

French in Nursery



Autumn

Greetings

- Children to sing basic greetings in French

Vocab

Bonjour, salut, au revoir, merci, ça va.

Useful links

- <https://www.youtube.com/watch?v=l0a4jv-h4Ro>
- <https://www.youtube.com/watch?v=7b3pKOaFL1I>
- <https://www.youtube.com/watch?v=eVbbLXPdJKQ>

Spring

Numbers

Children learn and recall numbers 1-5

Vocab

un, deux, trois, quatre, cinq

Useful Links:

- <https://www.youtube.com/watch?v=lsc3qLMaCu8>
- <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zhw7vk7#:~:text=Where%20is%20France%3F,million%20people%20living%20in%20France.>

Summer

Food

French food

Vocab

- Du lait, une pomme, une banane, une orange

Useful Links:

- <https://www.youtube.com/watch?v=F-xdxWg7OcQ>

French in Reception



Autumn

Greetings

- French greetings -
- Christmas song - Joyeux Noël

Vocab

bonjour, salut. au revoir
un, deux, trois, quatre, cinq, six, sept,
huit, neuf, dix.

Useful Links:

- <https://www.youtube.com/watch?v=2u2rKTDhDyc>
- <https://www.youtube.com/watch?v=k2c9UbwwmZE>

Spring

Greetings

- Saying please and thank you in French.
- Animals

Vocab

merci, merci beaucoup, s'il te plaît

Useful Links:

<https://www.youtube.com/watch?v=sFLQLntWtH0>

Summer

Colours

- The colours of the rainbow song
- Numbers 1-10

Useful Links:

<https://www.youtube.com/watch?v=ARBKK0-sjGU>



French in Year 1

Autumn

Greetings

- Saying good morning and doing register in French
- Numbers 1-10
- French Christmas song

Useful Links:

- <https://www.youtube.com/watch?v=2u2rKTDhDyc>
- <https://www.youtube.com/watch?v=76qsPzD1PTk&t=25s>

Spring

All about France

- Where is France?
- Greetings in French

Vocab

- <https://www.youtube.com/watch?v=F-xdxWg7OcQ>

Summer

Greetings

- What's your name? My name is.
- Days of the week
- About France - The Eiffel Tower

Useful Links:

- <https://www.youtube.com/watch?v=eA5jSbKd5cM>
- <https://www.youtube.com/watch?v=qgewyDj3ZnA>

French in Year 2



Autumn

Greetings

- Greeting people and asking how they feel
- All about France
- French Christmas song - C'est Noël

Useful links:

- <https://www.youtube.com/watch?v=2u2rKTDhDyc>
- <https://www.youtube.com/watch?v=lbhSZ7DLSn4>

Spring

Colours

- Learn French for red (rouge), orange (orange), yellow (jaune), green (vert), blue (bleu) and purple (violet)
- Parts of the body (Heads, shoulders, knees and toes)

Useful Links:

- <https://www.youtube.com/watch?v=Q1sHH-7Jmil>
- <https://www.youtube.com/watch?v=eVbbLXPdJKQ>

Summer

- Classroom Commands and instructions
- Numbers 1-15
- Asking how someone is feeling

Useful Links:

<https://www.bbc.co.uk/bitesize/topics/zwddp3/articles/zdqddp3#zbsssk76>

French in Year 3

Autumn

Sequence of learning

1. Learn the key phonic vowel sounds (les voyelles) - a-e-i-e-u (y) and introduce greetings. Learn to say your name.
2. To practise and recall orally the numbers 1-10. Focus on phonic sounds un / eu / oi / in
3. Greetings - asking how someone feels and giving response.
4. Describing myself. The verb être (to be)- Je suis (I am)
5. Using verb to be to introduce days of the week : c'est (it is), tu es (you are).

Grammar

Introduce gender of nouns. Indefinite and definite article.

Introduce the verb to have (avoir). J'ai, tu as...

Phonics

Vowel sounds: banane cheval midi moto univers

Vocabulary

Classroom commands: écouter parler lire écrire

Greetings: Comment ça va ? Bien, mal, oui, non, au revoir

Adjectives to describe yourself: petit, grand, anglais, français, content, triste, malade, calme, intelligent, amusant, méchant, courageux, heureux

Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui

I am (je suis), you are (tu es), I have (j'ai), you have (tu as)

Classroom objects: un crayon, une règle, une gomme, un stylo, un livre

Assessment

- Introduce themselves and say how they are feeling using the verb to be and adjectives?
- Can they respond to classroom commands and recall classroom objects?

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr34Autumn.php>
- <https://www.youtube.com/watch?v=x-G1kkJR65Q>

French in Year 3

Spring

Sequence of learning

1. Saying what I and others do using infinitive verbs.
2. Introduce family using singular definite articles.
3. Le Carnaval de Menton and using adjectives to describe it. Use of 'de' for possession e.g. la mere d'Adele est.
4. La famille est les amis (family and friends) using singular possessive pronouns.
5. Learn plural animal nouns and use adjectives of colour.
6. Plural animal nouns.

Vocabulary

Ma famille: mon frère, ma mère, mon père, ma sœur.

Animals: un chat (a cat), un chien (a dog), un poisson (a fish), un oiseau (a bird), un canard (a duck), un cheval (a horse), un mouton (a sheep), un ours (a bear), une grenouille (a frog)

Colours: bleu (blue), rouge (red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)

Dans la salle de classe... répéter, chanter, utiliser.

Grammar

Singular definite articles - le, la, l' and possessive adjectives mon, ma, ton

Phonics: é and er, ez & et (and) and è and ê.

Assessment

- Can the children recognise and describe animals using their colour and accurate article?

Resources

- https://www.youtube.com/watch?v=wDcgM_U22XU
- <http://www.rachelhawkes.com/Resources/PrFrench/Yr34Spring.php>

French in Year 3

Summer

Sequence of learning

1. Days of the week in French.
2. French fruit and vegetables
3. The Hungry Caterpillar story using knowledge of days of the week and different foods.
4. Recap of colours.
5. Describing things and people

Vocabulary

Les fruits - une pomme, une banane, une poire, une orange, ,
(rouge),
lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche
The verb manger

Grammar:

Indefinite articles - un/une

Asking questions using verbs avoir, aimer and détester.

Phonics: silent final 'e', ç, soft c, -ien and -tion and qu.

Assessment

- The children to retell the key parts of the story of The Hungry Caterpillar.

Resources

- <https://www.youtube.com/watch?v=rG0GDUemlTQ>
- <http://www.rachelhawkes.com/Resources/PrFrench/Yr34Summer.php>

French in Year 4

Autumn

Sequence of learning

1. Recap greetings and the key phonic vowel sounds (les voyelles) - a-e-i-e-u (y).
2. To recap and recall orally the numbers 1-20.
3. Describing myself and others.
4. Recap days of the week. Learn adjectives ending in phonic sound: 'eu' and 'eux'
5. Saying what I and others have and posing questions - J'ai, tu as, il a, elle a.
6. Saying where an object is using prepositions.
7. Use prepositions and time adverbials to say where / what something is.

Phonics

Vowel sounds recap - banane, cheval, midi, moto and univers

Phonic sounds: un / eu / oi / in

Vocabulary

- Vowel sounds: recap banane cheval midi moto univers
- Classroom commands: écouter parler lire écrire, dessinez
- Adjectives to describe yourself: indépendant, différent, important, prudent, seul, jeune, joli, drôle, difficile. Je suis and tu es.
- Adjectives ending in 'eu' or 'eux': sérieux, heureux, curieux, courageux, ambitieux, joyeux, malheureux, miraculeux, religieux
- Objects - un crayon, un dessin, un message, une chaise, une chambre, un affiche, un bureau
- Prepositions - sur (on), sous (under), dans (in)
- Time phrases - chaque jour (each day)

Grammar

to be - I am, you are, s/he is

Assessment

- Can children describe themselves and others using a range of adjectives?
- Can they say what they have and where it is using different prepositions?

Resources

<http://www.rachelhawkes.com/Resources/PrFrench/Yr34Autumn.php>

French in Year 4

Spring

Sequence of learning

1. Saying what I and others do using infinitive verbs.
2. Talk about family using singular definite articles.
3. Describing myself and others
4. Family members
5. Saying how many and describing people

Phonics

Silent final consonant: grand, mais, petit

'On' sound: non, crayon, onze, monde and pont.

Vocabulary

Enseigner, poser, anglais, français, ma grand-mère, mon grand-père, musique. combien, bouche, main, œil, oreille, pied, tête, yeux,

Grammar:

Infinitive verbs: aimer, préférer, chercher, dessiner, présenter

Singular possessive adjectives - mon, ma, ton, ta

There is / there are (Il y a...)

Assessment

- Can children describe themselves and their family?

Resources

- <https://www.youtube.com/watch?v=eVbbLXPdJKQ>
- <http://www.rachelhawkes.com/Resources/PrFrench/Yr34Spring.php>

French in Year 4

Summer

Sequence of learning

1. Describing possessions
2. Saying what you like and dislike
3. Building sentences with subject, verb and object
4. Expressive your favourite and saying what you prefer.
5. Saying what I and others do.

Phonics:

silent final 'e', ç, soft c, -ien and -tion and qu.

Vocabulary

- There is / there are many (Il y a beaucoup de), très, préféré, propre, sale, sportif, idéal, comment, blanc (masculine) blanche (feminine) noir, ami, amie, en ligne, dehors.
- Months of the year and birthdays

Grammar:

Indefinite articles (un and une) and definite articles (le and la)

Asking questions using verbs avoir (to have), aimer (to like) and détester (to dislike).

Agreement of noun and adjective.

Assessment

- Can children give preferences and say what they like and don't like.
- Ask and answer simple questions.

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr34Summer.php>

French in Year 5

Autumn

Sequence of learning

1. Recap of greetings from Y4. Describing me and others and the return to school.
2. Using 'which' in a sentence (quel and quelle)
3. Saying what I and others have
4. Describing me and others.
5. Asking questions using avoir - in the classroom.

Phonics

au, eau: gauche, faux, eau, photo, aussi

Vocabulary

- important, inquiet, intelligent, perdu, prêt, sérieux, école, lent, malade. méchant, intelligent, indépendant, important, petit, présent, rapide, sage, strict, triste, ensemble, maintenant, toujours, rarement
- Which day / date is it today? Nous sommes quelle date aujourd'hui? Nous sommes quel jour aujourd'hui?
- Classroom objects: ordinateur, règle, sac, vrai, faux

Grammar

The verb 'to be' - I am, you are, we are and they are. Avoir (to have).

Assessment

- Can children pose questions and answer them using the verbs 'to be' and 'to have'?

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr56Autumn.php>

French in Year 5

Spring

Sequence of learning

1. Saying what I and others do. The festival of the King (La Fête des Rois)
2. Places in the town
3. French speaking places in Canada.
4. Directions.
5. Saying where you are going and what is there.

Phonics

é, er, et, ez - repeat (répéter), write (écrire), baby (bébé), give (donner), speak (parler) and nose (nez)

Vocabulary

- Language related to festivals: celebrate (célébrer), souhafter (to wish), fireworks (feu d'artifice), street (rue), everyone (tout le monde)
- In the town - the market (le marché), swimming pool (la piscine)
- Directions - nord, sud, est, ouest

Grammar

'Est-ce que questions' and negatives (n'/ne...pas)

Use the verb to go (aller, je vais il/elle va à)

Assessment

- Can children talk about their town using specific vocabulary and giving directions?

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr56Spring.php>

French in Year 5

Summer

Sequence of learning

1. Saying what I and others do.
2. Recap birthdays and plan a surprise party
3. Recap the weather using the correct verb form.
4. Learn the verb 'faire' (to do / make) and introduce different sports
5. Learning a musical instrument.

Phonics:

é and er, ez & et (and), è and ê and oi.

Vocabulary

- •Verb faire (singular)
- •Nouns related to sports and musical instruments.
- •Adjectives
- •Time adverbs

Grammar:

- Il fait (weather)
- faire de (sports), jouer à (sports) jouer de (instruments)
- Est-ce que questions...

Assessment

- Children use singular forms of faire in questions and statements
- Write sentences from memory using 'faire' and talking about the weather.

Resources

- <https://www.rachelhawkes.com/Resources/PrFrench/Yr56Summer.php>

French in Year 6

Autumn

Sequence of learning

1. Greetings recap and describing myself and others. Intercultural understanding - focus on the return to a school in Haiti.
2. Using 'which' in a sentence (quel and quelle)
3. Saying what I and others have in our town and village
4. Describing me and others and saying where we're from.
5. Asking questions using avoir - in a French exchange

Phonics

Sounds: on and om

non, crayon, onze, monde, pont, nom, combat, tomber

Vocabulary

- créatif, français, indépendant, négatif, positif, nous sommes (we are) allemand, espagnol, vous êtes (you are plural), ensemble, ils/elles sont (they are), dangereux, ennuyeux
- In the town or village: centre commercial (shopping centre), église (church) magasin, pont (bridge), rue (street)

Grammar

Adjectival agreement of nouns - 'eux' for masculine and 'euse' for feminine.

Assessment

- Can pupils talk and write about their town / village using specific vocabulary?

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr56Autumn.php>

French in Year 6

Spring

Sequence of learning

1. Saying what I and others do. Carnaval de Québec.
2. Schools in France and England
3. French speaking places in Canada.
4. La Fête des lumières à Lyon
5. Saying where you are going and what is there in the town - in France and Haiti.
6. Mardi Gras in Haiti

Phonics

è / ê - fête, tête, frère, être (to be), problème
oi - voir (to see) avoir, au revoir, pourquoi (why), trois

Vocabulary

- Campagne, château, île, montagne, plage, port, dictionnaire, château, danser, monter (climb), marcher (to walk), la lumière, le soir (the evening), aller (to go), je vais (I go)

Grammar

Indefinite and definite article, noun/adjective agreement
Preposition à meaning at, in, to

Assessment

- Can children recognise the differences between school life in the UK and in France?

Resources

- <http://www.rachelhawkes.com/Resources/PrFrench/Yr56Spring.php>

French in Year 6

Summer

Sequence of learning.

1. Saying what I and others do.
2. Expressing likes and actions.
3. At the Kite festival
4. Saying what I want and what I would like to do.
5. At the cafe.

Phonics:

Silent final consonants t, s, d, x.
-tion, en and qu.

Vocabulary

- Food and drink.
- Conjugate 'vouloir' (to want). Je veux, tu veux, il veut, nous voulons, vous voulez.

Grammar

Est-ce que questions.

Recap faire (to do / make) in different contexts.

Assessment

- From memory, say short and longer sentences to say what I and others do, like/dislike doing and want to do.

Resources

- <https://www.rachelhawkes.com/Resources/PrFrench/Yr56Summer.php>