



MFL – French yearly overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	I am learning Phonetics	Animals (E)	Instruments (E)	I Am Able(E) 	Fruits (E)	Ice -cream (E)
Year 4	Vegetables (E)		Presenting Myself (I)	My Family (I)	In the classroom (I)	What's the weather?
Year 5	What is the Date? (I)		Do you have a pet?(I)	What is the weather (I)	My home (I)	My Family
Year 6	My Family (I)	The date (I)	SATS Preparation		At the weekends	Me in the world

Key –

E – EARLY LANGUAGE

I – INTERMEDIATE

P – PROGRESSIVE

X – EXTRA

French Curriculum

Respect

Ambition

Kindness

Resilience

Inclusivity

Vane Road Primary school values underpin our Modern Foreign Languages curriculum especially the values of respect, inclusivity, resilience and ambition. These key values help shape the Modern Foreign Languages curriculum and is designed to meet the needs of all children so that it is inclusive of every child. Children will learn to respect the value placed upon learning a new language in a world which is multi-cultural. We want our children to feel empowered so that they can aspire to be whatever and whoever they wish to be. We are providing our children with the skills of being resilient in an ever changing world and will continue to

Intent

At Vane Road Primary School, we believe that the learning of French provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing. In addition to this, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. Encouraging positive attitudes towards learning a new language is something we feel very strongly about. We also believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. With France's fascinating history, culture and traditions, we believe that the teaching of French offers more than just a language therefore we have planned a curriculum which is inclusive of all children from Year 3 to Year 6. This curriculum is coherent, sequenced, progressive and inclusive.

We want children to:

- To know that French is an educational, social and cultural experience.
- To develop their communication skills.
- To develop their knowledge of how languages work.
- To develop a broader perspective on the world and encourage them to understand other cultures.

Substantive Knowledge – what our pupils will know by the end of each teaching phase of French.

Disciplinary Knowledge - the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know.

EYFS

KS1

LKS2 – recognise, describe, select, sequence compare and recall.

UKS2 – same as LKS1 with the addition of demonstrate understanding, empathise and apply skills.

National Curriculum Links*

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures

5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally* and in writing Languages – key stage 2 3
12. 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.

Key concepts

Year 3 Autumn 1

Knowledge

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.

In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type.

In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type.

I am learning Phonetics X

Vocabulary

Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson a

CH OU ON OI

I IN IQUE ILLE

É E È EAU EUX

QU GNE Ç EN AN

National Curriculum Links*: 1,3,4,5,7,8, 10, 12

Year 3 Autumn 2 Animals E

Knowledge

Animals (E)

Recognise, recall, and spell up to 10 animals in French with their

correct determiners/ indefinite articles.

Understand that there are more determiners/ articles in French than in English.

Use and become more familiar with the high-frequency 1st person

conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Vocabulary

les animaux the animals

un lapin a rabbit

un a (masculine)

un canard a duck

une a (feminine)

un singe a monkey

un cochon a pig

un mouton a sheep

un lion a lion

une souris a mouse

National Curriculum Links*: 1,3,4,5,7,8, 10, 12

un oiseau a bird
une vache a cow
un cheval a horse
je suis I am...

Year 3 Spring Term 1

Instruments E

Knowledge Instruments

Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.
Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.
Learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments

Vocabulary

e the (masculine)
la clarinette the clarinet
la the (feminine)
la harpe the harp
l' (not seen in this unit) the (before a vowel)
le piano the piano
les the (plural)
le triangle the triangle
la trompette the trumpet
le violon the violin
la batterie the drums
les cymbales the cymbals

National Curriculum Links*:

1,3,4,5,7,8, 10, 12

la guitare the guitar J
e joue (du, de la, des)... I play...
la flûte à bec the recorder

Year 3 Spring term 2

I am able E I

Recognise, recall and spell 10 action verbs in French.

- Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).

Vocabulary

je peux I am able , jouer d'un instrument to play an instrument , je ne peux pas I am not able
patiner , to ice-skate danser , dance dessiner ,to draw chanter ,to sing nager, to swim sauter, to
jump parler français ,to speak French, cuisiner to cook et and faire du vélo ,to ride a bike mais but

National Curriculum Links*:

1,3,4,5,7,8, 10, 12

Year 3 Summer term1

Fruits E

In this unit the children will learn how to:

- Name and recognise up to 10 fruits in French.
- Attempt to spell some of these nouns.
- Ask somebody in French if they like a particular fruit.
- Say what fruits they like and dislike.

Vocabulary –

une pomme an apple ,les pommes the apples ,une fraise a strawberry ,les fraises the strawberries ,une pêche a peach, les pêches the peaches ,une banane a banana ,les bananes the bananas ,une cerise a cherry, les cerises the cherries ,une orange an orange ,les oranges the oranges, une prune a plum ,les prunes the plums ,une poire a pear ,les poires the pears un kiwi a kiwi, les kiwis the kiwis ,un abricot an apricot ,les abricots the apricots J'aime... I like... Je n'aime pas... I do not like...

National Curriculum Links*:

1,3,4,5,7,8, 10, 12

Year 3 Summer 2 Ice cream E

In this unit pupils will learn how to:

- Name and recognise up to 10 different flavours for ice creams.
- Ask for an ice-cream in French using 'je voudrais'.
- Say what flavour they would like.
- Say whether they would like a cone or a small pot/tub of ice-cream.

Vocabulary

une glace an ice-cream un cornet a cone ...à la vanille vanilla flavour un petit pot a small tub/pot ...à la fraise strawberry flavour une boule one scoop ...à la banane banana flavour deux boules two scoops ...à la menthe mint flavour trois boules three scoops ...à la pistache pistachio flavour s'il vous plaît please ...au chocolat chocolate flavour Bonjour ! Hello! ...au café coffee flavour Quel parfum ? Which flavour ...au citron lemon flavour Combien de boules ? How many scoops? ...au caramel caramel flavour C'est combien ? How much? ...au cassis blackcurrant flavour merci thank you Je voudrais... I would like... Au-revoir ! Goodbye ! et a

Year 4 Autumn term 1

Vegetables

Knowledge seasons

In this unit the children will learn how to:

Recognise, recall and remember the 4 seasons in French.

Recognise, recall and remember a short phrase for each season in French.

Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

Knowledge Vegetables

In this unit pupils will learn how to:

Name and recognise up to 10 vegetables in French.

Attempt to spell some of these nouns (including the correct determiner/article)

Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.

☐ Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

Vocabulary – Seasons

les saisons the seasons Il neige. It snows.

l'hiver winter Les fleurs poussent. The flowers grow.

le printemps spring Les oiseaux chantent. The birds sing.

l'été summer Il y a du soleil. It is sunny.

l'automne autumn Il fait chaud. It is warm.

En hiver In winter

Les arbres perdent leurs feuilles.

The trees lose their leaves.

Au printemps In spring

Quelle est ta saison préférée ?

Which is your favourite season?

En été In summer Ma saison préférée est... My favourite season is...

En automne In autumn et and

Il fait froid. It is cold. car because

Vocabulary – Vegetables

les aubergines the aubergines un kilo de... / d'... one kilo of...

les épinards the spinach un demi kilo de... / d'... half a kilo of...

les oignons the onions Je voudrais... I would like...

les courgettes the courgettes s'il vous plaît please

les tomates the tomatoes et and

National Curriculum Links

1, 3, 4, 5, 7, 10, 11, 12

les haricots verts the green beans bonjour hello
 les petits pois the peas Je peux vous aider ? Can I help you?
 les champignons the mushrooms C'est tout ? Is that all/Anything else?
 les carottes the carrots C'est combien ? How much is that?
 les pommes de terre the potatoes merci thank you
 au revoir goodbye
 Dans mon panier j'ai... In my basket I have

Year 4 Spring term 1

Presenting Myself I

In this unit pupils will learn to:
 Use basic greetings in French, ask somebody how they are feeling and reply when asked.
 Ask somebody their name in French and reply when asked.
 Recall the numbers 1-10 and count from 11-20 in French.
 Ask somebody how old they are in French and reply when asked.
 Ask somebody where they live in French and reply when asked.
 Express their nationality in French and understand basic gender agreement rules.

Vocabulary

Bonjour ! Hello! Je suis... I am... onze eleven
 Salut ! Hi! français/française French douze twelve
 Ça va ? How are you? anglais/anglaise English treize thirteen
 Ça va bien. I am fine. gallois/galloise Welsh quatorze fourteen
 Ça va mal. I am not great. irlandais/irlandaise Irish quinze fifteen

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Comme ci, comme ça. So-so. écossais/écossaise Scottish seize sixteen
 Ça va très bien. I am great. un one dix-sept seventeen
 Ça va très mal. I am really not great. deux two dix-huit eighteen
 très very trois three dix-neuf nineteen
 Au revoir ! Goodbye! quatre four vingt twenty
 À plus tard ! See you later! cinq five
 Comment t'appelles-tu ? What is your name? six six
 Je m'appelle... My name is... sept seven
 Quel âge as-tu ? How old are you? huit eight
 J'ai ... ans. I am ... years old. neuf nine
 Où habites-tu ? Where do you live? dix ten
 J'habite à... I live in...

Year 4 Spring term

My Family

Knowledge

In this unit pupils will learn how to:
 Tell somebody the members, names and various ages of either their own or a fictional family in French.
 Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.
 Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.
 Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and

avoir (to have).

Vocabulary

a famille the family As-tu des frères et sœurs ? Do you have any siblings/ brothers or sisters?

la mère the mother Oui, j'ai un frère. Yes, I have a brother.

la grand-mère the grandmother Oui, j'ai une sœur. Yes, I have a sister.

la tante the aunt Oui, j'ai deux frères. Yes, I have two brothers.

la fille the daughter Oui, j'ai deux sœurs. Yes, I have two sisters.

la sœur the sister Non, je suis fils unique. No, I am an only child (boy).

le fils the son Non, je suis fille unique. No, I am an only child (girl).

le frère the brother dix ten

l'oncle the uncle vingt twenty

le père the father trente thirty

le grand-père the grandfather quarante forty

les parents the parents cinquante fifty

les grands-parents the grandparents soixante sixty

Comment s'appelle ton [male family member]/ ta

[female family member] ? What is your [family member]'s name? soixante-dix seventy

Il s'appelle... He is called... quatre-vingts eighty

Elle s'appelle... She is called... quatre-vingt-dix ninety

mon/ ma/ mes my cent one hundred

des frères et sœurs siblings/ brothers and sisters

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 4 Summer 1

In the classroom I

Knowledge

In this unit the children will learn how to:
Remember and recall 12 classroom objects with their indefinite article/determiner.
Replace an indefinite article/determiner with a possessive adjective.
Say and write what they have and do not have in their pencil case.

Vocabulary

En classe

un livre a reading book

un cahier an exercise book

un crayon a pencil

un stylo a pen

un taille-crayon a sharpener

un sac à dos a rucksack

une calculatrice a calculator

un bâton de colle a glue stick

une règle a ruler

une gomme a rubber

une trousse a pencil case

des ciseaux a pair of scissors

j'ai I have

je n'ai pas de I do not have

Qu'est-ce qu'il y a dans ta

trousse ?

Dans ma trousse j'ai... In my pencil case I have...

Dans ma trousse je

n'ai pas...

In my pencil case I do not

have..

mon my (masculine singular nouns)

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

ma my (feminine singular nouns)
mes my (plural nouns)
et and

Year 4 Summer 2

Whats the weather

Knowledge

In this unit the children will learn how to:

Knowledge

In this unit pupil will learn how to:

Repeat and recognise the vocabulary for weather in French.

Ask and say what the weather is like today.

Create a French weather map.

Describe the weather in different regions of France using a weather map with symbols.

Vocabulary

Quel temps fait-il ? What is the weather? Il fait chaud. It is hot.

Il pleut. It is raining. Il fait froid. It is cold.

Il neige. It is snowing. Dans le nord de la France... In the north of France...

Il y a un orage. There is a storm. Dans le sud de la France... In the south of France...

Il y a du soleil. It is sunny. Dans le centre de la France... In the centre of France...

Il y a du vent. It is windy. Dans l'ouest de la France... In the west of France...

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 5

Autumn 1 & 2

What is the date?

Knowledge

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.

In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type.

In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type

Knowledge

Repeat and recognise the months of the year in French.

Ask when somebody has a birthday and say when they have their birthday.

Say the date in French.

Create a French calendar.

Recognise key dates in the French calendar.

Vocabulary

Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson a

CH OU ON OI

I IN IQUE ILLE

É E È EAU EUX

QU GNE Ç EN AN

Vocabulary

a date the date août August quatorze fourteen

les jours de la semaine the days of the week septembre September quinze fifteen

lundi Monday octobre October seize sixteen

mardi Tuesday novembre November dix-sept seventeen

mercredi Wednesday décembre December dix-huit eighteen

jeudi Thursday un one -neuf nineteen

vendredi Friday deux two vingt twenty

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

samedi Saturday trois three vingt-et-un t twenty one
 dimanche Sunday quatre four vingt-deux twenty two
 Aujourd'hui c'est quel jour ? What day is it today? cinq five vingt-trois twenty three
 Aujourd'hui c'est... Today it is... six six vingt-quatre twenty four
 janvier January sept seven vingt-cinq twenty five
 février huit eight vingt-six twenty six
 mars March neuf nine vingt-sept twenty seven
 avril April dix ten vingt-huit twenty eight
 mai May onze eleven vingt-neuf twenty nine
 juin June douze twelve t rente thirty
 juillet July treize thirteen trente-et-un thirty one

Year 5 Spring Term 1

Do you have a pet?

Knowledge

In this unit pupils will learn how to:

Repeat, recognise and attempt to spell the eight nouns

(including the correct article for each) for pets in French.

Tell somebody in French if they have or do not have a pet.

Ask somebody else in French if they have a pet.

Tell somebody in French the name of their pet.

Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

Vocabulary

un chien a dog

un chat a cat

un lapin a rabbit

un hamster a hamster

un poisson rouge a goldfish

un oiseau a bird

une souris a mouse

une tortue a tortoise

French English J'ai... I have...

Je n'ai pas de / d'... I do not have...

J'ai un... I have a... (masculine) J'ai une... I

have a... (feminine) qui s'appelle... that is called...

et and mais but

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 5 Spring 2

What is the weather?

Knowledge

In this unit pupil will learn how to:

Repeat and recognise the vocabulary for weather in French.

Ask and say what the weather is like today.

Create a French weather map.

Describe the weather in different regions of France using a weather map with symbols.

Vocabulary

Quel temps fait-il ? What is the weather? Il fait chaud. It is hot.

Il pleut. It is raining. Il fait froid. It is cold.

Il neige. It is snowing. Dans le nord de la France... In the north of France...

Il y a un orage. There is a storm. Dans le sud de la France... In the south of France...

Il y a du soleil. It is sunny. Dans le centre de la France... In the centre of France...

Il y a du vent. It is windy. Dans l'ouest de la France... In the west of France...

Il fait beau. The weather is fine. Dans l'est de la France... In the east of France...

Il fait mauvais. The weather is not good.
le temps the weather

Year 5 Summer 1

My home

Knowledge

In this unit the children will learn how to:

Say whether they live in a house or an apartment and say where it is.

Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.

Tell somebody in French what rooms they have or do not have in

their home.

Ask somebody else in French what rooms they have in their home.

Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

Vocabulary

Où habites-tu ? Where do you live? une cuisine a kitchen

J'habite dans... I live in... une salle à manger a dining room

une maison a house une salle de bains a bathroom

un appartement an apartment une chambre a bedroom

en ville in town une buanderie a utility room

à la campagne in the countryside un sous-sol a basement

à la montagne in the mountains un bureau an office / a study

au bord de la mer by the sea un salon a living room

dans un village in a village un garage a garage

et

and

un jardin a garden

mais but

Chez moi il y a...

In my home there is...

/ there are...

In my home there is not...

/ there are no...

Unit Glossary

Chez moi

Chez moi il n'y a pas de...

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 5 Summer 2

My Family

Knowledge:

Tell somebody the members, names and various ages of own or a fictional family in French.

Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.

Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.

Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

Vocabulary

la famille the family, As-tu des frères et sœurs ? Do you have any siblings/ brothers or sisters?

la mère the mother Oui, j'ai un frère. Yes, I have a brother. La grand-mère the grandmother Oui, j'ai une sœur. Yes, I have a sister. la tante the aunt Oui, j'ai deux frères. , I have two brothers. la fille the daughter Oui, j'ai deux sœurs. Yes, I have two sisters. la sœur the sister Non, je suis fils unique. No, I am an only child (boy). le fils the son Non, je suis fille unique. No, I am an only child (girl). le frère the brother dix ten l'oncle the uncle vingt twenty le père the father trente thirty le grand-père the grandfather quarante forty les parents the parents cinquante fifty les grands-parents the grandparents soixante sixty Comment s'appelle ton [male family member]/ ta [female family member] ? it is your [family member]'s name? soixante-dix seventy Il s'appelle... He is called... quatre-vingts eighty Elle s'appelle... She is called... quatre-vingt-dix ninety mon/ ma/ mes my cent one hundred des frères et sœurs siblings/ brothers and sisters

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 6 Autumn term 1
My Family

Knowledge

Tell somebody the members, names and various ages of own or a fictional family in French.

Continue to count in French, option of reaching 100, enabling students to say the age of various family members.

Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.

Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

Vocabulary

Vocabulary

a famille the family As-tu des frères et sœurs ?

Do you have any siblings/ brothers or sisters?

la mère the mother Oui, j'ai un frère. Yes, I have a brother.

la grand-mère the grandmother Oui, j'ai une sœur. Yes, I have a sister.

la tante the aunt Oui, j'ai deux frères. Yes, I have two brothers.

la fille the daughter Oui, j'ai deux sœurs. Yes, I have two sisters.

le fils the son Non, je suis fils unique. No, I am an only child (boy).

le frère the brother Non, je suis fille unique. No, I am an only child (girl).

le frère the brother dix ten

l'oncle the uncle vingt twenty

le père the father trente thirty

le grand-père the grandfather quarante forty

les parents the parents cinquante fifty

National Curriculum Links

1, 3, 4, 5, 7, 9, 10, 12

les grands-parents the grandparents soixante sixty
 Comment s'appelle ton [male family member]/ ta [female family member] ? What it is your [family member]'s name? soixante-dix seventy
 Il s'appelle... He is called... quatre-vingts eighty
 Elle s'appelle... She is called... quatre-vingt-dix ninety
 mon/ ma/ mes my cent one hundred
 des frères et sœurs siblings/ brothers and sisters

Year 6 Autumn Term 2

The Date

Knowledge

In this unit the children will learn how to:
 Repeat and recognise the months of the year in French.
 Ask when somebody has a birthday and say when they have their birthday.
 Say the date in French.
 Create a French calendar.
 Recognise key dates in the French calendar

Vocabulary

a date the date août August quatorze fourteen
 les jours de la semaine the days of the week
 septembre September quinze fifteen
 lundi Monday octobre October seize sixteen

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

mardi Tuesday novembre November dix-sept seventeen
mercredi Wednesday décembre December dix-huit eighteen
jeudi Thursday un one dix-neuf nineteen
vendredi Friday deux two vingt twenty
samedi Saturday trois three vingt-et-un twenty one
dimanche Sunday quatre four vingt-deux twenty two
Aujourd'hui c'est quel jour ? What day is it today?
cinq five vingt-trois twenty three
Aujourd'hui c'est... Today it is... six six vingt-quatre twenty four
janvier January sept seven vingt-cinq twenty five
février February huit eight vingt-six twenty six
mars March neuf nine vingt-sept twenty seven
avril April dix ten vingt-huit twenty eight
mai May onze eleven vingt-neuf twenty nine
juin June douze twelve trente thirty
juillet July treize thirteen trente-et-un thirty on

Year 6

No units due to SATS preparation

Knowledge

Year 6 Summer 1

At the weekend

Ask what the time is in French.
Tell the time accurately in French.
Learn how to say what they do at the weekend in French.
Learn to integrate connectives into their work.
Present an account of what they do and at what time at the weekend.

Vocabulary

le week-end the weekend Il est midi. It is midday.
Quelle heure est-il ? What time is it? Il est minuit. It is midnight. et quart quarter past Je me lève. I get up. et demie half past Je prends mon petit déjeuner. I have my breakfast. moins le quart quarter to Je regarde la télé. I watch television. Il est une heure. It is one o'clock. Je lis des bandes dessinées. I read comic books. Il est deux heures. It is two o'clock. J'écoute de la musique. I listen to music. Il est trois heures. It is three o'clock. Je joue à l'ordinateur. I play on the computer. Il est quatre heures. It is four o'clock. Je joue au foot. I play football. Il est cinq heures. It is five o'clock. Je vais à la piscine. I go to the swimming pool. Il est six heures. It is six o'clock. Je vais au cinéma. I go to the cinema. Il est sept heures. It is seven o'clock. Je me couche. I go to bed. Il est huit heures. It is eight o'clock. et and Il est neuf heures. It is nine o'clock. après after Il est dix heures. It is ten o'clock. aussi also Il est onze heures. It is eleven o'clock. plus tard later on Il est douze heures

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12

Year 6 Summer 2

Me in the world



Knowledge

About the many countries in the Francophone world.

About different festivals (religious and non-religious) around the world.

That we are different and yet all the same.

That we can all help to protect our planet.

How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).

Vocabulary

Je m'appelle... I am called... parce que... because... J'habite... I live... Il y a des défilés de chars. There are parades of floats. Je parle... I speak... Il y a des feux d'artifice. There are fireworks. le français French Il y a des plats spéciaux. There are special dishes. l'anglais English Il y a des défilés militaires. There are military parades. Ma fête préférée est le Mardi Gras. My favourite festival is Shrove Tuesday. À plus tard ! See you later! / See you soon! Ma fête préférée est Noël. My favourite festival is Christmas. À la prochaine ! Until next time! Ma fête préférée est Pâques. My favourite festival is Easter. Qu'est-ce que tu vas faire pour protéger notre planète ? What are you going to do to protect our planet? Ma fête préférée est le jour de l'an. My favourite festival is New Year's day. Je vais utiliser moins de papier. I am going to use less paper. Ma fête préférée est le 14 juillet. My favourite festival is the 14th of July (Bastille Day). Je vais utiliser moins de carton. I am going to use less cardboard. Ma fête préférée est la Fête du Canada. My favourite festival is Canada Day. Je vais utiliser moins de plastique. I am going to use less plastic. Ma fête préférée est l'Aïd. My favourite festival is Eid. Je vais utiliser moins d'eau. I am going to use less water

National Curriculum Links

1, 3,4,5,6,7,9,10,11,12