

# St Michael's C.E Primary School

## French Curriculum 2025-2026

MFL (Modern Foreign Languages) is all about learning a new language and exploring the wider world. It helps children discover how people in other countries speak, live, and celebrate. Through songs, games, stories, and fun activities, children learn new words, how to speak and understand another language, and even write simple sentences. MFL also helps children express themselves in new ways and understand different cultures, making the world feel a little closer and more connected.

### Intent -

At St Michael's, the teaching of French aims to spark curiosity and a love for languages, while helping children to develop their knowledge, skills, and understanding of the wider world. Through learning a new language, children gain a deeper awareness of different cultures and ways of life, promoting respect, empathy, and intercultural understanding.

We believe that teaching Modern Foreign Languages in primary school is important because it lays the foundation for future language learning, builds communication skills, and opens children's minds to global connections. Children will progressively acquire, use, and apply the five key language skills: listening, speaking, reading, writing, and grammar. To support this, children will learn French phonics so they can pronounce sounds accurately, which will in turn help improve their speaking skills and overall confidence in using the language.

A linguist is someone who explores new languages with curiosity and enthusiasm, showing respect for different cultures and ways of life. They develop confidence, perseverance, and resilience as they build their skills in speaking, listening, reading, and writing.

## St Michael's CE Primary French Curriculum 2025-2026

|              | Autumn 1                                                                                                                                             | Autumn 2                                            | Spring 1                                         | Spring 2     | Summer 1                                                  | Summer 2 |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|--------------|-----------------------------------------------------------|----------|
| Our Value    | Courage                                                                                                                                              | Hope                                                | Forgiveness                                      | Thankfulness | Trust                                                     | Love     |
| EYFS and KSI | French words and phrases are repeated and interwoven in the curriculum to include:<br>Greetings (hello, goodbye, good morning) and numbers to 10/20. |                                                     |                                                  |              |                                                           |          |
| Year 3       | Unit 1: French Greetings with Puppets                                                                                                                | Unit 2: French adjectives of colour, size and shape | Unit 3: French playground games: numbers and age |              | Unit 4: In a French classroom/ a circle of life in French |          |
| Year 4       | Unit 1: portraits - Describing in French                                                                                                             | Unit 2: Getting dressed in French                   | Unit 3: French numbers: calendars and birthdays  |              | Unit 4: French food - miam miam!                          |          |
| Year 5       | Unit 1: French monster pets                                                                                                                          | Unit 2: Shopping in France                          | Unit 3: Verbs in a week                          |              | Unit 4: Meet my French family                             |          |
| Year 6       | Unit 1: French sport and the Olympics                                                                                                                | Unit 2: In my French house                          | Unit 3: planning a French holiday                |              | Unit 4: visiting a town in french                         |          |



### *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 lengths 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 – Years 3, 4, 5 and 6*

Pupils should be taught to:

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



## KSI - Key Progression

|        | Autumn                                                                                                                                                                                                                                                                                   | Spring                                                                                                                                                                                                                        | Summer                                                                                                                                                                                                                                                                       |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | French words and phrases are repeated and interwoven in the curriculum to include: Greetings (hello, goodbye, good morning) and numbers to 10/20. They will be linking their prior knowledge of the words in English to the French word - this will be appropriate for their year group. |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                              |
| EYFS   |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                               | Greetings - hello                                                                                                                                                                                                                                                            |
| Year 1 | <ul style="list-style-type: none"><li>• Greetings - hello/good morning and goodbye</li><li>• Please</li></ul>                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Greetings - hello/good morning and goodbye</li><li>• Please &amp; Thank you</li><li>• Counting to 5</li></ul>                                                                         | <ul style="list-style-type: none"><li>• Greetings - hello/good morning and goodbye</li><li>• Please &amp; thank you</li><li>• Counting to 5</li><li>• Counting to 10</li></ul>                                                                                               |
| Year 2 | <ul style="list-style-type: none"><li>• Greetings - hello and goodbye</li><li>• Please &amp; thank you</li><li>• Yes &amp; No</li><li>• Counting to 5</li><li>• Counting to 10</li><li>• Excuse me</li></ul>                                                                             | <ul style="list-style-type: none"><li>• Greetings - hello and goodbye</li><li>• Please &amp; thank you</li><li>• Yes &amp; No</li><li>• Counting to 5</li><li>• Counting to 10</li><li>• Excuse me</li><li>• Pardon</li></ul> | <ul style="list-style-type: none"><li>• Greetings - hello and goodbye</li><li>• Please &amp; thank you</li><li>• Yes &amp; No</li><li>• Counting to 5</li><li>• Counting to 10</li><li>• Excuse me</li><li>• Pardon</li><li>• Begin colours (red, yellow and blue)</li></ul> |



## KS2 Milestones

|           | Year 3                                                                                                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Listening | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Recognise familiar words and phrases when spoken.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Notice rhyming words in songs.</li><li>Listen attentively to spoken language and show understanding by responding.</li><li>Listen and respond to single words and short phrases.</li></ul>                 | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Understand the meaning of full sentences in familiar contexts.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Recognise rhyming words and spelling patterns when joining in with songs.</li><li>Listen and respond to full sentences.</li><li>Independently identify rhyming words and patterns in spoken French.</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Identify key phonemes and pronunciation rules in spoken French.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Begin to infer meaning from context and familiar words.</li><li>Listen and select information from short audio passages to give an appropriate response.</li><li>Recognise key phonemes in an unfamiliar context and apply pronunciation rules.</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Understand how intonation and gesture help differentiate between statements and questions.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Infer meaning from extended spoken passages using strategies like recognising patterns and context clues.</li><li>Listen for key information in different types of audio material.</li><li>Use listening skills to extract key details from different types of spoken French.</li></ul> |
| Speaking  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Understand simple questions and how to answer them.</li><li>Recognise key phonemes and their pronunciation.</li><li>Know basic phrases for introducing themselves.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Ask and answer simple questions.</li><li>Use short phrases to give information.</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Recognise and understand simple personal questions.</li><li>Know how intonation and gesture can indicate a question.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Begin to use opinion phrases.</li><li>Recognise and answer simple personal questions.</li><li>Use a model to form spoken sentences.</li></ul>           | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Know a variety of conversational phrases.</li><li>Recognise key phonemes in new contexts and apply pronunciation rules.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Understand how to form a question to ask for information.</li><li>Use a variety of conversational phrases.</li><li>Form a question to ask for information.</li></ul>                              | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Recognise how intonation and gesture affect meaning.</li><li>Know how to organise ideas for an oral presentation.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Understand how to structure extended questions and responses. Plan, ask, and answer extended questions.</li><li>Engage in conversation and transactional language.</li></ul>                                                                                     |



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|         | <ul style="list-style-type: none"> <li>Repeat phrases from familiar rhymes and songs.</li> <li>Listen and repeat key phonemes with correct pronunciation.</li> <li>Introduce themselves using simple phrases.</li> </ul>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Rehearse and recycle extended sentences orally.</li> <li>Recognise how intonation and gesture indicate statements or questions.</li> <li>Perform a short role-play or song.</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Speak in full sentences using known vocabulary.</li> <li>Modify and compare opinions.</li> <li>Create and present a short dialogue or role-play.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Speak with increasing confidence and fluency.</li> <li>Use intonation and gesture to differentiate statements and questions.</li> <li>Give a short oral presentation on a familiar topic.</li> </ul>                                                                                                                                                                                                                                                                                            |
| Reading |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise some familiar French words in written form.</li> <li>Begin to understand and notice cognates (words that look similar in English and French).</li> <li>Become familiar with the format, layout, and basic use of a bilingual dictionary.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Read aloud some words from simple songs, stories, and rhymes.</li> <li>Follow a short text or rhyme while listening and reading at the same time.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise familiar French words when written in short phrases.</li> <li>Identify and discuss cognates.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Predict spelling patterns.</li> <li>Read and respond to a range of authentic texts.</li> <li>Use a bilingual dictionary to find the meaning of unknown words and check spelling.</li> <li>Use visual clues to predict the meaning of unfamiliar vocabulary.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify key information in simple writing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use contextual clues and cues to make predictions about meanings.</li> <li>Use language detective strategies to decode new vocabulary (e.g., context clues, sentence structure).</li> <li>Read short authentic texts for enjoyment or information.</li> <li>Use a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify and extract key information from a range of authentic texts.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use further contextual clues (such as text type and grammar awareness) to decode unknown words.</li> <li>Read and apply language detective skills to understand meaning, including sentence structure.</li> <li>Confidently use a bilingual dictionary to check the meaning and spelling of unfamiliar words.</li> </ul> |
| Writing |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise familiar French words in written form.</li> <li>Understand how to recall simple words from memory.</li> <li>Begin to understand basic sentence construction.</li> </ul>                                                                                                                                                                                                                                                                                                       | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand how to adapt model sentences to express different ideas.</li> <li>Know how to use word cards and knowledge organisers for writing.</li> </ul>                                                                                                                                                                                                                                                                                              | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand how to construct a short text on a familiar topic.</li> <li>Know how adjectives work in agreement with nouns (singular/plural, masculine/feminine).</li> </ul>                                                                                                                                                                                                                                                                                                                 | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to generate a wide range of descriptive phrases.</li> <li>Understand how to structure extended sentences with correct grammar.</li> </ul>                                                                                                                                                                                                                                                                                                                     |



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|         | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Recall and write simple words from memory.</li><li>Copy short phrases with accuracy.</li><li>Experiment with simple sentence construction.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Recognise how bilingual dictionaries can support writing.</li><li>Adapt model sentences to express different ideas.</li><li>Make short phrases or sentences using word cards.</li><li>Write a short text using knowledge organisers and a bilingual dictionary.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Recognise a wider range of descriptive phrases.</li><li>Construct a short text on a familiar topic.</li><li>Select appropriate adjectives to describe objects, people, or places.</li><li>Use correct adjective agreement for singular or plural nouns.</li></ul>                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Recognise how to adapt phrases for more detailed writing.</li><li>Generate a wide range of descriptive phrases.</li><li>Use adapted phrases to describe an object, person, or place in detail.</li><li>Write extended sentences with correct grammatical structures.</li></ul>                                                                                                                                                                                                                                                                                                   |
| Grammar | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Knowing that French nouns are either masculine or feminine.</li><li>Learning the words for definite and indefinite articles: "the" (le/la/l'/les) and "a/some" (un/une/des) and when to use them.</li><li>Understanding that most nouns add "s" to become plural, but some are different.</li><li>Learning that most adjectives come after the noun, but size words (e.g., big, small) come before.</li><li>Knowing adjectives change depending on the noun's gender (masculine/feminine) and number (singular/plural).</li><li>Recognising common verbs (e.g., être = to be, avoir = to</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Learning words like "my" (mon/ma/mes) and making them match the noun.</li><li>Recognising how to make adjectives plural or feminine (e.g., blanc → blanche).</li><li>Learning basic prepositions (e.g., next to = à côté de).</li><li>Expanding on verbs like avoir (to have) and être (to be) in "he/she" forms (il/elle).</li><li>Understanding how to say what you like or don't like using "aimer."</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Writing sentences using "my" (mon/ma/mes) and matching it to the noun.</li><li>Adding more adjectives to describe things.</li><li>Asking and answering simple questions (e.g., "Est-</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Learning how regular verbs change depending on who's doing the action (I, you, we, etc.).</li><li>Recognising some verbs that don't follow the rules (e.g., avoir, être).</li><li>Using words like "and," "but," and "because" (et, mais, parce que) to make longer sentences.</li><li>Learning about "some" (du, de la, des) and how it's used in French.</li><li>Knowing which verbs to use for different activities (e.g., jouer = to play a game, faire = to do a sport).</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Making sentences about actions (e.g., "Je joue au foot" = I play football).</li></ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>Practicing tricky verbs like aller (to go), être (to be), and avoir (to have).</li><li>Using the future tense to say what you're going to do (e.g., "Je vais aller" = I'm going to go).</li><li>Understanding how to use prepositions and compound phrases (e.g., "à côté de la maison" = next to the house).</li><li>Noticing that French sentences don't always follow English patterns (e.g., "la sœur de mon père" = my father's sister).</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Using irregular verbs confidently in sentences.</li></ul> |



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|                             | <p>have) and "I" and "you" (je, tu).</p> <ul style="list-style-type: none"> <li>Learning how to make sentences negative (e.g., "je ne suis pas" = I am not).</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Choosing the correct word for "the" or "a" based on the noun.</li> <li>Changing adjectives to match the noun's gender and number.</li> <li>Making simple sentences using common verbs and adjectives.</li> <li>Joining ideas with "and" (et) and "but" (mais).</li> </ul> | <p>ce que tu aimes...?" = Do you like...?).</p> <ul style="list-style-type: none"> <li>Using prepositions to describe where things are (e.g., "à côté de la table" = next to the table).</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Using "and," "but," and "because" to explain ideas (e.g., "J'aime ça parce que c'est amusant" = I like it because it's fun).</li> <li>Picking the right verb and article for what you want to say (e.g., jouer au tennis, faire du ski).</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Writing and saying longer sentences to describe things and explain ideas.</li> <li>Talking about future plans (e.g., "Je vais visiter Paris" = I'm going to visit Paris).</li> <li>Using grammar rules (e.g., matching adjectives to nouns) in longer pieces of writing.</li> </ul> |
|                             | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 4                                                                                                                                                                                                                                                                                                                                                                | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                     |
| Intercultural understanding | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>To know that in French there are formal and informal greetings.</li> <li>To know some playground games played in France.</li> <li>To name some famous paintings by French artists.</li> </ul>                                                                                                                                                                                                                                                  | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</li> <li>To know that the currency used in France is euros and to recognise some of the notes and coins.</li> <li>To know that orders are typically taken at the table in France.</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understand common French foods and phrases related to eating.</li> <li>Recognise and use terms related to shopping in France.</li> <li>Know the French terms for body parts and how to describe them.</li> <li>Understanding how shopping differs in France compared to the UK (e.g., markets vs. supermarkets, local bakeries).</li> <li>Learning about traditional French family structures.</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>To know the rules for playing French bowls.</li> <li>To know how the maillot jaune is awarded during the Tour de France race.</li> </ul>                                                                                                                          |





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|  |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       | and how they may compare to those in the UK.                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                     |
|  | <p>Skills:</p> <ul style="list-style-type: none"><li>• Discussing similarities and differences between customs and traditions in France and the UK.</li><li>• Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</li></ul> | <p>Skills:</p> <ul style="list-style-type: none"><li>• Discovering French festivals and their traditions.</li><li>• Ordering typical French food and drink.</li></ul> | <p>Skills:</p> <ul style="list-style-type: none"><li>• Develop the ability to describe physical features and body parts in French, using vocabulary.</li><li>• Identifying differences in shopping habits and currency use in France (euros vs. pounds).</li><li>• Practicing ordering food and interacting politely in a French market or café.</li><li>• Recognising French customs related to greetings, politeness, and everyday interactions.</li></ul> | <p>Skills:</p> <ul style="list-style-type: none"><li>• Playing the traditional French game of la pétanque.</li><li>• Researching information about the French cycle race la Tour de France.</li><li>• Comparing sporting activities in France and the UK.</li></ul> |



## Vocabulary Progression

### Key Vocabulary

Where we feel that the 'topic vocabulary' is particularly important for pupils to retain we have added this on in **blue**, but at times it may be that they only retain relevant vocabulary for themselves (e.g. food they love/strongly dislike; family members from their own families etc

|        | Unit 1: French Greetings with Puppets                                                                                                                                                                                                                                                                                                                                                                                                 | Unit 2: French adjectives of colour, size and shape                                                                                                                                                                                                                                                         | Unit 3: French playground games: numbers and age                                                                                                                                                                                                                                            | Unit 4: In a French classroom/ a circle of life in French                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Year 3 | je - I<br>tu - you<br>bonjour - hello<br>bonsoir - good evening<br>bonne nuit - good night<br>je m'appelle - my name is<br>ça va bien - I am fine<br>ça va très bien - I am very well<br>comme ci, comme ça - so so<br>ça va mal - I am not okay<br>ça va très mal - I am really not okay<br>au revoir - goodbye<br>c'est - it is<br>Comment tu t'appelles? What is your name?<br>Ça va/Comment ça va? How are you? (informal/formal) | grand - big<br>petit - small<br>rouge - red<br>blue - blue<br>jaune - yellow<br>vert - green<br>blanc - white<br>noir - black<br>orange - orange<br>violet - purple<br>rose - pink<br>brun - brown<br>un cercle - a circle<br>un carré - a square<br>un rectangle - a rectangle<br>un triangle - a triangle | Combien? How many/much<br>Tu as quel âge? How old are you?<br>un - 1<br>deux - 2<br>trois - 3<br>quatre - 4<br>cinq - 5<br>six - 6<br>sept - 7<br>huit - 8<br>neuf - 9<br>dix - 10<br>onze - 11<br>douze - 12<br>plus - plus<br>moins - minus<br>et - and<br>font/égale - equals (in maths) | écoutez! - listen<br>écrivez! - write<br>lisez! - read<br>fermez! - close<br>Ouvrez! - open<br>parlez! - speak<br>regardez! - watch/look<br>levez-vous! - stand up<br>asseyez-vous! - sit down<br>dans mon sac - in my bag<br>j'ai... - I have<br>je n'ai pas de... - I do not have<br>mais - but<br>Tu as...? - Do you have?<br><br>e - the (masc)<br>la - the (fem)<br>l' - the (when the noun begins with a vowel or a 'h')<br>qui - who<br>habite - lives<br>dans - in<br>mange - eat<br>où est ? - Where is? |



| Year 4 | Unit 1: portraits - Describing in French                                                                                                                                                                                                                                                                                                      | Unit 2: Getting dressed in French                                                                                                                                                                                                                                                                                                                                                                                    | Unit 3: French numbers: calendars and birthdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit 4: French food - miam miam!                                                                                                                                                                                                                                                                                                                                                                                     |
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|        | il/elle a - he/she has<br>les cheveux - hair<br>les yeux - eyes<br>il/elle est - he/she is<br>poli(e) - polite<br>fort(e) - strong<br>travailleur/travailleuse - hard working<br>sportif/sportive - sporty<br>colour adjectives in masculine, feminine and plural forms                                                                       | un - a/an (masculine article of clothing)<br>une - a/an (feminine article of clothing)<br>des - For articles of clothing that take the plural form in French<br>mon/ma/mes - my (m/f/pl)<br>dans ma valise il y a - in my suitcase there is/are<br>Il/elle porte - he/she is wearing<br>j'aime/je n'aime pas - I like/I do not like<br>C'est de quelle couleur? - Which colour is it?<br>Nouns for items of clothing | le jour - the day<br>la semaine - the week<br>hier - yesterday<br>demain - tomorrow<br>aujourd'hui - today<br>les mois - the months<br>je voudrais - I would like<br>C'est quand ton anniversaire? - When is your birthday?<br>Mon anniversaire c'est le ... - My birthday is on the...<br>Quelle est la date aujourd'hui? - What is the date today?<br>lundi - Monday<br>mardi - Tuesday<br>mercredi - Wednesday<br>jeudi - Thursday<br>vendredi - Friday<br>samedi - Saturday<br>Dimanche - Sunday<br>Numbers 13-31<br>Months of the year | le menu - menu<br>une boisson - drink<br>une entrée - starter<br>un plat principal - main dish<br>l'addition - the bill<br>s'il vous plaît - please<br>ça fait ... - it comes to... (amount)<br>le serveur / la serveuse - waiter/waitress<br>un billet - a banknote<br>une pièce de monnaie - a coin<br>Vous désirez? - What would you like?<br>Names of different shops and eateries<br>nouns for foods and drinks |
| Year 5 | Unit 1: French monster pets                                                                                                                                                                                                                                                                                                                   | Unit 2: Shopping in France                                                                                                                                                                                                                                                                                                                                                                                           | Unit 3: Verbs in a week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Unit 4: Meet my French family                                                                                                                                                                                                                                                                                                                                                                                        |
|        | de - of<br>court(e) +s - short<br>pointu(e) +s - pointy<br>long (masc) +s (plural) - long<br>longue (fem) +s (plural) - long<br>il/elle habite - he/she lives<br>il/elle mange - he/she eats<br>Qu'est-ce que c'est? - What is it?<br>la tête - head<br>les épaules - shoulders<br>les genoux - knees<br>les pieds - feet<br>un oeil - an eye | du / de la / de l' / des - some<br>bon appétit! - enjoy your food!<br>c'est délicieux - It is delicious<br>laisser cuire - leave to cook<br>laver - wash<br>couper - cut<br>ajouter - add<br>émincer - slice<br>Je vais au marché et j'achète... - I go to the market and I buy...<br>C'est combien? - How much is it?<br>il a faim - He is hungry<br>il n'a pas faim - He is not hungry                             | nous - we<br>vous - you (formal/group)<br>ils/elles - they (masculine/feminine)<br>avoir - to have<br>être - to be<br>chanter - to sing<br>courir - to run<br>danser - to dance<br>dormir - to sleep<br>lire - to read<br>nager - to swim<br>sauter - to jump<br>habiter - to live                                                                                                                                                                                                                                                          | j'ai un frère - I have a brother<br>j'ai une sœur - I have a sister<br>je n'ai pas de - I do not have<br>je suis fils(masc)/fille (fem) unique - I am an only child<br>son anniversaire c'est le ... - his/her birthday is on the ...<br>j'adore - I love<br>names of family members<br>names of fruits                                                                                                              |



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|        | <p>les oreilles - ears<br/>la bouche - mouth<br/>les bras - arms<br/>les dents - teeth<br/>le nez - nose<br/>les jambes (fem.) - legs<br/>colour adjectives in masculine, feminine and plural forms</p>                                                                                                                                                           | <p>il a tout mangé - He ate everything<br/>il reste au lit - He stays in bed<br/>fruits and vegetables<br/>numbers 60-100 1000</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>regarder - to look/watch<br/>écrire - to write<br/>jouer - to play</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 6 | Unit 1: French sport and the Olympics                                                                                                                                                                                                                                                                                                                             | Unit 2: In my French house                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit 3: planning a French holiday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit 4: visiting a town in french                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|        | <p>faire - to do<br/>marcher - to walk<br/>adorer - to love<br/>détester - to detest<br/>aller - to go (the whole verb paradigm)<br/>à droite - right<br/>à gauche - left<br/>tout droit - straight ahead<br/>vite - quick<br/>lentement - slowly<br/>C'est quel sport? - Which sport is it?<br/>Tu aimes le sport? - Do you like sport?<br/>nouns for sports</p> | <p>J'habite dans... - I live in<br/>un appartement - a flat<br/>une grande/petite maison - a big/small house<br/>une maison jumelée - a terraced house<br/>la salle à manger - the dining room<br/>la cuisine - the kitchen<br/>la chambre - the bedroom<br/>le salon - the living room<br/>il y a - there is<br/>il n'y a pas de - there is not<br/>au rez-de-chaussée - on the ground floor<br/>au premier étage - on the first floor<br/>en bas - downstairs<br/>en haut - upstairs<br/>sous - under<br/>devant - in front of<br/>derrière - behind<br/>à côté du / de la / de l' / des - next to the...<br/>Où est...? - Where is...?<br/>Qu'est-ce que c'est? - What is it?<br/>c'est la salle à manger - it is the dining room<br/>nouns for objects in a bedroom</p> | <p>la plage - the beach<br/>les montagnes - the mountains<br/>il/elle va - he/she goes<br/>nous allons - we go<br/>vous allez - you go (formal/group)<br/>ils/elles vont - they go (masc or mixed group/fem)<br/>Je vais aller - I am going to go<br/>au/en/aux - to (masc/fem/plural)<br/>rester - to stay<br/>Faire - to do/ make<br/>Quand/où/pourquoi vas-tu en vacances? - When/where/where are you going on holiday?<br/>En été ou en hiver? - In summer or in winter?<br/>Quel temps va-t-il faire? - What will the weather be?<br/>Que vas-tu faire? - What are you going to do?<br/>Qu'est-ce qu'il y a dans ta valise? - What is in your suitcase?</p> | <p>un billet - a ticket<br/>un carnet - a book of tickets<br/>entre - between<br/>près/loin de - between near to/far from<br/>chez moi - at my house/home<br/>voici - here is/are<br/>tourne à gauche / à droite - turn left/right<br/>la deuxième à gauche / à droite - second on the left/right<br/>un billet pour Paris s'il vous plaît - a ticket for Paris please<br/>où est ...? - Where is...?<br/>tu vas aller au/à la/à l'...? - Are you going to...?<br/>non, je ne vais pas aller au/à la/à l'... - Non, I am not going to...<br/>nouns for transport and places in town</p> |