

Peel Park – French Curriculum Overview



Peel Park Primary School 2023-2024

French Unit Sequence (Kapow based)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS and KS1 French is introduced on a very informal basis in the first years of school, through the sharing of simple rhymes and songs, numbers and colours. No formal language lessons take place in year groups but instead the teaching and learning is on an ad-hoc basis as and when the teachers feel it is appropriate. Children learn a selection of greetings from different languages with an emphasis on the languages spoken within each class.					
Year 1						
Year 2						
Year 3	French Greetings with Puppets	French Adjectives of Colour, Size, and Shape		French Playground Games – Numbers and Ages		
Y3 Core Vocabulary – Colours and Number						
Year 4	Portraits – Describing in French	Clothes – Getting Dressed in French		French Numbers, Calendars and Birthdays		
Y4 Core Vocabulary – Days and Months						
Year 5	French Monster pets	Shopping in France		Verbs in a Week		
Y5 Core Vocabulary – Body parts and adjectives of colour and size						
Year 6	French sport and the Olympics	In my French house		Planning a French Holiday		
Y6 Core Vocabulary – French verbs						

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Rationale	We aim for our language education to foster pupils' curiosity and deepen their understanding of the world; enable pupils to express their ideas and thoughts in another language; and understand and respond to its speakers, both in speech and in writing. Our current language provision is French.		
Approach	All lessons allow children to develop their language skills in relevant, engaging, and meaningful contexts. Learning happens through a great range of interactive activities, role-play, songs, games, and stories. In the earlier stages of language learning the focus is on speaking and listening.		
SEND	Children who are identified as working below may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in French and could excel in the subject. Pupils' attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.		
Values	Ready	Respectful	Safe
Prior learning links	Please recap on the previous year's group learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a POP (Proof of Progress) task.		

Year Group 3	Autumn	Spring	Summer
Topic title and knowledge outcomes	<p>French greetings with puppets On completion of the unit, pupils will know...</p> <p>How to use an appropriate greeting e.g. bonjour, salut. How to say goodbye – au revoir How to say good evening – bonsoir How to say good night – bonne nuit How to introduce themselves with Je m'appelle. How to find out someone else's name with comment tu t'appelles? How to ask how someone is feeling with comment ça va? To respond to the above questions with; ça va bien (I'm feeling good) ça va très bien (I'm feeling very good) ça va mal (I'm not ok) ça va très mal (I'm really not ok) comme ci comme ça (I'm ok)</p>	<p>French adjectives of colour, size and shape. On completion of the unit, pupils will know...</p> <p>How to listen to and repeat the words to describe colour. These colours: rouge (red), bleu (blue), jaune (yellow), vert (green), orange (orange), violet (purple), blanc (white), noir (black). These shapes in French : un cercle (circle), un triangle (triangle), un rectangle (rectangle), un carré (square). How to describe a shape using adjectives; petit (small) and grand (big). To know that when describing the colour of an object, the adjective goes after the noun. When using an adjective of size, it goes before the object. That Qu'est-ce que c'est? is a question meaning what is it? To reply to the above question with c'est un ...</p>	<p>French playground games – numbers and age. On completion of the unit, pupils will know...</p> <p>In English, we use a number of words in sums to indicate the answer: One plus/and one is two One and one makes two One and one equals two Similarly, in French, we use: égale – equals – which is quite formal. font – makes – which is less formal. ça fait – that makes – which is informal and may be contracted to fait. Un= one, deux= two, trois= three, quatre=four, cinq=five, six= six Plus= plus. Et= and. Sept= seven, huit=eight, neuf=nine, dix=10, onze=eleven, douze=twelve. Tu as quel âge? – translated literally, this means, you have which age?</p>

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	<p>How to join in with a French finger rhyme using the vocab - deux petits chatons visitants Paris (two little kittens visiting Paris) Je m'appelle François – je m'appelle Marie (I'm called François – I'm called Marie) Bonjour François, bonjour Marie (hello François, hello Marie) Au revoir François, au revoir Marie (good bye François, good bye Marie)</p>	<p>meaning it's a. The general rule is that the 't' of c'est – it is, is silent. However, the 't' is pronounced when c'est is followed by a word that begins with a vowel. Je voudrais... is I would like. S'il vous plait means please. A cognate is a word that is the same in both French and English. For example, un triangle and a triangle. We may pronounce un triangle in French slightly differently ('with a French accent') but the word is very recognisably the same as the word in English. A near cognate is a word that is very similar but not identical in French and English. For example, un cercle and a circle. Henri Matisse was a modern French artist who was one of the pioneers of the style of art known as 'collage' (a word that comes from the French word coller – to stick). Rose is French for pink.</p>	<p>There is an alternative form that you could use: Quel âge as-tu? – translated literally, this means Which age have you? In French, you say that you have [x] years: J'ai cinq ans – I am five years old. Je (I) contracts when followed by a vowel to become J'. The word ai, is the first-person singular form of avoir – to have. J'ai cinq ans. I have five years. Ans – years is the plural of an – year. If you were saying someone was one year's old, it would be: il [or elle] as un an. Combien means how many? How to read numbers in their written form and recognise what they are e.g. un is one. The vocab used in playing a game: à moi= my turn à toi= your turn manqué= missed gagné=won</p>
<p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p>	<ol style="list-style-type: none"> 1. Can I say French greetings? 2. Can I say French greetings? – for both day and night. 3. Can I say how are you feeling - in French? 4. Can I say French finger rhymes? 	<ol style="list-style-type: none"> 1. Can I say colours in French? 2. Can I say shapes and colours in French? 3. Can I say shapes of different colours and sizes in French? 4. Can I use shapes like the French artist, Matisse? 5. Can I create art in the style of the French artist, Magritte? 	<ol style="list-style-type: none"> 1. Can I count in French? 2. Can I count higher in French? 3. Can I ask how old are you in French? 4. Can I read French numbers? 5. Can I play French outdoor games?
<p>Knowledge Capture Task</p>	<p>Quiz and Knowledge catcher – French greetings with puppets.</p>	<p>Quiz and Knowledge catcher – French adjectives of colour, shape and size.</p>	<p>Quiz and Knowledge catcher – French playground games.</p>
<p>National</p>	<p>Listen attentively to spoken language and show</p>	<p>Develop accurate pronunciation and intonation</p>	<p>Listen attentively to spoken language and show</p>

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Curriculum End Points	<p>understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Present ideas and information orally to a range of audiences. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language. speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
Possible Endpoints and support for the least able	<p>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.</p>		
Cross curricular Links	English grammar	English - grammar Maths - geometry	English - grammar Maths - place value
Trips and visitors			
Prior Learning links	<p>Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.</p>		

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Year Group 4	Autumn	Spring	Summer
<p>Topic title and knowledge outcomes</p>	<p>Portraits – describing in French. On completion of the unit, pupils will know...</p> <p>That il = he and elle = she. That Le Louvre is a famous art gallery in Paris. That adjectives change when describing feminine nouns. That colour adjectives go after the noun in French. It is common to add 's' to describe a plural noun such as eyes and hair. The vocab: Il est hereux – He is happy Elle est hereuse – She is happy. Elle est sérieuse – She is serious. Il est sérieux – He is serious How to create a sentence, using word cards, to describe hair and eye colour. E.g. J'ai les yeux bleus. J'ai les cheveux blonds. That colour adjectives follow the noun in French. That if the noun is plural, like 'hairs' or 'eyes', then the adjective becomes plural too. That châtain (masc. pl.) is used for brown (hair). That marron is used for brown (eyes). That roux (masc. pl.) is used for ginger/red(hair). How to understand sentences to describe someone's appearance. Eg Il s'appelle Max. Il a les cheveux noirs = He is called Max. He has black hair. Some words that describe personality traits eg petit(e) = small, fort(e) = strong, poli(e) = polite, travailleur, travailleuse = hard working, sportif, sportive = sporty, heureux, heureuse = happy sérieux, sérieuse = serious How to describe personality traits of my</p>	<p>Clothes – getting dressed in France. On completion of the unit, pupils will know...</p> <p>Le is used with masculine singular nouns. La is used with feminine singular nouns. L' is used with any singular noun (masculine or feminine) that begins with a vowel, y or, in most cases, h. Les is used with any plural noun. Un is used with masculine nouns. Une is used with feminine nouns. How to use my; mon – for masculine singular nouns ma – for feminine singular nouns mon – for feminine singular nouns that begin with a vowel, y or (in most cases) mes – for plural nouns, whether masculine or plural. The following items of clothing in French; un T-shirt = a T-shirt un short = shorts un chapeau = a hat un maillot de bain = a swimsuit un pantalon = trousers une culotte = pants une chemise = a shirt une veste = a jacket des bottes (f) = boots des chaussettes (f) = socks des lunettes (f) = glasses des baskets (f) = trainers Je porte = I wear Il porte = he wears Elle porte = she wears</p> <p>That I need to add an 'e' to the adjective if it is</p>	<p>French numbers, calendars and birthdays On completion of the unit, pupils will know...</p> <p>That in these numbers, the x is pronounced as zeg dix-sept – seventeen, dix-huit – eighteen, dix-neuf – nineteen. How to count up to 31: Un = one Deux = two Trois = three Quatre = four Cinq = five Six = six Sept = seven Huit = eight Neuf = nine Dix = ten Onze = eleven Douze = twelve Treize = thirteen Quatorze = fourteen Quinze = fifteen Seize = sixteen dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty vingt-et-un = twenty-one vingt-deux = twenty-two vingt-trois = twenty-three vingt-quatre = twenty-four</p>

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	<p>friends. E.g Il est fort. Elle est sportive.</p> <p>How to change most adjectives to describe a feminine noun.</p> <p>Some adjectives do not change, regardless of gender eg orange and marron.</p> <p>How to write simple sentences to describe my friend using the phrases il/elle a and il/elle est.</p>	<p>describing a feminine (la/une) word.</p> <p>To put the colour adjective after the noun (object).</p> <p>How to describe where colour words come in a sentence (after the noun).</p> <p>How to describe where size words come in a sentence (before the noun).</p> <p>How to add an 's' to the adjective if it is describing a plural word.</p> <p>The following adjectives, like colour adjectives, also go after the noun they describe:</p> <p>à pois – spotted</p> <p>à carreaux – checked</p> <p>à rayures – striped</p> <p>How to say they like/ dislike an item of clothing using j'aime and je n'aime pas.</p>	<p>vingt-cinq = twenty-five</p> <p>vingt-six = twenty-six</p> <p>vingt-sept = twenty-seven</p> <p>vingt-huit = twenty-eight</p> <p>vingt-neuf = twenty-nine</p> <p>trente = thirty</p> <p>trente-et-un = thirty-one</p> <p>In French, the days of the week: Days of the week begin with a lower case letter, whereas in English we use a capital letter for each day.</p> <p>Each end with di, which is the equivalent of our English ...day, although the French word for day is jour.</p> <p>Vocab for days of the week:</p> <p>les jours de la semaine = the days of the week</p> <p>la semaine = the week</p> <p>lundi = Monday</p> <p>mardi = Tuesday</p> <p>mercredi = Wednesday</p> <p>jeudi = Thursday</p> <p>vendredi = Friday</p> <p>samedi = Saturday</p> <p>dimanche = Sunday</p> <p>aujourd'hui = today</p> <p>demain = tomorrow</p> <p>hier = yesterday</p> <p>Months of the year do not use a capital letter. Vocab for months of the year:</p> <p>les mois = the months</p> <p>janvier = January</p> <p>février = February</p> <p>mars = March</p> <p>avril = April</p>
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			<p>mai = May juin = June juillet = July août = August septembre = September octobre = October novembre = November décembre = December</p> <p>C'est quand, ton anniversaire? = When is your birthday? Mon anniversaire c'est le... = My birthday is the... Joyeux anniversaire = happy birthday. Pour mon anniversaire, je voudrais... – For my birthday, I would like.</p> <p>Vocab for the 4 seasons; les saisons = the seasons Il y a quatre saisons = There are four seasons le printemps = the spring l'été = the summer l'automne = the autumn l'hiver = the winter</p> <p>There are 5 accents in French which alter the way we pronounce a word - l'accent aigu (acute accent) – é l'accent grave (grave accent) – à, è, ù la cédille (cedilla) – ç l'accent circonflexe (circumflex) – â, ê, î, ô, û l'accent tréma (trema) – ë, ï, ü</p>
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<p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p>	<ol style="list-style-type: none"> 1. Can I understand how to make French adjectives to agree? 2. Can I say simple descriptions in French? 3. Can I describe people in French? 4. Can I describe personality traits in French? 5. Can I write a portrait of a friend in French? 	<ol style="list-style-type: none"> 1. Can I say clothes in French? 2. Can I say clothes and colours in French? 3. Can I understand where adjectives go in French? 4. Can I describe clothes from a catalogue in French? 5. Can I describe what someone is wearing in French? 	<ol style="list-style-type: none"> 1. Can I learn how to say numbers 1-31 in French? 2. Can I say the days of the week in French? 3. Can I say the months of the year in French? 4. Can I say the seasons and dates in French? 5. Can I understand how to celebrate a birthday in French?
<p>Knowledge Capture Task</p>	<p>Quiz and Knowledge catcher – Portraits – describing in French.</p>	<p>Quiz and Knowledge catcher – Clothes – getting dressed in French.</p>	<p>Quiz and Knowledge catcher – French numbers, calendars and birthdays.</p>
<p>National Curriculum End Points</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.</p>

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Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English - grammar Art - portraits PSHE	English - grammar	English – grammar Maths - number
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

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Year Group 5	Autumn	Spring	Summer
<p>Topic title and knowledge outcomes</p>	<p>French monster pets. On completion of the unit, pupils will know... Vocab to describe a Komodo Dragon: un Varan de Komodo/un dragon de Komodo - a Komodo dragon un carnivore – a carnivore un prédateur – a predator un reptile – a reptile un insecte – an insect un mammifère – a mammal Adjectives must agree with the noun that they describe both in terms of whether the noun is masculine or feminine and whether the noun is singular or plural. Some adjectives are ‘invariable’ and do not change. One example is the adjective, orange -orange, which does not change for gender or number, so no additional ‘s’ for plural nouns. Adjectives of size go before the noun (as they do in English) but adjectives of colour go after the noun. Vocab to be used to describe a monster:les jambes (feminine plural) (the legs). la queue (feminine singular) (the tail) – this is the same as our English word for queue. les cornes (feminine plural) (the horns) – the children might guess that this word is linked to cornets (for ice-cream) and looks and sounds like our word, horn. les bras (masculine plural) (the arms)</p>	<p>Shopping in France. On completion of the unit, pupils will know... The pattern of numbers to 69: 20-29: vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf 30-39: trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf 40-49: quarante, quarante-et-un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf 50-59: cinquante, cinquante-et-un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf 60-69 soixante, soixante-et-un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf 70 is soixante-dix, literally sixty-ten. This builds then in a similar way to the teens: 70: soixante-dix (sixty-ten) 71: soixante-et-onze (sixty-eleven) 72: soixante-douze (sixty-twelve) 73: soixante-treize (sixty-thirteen) 74: soixante-quatorze (sixty-fourteen) 75: soixante-quinze (sixty-fifteen) 76: soixante-seize (sixty-sixteen)</p>	<p>Verbs in a French week On completion of the unit, pupils will know... The infinitive is the basic form of a verb, which in English is usually expressed as, ‘to [do something]’. We might list examples of verbs as, ‘to run’, ‘to walk’, ‘to speak’, ‘to hide’. French verbs fall into three categories: Those verbs where the infinitive form ends -er. Those verbs where the infinitive form ends -ir. Those verbs where the infinitive form ends -re. These French verbs: chanter – to sing courir – to run danser – to dance dormir – to sleep écrire – to write jouer – to play sauter – to jump lire – to read</p>

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<p>le bec (masculine singular) (the beak) – looks and sounds like beak.</p> <p>les dents (masculine plural) (the teeth) – the children might guess that this word is linked with dentist.</p> <p>la tête - the head</p> <p>les épaules (f) - the shoulders</p> <p>les genoux (m) - the knees</p> <p>les pieds (m) - the feet</p> <p>les yeux (m) - the eyes</p> <p>les oreilles (f) - the ears</p> <p>la bouche - the mouth</p> <p>les bras (m) - the arms</p> <p>une antenne - an antenna</p> <p>les dents (f) - the teeth</p> <p>le nez - the nose</p> <p>le bec - the beak</p> <p>les cornes (f) -the horns</p> <p>les jambes (f) – legs</p> <p>la queue - the tail</p> <p>un oeil - an eye</p> <p>les pointes - the points/peaks/spikes (on the monster's tail)</p> <p>How to check the gender of a word using a dictionary.</p> <p>How to describe the above body parts using adjectives:</p> <p>court(s) (masc.) / courte(s) (fem.) - short</p> <p>grand(s) (masc.) / grande(s) (fem.) - big</p> <p>long(s) (masc.) / longue(s) (fem.) - long</p> <p>petit(s) (masc.) / petite(s) (fem.) - small</p> <p>pointu(s) (masc.) / pointé(s) (fem.) - pointed</p> <p>rouge(s) (masc. and fem.) - red</p>	<p>77: soixante-dix-sept (sixty-seventeen)</p> <p>78: soixante-dix-huit (sixty-eighteen)</p> <p>79: soixante-dix-neuf (sixty-nineteen)</p> <p>80: quatre-vingts (four twenties) – note the ‘s’ on the end of vingts</p> <p>81: quatre-vingt-un (four twenties one) – note that there is no ‘s’ on the end of vingt and note that it is not quatre-vingt-et-un</p> <p>82: quatre-vingt-deux (four twenties two)</p> <p>83: quatre-vingt-trois (four twenties three)</p> <p>84: quatre-vingt-quatre (four twenties four)</p> <p>85: quatre-vingt-cinq (four twenties five)</p> <p>86: quatre-vingt-six (four twenties six)</p> <p>87: quatre-vingt-sept (four twenties seven)</p> <p>88: quatre-vingt-huit (four twenties eight)</p> <p>89: quatre-vingt-neuf (four twenties nine)</p> <p>90: quatre-vingt-dix (four twenties ten)</p> <p>91: quatre-vingt-onze (four twenties eleven)</p> <p>92: quatre-vingt-douze (four twenties twelve)</p> <p>93: quatre-vingt-treize (four twenties thirteen)</p> <p>94: quatre-vingt-quatorze (four twenties fourteen)</p> <p>95: quatre-vingt-quinze (four twenties fifteen)</p> <p>96: quatre-vingt-seize (four twenties sixteen)</p> <p>97: quatre-vingt-dix-sept (four twenties seventeen)</p> <p>98: quatre-vingt-dix-huit (four twenties eighteen)</p> <p>99: quatre-vingt-dix-neuf (four twenties nineteen)</p> <p>The number for one hundred is easy: cent (as in cents, century, centurian, centipede)</p> <p>That in France, they use euros as their currency.</p>	<p>manger – to eat</p> <p>nager – to swim</p> <p>habiter – to live</p> <p>In English, subject pronouns are:</p> <p>I we</p> <p>you you</p> <p>he, she, it they</p> <p>In French, subject pronouns are:</p> <p>je – I nous – we</p> <p>tu – you vous – you</p> <p>il – he/it ils – they (masculine)</p> <p>elle – she/it elles – they (feminine)</p> <p>How to conjugate a verb such as:</p> <p>chanter – to sing</p> <p>Je chante - I sing</p> <p>Tu chantes - you sing (singular, informal)</p> <p>Nous chantons - we sing</p> <p>Vous chantez - you sing (plural and singular formal)</p> <p>Ils chantent - they sing (masculine plural) Elles chantent - they sing (feminine plural) How to ask Qu’est-ce qui manque ? – What’s missing?</p> <p>Some French verbs are regular and some are irregular and do not follow a pattern such as avoir and être.</p> <p>Avoir – to have</p> <p>J’ai – I have</p> <p>Tu as – you (singular and informal) have</p> <p>Il/Elle a – he/she has</p> <p>Nous avons – we have</p> <p>Vous avez – you (plural and formal) have</p> <p>Ils/Elles ont – they have</p>
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	<p>rose(s) (masc. and fem.) - pink orange (masc. and fem.) - orange jaune(s) (masc.. and fem) - yellow bleu(s) (masc.)/ bleue(s) (fem.) - blue noir(s) (masc.)/noire(s) (fem.) - black vert(s) (masc.)/ verte(s) (fem.) - green blanc(s) (masc.)/ blanche(s) (fem.) - white gris (masc.)/grise(s) (fem.) – grey</p> <p>How to describe their monster using a simple sentence eg il a des grands yeux – he has big eyes. How to say le corps (the body) keeping the p and s silent. This is a near cognate. How to compare their animal to another using sentences like: La tête d’un éléphant – the head of an elephant Le corps d’une girafe – the body of a giraffe Les pieds d’un kangourou – the feet of a kangaroo</p> <p>How to ask Qu'est-ce-que c'est? - What is it? And to reply with: il a - he/it has elle a - she/it has</p> <p>There are usually four forms of an adjective to describe: A noun that is singular masculine A noun that is plural masculine A noun that is singular feminine A noun that is plural feminine</p>	<p>In French, the price of something is expressed in euro €, and in the same way as we express pounds in English, except that the decimal point is replaced with a comma: 6,40 means six euros and forty cents When speaking the price, the same convention is followed as in English: six euros, forty – six euro, quarante (A or an in English) is un or une in French: un is used for masculine singular nouns: un abricot – an apricot une is used for feminine singular nouns: une fraise – a strawberry Des is used for some. Vocab for fruits: Les fruits - the fruits Un ananas - a pineapple Un abricot - an apricot Un citron - a lemon Une pomme - an apple Une poire - a pear Une pêche - a peach Une banane - a banana Une orange - an orange Une cerise - a cherry Une fraise - a strawberry Une pastèque - a watermelon Des raisins - (some) grapes Je vais au marché et j’achète... - I go to the market and I buy... Crisps are called les chips in French. Chips are called les frites in French. Vocab for I eat/ he eats (3rd person):</p>	<p>Être – to be Je suis – I am Tu es – you (singular and informal) are Il/elle est – he/she is Nous sommes – we are Vous êtes – you (plural and formal) are Ils/Elles sont – they are</p>
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	<p>Adjectives to describe these will have a different agreement eg e for singular feminine.</p> <p>How to use a dictionary to help find/check new words I want to write</p> <p>How to describe where the animal lives using: elle habite dans le désert - she/it lives in the desert il habite dans la forêt - he/It lives in the forest elle habite dans l'océan - she/it lives in the ocean</p> <p>How to describe what their animal eats using: elle mange les petites fleurs - she/it eats little flowers il mange les petits poissons rouges - he/it eats little red fish elle mange les serpents noirs et les plantes vertes - she/it eats black snakes and green plants</p>	<p>Il mange – he eats un croissant – a croissant une glace – an ice cream des chips – some crisps</p> <p>du poulet – some chicken de la soupe – some soup des bonbons – some sweets Il reste au lit – he stays in bed Il a tout mangé ! – he has eaten everything! The French de translates as 'of' or 'some'.</p> <p>When coupled with le, la, l' or les, it becomes: du (de + le) de la de l' (used when the noun begins with a vowel) des (de+les)</p> <p>How to ask for something from a food shop using Je voudrais - I would like Food items from Lesson 3, plus C'est combien? - How much is it? To recognise these words are from a recipe and to make some links as to what they are: ratatouille - Ratatouille les ingrédients - The ingredients les ustensiles -The utensils les courgettes - Courgettes une aubergine - An aubergine un poivron - A pepper deux gousses d'ail - Two cloves of garlic des herbes - some herbs du thym - some thyme du romarin - some rosemary</p>	
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		<p>du laurier - some bay du basilic - some basil de l'huile d'olive - some olive oil du sel - some salt du poivre - some pepper une pincée - a pinch (of) un couteau - a knife une cuillère - a spoon une poêle - a cooking pot les légumes- the vegetables laver - to wash couper - to cut ajouter - to add émincer - to slice laisser cuire - to leave to cook à feu bas - on a low heat couvrir - to cover c'est délicieux ! - It's delicious! Bon appétit ! -Bon appétit! / Enjoy!</p>	
Lesson Sequence	<ol style="list-style-type: none"> 1. Can I look for clues to understand new words? 2. Can I identify nouns by their gender, number and meaning? 3. Can I apply my knowledge of French nouns and gender agreement? 4. Can I understand adjectival rules in French? 5. Can I apply my knowledge of vocabulary and grammar to a piece of writing? 	<ol style="list-style-type: none"> 1. Can I build numbers and prices in French? 2. Can I say fruits in French? 3. Can I join with a repetitive story? 4. Can I go shopping in France and ask howmuch? 5. Can I explore and understand an authenticFrench text? 	<ol style="list-style-type: none"> 1. Can I recognise that verbs take differentforms? 2. Can I recognise some regular verbs inFrench? 3. Can I find infinitive verbs in a dictionary? 4. Can I understand what an irregular verb is? 5. Can I build and deliver a short presentation inFrench?
Learning challenges in a sequenced order.			
Knowledge Capture Task	Quiz and Knowledge catcher – French monster pets	Quiz and Knowledge catcher – Shopping in France	Quiz and Knowledge catcher – Verbs in a week
National Curriculum End Points	<p>Understand and respond to written language from an authentic source. Discover and develop an appreciation of a range of writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</p>	<p>Read carefully and show understanding of words and phrases. Explore patterns of language. Communicate for practical purposes. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Present ideas and information orally. Ask and answer questions. Describe actions orally. Conjugation of verbs / Key features and patterns of language. Conjugate verbs to build sentences. Understand new words introduced into familiar</p>

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	<p>including through using a dictionary. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of phrases and simple writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms. Describe people, places, things and actions orally and in writing. Write phrases from memory, and adapt to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Appreciate stories, songs, poems and rhymes in the language. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Listen attentively to spoken language and show understanding by joining in and responding. Respond to spoken/written language from authentic sources. Read carefully and show understanding of phrases.</p>	<p>writing. Conjugation of high-frequency verbs. Develop accurate pronunciation. Appreciate stories in French. Describe people and actions orally and in writing.</p>
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English - grammar Science - animals	English - grammar Maths - money	

Peel Park – French Curriculum Overview

Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge. and finish with a knowledge capture task.		

Peel Park – French Curriculum Overview

Year Group 6	Autumn	Spring	Summer
<p>Topic title and knowledge outcomes</p>	<p>French sport and the Olympics. On completion of the unit, pupils will know...</p> <p>The verb jouer is followed by à + the direct article (le or la) + the sport. If the sport is masculine, the à +le contracts to au in the usual way. For example: Je joue au basket – I play basketball Je joue au foot – I play football Je joue au tennis – I play tennis Je joue au rugby – I play rugby The vocab for French sports and to say if theylike/ dislike it: je joue - I play je fais - I do je joue au basket - I play basketball le basket - basketball le football/ le foot - football le hockey - hockey le tennis - tennis le rugby - rugby le ski - skiing c'est quel sport ? - what sport is it? c'est le... - it's... tu aimes le sport ? - do you like sports? j'adore - I love j'aime - I like je n'aime pas - I don't like je déteste - I hate</p>	<p>In my French house. On completion of the unit, pupils will know...That some words in French are the sane (cognates) and similar (near cognates) le garage – the garage un appartement – an apartment or flat une ferme – a farm To construct sentences using the below vocabulary to discuss their house: J'habite dans - I live in un appartement – an apartment une grande maison - a big house une petite maison - a little house une maison jumelée - semi-detached house une ferme - a farm la salle à manger - dining room la cuisine - kitchen le salon - lounge room la chambre de mes parents - my parents' bedroom ma chambre - my bedroom la salle de bain – bathroom le jardin - the garden le garage - the garagell y a - there is Il n'y a pas - there isn't au rez-de-chaussée - on the ground floor au premier étage - on the first floor en bas - downstairs</p>	<p>Planning a French holiday. On completion of the unit, pupils will know...</p> <p>How to conjugate aller: Je vais – I go Tu vas – You go (singular / informal)Il va – he goes / Elle va – she goes Nous allons – We go Vous allez – You go (Plural / formal) Ils vont – they go (masculine) / Elles vont(feminine) How to say you are going somewhere using Jevais aller à/ en/aux L'Irlande (f) - Ireland (Republic of Ireland)La France (f) - France La Belgique (f) - Belgium L'Allemagne (f) - Germany L'Italie (f) - Italy L'Australie (f) - Australia L'Espagne (f) - Spain Le Canada (m) - Canada Les Pays-Bas (m) - The Netherlands Les États-Unis d'Amérique (m) - United States of America en - to (a feminine country) au - to (a masculine country) aux - to (a plural country)</p>

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	<p>The names of well-known countries in French and to try locating these on a map: L'Angleterre (f) - England L'Écosse (f) - Scotland Le Pays de Galles (m) - Wales L'Irlande du Nord (f) - Northern Ireland L'Irlande (f) - Ireland (the Republic of Ireland) La France (f) - France La Belgique (f) - Belgium Les Pays-Bas (m) - The Netherlands L'Allemagne (f) - Germany L'Italie (f) - Italy L'Espagne (f) – Spain</p> <p>If the country is feminine singular, the preposition used is en: Je vais en Italie – I am going to Italy.</p> <p>If the country is masculine singular, the preposition used is au: Je vais au Canada – I am going to Canada</p> <p>If the country is masculine plural, the preposition used is aux: Je vais aux États-Unis d'Amérique – I am going to the United States of America Les États-Unis d'Amérique (m) - The United States of America Le Canada (m) - Canada L'Australie (f) – Australia</p> <p>How to conjugate the verb aller: aller - to go je vais - I go tu vas - you go (you singular/informal) il va/elle va - he/she goes nous allons - we go</p>	<p>en haut - upstairs qu'est-ce que c'est ? - what is it? c'est la salle à manger - it's the dining room il y a - there is il n'y a pas - there isn't.</p> <p>The words for: the ground floor – Le rez de chaussée the first floor – Le premier étage upstairs – En haut downstairs – En bas</p> <p>How to describe where things are in your bedroom using: un lit - a bed un poster - a poster un ordinateur - a computer les rideaux (m) - the curtains un tapis - the rug un garde-robe - a wardrobe le mur - the wall une chaise - a chair une lampe - a lamp un bureau - a desk les jouets - the toys les livres - the books sur - on sous - under devant - in front derrière - behind à côté de - next to où est le crayon ? - where is the pencil? le crayon est à côté de la livre - the pencil is next to the book</p>	<p>How to say what it's like there: c'est magnifique - it's magnificent c'est chaud - it's hot J'ai de la chance - I'm lucky J'aime nager - I like swimming J'aime la plage - I like the beach J'adore les montagnes - I adore the mountains C'est amusant - It's fun. J'aime faire de la planche à voile - I like windsurfing</p> <p>How to form the future tense using je vais + verb and use: maintenant - now demain - tomorrow je vais faire du camping - I am going to go camping je vais faire du ski - I am going to go skiing je vais aller à la plage - I am going to go to the beach. je vais jouer au volley - I am going to play volleyball. je vais travailler - I am going to work</p> <p>How to say what is in your suitcase using dans ma valise il y a ... - in my suitcase there is... un short - a pair of shorts une casquette - a cap un t-shirt - a t-shirt un chapeau de soleil - a sun hat</p>
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	<p>vous allez - you go (plural/formal) ils/elles vont - they go That Le Tour de France is an annual men’s bike race and is very difficult. It takes place in July over 23 days. The course is around 3500 kilometers, which the cyclists cover in 21 day-long stages. The route goes around France, alternating between a clockwise and anticlockwise direction, and it goes through the mountain ranges of the Pyrenees and the Alps. The finish line is on the Champs- Élysées in Paris. Vocab linked to Tour de France and directions: sauter - to jump marcher - to walk courir - to run danser - to dance nager - to swim patiner - to ice skate plonger - to dive pédaler - to pedal la bicyclette/le vélo – bicycle le frein - brake les freins - brakes le maillot jaune - the yellow jersey le départ - the start/departure la fin - the end ralentir - slow down à droite - right à gauche - left tout droit - straight on vite - fast lentement – slow</p>	<p>When using the preposition à côté de – next to, the de will change depending on the direct object of the noun that follows: de + le becomes du de + les becomes des de + la remains as de de + l’ remains as de l’ How to say where an object is using a preposition eg La lampe est sur le bureau. – The lamp is on the desk. La chaise est devant le bureau. – The chair is in front of the desk. La poster est sur le mur. – The poster is on the wall. How to use the above vocab to write a letter describing their bedroom.</p>	<p>la crème solaire - the sun cream des lunettes de soleil - some sunglasses une robe - a dress des baskets - the trainers un maillot de bain - a swim suit un livre - a book une brosse à dents - a toothbrush le pyjama - the pyjamas un pantalon - trousers un pull - a jumper un bonnet - a beanie hat des chaussettes - some socks une robe de chambre - a dressing-gown un parapluie - an umbrella une veste - a jacket des bottes - some boots une écharpe - a scarf To describe what you do on holiday/ places you go: rester - to stay le centre-ville - the town centre génial – nice beaucoup de - lots of les magasins - the shops les glaces - the ice-creams près de - near to un parc - a park la bibliothèque - the library la place - the Square How to describe how they will get there using vocab: en train - by train en avion - by plane</p>
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	<p>The game of pétanque is very popular in France. The other name for the game is boules and there are variations of the game across the world. The game of pétanque is so popular that there is the annual pétanque World Championship. Many people hope that the sport will become an Olympic sport in the 2024 Olympic Games, to be hosted by Paris.</p> <p>There are 3 medals at the Olympics: une médaille de bronze – Bronze medal une médaille d’argent – Silver medal une médaille d’or – Gold medal</p> <p>To recognise some of these Olympic sports: les jeux Olympiques – the Olympic Games l’athlétisme – athletics la gymnastique -gymnastics le cyclisme – cycling le volleyball -volleyball le kayak - kayaking le water-polo – water-polo le tennis de table – table tennis le judo - judo l’équitation - horse riding le badminton – badminton le golf – golf le tir à l’arc – archery l’escrime - fencing la boxe - boxing le snowboard - snowboarding le bobsleigh - bobsleighbing l’aviron - rowing la voile - sailing le saut à ski -ski-jumping</p>		<p>en ferry - by ferry en bateau - by boaten autobus - by busen voiture - by car</p>
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	<p>le curling - curling une médaille de bronze – a bronze medal une médaille d’argent – a silver medal une médaille d’or – a gold medal un sport olympique – an Olympic sport la compétition - the competition le tournoi - the tournament une équipe - a team un bon joueur - a good player gagner - to win j’ai gagné une médaille de bronze – I won a bronze medal perdre - to lose il a perdu - he has lost aujourd'hui - today et - and il y a - there is</p>		
<p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p>	<ol style="list-style-type: none"> 1. Can I say which sports I play in French? 2. Can I say countries around the world in French? 3. Can I conjugate the verb ‘to go’? 4. Can I practise new vocabulary? 5. Can I learn about the game pétanque? 6. Can I write about the Olympics in French? 	<ol style="list-style-type: none"> 1. Can I describe different houses in French? 2. Can I describe my house in French? 3. Can I use prepositions in French? 4. Can I describe the positions of objects in my bedroom in French? 5. Can I write a letter in French describing my home? 	<ol style="list-style-type: none"> 1. Can I begin to use the future tense? 2. Can I identify the present and future tense? 3. Can I describe what I might pack in my suitcase in French? 4. Can I translate familiar words in a short story? 5. Can I plan a holiday to France?
<p>Knowledge Capture Task</p>	<p>Quiz and Knowledge catcher – French sport and the Olympics</p>	<p>Quiz and Knowledge catcher – In my French house</p>	<p>Quiz and Knowledge catcher – planning a French holiday</p>
<p>National Curriculum End Points</p>	<p>Ask and answer questions. Express opinions and respond to those of others. Broaden their vocabulary and develop their ability to understand new words.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding, engage in conversations, ask and answer questions, describe places in writing. Speak in sentences using familiar vocabulary and basic language structures, key features of the</p>	<p>Understand basic grammar and conjugation of high-frequency verbs, how to apply these to build sentences, express opinions, write phrases to create new sentences. Read and show understanding of words, speak in sentences, understand basic grammar and patterns of language.</p>

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	<p>Understand basic grammar appropriate to the language being studied, the conjugation of high-frequency verbs; key features and patterns of the language.</p> <p>Fostering curiosity and deepening understanding of the world</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations.</p> <p>Ask and answer questions.</p> <p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations.</p>	<p>language to build sentences, broaden their vocabulary and develop their ability to understand new words.</p> <p>Explore patterns and sounds of language through songs and link the meaning of words.</p> <p>Speak in sentences using familiar vocabulary and basic language structures, key features of the language to build sentences, broaden their vocabulary and develop their ability to understand new words</p> <p>Develop accurate pronunciation and intonation so that others understand when are reading aloud or using familiar words and phrases</p> <p>Present information orally to a range of audiences.</p> <p>Speak in sentences using familiar vocabulary and basic language structures, key features of the language to build sentences, broaden their vocabulary and develop their ability to understand new words.</p> <p>Explore patterns of language through songs and link the sound of words, appreciate song in the language, describe things orally and in writing. Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write some phrases from memory and adapt to create new sentences, understand basic grammar appropriate to language.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding, speak in sentences using familiar vocabulary, write phrases and adapt these to write new phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>To describe places and things in writing, present ideas to a range of audiences, develop ability to understand new words, read carefully and show understanding of words.</p>
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English – grammar Geography – countries	English - grammar	English – grammar Geography

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	PE - sports	Geography - countries	
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

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