

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary French Progression of Skills



Year 3

NC Statutory Programme of Study for Year 3

Pupils should be taught to:

- listen attentively to modelled spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words focussing on phonics
- engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- speak in simple sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using an online dictionary
- write simple phrases from memory, and adapt these using Sentence Builders to create new sentences, to express ideas clearly
- describe people
- understand basic grammar appropriate to the language being studied, including (where relevant): gender of nouns, feminine and masculine forms, singular and plural 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.

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	Unit being taught	The learners will be finding out...	Key Vocabulary
	Unit 1: Bonjour	<p>Objectives:</p> <ul style="list-style-type: none"> • How to greet and say goodbye to someone • How to ask someone's name and say their own • How to ask how someone is and respond to the same question • How to count numbers 1 to 10 • Grammar/skills • Conventions • Ask and answer questions • First notions of gender • Concept of accents <p>Cultural :</p> <ul style="list-style-type: none"> • European Day of Languages 	<p>Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)</p> <p>Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)</p> <p>Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well) Numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p>Phonics – eux/ oi/ in/ qu</p>
	Unit 2: En classe	<p>Objectives:</p> <ul style="list-style-type: none"> • How to identify classroom objects • How to identify colours, and describe an object's colour • How to say your age • How to recognise and repeat classroom instructions <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Gender • Ask and answer questions • Basic word order – adjective after noun • Using context to determine meaning • Comparing languages – avoir not être to describe age • Instructions 'ez' plural <p>Cultural:</p> <ul style="list-style-type: none"> • Christmas traditions in France/ other countries 	<p>Classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</p> <p>Colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange).</p> <p>Giving your age: <i>J'ai ... ans</i></p> <p>Classroom instructions: <i>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i></p> <p>Phonics – eu/ oi/ an/</p>

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	<p>Unit 3: Mon Corps</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to identify the parts of the body • How to describe eyes and hair colour • How to recognise the days of the week • How to give basic character descriptions <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Gender • The definite article • Simple word order – revisit noun followed by adj • Simple descriptions • Comparing languages - basic notion of adjectival agreements <p>Cultural:</p> <ul style="list-style-type: none"> • La Chandaleur 	<p>Parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head) <i>J'ai les cheveux/les yeux + [adjective]</i> Parts of the body: <i>les yeux</i> (eyes), <i>les cheveux</i> (hair) Colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue) Adjectives: <i>long</i> (long), <i>court</i> (short) Days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> Adjectives describing character: <i>Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</i> Summary of above language</p>
	<p>Unit 4: Les Animaux</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to identify animals and pets • How to recognise and use numbers 11 – 20 • How to say someone's name – 3rd person <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Genders • Recognise negative form – <i>je n'ai pas de ...</i> • Giving names in the third person (he/she) • Basic notion of adjectival agreements <p>Cultural:</p> <ul style="list-style-type: none"> • Le poisson d'avril • La Paques 	<p><i>J'ai + [animal] je n'ai pas d'animal</i> Animals: <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon) Numbers 11–20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> <i>Il/Elle s'appelle... (S/he's called...)</i></p> <p>Phonics – in</p>



	<p>Unit 5: Ma famille</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to identify family members • How to recognise and spell with letters of the alphabet • How to describe someone – 3rd person <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Spell words using the French alphabet • Importance of accents • Mon ma mes <p>Cultural:</p> <ul style="list-style-type: none"> • French Handwriting • La fete du muguet 	<p>Family members: <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma soeur</i> (sister), <i>mes parents</i> (my parents) <i>Il/Elle est...</i> (S/he's ...) Adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)</p> <p>Phonics – recall</p>
	<p>Unit 6: Bon anniversaire!</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to recognise and say the numbers 21 – 31 • How to recognise and say the months • How to form dates – focus on birthday <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Count numbers up to 31 • Use numbers up to 31 together with months to form dates • Compare languages – no capital letters for months in French <p>Culture:</p> <ul style="list-style-type: none"> • Le quatorze juillet 	<p>Numbers 21–31 Months: <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December) <i>C'est quand, ton anniversaire?</i> (When is your birthday?) Dates: <i>[C'est] le...[mars, etc.]</i> ([It's] the... [March, etc.]])</p>

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Year 4

NC Statutory Programme of Study for Year 4

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places,
- 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.



	Unit being taught	The learners will be finding out...	Key Vocabulary
	<p>Unit 7: Encore!</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Revisiting learning: Describing people Development of 3rd person using key avoir and etre phrases How to describe someone's nationality How to describe people using various adjectives <p>Grammar/skills:</p> <p>Revision of variety of avoir phrases</p> <ul style="list-style-type: none"> Recognise and use third person singular (il/elle) with avoir Use être phrases with adjectives Recognise and use third person singular (il/elle) with être Understand reason for different adjective endings <p>Cultural :</p> <ul style="list-style-type: none"> European Day of Languages Christmas traditions in France/ other countries 	<p>Descriptive vocabulary: <i>Il/Elle a</i> (He/She has)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une soeur</i> (brother/sister)</p> <p>Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une soeur</i> (brother/sister)</p> <p>Nationalities: <i>français(e)</i> (French) and other UK nationalities, <i>Il/Elle est</i> (He/She is)... _ nationality</p> <p>Adjectives: <i>intelligent(e)</i> (clever), <i>sportif (sportive)</i> (sporty), <i>sévère</i> (strict), <i>français(e)</i> (French), <i>anglais</i> (English) <i>Il/Elle est</i> (He/She is)...</p>

<p>Unit 8: Quelle heure est-il?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to talk about activities in present tense • How to say the time – o'clock and half past • How to talk about what time activities are being done <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use several present tense verbs in 1st person to describe activities • Express the time • Produce short phrases orally and in writing giving time and activity • Comparing languages – Recognition of word order difference with time in Eng and French <p>Cultural :</p> <ul style="list-style-type: none"> • Short story – Quelle heure est-il Mr Le Loup ? • Christmas in France and other countries 	<p><i>Je regarde (I am watching)... la télé (TV), un DVD (a DVD) J'écoute (I am listening to)... , la radio (the radio)</i></p> <p><i>Je joue (I'm playing)... au football (football), au tennis (tennis)</i></p> <p><i>Je regarde (I am watching)... la télé (TV), un DVD (a DVD)</i></p> <p><i>J'écoute (I am listening to)... , la radio (the radio)</i></p> <p><i>Je joue (I'm playing)... au football (football), au tennis (tennis) Numbers 1–12</i></p> <p>Telling the time</p> <p><i>Quelle heure est-il? (What time is it?) Il est... [cinq] heures (It's...[five] o'clock)</i></p> <p>Activities: <i>Je regarde (I'm watching)... la télé (TV), un DVD (a DVD) J'écoute (I am listening to)... mes CD (my CDs), la radio (the radio) Je joue (I'm playing)... au football (football), au tennis (tennis)</i></p> <p>Times: <i>...à [trois] heures</i></p>
<p>Unit 9: Les fetes</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to talk about festivals and dates • How to talk about presents for festivals • How to count from 31-60 <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Give dates for festivals through the year • Intro to future tense time frame using 'je voudrais' to ask for presents <p>Cultural :</p> <ul style="list-style-type: none"> • French New Year traditions 'Les étrennes' 	<p>Festivals: <i>le Nouvel An (New Year), la Fête des Rois (The Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) Le [nouvel an], c'est le [premier janvier] ([New Year] is on the [1st January])</i></p> <p>Presents: <i>un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg)</i></p> <p><i>Qu'est-ce que tu veux pour? (What would you like for?) Je voudrais [+ nom]</i></p>

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			<p>(I'd like [+ noun]) Numbers 31–60</p>
	<p>Unit 10: Ou vas-tu?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Location of major French cities • How to give and understand basic directions • How to talk about the weather • How to talk about the weather and places in France <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Recognise spelling and location of various French cities • Introduction to verb 'aller' • Ask and answer where you are going, using je vais à... • Understand and give imperative instructions for directions • Form weather expressions using impersonal il fait expressions • Create weather forecasts <p>Cultural :</p> <ul style="list-style-type: none"> • Deepen knowledge of geography of France and key cities and what they are famous for • Journée de la Francophonie • Le poisson d'avril • La Paques 	<p><i>Où vas-tu? (Where are you going?) Je vais à (I'm going to)...</i> <i>Paris/Bordeaux/Strasbourg/ Nice/Grenoble</i> <i>Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</i> <i>Weather: Quel temps fait-il? (What's the weather like?) il fait beau (it's sunny), il fait froid (it's cold), il fait chaud (it's hot), il pleut (it's raining), il neige (it's snowing)</i> <i>Weather: Quel temps fait-il? (What's the weather like?) À Paris/Bordeaux/Strasbourg/Nice/ Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige (In Paris [etc.], it's sunny/cold/hot/ raining/snowing)</i> <i>À [Paris] [il pleut] (It's [raining] in [Paris])</i></p>



	<p>Unit 11: On Mange!</p>	<p>Objectives:</p> <ul style="list-style-type: none">• How to ask someone for food in a cafe/ supermarket• How to ask how much something costs• How to give opinions about food and various activities <p>Grammar/skills:</p> <ul style="list-style-type: none">• Use Je voudrais in 3rd person• Talk about food using partitive article• Ask how much something costs• Give basic opinions about activities and food <p>Cultural :</p> <ul style="list-style-type: none">• Currency in France• Cafe culture in France	<p>Food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread]) Using money: <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros)</p>
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	Unit 12: Les pays et les langues	<p>Objectives:</p> <ul style="list-style-type: none">• How to identify and name French speaking countries• How to say which languages we speak and don't speak• How to say where we live and where we/our family come from <p>Grammar/skills:</p> <ul style="list-style-type: none">• Name some French-speaking countries• Develop negative – placement in sentence• Develop using key verbs in 3rd person <p>Culture:</p> <ul style="list-style-type: none">• Le quatorze juillet	<p>Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal) <i>C'est [le Maroc]</i> (It's [Morocco])</p> <p>Talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French)</p>
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Year 5

NC Statutory Programme of Study for Year 5

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places,
- 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.

	Unit being taught	The learners will be finding out...	Key Vocabulary
	Unit 13 Encore la famille	<p>Objective:</p> <ul style="list-style-type: none"> • How to greet people • How to share personal information • How to talk about family – brothers and sisters • How to say what people have/do not have using the 3rd person • How to say what people are like using 3rd person including negative <p>Grammar/skills</p> <ul style="list-style-type: none"> • Ask and answer questions • Recognise and use plural forms • Use a negative • Use 3rd person in positive and negative statements • Manipulate language by changing an element in a sentence • Understand and use agreements of adjectives • Recognise patterns in simple sentences <p>Culture:</p> <ul style="list-style-type: none"> • European Day of Languages 	<p>Greetings and personal information: <i>Bonjour/Salut!</i> <i>Comment t'appelles-tu? Je m'appelle... Ça va ?</i> <i>Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</i> <i>je suis...</i> <i>Quel âge as-tu ? J'ai... ans</i> <i>Tu as des frères ou des soeurs?</i> <i>J'ai un(e) /deux/trois frères/soeurs Je n'ai pas de frères ou de soeurs Il a/Elle a...</i> <i>Il/Elle n'a pas de... +</i> Revised nouns: <i>une soeur, un frère, Il/Elle est..., Il/Elle n'est pas... drôle, sportif(ve), sympa, timide, beau/ belle, sévère, grand(e), petit(e), intelligent(e),</i> (all revised apart from beau/belle)</p>
	Unit 14: A l'école	<p>Objective:</p> <ul style="list-style-type: none"> • How to ask and say the time – quarter past and quarter to • How to name school subjects • How to talk about likes and dislikes of school subjects • How to talk about timings of the school day <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Understand and use the definite article correctly: le/la/l'/les • Express opinions – positive and negative • Use correct intonation when asking a question • Understand that there is not always a direct equivalent to each English word in French • Form longer sentences <p>Cultural :</p> <ul style="list-style-type: none"> • Christmas in France and other countries 	<p><i>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</i> <i>J'aime /Je n'aime pas + subjects</i> <i>C'est bien/cool/nul</i> <i>Quelle heure est-il? Il est une heure et quart.</i> <i>Il est trois heures moins le quart. Il est trois heures et demie. Il est midi/minuit</i> <i>La récré, le déjeuner, l'école commence à... heure(s) et finit à...</i></p>

	<p>Unit 15: La nourriture</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to express opinions about food • How to give reasons for opinions about food • How to talk about healthy and unhealthy food <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Learn gender when learning new words • Revisit negative form • Use the partitive article for food vocabulary • Importance of gender of nouns • Revisit nouns and adjectives 	<p><i>J'aime/ je n'aime pas manger un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille les tomates, le thon, le fromage, une baguette, le beurre les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], C'est bon pour la santé Ce n'est pas bon pour la santé</i></p>
	<p>Unit 16: En ville</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to name places in the town • How to ask the way and give directions • How to say where you are going • How to give the time and say where you are going <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use le/la/l' correctly with places • Use sequence d'abord, ensuite, enfin to say longer sentences • Give instructions using the vous form • Use prepositions au/a la/à l' • recognise language patterns and deduce rules • Incorporate known language into new structures 	<p><i>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin n... + Directions Où vas-tu? Je vais au château/ centre sportif/jardin public/marché/ supermarché Je vais à la boulangerie/piscine Je vais à l'école Il est [deux] heures. Je vais au/à la/à l' + places</i></p>

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<p>Unit 17: En vacances</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to ask and say where you're going on holiday • How to express opinions about holidays • How to talk about what you're going to do on holiday • How to talk about holiday plans (consolidation of above) <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use le/la/l' correctly with places • Recognise patterns and apply knowledge of rules • Express opinions • Use je vais + infinitive to talk about future plans • Apply grammatical knowledge to make sentences • Make longer sentences 	<p><i>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions. J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.</i></p>
<p>Unit 18: Chez moi</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to name the rooms in the house • How to describe the rooms in the house • How to say what people do at home • How to say what people do and where <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use il y a + infinitive article • Use c'est + adjective • Join sentences with et • Use 3rd person verbs • Manipulate language by changing an element in a sentence • Use and understand both the indefinite and definite article • Make longer sentences 	<p><i>Chez moi, il y a une salle de bains/ une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux Chambres C'est ... grand/petit/vert/blanc/bleu/ jaune/rose/rouge C'est grand et rouge Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre] /joue avec l'ordinateur/joue au tennis Activities in the home + dans le salon/ les WC, etc</i></p>



NC Statutory Programme of Study for Year 6

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places,
- 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.

Unit being taught

The learners will be finding out...

Key Vocabulary



	<p>Unit 19: Le week-end</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to ask and talk about regular activities • How to say what you don't do (linked to activities) • How to ask and say what other people do • How to talk about what you like and dislike doing <p>Grammar/skills</p> <ul style="list-style-type: none"> • Use several verbs in 1st person • Recognise patterns in French • Build longer sentences • Adapt sentences to say different things 	
			<p><i>Qu'est-ce que tu fais [le mercredi/le samedi]?</i> <i>Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais</i> <i>du roller Tu fais... ? joues... ? regardes... ? Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de...</i> <i>Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)</i> <i>Qu'est-ce qu'il/elle fait le week-end?</i> <i>... le lundi matin/après-midi/soir?</i> <i>Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde[la télé], joue [au tennis/au foot]</i> <i>Est-ce que tu aimes faire/écouter/jouer/regarder... ?</i> <i>J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</i></p>

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Primary French Progression of Skills



	<p>Unit 20: Les vêtements</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to ask and say what clothes you would like • How to give opinions about clothes • How to say what clothes you wear • How to ask and talk about prices (including numbers 60-80) <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use des with plural words • Give opinions using c'est... • Using et and mais to make longer sentences • Agreement of adjectives • Techniques for memorising new language 	<p><i>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</i></p> <p><i>Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</i></p> <p><i>C'est combien? Ça coûte [soixantedouze] euros</i></p> <p>Numbers 60 to 80</p>
	<p>Unit 21: Ma journée</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to ask and talk about daily routines • How to talk about time of daily routines • How to ask and talk about breakfast • How to talk about the details of a typical day <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use 1st person and present tense including some reflexives • Make longer sentences with time • Formulate questions • Use et to join sentences together • Cope with longer reading text • Use adverbs and time expressions to make longer paragraphs • Reflect and share ideas about language learning 	<p><i>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</i></p> <p>Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p><i>Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine normalement, d'abord, ensuite, enfin, après l'école</i></p> <p>+ language from Lesson 3</p>

Unit 22: Les transports

Objectives:

- How to talk about forms of transport
- How to ask and talk about where you're going and how you get there
- How to talk about plans for a trip
- How to buy tickets for travel at a station

Grammar/skills:

- Use prepositions en and a with transports
- Listen for clues to meanings
- Use prepositions au/a la/ a l' with places
- Using knowledge of word, text and structure to build text
- Use on va + infinitives to talk about future plans
- Use time indicators
- Use context and previous knowledge to help reading skills
- Ask politely for things

Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau

Où vas-tu?

Comment vas-tu ... ?
Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau

Time/order indicators:

Samedi, à 10 heures... D'abord, ensuite, enfin... On va + infinitive (future plans): Qu'est-ce qu'on va faire? On va aller au parc d'attractions, on va prendre le train, on va prendre l'avion, on va acheter des souvenirs (au magasin), on va faire des manèges, on va regarder un film [au cinéma]

Bonjour [Mademoiselle].

Bonjour [Monsieur]. Je voudrais des billets pour [Paris].

Combien de billets?

[Quatre] billets: [un] adulte et [trois] enfants.

Aller-retour ou aller simple? [Aller-retour] s'il vous plaît.

C'est combien?

C'est [trente-cinq] euros.

Le train part à quelle heure?

Le train part à [dix heures et demie]. Merci [Monsieur]. Au revoir.

Au revoir. Bon voyage!

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Primary French Progression of Skills



	<p>Unit 23: Le sport</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • How to talk about which sports you like • How to say what you think of different sports • How to give reasons for your preferences • How to talk about a sporting event <p>Grammar/skills:</p> <ul style="list-style-type: none"> • Use the definite article with sports • Spots patterns in French • Use conjunctions et and mais • Devise and ask questions • Give reasons for opinions • Use known language in new contexts • Read and write longer text • Present information about sport 	<p><i>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</i></p>
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Unit 24:
C'est moi !

Objectives:

- Revise all forms of transport, places and immediate future plans
- Revise descriptions for people and clothes
- Revise opinions of food and clothes
- How to order food in a café

Grammar/skills:

- Prepositions: au/a la/ a l' + places; en/a + transports
- Use je vais + infinitive to talk about the future plans
- Revisit known language in a different context
- Use 3rd person verbs including avoir and être
- Use agreement of adjectives
- Use negatives
- Re-combine known language in different ways
- Express opinions in different ways
- Use plurals of food words
- Use reading strategies to cope with authentic texts
- Ask politely for things

Revision: Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne
 Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo
 Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands- parents
 Revision: //Elle est [+nationality]. //Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). //Elle a les cheveux longs/courts et les yeux bleus/marron/verts. //Elle a... ans. //Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]
 Revision: J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les



			<p><i>carottes, les haricots, les sandwichs au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir</i></p>
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