



**SHOBNALL PRIMARY & NURSERY SCHOOL**  
**FRENCH PROGRAMME OF STUDY**



**JM**  
**MAT**

## LONG TERM OVERVIEW FOR FRENCH

**KEY: READ FLUENTLY, WRITE IMAGINATIVELY, SPEAK CONFIDENTLY, UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN**

Year 3	Autumn Term		Spring Term		Summer Term	
Topic	MEET THE FLINTSTONES		BY THE RIVERS OF BABYLON		IRON MAN	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
Milestones	Ask and answer simple questions. Demonstrate a growing vocabulary.	Ask and answer simple questions. Demonstrate a growing vocabulary. <b>Use a translation dictionary or glossary to look up new words with guidance.</b> Write short sentences using familiar expressions	Ask and answer simple questions. Demonstrate a growing vocabulary. Express personal experiences and responses. <b>Read and understand the main points in short written texts.</b> Write short sentences using familiar expressions	Ask and answer simple questions. Demonstrate a growing vocabulary. Express personal experiences and responses. <b>Write short sentences using familiar expressions</b>	Ask and answer simple questions. Demonstrate a growing vocabulary. <b>Use a translation dictionary or glossary to look up new words with guidance.</b> Write short sentences using familiar expressions.	Ask and answer simple questions. Demonstrate a growing vocabulary. Express personal experiences and responses. <b>Write short sentences using familiar expressions.</b>
Writing opportunity		Description		Advert		Letter
Knowledge Webs & POP Tasks	-say hello and goodbye and use different greetings for different situations. -make introductions and exchange names -discuss feelings -count from 0-10 -talk about age -ask and answer simple questions such as: What is your name? How old	-give and respond to simple classroom instructions appropriately -name parts of the body -identify colours -name items of clothing -ask and answer simple questions <b>-write simple words including topic related vocabulary.</b>	-learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns. <b>-Follow a familiar story in French.</b> -use determiners for identifying quantities in making polite requests -use the definite article when generalising.	-identify and introduce some of their relations -name some common pets - recognise some rooms in their home and write sentences about them. -consider whether nouns are masculine or feminine -use masculine/feminine articles and possessive pronouns	-Learn and use vocabulary about school places and objects. -demonstrate understanding with actions <b>-write sentences converting le/la to un/une;</b> -answer questions using the topic vocabulary.	-say and order the days of the week -say and order the months of the year - count on from 11-31 -say their own birthday. - ask and answer questions about dates -recognise how some larger numbers are made by combining words for smaller numbers

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	<p>are you? How are you feeling? -Recognise the difference between formal and informal language</p>	<p>-say that un/une relate to masculine &amp; feminine nouns -some children may be able to use a dictionary to develop vocabulary further</p>	<p>-give a preference for or against things -describe the colour(s) of an object by modifying adjectives. -recognise the correct determiner depending on gender/number -select adjectives based on gender/number of nouns</p>	<p>-use French pronunciation of the alphabet to spell words -write simple sentences using topic related vocabulary</p>	<p>-use a dictionary/the internet to develop topic vocabulary further -write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'. -from memory, begin to know if nouns from the topic are masculine or feminine.</p>	<p>- ask other people for their birthday -say today's date-identify the correct language for 'yesterday' and 'tomorrow'. -use simple past and present tenses.</p>
<b>Vocabulary</b>	<p>Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi], Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss], (Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?]. Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: 'to meet again', À bientôt [see you soon], À tout à l'heure [see you later], A demain [see you tomorrow], Bonne fin de semaine / Bon week-end</p>	<p>Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things], Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], es mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick</p>	<p>une pomme (f) [1 apple], deux poires (f) [2 pears].trois prunes (m) [3 plums], quatre fraises (f) [4 strawberries], cinq oranges (m) [5 oranges], du gâteau (m) [some cake]. un cornet de glace (m) [1 ice cream cornet], un cornichon (m) [1 gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [1 lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (m) [1 sausage], une brioche (f) [1 small brioche bun], de la pastèque (f) [slice of 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],</p>	<p>Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [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], 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...?], Lettre (m) [letter], l'alphabet (m) [the alphabet], Elle [she], il</p>	<p>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</p>	<p>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)</p>



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	<p>[have a good weekend], Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], Plus [add/plus], Moins [take away/subtract], Égale [equals], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].</p>	<p>up/take], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], 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], Des 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],</p>	<p>merci bien [thank you very much] 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...]. grand(e) [large/big], petit(e) [small].</p>	<p>[he], s'appelle [is called], Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double], 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>	<p>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 don't 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], la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande salle (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], Je suis dans...</p>	<p>[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], 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]</p>
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					<p>[I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school], 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?].</p>	
<b>Suggested Trips / Enrichment</b>	<p>-French pen pal letter scheme -Languages Day</p>					

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Year 4	Autumn Term		Spring Term		Summer Term	
Topic	THE EMPIRE STRIKES BACK!		GAME OF THRONES		ANY DREAM WILL DO	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	All Around Town	On the Move	Gone Shopping	Where in the World	What's the Time?	Holidays and Hobbies
Milestones	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Express personal experiences and responses.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Write sentences using familiar expressions</li> <li>-Use a translation dictionary or glossary to look up new words independently.</li> <li>-Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>-Make comparisons between life in countries or communities where the</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Write sentences using familiar expressions</li> <li>-Use a translation dictionary or glossary to look up new words independently.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Write sentences using familiar expressions</li> <li>-Use a translation dictionary or glossary to look up new words independently.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Write short phrases from memory with spelling that is readily understandable.</li> <li>-Write sentences using familiar expressions</li> <li>-Read and understand the main points in short written texts.</li> <li>-Read short texts independently</li> <li>-Use a translation dictionary or glossary to look up new words independently.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Write short phrases from memory with spelling that is readily understandable.</li> <li>-Write sentences using familiar expressions</li> <li>-Read and understand the main points in short written texts.</li> <li>-Read short texts independently</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main points from spoken passages.</li> <li>-Ask others to repeat words or phrases if necessary.</li> <li>-Take part in discussions and tasks.</li> <li>-Demonstrate a growing vocabulary.</li> <li>-Express personal experiences and responses.</li> <li>-Write sentences using familiar expressions</li> <li>-Write sentences using familiar expressions</li> <li>-Use a translation dictionary or glossary to look up new words independently.</li> </ul>

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	language is spoken and this country.					
<b>Writing opportunity</b>		Information Text		Short Story		Post card
<b>Knowledge Webs &amp; POP Tasks</b>	<ul style="list-style-type: none"> <li>-name and locate some of the major cities of France</li> <li>-identify and say typical amenities to be found in French towns</li> <li>-hold a short dialogue about where they live</li> <li>-say in French what amenities or features are found in their own town</li> <li>- ask and give a simple address in French</li> <li>-say and order multiples of ten</li> <li>-count with confidence to 100 and do simple calculations</li> <li>- vary sentences about asking and giving simple addresses</li> <li>-locate the correct part of a bilingual dictionary to translate from French-English or vice versa.</li> <li>-use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>-learn and use specific vocabulary of transport, direction and movement.</li> <li>-use je and tu correctly in a simple sentence</li> <li>-give and respond to simple instructions for direction and movement</li> <li>-talk about types of transport in full sentences</li> <li>-recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'</li> <li>-follow simple directions to find a place on a map</li> <li>-write sentences to give direction</li> <li>-use the correct article to precede a noun according to gender</li> <li>-use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun</li> </ul>	<ul style="list-style-type: none"> <li>-learn and use specific vocabulary of fruit, vegetables and clothes.</li> <li>-learn and use key phrases for asking questions needed when going shopping</li> <li>-take part in role play as a shopper/ shop assistant speaking in French</li> <li>-choose the correct form when changing la to de la and les to des.</li> <li>-use adjectives (colours) and place them after the noun. Some children may be able to change adjective to the feminine when needed.</li> <li>-Use the appropriate form for at (au or á la)</li> <li>-write French dialogue from role play in the style of a play script</li> </ul>	<ul style="list-style-type: none"> <li>- Learn and use specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator.</li> <li>-understand that because a continent is always feminine the preposition 'en' is always used for 'in'</li> <li>-use the correct masculine/feminine preposition.</li> <li>-use pronouns to replace the name of an animal</li> <li>-combine two simple sentences to form a compound sentence.</li> <li>- use knowledge of topic related vocabulary read and understand the story 'Cher Zoo'.</li> <li>-use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>-understand and use the terms avant and après;</li> <li>-learn to read time tables and TV schedules</li> <li>-count in fives to at least 30</li> <li>-ask and answer questions about a TV schedule.</li> <li>-say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)</li> </ul>	<ul style="list-style-type: none"> <li>-learn and use key vocabulary related to holidays, weather and seasons, sports and hobbies.</li> <li>-write an answer in a sentence using the topic vocabulary</li> <li>-present ideas and information orally to a range of audiences.</li> <li>-choose the correct preposition: en for feminine countries, au for masculine countries</li> <li>-choose whether the mode of transport needs en or à.</li> <li>-use third person plural conjugation of a verb</li> <li>-use the correct possessive adjective for a family member (ma, mon or mes).</li> </ul>

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	-suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.					
<b>Vocabulary</b>	<p>J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], 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 [there isn't/aren't...] vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes/ equals], moins [subtract], sur [divided by], fois [multiply] Mon adresse est... [My address is...], avenue / boulevard/ allée /rue [road/street/etc.], place</p>	<p>voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], 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], en [by], à [on], 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!], 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>	<p>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], Qu'est-ce que c'est ? [What's this?], 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...], les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une</p>	<p>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 (f) [France], le Canada (m) [Canada], la Côte d'Ivoire (f) [Ivory Coast], la Belgique (f) [Belgium], Haïti (m) [Haiti], le Mali (m) [Mali], la Suisse (f) [Switzerland], la Tunisie (f) [Tunisia], On parle français au/en/à.... [They speak French in....], l'Équateur (m) [the equator], le Kenya (m) [Kenya], l'Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false], les continents (m) [the continents], l'Afrique</p>	<p>Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...], 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 me lève [I get up], 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], 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... ], et quart... [quarter past...], moins le quart... [quarter to...], la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f)</p>	<p>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</p>



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	<p>[place/square], du/ de la/ des... [of the...] montagne (m) [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>		<p>chemise (f) [shirt], une écharpe (f) [scarf], blanc/blanche [white], violet/violette [purple], noir/ noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...], 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], le marché (m) [market], la bijouterie(f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change]</p>	<p>(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 zèbre (m) [zebra], un élan (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]</p>	<p>[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].</p>	<p>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] [holidays], le vélo (m) [bicycle], le train (m) [train], le bateau (m) [boat], le cheval (m) [horse], le bus (m) [bus], la voiture (f) [car], l'avion (m) [plane], le pied (m) [foot], la maman (f) [mum/ mother], le papa (m) [dad/father], la sœur (f) [sister], le frère (m) [brother], le papi (m) [grandad], où [where], comment [how], avec [with]. Les sports (m) [Sports], la gymnastique (f) [gymnastics], le hockey (m) [hockey], la lutte (f) [wrestling], le ski (m) [skiing], le tennis (m) [tennis], le football (m) [football], le rugby (m) [rugby], la natation (f) [swimming], l'équitation (f) [horse riding], la course à pied (f) [running],</p>
<p><b>Suggested Trips / Enrichment</b></p>	<p>-French Penpal letter scheme -Languages Day</p>					

## LONG TERM OVERVIEW FOR FRENCH

**KEY: READ FLUENTLY, WRITE IMAGINATIVELY, SPEAK CONFIDENTLY, UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN**

Year 5	Autumn Term		Spring Term		Summer Term	
Topic	OFF WITH THEIR HEADS!		EXPELLIARMUS!		THE HOUSE OF WISDOM	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Getting to Know You	All about Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
Milestones	<ul style="list-style-type: none"> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in conversations to seek and give information.</li> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in conversations to seek and give information.</li> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Vary language and produce extended responses.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Write short texts on familiar topics.</li> </ul>

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Writing Opportunity		Autobiography		Song/ Rhyme		Biography / obituary
<b>Knowledge Webs &amp; POP Tasks</b>	<ul style="list-style-type: none"> <li>-Demonstrate prior learning from previous units.</li> <li>- recognise the difference between English and French future tenses.</li> <li>-explain how adjectives are different according to the gender of the nouns</li> <li>-Using vocabulary previously learnt, make a personal presentation</li> <li>-Engage in conversation about emotions</li> <li>-ask how to spell a word in French.</li> <li>-spell out words using the correct letter names including accents</li> <li>-Follow a story, recognise familiar vocabulary and take educated guesses for unknown words using the context of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>-name some parts of the body and facial features. respond appropriately - give a simple description of their eyes and hair</li> <li>-extend a description using a conjunction and further adjectives</li> <li>-explain why adjectives change in French but not in English</li> <li>-respond to questions about their emotions or health with confidence.</li> <li>-ask and answer questions about everyday actions in the classroom</li> <li>-spell adjectives correctly according to gender/ number</li> <li>-place the adjective correctly when writing sentences</li> <li>-vary sentences by substituting other verbs, nouns or adjectives</li> <li>-identify whether a sentence is in first, second or third person</li> <li>-Follow a story, recognise familiar vocabulary and take educated guesses for unknown words using the context of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>-learn and use key vocabulary related to food and drink.</li> <li>-learn and use key phrases to be able to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops.</li> <li>-take part in a role play using the key phrases</li> <li>-interpret a chart written in French</li> <li>-write words, phrases and sentences from memory</li> <li>-use the correct masculine, feminine or plural form of adjectives.</li> <li>-use the correct masculine, feminine or plural for 'some'.</li> </ul>	<ul style="list-style-type: none"> <li>-join in with traditional songs and rhymes</li> <li>-respond appropriately to the meaning of songs/ rhymes</li> <li>-introduce family members and be able to describe them and the links between family members.</li> <li>-ask and answer questions using the topic related vocabulary</li> <li>-give opinions about a named animal or object</li> <li>Describe their own home by size and say where household items can be found</li> <li>-differentiate between first and third person possessive adjectives and verbs and use them appropriately</li> <li>-extend sentences using conjunctions</li> <li>-extend a rhyme set and suggest alternative sentences/ phrases by substituting new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-learn and use vocabulary related to objects, subjects and prepositional language.</li> <li>-learn the names of 2D shapes</li> <li>-read statements accurately in order to determine whether it is vrai or faux</li> <li>-give opinions about school subjects</li> <li>-ask and answer questions using the topic related vocabulary</li> <li>-use the pronouns 'il' and 'elle' to replace a person's name</li> <li>-use the pronouns 'ils' and 'elles' to replace two people's names</li> <li>-compose and practise an oral presentation using the topic vocabulary and perform it to an audience</li> </ul>	<ul style="list-style-type: none"> <li>-recognise number words in spoken sentences</li> <li>-explain how larger numbers are often described by combining smaller number words</li> <li>-recognise when someone is saying a date</li> <li>-use numbers in a sentence correctly</li> <li>-say numbers larger than 100</li> <li>-say when significant people in French history were born and died</li> <li>-give the year that some key historical events happened in France</li> <li>-construct a past tense sentence with the passé compose</li> <li>-identify auxiliary verb and past participle verb</li> <li>-change the past participle of the main verb to agree with the number and gender of the subject</li> </ul>

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<b>Vocabulary</b>	<p>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 [Lower case], Énervé(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)</p>	<p>les cheveux (m) [hair], les dents (f) ) [teeth], lèvres (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], les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châtain [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjectif [adjective], 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],</p>	<p>J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (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.....] lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?] 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</p>	<p>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], 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], mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e)</p>	<p>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...?] 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...] les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle</p>	<p>cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], avoir [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], naître [to be born – infinitive verb], né(e) [born – past participle], être [to be – infinitive verb], passé composé [past tense], naissance [birth], naître [to be born – infinitive verb], né(e) [born – past participle], être [to be – infinitive verb], je suis [I am], tu es [you are – informal singular], il/elle/on est [he/ she/one is], nous sommes [we are], vous êtes [you are – formal / plural], ils/elles sont [they are], mourir [to die – infinitive verb],</p>
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	<p>[Scared], Adjectif (m) [Adjective], Comment ça va ? [How are you?], Je suis... [I feel...], 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],</p>	<p>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], J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill],</p>	<p>pain au chocolat (m) [chocolate bread, also known by the French name in UK] pour [for] mon (m) [my] le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion], 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]</p>	<p>[friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because], phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun],</p>	<p>(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] Excusez-moi [Excuse me], où est ? [where is?], où sont ? [where are?], le livre (m) [the book], 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</p>	<p>mort(e)(s) [died – past participle], passé composé [past tense],</p>
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			<p>froid (m) froide (f) [cold]          croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savoury] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?],</p>		<p>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...]</p>	
<b>Suggested Trips / Enrichment</b>	<p>-French Penpal letter scheme          -Languages Day</p>					

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Year 6	Autumn Term		Spring Term		Summer Term	
Topic	VICTORY IS OURS!		GREAT EXPECTATIONS		TROY STORY	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Let's Visit a French Town	Let's Go Shopping	This is France	All in a Day	Trip to France	
Milestones	<ul style="list-style-type: none"> <li>- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> <li>-Read and understand the main points and some of the detail in short written texts.</li> <li>-Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>-Show confidence in reading aloud, and in using reference materials.</li> <li>-Write short texts on familiar topics.</li> <li>-Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> <li>-Give a short prepared talk that includes opinions.</li> <li>-Take part in conversations to seek and give information.</li> <li>-Refer to recent experiences or future plans, everyday activities and interests.</li> <li>-Vary language and produce extended responses.</li> <li>-Be understood with little or no difficulty.</li> <li>-Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> <li>-Understand the main points and opinions in spoken passages.</li> <li>-Write short texts on familiar topics.</li> <li>-Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>- Include imaginative and adventurous word choices.</li> <li>-Convey meaning (although there may be</li> </ul>	<ul style="list-style-type: none"> <li>-Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>-Show confidence in reading aloud, and in using reference materials.</li> <li>-Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>-Understand the main points and opinions in spoken passages.</li> <li>-Take part in conversations to seek and give information.</li> </ul>		

## LONG TERM OVERVIEW FOR FRENCH

**KEY: READ FLUENTLY, WRITE IMAGINATIVELY, SPEAK CONFIDENTLY, UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN**

	<ul style="list-style-type: none"> <li>-Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>- Include imaginative and adventurous word choices.</li> <li>-Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>	<ul style="list-style-type: none"> <li>-Show confidence in reading aloud, and in using reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>some mistakes, the meaning can be understood with little or no difficulty).</li> <li>-Show confidence in reading aloud, and in using reference materials.</li> <li>-Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> </ul>		
<b>Writing Opportunity</b>	News Paper Report	Play Script	Information Text	Recount (of the school day)	
<b>Knowledge Webs &amp; POP Tasks</b>	<ul style="list-style-type: none"> <li>-make simple sentences with habiter (to live)</li> <li>-listen to and join in a song by recognising key words and phrases</li> <li>-use songs and rhymes to help remember new learning</li> <li>-use a bilingual dictionary or use prior learning to help make informed guesses</li> <li>- identify places in a French town or city</li> <li>- talk about what there is to do in a town</li> <li>-ask/answer questions about where a place is</li> <li>-recognise a spelling pattern.</li> <li>-apply a spelling pattern to make a new word.</li> <li>-vary the noun and verb appropriately for their purpose</li> </ul>	<ul style="list-style-type: none"> <li>-listen and respond to topic vocabulary</li> <li>- answer questions using the topic vocabulary</li> <li>-take part in role play as a shopper/shopkeeper, speaking in French</li> <li>-greet and respond</li> <li>-write money amounts in French, up to 500 € in multiples of 50.</li> <li>-calculate change given and write the answer in French.</li> <li>-use the preposition à côté de and choose the correct masculine and feminine form</li> <li>-use the preposition entre</li> <li>-use adjectives (colours) and place them after the noun</li> </ul>	<ul style="list-style-type: none"> <li>-listen and respond to topic vocabulary</li> <li>-answer questions orally using the topic vocabulary</li> <li>-write an answer to a sentence using the topic vocabulary</li> <li>-create sentences independently, using a model sentence, online translators and bilingual dictionaries to help.</li> <li>-write numbers in words which are multiples of ten</li> <li>-write numbers in words up to 1200</li> <li>-describe position up to 8 compass points</li> <li>-can chose the correct tense of the verb être (present or imperfect)</li> </ul>	<ul style="list-style-type: none"> <li>-understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir;</li> <li>-say and write a sentence tell the time in 24-hour time - o'clock, half past, quarter past/to, 5-minute intervals</li> <li>-read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to, 5-minute intervals</li> <li>-follow a pattern to conjugate regular verbs.</li> </ul>	

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	<p>- choose the correct form to go with the subject of the sentence</p> <p>-recognise and use ordinal numbers</p> <p>-compare and order numbers up to 1000</p> <p>- use appropriate words for number operations</p> <p>use simple prepositional phrases</p>	<p>-use the nuances of colour foncé and clair</p>	<p>-choose the correct form of an adjective describing nationalities.</p>			
<b>Vocabulary</b>	<p>je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], 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 ___?], Tu as quel</p>	<p>Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like...], la banane (f) [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d'orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice</p>	<p>le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], l'Espagne (f) [Spain], le voisin (m) [neighbour], la distance (f) [distance], Quelle est la distance entre...? [What is the distance between...?], C'est...kilomètres [It's...kilometres], la distance (f) [distance], 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], la tour Eiffel (f) [the Eiffel</p>	<p>Quelle heure est-il? [What time is it ?], Il est..... [It is.....], ..... heure(s) [..... o'clock], et demie [half past.....], et quart [quarter past], moins le quart [quarter to], Du matin [in the morning], de l'après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework], 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], La semaine d'école [the school</p>		

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	<p>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], 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],</p>	<p>cream], la crème (f) [cream], la farine (f) [flour], l'orange (f) [orange], l'oignon (m) [onion], l'aubergine (f) [aubergine], les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes], C'est combien ? [How much is it?], C'est... [It's ...], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you soon], À la prochaine [Until next time], À demain [See you tomorrow], Bonne fin de semaine / Bon week-end [Have a good weekend], 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], Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une</p>	<p>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</p>	<p>week], 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], les études religieuses [R.E.], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], À quelle heure ? [What time?], la première [the first], la dernière [the last].</p>	
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		<p>jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change], La 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].</p>	<p>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] J'habite en/au ..... [I live in.....] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p>		
<b>Suggested Trips / Enrichment</b>	<p>-Trip to France -Languages Day</p>				