

The Teaching and Learning of French at St Mark's CE School (KS2)

At St Mark's we have chosen to teach French as a foreign language in years 3 – 6 to foster pupils' curiosity and deepen their understanding about the world and other cultures. Our sequence of teaching aims to enable the children to express their thoughts and ideas in another language and to understand and respond to speakers in both speech and in writing. We have sequenced the language content and grammatical progression across the years to provide opportunities for the children to review their prior knowledge in the vocabulary and structures of the language.

French Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Moi (All about me)		Spring 2 – Jeux et chansons (games and songs)		Summer 1 – On fait la fête (celebrations)
Year 4		Portraits (Portraits)		L'argent de poche (pocket money)		On y va! (transport and weather)
Year 5		Raconte-moi une histoire (Tell me a story!)		Vive le sport! (Our sporting lives)		Les Carnival des Animaux (The Carnival of the Animals)
Year 6		Bon appétit, bonne santé (healthy eating)		Je suis le musicien (I am the music man)		En route pour l'école (On the way to school)

Year 3 French

Objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.
- Appreciate songs in the language.
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Curriculum Content	Grammatical Progression	Rationale																												
<p>Autumn 2 - Moi (All about me)</p> <p>Core Language:</p> <table style="margin-left: 40px;"> <tr><td>Bonjour!</td><td>Hello!</td></tr> <tr><td>Salut!</td><td>Hi!</td></tr> <tr><td>ça va?</td><td>How are you?</td></tr> <tr><td>ça va bien/mal.</td><td>I'm fine/not</td></tr> <tr><td>Et Toi?</td><td>And You?</td></tr> <tr><td>Au Revoir!</td><td>Goodbye!</td></tr> <tr><td>Monsieur/Madame</td><td>Sir/Mrs/Miss</td></tr> <tr><td>Oui, Non</td><td>Yes, No</td></tr> <tr><td>Je m'appelle...</td><td>My name is...</td></tr> <tr><td>Comment tu t'appelles</td><td>What is your name?</td></tr> <tr><td>Voici</td><td>Here is...</td></tr> </table> <p>1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <table style="margin-left: 40px;"> <tr><td>J'ai...</td><td>I have...</td></tr> <tr><td>Quel âge as tu?</td><td>How old are you?</td></tr> <tr><td>J'ai sept/huit ans.</td><td>I am 7/8 years old.</td></tr> </table>	Bonjour!	Hello!	Salut!	Hi!	ça va?	How are you?	ça va bien/mal.	I'm fine/not	Et Toi?	And You?	Au Revoir!	Goodbye!	Monsieur/Madame	Sir/Mrs/Miss	Oui, Non	Yes, No	Je m'appelle...	My name is...	Comment tu t'appelles	What is your name?	Voici	Here is...	J'ai...	I have...	Quel âge as tu?	How old are you?	J'ai sept/huit ans.	I am 7/8 years old.	<p>Match simple phrases with pictures.</p> <p>Introduce concept of J'ai as possession.</p> <p>Construct own verbal phrases through listening and repeating.</p>	<p>The purpose of this unit is to introduce some simple French phrases and greetings, to raise awareness where French is spoken and to draw attention to some cultural differences.</p>
Bonjour!	Hello!																													
Salut!	Hi!																													
ça va?	How are you?																													
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<p>Spring 2 – Jeux et chansons (games and songs)</p> <p style="color: red;">Review Language from unit 1 (greetings and responses and numbers to 10).</p> <p>Core Language:</p> <p>11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <table style="margin-left: 40px;"> <tr><td>Combien de...?</td><td>How many...?</td></tr> <tr><td>Je préfère...</td><td>I prefer...</td></tr> <tr><td>J'ai...</td><td>I have...</td></tr> <tr><td>C'est...</td><td>It is...</td></tr> </table>	Combien de...?	How many...?	Je préfère...	I prefer...	J'ai...	I have...	C'est...	It is...	<p>Match simple phrases with pictures.</p> <p>Introduction of plurals when there is more than 1 animal e.g. les chats, les chiens. Children learn that the pronunciation is the same as the singular (chat and chien), unlike in English.</p> <p>Construct own verbal phrases through listening and repeating.</p>	<p>There is the opportunity in this unit to recap numbers 1-10 learnt in unit 1 through rhymes and games. The children start to be able to give simple verbal opinions on their preferences, repeating questions and answers.</p>																				
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Je préfère...	I prefer...																													
J'ai...	I have...																													
C'est...	It is...																													

Summer 1 – On fait la fête (celebrations)

Review Language from unit 1 and 2 (greetings and responses and numbers to 20).

Core Language:

(tres) bien	very well/good
Je joue bien au football.	I'm good at playing football.
Je nage bien.	I'm a good swimmer.
Je nage	I swim/I'm swimming.
Je danse	I dance/I'm dancing.
Je chante	I sing/I'm singing.
Je lis	I read/I'm reading.
Bravo!	Well done!
Super! Chouette!	Super! Cool!
Fantastique!	Fantastic!
Je suis/ Tu es un genie	I am/you are a genius!
Joyeux anniversaire!	Happy Birthday!
Les Mois: Janvier, Fevrier, Mars, Avril, Mai, Juin, Juillet, août, septembre, octobre, novembre, décembre.	
Je peux/Je Peux?	I can/can I?

Match simple phrases with pictures.

First person verb
e.g. je nage

No capitalisation
for months.

Construct own verbal phrases through listening and repeating.

The purpose for this unit is for children to learn to talk about the achievements in games and activities. They also learn the names of the months and a birthday greeting. They start to be able to talk about themselves using first person verbs.

Year 4 French

Objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.
- Appreciate songs, poems and rhymes in the language.
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.
- Understand basic grammar appropriate to the language being studied, including key features and patterns of the language (including where relevant, feminine and masculine forms.
- Read carefully and show understanding of words, phrases and simple writing.

Curriculum Content	Grammatical Progression	Rationale																																														
<p>Autumn 2 – Portraits (Portraits)</p> <p>Core Language:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Les couleurs:</td> <td>The colours</td> </tr> <tr> <td style="text-align: right;">rouge</td> <td>red</td> </tr> <tr> <td style="text-align: right;">rose</td> <td>pink</td> </tr> <tr> <td style="text-align: right;">jaune</td> <td>yellow</td> </tr> <tr> <td style="text-align: right;">bleu(e)</td> <td>blue</td> </tr> <tr> <td style="text-align: right;">vert(e)</td> <td>green</td> </tr> <tr> <td style="text-align: right;">noir(e)</td> <td>black</td> </tr> <tr> <td style="text-align: right;">blanc(he)</td> <td>white</td> </tr> <tr> <td style="text-align: right;">violet(te)</td> <td>purple</td> </tr> <tr> <td colspan="2" style="text-align: center;">(Add –s to all of the above if plural)</td> </tr> <tr> <td style="text-align: right;">Marron (invariable)</td> <td>brown</td> </tr> <tr> <td style="text-align: right;">Orange (invariable)</td> <td>orange</td> </tr> <tr> <td style="text-align: right;">J'ai</td> <td>I have</td> </tr> <tr> <td style="text-align: right;">un nez</td> <td>a nose</td> </tr> <tr> <td style="text-align: right;">une bouche</td> <td>a mouth</td> </tr> <tr> <td style="text-align: right;">des yeux</td> <td>the eyes</td> </tr> <tr> <td style="text-align: right;">un bras</td> <td>an arm</td> </tr> <tr> <td style="text-align: right;">une jambe</td> <td>a leg</td> </tr> <tr> <td style="text-align: right;">Il/Elle a...</td> <td>He/She has...</td> </tr> <tr> <td style="text-align: right;">le nez bleu</td> <td>a blue nose</td> </tr> <tr> <td style="text-align: right;">la bouche bleue</td> <td>a blue mouth</td> </tr> <tr> <td style="text-align: right;">les yeux bleus</td> <td>blue eyes</td> </tr> <tr> <td style="text-align: right;">Il/Elle est grand(e)/petit(e)</td> <td>He/She is big/small</td> </tr> </table>	Les couleurs:	The colours	rouge	red	rose	pink	jaune	yellow	bleu(e)	blue	vert(e)	green	noir(e)	black	blanc(he)	white	violet(te)	purple	(Add –s to all of the above if plural)		Marron (invariable)	brown	Orange (invariable)	orange	J'ai	I have	un nez	a nose	une bouche	a mouth	des yeux	the eyes	un bras	an arm	une jambe	a leg	Il/Elle a...	He/She has...	le nez bleu	a blue nose	la bouche bleue	a blue mouth	les yeux bleus	blue eyes	Il/Elle est grand(e)/petit(e)	He/She is big/small	<p>Make children aware of some similarities between English and French grammar.</p> <p>-Review from year 3 to add –s if the word is plural e.g. les yeux bleus.</p> <p>-the position of the adjective of colour in French comes after the noun and not before e.g. un nez rouge (a red nose).</p> <p>-adjectives change according to whether the word is masculine or feminine e.g. le nez bleu, la bouche bleue.</p> <p>Construct own verbal phrases through listening and repeating.</p>	<p>The main purpose of this unit is to teach the main parts of the body and colours. The children are exposed to masculine and feminine forms for the first time and use them in their own verbal phrases and sentences.</p>
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<p>Spring 2 – L'argent de poche (pocket money)</p> <p>Review counting to 20 from year 3.</p> <p>Core Language:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">J'aime...</td> <td>I like...</td> </tr> <tr> <td style="text-align: right;">Je n'aime pas...</td> <td>I don't like...</td> </tr> <tr> <td style="text-align: right;">J'adore...</td> <td>I love...</td> </tr> <tr> <td style="text-align: right;">Je déteste...</td> <td>I hate...</td> </tr> <tr> <td style="text-align: right;">ça</td> <td>that</td> </tr> </table> <p>21-30: vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</p>	J'aime...	I like...	Je n'aime pas...	I don't like...	J'adore...	I love...	Je déteste...	I hate...	ça	that	<p>Children will be able to identify positive and negative phrases.</p> <p>Children to construct their own phrases in written form.</p>	<p>This unit builds on the number knowledge and expression of preferences from Year 3. They now have the opportunity to manipulate numbers, as well as expressing likes and dislikes with a wider phrase bank and</p>																																				
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ça	that																																															

<p>C'est combine? un euro C'est super/magnifique/fantastique great/magnificent/fantastic J'ai Je n'ai pas de...</p>	<p>How much is it? one euro It's I have I don't have...</p>	<p>colour language that can be applied from the autumn term learning.</p>
<p>Summer 2 – On y va! (transport and weather)</p> <p>Core Language:</p> <p>Je vais à l'école. I go/I'm going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas tu? Where are you going? Je vais... I'm going... en Belgique to Belgium en France to France Il fait Chaud. It is hot. Il fait froid. It is cold. Il fait beau. It's fine weather. Il fait mauvais. It's bad weather. Il fait du soleil. It is sunny. Il fait du vent. It is windy. Il pleut. It is raining.</p> <p>Days of the week Mon-Sun: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p>	<p>Children to construct their own sentences in written form and read written words.</p> <p>Children learn that final consonants in French words are often non pronounced e.g. fait, vais etc.</p>	<p>This unit integrates the days of the week, transport and weather in the context of travel.</p> <p>The children now move from phrase, to constructing their own simple sentences in written form with a partner for support.</p> <p>They try to develop their pronunciation by considering the consonants specifically.</p>

Year 5 French

Objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.
- Appreciate songs, poems and rhymes in the language.
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.
- Understand basic grammar appropriate to the language being studied, including key features and patterns of the language (including where relevant, feminine and masculine forms.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words.
- Present ideas and information orally.

Curriculum Content	Grammatical Progression	Rationale																								
<p>Autumn 2 – Raconte-moi une histoire (Tell me a story!) Review counting to 30 from year 3 and 4.</p> <p>Core Language:</p> <table style="margin-left: 40px;"> <tr> <td>Regardez.</td> <td>Look.</td> </tr> <tr> <td>Répetéz.</td> <td>Repeat.</td> </tr> <tr> <td>Écoutez.</td> <td>Listen.</td> </tr> </table> <p>Numbers 40-100: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent.</p> <table style="margin-left: 40px;"> <tr> <td>Il/Elle est...</td> <td>He/She is...</td> </tr> <tr> <td>Grand (e)</td> <td>big</td> </tr> <tr> <td>Petit (e)</td> <td>small</td> </tr> <tr> <td>vrai/faux</td> <td>true/false</td> </tr> </table>	Regardez.	Look.	Répetéz.	Repeat.	Écoutez.	Listen.	Il/Elle est...	He/She is...	Grand (e)	big	Petit (e)	small	vrai/faux	true/false	<p>The purpose of this unit is to raise children’s awareness of simple adjective agreement and French sounds/spellings.</p> <p>-investigate the use of on/an/en and work on the correct pronunciation.</p> <p>-Recap the rule for adding (e) for the masculine and feminine forms of adjectives.</p> <p>-Children to write their own sentences using the feminine and masculine rule.</p>	<p>As well as teaching the children to use simple French instructions, it also teaches multiples of ten, up to 100, building on their number knowledge from years 3 and 4.</p>										
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Répetéz.	Repeat.																									
Écoutez.	Listen.																									
Il/Elle est...	He/She is...																									
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<p>Spring 2 – Vive le sport! (Our sporting lives) Review days of the week from year 4.</p> <p>Core Language:</p> <table style="margin-left: 20px;"> <tr> <td>Qu’est-ce que tu fais (lundi)?</td> <td>What are you doing/do you do on Monday(s)?</td> </tr> <tr> <td>Je joue au tennis/basket.</td> <td>I play tennis/basketball</td> </tr> <tr> <td>Je joue au cricket.</td> <td>I play cricket.</td> </tr> <tr> <td>Je fais du vélo.</td> <td>I ride my bike/go cycling.</td> </tr> <tr> <td>Je fais du skate.</td> <td>I go skateboarding.</td> </tr> <tr> <td>Je fais de la danse/natation.</td> <td>I dance/swim.</td> </tr> <tr> <td>zéro</td> <td>zero</td> </tr> <tr> <td>boire</td> <td>to drink</td> </tr> <tr> <td>manger</td> <td>to eat</td> </tr> <tr> <td>le jus d’orange</td> <td>orange juice</td> </tr> <tr> <td>le yaourt</td> <td>yoghurt</td> </tr> <tr> <td>le poisson</td> <td>fish</td> </tr> </table>	Qu’est-ce que tu fais (lundi)?	What are you doing/do you do on Monday(s)?	Je joue au tennis/basket.	I play tennis/basketball	Je joue au cricket.	I play cricket.	Je fais du vélo.	I ride my bike/go cycling.	Je fais du skate.	I go skateboarding.	Je fais de la danse/natation.	I dance/swim.	zéro	zero	boire	to drink	manger	to eat	le jus d’orange	orange juice	le yaourt	yoghurt	le poisson	fish	<p>-The use of je fais du/de la and je joue au. Although de la is correct, de la combines to make du. Similarly á la is correct but á la combines to make au.</p> <p>-pronunciation of words with the ‘on’ sound.</p> <p>Children are encouraged to add their own ideas into sentences and extend them with an opinion.</p>	<p>The purpose of this unit is to give children the opportunity to talk about sports and healthy and unhealthy eating habits. They have the opportunity to retrieve language from previous units when giving preferences.</p>
Qu’est-ce que tu fais (lundi)?	What are you doing/do you do on Monday(s)?																									
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le yaourt	yoghurt																									
le poisson	fish																									

<p> une pomme an apple les carottes carrots le chocolat chocolate le coca cola les pommes frites chips les bonbons sweets Oui, c'est bon pour la santé Yes, it's good for your health. Non, c'est mauvais pour la santé. No it's bad for your health. </p>																														
<p> Summer 2 – Les Carnival des Animaux (The Carnival of the Animals) Review counting to 100 from year 3, 4 and 5. Core Language: </p> <table border="0" data-bbox="300 651 762 1039"> <tr> <td>Où habites-tu?</td> <td>Where do you live?</td> </tr> <tr> <td>J'habite dans...</td> <td>I live in...</td> </tr> <tr> <td>Je suis</td> <td>I am</td> </tr> <tr> <td>petit(e)</td> <td>small</td> </tr> <tr> <td>grand(e)</td> <td>big</td> </tr> <tr> <td>lent(e)</td> <td>slow</td> </tr> <tr> <td>rapide</td> <td>fast</td> </tr> <tr> <td>fort(e)</td> <td>strong</td> </tr> <tr> <td>faible</td> <td>weak</td> </tr> <tr> <td>féroce</td> <td>fierce</td> </tr> <tr> <td>timide</td> <td>shy</td> </tr> <tr> <td>Quelle heure est il?</td> <td>What time is it?</td> </tr> </table> <p> Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures: one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock. </p> <table border="0" data-bbox="300 1272 730 1335"> <tr> <td>Il est midi.</td> <td>It is midday.</td> </tr> <tr> <td>Il est minuit.</td> <td>It is midnight.</td> </tr> </table>	Où habites-tu?	Where do you live?	J'habite dans...	I live in...	Je suis	I am	petit(e)	small	grand(e)	big	lent(e)	slow	rapide	fast	fort(e)	strong	faible	weak	féroce	fierce	timide	shy	Quelle heure est il?	What time is it?	Il est midi.	It is midday.	Il est minuit.	It is midnight.	<p>Review masculine and feminine endings of adjectives from year 4 and the start of year 5.</p> <p>Children start to work out meanings of words themselves, by looking for similarities with English.</p> <p>-explore and practise the pronunciation of the 'oi' sound.</p> <p>Children write their own sentences, choosing the correct form of adjective, and read them aloud.</p>	<p>The purpose of this unit is to extend the children's vocabulary by teaching them the names of some animals and how to tell the time in French. It also provides the opportunity to recap numbers and use them in a useful context.</p>
Où habites-tu?	Where do you live?																													
J'habite dans...	I live in...																													
Je suis	I am																													
petit(e)	small																													
grand(e)	big																													
lent(e)	slow																													
rapide	fast																													
fort(e)	strong																													
faible	weak																													
féroce	fierce																													
timide	shy																													
Quelle heure est il?	What time is it?																													
Il est midi.	It is midday.																													
Il est minuit.	It is midnight.																													

Year 6 French

Objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.
- Appreciate songs, poems and rhymes in the language.
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.
- Understand basic grammar appropriate to the language being studied, including key features and patterns of the language (including where relevant, feminine and masculine and neuter forms); how to apply these, for instance to build sentences, and how these differ from or are similar to English.
- Read carefully and show understanding of words, phrases and simple writing.
- Present ideas and information orally to a range of audiences.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary.
- Engage in conversations; ask and answer questions; seek clarification and help.

Curriculum Content	Grammatical Progression	Rationale
<p>Autumn 2 – Bon appétit, bonne santé (healthy eating)</p> <p>Core Language:</p> <p style="padding-left: 20px;">Dans le sac, il y a... In the bag, there is...</p> <p style="padding-left: 40px;">et and</p> <p style="padding-left: 40px;">aussi also</p> <p style="padding-left: 40px;">mais but</p> <p style="padding-left: 20px;">Il est bon/mauvais It is good/bad (m)</p> <p style="padding-left: 20px;">Elle est bonne/mauvaise It is good/bad for your health (f)</p> <p>Ils sont bons/mauvais They are good/bad (m.pl)</p> <p>Elles sont bonnes/mauvaises They are good/bad (f.pl)</p>	<p>Review feminine and masculine forms from years 4 and 5.</p> <p>Make children aware that the words may change depending on whether the word that follows is masculine, feminine or plural:</p> <p>au with masculine nouns (un gâteau au chocolat), à la with feminine nouns (à la fraise), and aux with all plural words (une pizza aux champignons)</p> <p>-start to differentiate between masculine singular and plural and feminine singular and plural.</p> <p>-remind the children that the –s in plural words is not pronounced.</p> <p>-children construct their own sentences using description.</p>	<p>This unit allows children to revise and extend language about healthy and unhealthy eating and expressing preferences from year 5.</p>
<p>Spring 2– Je suis le musicien (I am the music man)</p> <p style="color: red;">Review opinion language from years 4 and 5: J’aime, J’adore, Je n’aime pas, je deteste etc.</p> <p>Core Language:</p> <p style="padding-left: 20px;">Tu joues? Do you play?</p> <p>Je joue du saxophone/piano/violon I play the saxophone/piano/violin</p> <p>Je joue de la guitar/clarinette/batterie I play the guitar/clarinet/drums</p> <p>Je ne joue pas de/d’ I don’t play</p>	<p>Grouping of masculine and feminine nouns e.g. masculine nouns are preceded by ‘du’ and feminine nouns are preceded by ‘de la’.</p> <p>Start to understand the concept of French register: you speak to friends and young people using ‘tu’, and use ‘vous’ for older people</p>	<p>This unit reinforces the opportunity to express preferences and the use of key verbs, as in years 4 and 5. The children extend their vocabulary by learning the names of musical instruments. They</p>

<p>Il/elle joue C'est genial! C'est nul!</p>	<p>He/she plays It's brilliant! It's rubbish!</p>	<p>or those who you wish to show respect to or politeness. -focus on the pronunciation of 'u' and 'ou'. -start to consider intonation of certain words. - children begin to construct their own paragraphs, using highlighted texts as a guide.</p>	<p>extend their writing skills, moving from sentences to a short paragraph.</p>
<p>Summer 2 – En route pour l'école (On the way to school) Core Language:</p> <p>Quand je vais á l'école... When I go to school... Je passe devant... I pass infront of... Je traverse la rue I cross the road Je tourne I turn Je vais... I go... Cinq minutes plus tard five minutes later Finalemnt finally Vrai, faux true, false Il est une heure et demie, deux heures et demie etc: it's half past one, half past 2 etc. Je vais à l'école à huit heures et demie. I go to school at half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez s'il vous plait. Repeat, please.</p>		<p>Explore the French and English similarities and differences between the pronunciation of individual letters. Children practise spelling French words using their new knowledge of the alphabet.</p> <p>-learn that an end of word consonant that usually remains silent is pronounced when it is followed by a vowel e.g. droite when compared to droit.</p> <p>-children begin to construct their own paragraphs, using highlighted texts as a guide. They may be able to start using sequencers e.g. apres ça, ensuite, et puis.</p> <p>-Present their work to the class or other audiences.</p>	<p>The purpose of this unit is to teach simple directions and familiar landmarks in a town. They also learn the French alphabet and extend on their ability to tell the time from Year 5.</p>