





The Leys Primary School Subject Overview for French - 2024-25 becoming a linguist

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | <p>Children in the EYFS are introduced to MFL through exploring other cultures and languages informally where appropriate.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Showing some understanding that other people have perspectives, ideas and needs that are different to their own -Developing an understanding of and interest in differences of gender, ethnicity and ability -Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family -To actively participate in and enjoy listening to and joining in with known nursery rhymes in French <p>Language Angels Unit - <i>Comptines et Chansons</i></p> | | | | | |
| KS1 | <p>Children in Key Stage 1 build on this</p> <ul style="list-style-type: none"> - To learn formal and informal greetings in French - To say their name and how they are feeling - To say the numbers to 10 and colours - Learning to listen carefully and repeat what is heard with improving accuracy. <p>Language Angels - <i>Les Salutations, numbers, colours, days, months completed through French Fridays</i></p> | | | | | |
| Year 3 | <p><i>J' Apprends Le Français (I'm Learning French)</i></p> <p>To locate France, Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.</p> | <p><i>Les Animaux (Animals)</i></p> <p>Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a</p> | <p><i>Les Fruits (fruit)</i></p> <p>Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/ determiner. Ask somebody in French if they like a particular fruit.</p> | <p><i>Les Glaces (ice cream)</i></p> <p>Name, recognise and remember up to 10 ice-cream flavours in French. Attempt to spell some of these flavours. Use the structure 'je voudrais...' plus an ice-cream flavour. Say</p> | | |


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| | <p>La Phonétique Phonics and Pronunciation lesson 1 the sounds-ch, oi, ou and on.</p> | <p>particular animal using the 1st person singular of the verb être (je suis = I am). To use the text Ours Brun, dis-moi (Brown Bear, Brown Bear - What do you see?) to reinforce key vocabulary.</p> | <p>Say what fruits we like and dislike in French. To use the text La chenille affamée (The Very Hungry Caterpillar) to reinforce key vocabulary.</p> | <p>whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in French.</p> |
| Key Skills | <p>Working on memory skills for speech and writing in French. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images to help recall.</p> | <p>We will work on improving our memory skills so that we remember the animals in French. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun .</p> | <p>Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.</p> | <p>Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating words and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like', 'please' and 'thank you'.</p> |
| Key subject links | Geography | Science and Design Technology | Design Technology | |

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| Key Vocabulary | Commentu T'appelles? çava? Je m'appelle ... Numbers 1 to 10 : Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix Key colours : rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron | Les animaux, un cheval, une souris, un cochon, un lion, un lapin, un oiseau, un mouton, une vache, un singe, un canard and je suis. | C'est quoi? Fruit: J'aime... Je n'aime pas... Une pomme, Une fraise, Une pêche, Une banane, Une cerise, Une orange, Une poire, | Je voudrais une glace s'il vous plaît. Une glace à la vanille, la fraise, la banane, au chocolat, au café, au citron, au caramel, une boule, deux boules, trois boules, un petit pot, un cornet |
| SMSC and British Values | an appreciation of and respect for their own and other cultures; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, | | | |
| Global Goals and School values |  Empowerment and inclusivity | | | |
| The Leys Pathways | Communicate verbally confidently and in writing with increased clarity. | | | |
| Year 4 | Les Saisons (Seasons) Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the | Les Légumes (Vegetables) Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb | Je me présente (Presenting myself) To count to 20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. | En Classe (In the classroom) Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom |


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| | <p>conjunction 'et' (and) in our spoken and written responses.</p> <p>La Phonétique Phonics and Pronunciation lesson 2</p> <p>Hearing and saying the sounds - i, in, ique and ille</p> | <p>je voudrais from the verb vouloir, to want in French.</p> | | <p>commands.</p> |
| Key Skills | <p>Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p> | <p>Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as carottes and tomates). Having enough language from memory to ask and answer questions.</p> | <p>To hold a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.</p> | <p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.</p> |
| Key subject links | <p>Geography and science</p> | <p>Design Technology</p> | <p>PSHE</p> | |
| Key Vocabulary | <p>Les saisons, l'hiver, le printemps, l'été, l'automne, il neige, il fait froid, les fleurs poussent, les oiseaux</p> | <p>Les légumes, les aubergines, les épinards, les oignons, les courgettes, les tomates, les haricots verts, les petits</p> | <p>Je me présente, Salut, Bonjour Ça va ? Ça va bien, Ça va mal, Comme ci, Comme ça et toi ? Ça va très bien, Ça va très mal, Au revoir, À</p> | <p>J'ai..... - I have J'ai ne pas de..... - I don't have... Tu as - You have un stylo, un livre, une gomme, des</p> |

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| | chantent, il y a du soleil, il fait chaud, les arbres perdent leurs feuilles, car et Quelle est ta saison préférée? | pois, les champignons, les carottes, les pommes de terre, un kilo de, un demi kilo de, je voudrais ..., s'il vous plaît, je peux vous aider? C'est tout? C'est combien? Dans mon panier j'ai... | plus tard | ciseaux, un crayon, un cahier, un bâton de colle, une trousse, une règle, |
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| The Leys Pathways | Communicate verbally confidently and in writing with increased clarity. | | | |
| Year 5 | La Date (the date) Recognise and recall the months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their | As-tu un animal ? (Do you have a pet?) Know the nouns and indefinite articles for common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's | Au salon de thé (At the tea shop) memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge | Ma famille (my family) Remember the nouns for family members in French from memory. Describe their own or a fictitious family in French by name, age and relationship. Count up to 100 in French. |

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| | <p>own birthday is in French.</p> <p>La Phonétique Phonics and Pronunciation lesson 3</p> <p>Hearing and saying the sounds - eau, eux, e, è and é.</p> | <p>name.</p> <p>Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</p> | <p>of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency.</p> <p>Order in French what we would like to eat and drink in a role-play.</p> | <p>Understand possessive adjectives better in French ('my' form only).</p> |
| Key Skills | <p>To learn how to formulate the date in French and use this knowledge to say when their birthday is using days of the week, months of the year and numbers 1-31.</p> | <p>To work on creating longer, accurate pieces of spoken and written French using the conjunctions 'et' and 'mais'. Incorporating the personal details previously learnt with new knowledge. Moving to phrase level and creating extended sentences.</p> | <p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Improving oral work by learning to ask more questions in French.</p> | <p>Learn to talk and write with more accuracy, fluency and confidence on the topic of family. Increased knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p> |
| Key subject links | <p>Maths</p> | | <p>Design Technology</p> | |
| Key Vocabulary | <p>Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre</p> | <p>Un lapin, un chien, un chat, un oiseau, un hamster, un poisson rouge, une tortue, une souris</p> | <p>un croque monsieur, un croissant, une part de quiche, une part de gâteau au chocolat, un sandwich au fromage, un pain au chocolat, une</p> | <p>La famille, la mère, le père, la sœur, le frère, la grand-mère, le grand-père, l'oncle, la tante mon, ma, mes, mon père, ma mère, mon</p> |

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| | | | brioche, une crêpe, un sandwich au jambon, une omelette, une salade, une tartelette | frère, ma sœur |
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| Year 6 | Chez Moi (My home) Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together. | Quel temps fait-il ? (What Is the Weather?) Recognise and recall weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols. | Les vêtements (Clothes) Recognise and recall from memory items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour, with an awareness of gender and plurals. | À l'école (At school) Name the subjects studied at school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving justification for that subject. Start to tell the time by learning how to say the time by hour. Explore the irregular, high frequency verb 'aller' (to go) in |

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| | <p>La Phonétique Phonics and Pronunciation lesson 4</p> <p>Hearing and saying the sounds - qu, gne, ç, en and an</p> | | | <p>full. Ask and answer questions about what they do in school.</p> |
| Key Skills | <p>To speak and write using longer, more interesting sentences, that include the key structures presented in the unit. What type of building we live in and what rooms we have and do not have at home. Learning to remember and use accurately previous language from memory alongside new knowledge.</p> | <p>To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p> | <p>To learn nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> | <p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend sentences, making them longer and more interesting.</p> |
| Key subject links | | Geography | English | Transition to secondary school |
| Key Vocabulary | <p>Une maison, un appartement, en ville, à la campagne, un salon, un bureau, un garage, une salle à manger, un jardin, une chambre, une salle de bains, une cuisine, Où habites-tu? J'habite dans Chez moi il y a</p> | <p>Le temps, il pleut, il neige, il y a un orage, il y a du soleil, il y a du vent, il fait beau, il fait mauvais, il fait chaud, il fait froid, le nord, le sud, le centre, l'ouest and l'est</p> | <p>un pull, un tee shirt, un short, un pantalon, une jupe, des chaussures, des chaussettes, À l'école je porte.. Quand il fait beau je porte ... Quand il neige je porte ... Quand je suis en vacances je porte </p> | <p>L'informatique, l'histoire, l'anglais, le dessin, le français, le sport, la géographie, les maths, la musique, les sciences, à l'école, j'adore, je déteste, j'aime, Je n'aime pas, Est-ce que tu aimes...? Quelle est ta matière préférée?</p> |

| | Chez moi il n'y a pas de | | Verb - porter Mon, ma, mes | Ma matière préférée c'est |
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