





## The Leys Primary School Subject Overview for French - 2023-24 becoming a linguist

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<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"> <li>-Showing some understanding that other people have perspectives, ideas and needs that are different to their own</li> <li>-Developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>-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</li> <li>-To actively participate in and enjoy singing known nursery rhymes in French</li> </ul> <p>Language Angels Unit - <i>Comptines et Chansons</i></p>					
<b>KS1</b>	<p>Children in Key Stage 1 build on this</p> <ul style="list-style-type: none"> <li>- To learn formal and informal greetings in French</li> <li>- To say their name and how they are feeling</li> <li>- Learning to listen carefully and repeat what is heard with improving accuracy.</li> </ul> <p>Language Angels Unit - <i>Les Salutations completed through French Fridays</i></p>					
<b>Year 3</b>	<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</p>	<p><i>Les formes (shapes)</i></p> <p>Name, recognise and remember up to 10 shapes in French. Attempt to spell some of these shapes in French. Attempt to remember which shapes are un or une. Revise and/or learn numbers 1-5 in French.</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</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 whether we would like a cone or pot and possibly how many scoops.</p>


	colours and count from 1-10 in French.	<b>Phonics and Pronunciation lesson 1</b> the sounds-ch, oi, ou and on.	article/ determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. To use the text La chenille affamée (The Very Hungry Caterpillar) to reinforce key vocabulary.	Learn how to say 'please' and 'thank you' in French.
Key Skills	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.	Working on being able to pronounce and remember new words in French using images of the shapes to help us. Learning words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us.	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.	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' .
Key subject links	Geography	Maths	Reading	
Key Vocabulary	Commentu T'appelles? çava? Je m'appelle ...	C'est quoi? - It is what? C'est de quelle? - It is what colour?  Shapes: un triangle, un carré, un Ovale, un cercle, un rectangle, un pentagone, un	C'est quoi?  Fruit: J'aime... Je n'aime pas... Une pomme, Une	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

	<p>Numbers 1 to 10 : Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix</p> <p>Key colours : rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron</p>	hexagone,	<p>fraise, Une pêche, Une banane, Une cerise, Une orange, Une poire,</p>	
SMSC and British Values	<p>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,</p>			
Global Goals and School values	 <p>Empowerment and inclusivity</p>			
The Leys Pathways	<p>Communicate verbally confidently and in writing with increased clarity.</p>			
<b>Year 4</b>	<p><b>En Classe</b> <b>(In the classroom)</b></p> <p>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.</p>	<p><b>Les Animaux</b> <b>(animals)</b></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 they are a particular animal using the 1st person singular of the verb être (je suis</p>	<p><b>Je me présente</b> <b>(presenting myself)</b></p> <p>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.</p>	

	Respond to simple classroom commands.  <b>Phonics and Pronunciation lesson 1 and 2</b> Hearing and saying the sounds - ch, oi, ou and on, i, in, ique and ille	= I am). To use the text Ours brun, dis-moi (Brown Bear, Brown Bear - What do you see?) to reinforce key vocabulary.	
Key Skills	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.	Improving memory skills to recall 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.	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.
Key subject links		Science	PSHE
Key Vocabulary	J'ai..... - I have ..... J'ai ne pas de..... - I don't have... Tu as .... - You have .... un stylo, un livre, une gomme, des ciseaux, un crayon, un cahier, un bâton de colle, une trousse, une règle,	Je suis ..... - I am Animals: Les animaux, un lion, un oiseau, un lapin, un cheval, un mouton, Un cochon, Un canard, Un singe, Une souris, Une vache, Je suis	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 plus tard
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,		


<p>Global Goals and School values</p>	<div data-bbox="365 209 539 384" style="display: inline-block; vertical-align: middle;">  </div> <p style="display: inline-block; vertical-align: middle; margin-left: 10px;">Empowerment and inclusivity</p>			
<p>The Leys Pathways</p>	<p>Communicate verbally confidently and in writing with increased clarity.</p>			
<p><b>Year 5</b></p>	<p><b>La Date (the date)</b></p> <p>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 own birthday is in French.</p> <p><b>Phonics and Pronunciation lesson 1,2, 3</b> Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille, eau, eux, e, è and é.</p>	<p><b>As-tu un animal ? (Do you have a pet?)</b></p> <p>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 name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</p>	<p><b>À l'école (At school)</b></p> <p>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</p>	<p><b>Au salon de thé (At the tea shop)</b></p> <p>Recall from 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 of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.</p>

			frequency verb 'aller' (to go) in full. Ask and answer questions about what they do in school.	
Key Skills	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.	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.	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.	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.
Key subject links	Maths			Design Technology
Key Vocabulary	Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre,	Un lapin, un chien, un chat, un oiseau,	L'informatique, l'histoire, l'anglais, le	un croque monsieur, un croissant, une part de quiche, une part de gâteau au chocolat,

	Novembre, Décembre	un hamster, un poisson rouge, une tortue, une souris	dessin, le français, le sport, la géographie, les maths, la musique, les sciences, j'aime ....., Je n'aime pas ....., Qu'est-ce qu'on fait à l'école/le lundi/aujourd'hui? On lit / écrit / fait des calculs / joue / mange...	un sandwich au fromage, un pain au chocolat, une brioche, une crêpe, un sandwich au jambon, une omelette, une salade, une tartelette
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 clearly and confidently both verbally and in writing.			
<b>Year 6</b>	<b>Chez Moi</b> (My home) <p>Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at</p>	<b>Ma famille</b> (my family) <p>Remember the nouns for family members in French from memory. Describe their own or a fictitious family in</p>	<b>Les vêtements</b> (Clothes) <p>Recognise and recall from memory items of clothing. Explore the regular 'er' whole verb present</p>	

	<p>home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</p> <p>Use the conjunction 'et' (and) to link two sentences together.</p> <p><b>Phonics and Pronunciation lesson 1 and 2</b> Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille</p>	<p>French by name, age and relationship. Count up to 100 in French.</p> <p>Understand possessive adjectives better in French ('my' form only).</p>	<p>tense conjugation of the verb porter to describe what you and possibly somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p> <p><b>Phonics and Pronunciation lesson 3 and 4</b> Hearing and saying the sounds - eau, eux, e, é, è, qu, gne, ç, en and an</p>
Key Skills	<p>To speak and write using longer, more interesting sentences, that include the key structures presented in the unit.</p> <p>What type of building we live in and what rooms we have and do not have at home.</p> <p>Learning to remember and use accurately previous language from memory alongside new knowledge.</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.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</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>
Key subject links			English
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</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 frère, ma sœur</p>	<p>un pull, un tee shirt, un short, un pantalon, une jupe, des chaussures, des chaussettes,</p>
SMSC and British	an appreciation of and respect for their own and other cultures;		



Values	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	 <p>Empowerment and inclusivity</p>
The Leys Pathways	Communicate clearly and confidently both verbally and in writing.