

Ormesby Primary School

Curriculum Overview with skills and Knowledge

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery					Nursery Rhymes – Twinkle Twinkle Little Star	Nursery Rhymes – Old Mcdonald	
	<u>Rationale -</u>				Children will already know this nursery rhyme. Introduce the nursery rhyme in French.	Children will already know this nursery rhyme. Introduce the nursery rhyme in French.	
	<u>Skills –</u>						
	<u>Vocabulary -</u>						
	<u>Knowledge-</u>						
Reception					Nursery Rhymes – Little chicks	Nursery Rhymes – Incy Wincy Spider	On-site learning Off-site learning Visitors
	<u>Rationale -</u>				Children will already know this nursery rhyme. Introduce the nursery rhyme in French.	Children will already know this nursery rhyme. Introduce the nursery rhyme in French.	
	<u>Skills –</u>						
	<u>Vocabulary -</u>						
	<u>Knowledge-</u>						
Year 1					Nursery Rhymes – Elephant Swing	Nursery Rhymes – wheels on the bus	On-site learning Off-site learning Visitors
	<u>Rationale -</u>	<u>Rationale -</u>		<u>Rationale –</u> Build on previous French nursery rhymes.		<u>Rationale –</u> Build on previous French nursery rhymes.	
	<u>Skills –</u>	<u>Skills –</u>		<u>Skills –</u>			

	<u>Vocabulary -</u>	<u>Vocabulary -</u>	<u>Vocabulary -</u>	
	<u>Knowledge-</u>	<u>Knowledge-</u>	<u>Knowledge-</u>	

Year 2 Early Language Teaching Units			J'Apprends Le Francais (I' m learning French)	Les Salutations (Salutations)	On-site learning Off-site learning Visitors
	<u>Rationale -</u>	<u>Rationale -</u>	<u>Rationale -</u> Starter unit for learning French.	<u>Rationale -</u> Starter unit for learning French.	
	<u>Skills -</u>	<u>Skills -</u>	<u>Skills -</u> Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images.	<u>Skills -</u> Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so we are able to have a simple and short conversation in French using the words and the short phrases we have learnt.	
	<u>Vocabulary -</u>	<u>Vocabulary -</u>	<u>Vocabulary -</u> Bonjour Ca va? Ca va bien Ca va mal Comme Ci, comme ca Au revoir Comment tu t'appelles? Je m'appelle Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix	<u>Vocabulary -</u> Bonjour Salut Je m'appelle Ca va? Ca va bien? Ca va mal Comme ci, comme ca Au revoir A plus tard	

				Rouge Bleu Jaune Vert Noir Blanc Gris Orange Violet Marron		
	<u>Knowledge-</u>	<u>Knowledge-</u>	<u>Knowledge-</u>	Locate France, Paris and other cities on a map. Understand the French world better. Ask someone how they are feeling and what their name is. Say our names Count to 10. Read and say French colours.	<u>Knowledge</u> Say 'hello' formally and informally in French. Say 'my name is...' Ask someone how they are feeling in French and give a reply. Say 'Goodbye' and 'See you soon' in French.	

Year 3 Early Language Teaching Units	Les Couleurs et Les nombres (Colours and numbers)	Les Saisons KS1 (The seasons KS1)	Les Animaux (Animals)	Les Fruits (The fruits)	Les Legumes (The vegetables)	Les Transports (Transports)	On-site learning <i>French fruit and vegetable shop – labels in French.</i> Off-site learning Visitors
	<u>Rationale</u> – No previous knowledge required as this is a starter unit designed to be used at the very beginning of a language learning journey.	<u>Rationale</u> – No previous knowledge is necessary as this is a starter unit designed to be used at the very beginning of a language learning journey.	<u>Rationale</u> – Builds on knowledge from the j'apprends le francais' Unit.	<u>Rationale</u> – Starter unit for French. Using common vocabulary to reinforce the idea of looking for similarities between languages.	<u>Rationale</u> – Starter unit for French. Using common vocabulary to reinforce the idea of looking for similarities between languages.	<u>Rationale</u> – Progression from the salutations unit and the colours and numbers unit.	
	<u>Skills</u> – Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt	<u>Skills</u> – Learning to listen more carefully to what we hear in French. Starting to become more familiar with the different sounds, pronunciation and letter	<u>Skills</u> – We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to look out for cognates such	<u>Skills</u> – 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.	<u>Skills</u> – Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for	<u>Skills</u> – Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt	

	in French long term.	strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in French.	as lion (lion) using pictures to help. Learning how to build a short simple sentence in French using 1st person conjugated verb je suis (I am), an indefinite article/determiner (un or une) and a noun (in this unit an animal).		cognates first (such as carottes and tomates). Having enough language from memory to perform a short role play.	in French long term and with accurate and authentic pronunciation.
	<u>Vocabulary –</u> Blanc Bleu Gris Jaune Marron Noir Orange Rouge Vert Violet Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix	<u>Vocabulary –</u> Les saisons L'hiver Le printemps L'ete L'automne Il y a quatre saisons En hiver Il fait froid Il neige Et Au printemps Les fleurs poussent Les oiseaux chantant En ete Il y a du soleil Il fait chaud En auomne Les abres perdent leurs feuilles Quelle est ta saison preferee? Ma saison preferee est Car	<u>Vocabulary –</u> Les animaux Un Une Un lion Un oiseau Un lapin Un cheval Un mouton Un cochon Un canard Un singe Une souris Une vache Je suis	<u>Vocabulary –</u> Une pomme Une fraise Une peche Une banane Une cerise Une orange Une prune Une poire Un kiwi Un abricot J'aime Je n'aime pas Les pommes Les fraises Les peches Les bananes Les cerises Les oranges Les prunes Les poires Les kiwis Les abricots	<u>Vocabulary –</u> Les aubergines Les epinards Les oignons Les courgettes Les tomates Les haricots verts Les petits pois Les champignons Les carottes Les pommes de terre Un kilo de Un demi kilo de Je voudrais S'il vous plait Et Bonjour Je peux vous aider? Cest tout? Cest combien? Merci Au-revoir Dans mon panier j'ai	<u>Vocabulary –</u> Les saisons L'hiver Le printemps L'e't'e L'automne En hiver Au printemps En ete En automne Il fait froid Il neige Les fleurs poussent Les oiseaux chantant Il y a du soleil Il fait chaud Les arbres perdent leurs feuilles Quelle est ta saison preferee? Ma saison preferee est Et Car
	<u>Knowledge-</u> Say 10 common colours in French. Count from 1 -10 in French.	<u>Knowledge-</u> Recognise all four seasons in French. Learn an associated action for each season in French. Understand better what happens in the world around us in	<u>Knowledge-</u> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article/determiner. Pretend that we are a	<u>Knowledge-</u> 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	<u>Knowledge-</u> Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner.	<u>Knowledge-</u> Recognise and recall 7 modes of transport in French. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in French.

		each season in French.	particular animal using the 1st person singular form of the verb être (to be), je suis (I am).	French if they like a particular fruit. Say what fruits we like and dislike in French	Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.		
Year 4 Early Language Teaching Units and Intermediate Teaching Units	Petit Chaperon Rouge (Little Red Riding Hood)	Les Formes (The shapes)	Dans Ma Ville (In my town)	Je Me Presente (Presenting myself)	Au Café (At the café)	Au Salon De The (At the tea room)	
	<u>Rationale</u> – Learning through familiar stories. Builds on language learnt in units from previous year.	<u>Rationale</u> – No previous knowledge is required as this is one of the recommended starter units and assumes no previous knowledge. If the Number and Colours unit has been taught first, numbers 1-5 in French will be revised and consolidated in this unit. If Colours and Numbers has not been taught first and there is ample opportunity to learn numbers 1-5 in this unit!	<u>Rationale</u> – Builds on knowledge from the transport unit.	<u>Rationale</u> – Builds on knowledge learnt from previous units of work.	<u>Rationale</u> - Knowledge from the early language units is required before teaching this unit.	<u>Rationale</u> - To support in the Y4 summer café and builds on previous learning in the ‘at the café’ unit.	
	<u>Skills</u> – To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.	<u>Skills</u> – Working on being able to pronounce and remember new words in French using clear colourful images of the shapes to help us. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the	<u>Skills</u> – Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation. Learning how to build a short simple	<u>Skills</u> – To work towards holding 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.	<u>Skills</u> – To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.	<u>Skills</u> – 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. Also improving oral work by learning to ask more questions in French and creating	<p>On-site learning</p> <p><i>Y4 Summer café.</i></p> <p>Off-site learning Visitors</p>

		shapes in French over a longer period of time.	sentence in French using 'il y a' (there is), an indefinite article/determiner (un or une) and a noun (in this unit a place from the town).			more personalized responses.	
	<u>Vocabulary –</u> Petit Chaperon Rouge La maison La grand-mere Le loup Le bucheron La foret Les parents Des gateux Le corps La tete La bouche Le nez Les yeux Les pieds Les oreilles Les genoux Les epaules	<u>Vocabulary –</u> Un triangle Un carre Un ovale Un cercle Un rectangle Un pentagone Un hexagone Un losange Une linge Une etoile Dessinez Un Deux Trois Quatre Cinq Cercles Triangles Carres Rectangles Ovales Hexagons Pentagons Losanges Etoiles Lignes	<u>Vocabulary –</u> Il y a Dans ma ville une boulangerie un stade J'achète une baguette Je regarde un match de foot. Une ecole J'apprends le francais Une patinoire Je patine Un cinema Je mange du popcorn Un parc Je joue avec mes amis Un café Je bois un jus d'orange	<u>Vocabulary –</u> Comment tu t'appelles? Je m'appelle Bonjour Ca va? Ca va bien Ca va mal Comme ci, comme ça Au revoir Quel age as -tu? J'ai... ans Ou habites tu? J habite a Je suis francais Je suis francaise Je suis anglaise Je suis anglais Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Onze Douze Treiz Quatroze Quinze Seize Dix-sept Dix-huit Dix-neuf Vingt Rouge Bleu	<u>Vocabulary –</u> Le petit déjeuner au café Qu'est-ce tu prends pour le petit déjeuner? Vous désirez? Je prends S'il vous plait Un jus d'orange Un café Un café au lait Un the au citron Un the au lait Un-chocolat chaud Un croissant Du beurre Du pain De la confiture Des biscottes Des cereales Une omelette au jambon Une crepe a la confiture Un sandwich au fromage Un croque-monsieur Un coca-cola Un orangina Des frites L'addition s'il vous plait	<u>Vocabulary –</u> Un salon de the Un croque-monsieur Un sandwich au jambon Un sandwich au fromage Un croissant Un pain au chocolat Un café Un café au lait Un the Un jus d'orange Un coca-cola Un chocolate chaud Un part de gateau au chocolat Une part de quiche Une brioche Une crepe Une salade Une tartelette Une grenadine Une lemonade Je voudrais S'il vous plait Et Vous deseriez? L'addition s'il vous plait Merci Au revoir! Un centime Deux centimes Cinq centimes Dix centimes Vingt centimes Cinquante centimes Un euro Deux euros	

				Jaune Vert Noir Blanc Gris Orange Violet Marron		Cinq euros Dix euros Vingt euros Cinquant euros Cent euros Deux cent euros Cinq cent euros	
	<u>Knowledge-</u> Sit and listen to a familiar story being told in French. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in French.	<u>Knowledge-</u> 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.	<u>Knowledge-</u> Recognise, recall, and remember up to 7 places from the town in French. Attempt to spell some of these nouns with their correct indefinite article/determiner. Attempt to build a sentence using the structure 'il y a' (there is) plus the noun and the correct indefinite article/determiner.	<u>Knowledge-</u> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality.	<u>Knowledge-</u> Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.	<u>Knowledge-</u> 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.	
Year 5 Intermediate Language Teaching Units	Boucle d'or Et Les Trois Ours (Goldilocks and the three bears)	La Famille (Family)	As-Tu Un Animal? (Do you have a pet?)	Chez moi (My home)	Quel Temps Fait-il? (The weather)	Les Vetements (Clothes)	On-site learning <i>French presentation about their family - can children talk clearly about their family in France? Parents to come into school to view their presentations.</i>
	<u>Rationale –</u> Builds on the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will	<u>Rationale –</u> Builds on vocabulary and skills learnt in previous units such as the 'presenting myself' unit.	<u>Rationale –</u> Follow on unit from the family unit previously completed. Builds on skills and knowledge from 'presenting myself'.	<u>Rationale –</u> Follow on unit from the family and do you have a pet unit. Builds on skills and knowledge from 'family, do you have a pet and presenting myself'.	<u>Rationale -</u> Children will be looking at maps and compasses in Geography. This unit encourages the children to look at a weather map and determine the weather in different parts of a country in French.	<u>Rationale -</u> Follow on unit from the weather, uses vocabulary learnt in this unit.	Off-site learning Visitors

	contain much unfamiliar language.						
	<p><u>Skills –</u> To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.</p>	<p><u>Skills –</u> We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.</p>	<p><u>Skills –</u> To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p>	<p><u>Skills –</u> To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge</p>	<p><u>Skills –</u> 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><u>Skills –</u> To learn 21 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><u>Vocabulary –</u> Boucle D Or et les trois ours Boucle D'or Papa ours Maman ours Bebe ours Une maison Une foret Le grand bol Le moyen bol Le petit bol La grande chaise</p>	<p><u>Vocabulary –</u> La mere Le soeur La soeur ainee La soeur cadette La grand-mere La tante La pere La frere La grand-pere L'oncle La belle-mere La demi-soeur</p>	<p><u>Vocabulary –</u> Un chien Un chat Un lapin Un hamster Un poisson rouge Un oiseau Une souris Une tortue J'ai Je n'ai pas de J'ai un J'ai une</p>	<p><u>Vocabulary –</u> Ou habites-tu? J'habite dans Une maison Un appartement En ville A la campagne A la montagne Au bord de la mer Dans un village Et Mais Une cuisine</p>	<p><u>Vocabulary –</u> Quel-temps fait-il? 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 Dans le nord de la France</p>	<p><u>Vocabulary –</u> Les vetements Un pantalon Un maillot de bain Un pull Un tee shirt Un monteau Un short Une robe Une cravante Une encharpe Une jupe Une veste</p>	

	<p>La moyenne chaise La petit chaise Le grand lit Le moyen lit Le petit lit Sucre Sale Grand Basse Dur Mur Le grand bol etait trop sale Le moyen bol etait trop sucre Le petit bol etait juste comme il faut La grande chaise etait trop grande La moyenne chaise etait trop basse La petit chaise etait juste comme il faut Le grand lit etait trop dur Le moyen lit etait trop mou. Le petit lit etait juste comme il faut.</p>	<p>La cousine La beau-pere La demi-frere Le cousin Mon Ma Mes As-tu des freres et soeurs? Oui! J'ai un frere J'ai une soeur J'ai deux freres J'ai deux soeurs Non! Je suis fils unique Je suis fille unique Ma famille Comment tu t'appelles? Je m'appelle Il/elle s'appelle Ils/elles s'appellent Quell age as-tu? J'ai ans Quell age a? Il/elle a ans</p>	<p>Il/elle s'appelle Il/elle a... ans</p>	<p>Une salle a manger Une salle de bains Une chamber Une buanderie Un sous-sol Un bureau Un salon Un garage Un jardin Chez moi il y a Chez moi il n'y a pas de</p>	<p>Dans le sud de la France Dans le centre de la France Dans l'ouest de la France Dans l'est de la France Le temps</p>	<p>Une chemise Une casquette Des gants Des bottes Des collants Des sandales Des lunettes Un chemisier Des chaussures Des chaussettes Je porte Tu portes Il porte Elle porte Nous portons Vous portez Ils portent Elles portent Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche Quand il fait beau je porte Quand il neige je porte Quand je suis en vacances je porte</p>	
	<p><u>Knowledge-</u> Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support</p>	<p><u>Knowledge-</u> Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only).</p>	<p><u>Knowledge-</u> Know the nouns and indefinite articles for 8 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 connectives et (and) and mais (but) to make more complex and interesting</p>	<p><u>Knowledge-</u> 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 connective/conjunction et to link two sentences together.</p>	<p><u>Knowledge-</u> Recognise and recall the 9 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.</p>	<p><u>Knowledge-</u> Recognise and recall from memory 21 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.</p>	

Year 6 Intermediate Language Teaching Units and Progressive Language Teaching Units	En Classe (In the classroom)	La date (The date)	Les Habitats (Habitats)	A L'Ecole (At school)	Le Week-End (The weekend)	Moi Dans Le Monde (Me in the world)	
	<p><u>Rationale</u> – Builds on vocabulary and skills learnt in the presenting myself unit.</p>	<p><u>Rationale</u> – Revisits language learnt in the early language units. Encourages children to use vocabulary found in the presenting myself and family unit.</p>	<p><u>Rationale</u> – Follow on unit once children have learnt the skills to decode in French from previous units.</p>	<p><u>Rationale</u> – The first progressive teaching unit. This unit requires children to have a good understanding of their school day, and to be able to expand sentences and give personal details such as name, age and where they live.</p>	<p><u>Rationale</u> - Follow on unit from the 'at school' unit. This unit requires children to understand time vocabulary in French.</p>	<p><u>Rationale</u> - Children need to have a thorough understanding of the core vocabulary across the early language units and the intermediate language units.</p>	
	<p><u>Skills</u> – 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. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.</p>	<p><u>Skills</u> – To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p><u>Skills</u> – To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.</p>	<p><u>Skills</u> – To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that 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 our sentences, making them longer and more interesting.</p>	<p><u>Skills</u> – To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>	<p><u>Skills</u> – To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French.</p>	<p>On-site learning Off-site learning Visitors</p>

Vocabulary –
 Un livre
 Un cahier
 Un baton de colle
 Un crayon
 Un stylo
 Un taille-crayon
 Un sac a dos
 Une calculatrice
 Une regle
 Une trousse
 Une gomme
 Des ciseaux
 Qu'est-ce qu'il y a dans ta trousse ?
 Dans ma trosse
 J'ai
 Et
 Mon
 Ma
 Mes
 Je n'ai pas de
 Je n'ai pas de stylo
 Je n'ai pas de crayon
 Je n'ai pas de taille-crayon
 Je n'ai pas de livre
 Je n'ai pas de cahier
 Je n'ai pas de sac à dos
 Je n'ai pas de bâton de colle
 de gomme
 Je n'ai pas de calculatrice
 Je n'ai pas de trousse
 Je n'ai pas de règle
 Je n'ai pas de ciseaux

Vocabulary –
 Les jours de la semaine
 Lundi
 Mardi
 Mercredi
 Jeudi
 Vendredi
 Samedi
 Dimanche
 Aujourd'hui c'est quel jour?
 Aujourd'hui c'est
 Les mois
 Janvier
 Février
 Mars
 Avril
 Mai
 Juin
 Juillet
 Août
 Septembre
 Octobre
 Novembre
 Décembre
 Vingt-et-un
 Vingt-deux
 Vingt-trois
 Vingt-quatre
 Vingt-cinq
 Vingt-six
 Vingt-sept
 Vingt-huit
 Vingt-neuf
 Trente
 Trente-et-un
 Quelle est la date aujourd'hui?
 Aujourd'hui c'est?
 C'est quand ton anniversaire?
 Mon anniversaire est le

Vocabulary –
 Les habitats
 Les animaux et les plantes ont besoin de/d'
 Les animaux et les plantes ont besoin d'un abri
 Les animaux et les plantes ont besoin de nourriture
 Les animaux et les plantes ont besoin d'air
 Les animaux et les plantes ont besoin de soleil
 Les animaux et les plantes ont besoin d'eau
 la forêt tropicale
 la prairie
 l'océan
 le désert
 l'artique est un habitat dans le Sahara
 l'Amazonie
 Le parc national des South Downs
 L'Océan Pacifique
 Le Groenland
 Habite
 Habitent
 Pousse
 Poussent
 Le chameau
 Les bosses pour réserver de l'eau
 Le lapin
 Les pattes pour faire des grands bonds

Vocabulary –
 A l'école
 Le français
 L'anglais
 Le dessin
 Le sport
 La musique
 La géographie
 L'histoire
 Les sciences
 L'informatique
 Est-ce que tu aimes?
 Oui, j'aime
 Qui, j'adore
 Non, je n'aime pas
 Non, je déteste
 J'aime
 J'adore
 Je n'aime pas
 Je déteste
 Amusant
 Utile
 Intéressant
 Facile
 Ennuyeux
 Difficile
 Inutile
 Parce que
 Car
 Et
 C'est
 Cependant
 Mais
 Quelle est ta matière préférée?
 Ma matière préférée est

Vocabulary –
 Le weekend
 Quelle heure est-il?
 Et quart
 Et demie
 Moins le quart
 Il est une heure
 Il est deux heures
 Il est trois heures
 Il est quatre heures
 Il est cinq heures
 Il est six heures
 Il est sept heures
 Il est huit heures
 Il est neuf heures
 Il est dix heures
 Il est onze heures
 Il est douze heures
 Il est midi
 Il est minuit
 Je me lève
 Je prends mon petit déjeuner
 Je regarde la télé
 Je lis des bandes dessinées
 J'écoute de la musique
 Je joue à l'ordinateur
 Je joue au foot
 Je vais à la piscine
 Je vais au cinéma
 Je me couche
 Et
 Après
 Aussi
 Plus tard
 finalement

Vocabulary –
 Je parle
 Le français
 L'anglais
 Ma fête préférée est le Mardi gras.
 Ma fête préférée est Noël
 Ma fête préférée est Pâques.
 Ma fête préférée est le jour de l'an.
 Ma fête préférée est le 14 juillet.
 Ma fête préférée est la Fête du Canada
 Ma fête préférée est l'Aïd.
 Parce que
 Il y a des défilés de chars.
 Il y a des feux d'artifice.
 Il y a des plats spéciaux.
 Il y a des défilés militaires.
 A plus tard!
 A la prochaine!
 Qu'est-ce que tu vas faire pour protéger notre planète?
 Je vais utiliser moins de papier.
 Je vais utiliser moins de carton.
 Je vais utiliser moins de plastique.
 Je vais utiliser moins d'eau.

			l'ours blanc La fourrure blanche pour se Camoufler Le singe araignée Les bras et la queue pour se balancer dans les grands arbres le requin Les yeux pour amplifier la lumière Dans Les algues Pas de raciness Les grands arbres Les feuilles Les buissons Les racines Les tiges Les cactus Les epines Les plantes résistantes				
	<p><u>Knowledge-</u> Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack.</p>	<p><u>Knowledge-</u> Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question 'when is your birthday?' in French.</p>	<p><u>Knowledge-</u> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.</p>	<p><u>Knowledge-</u> Name the subjects we study in 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 a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.</p>	<p><u>Knowledge-</u> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>	<p><u>Knowledge-</u> Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet</p>	