



Year Group	3	Unit Title	T1 Paris - France/Getting to know you.
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Builds on...	Starts the children's experiences of French builds on children's own knowledge of cultures and experiences.	Prepares for...	Having a short conversation in French
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Show that he/she recognises words/phrases heard by responding appropriately. ● Identifies formal and informal language 	<ul style="list-style-type: none"> ● Follow simple instructions in French. ● Match pictures or action to language. ● Ask and answer simple questions. ● Basic greetings ● Simple conversation vocab - name, age, how are you? ● Numbers to 10

<p><u>Key words</u></p> <ol style="list-style-type: none"> 1. Bonjour, bonsoir, bonne nuit, salut 2. Je m'appelle, comment t'appelles - tu?, monsieur, madam, mademoiselle 3. comment ca va bien, tres bien, comme ci come ca, cane va pas tres bien,ca va mal merci 4. Salut, au revoir,a bientot, a tout a l'heure, a demain, bonne fin de semaine, bon weekend 5. un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, c'est combien, ca fait combien, plus, moins, egale 6. Quel age as -tu, J'ai ...ans, bon/joyeux anniversaire



Year Group	3	Unit Title	T2 All about me
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Builds on...	Previous vocab	Prepares for...	Speaking in sentences in French.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> When listening to stories, rhymes or songs join in with repeated sections and identify particular phonemes and rhyming words. Identify masculine and feminine Read and write simple words from memory 	<ul style="list-style-type: none"> Appropriate response to classroom instructions Name parts of the body key vocab - colours and clothing/un/une
<p><u>Key Vocab</u></p> <p>1. assez vous, levez vous, rangez vous chaises, taisez vous, ecoutez, regardez, venez au tapis, repetez, regardez-moi, allez -y, rangez vous affaires 2. voici, mon corps, la tete, les epales, les genoux, les pieds, les yeux, les orielles, la bouche, le nez, oui, non</p> <p>3. Les mains, les pieds, les bras, tapez, croisez, marchez, levez, touchez, courez, sautez, posez, prenez</p> <p>4. C'est de quelle couleur?, bleu, blanc, rouge, noir, jaune, vert, gris, orange, rose, violet, marron, c'est</p> <p>5. une jupe, une jupe [skirt], un pantalon [trousers], un tee-shirt[t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu'est-ce qu'il y a dans l'armoire? [What's in the wardrobe?], Il y a... [There is/are...].</p> <p>6. Les gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu'est-ce que tu portes? [What are you wearing?], Je porte... [I'm wearing...], et [and]</p>	



Year Group	3	Unit Title	T3 Food Glorious Food
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Builds on...	Previous vocab	Prepares for...	Writing a sentence in French
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Repeat sentences heard and make simple adaptations to them. Understanding of word order in a sentence. 	<ul style="list-style-type: none"> Ask politely for something describe colour and size/ know that adjectives rely on gender/number give opinions on food
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> une pomme (f) [one apple], deux poires (f) [two pears], trois prunes (f) [three plums], quatre fraises (f) [four strawberries], cinq oranges (f) [five oranges], du gâteau (m) [some cake], une glace (f) [one ice cream], un cornichon (m) [one gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [one lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (f) [one sausage], une brioche (f) [one small brioche bun], de la pastèque (f) [some watermelon] Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], s'il vous plaît [please], voilà [here you are], merci [thank you] J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]. clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...], Dites-moi [Tell me]. grand(e) [large/big], petit(e) [small]. Ouvrez [open], coupez [cut], lavez [wash], séchez [dry], eau (f) [water], savon (m) [soap], mousse (f) [foam], serviette (f) [towel/napkin]. 	



Year Group	3	Unit Title	T4 Family and Friends
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Builds on...	Getting to know you	Prepares for...	More detailed conversations
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Recognise some familiar words and phrases in written form. ● Read some familiar words aloud using accurate pronunciation . ● Make new sentences by substituting vocab appropriately. 	<ul style="list-style-type: none"> ● identify and name some relations ● Know common pets ● Name some rooms. ● consolidate masculine and feminine.
<p><u>Key Vocab</u></p> <p>1. Voici [Here/This is or Here/These are], qu'est-ce? [Who's this?], moi [me], ma (f)/mon(m)/mes (pl) [my], frère [brother], sœur[sister], mère [mother], père [father], parents[parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m) / cousine (f) [cousin], nièce[niece], neveu [nephew], famille [family].</p> <p>2. chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'Inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?], j'ai [I've got].</p> <p>3. lettre (f) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: toutes les lettres de l'alphabet. [Now I know them: all the letters of the alphabet.]</p> <p>4. Elle [she], il [he], s'appelle [is called].</p> <p>5. Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter].</p> <p>6. maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study]</p>	



Year Group	3	Unit Title	T5 Our school
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Builds on...		Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Using mostly accurate pronunciation speaks clearly when addressing an audience. Write a sentence using an adverbial phrase 	<ul style="list-style-type: none"> From memory recall if some nouns are masculing/feminine. School vocabulary. Write sentences converting un/une and le/las
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> Voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there] Le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...] Les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I dont like]. levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip]. a salle de class, la cour de recreation, la bibliotheque, le bureau de directeur, la cantine, où es-tu? Lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l'ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu'est-ce que tu aimes faire? [What do you like to do?] 	



Year Group	3	Unit Title	T6 Time / Asterix
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Builds on...	Vocabulary learnt	Prepares for...	Using numbers
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Combining numbers to create larger ones. Beginning to understand present and past tense 	<ul style="list-style-type: none"> Days of the week Months of the year Count 11 - 31 their own birthday in French Ask about birthdays Say dates

Key Vocab

- Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]
- Lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour ? [What day is it?]
- Janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month]
- Mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first]
- Quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today]



6. Calendrier (m) [calendar], date (f) [date], aujourd’hui [today], demain [tomorrow], hier [yesterday], c’est [it is], c’était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]

Year Group	4	Unit Title	T1 All around the town
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Builds on...	Basic reading skills	Prepares for...	Having a conversation about places
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. ● Hold a simple conversation. 	<ul style="list-style-type: none"> ● name and locate key French cities ● Describe mk ● Ask and give simple addresses ● Count to 100

<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. J’habite à... [I live in...], Où [where], Où habites tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille 2. Magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n’y a pas de [there isn’t/aren’t...]



<p>3. vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingts [80], quatrevingt-dix [90], cent [100], et/plus [and/plus], font [makes/equals], moins [subtract], divisé par [divided by], fois [multiply].</p> <p>4. REVISION - using unit vocab</p> <p>5. Mon adresse est... [My address is...], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l'/de la/des... [of the...].</p> <p>6. Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?].</p>

Year Group	4	Unit Title	T2 On the move
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Builds on...		Prepares for...	developing conversational skills further
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Notice that French may contain different phonemes and that some similar sounds may be spelt differently to English. Recognise questions and negative sentences. 	<ul style="list-style-type: none"> transport vocab. give and follow simple directions. begin to use correct verb/subject agreement for 'aller' - to go

<p><u>Key Vocab</u></p> <p>1. Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], cheval (m) [horse], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], à [on].</p> <p>2. en [by], à [on], Comment vas-tu à l'école? [How do you go to school?] Je vais à l'école en/à [I go to school by/on]</p> <p>3. Allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!].</p> <p>4. REVISION - using unit vocab</p> <p>5. Pour le/la , s'il vous plaît? [How do I get to the please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/ à gauche/ à droite. [It's straight on/ on the left/right.].</p>



6. Je vais [I go], tu vas [you (singular, informal) go], il va [he goes], elle va [she goes], nous allons [we go], vous allez [you (plural, formal/ informal) go; you (singular, formal) go], ils vont [they go (masculine or mixed group)], elles vont [they go (feminine)].

Year Group	4	Unit Title	T3 Gone shopping
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Builds on...	Food glorious food	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Use adjectives (colours) and place them after the noun. ● Change adjectives to feminine when needed 	<ul style="list-style-type: none"> ● Shopkeeper /customer conversations. ● Use a la and au for at.. ● Shopping vocab.

<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little]. 2. Les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...] n 3. les vêtements, un pantalon, un manteau, une robe, une jupe, une chemise, une echarp, J'ai, Je n'ai pas 4. C'est combien? Voici votre monnaie 5. REVISION - Numbers 6. un bateau, une montre, des bonbons



Year Group	4	Unit Title	T4 Where in the world
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Builds on...	All around the town	Prepares for...	This is France
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Write a sentence to answer a question. Use a dictionary to translate from English to French. Combine 2 simple sentences to form a compound sentence 	<ul style="list-style-type: none"> Places vocab Use 'en' for in - referring to continents (feminine)
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> Le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l'Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland]. Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au.... [I live in], la capitale [capital city] Quelle est la capitale de la/du..... ? [What is the capital city of.... ?] La France, Le Canada, La Belgique, La Suisse, On parle français en... Quel temps fait-il dans le monde ? [What's the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius] l'Australie (f) [Australia] l'Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l'Espagne (f) [Spain] la Suisse (f) [Switzerland] le Luxembourg (m) [Luxembourg] la Russie (f) [Russia] le Danemark (m) [Denmark] la Belgique (f) [Belgium] l'Argentine (f) [Argentina] le Brésil (m) [Brazil] le Portugal (m) [Portugal] la Chine (f) [China] le Mexique (m) [Mexico] Les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'île de Ross (f) [Ross Island], l'Australie (f) [Australia], le Japon (m) [Japan], le Brésil (m) [Brasil] Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], Qu'est-ce que c'est ? [What's this ?], C'est..... [It's.....], Je suis allé(e) au zoo [I went to the zoo], J'ai vu... [I saw...] BUILDS ON PREVIOUS LESSONS 	



Year Group	4	Unit Title	T5 What's the time?
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Builds on...	Time	Prepares for...	Time travelling
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Can answer basic questions simply. • Write time sentences 	<ul style="list-style-type: none"> • Can say simple times - o clock/half past/quarter past/quarter to • Avant and apres - before and after
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. Quelle heure est-il? Il est.. heures et demie 2. Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je mange mon déjeuner [I eat my lunch], Je rentre chez moi [I go home], Je regarde la télévision [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed] 3. Qu'est-ce qui passe à la télévision ? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...] 4. Time - et quart moins le quart 5. a journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are] 6. NUMBERS RECAP 	



Year Group	4	Unit Title	T6 Holidays and hobbies/Footballer Mbappe
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Builds on...	Where in the world and on the move	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Presents ideas orally to a range of audiences 	<ul style="list-style-type: none"> en or au depend on masc/feminine countries. en or a for mode of transport. correct possessive adjectives.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> Les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], En quelle saison est..... ? [What season is.....in ?], En quelle saison sont.... ? [What season are....in ?] les mois (m) [months] La météo (f) [the Weather] Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today] Quel temps fait-il dans le monde ? [What's the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius] REVISION OF UNIT VOCAB Les Sports, Le gymnastique, le hockey, la natation, l'équitation, Quel est ton sport préféré? Les passe-temps, la lecture, le dessin, je n'aime pas, j'aime, J'adore, je déteste 	



Year Group	5	Unit Title	T1 Getting to know you
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Builds on...	Previous conversation vocab	Prepares for...	Speaking about things in the future
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Take part in conversations and express simple opinions giving reasons. Begin to use intonation to differentiate between sentence types. Give a simple presentation. 	<ul style="list-style-type: none"> Understand how to make changes to an adjective in order for it to agree with the relevant noun. Follow a story To say a simple sentence in the future by changing the verb.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> - Médecin (m/f) [Doctor], Dentiste (m/f) [Dentist], Coureur/ Coureuse automobile [Racing driver], Aviateur/Aviatrice [Pilot], Soldat [Soldier], Coiffeur/ Coiffeuse [Hairdresser], Moniteur/Monitrice de ski [Ski instructor], Professeur/ Professeure [Teacher], Fermier/ Fermière [Farmer], Artiste (m/f) [Artist], Pompier (m/f) [Fire fighter], Futur simple [Simple future tense], Verbe (m) [Verb]. Accent (m) [Accent], Aigu ´ [Acute], Grave ` [Grave], Circonflexe ^ [Circumflex], Tréma ¨ [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule Agacé(e) [annoyed], heureux/euse [happy], fatigué(e) [tired], fier/fière [proud], impatient(e) [excited/hyper], anxieux/euse [worried/nervous], étonné(e) [shocked], content(e) [pleased], fâché(e) [angry/cross], triste [sad], gêné(e) [embarrassed], effrayé(e) [scared], adjectif (m) [adjective], comment ça va ? [how are you?], je suis... [I feel/am...] Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes], Faire [To do/ make], Traverser [To cross], Manger [To eat], Arriver [To arrive], Propulser [To push], Tomber [To fall], Attendre [To wait], Marcher [To walk], Courir [To run], Bouc (m) [Goat] Vallée (f) [Valley], Colline (f) [Hill], Rivière (f) [River], Pont (m) [Bridge], Petit-déjeuner (m) [Breakfast], Sabot (m) [Hoof], Auxiliary verb, Infinitive CHILDREN APPLY VOCAB FROM PRIOR LEARNING 	



Year Group	5	Unit Title	T2 All about ourselves
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Builds on...	previous knowledge of clothes and the body	Prepares for...	Increasing conversational skills based on appearance, emotions and health.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Read aloud and understand a short text containing mostly familiar language using fairly accurate pronunciation. ● Writing descriptive sentences in the third person 	<ul style="list-style-type: none"> ● conjunctions to extend sentences. ● spell adjectives correctly according to gender/number. ● Say how they are feeling. ● clothes /body - facial features/emotions vocab.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. Les cheveux (m) [hair], les dents (f) [teeth], lèvre (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face]. 2. longs, courts, raides, boucles (Hairstyles) 3. Qu'est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], ramasse [gather/collect], écris [write], lis [read], aide [help], croise [fold/cross], pose [put down/ place], tends [stretch], lève [raise/lift], ami (m) [friend], phrase (f) [sentence]. 4. Il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]. colour adjectives, clothing nouns 5. heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?] 6. J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux... [in the...] 	



Year Group	5	Unit Title	T3 That's tasty
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Builds on...	Food glorious food	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Write an answer in a sentence using a modelled sentence • Role play • Write word, phrases and sentences from memory 	<ul style="list-style-type: none"> • Food and drink vocab • Giving opinions.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. J'ai soif [I'm thirsty], les boissons chaudes (f) [hot drinks], les boissons froides (f) [cold drinks], le thé (m) [tea], le café (m) [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of], Qu'est-ce que vous désirez boire ? [What would you like to drink?], Je voudrais.... [I would like.....]. 2. REVISION - days of the week and time 3. Le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and] 4. Le sandwich ... 5. J'aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savory] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too] 6. Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'ananas (m) [pineapple], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], Je voudrais... [I would like...] 	



Year Group	5	Unit Title	T4 Family and Friends
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Builds on...	Y3 Family and friends	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Extend sentences using conjunctions Using appropriate verbs 	<ul style="list-style-type: none"> traditional rhymes and songs Describe home gives a variety of opinions
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child] chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm]. chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], ferme (f) [farm] brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La ___ est dans le/la ___. [The ___ is in the ___.] REVISION - constructing sentences phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun]. 	



Year Group	5	Unit Title	T5 School life
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Builds on...	Y3 Our school	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Using pronouns. Answering questions in writing 	<ul style="list-style-type: none"> Key vocab - objects, subjects and prepositional language. Comparative adverbs
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?] AS PREVIOUS LESSON Les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art], Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...] Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle (m) [oblong], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has...sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides] Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/ make], un dessin (m) [a picture], aller [go], les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes],] pas pour le moment [not at the moment] la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les livres (m) [books], les règles (f) [rulers], les journaux (m) [newspapers], les peintures (f) [paints], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], les feutres (m) [felt pens], Il/Elle est là-bas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/Elles sont à côté de... 	



[They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind...]

Builds on...	What's the time	Prepares for...	
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Year Group	5	Unit Title	T6 Time travelling
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Using the past tense 	<ul style="list-style-type: none"> numbers larger than 100 Matching subject and verb Dates

Key Vocab

- Numbers 1 - 100 mille (thousand), moins(less/take away), devise par (divided by)
- A voir [to have], j'ai [I have], tu as [you have (informal, singular)], il/elle/on a [he/she/it/one has], vous avez [you have (plural/singular formal)], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?], conjugation
- histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar], numbers 1-2000+
- REVISION
- etre (to be), natre (to be born), ne (born - past participle)
- etre (Je suis, tu es il/elle est/nous sommes/vous êtes ils elles sont conjugate), infinitive, mourir (to die)



Year Group	6	Unit Title	T1 Let's visit a French town
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Builds on...	Previous Y4 unit	Prepares for...	grammatically correct conversations.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Read aloud and understand a short text containing unfamiliar words using accurate pronunciation. apply spelling patterns 	<ul style="list-style-type: none"> Know how verbs change depending on the subject
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> Je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], city names Nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop] préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ___? [Where is ___?] Numbers up to 1000, Tu as quel nombre? [What number have you got?], J'ai le nombre ___ [I've got number ___], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est ___ de plus que Y [X is ___ more than Y], X est ___ de moins que Y [X is ___ less than Y], soustraction (f) [subtraction], moins [less/ subtract], fait [equals/makes] Armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair] Ordinal [ordinal], nombre (m) [number], premier (m) /première (f) [first], deuxième (m/f) [second], troisième [third], quatrième [fourth], cinquième [fifth], sixième [sixth], septième [seventh], dernier (m) / dernière (f) [last], è grave ['e' with grave accent], days of the week 	



Year Group	6	Unit Title	T2 Let's go shopping
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Builds on...	Colours and clothing vocab	Prepares for...	Shopping in france
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Engage in longer conversations asking for clarification where necessary. Create own sentences using knowledge of basic sentence structure. 	<ul style="list-style-type: none"> Know how to conjugate a range of high frequency verbs. Correct form and placement of adjectives in a range of sentences. Prepositions
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> REVISION OF GREETINGS and FOOD Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est...? [Where is...?], entre [between], à côté de [next to]. REVISION OF CLOTHES and COLOURS REVISION of UNIT WORDS And 6 a lampe (f) [lamp], la balançoire (f) [swings], la raquette(f) [racquet], la tente (f) [tent], le skateboard (m) [skateboard], les lunettes de soleil (f) [sunglasses], les bottes en caoutchouc (f) [wellingtons].# 	



Year Group	6	Unit Title	T3 This is France
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Builds on...	Y3 - Paris	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> create sentences independently using a dictionary/online tools to help. 	<ul style="list-style-type: none"> Use of the verb etre. Landmark vocab. Describing what there is to do.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> REVISION OF COUNTRIES a distance (f) [distance], Quelle est la distance entre...? [What is the distance between...?], C'est..kilomètres [It's...kilometres], NUMBERS REVISION le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east] a tour Eiffel (f) [the Eiffel Tower], l'Arc de Triomphe (m) [the Arc de Triomphe],] le Louvre (m) [the Louvre], La cathédrale Notre-Dame (f) [Notre Dame Cathedral], la Seine (f) [the (River) Seine], À Paris... [In Paris...], lon peut... [one can...], visiter [visit], marcher [walk], voyager [travel], se reposer [rest], aller [go], manger [have/eat], les bâtiments célèbres (m) [famous buildings], le long de [along], le parc (m) [park], un spectacle musical (f) [a musical show], un repas délicieux (m) [a delicious meal], les édifices religieux (m) [religious buildings], les marchés (m) [markets], un défilé de mode (m) [a fashion show] Un directeur(m) une directrice (f) [manager/ manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger] 	



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Year Group	6	Unit Title	T4 All in a day
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Builds on...	Time units	Prepares for...	
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Use pronunciation and intonation effectively to accurately express meaning and engage an audience. ● Attempt to read a range of texts independently using different strategies to make meaning. 	<ul style="list-style-type: none"> ● Use time phrases appropriately. ● conjugate regular verbs using a pattern.
<p><u>Key Vocab</u></p> <ol style="list-style-type: none"> 1. TELLING THE TIME REVISION 2. Du matin (in the morning), Apre- midi (afternoon) faire (to do) les devoirs (homework) 3. TIME - 5 MINUTE INTERVALS (numbers) 4. 24 HOUR TIMES (Numbers) 5. Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l'heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l'avion (m) [plane] 6. REVISION OF SCHOOL SUBJECTS 	



Year Group	6	Unit Title	Famous People projects)T5
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Builds on...	Everything they have learnt so far!	Prepares for...	Sample of another language (Spanish T6)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Understand how to use some adverbs in a sentence • Write a range of phrases from memory and adapt them to write his/her own sentences on a similar topic. • Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. 	<ul style="list-style-type: none"> • Begin to use some adverbs
<u>Key Vocab</u> REVISION OF PREVIOUS VOCAB through research	

Year Group	6	Unit Title	Spanish Taster
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Builds on...		Prepares for...	Secondary school
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Show that he/she recognises words/phrases heard by responding appropriately. 	<ul style="list-style-type: none"> • Follow simple instructions • Repeat sentences heard and makes simple adaptations to them



- Greetings, colours and basic conversation vocab

Spanish -Key Vocab

1. Greetings - Hola - Hello. Buenos días - Good morning. Buenas tardes - Good afternoon. Buenas noches - Good evening. ¿cómo estás?
2. Numbers to 20 - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince
3. Colours - The color — el color., Red — rojo, Orange — naranja, Yellow — amarillo, Green — verde, Blue — azul, Purple —lila, Pink — rosa.