

St Michael's C.E Primary School

MFL Curriculum 2024-2025

MFL is learning a new language and about the wider world, including cultural differences, which allows children to express themselves in new ways.

Intent - At St Michael's, MFL encourages children to develop their knowledge, skills and understanding of the world outside our school, whilst understanding the value of this. Children should progressively acquire, use and apply the four key language learning skills which are: speaking, reading, writing and grammar. In order to support children with all four key skills, our main focus will be on speaking and listening as we believe that this will provide children with the vital skills and confidence to progress in all areas within MFL.

A linguist has a good understanding of culture and diversity as well as good perseverance and resilience.

Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

The stillness of the mind

The settling of the soul

The uplifting of the spirit

Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities

Self

Opportunities

- Children have the opportunity to label their feelings in French.
- Children explore family member vocabulary in French.
- Children can keep a daily journal where they write about their thoughts, feelings, and experiences in French.
- Encourage students to write lists of things they are grateful for in the French. This can promote a positive mindset and self-awareness.
- Introduce simple guided meditation sessions in the target language. Teach vocabulary related to mindfulness, such as "respirer profondément" (breathe deeply) and "se détendre" (relax). Children can then engage in activities like mindful coloring or deep breathing exercises, using instructions in the target language.
- Children can create art projects that express their understanding of spiritual concepts. For example, students can draw their "happy place" and describe it in the target language.

Potential Question Prompts

- How does it feel to be proud of your whole self?
- How are you feeling today?
- How did that make you feel?
- What is your happy place? Can you describe it? How does it make you feel?
- Write about a time when you felt very happy. What made that moment special?
- Close your eyes. Take a deep breath in... and exhale slowly. Imagine you are in a peaceful place, maybe a beach or a forest. How do you feel?

Others

Opportunities

- Children can learn about and celebrate cultural and religious festivals from the countries where the language is spoken. For example, discussing and celebrating Noël in French classes.
- Exhibiting behaviours such as kindness, empathy, and cooperation in classroom activities and respecting peers.
- Children to create a safe and respectful environment so everyone can flourish in French.
- Using role play to understand feelings and thoughts

Potential Question Prompts

- How is Christmas celebrated in France?
- Are there any French traditions that are similar/different?
- How can we be respectful when we are practising French language in pairs?
- How can we encourage others to have a go and be brave?



Transcendence

Opportunities

- Exploring the culture of other countries including religious festivals (linking to the culture strand of MFL)
- Conduct guided visualisation exercises in the target language where children imagine themselves in a transcendent or serene place. Use descriptive language to enhance the experience.
- Read a myth or legend from the target culture that involves transcendence. For example, the legend of Orpheus and Eurydice in French.

Potential Question Prompts

- How is this festival celebrated differently in ___ and ___?
- What does this myth teach us about the culture and beliefs of the time?
- Have you ever experienced a moment of transcendence? Describe it.

Nature

Opportunities

- Children have the opportunity to explore the circle of life to make sense of the world. They will learn new animal vocabulary and sort the nouns according to gender.
- Learning to say what they love about life and nature
- Take children on a nature walk and describe the surroundings in the target language. Discuss the beauty and vastness of nature as a form of transcendence.

Potential Question Prompts

- Tell me in French, what do you love about your world?
- In French, describe the beauty of nature around you. What do the trees, leaves, flowers look like?
- How do you feel when observing nature?



St Michael's CE Primary MFL Curriculum 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Moi (All about me)	Jeux et chansons (Game and songs)	On fait la fête (Celebrations)	Portraits (Portraits)	Les quatre amis (The four friends)	Ça pousse (Growing things)
Year 4	On y va (All aboard)	L'argent de poche (Pocket money)	Raconte-moi une histoire (Tell me a story)	Vive le sport (Our sporting lives)	Le Carnaval des Animaux (The carnivals of animals)	Quel temps fait-il? (What's the weather like?)
Year 5	Bon appétit, bonne santé (Healthy eating)		Je suis le musicien (I am the music man)		En route pour l'école (On the way to school)	
Year 6	Scène de plage (Beach scene)	Les planets (The planets)	Le retour du printemps (The return of spring)	Notre école (Our school)	Monter un café (Setting up a café)	Notre monde (The world around us)



Early Years Foundation Stage - Related to MFL

Understanding the World

- To guide children to make sense of their community.
- To foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- To enrich and widen children's vocabulary.

National Curriculum - Aims and Purpose

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

National Curriculum - Key stage 2

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, things and actions orally* and in writing
- 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



Progression Milestones for MFL

		Year 3	Year 4	Year 5	Year 6
	Speaking and Listening	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in - Develop accurate pronunciation and intonation so that others understand familiar phrases - Answer simple questions - Repeat words and phrases - Sing and appreciate songs in French - Recognise French letter sounds and patterns and apply them to pronounce new words 	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in - Develop accurate pronunciation and intonation so that others understand familiar phrases - Listen and show understanding of short phrases. - Ask and answer simple questions and talk about interests. - Write and say simple phrases to describe people, places, things and actions using a language scaffold - Sing and appreciate songs in French 	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in - Develop accurate pronunciation and intonation so that others understand familiar phrases - Understand the main points from spoken passages. - Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. - Take part in conversations to seek and give information. - Sing and appreciate songs in French 	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in - Develop accurate pronunciation and intonation so that others understand familiar phrases - Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words - Write and say more complex sentences that present personal ideas, facts and feelings, confidently, manipulating language with and without support, and using a bilingual dictionary to add new vocabulary - Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency- Speak clearly accurately and confidently - Sing and appreciate songs in French
	Reading	<ul style="list-style-type: none"> - Read out loud everyday words and phrases. - Read and understand short written phrases. - Use a dictionary to find the meaning of words - Recognise plural nouns 	<ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing. - Understand new vocabulary within familiar written materials - Use dictionaries and glossaries to check words. 	<ul style="list-style-type: none"> - Read and understand the main points of words, phrases of more complex writing - Read aloud familiar sentences with increasingly accurate pronunciation and intonation - Understand new words that are introduced in familiar written materials - Use dictionaries and glossaries to check words. Follow a longer text, e.g. a rhyme or story 	<ul style="list-style-type: none"> - Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words - Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation - Answer questions on written texts - Use a bilingual dictionary



	<h2 style="text-align: center;">Writing</h2>	<ul style="list-style-type: none"> - Write or copy everyday words correctly. - Label items and choose appropriate words to complete short sentences - Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> - Write simple phrases to describe people, places, things and actions using a language scaffold - Write short phrases from memory with spelling that is readily understandable. - Understand basic grammar (masculine and feminine) 	<ul style="list-style-type: none"> - Write longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. - Combine sentences to begin to write short passages. - Write short phrases from memory with familiar words spelt correctly. 	<ul style="list-style-type: none"> - Write and say more complex sentences that present personal ideas, facts and feelings, confidently, manipulating language with and without support, and using a bilingual dictionary to add new vocabulary. - Combine several sentences to write short passages. - Write sentences from memory with familiar words spelt correctly. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Understand basic grammar (masculine and feminine)
	<h2 style="text-align: center;">Grammar</h2>	<p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as; il est/ elle a)</p> <p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Recognise plural nouns</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a</p> <p>Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas)</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande</p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p> <p>Formation of 3rd person singular and plural of regular -er verbs; i.e. remove -er and add -e for singular and -ent for plural</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p>	<p>Comparing things using plus and moins + adjective</p> <p>Awareness of three verb groups -er, -ir and -re and the role of the infinitive</p> <p>Conjugation of regular -er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>Use of the infinitive with Je veux and J'aime</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était</p> <p>Prepositions of place</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Consolidation of all grammatical knowledge from Books 1- 3</p>



			<p>Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas; Je déteste, Je préfère)</p> <p>Partitive in singular and plural (du/des, au/aux)</p> <p>Conjunctions et, mais and quand</p> <p>Formation of plural nouns by adding -s to most nouns but -x to nouns ending -au e.g. bateau becomes bateaux.</p> <p>Instructions to vous, e.g. Regardez! Venez ici!</p>	<p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas...</p> <p>Formation of the indefinite and definite article, e.g. un/une/des, le/la/les - plurals are the same whatever the gender.</p> <p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>Awareness and use of tu and vous</p>	
Knowledge					
Cultural	<ul style="list-style-type: none"> - Knowledge of aspects of life in France and Francophone countries including festivals and games - Know the French is spoken in other countries too 	<ul style="list-style-type: none"> - Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography - To compare the weather in France, England and other French-speaking countries - To learn about French sports men/women 	<ul style="list-style-type: none"> - Know aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) 	<ul style="list-style-type: none"> - Know of the geography of some Francophone countries including climate, terrain and fauna - To understand school life in France - To name different countries - To know which countries speak French - To compare France with other French-speaking countries 	
Talk about myself	<ul style="list-style-type: none"> - Know simple French greeting - Know how to communicate age and name - Know how to talk about their achievements - Know how to talk about birthdays - To know the names of some parts of the body 				



Numbers and letters	<ul style="list-style-type: none">- Know numbers 1-10- Know numbers 11-20	<ul style="list-style-type: none">- To know the numbers 21-40To know the numbers 40-90	<ul style="list-style-type: none">- To learn the French Alphabet	<ul style="list-style-type: none">- To know the numbers to 100
Describing	<ul style="list-style-type: none">- To name different colours	<ul style="list-style-type: none">- To use adjectives to describe	<ul style="list-style-type: none">- To describe using colour adjectives	
Dates and Weather	<ul style="list-style-type: none">- Know the months of the year	<ul style="list-style-type: none">- To describe the weather- To know the days of the week- To compare the weather in France, England and other French-speaking countries- To ask and tell the time- To ask and answer questions about the weather- To talk about clothes you need for different weather conditions- To be able to say the date	<ul style="list-style-type: none">- To use colours, months and the weather to talk about Spring	
Hobbies	<ul style="list-style-type: none">- Know the name of different games	<ul style="list-style-type: none">- To know some games and activities- To know the names of different sports- To learn about French sports men/women	<ul style="list-style-type: none">- To know the names of musical instruments- To know the names of genres of music- To know how to give opinions on music.	<ul style="list-style-type: none">- To know the names of leisure activities- To ask questions about leisure activities- To express opinions about the media- To learn vocabulary regarding the media- To describe the time
Animals and Pets	<ul style="list-style-type: none">- Know the names of some animals- To know the name of different animals- To describe animals' movements and colours	<ul style="list-style-type: none">- To learn the names of animals		
Food and Drink	<ul style="list-style-type: none">- To know the name of some vegetables	<ul style="list-style-type: none">- To discuss food and drink	<ul style="list-style-type: none">- Know about healthy and unhealthy foods	<ul style="list-style-type: none">- To compare French food and eateries with the UK- To ask questions in a café context
Planets			<ul style="list-style-type: none">- To know the names of the planets- To describe the planets and positioning from the sun	



	<p>Giving Opinions and instructions</p>	<ul style="list-style-type: none">- To say what they do and do not like	<ul style="list-style-type: none">- To be able to give opinions- Instructions to vous, e.g. Regardez! Venez ici!- To give commands- Giving positive and negative reasoned opinions	<ul style="list-style-type: none">- Giving positive and negative reasoned opinions	<p>To give my opinion</p>
	<p>Around and about</p>		<ul style="list-style-type: none">- To know different ways of travel	<ul style="list-style-type: none">- To know familiar landmarks in a town- To know directions- To know nouns and verbs associated with the beach	<ul style="list-style-type: none">- Prepositions of place- To describe parts of a school- To describe school routines- To understand school life in France - To name different countries- To know which countries speak French- To compare France with other French-speaking countries- To know Prepositions of place- To compare the past and the present- To describe where something is.



Progression in MFL Vocabulary

<p>Year 3</p>	<ul style="list-style-type: none">Bonjour - HelloSalut - HiÇa va? - How are you?Ça va bien / mal - I'm fine / not very wellEt toi? - And you?Au revoir - GoodbyeMonsieur / Madame - Mr / MrsOui / non - Yes / noJe m'appelle - My name isComment tu t'appelles? - What is your name?Voici - Here isJ'ai - I haveQuel âge a tu? - How old are you?J'ai sept ans - I am seven years old <p>Numbers to 10:</p> <ul style="list-style-type: none">Un - 1Deux - 2Trois - 3Quatre - 4Cinq - 5Six - 6	<p>Numbers to 20:</p> <ul style="list-style-type: none">Onze - 11Douze - 12Treize - 13Quatorze - 14Quinze - 15Seize - 16Diz-sept - 17Diz-huit - 18Diz-neuf - 19Vingt - 20 <ul style="list-style-type: none">Combien de...? - How many...?Je préfère - I preferJ'ai - I have <p>Le football - Football</p> <ul style="list-style-type: none">Cache-cache - Hide and seekLe chat - the catLe chien - the dogLa souris - the mouse	<ul style="list-style-type: none">Très bien - Very goodJe joue bien au football - I'm good at playing footballJe nage bien - I'm a good swimmerJe nage - I swim / I'm swimmingJe danse - I dance / I'm dancingJe chante - I sing / I'm singingJe lis - I read / I'm readingBravo - Well doneSuper - SuperChouette - CoolFantastique - FantasticJe suis / Tu es un génie / génial(e) - I'm / You're a geniusJoyeux anniversaire - Happy birthday <ul style="list-style-type: none">Les mois - The monthsJanvier, Février, Mars, Avril, Mai, Juin, Juillet, Août	<ul style="list-style-type: none">Les couleurs - The coloursRouge - RedRose - PinkJaune - YellowBleu(e) - BlueVert(e) - GreenNoir(e) - BlackBlanc(he) - WhiteViolet(te) - Purple (Add -s to all the above if plural)Marron - BrownOrange - Orange <ul style="list-style-type: none">J'ai - I haveUn nez - A noseUne bouche - A mouthDes yeux - The eyesUn bras - An armUne jambe - A legIl / Elle a - He / she hasLes yeux bleus - Blue eyesIl / elle est grand(e) / petit(e) - He / she is big / small	<ul style="list-style-type: none">Le cheval - The horseLe mouton - The sheepLe lapin - The rabbitLa souris - The mouseIl galope - He / it gallopsElle court - She / it runsIl / elle est - He / she / it isGris(e) - GreyNon, le lapin ne galope pas - No, the rabbit doesn't gallopVite - QuicklyLentement - SlowlyIl sautille - He / it hopsElle trotte - She / it scurriesLa pomme - The apple	<ul style="list-style-type: none">Tu aimes...? - Do you like...?J'aime - I likeJe n'aime pas - I don't likeBeaucoup - A lotJe voudrais - I would likeS'il vous plaît - Please (formal or plural)Vous désirez? - What would you like? (Formal or plural)Voilà - There you areMerci - Thank youAu revoir - GoodbyeDans mon panier - In my basketIl y a - There is / are <ul style="list-style-type: none">Un haricot - A beanUn concombre - A cucumberUne tomate - A tomato
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	<ul style="list-style-type: none">• Sept - 7• Huit - 8• Neuf - 9• Dix - 10		<p>Septembre, Octobre, Novembre, Décembre</p> <ul style="list-style-type: none">• Je peux - I can• Je peux...? - Can I...?• S'il te plait - Please (informal) • Je saute - I jump / I'm jumping• Je lance le ballon - I throw / I'm throwing• J'attrape le ballon - I catch / I'm catching the ball			<ul style="list-style-type: none">• Une laitue - A lettuce• Du cresson - Some watercress• Une graine - A seed• Une graine de haricot - A bean seed• Un marché - A market
Year 4	<ul style="list-style-type: none">• Je vais à l'école - I go / I'm going to school• À pied - On foot• En voiture - By car• En vélo - By bike• En bus - By bus• En train - By train • Où vas-tu? - Where are you going?• Je vais - I'm going• En Belgique - To Belgium	<p>Numbers 20 - 30:</p> <ul style="list-style-type: none">• Vingt et un - 21• Vingt-deux - 22• Vingt-trois - 23• Vingt-quatre - 24• Vingt-cinq - 25• Vingt-six - 26• Vingt-sept - 27• Vingt-huit - 28• Vingt-neuf - 29• Trente - 30 • C'est combien? - How much is it?• Un euro - One euro	<ul style="list-style-type: none">• Regardez - Look• Répétez - Repeat• Écoutez - Listen • Il / est - He / she is• Grand(e) - Big• Petit(e) - Small• Vrai / faux - True / false • Levez-vous - Stand up• Asseyez-vous - Sit down• Lève la main - Put your hand up	<ul style="list-style-type: none">• Qu'est ce que tu fais (lundi)? - What are you doing (on Monday)?• Je joue au tennis - I play tennis• J'ai fait du vélo - I ride my bike• Je fais du skate - I go skateboarding• Je fais de la danse - I dance • Zero - Zero• Boire - To drink• Manger - To eat	<ul style="list-style-type: none">• Où habites-tu? - Where do you live?• J'habite dans - I live in• Je suis - I am• Petit(e) - Small• Grand(e) - Big• Lent(e) - Slow• Rapide - Fast• Fort(e) - Strong• Faible - Weak• Féroce - Fierce• Timide - Shy • Quelle heure est-il? - What time is it?	<ul style="list-style-type: none">• Il neige - It's snowing• Il gèle - It's freezing• Quand... il te faut - When... you need..• Il fait... degrés - It's ... degrees• Moins - Minus• Lundi le 5 juin - Monday 5th June • Un manteau - A coat• Un chapeau - A hat



<ul style="list-style-type: none">• En France - To France• Il fait chaud - It's hot• Il fait froid - It's cold• Il fait beau - It's fine weather• Il fait mauvais - It's bad weather• Il fait du soleil - It's sunny• Il fait du vent - It's windy• Il pleut - It's raining • Lundi - Monday• Mardi - Tuesday• Mercredi - Wednesday• Jeudi - Thursday• Vendredi - Friday• Samedi - Saturday• Dimanche - Sunday • Et - And	<ul style="list-style-type: none">• C'est super / magnifique / fantastique - It's great / magnificent / fantastic• J'ai - I have• Je n'ai pas de - I don't have • Miam! - Yum!• Berk! - Yuck!• Un CD - A CD• Un ballon - A ball (large ball e.g. football)• Une console - A games console• Une peluche - A cuddly toy• Une poupée - A doll	<ul style="list-style-type: none">• Taisez-vous - Be quiet• Charmant(e) - Charming• Méchant(e) - Wicked / bad	<ul style="list-style-type: none">• Le jus d'orange - Orange juice• Le yaourt - Yoghurt• Le poisson - Fish• Une pomme - An apple• Les carottes - Carrots• Le chocolat - Chocolate• Le coca - Cola• Les pommes frites - Chips• Les bonbons - Sweets• Oui, c'est bon pour la santé - Yes, it is good for your health• Non, c'est mauvais pour la santé - No, it is bad for your health	<ul style="list-style-type: none">• Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, neuf heures, dix heures • Il est midi - It's midday• Il est minuit - It's midnight • Le lion - The lion• Le coq - The cockerel• Le kangourou - The kangaroo• Le poisson - The fish• Le coucou - The cuckoo• L'éléphant (m.) - The elephant• L'âne (m.) - The donkey• L'oiseau (m.) - The bird• La tortue - The tortoise• La poule - The hen• Le cygne - The swan	<ul style="list-style-type: none">• Un parapluie - An umbrella• Une écharpe - A scarf• Des gants - Gloves• Des bottes - Boots• Des lunettes de soleil - Sunglasses
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Year 5	<ul style="list-style-type: none">• Dans le sac, il y a - In the bag there is• Et - And• Aussi - Also• Mais - But• Il est bon / mauvais - It is good / bad• Elle est bonne / mauvaise pour la santé - It is good / bad for your health• Elles sont bonnes / mauvaises • Un sandwich au jambon - A ham sandwich• Un gâteau - A cake• Une banana = A banana• Une orange - An orange• Du fromage - Some cheese• De l'eau - Some water• Des chips - Some crisps• Des champignons - Some mushrooms• Une glace à la vanille - Vanilla ice cream	<ul style="list-style-type: none">• Tu joues? - Do you play?• Je joue du saxophone - I play the saxophone• Je joue de la guitar - I play the guitar• Je ne joue pas de / d' - I don't play• Il / elle - He / she plays• C'est génial - It's brilliant• C'est nul - It's rubbish • Le jazz - Jazz• Le reggae - Reggae• La musique pop - Pop music• La musique Classique - Classical music• La saxophone - A saxophone• Le piano - A piano• Le violon - A violin• La guitare - A guitar• La clarinette - A clarinet• La batterie - The drums	<ul style="list-style-type: none">• Quand je vais à l'école - When I go to school• Je passe devant - I pass in front of• Je traverse la rue - I cross the road• Je tourne - I turn• Je vais - I go• Cinq minutes plus tard - Five minutes later• Finalement - Finally• Vrai / faux - True / false• Je vais à l'école à huit heures et demie - I go to school at half past eight• À droite - To / on the right• À gauche - To / on the left• Tout droit - Straight ahead• Je ne comprends pas - I do not understand • La magasin - The shop• Le café - The café	<ul style="list-style-type: none">• Le chien regarde le chat - The dog is watching the cat• Le bateau glisse sur la mer - The boat is gliding over the sea• La petite fille dort - The little girl is sleeping• La dame brosse les cheveux de la petite fille - The lady is brushing the little girl's hair• Les gens marchent, parlent et jouent - The people are walking, talking and playing • C'est - It is• Ce n'est pas - It is not • Le sable - The sand• Le ciel - The sky• La plage - The beach• Une falaise - A cliff• Une grotte - A cave	<ul style="list-style-type: none">• Au printemps - In springtime• En été / automne / hiver - In the summer / autumn / winter• Clair - Bright / light• Sombre - Dark• Heureux - Happy• Triste - Sad• Les couleurs sont - The colours are• La fille - The girl• Trop - too• Très - Very	<ul style="list-style-type: none">• La Terre - The Earth• La Lune - The Moon• Près de - Near• Loin de - Far• Près du soleil - Near the sun• Loin du Soleil - Far from the sun• Un nom (proper) - A (proper) noun• Un adjectif - An adjective• Parce que - Because• Elle (f) - it• Assez - Quite / fairly• Très - Very • Le Soleil - The Sun• Mercure - Mercury• Vénus - Venus• Mars - Mars• Jupiter - Jupiter• Saturne - Saturn• Uranus - Uranus• Neptune - Neptune• Pluton - Pluto
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	<ul style="list-style-type: none"> • Une pizza aux champignons - Mushroom pizza 		<ul style="list-style-type: none"> • Le musée - The museum • Le bureau de poste - The post office • La rivière - The river • La gare - The railway station 			
Year 6	<ul style="list-style-type: none"> • La salle de classe - The classroom • L'entrée principale (f.) - The main entrance • La cour - The playground • Le terrain de sport - The sports field • Je cherche - I'm looking for • Je cours - I run • Je travaille - I work • Ici - Here • Là - There • Voici - Here it is • Voilà - There it is • Le professeur - The teacher • Il / elle a - He / she has • La grande salle - The hall 	<ul style="list-style-type: none"> • L'Europe - Europe • L'Afrique - Africa • L'Angleterre - England • L'Allemagne - Germany • L'Australie - Australia • L'Autriche - Austria • La Belgique - Belgium • Le Brésil - Brazil • La Chine - China • La Corée du Sud - South Korea • Le Danemark - Denmark • L'Ecosse - Scotland • L'Égypte - Egypt • L'Espagne - Spain • Les Etats-Unis - USA 	<ul style="list-style-type: none"> • Un supermarché - A supermarket • Une boulangerie - A baker's shop • Une boucherie - A butcher's shop • Une épicerie - A grocer's shop • Une pâtisserie - A cake shop • Il y avait - There was / were • Maintenant - Now • Qu'est ce que c'est? - What is it? • Il / elle porte - He / she is wearing • Il / elle s'appelle - His / her name is • Un pull - Jumper • Un pantalon - A pair of trousers 	<ul style="list-style-type: none"> • Un homme - A man • Une femme - A woman • Qu'est-ce que tu aimes / detestes? - What do you like / hate? • Tu veux jouer au rugby? - Would you like to play rugby? • Oui, je veux jouer - Yes, I want to play • Non, je ne veux pas jouer - No, I don't want to play • Le grand huit - The rollercoaster • Le carrousel - The merry-go-round • Le train fantôme - The ghost train 	<ul style="list-style-type: none"> • Une lemonade - A lemonade • Une eau - A water • Un jus d'orange - An orange juice • Un verre de coca - A glass of cola • Un chocolat chaud - A hot chocolate • Une café - A coffee • Une café au lait - A coffee with milk • Une tasse de thé - A cup of tea • Un paquet de chips - A packet of crisps • Vous désirez? - What would you like? • C'est combien? - How much is it? • Bon appétit - Enjoy your food 	<ul style="list-style-type: none"> • La météo - The weather forecast • La mode - Fashion • La cuisine - Cookery • C'est beau - It's beautiful • C'est intéressant - It is interesting • C'est ennuyeux - It is boring • C'est dégueulasse - It's disgusting • C'est trop long - It is too long • Car - As / since • À mon avis - In my opinion



	<ul style="list-style-type: none">• La bibliothèque - The library• La cuisine - The kitchen• Le bureau - The office• Le parking - The car park• La salle de profs - The staffroom• La maternelle - The infant school	<ul style="list-style-type: none">• Le Finlande - Finland• Le France - France• La Grande Bretagne - Great Britain	<ul style="list-style-type: none">• Un short - A pair of shorts• Une chemise - A shirt• Une jupe - A skirt• Une colotte - A pair of pants	<ul style="list-style-type: none">• La grande roue - The big wheel		
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