

French - Progression of Skills



French - Progression of Skills

The progression of key skills for Lower Key Stage 2 and Upper Key Stage 2 is linked to the National Curriculum objectives.

Skill	National Curriculum Objective
Speaking	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 audience
	Describe people, places, things and actions orally* and in writing
Listening	Listen attentively to spoken language and show understanding by joining in and responding
Reading	Read carefully and show understanding of words, phrases and simple writing
Writing	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Describe people, places, things and actions orally* and in writing
Phonology	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word
Vocabulary and Grammar	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

	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Language Appreciation	Appreciate stories, songs, poems and rhymes in the language

Endpoints

Year Group	Autumn Term	Spring Term	Summer Term
YEAR 3	<p><u>Unit 1</u> Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family</p> <p><u>Unit 2</u> Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes</p>	<p><u>Unit 3</u> Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays</p>	<p><u>Unit 4: Animals</u> Saying animal vocabulary Asking about pets Describing animals using adjectives Using prepositions Naming animal homes</p>
YEAR 4	<p><u>Unit 1: Food</u> Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions</p> <p><u>Unit 2: At School</u> Saying how they travel to school Naming places in school Listing the contents of their pencil case</p>	<p><u>Unit 3: My Home Saying where they live</u> Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine</p> <p>Saying the names of items you might buy in a shop</p>	<p><u>Unit 4: My Town</u> Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops</p>

	Telling the time Naming school subjects		
Year 5	<p><u>Unit 1: Describing People</u> Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "il" and "elle" with "être" and "avoir"</p> <p><u>Unit 2: The Body</u> Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations</p>	<p><u>Unit 3: Sport</u> Talking about the sports they play Expressing likes Detailed vocabulary for football and tennis matches The use of the verb "savoir"</p>	<p><u>Unit 4: On Holiday</u> More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense</p>
Year 6	<p><u>Unit 1: Eating Out</u> Asking for items in a shop or restaurant Asking how much things</p>	<p><u>Unit 3: Going On A School Trip</u> The perfect past tense The future tense Some common verbs</p>	<p><u>Unit 4: In France</u> Learning where some French cities are located in France Talking about</p>

	<p>cost Some basic weights How to order for others in a restaurant</p> <p>Unit 2: Hobbies Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film</p>	<p>Vocabulary associated with a trip to a museum and the countryside.</p>	<p>tourist attractions in Paris Learning about French speaking countries Naming popular French foods</p>
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Please see the next section, 'Progression of Skills' to understand the development and advancement towards the end points in Year 6.

Speaking

National Curriculum aim: 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 audience; Describe people, places, things and actions orally* and in writing.

Lower Key Stage 2

KS2 Languages National Curriculum

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a recognise a familiar question and respond with a simple rehearsed response;
 - b ask and answer a simple and familiar question with a response;
 - c express simple opinions such as likes, dislikes and preferences;
- ask and answer at least two simple and familiar questions with a response.

KS2 Languages National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- a name objects and actions and may link words with a simple connective;
- b use familiar vocabulary to say a short sentence using a language scaffold;
- c speak about everyday activities and interests;

Upper Key Stage 2

KS2 Languages National Curriculum

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a engage in a short conversation using a range of simple, familiar questions;
 - b ask and answer more complex questions with a scaffold of responses;
 - c express a wider range of opinions and begin to provide simple justification;
- converse briefly without prompts.

KS2 Languages National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- a say a longer sentence using familiar language;
 - b use familiar vocabulary to say several longer sentences using a language scaffold;
 - c refer to everyday activities and interests, recent experiences and future plans;
- vary language and produce extended responses.

refer to recent experiences or future plans.

KS2 Languages National Curriculum

Children present ideas and information orally to a range of audiences.

Children can:

- a name nouns and present a simple rehearsed statement to a partner;
- b present simple rehearsed statements about themselves, objects and people to a partner;

present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.

KS2 Languages National Curriculum

Children describe people, places, things and actions orally.

Children can:

- a say simple familiar words to describe people, places, things and actions using a model;
- b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;

say one or two short sentences that may contain an adjective to describe people, places, things and actions.

KS2 Languages National Curriculum

Children present ideas and information orally to a range of audiences.

Children can:

- a manipulate familiar language to present ideas and information in simple sentences;
- b present a range of ideas and information, using prompts, to a partner or a small group of people;

present a range of ideas and information, without prompts, to a partner or a group of people.

KS2 Languages National Curriculum

Children describe people, places, things and actions orally.

Children can:

- a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;

use a wider range of descriptive language in their descriptions of people, places, things and actions.

Listening

National Curriculum aim: Listen attentively to spoken language and show understanding by joining in and responding

Lower Key Stage 2

KS2 Languages National Curriculum

Children listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a repeat modelled words;

Upper Key Stage 2

KS2 Languages National Curriculum

Children listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a listen and show understanding of simple sentences containing familiar words through physical response;

b listen and show understanding of single words through physical response;
 c repeat modelled short phrases;
 listen and show understanding of short phrases through physical response.

b listen and understand the main points from short, spoken material in French;
 listen and understand the main points and some detail from short, spoken material in French.

Reading

National Curriculum aim: Read carefully and show understanding of words, phrases and simple writing

Lower Key Stage 2

Upper Key Stage 2

KS2 Languages National Curriculum
 Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.
 Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
- b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c adapt intonation to ask questions;

show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

KS2 Languages National Curriculum
 Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.
 Children can:

- a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;

adapt intonation for example to mark questions and exclamations in a short, written passage.

KS2 Languages National Curriculum
 Children appreciate stories, songs, poems and rhymes in the language.
 Children can:

- a join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling.

KS2 Languages National Curriculum
 Children appreciate stories, songs, poems and rhymes in the language.
 Children can:

- a follow the text of a familiar song or story;
- b follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Writing

National Curriculum aim: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Lower Key Stage 2

KS2 Languages National Curriculum

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children can:

- a write single familiar words from memory with understandable accuracy;
 - b write familiar short phrases from memory with understandable accuracy;
- replace familiar vocabulary in short phrases written from memory to create new short phrases.

KS2 Languages National Curriculum

Children describe people, places, things and actions in writing.

Children can:

- a copy simple familiar words to describe people, places, things and actions using a model;
 - b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

Upper Key Stage 2

KS2 Languages National Curriculum

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children can:

- a write a simple sentence from memory using familiar language;
 - b write several sentences from memory with familiar language with understandable accuracy;
- replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

KS2 Languages National Curriculum

Children describe people, places, things and actions in writing.

Children can:

- a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
 - b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- use a wider range of descriptive language in their descriptions of people, places, things and actions.

Phonology

National Curriculum aim: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

Lower Key Stage 2

Upper Key Stage 2

KS2 Languages National Curriculum

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
 - b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
 - c adapt intonation to ask questions or give instructions;
- show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

KS2 Languages National Curriculum

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
 - b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
 - c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation, for example to mark questions and exclamations.

Vocabulary

National Curriculum aim: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Lower Key Stage 2

Use a bilingual dictionary to check the meaning of words.

Examples

Use a bilingual and pictorial dictionary to check the meaning of familiar / taught words.

Upper Key Stage 2

Use a bilingual dictionary to check the meaning of words.

Examples

Continue to use a bilingual dictionary to check the meaning of words or find new words.

Use online dictionaries to check the meaning of words

Grammar

National Curriculum aim: 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

Lower Key Stage 2

KS2 Languages National Curriculum

Children 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.

Children can:

- a show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c recognise and use partitive articles;
- d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- f use a simple negative form (ne... pas);
- g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- h recognise and use the first person possessive adjectives (mon, ma, mes);
- i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- j conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement;
- k use simple prepositions in their sentences;

Upper Key Stage 2

KS2 Languages National Curriculum

Children 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.

Children can:

- a identify word classes;
- b demonstrate understanding of gender and number of nouns and use appropriate determiners;
- c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- d name and use a range of conjunctions to create compound sentences;
- e use some adverbs;
- f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- g explain and use elision; state the differences and similarities with English;
- h recognise and use the simple future tense of a high frequency verb; compare with English;
- i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- k recognise and use a range of prepositions;
- l use the third person plural of a few high frequency verbs in the present tense;
- m name all subject pronouns and use to conjugate a high frequency verb in

use the third person singular and plural of the verb 'être' in the present tense.

- the present tense;
- n recognise and use a high frequency verb in the perfect tense; compare with English;
 - o follow a pattern to conjugate a regular verb in the present tense;
 - p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

Language Appreciation and Intercultural Understanding

National Curriculum aim: Appreciate stories, songs, poems and rhymes in the language

Lower Key Stage 2

KS2 Languages National Curriculum

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Children can:

- a listen and identify specific words in songs and rhymes and demonstrate understanding;

listen and identify specific phrases in songs and rhymes and demonstrate understanding.

KS2 Languages National Curriculum

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- b join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling.

Upper Key Stage 2

KS2 Languages National Curriculum

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Children can:

- a listen and identify rhyming words and specific sounds in songs and rhymes;
- b follow the text of familiar songs and rhymes, identifying the meaning of words;

read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Understand that the French people use the Euro and how this compares or is different to the English pound.

Identify important monuments and the French flag.

KS2 Languages National Curriculum

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- c follow the text of a familiar song or story;
- d follow the text of a familiar song or story and sing or read aloud;

	understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
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For unit specific vocabulary, please see the following pages.

Vocabulary

Year 3 Unit 1	Year 3 Unit 2	Year 3 Unit 3	Year 3 Unit 4	Year 4 Unit 1	Year 4 Unit 2
<p>Bonjour! Hello! Au revoir! Goodbye! Salut! Hi! Bonsoir! Good evening! À bientôt! See you soon!</p> <p>Monsieur sir Madame madam Très bien very well Bien well Comme ci, comme ça so-so Mal not well Merci thanks Et toi? And you? Question and Answer: Ça va? How are you? Ça va... I'm... Question and Answer: Comment tu t'appelles? What is your name? Je m'appelle... My name is.. Un one Deux two Trois three Quatre four Cinq five Six six Sept seven Huit eight Neuf nine Dix ten Question and Answer: Quel âge as-tu? How old are you? J'ai ... ans. I'm ... years old</p>	<p>Vocabulary: lundi Monday mardi Tuesday mercredi Wednesday jeudi Thursday vendredi Friday samedi Saturday dimanche Sunday danser to dance Question and Answer: On est quel jour? What day is it? On est... It is... Vocabulary: rouge red vert green blanc white bleu blue jaune yellow noir black rose pink violet purple orange orange Question and Answer: C'est de quelle couleur? What colour is it? C'est... It's... Vocabulary: onze eleven douze twelve treize thirteen quatorze fourteen quinze fifteen seize sixteen dix-sept</p>	<p>Vocabulary: la tête the head les épaules (f) the shoulders les genoux (m) the knees les pieds(m) the feet le nez the nose les yeux (m) the eyes les oreilles (f) the ears la bouche the mouth Question and Answer: Qu'est-ce que c'est? What is it? C'est... / Ce sont... It's... / They're... Vocabulary: le bras the arm la jambe the leg la tête the head le pied the foot le ventre the stomach le dos the back le genou the knee l'épaule (f) the shoulder la main the hand le doigt the finger Question and Answer: Comment est mon monstre? What's my monster like? Il a...</p>	<p>Vocabulary: un mouton a sheep une poule a hen un coq a cockerel un cochon a pig une vache a cow un canard a duck un cheval a horse un chien a dog un chat a cat Question and Answer: Qu'est-ce que c'est? What is it? C'est... It is... Vocabulary: un chat a cat un chien a dog un hamster a hamster un poisson a fish un lapin a rabbit un cheval a horse un serpent a snake une souris a mouse un cochon d'Inde a guinea pig un oiseau a bird Question and Answer: Tu as des animaux domestiques? Do you have any pets? Non, je n'ai pas d'animaux domestiques. No, I</p>	<p>Vocabulary: une glace an ice cream un gâteau a cake des chips (f) some crisps un chou a cabbage des petits pois (m) some peas un poisson a fish Question and Answer: Qu'est-ce que c'est? What is it? C'est... / Ce sont... It's... / They're... Vocabulary: les pommes (f) the apples les fraises (f) the strawberries les tomates (f) the tomatoes les carottes (f) the carrots les bananes (f) the bananas les poires (f) the pears les pommes de terre (f) the potatoes les cerises (f) the cherries les raisins (m) the grapes</p>	<p>Vocabulary: à pied on foot en bus by bus en voiture by car en train by train à vélo by bicycle en avion by plane en bateau by boat Question and Answer: Comment vas-tu à l'école? How do you go to school? Je vais à l'école en/à... I go to school on/by... Vocabulary: la salle de classe the classroom la cour the playground la grande salle the hall les toilettes (f) the toilets la cuisine the kitchen le parking the car park la bibliothèque the library le terrain de sport the sports ground la salle d'informatique the computer room</p>

<p>mère my mother Mon père my father Ma sœur my sister Mon frère my brother Ma grand-mère my grandmother Mon grand-père my grandfather Question and Answer: C'est qui? Who is it? Voici... Here is... out le monde everyone Voici here is Inventer des histoires To make up stories J'aime I like</p>	<p>seventeen dix-huit eighteen dix-neuf nineteen vingt twenty Question and Answer: Il y a combien de biscuits? How many biscuits are there? Il y a...biscuits. There are...biscuits. Vocabulary: la Pologne Poland l'Angleterre (f) England l'Écosse (f) Scotland l'Irlande (f) Ireland le pays de Galles Wales l'Inde (f) India le Pakistan Pakistan la Chine China la France France Question and Answer: C'est quel pays? What country is it? C'est... It's... Vocabulary: j'aime... I like... je n'aime pas... I don't like... oui yes non no le chocolat the chocolate la musique the music les biscuits (m) the biscuits le tennis tennis Question and Answer: Tu aimes...? Do you like...? Oui,</p>	<p>He has...Vocabulary: vingt-et-un twenty- one vingt-deux twenty-two vingt-trois twenty-three vingt- quatre twenty-four vingt-cinq twenty-five vingt-six twenty-six vingt-sept twenty- seven vingt-huit twenty-eight vingt- neuf twenty-nine trente thirty trente- et-un thirty-one Question and Answer: Il y a combien de chocolats? How many chocolates are there? Il y a ... chocolats. There are ... chocolates. Vocabulary: une robe a dress un pantalon trousers un pull a jumper un tee-shirt a T-shirt une chemise a shirt une jupe a skirt Question and Answer: Qu'est-ce que c'est? What is it? C'est... It's... Vocabulary: janvier January</p>	<p>don't have any pets. Oui, j'ai... Yes, I have...Vocabulary: marron brown gris grey blanc white noir black méchant naughty grand big petit small gentil friendly mignon cute Question and Answer: Ton chien est comment? What's your dog like? Il est... It is... Vocabulary: devant in front of derrière behind dans in sur on sous under en face de opposite à côté de next to la table the table la boîte the box Question and Answer: Où est le chat? Where is the cat? Le chat est... The cat is... Vocabulary: un arbre a tree une maison a house un appartement a flat une écurie a stable un champ a field un lac a lake un terrier a burrow une niche a kennel Question and Answer:</p>	<p>Question and Answer: Tu aimes...? Do you like...? Oui, j'aime... Yes, I like... Non, je n'aime pas... No, I don't like...Vocabulary: un sandwich a sandwich des frites (f) some chips du chocolat some chocolate de la pizza some pizza des spaghettis (m) some spaghetti du fromage some cheese du poulet some chicken du riz some rice Question and Answer: Qu'est-ce que tu manges? What are you eating? Je mange... I'm eating... Vocabulary: un couteau a knife une fourchette a fork une cuillère à soupe a tablespoon une cuillère à café a teaspoon un bol a bowl une poêle a frying pan un verre a glass une tasse a cup</p>	<p>Question and Answer: Qu'est-ce que c'est? What is it? Voici... It's...Vocabulary: un crayon a pencil une gomme a rubber une règle a ruler un stylo a pen une calculatrice a calculator un feutre a felt-tip pen un bâton de colle a glue stick un crayon de couleur a coloured pencil un taille- crayons a pencil sharpener des ciseaux (m) a pair of scissors Question and Answer: Qu'est-ce qu'il y a dans ta trousse? What is there in your pencil case? Il y a... There's...Vocabulary: midi midday minuit midnight du matin in the morning du soir in the evening de l'après-midi in the afternoon de la nuit in the night et demie half past Question</p>
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	<p>j'aime... Yes, I like... Non, je n'aime pas... No, I don't like...Vocabulary: un monstre a monster un hamster a hamster un robot a robot un train a train un vampire a vampire je mange I eat malade il</p>	<p>février February mars March avril April mai May juin June juillet July août August septembre September octobre October novembre November décembre December Question and Answer: C'est quand, ton anniversaire? When is your birthday? Mon anniversaire est en... My birthday is in... Vocabulary: un cadeau a present un crocodile a crocodile un tee- shirt a T-Shirt un robot a robot un hippopotame a hippopotamus un livre I book du chocolat some chocolate laid ugly ronfler to snore</p>	<p>Où est l'éléphant? Where is the elephant? Il est dans... It's in... Vocabulary: ma mère my mother petit small timide shy anxieux anxious regarder to look écouter to listen</p>	<p>Question and Answer: Qu'est-ce que c'est? What is it? C'est... It's... Vocabulary: les œufs (m) the eggs le lait the milk le sucre the sugar le pain the bread le beurre the butter la cannelle en poudre the ground cinnamon Question and Answer: Qu'est- ce que vous désirez? What would you like? Je voudrais..., s'il vous plaît. I would like..., please. Vocabulary: mélanger to mix tremper to soak mettre to put faire cuire to cook saupoudrer to dust</p>	<p>and Answer: Quelle heure est-il? What time is it? Il est... It's... Vocabulary: les mathématiques (f) maths l'anglais (m) English le français (m) French les sciences (f) science le sport PE le dessin art l'informatique (f) ICT musique music l'espagnol (m) Spanish Question and Answer: Quelle est ta matière préférée? What's your favourite subject? Ma matière préférée, c'est... favourite subject is... Vocabulary: l'école (f) school un sac a bag une calculatrice a calculator une flûte a flute une souris a mouse un éléphant an elephant</p>
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Year 4 Unit 3	Year 4 Unit 4	Year 5 Unit 1	Year 5 Unit 2	Year 5 Unit 3
<p>Vocabulary: une maison a house un appartement a flat un village a village une ville a town une grande ville a city une chaumière a cottage une ferme a farm les bois (m) the woods Question and Answer: Où habites-tu? Where do you live? J'habite dans... J'habite dans... Vocabulary: une chambre a bedroom une salle de bains a bathroom un salon a living room une salle à manger a dining room une cuisine a kitchen un jardin a garden un balcon a balcony le rez-de-chaussée the ground floor le premier étage the first floor Question and Answer: Qu'est-ce que c'est? What is it? C'est... It's... Vocabulary: un lit a bed une chaise a</p>	<p>Vocabulary: un euro one euro un euro vingt one euro twenty deux euros two euros deux euros cinquante two euros fifty cinquante centimes fifty cents trop cher too expensive très bien very good Question and Answer: Ça coûte combien? How much does it cost? Ça coûte... It costs... Vocabulary: des magasins (m) some shops une église a church un supermarché a supermarket un centre de loisirs a leisure centre un théâtre a theatre une gare a train station une rivière a river un jardin public a public garden un musée a museum Question and Answer: Qu'est-ce qu'il y a dans ta ville? What is there in your town?</p>	<p>Vocabulary: les yeux bleus blue eyes les yeux verts green eyes les yeux marron brown eyes les yeux noisette hazel eyes je suis grand I'm tall (male) je suis grande I'm tall (female) je suis petit I'm short (male) je suis petite I'm short (female) Question and Answer: Tu es comment? What are you like? J'ai les yeux... I have ... eyes. Je suis... I'm... Vocabulary: les cheveux blonds blonde hair les cheveux bruns brown hair les cheveux roux ginger hair les cheveux noirs black hair les cheveux gris grey hair mon ami my friend (male) mon amie my friend (female) Question and Answer: Ton ami a les cheveux de quelle couleur? What colour hair does</p>	<p>Vocabulary: le visage the face l'œil (m) the eye les yeux (m) the eyes le nez the nose la joue the cheek l'oreille (f) the ear la bouche the mouth les dents (f) the teeth Question and Answer: Qu'est-ce que c'est? What is it? C'est... / Ce sont... It's... / They're... Vocabulary: je cours I run j'écris I write je lis I read je parle I talk j'écoute I listen je nage I swim je marche I walk je peins I paint Question and Answer: Qu'est-ce que tu fais ce matin / cet après-midi? What are you doing this morning / this afternoon? Ce matin / Cet après-midi, je... This morning... / This afternoon, I'm... Vocabulary: J'ai</p>	<p>Vocabulary: le foot football le tennis tennis le tennis de table table tennis le basket basketball le cricket cricket le rugby rugby Question and Answer: Tu joues à quel sport? What sport do you play? Je joue au... I play... Vocabulary: la danse dancing la natation swimming le vélo cycling l'équitation (f) horse riding le skate skateboarding le surf surfing l'escalade (f) climbing le footing jogging Question and Answer: Tu aimes faire quel sport? What sport do you like doing? J'aime (faire)... I like (doing)... Vocabulary: un stade a stadium une équipe a team un joueur de foot a football player un</p>

<p>chair une table a table une commode a chest of drawers une armoire a wardrobe une lampe a light une télévision a television des rideaux (m) curtains une moquette a carpet Question and Answer: Qu'est-ce qu'il y a dans ta chambre? What is there in your bedroom? Dans ma chambre, il y a... In my bedroom, there's...Vocabulary: une fenêtre a window une porte a door une poubelle a bin un four an oven une bouilloire a kettle un grille-pain a toaster un évier a sink un lave-vaisselle a dishwasher Question and Answer: Qu'est-ce qu'il y a dans la cuisine? What is there in the kitchen? Il y a... There's... Vocabulary: Je me lève. I get up Je me douche. I shower Je prends le</p>	<p>Il y a... There is... / There are...Vocabulary: la gare the train station la piscine the swimming pool continuez tout droit go straight on tournez à gauche turn left tournez à droite turn right prenez la première rue à gauche take the first street on the left prenez la deuxième rue à droite take the second street on the right voilà there you are Question and Answer: Où est...? Where is... ? Various responses...Vocabulary: la boucherie the butcher's la boulangerie the baker's la pâtisserie the cake shop la confiserie the sweet shop le marché the market la banque the bank la pharmacie the chemist la</p>	<p>your friend (male) have? Ton amie a les cheveux de quelle couleur? He has ... hair. Elle a les cheveux... She has ... hairVocabulary: les cheveux raides straight hair les cheveux bouclés curly hair les cheveux ondulés wavy hair les cheveux courts short hair les cheveux longs long hair les oreilles percées (f) pierced ears les joues rouges red cheeks des taches de rousseur (f) freckles des lunettes glasses Question and Answer: Il est comment? What's he like? Elle est comment? What's she like? Il a ... / Elle a... He has... / She has...Vocabulary: la fée the fairy le pirate the pirate gros fat mince thin gentil friendly mauvais nasty content</p>	<p>mal à la tête. I have a headache. J'ai mal au bras. My arm is hurting. J'ai mal à l'oreille. I have earache. J'ai mal au pied. My foot is hurting. J'ai mal au ventre. I have stomachache. J'ai mal au dos. I have backache. J'ai mal au genou. My knee is hurting. J'ai mal au doigt. My finger is hurting. J'ai mal aux dents. I have toothache. Question and Answer: Où as-tu mal? Where does it hurt? J'ai mal... My... is hurting. / I have... acheVocabulary: le prince the prince l'ogre (m) the ogre Cendrillon Cinderella l'ours (m) the bear le loup the wolf la grand-mère the grandmother la grenouille the frog la méchante belle-mère</p>	<p>directeur a manager un terrain a pitch un arbitre a referee un ballon de foot a football un sifflet a whistle un spectateur a spectator Question and Answer: Qu'est- ce que c'est? What is it? C'est... It's...Vocabulary: un court a court une raquette a racket un joueur de tennis a tennis player un arbitre an umpire un spectateur a spectator un ramasseur de balles a ball boy une balle de tennis a tennis ball des fraises (f) à la crème strawberries and cream Question and Answer: Qu'est- ce que c'est? What is it? C'est... / Ce sont... It's... / They're...Vocabulary: jouer au tennis to play tennis jouer au foot to play football</p>
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<p>petit déjeuner. I have breakfast. Je vais à l'école. I go to school. Je prends le déjeuner. I have lunch. Je rentre chez moi. I go home. Je prends un goûter. I have an afternoon snack. Je dîne. I have dinner. Je me couche. I go to bed. Question and Answer: Qu'est-ce que tu fais chaque jour? What do you do each day? Various responses... Vocabulary: un château a castle un nain a gnome tout le monde everyone ses amis his friends faire une fête to have a party s'effondrer to fall down</p>	<p>poissonnerie the fishmonger's Question and Answer: Qu'est-ce que c'est? What is it? C'est... It's... Vocabulary: un CD a CD un jeu vidéo a video game un livre a book un magazine a magazine boisson a drink une glace an ice cream des vêtements (m) some clothes une tablette de chocolat a chocolate bar une carte d'anniversaire a birthday card Question and Answer: Qu'est-ce que vous désirez? What would you like? Je voudrais..., s'il vous plaît. I would like ... please. Vocabulary: une animalerie a pet shop le marchand a shopkeeper il trouve he finds il vend he sells il saute he jumps se cacher to hide Arrête! Stop! fâché angry Question and</p>	<p>happy triste sad intelligent intelligent stupide stupid Question and Answer: La fée est comment? What's the fairy like? Le pirate est comment? What's the pirate like? Elle est... She's... Il est... He's... Vocabulary: une robe a dress un pantalon trousers un jean jeans un pull a jumper un tee-shirt a T-shirt une chemise a shirt une jupe a skirt des chaussures (f) shoes des chaussettes (f) socks un chapeau a hat Question and Answer: Qu'est-ce que tu portes? What are you wearing? Je porte... I'm wearing... Vocabulary: une grenouille a frog un serpent a snake une fête a party triste sad gentil friendly camouflé camouflaged gober to swallow whole</p>	<p>the wicked stepmother le Petit Chaperon rouge Little Red Riding Hood Question and Answer: C'est qui? Who is it? C'est... It's... Vocabulary: une maison a house une chaumière a cottage une forêt a forest un palais a palace un château a castle une grotte a cave un marais a swamp un pont a bridge Question and Answer: Qu'est-ce que c'est? What is it? C'est... It's... Vocabulary: un coup de pied a kick affamé hungry apporter to take frapper to knock entendre to hear voir to see</p>	<p>jouer au hockey to play hockey jouer au netball to play netball jouer au rugby to play rugby jouer au cricket to play cricket faire du vélo to go cycling faire du ski to go skiing Question and Answer: Tu sais...? Can you...? Oui, je sais... Yes, I can... Non, je ne sais pas... No, I can't... Vocabulary: un billet a ticket travailler to work malade ill célèbre famous triste sad content happy frapper to hit or knock ramasser to collect donner to give</p>
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	Answer: Ça coûte combien? How much does it cost?	cracher to spit out Question and Answer: Ça coûte combien? How much does it cost?		
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Year 5 Unit 4	Year 6 Unit 1	Year 6 Unit 2	Year 6 Unit 3	Year 6 Unit 4
<p>Vocabulary: en France (f) to France en Espagne (f) to Spain en Italie (f) to Italy en Allemagne (f) to Germany en Grèce (f) to Greece aux États Unis (m) to America en Chine (f) to China au pays de Galles (m) to Wales</p> <p>Question and Answer: Où vas-tu en vacances? Where are you going on holiday? Je vais en/au/aux... I'm going to...</p> <p>Vocabulary: une tente a tent un hôtel a hotel un appartement an apartment un gîte a gîte une ferme a farm une caravane a caravan un camping-car a campervan une station de ski a ski resort une auberge de jeunesse a youth hostel</p> <p>Question and Answer 1: Tu loges où? Where are you staying? Dans... In... Question and Answer</p>	<p>Vocabulary: un café a coffee un thé a tea un chocolat chaud a hot chocolate un jus d'orange an orange juice une limonade a lemonade un coca a cola une eau minérale a mineral water</p> <p>Question and Answer: Qu'est-ce que vous désirez? What would you like? Je voudrais... I would like... Vocabulary: une boule one scoop deux boules two scoops une glace au chocolat a chocolate ice cream une glace au caramel a caramel ice cream une glace à la fraise a strawberry ice cream une glace à la vanille a vanilla ice cream une glace à la framboise a raspberry ice cream une glace à la menthe a mint ice cream une glace à la banane a banana ice cream</p>	<p>Vocabulary: le sport sport la musique music la natation swimming le cyclisme cycling la lecture reading les jeux vidéo (m) video games j'adore I love je déteste I hate</p> <p>Question and Answer: Tu aimes ...? Do you like...? Oui, j'adore / j'aime... Yes, I love / I like... Non, je n'aime pas / je déteste... No, I don't like / I hate... Vocabulary: la musique classique classical music la musique pop pop music la musique folk folk music la musique rock rock music C'est null! It's rubbish! C'est super! It's great! C'est ennuyeux! It's boring! C'est énervant! It's annoying! C'est entraînant! It's catchy! Question and Answer: Tu aimes la musique ...? Do you like</p>	<p>Vocabulary: le bus the bus les roues (f) the wheels le moteur the engine le klaxon the horn le bébé the baby les gens (m) the people</p> <p>tourner turn les essuie-glaces (m) the windscreen wipers</p> <p>Question and Answer: Qu'est-ce que tu entends? What do you hear? J'entends... I hear... Vocabulary: chanter to sing dormir to sleep lire to read rêver to daydream jouer aux jeux vidéos to play video games manger des bonbons to eat sweets bavarder avec mes amis to chat with my friends écouter de la musique to listen to music</p> <p>Question and Answer 1: Qu'est-ce que tu aimes faire dans le bus? What do you like to do on the bus? J'aime... I like...</p>	<p>Vocabulary: le pont the bridge les messieurs (m) the gentlemen les dames (f) the ladies les jardiniers (m) the gardeners les enfants (m) the children les animaux (m) the animals les oiseaux (m) the birds</p> <p>danser to dance chanter to sing</p> <p>Question and Answer: Qui danse? Who is dancing? Les ... dansent. The ... are dancing. Qui chante? Who is singing? Les ... chantent. The ... are singing</p> <p>Vocabulary: Paris Paris Lyon Lyon Bordeaux Bordeaux Avignon Avignon le nord de la France the north of France le sud de la France the south of France l'ouest de la France the west of France l'est de la France the</p>

<p>2: Qu'est-ce que tu fais pendant les vacances? What are you doing during the holidays? Je passe ... semaine(s) dans ... I'm spending ... week(s) in ...Vocabulary: un tigre a tiger une girafe a giraffe un éléphant an elephant un pingouin a penguin un singe a monkey un rhinocéros a rhinoceros un lion a lion un ours a bear un perroquet a parrot</p> <p>Question and Answer 1: Qu'est-ce que tu as vu au zoo? What did you see at the zoo? J'ai vu... I saw...</p> <p>Question and Answer 2: Quel est ton animal préféré au zoo? What is your favourite animal at the zoo? Mon animal préféré est... My favourite animal is...Vocabulary: un crabe a crab du sable (m) some sand un bateau a boat un</p>	<p>Question and Answer 1: Qu'est-ce que vous désirez? What would you like? Je voudrais... I would like... Question and Answer 2: Combien coûte une glace...? How much does a ... ice cream cost? Ça coûte... It costs...Vocabulary: des tomates (f) tomatoes des champignons (m) mushrooms des fraises (f) strawberries un kilo a kilo un demi-kilo half a kilo cent grammes one hundred grams deux cents grammes two hundred grams une barquette a punnet un sac a bag</p> <p>Question and Answer 1: Qu'est-ce que vous désirez? What would you like? Je voudrais... I would like... Question and Answer 2: De quoi avez-vous besoin? What do you need? J'ai besoin de... / J'ai besoin d'... I</p>	<p>... music? Oui / Non, c'est... Yes / No, it's... Oui, j'aime la musique ... (mais je préfère la musique ...). Yes, I like ... music (but I prefer ... music). Vocabulary: la batterie the drums le piano the piano la guitare the guitar le saxophone the saxophone le violon the violin la clarinette the clarinet la trompette the trumpet la flûte the flute</p> <p>Question and Answer 1: Qu'est-ce que c'est? What is it? C'est... It's... Question and Answer 2: Tu joues d'un instrument de musique? Do you play a musical instrument? Non, je ne joue pas d'instrument de musique. No, I don't play a musical instrument. Oui, je joue... Yes, I play...Vocabulary: Je regarde la télé. I</p>	<p>Question and Answer 2: Qu'est-ce que tu voudrais faire pendant le voyage? What would you like to do during the journey? Je voudrais... I would like to...Vocabulary: un arbre a tree un oiseau a bird une ville a town un moulin a windmill une vache a cow un feu tricolore traffic lights un camion a lorry une cabine téléphonique a phone box une boîte aux lettres a post box</p> <p>Question and Answer: Qu'est-ce que tu vois? What do you see? Je vois... I can see... Vocabulary: une momie a mummy des os (m) de dinosaure some dinosaur bones des bijoux anciens (m) some ancient jewellery une billetterie a ticket office une peinture a painting des pièces en or (f) some gold coins une armure complète a</p>	<p>east of France</p> <p>Question and Answer 1: C'est où? Where is it? C'est... It's... Question and Answer 2: Où est ... en France? Where in France is ...? ... est dans ... de la France. ... is in the ... of France. Vocabulary: la tour Eiffel the Eiffel Tower un jardin a garden la Seine the Seine (River) une galerie d'art an art gallery un parc d'attractions a theme park le musée du Louvre the Louvre museum l'Arc de Triomphe the Arc de Triomphe des cafés (m) some cafés des magasins (m) some shops</p> <p>Question and Answer 1: Qu'est-ce qu'il y a à Paris? What is there in Paris? Il y a... There is... / There are... Question and</p>
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<p>requin a shark une glace an ice cream des vagues (f) some waves un surfeur a surfer un château de sable a sandcastle une mouette a seagull</p> <p>Question and Answer 1: Qu'est-ce qu'il y a à la plage? What is there at the beach? Il y a... There is/are...</p> <p>Question and Answer 2: Combien de ... as-tu vu à la plage? How many ... did you see at the beach? J'ai vu... I saw...Vocabulary: un parc d'attractions a theme park une grande roue a big wheel des montagnes russes (f) a rollercoaster un train fantôme a ghost train un manège a carousel de la barbe à papa some candy floss une maison hantée a haunted house un bateau pirate a pirate ship un toboggan aquatique a water slide</p>	<p>need...Vocabulary: un restaurant a restaurant un café a café une table pour deux personnes a table for two people une table pour quatre personnes a table for four people une carte a menu un serveur a waiter une serveuse a waitress l'addition (f) the bill Bon appétit! Enjoy your meal!</p> <p>Question and Answer 1: Qu'est-ce que c'est? What is it? C'est... It's... Question and Answer 2: Vous désirez une table pour ... personne(s)? Would you like a table for...? Oui, merci beaucoup. Yes, thank you very much. Non, je voudrais une table pour ... personne(s) s'il vous plaît. No, I'd like a table for ... please.</p> <p>Vocabulary: une entrée a starter un plat principal a main</p>	<p>watch TV. Je joue aux jeux vidéo. I play video games. Je téléphone à mes amis. I call my friends. Je vais au parc. I go to the park. Je vais au cinéma. I go to the cinema. Je fais du trampoline. I go on the trampoline. Je surfe sur le net. I surf the internet. Je joue aux jeux de société. I play board games. Question and Answer: Qu'est-ce que tu fais le weekend? What do you do at the weekend? Various responses...Vocabulary: un film a film un film d'action an action film un film comique a comedy film un film romantique a romantic film un film d'horreur a horror film un film d'aventures an adventure film un dessin animé a cartoon</p> <p>Question and Answer</p>	<p>suit of armour</p> <p>Question and Answer 1: Qu'est-ce qu'il y a au musée? What is there at the museum? Il y a... There's... / There are... Question and Answer 2: Tu préfères quelle exposition? Which exhibition do you prefer? Je préfère... I prefer...Vocabulary: nager to swim dessiner to draw jouer à la balle to play catch faire du cheval to ride a horse faire un pique-nique to have a picnic nourrir un agneau to feed a lamb ramasser des feuilles to collect leaves ramasser des mûres to collect blackberries</p> <p>Question and Answer 1: Qu'est-ce que tu aimes faire à la campagne? What do you like to do in the countryside? J'aime... I like... Question and Answer 2: Qu'est-ce</p>	<p>Answer 2: Qu'est-ce qu'on peut visiter à Paris? What can you visit in Paris? On peut visiter... You can visit...Vocabulary: la France France la Belgique Belgium le Canada Canada la Suisse Switzerland le Luxembourg Luxembourg le Sénégal Senegal l'Algérie (f) Algeria la Côte d'Ivoire Ivory Coast</p> <p>Question and Answer 1: C'est quel pays? What country is it? C'est... It's... Question and Answer 2: On parle français en / au...? Do they speak French in...? Oui, on parle français en / au... Yes, they speak French in... Non, on ne parle pas français en / au... No, they don't speak French in...Vocabulary: la quiche quiche la</p>
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<p>un pédal a pedalo Question and Answer 1: Qu'est-ce qu'il y a au parc d'attractions? What is there at the theme park? Il y a... There is/are... Question and Answer 2: Qu'est-ce que tu as pris au parc d'attractions? What did you go on at the theme park? J'ai pris... I went on...Vocabulary: les papis(m) grandpas d'abord firstly ennuyeux boring horrible horrible on a mangé we ate</p>	<p>course un dessert a dessert une boisson a drink la soupe the soup la pizza the pizza le gâteau the cake un jus d'orange an orange juice Question and Answer 1: Qu'est-ce que vous prenez comme...? What are you having for your...? Je prends... I'll have... Question and Answer 2: Qu'est-ce qu'il prend comme...? What is he having for his...? Qu'est-ce qu'elle prend comme...? What is she having for her...? Il prend... He'll have... Elle prend... She'll have...Vocabulary: une mouche a fly une chenille a caterpillar un ver a worm des petites bêtes minibeasts déçu disappointed se souvenir to remember expliquer to explain manger to eat le</p>	<p>1: Tu aimes...? Do you like...? Oui, j'aime... Yes, I like... Non, je n'aime pas... No, I don't like... Question and Answer 2: Tu veux regarder...? Do you want to watch...? Oui, je veux regarder... Yes, I want to watch... Non, je ne veux pas regarder... No, I don't want to watch... Vocabulary: une fille a girl un sourire a smile la lune the moon mon chat my cat mon voisin my neighbour triste sad penser to think un parc d'attractions a theme park une combinaison spatiale a space suit</p>	<p>que tu vas faire à la campagne? What are you going to do in the countryside? Je vais... I'm going... Vocabulary: un cercueil a coffin une voix a voice une reine riche a rich queen les élèves the pupils bienvenue welcome elle porte she is wearing je tombe I fall je regarde I look quelqu'un crie mon nom someone shouts my name</p>	<p>baguette baguette les crêpes (f) pancakes le camembert camembert les croissants (m) croissants les escargots (m) snails les croque-monsieur (m) ham and cheese toasties les cuisses de grenouille (f) frog's legs Question and Answer 1: Qu'est-ce qu'on mange en France? What do they eat in France? En France, on mange... In France, they eat... Question and Answer 2: Tu as déjà mangé...? Have you eaten ... before? Oui, j'ai mangé... Yes, I've eaten... Non, je n'ai pas mangé... No, I haven't eaten... Vocabulary: la farine the flour le four the oven chaud hot fouetter to</p>
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	dessert du jour the dessert of the day			whisk ajouter to add faire fondre to melt tartiner to spread le fromage râpé the grated cheese une tranche de pain a slice of bread
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