather: <a href="https://www.youtube.com/watch?v=mpDWEfXjdiY&amp;list=PLMEcUkvtIooS_FXYsy5AAHVkx_0_IpDL7&amp;index=25">https://www.youtube.com/watch?v=mpDWEfXjdiY&amp;list=PLMEcUkvtIooS_FXYsy5AAHVkx_0_IpDL7&amp;index=25</a></p>
<p>Lesson 4 - Using qualifiers to express an opinion</p>	<p><b><u>I can use qualifiers in French</u></b> Introduce qualifiers: Three different structures for using these, must use the correct one: 1) Il pleut trop/pas assez – it rains too much/not enough Il neige trop/pas assez– it snows too much/not enough 2) Il fait trop/Il ne fait pas assez chaud – it’s too/not enough hot Il fait trop/Il ne fait pas assez froid – it’s too/not enough cold Il fait trop/Il ne fait pas assez mauvais – it’s too/not enough bad 3) Il y a trop/pas assez <b>de</b> soleil – there’s too much/ not enough sun Il y a trop/pas assez <b>de</b> vent – there’s too much/not enough wind Il y a trop/pas assez <b>de</b> brouillard – there’s too much/not enough fog Il y a trop/pas assez <b>de</b> nuages – there are too many/not enough clouds</p>	<p>trop - too much pas assez - not enough</p>	
<p>Lesson 5- Using parce que (because) to express an opinion</p>	<p>I can use `parce que` Review words for likes and dislikes Introduce parce que - because Verbally construct sentences using this structure: Je déteste l’hiver parce que il fait trop froid. J’aime le printemps parce que il y a du soleil. Je n’aime pas l’automne parce que il y a trop <b>de</b> vent. *</p> <p>*remember if using a qualifier, the du changes to de</p>	<p>j’aime-I like je n’aime pas- I don’t like j’adore - I love je déteste- I hate</p>	

Lesson 6 - <b>Writing task</b>	<b><u>I can write about my opinions in French</u></b> <b>Writing opportunity:</b> Writing sentences expressing opinions about the seasons using the sentence structures from lesson 4		
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UKS2– Our School	Lesson Aims	Key Vocab	Resources
<b>Unit Aims</b>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - What time is it?	<p><b><u>I can say the time to the nearest half hour in French</u></b></p> <p>Say the time in french to the nearest half hour</p> <p>Review numbers 1-30</p>	<p>Quelle heure est-il ?- what time is it ?</p> <p>une heure- one o'clock</p> <p>deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures</p> <p>et demie- half past</p>	

Lesson 2 - Differences between french and british schools	<a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y6">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y6</a>		(Use Powerpoint on <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y6">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y6</a> lesson 73 as the basis for content)
Lesson 3 - Places in school	<b><u>I can name areas in a school in French</u></b> recognise and be able to say the places in a school	la salle de classe-classroom la cour-the playground les toilettes – the toilets le parking-the car park la bibliothèque-library la cantine-the lunch hall le terrain de sport- the sports field les bureaux - the offices	
Lesson 4- Places in school (masculine/feminine/plural)	<b><u>I can write about areas in a school in French</u></b> Review words for places in school Explain le, la, les (the for masculine, feminine, plural)  Explain un, une, des (a for masculine, feminine, plural) <b>Write</b> sentences about the school using the appropriate article e.g. Voici <b>la</b> cantine - here is <b>the</b> lunch hall Il y a <b>une</b> cantine - there is <b>a</b> lunch hall Notre école a <b>une</b> cantine - our school has <b>a</b> lunch hall	Voici- here is Il y a – there is Notre école a- our school has	
Lesson 5 - Subjects in school	<b><u>I can name subjects at school in French</u></b> Recognise and say school subjects	l’anglais-english les maths - maths le français-french la géographie- geography l’histoire- history les sciences - science l’informatique- computing l’art- art la musique- music	
Lesson 6 - School timetable	Using vocab from previous lessons, children can read, understand, complete and answer questions about a weekly school timetable.	la récré - break le déjeuner- lunch _____ c’est a quelle à heure? - What time is _____?	

UKS2 Places in Town	Lesson Aims	Key vocab	Resources
<p><b>Unit Aims</b></p>	<p>listen attentively to spoken language and show understanding by joining in and responding            explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words            engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help            speak in sentences, using familiar vocabulary, phrases and basic language structures            develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases            present ideas and information orally to a range of audiences            read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language            understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		
Lesson 1 - Places in town	<p><b>Review</b> from Year 5 Term 1</p>	<p>la/une poste – the/a post office            l'église/ une église – the/a church            la rivière/une rivière – the/a river            l'hôpital/ un hôpital – the/ a hospital            l'école/ une école - the/a school            le/un parc – the/a park            le/un magasin – the/a shop</p>	<p>Places in town:  <a href="https://www.youtube.com/watch?v=AhmsUH1YxSE&amp;list=PLMEcUkvtIooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9">https://www.youtube.com/watch?v=AhmsUH1YxSE&amp;list=PLMEcUkvtIooS_FXYsy5AAHVkx_0_lpDL7&amp;index=9</a></p>
Lesson 2 - Places in town	<p><b><u>I can name places in town in French</u></b>            Say places in town</p> <p>il y a - there is</p> <p>Verbally construct sentences using this structure:            À Colchester il y a _____ et _____.</p>	<p>le/un supermarché -The /a supermarket            la/une boulangerie -The / a bakers            la/une pâtisserie -The/a cake shop            la/une boucherie- The/a butchers            la/une poissonnerie- The/a fishmonger            l'épicerie/une épicerie- The/a grocers            la/une bibliothèque - The/a library</p>	

	The article 'un/une' should be used in this sentence. E.g. À Colchester il y a une poissonnerie et un supermarché.		
Lesson 3 - Places in town	<p><b>Writing opportunity:</b> Write sentences about our town using mais (but).</p> <p>Use this structure:  À Colchester il y a _____ et _____ mais il n'y a pas de* _____.</p> <p>*de replaces the article e.g. il n'y a pas de bibliothèque</p>	Il y a – there is mais- but Il n'y a pas de- There isn't	
Lesson 4- Then and now	<p>Use past tense to describe our town then and now</p> <p>Use this sentence structure:  Avant il y avait _____ ; aujourd'hui il y a _____.</p> <p>E.g. Avant il y avait une poissonnerie, aujourd'hui il y a un supermarché.</p>	Avant il y avait - before there was aujourd'hui il y a - today there is	
Lesson 5 - Adjectives	<p>Use these adjectives to create sentences about our town.  E.g.  Il y a une nouvelle église et un beau parc.  Il y a beaucoup de supermarchés* mais il y a peu de boucheries*.</p> <p>*for most words learnt in the unit, the plural is simply made by adding an s, however the one exception is hôpital where the plural is hôpitaux.</p>	Grand/grande - big Vieux/vieille - old Nouveaux/nouvelle - new Beau/belle- beautiful Beaucoup de - lots of Peu de - few of	
Lesson 6 - <b>Writing Task</b>	<p><b>Writing opportunity:</b> Tourist guide to our town  Using grammar structures and including adjectives  et/mais  Avant il y avait _____, aujourd'hui il y a _____.</p>		

UKS2– Opening a café	Lesson Aims	Key vocab	Resources
	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		
Lesson 1 - Review	Review Terms 1+2		
Lesson 2 - Reading a menu	<p>Read and understand a cafe menu</p> <p>Chn should be able to understand most of the menu based on foods learnt in the past/words that are similar in English</p> <p>Then could translate the rest using google translate/bilingual dictionary</p>		<p><a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm">.https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm</a></p> <p>Unit 17 lesson 89 Menu is a good example</p>
Lesson 3 - Regional food research	<p>Understand the similarities and differences between foods in three different regions of france:</p> <p>-</p>		<p>Brittany</p> <p><a href="https://www.brittanyholidayguide.com/brittanyfood.html">https://www.brittanyholidayguide.com/brittanyfood.html</a></p> <p>-Dordogne</p> <p><a href="https://www.frenchentree.com/living-in-france/food-recipes/specialities-from-dordogne/">https://www.frenchentree.com/living-in-france/food-recipes/specialities-from-dordogne/</a> -</p>

Lesson 4 - Ordering food	e.g En entrée je voudrais (une salade niçoise) s'il vous plaît.  L'addition s'il vous plaît - the bill please	Le menu s'il vous plaît - The menu please Avez-vous choisi? - Have you decided?  Je voudrais- I would like S'il vous plaît - please  En entrée- as a starter En plat- as a main En dessert - as a dessert A boire - to drink	Savoie <a href="https://www.peakretreats.co.uk/blog/archive/top-10-dishes-to-try-when-skiing-in-france">https://www.peakretreats.co.uk/blog/archive/top-10-dishes-to-try-when-skiing-in-france</a> Regional foods: <a href="https://www.youtube.com/watch?v=uC4DAhQTu38&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_IpDL7&amp;index=26">https://www.youtube.com/watch?v=uC4DAhQTu38&amp;list=PLMEcUkvtlooS_FXYsy5AAHVkx_0_IpDL7&amp;index=26</a>
Lesson 5- Giving an opinion about food	Ça c'est bien passé? - how was your meal?	c'était délicieux- it was delicious c'était très bon - it was very good il y avait trop de - there was too much il y avait pas assez de- there was not enough	
Lesson 6 - Scripting a dialogue	Chn script a dialogue between waiter and client at a restaurant Should include: -Greetings -Ordering -Feedback on the meal -Asking for the bill		
Lesson 7 - Performing a dialogue	Chn perform their dialogue, focus on correct pronunciation		

Website with how to say words associated with eating out : <https://www.bbc.co.uk/bitesize/topics/zjcbjr6/articles/zg94ydm>