



Subject: French (KS2)

| Year Group | Knowledge and Cultural Knowledge<br><br>*non-negotiable knowledge highlighted in green   | Skills<br><br>*non-negotiable knowledge highlighted in green   | Vocabulary   | Books/Songs/ Inspirational people/ Experts/Visits/Events  |
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| 3          | <ul style="list-style-type: none"> <li>Location of France</li> <li>Be aware that languages work in different ways, e.g. word order</li> <li>Become familiar (mainly through videos) with French greeting culture, i.e. shaking hands and 'la bise'</li> <li>Be aware of some main similarities and differences between school life in France and the UK</li> </ul> | <p><b>Counting and number fluency up to 20</b></p> <p><b>Talking about names, ages and feelings</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Listening and showing understanding when the teacher, other pupils and people in videos are speaking</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Read out loud known questions and answers in group and/or individually, where possible</li> <li>Read out loud individual words in group and/or individually, where possible</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Practise through out loud reading activities</li> <li>Use known questions and answers from memory with a partner, often making choices as to which version of the same question or phrase to use</li> </ul> | <p><u>Nouns, masculine</u><br/> <i>Cercle<br/> demi-cercle<br/> triangle<br/> carré<br/> livre<br/> tracteur<br/> plongeur<br/> nounours<br/> drapeau<br/> garçon<br/> les mois de l'année</i></p> <p><u>Nouns, feminine</u><br/> <i>maison<br/> souris<br/> voiture<br/> araignée<br/> pomme<br/> fille</i></p> <p><u>Verbs</u><br/> <b>Appelle</b> in its forms relevant to simple conversation<br/> <b>Être - Je suis</b> introduced as an alternative to using <i>je m'appelle</i>, and then adding other forms (<i>tu es, il/elle est, ils/elles sont</i>) as introduced through books and direct teaching<br/> Negative form unofficially introduced through <i>Ça ne va pas</i>, then taught with more focus in simple sentences e.g. <i>Elle n'est pas contente</i></p> <p><u>Adjectives</u><br/> <i>grand/e, petit/e<br/> content/e, triste<br/> vieux, nouveau<br/> les couleurs</i></p> <p><u>Adverbs</u> <i>aussi très</i></p> <p><u>Conjunctions</u> <i>et ou</i></p> | <p><i>De Quelle Couleur est ta Culotte?</i></p> <p><i>Un Elephant Qui se Balançait</i></p> <p><i>1, 2, 3, Nous Irons au Bois</i></p> <p><i>Les Petits Poissons</i></p> <p><i>Jacques Cousteau</i></p> |

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|                 |   |  | <p><u>Articles</u> <i>un, une, le, la, les</i></p> <p><u>Interjections</u> <i>Oui, non, oh</i></p> <p><u>Greetings and Farewells</u><br/> <i>Bonjour, Salut, Bonsoir, Cou cou</i><br/> <i>Au Revoir, Salut, Bonsoir, à la semaine prochaine</i></p> <p><u>Set conversational questions and phrases</u><br/> <i>Comment t'appelles-tu? Je m'appelle...</i><br/> <i>Quel âge as-tu? J'ai ... ans.</i><br/> <i>Ca va? Comment ca va? Ca va bien merci + other variations,</i><br/> <i>including negative answers</i><br/> <i>Et toi?</i></p>  |  |
| <p><b>4</b></p> | <ul style="list-style-type: none"> <li>Know that French is spoken in other European countries and beyond, e.g. West Africa and Canada</li> <li>Increase knowledge and understanding of technicalities in French that do not exist in English, e.g. pluralisation of adjectives</li> </ul> | <p><b>Counting and number fluency up to 60</b></p> <p><b>Talking about birthdays, pets and siblings</b></p> <p>Therefore, at a higher level with increased content:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listening and showing understanding when the teacher, other pupils and people in videos are speaking</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read out loud known questions and answers in group and/or individually, where possible</li> <li>Read out loud individual words in group and/or individually, where possible</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Practise through out loud reading activities</li> <li>Use known questions and answers from memory with a partner, often making choices as to which version of the same question or phrase to use</li> </ul> | <p><b>All of above regularly revisited, plus:</b></p> <p><b>Nouns, masculine</b><br/> <i>Nuage, ballon, arbre, bonhomme de neige, chocolat, chien, chat, lapin, hamster, oiseau, poisson, cochon d'inde, cheval, âne, chinchilla, serpent, lézard, ver de terre, rat, canard, singe, furet, cafard, phasme, degu, escargot, ornithorynque, anniversaire, mois de l'année</i></p> <p><b>Nouns, feminine</b><br/> <i>Chemise, lampe, chaussure, fleur, television, souris, tortue, gerbille, araignee, fourmi, poule, vache, chemise, lampe, chaussure, feuille, fleur, television</i></p> <p><b>Verbs</b><br/> <i>Negative construction re-enforced through Je n'ai pas d'animale de compagnie</i><br/> <i>Conditional form introduced through expressing the pets we would like - J'aimerais...</i></p> <p><b>Adjectives</b><br/> <i>Doux/douce, mignon/mignonne</i><br/> <i>Vieille, nouvelle (old and new introduced in feminine form)</i><br/> <i>Colours officially taught and investigated in both genders</i></p> <p><b>Adverb</b> <i>non plus</i></p> <p><b>Pronouns</b> <i>Il/elle, ils/elles</i></p> <p><b>Conjunctions</b> <i>mais ni</i></p> <p><b>Interjection</b><br/> <i>Beuh!</i></p> | <p><i>Dans Paris il y a</i></p> <p><i>Une Souris Verte</i></p> <p><i>Le Riz Tanta le Rat</i></p> |

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|   |   |   | <p><u>Note:</u> pluralisation of nouns, adjectives and subject pronouns is informally taught 'as we go along.'</p> <p><b>Set conversational questions and phrases</b><br/> <i>Quand est ton anniversaire?</i><br/> <i>As-tu un animale de compagnie?</i><br/> <i>As-tu des freres et des sœurs?</i><br/> <i>Oui, j'ai...</i><br/> <i>Non, je n'ai pas...</i><br/> <i>Je suis fils/fille unique.</i><br/> <i>J'aimerais...</i><br/> <i>Comments s'appelle-t-il/elle?</i><br/> <i>Il s'appelle... Elle s'appelle...</i><br/> <i>Comment s'appellent ils/elles?</i><br/> <i>Ils s'appellent... Elles s'appellent...</i></p>   |   |
| 5 | <ul style="list-style-type: none"> <li>Gain an awareness and understanding that most languages of the world are gendered in various ways, some even more strongly than French</li> <li>Increase knowledge of where in the world French is spoken and why</li> </ul> | <p><b>Counting and number fluency up to 100.</b><br/> Pupils learn traditional way of counting in French and as part of the informal, cultural element of their learning, they are informed of modernised versions in other European French-speaking countries, i.e. Belgium and Switzerland</p> <p><b>Talking about where we live and things we like,</b> mainly in context of food and drink, but applicable to other known conversation areas, e.g. animals</p> <p>Therefore, at a higher level with increased content:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listening and showing understanding when the teacher, other pupils and people in videos are speaking</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read out loud known questions and answers in group and/or individually, where possible</li> <li>Read out loud individual words in group and/or individually, where possible</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Practise through out loud reading activities</li> <li>Use known questions and answers from memory with a partner, often making choices as to which version of the same question or phrase to use</li> </ul> | <p><b>All of above regularly revisited, plus:</b></p> <p><b>Nouns, masculine</b><br/> <i>Village, le monde, le Pays de Galles, le Pays Bas, le Danmark, le Portugal, le Canada, le Brésil, le Mexique, les Etats Unis, pain, croissant, pain au chocolat, sandwich, fruit, legumes, haricots verts, saussicon, poulet, burger, jambon, bœuf, porc, agneau, poisson, fromage, croque monsieur, gateau, bons, raisin, riz, abricot, citron, œuf, biscuit, sirop, coca, jus de fruit, lait, chocolat chaud, thé, café</i></p> <p><b>Nouns, feminine</b><br/> <i>Ville, la campagne, L'Europe, La Grande Bretagne, L'Angleterre, L'Écosse, L'Irlande, L'Irlande du Nord, La France, La Belgique, La Suisse, L'Allemagne, L'Autriche, La Norvege, La Suede, La Finlande, La Pologne, La Roumanie, L'Espagne, L'Italie, La Grece, La Turquie, La Syrie, L'Argentine, les cereales, les chips, orange, carotte, pomme de terre, salade, saussice, frites, pizza, pates, brioche, tartelette, glace, madeleine, crepe, croque madame, eau, limonade</i></p> <p><b>Verbs</b> <i>J'habite... Je voudrais...</i></p> <p><b>Adjectives</b> <i>Enorme, minuscule</i></p> <p><b>Adverb</b> <i>Bien sûr!</i></p> <p><b>Prepositions</b> <i>En, à, au, à la...</i></p> <p><b>Set conversational questions and phrases</b><br/> <i>Ou habites-tu?</i><br/> <i>J'habite à...</i><br/> <i>Une table pour... personnes?</i><br/> <i>Vous desirez?</i><br/> <i>Je voudrais...</i></p> | <p>A pop song, e.g:<br/> <i>Jusqu'au bout (Kidtonik)</i></p> <p><i>Kirikou et la Sorcière</i></p> <p>Guest SHS French teacher,<br/> Monsieur Vidon</p> <p><i>Café Vert part 1</i></p> |

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|   |  |   | <p><i>S'il vous plait</i><br/> <i>Excusez-moi</i><br/> <i>Bon appetit!</i><br/> <i>Je vous en prie</i><br/> <i>Merci</i><br/> <i>Pardon</i><br/> <i>Et vous?</i></p>  |  |
| 6 | <ul style="list-style-type: none"> <li>Know that in France there is a campaign to update the language to a gender neutral version, to render the language equal in general and inclusive for the GSRM community</li> </ul> | <p><b>Counting and number fluency beyond 100.</b><br/> As well as working with much larger numbers discretely, pupils also try some simple arithmetic, reciting times tables in French and basic time-telling.</p> <p><b>At a higher level with increased content:</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listening and showing understanding when the teacher, other pupils and people in videos are speaking</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read out loud known questions and answers in group and/or individually, where possible</li> <li>Read out loud individual words in group and/or individually, where possible</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Practise through out loud reading activities</li> <li>Use known questions and answers from memory with a partner, often making choices as to which version of the same question or phrase to use</li> </ul> | <p><b>All of above regularly revisited, plus:</b></p> <p><b>Nouns</b> <i>matin, midi, après midi, soir, nuit, minuit</i></p> <p><b>Possessive pronouns</b> <i>Mon, ma, mes and ton, ta tes</i></p> <p><b>Set conversational questions and phrases</b><br/> <i>Qu'est ce que tu aimes... manger? boire?</i><br/> <i>Qu'est ce que tu n'aimes pas?</i><br/> <i>Tu aimes..?</i><br/> <i>Tu n'aimes pas..?</i><br/> <i>J'aime...</i><br/> <i>J'adore...</i><br/> <i>Je n'aime pas...</i><br/> <i>Je n'aime pas du tout...</i><br/> <i>Quel/le est ton, ta tes ... prefere/s?</i><br/> <i>Mon/ma/mes ... prefere/s est/sont ...</i><br/> <i>Quelle heure est-il?</i><br/> <i>Il est ... heure.</i></p> | <p>A pop song, e.g:<br/> <i>Envole-moi (M Pokora et Tal)</i></p> <p>Café Vert part 2</p> |