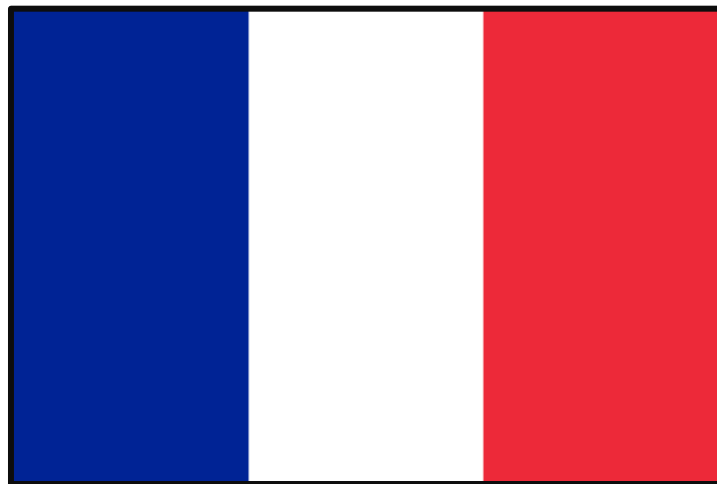




Swindon Village Primary School




French Curriculum



Swindon Village Primary School French Key Vocabulary

























Key Vocabulary to be used in every lesson

	English	French	Pronunciation
<p>All year groups</p> <p>Greetings</p>	<p>Hello</p> <p>Thank you</p> <p>Please</p> <p>Yes</p> <p>No</p> <p>Goodbye</p> <p>How are you?</p> <p>I'm fine thanks</p> <p>And you?</p> <p>So so</p> <p>Bad</p>	<p>Bonjour!</p> <p>Merci</p> <p>S'il vous plaît</p> <p>Oui</p> <p>Non</p> <p>Au revoir!</p> <p>Comment ça va?</p> <p>Ça va bien merci</p> <p>Et toi?</p> <p>Comme ci, comme ça.</p> <p>Mal</p>	<p>Bon-jour</p> <p>Mare-see</p> <p>Siv-oo-play</p> <p>Wee</p> <p>Non</p> <p>Oh-ruh-vwah</p> <p>Com-on sa-va?</p> <p>Sa-va bee-an mare-see</p> <p>Ey twa?</p> <p>Com-si, com-sa</p> <p>Mal</p>
<p>School Routine</p>	<p>Pack up your things</p> <p>Listen</p> <p>Talk</p> <p>Look at the board</p> <p>Write</p> <p>Put your hand up</p> <p>Open your book</p> <p>Close your book</p> <p>Sit down</p> <p>Stand up</p> <p>In silence</p>	<p>Rangez vos affaires</p> <p>Écoutez</p> <p>Parlez</p> <p>Regardez le tableau</p> <p>Écrivez</p> <p>Levez la main</p> <p>Ouvrez votre livre</p> <p>Fermez vos livre</p> <p>Asseyez-vous</p> <p>Levez-vous</p> <p>En silence</p>	<p>Ron-jay voz affairs</p> <p>E-coo-tay</p> <p>Par-lay</p> <p>Re-gar-day luh tab-luh</p> <p>E-cree-vay</p> <p>Luh-vay la man</p> <p>Oo-vray vot-r lee-vra</p> <p>Fer-may voz lee-vra</p> <p>Ass-ay-eh-voo</p> <p>Luh-vay-voo</p> <p>On see-lonse</p>
<p>Days of the Week - done in every lesson when doing the date.</p> 	<p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p>	<p>lundi</p> <p>mardi</p> <p>mercredi</p> <p>jeudi</p> <p>vendredi</p> <p>samedi</p> <p>dimanche</p>	<p>Lun-dee</p> <p>Mar-dee</p> <p>Me-cre-dee</p> <p>Juh-dee</p> <p>Von-druh-dee</p> <p>Sam-i-dee</p> <p>Dee-monsh</p>







NB: No capital letters unless at the start of a sentence.



Swindon Village Primary School French Overview




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	About me 	Colours 	French Songs/Poems 	Numbers 	The Weather 	Animals 
Year 4	School 	Daily Routine 	French Songs/Poems 	Food 	Clothes 	Traditional Tale: The Three Little Pigs 
Year 5	School 	Daily Routine 	Sports 		Food 	Food 
Year 6	Feelings 	French Songs/Poems 	School 	Daily Routine 	Résumé 	Résumé 

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 3	About Me 	Colours 	French Songs/Poems 	Numbers 	Weather 	Animals 
Theme	Making statements about name and age. Asking how someone is and responding. Describing (simply) another person.	Naming the colours. Giving an opinion on colours.	Reciting a poem about the seasons	Counting up to 20	Making statements about the weather	Naming animals. Giving an opinion about animals. Describing animals.
Suggested Activities	Walk around the classroom greeting others. Give children a sentence stem e.g. 'Je m'appelle...' and 'J'ai... ans' for them to complete and rewrite. Set up a conversation carousel. Children sit opposite one another and one row rotates so they speak to different people. Have 'What is your name?', 'How are you?', 'Description' and 'How old are you?' written on a piece of paper and allow children to respond. Do a fact finding activity. Give children a piece of paper with 'nom' (name) and 'age' as	Hold up crayons for children to state colours Use flashcards with different colours on. Matching the picture with the word. Sing 'The Rainbow Song' in French. Colour and label a rainbow. Paint and label a colour wheel.	https://www.mamalisa.com/blog/le-temps-a-laiss-son-manteau-a-french-poem-by-charles-dorlans/ https://www.poemhunter.com/poem/les-quatre-saisons-the-four-seasons/ https://www.fluentu.com/blog/french/french-poems-about-spring/	Sing a counting to 20 song. Use flashcards with different numbers on them. Count in a circle with one child saying each number. Say the English number and then they have to say the French.	Give children pictures of the weather and they need to fill in the French (and vice versa). Identify the actual weather with a French description. Use flashcards to repeat key vocabulary. Organise weather into seasons. Ask: Quelle saison? (Which season?) for the children to sort the weather into.	Use flashcards with different animals on. Matching the picture with the word. Children read and complete 'Aimes-tu?' (Do you like it?) quiz. Use toy animals to help the children identify them. Complete 'C'est' (It is) sentences. E.g. C'est vert. (It is green). State the animals name, whether you

	<p>subheadings. Children have to try and find out 5 names and ages by asking questions and responding.</p> <p>Children make a poster about themselves including age, description and name.</p>	<p>Sort colours into 'J'aime' (I like) and 'Je n'aime pas' (I don't like).</p> <p>Complete like and dislike sentences.</p>	<p>Listen to the poem.</p> <p>Translate the poem or compare translation with original.</p> <p>Learn and perform the poem.</p>		<p>Create actions for different weather.</p> <p>Create a daily weather sheet for children to fill in. E.g. children write in the weather that it is on that day.</p>	<p>like or dislike it and it's colour.</p>
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Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: About me</p> 	<p>My name is I am ___ years old What is your name? How old are you? How are you? I'm fine thanks And you? So so Bad He/She is Tall (masc.)/Tall (fem.) Small (masc.)/Small (fem.) Kind (masc.)/Kind (fem.) Smart (masc.)/Smart (fem.)</p>	<p>Je m'appelle J'ai ___ans Comment t'appelles-tu? Quel âge as-tu ? Comment ça va? Ça va bien merci Et toi? Comme ci, comme ça. Mal Il/Elle est Grand/Grande Petit/Petite Gentil/Gentille Intelligent/Intelligente</p>	<p>Juh-map-el Jay-___-arns Com-on-tap-el-too Kel-arge-a-too Com-on sa-va? Sa-va bee-an mare-see Ey twa? Com-si, com-sa Mal Eel/ell ey Gron/Grond Puh-tee/Puh-teet Jon-tee/Jon-teel Un-telly-jon/un-telly-jont</p>
<p>Autumn 2: Colours</p> 	<p>I like... I don't like... Do you like it? Red Orange Yellow Green Blue Indigo Violet Pink White Black</p>	<p>J'aime... Je n'aime pas... Aimes-tu? Rouge Orange Jaune Vert Bleu Indigo Violet Rose Blanc Noir</p>	<p>Jay-m Juh name pa Aim-too? Rooge O-ronj Jo-ne Vair Blur En-dee-go Vee-o-lay [Roll the R] Rose Blon Noo-ar</p>
<p>Spring 1: French So songs/Poems</p> 	<p><i>What is the weather? It is sunny.</i> <i>What is the weather? It is sunny.</i> <i>What is the weather? It is sunny.</i> It is sunny today.</p> <p><i>What is the weather? It is raining.</i> <i>What is the weather? It is raining.</i> <i>What is the weather? It is raining.</i> It is rianing today.</p> <p><i>What is the weather? It is snowing.</i> <i>What is the weather? It is snowing</i> <i>What is the weather? It is snowing</i> It is snowing today.</p>	<p>Quel temps fait-il ? Quel temps fait-il ? Il fait beau. Quel temps fait-il ? Il fait beau. Quel temps fait-il ? Il fait beau. Il fait beau aujourd'hui. Quel temps fait-il ? Il pleut. Quel temps fait-il ? Il pleut. Quel temps fait-il ? Il pleut. Il pleut aujourd'hui Quel temps fait-il ? C'est nuageux. Quel temps fait-il ? C'est nuageux. Quel temps fait-il ? C'est nuageux. C'est nuageux aujourd'hui</p>	<p>Kel tomp fayt-eel? Eel fay bo Kel tomp fayt-eel? Eel fay bo Kel tomp fayt-eel? Eel fay bo Eel fay bo or-jord-wee. Kel tomp fayt-eel? Eel pluh Kel tomp fayt-eel? Eel pluh. Eel pluh or-jord-wee. Kel tomp fayt-eel? Say noo-ar-j-joo Kel tomp fayt-eel? Say noo-ar-j-joo Kel tomp fayt-eel? Say noo-ar-j-joo Say noo-ar-j-joo or-jord-wee.</p>
<p>Spring 2: Numbers (See Y1 for numbers 1-20)</p>	<p>Zero One</p>	<p>zéro un</p>	<p>Zay-ro uhn</p>



Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten
Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen
Twenty

deux
trois
quatre
cinq
six
sept
huit
neuf
dix
onze
douze
treize
quatorze
quinze
seize
dix-sept
dix-huit
dix-neuf
vingt

duh
twah
kat-ruh
sank
sees
set
wheet
nuhf
dees
onz
dooz
trez
katorz
kanz
sez
dee-set
dees-weet
dees-nurf
van

Summer 1
Weather



What is the weather like?

It's cold
It's warm/hot
It's cloudy
It's beautiful
It's sunny
It's windy
It's foggy
It's snowing
It's raining

Quel temps fait-il?

Il fait froid
Il fait chaud
Il fait nuageux
Il fait beau
Il fait soleil
Il fait du vent
Il fait du brouillard
Il neige
Il pleut

Kel tomp fait-eel?

Il fay fwa
Il fay sho
Il fay noo-aj-er
Il fay boh
Il fay o-raj-uh
Il fay sol-ay
Il fay doo von
Il fay doo broy-ar
Il nej
Il pluh

Summer 2: Animals









I like...
I don't like...
It is...
the dog
the cat
the rabbit
the fish
the snake
the hamster
the cow
the horse
the chicken
the pig





J'aime...
Je n'aime pas...
C'est
le chien
le chat
le lapin
les poissons
le serpent
le hamster
la vache
le cheval
la poule
le cochon


Jay-m
Juh name pa
Say
Luh she-an
Luh sha
Luh lap-an
Lay pwa-son
Luh sur-pon
Luh am-stare
La vash
Luh shuh-val
La poo-lay
Luh coo-shone

Year 4






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 4	School 	Daily Routine 	French songs/poems 	Food 	Clothes 	The Three Little Pigs 
Theme	Naming school subjects. Giving opinions about school subjects.	Telling the time in relation to the daily routine.	Singing 'Bonjour Monsieur, Bonjour Madame.'	Naming food. Expressing likes and dislikes about food. Describing food	Clothes	Listening to a traditional tale in French Repeating parts of the story
Suggested Activities	Use flashcards with different subjects on them. Sort subjects into J'aime (I like...) and Je n'aime pas (I do not like). Give children the written word and they need to draw a representative image next to it. Give children an 'Aimes-tu?' (Do you like it?) quiz where they need to read and respond. Give children the sentence stem 'J'aime...' and they need to complete it with a list of subjects they enjoy. Play 'Grandma's Shopping List' in small groups with favourite subjects. E.g. 'Ma matière préférée est les science' (My favourite subject is science). Then the next person says 'Ma matière préférée est les science et le français' etc. Put the daily timetable up in French.	Order vocabulary cards to fit their specific routine. Create a timetable or checklist of the key daily activities. Create actions for each element of the daily routine and children act them out. Discuss what time each event happens. Match a card with the time on with the activity. Give children the sentence starter 'À ___ heure' (At ___ o'clock) and they fill it in with the time and activity.	https://www.frenchlearner.com/songs/bonjour-monsieur-bonjour-madame/ Sing songs together. Experiment with singing in a round i.e. different groups of singers starting at a different time. Introduce instruments. Boys sing one part and girls sing the other.	Give children the written French words and they fill in the English. Match the French and English words. Say the English and the children need to say the French. Bring in food for the children to try and sort. Children read and complete 'Aimes-tu?' (Do you like it?) quiz. Complete 'C'est' (It is) sentences. E.g. C'est vert. (It is green).	Flash cards of different clothes. Label different pictures - what they are wearing. Role play asking what they are wearing. Write sentences to answer what they are wearing at school and at the weekend or at a club. Give children the written word and they need to draw the clothing item.	Read the story in English. Put pictures of key events in the story into chronological order. Listen to the story in French. Repeat the title and other repetitive elements of the story. Act out elements of the story with the French narration being played/spoken in the background)

Key Vocabulary





	English	French	Pronunciation
<p>Autumn 1: School</p> 	<p>My favourite subject is...</p> <p>Maths Science English History PE Geography Music Computing Art French</p>	<p>Ma matière préférée est...</p> <p>Les mathématiques Les sciences L'anglais L'histoire Le sport La géographie La musique L'informatique Le dessin Le français</p>	<p>Mah mat-ee-air pref-er-ay ey...</p> <p>Lay math-uh-mat-eek Lay see-on-ss Lon-glays List-wa Luh spor La gee-og-ra-fee La moo-sique Lin-for-mat-eek Luh dess-an Luh fron-says</p>
<p>Autumn 2: Daily Routine (see vocabulary from Y3)</p> 	<p>At what time? What time is it? It is 8 o'clock At 9 o'clock... It is half past 12 At half past 12... It is quarter to 11 At quarter to 11... I eat breakfast I have lunch I go home I have dinner I watch TV I read a book I go to bed I go to school</p>	<p>À quelle heure? Quelle heure est-il? Il est huit heures À neuf heures... Il est midi et demie À midi et demi Il est onze heures moins le quart À onze heures moins le quart Je prends le petit déjeuner Je prends le déjeuner Je rentre chez moi Je prends le dîner Je regarde la télé Je lis un livre Je me couche Je vais à l'école</p>	<p>A kel ur? Kel ur et-eel? Eel ey wheet ur A nurf ur... Eel ey midi ey dem-ee A midi ey dem-ee... Eel ey onz ur mon lay car A onz ur mon lay car... Juh pren luh puh-tee day-juh-nay Juh pren luh day-juh-nay Je ront-r shay mwah Juh pren luh dee-nay Juh ray-gard la tel-ay Juh lee uhn leev-r Juh may coo-shay Juh vay a lay-cole</p>
<p>Spring 1: French Poems/Songs</p> 	<p><i>Hello Sir, Hello Ma'am, Hello Miss! I introduce myself, My name is: Helene Dupuis. I am Helene Dupuis. Helene is my first name, Dupuis is my last name.</i></p>	<p>Bonjour Monsieur, Bonjour Madame, Bonjour Mademoiselle! Je me présente, je m'appelle: Helene Dupuis. Je suis Helene Dupuis. Helene c'est mon prénom, Dupuis mon nom de famille.</p>	<p>Bon-zyur miss-yur, bon-zyur mad-am, bon-zyur mad-em-wah-zell Juh muh pree-sant-ay, juh ma'pel Ell-ayn doop-wee. Juh swee Ell-ayn doop-wee. Ell-ayn say mon pray-nom, doop-wee mon nom day fam-eel.</p>
<p>Spring 2: Food</p>  <div data-bbox="115 1766 404 1908" style="background-color: red; color: white; padding: 5px;"> <p>NB. When saying you like a food you actually say you like the food. E.g I like cake = J'aime le gâteau.</p> </div>	<p>It is... The fish The cheese The chicken The sausages The cake The sweets The/an apple The/an orange The/a banana The/a pear The/a strawberry</p>	<p>C'est Le poisson Le fromage Le poulet Les saucisses Le gâteau Les bonbons La/une pomme L'/une orange La/une banana La/une poire La/une fraise</p>	<p>Say Luh pwahss-on Luh froh-mahj Luh pooh-lay Lay so-seess Luh gat-o Lay bon-bon Lay fwee La/oon pom l/oon or-onj La/oon ban-an La/oon pwar La/oon frez</p>


<p>Summer 1 Clothes</p>	<p>What are you wearing? I am wearing.. You are wearing She is wearing He is wearing A shirt A jumper A t-shirt Some trainers Some shoes Trousers Shorts</p>	<p>Qu'est-ce que tu portes? Je porte Tu portes Elle porte Il porte Une chemise Un pull Un tee-shirt Des baskets Des chaussures Un Pantalon Un shorts</p>	<p>Kes ke two port? Juh port To port El port Eel port Oon shmeeze Unh pull Uhn t-shirt Day bass ket Day shos your Uhn pontalon Uhn shorts</p>
<p>Summer2: Traditional Tale - The Three Little Pigs</p>  <p>To listen to the full story: https://www.thefrenchexperiment.com/stories/threepigs</p>	<p>The Three Little Pigs Mother Pig House The big bad wolf Please Straw Little Pig! Let me in!</p> <p>By the hairs on my chin, Then I'll blow and I'll blow and your house will fall down. Wood Bricks</p>	<p>Les Trois Petits Cochons maman cochon maison le grand méchant loup s'il vous plait paille Petit cochon! Laisse-moi entrer! Par les poils de mon menton Alors je vais souffler et souffler et ta maison va s'effondrer! bois briques</p>	<p>Lay twah pe-tee coo-shone Ma-mon coo-shone May-zon Luh gron may-shon loo Siv-oo-play Pie Pe-tee coo-shone! Lace-mwah on-tray Par lay pwal de mon mon-ton Al-or juh vay soo-flay ey soo- flay ey ta may-son va seff-on- dray! Bwah Bree-k</p>

Year 5






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Overview Year 5	<p>School</p> 	<p>Daily Routine</p> 	<p>Sport</p> 	<p>All about me</p> 	<p>Food</p> 		
Theme	<p>Naming school subjects.</p> <p>Giving opinions about school subjects.</p> <p>Planning a timetable with lessons, days and times.</p>	<p>Naming weekend and recreational activities.</p>	<p>Naming sporting activities.</p>	<p>Naming adjectives to use to describe themselves and others.</p>	<p>Revisiting vocabulary about food.</p> <p>Ordering food and drinks.</p>	<p>Setting up a French café, ordering and serving food.</p>	
Suggested Activities	<p>Create a detailed timetable with individual days, times and subjects.</p> <p>Give children a partly filled in timetable for them to fill in about their week.</p> <p>Use flashcards with different subjects on them.</p> <p>Sort subjects into 'J'aime (I like...)' and 'Je n'aime pas (I do not like)'.</p> <p>Give children the written word and they need to draw a representative image next to it.</p> <p>Give children an 'Aimes-tu?' (Do you like it?) quiz where they need to read and respond.</p> <p>Write down their 'matière préférée' (favourite subject).</p>	<p>Children bring in photos of them doing their hobbies and label them in French.</p> <p>Use flashcards with different activities on them.</p> <p>Sort the flashcards into 'J'aime' (I like) or 'Je n'aime pas' (I don't like).</p> <p>Discuss verbs: aller (to go), faire (to do), jouer (to play) etc. and how they relate to different activities.</p> <p>E.g. je joue au foot uses 'joue' rather than any other verbs.</p>	<p>Use flashcards with different sports on them.</p> <p>Sort the flashcards into 'J'aime' (I like) or 'Je n'aime pas' (I don't like).</p> <p>Give children a sentence starter of 'Pendant mon temps libre je joue...' (In my free time, I play...).</p> <p>Give children days of the week for them to complete the sentence e.g. Le lundi je... (On Monday I...)</p> <p>Play the sports and use the French words for them.</p>	<p>Use flashcards with different adjectives on them.</p> <p>Write an adjective on a post-it note and stick it on someone else whom it describes.</p> <p>Stick a photograph of a child onto a piece of paper and get them to write adjectives to describe themselves all around it.</p> <p>Give children sentence stems e.g. 'J'aime John parce que il est...' (I like John because he is....) or 'J'aime Jill parce que elle est...' (I like Jill because she is....)</p>	<p>Use flashcards with different food vocab on them.</p> <p>Role-play being in a café and asking for food.</p> <p>Give children the sentence starter 'Je voudrais...' (I would like...)</p> <p>Play 'Grandma's shopping list' by listing foods. E.g. 1st person: Je voudrais un croissant. 2nd person: Je voudrais un croissant et du fromage.</p> <p>Listen to individuals ordering food and the other children decipher what is being asked for.</p>	<p>Do some French cooking with the children e.g. crêpes.</p> <p>Design a menu for a typical French café.</p> <p>Make advertising posters for food in French with a price (in euros).</p> <p>Put some French music on in the background, set up café stalls and invite other classes to come and order food.</p> <p>Rehearse conversations with one another to ensure only French will be spoken.</p> <p>Write basic scripts to be used if children get stuck.</p> <p>Taste and enjoy a French café experience.</p>	

Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: School (see 'school' vocab from y3) mix the subjects and times</p> 	<p>At what time? What time is it? It is 8 o'clock At 9 o'clock... It is half past 12 At half past 12... It is quarter to 11</p> <p>At quarter to 11... School timetable I like... I don't like... Do you like it? It is...</p>	<p>À quelle heure? Quelle heure est-il? Il est huit heures À neuf heures... Il est midi et demie À midi et demi Il est onze heures moins le quart</p> <p>À onze heures moins le quart Emploi du temps J'aime... Je n'aime pas... Aimes-tu? C'est...</p>	<p>A kel ur? Kel ur et-eel? Eel ey wheet ur A nurf ur... Eel ey midi ey dem-ee A midi ey dem-ee... Eel ey onz ur mon lay car</p> <p>A onz ur mon lay car... Om-ploy doo tomp Jay-m... Juh name pa... Aim-too? Say...</p>
<p>Autumn 2: Daily Routine</p> 	<p>What do you do at the weekend? What do you like to do? I like... to go fishing to sing to dance to listen to music to do DIY to go jogging to go shopping to play computer games to read books to watch TV to play on the Xbox</p>	<p>Qu'est-ce que vous faites le weekend? Qu'est-ce que tu aimes faire? J'aime... aller à la pêche chanter danser écouter la musique faire du bricolage faire du jogging faire du shopping jouer aux jeux vidéos lire des livres regarder la télé jouer sur la Xbox</p>	<p>Kes-kuh voo fait luh week-end? Kes-kuh too aim fair? Jay-m All-ay a la pesh Shon-tay Don-say Eh-coo-tay la moo-zee-k Fair doo bree-co-larj Fair doo jog-ing Fair doo shop-ing Joo-ay oh juh vid-ay-o Leer day leave-r Ree-gard-ay la tel-ay Joo-ay sir la Xbox</p>
<p>Spring 1: Sport</p>  <div style="border: 1px solid red; background-color: red; color: white; padding: 5px; margin-top: 10px;"> <p>NB. Some activities require different verbs e.g. to do, to go and to play. It is important to use the correct verb with the activity as listed.</p> </div>	<p><u>I play...</u> badminton basketball football golf hockey table tennis/ping-pong rugby tennis volleyball <u>I do...</u> athletics gymnastics <u>I go...</u> cycling horse riding swimming skateboarding skiing sailing</p>	<p><u>Je joue...</u> au badminton au basket au foot au golf au hockey au ping-pong au rugby au tennis au volley <u>Je fais...</u> de l'athlétisme de la gymnastique <u>Je fais...</u> du vélo de l'équitation de la natation du skate du ski de la voile</p>	<p><u>Juh joo</u> Oh bad-min-ton Oh bass-ket Oh foot Oh golf Oh ock-ay Oh ping-pong Oh rug-bee Oh ten-ee Oh voll-ay <u>Juh fay</u> Day lath-lay-tees-muh Duh la jim-nas-teek <u>Juh fay</u> Doo vel-o Duh lec-ee-tass-ee-on Duh la na-tass-ee-on Doo sket Doo skeep Day la vwal</p>
<p>Spring 2: All about me</p> 	<p>He is... She is... I like I don't like Because</p>	<p>Il est... Elle est... J'aime Je n'aime pas Parce que</p>	<p>Eel ey Ell ey Jay-m Juh name pah Par-say cuh</p>

	----- Happy Strong Intelligent Pretty Polite Ambitious Conscientious Generous Active Imaginative Sporty Nice/kind Beautiful Funny Honest	<u>Masculine</u> Heureux Fort Intelligent Joli Poli Ambitieux Conscientieux Généreux Actif Imaginatif Sportif Gentil Beau	<u>Feminine</u> Heureuse Forte Intelligente Jolie Polie Ambitieuse Conscientieuse Généreuse Active Imaginative Sportive Gentille Belle	----- Ur-ruh/Ur-rurs For/Fort Un-telly-jon/un-telly-jont Jo-lee Po-lee Om-bis-ee-ur/Om-bis-ee-us Con-see-on-see-ur/Con-see-on-see-us Jen-ee-rur/Jen-ee-rurs Ac-teef/Ac-teev Ee-maj-ee-na-teef/Ee-maj-ee-na-teev Spor-teef/Spor-teev Jen-tee/Jen-teel Bo/Bell Drole O-net
Summer 1 and 2: Food (see 'Food' vocabulary from Y4) 	What would you like to drink? I am going to take... Excuse me Sir/Miss/Madam The bill please What would you like? What would you like? I would like... Enjoy your meal Cheers! Have you finished? Was everything ok? Anything else? There you are! So, that comes to...Euros A ham sandwich A cheese sandwich A tuna sandwich Soup Baguette	Qu'est-ce que vous voulez comme boisson? Je vais prendre... Excuse-moi monsieur...mademoiselle...madame... L'addition, s'il vous plait Que voudriez-vous ? Désirez-vous? Je voudrais... Bon appétit! À la vôtre! C'est terminé? Ça a été? C'est tout? Voilà! Alors, ca fait... Euros. Un sandwich au jambon Un sandwich au fromage Un sandwich au thon Soupe Baguette	Kes-kuh voo voo-lay com bwa-son? Juh vay prond-ruh Ex-cu-sem-mwa Muh-seeur/Mad-em-mwa-sell/Ma-dam Lad-di-si-on siv-oo-play Kuh voo-dray-ay voo? Dez-ee-ray voo? Juh voo-dray... Bon-app-ay-tee A lah vot Say term-in-ay? Sa ah et-ay? Say too? Vwola! A-lor sa fay... uh-ro Uhn sond-weech oh jambon Uhn sond-weech oh from-arge Uhn sond-weech oh ton Soop Bag-et	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview Year 6	Feelings 	French Songs/Poems 	School 	Da...ie 	Résumé 	
Theme	Learning to say how they are feeling today and yesterday.	Single Jingle Bells at the Christmas Performance	Naming future career options. Discussing what job they would like to have in the future.	Learning a speech that recounts their weekend.	Writing a résumé including adjectives, school interests and extracurricular activities.	
Suggested Activities	Children to pull faces of the French feeling and then the English feeling. Write about family members and how	Sing songs together. Experiment with singing in a round i.e. different groups of singers starting at a different time. Introduce instruments. Boys sing one part and girls sing the other.	Use flashcards with different occupations on them. Use two hoops to sort jobs into 'Je voudrais être...' (I would like to be...) and 'Je ne voudrais pas être...' (I would not like to be...)	Write a short speech about the weekend. Sentence stems may be necessary e.g. le samedi (on Saturday) and Le matin (in the morning).	Talk about what a résumé is and when it is used. Look at some example résumés. Pick out key features. Provide children with scaffolded and	Split writing into three main sections: About me (À propos de moi), school (l'école) and other interests (Autres intérêts). Role-play being an

<https://www.frenchlearner.com/lessons/live-le-vent/>

they Use flashcards with the different feelings on.

Practice in pairs asking each other how they feel today.

Practice in pairs saying how they felt yesterday.

Complete sentences about how they are feeling.

Use celebrity photos showing different feelings. Can they say how the celebrity is feeling?

Match occupations with subjects e.g. 'un ingénieur' (an engineer) and 'les mathématiques' (maths).
Discussing which subjects will be relevant to which careers.

Make a video with each child saying one line explaining what they want to be when they are older. E.g. 'À l'avenir, je voudrais être...' (In the future, I would like to be...)

Memorise a few lines about the weekend.

Create prompt cards to support retelling.

Film/perform to the class.

Use French dictionaries to look up any words they are unsure of.



Translate each other's recounts into English.



differentiated writing templates.

interviewer and interviewee to use the résumé.

Translate one another's résumés.

Key Vocabulary

	English	French	Pronunciation
<p>Autumn 1: School (see 'school' vocab from Y4 and Y5)</p> <p>For an extensive list visit: https://lingolex.com/jobfr.htm</p> 	<p>How are you feeling? How are you today?</p> <p>I am happy. I am sad. I am angry. I am worried. I am tired. Yesterday, I felt... unwell anxious</p>	<p>Comment te sens-tu? Comment vous sentez-vous aujourd'hui?</p> <p>Je suis content. Je suis triste. Je suis fache. Je suis inquiet. Je suis fatigue. Hier J'ai senti.. Malade anxieuse</p>	<p>Curmont te sans chu? Curmonvoo sontay vu orjordwee?</p> <p>Juh swee conton Juh swee trist Juh swee fash Juh swee sonkey yeh Jug swee fateegay. Ear Jay sontee.. Marlad Onxshooz</p>
<p>Autumn 2:  Jingle Bells</p> <p>Chorus</p>	<p>Vive le vent, vive le vent Vive le vent d'hiver Qui s'en va sifflant, soufflant Dans les grands sapins verts, oh !</p> <p>Vive le temps, vive le temps Vive le temps d'hiver Boules de neige et Jour de l'An Et Bonne Année grand- mère !</p>	<p><i>Long live the wind, long live the wind Long live the winter wind Which goes whistling, blowing Through the tall green Christmas trees, oh!</i></p> <p><i>Long live the season, long live the season, Long live the holiday season Snowballs and new year's day and happy new year Grandma!</i></p>	<p>Veev la vont, veev la vont Veev loa vont dee vair Key son va seeflont, sooflont Don lee gron sapin ver, o!</p> <p>Veev la vont, veev la vont Veev loa vont dee vair Bool dee nej ay jor de lon Ay bon annie gron mair</p>
<p>1st verse</p>	<p>Sur le long chemin Tout blanc de neige blanche Un vieux monsieur s'avance Avec sa canne dans la main Et tout là-haut le vent Qui siffle dans les branches Lui souffle la romance Qu'il chantait petit enfant, oh</p>	<p><i>Along the long road All white from the white snow Walks an old man With his cane in his hand And the wind way up there Which whistles in the branches Blows the romantic tune on him That he sang as a young child, oh!</i></p>	<p>Sir lay lon cheman Too blon da nej blonchay Oon voo monser savance Avec suh sa canne don la man Ay too lahor lay von Key seeflay don lay bronche Pee soofla la romance Kee: chantay puhteet onfont, o!</p>
<p>2nd verse</p>	<p>Et le vieux monsieur Descend vers le village C'est l'heure où tout est sage Et l'ombre danse au coin du feu Mais dans chaque maison Il flotte un air de fête Partout la table est prête Et l'on entend la même chanson, oh !</p>	<p><i>And the old man Goes down toward the village It's the time when everyone is good And the shadow dances near the fire But in each house There floats a festive air Everywhere the table is set And you hear the same song, oh!</i></p>	<p>Ay la veyor monsur Deson ver luh vee larj Say luh ur oo too ay sarj Ay lombr donce or quoi doo fur May don shaq mayzon Eel flot oon air du fet Partoo la tarbla ay pret Ay lay lonton la mem chanson, o!</p>

<p>Spring 1: Feelings</p>	<p>In the future, I would like to be...</p> <p>Hairdresser Lawyer Teacher Doctor Singer Engineer Electrician Shop assistant Taxi driver Nurse Dentist</p>	<p>À l'avenir, je voudrais être...</p> <p>coiffeuse/coiffeur avocate/avocat professeur médecin chanteur ingénieur électricien vendeur chauffeur de taxi infirmière dentiste</p>	<p>A-lav-neer, juh voo-dray et-r...</p> <p>qwa-furs/qwa-fur av-o-cat/av-o-cah Pro-fess-ur Med-oo-san Shon-tur An-gen-nure Ell-ay-tree-see-an Von-dur Sho-fur duh tax-ee On-firm-ee-air Don-teest</p>
<p>Spring 2: Daily Routine (see 'daily routine' vocab from Y5)</p> 	<p>What do you do at the weekend? What do you like to do? I like...</p> <p>In the morning In the evening On Saturday On Sunday Every day At the weekend During my free time Occasionally</p>	<p>Qu'est-ce que vous faites le weekend? Qu'est-ce que tu aimes faire? J'aime...</p> <p>Du matin Dans la soirée Le samedi Le dimanche Tous les jours Le week-end Pendant mon temps libre parfois</p>	<p>Kes-kuh voo fait luh week-end? Kes-kuh too aim fair? Jay-m Doo mat-an Don la swar-ay Luh sam-dee Luh dee-monsh Too lay joor Luh week-end Pon-dont mon tomp leeb-r Par-fwa</p>
<p>Summer 1 + Summer 2:</p> <p>Résumé</p> 	<p>This French unit of work will require the amalgamation of several units of work, including:</p> <ul style="list-style-type: none"> • 'About me' Y3 • 'School' Y4 and Y5 • 'Sports' Y5 and Y6 • 'Résumé' Y5 		