

French 		Year 3 Topics: I Am Learning French (Early Language level)	Animals (Early Language level)	Instruments (Early Language level)	I Am Able (Early Language level)	Ice-Creams (Early Language level)	Fruits (Early Language level)
		KS2 framework for languages Year 3 – <u>Knowledge about language</u>		<ul style="list-style-type: none"> • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. • Recognise question forms and negatives. 			
Intent We aim for our children to create a bank of vocabulary for a range of topics that link to their daily lives. The relevance of these topics should promote engagement and motivation to support them in understanding aspects of a new language.		Implementation Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. Children have weekly lessons in French throughout Key Stage 2, using the CGP ‘Salut!’ programme of study in addition to other resources.		Impact Introducing the French language through the use of interactive activities, songs, role play and familiar topics, should result in pupils being motivated and intrigued by this new subject. The relevancy of the topics to their day-to-day experiences should encourage them to utilise their French beyond the time dedicated in the curriculum. Some class teachers may extend this learning by practicing during registration and general classroom questioning-for example; can I go to the toilet? By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and through into adult life.			
Unit (See individual unit plans from agreed scheme)	I Am Learning French (Early Language level)	Animals (Early Language level)	Instruments (Early Language level)	I Am Able (Early Language level)	Ice-Creams (Early Language level)	Fruits (Early Language level)	
Key learning	By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb ‘I am’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short	In this unit pupils will learn 10 familiar instruments and be introduced to the 1 st person singular high frequency verb ‘I play’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge	In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	In this unit pupils will learn 10 fruits and be introduced to the simple opinions ‘I like’ and ‘I do not like’. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	

		phrases with the verb 'I am' plus the animal nouns and determiners.	and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.			
Assessment	<p>Level 1</p> <ul style="list-style-type: none"> • I can find France on a map of the world. • I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. • I can say numbers 1-10 clearly in French and I can now spell some of these numbers. • I can say ten key colours in French, and I can now spell some of these colours. <p>Level 2</p> <ul style="list-style-type: none"> • I can find France on a map of the world if I am shown Europe first. • I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. • I can remember 	<p>Level 1</p> <ul style="list-style-type: none"> • I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings. • I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. • I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> • I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first. • I am beginning to understand that the instruments do not all have the same definite article/determiner in French. • I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> • I can attempt to name/spell at least 5 different instruments in French with the correct definite article/determiner. • I understand that the instruments do not all have the same definite 	<p>Level 1</p> <ul style="list-style-type: none"> • I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings. • I can match these verbs to their picture easily if I have a word and picture bank to help me. • I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> • I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings. • I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. • I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I 	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit. • I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model. • I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first. • I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit. • I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy. • I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first. • I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first. • I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat and recognise a few of the 10 fruits in French with their correct article. • I can attempt to possibly spell one of these words unaided from memory with relative accuracy. • I can ask somebody in French if they like a particular fruit if I hear the question being asked first. • I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat and recognise most of the 10 fruits in French with their correct article. • I can attempt to possibly spell 5 of these words unaided from memory with

	<p>some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly.</p> <ul style="list-style-type: none"> • I can say some of the ten colours in French without any help and can attempt to spell some of these correctly. Level 3 • I can find France on a map of the world if an adult directs me to some of the surrounding countries. • I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. • I can recognise some numbers from 1-10 in French. • I can recognise some of the key ten colours in French. 	<ul style="list-style-type: none"> • I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. • I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French. Level 3 • I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy. • I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. • I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy. 	<p>article/determiner.</p> <ul style="list-style-type: none"> • I can say/write at least 5 short phrases on 5 different instruments in French but may need to look at the vocabulary sheet to support me with the spellings. Level 3 • I can name/spell all 10 instruments in French with the correct definite article/determiner. • I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. • I can say/write 10 short phrases on the 10 different instruments in French from memory. 	<p>am not able) plus an action verb in French.</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can name and spell all 10 action verbs in French from memory and with high accuracy. • I can match these verbs to their picture easily. • I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French. 	<p>Level 3</p> <ul style="list-style-type: none"> • I can name and recognise all 10 ice-cream flavours as presented in this unit. • I can attempt to spell more than 5 of these flavours in French with high accuracy. • I can say in French that I would like an ice-cream using 'je voudrais'. • I can specify in French what flavour ice-cream I would like. • I can specify in French whether I would like my ice-cream in a cone or a small pot/tub. 	<p>good accuracy.</p> <ul style="list-style-type: none"> • I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. • I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first. Level 3 • I can name and recognise all 10 fruits presented in this unit with the correct article. • I can attempt to spell more than 5 of these fruits in French with relative accuracy. • I can ask somebody in French if they like a particular fruit with no reminder first. • I can say in French which of the 10 fruits I like and dislike, without the need for a model answer.
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Key Vocab

French	English
Bonjour !	Hello! (formal)
Salut !	Hello! (informal)
Ça va ?	How are you?
 Ça va bien.	I am well.
 Ça va mal.	I am not great.
 Comme ci, comme ça.	So, so.
Au revoir !	Goodbye!
À plus tard !	See you later!
Comment tu t'appelles ?	What is your name?
Je m'appelle...	My name is...
 un	one
 deux	two
 trois	three
 quatre	four
 cinq	five

French	English
 six	six
 sept	seven
 huit	eight
 neuf	nine
 dix	ten
 rouge	red
 bleu	blue
 jaune	yellow
 vert	green
 noir	black
 blanc	white
 gris	grey
 orange	orange
 violet	purple
 marron	brown

French	English
une glace	an ice-cream
 ...à la vanille	vanilla flavour
 ...à la fraise	strawberry flavour
 ...à la banane	banana flavour
 ...à la menthe	mint flavour
 ...à la pistache	pistachio flavour
 ...au chocolat	chocolate flavour
 ...au café	coffee flavour
 ...au citron	lemon flavour
 ...au caramel	caramel flavour
 ...au cassis	blackcurrant flavour
Je voudrais...	I would like...
et	and

French	English
 un carnet	a cone
 un petit pot	a small tub/pot
 une boule	one scoop
 deux boules	two scoops
 trois boules	three scoops
s'il vous plaît	please
Bonjour !	Hello!
Quel parfum ?	Which flavour?
Combien de boules ?	How many scoops?
C'est combien ?	How much?
merci	thank you
Au-revoir !	Goodbye !

French	English
les animaux	the animals
un	a (masculine)
une	a (feminine)
 un cochon	a pig
 un lion	a lion
 un oiseau	a bird
 un cheval	a horse

French	English
 un lapin	a rabbit
 un canard	a duck
 un singe	a monkey
 un mouton	a sheep
 une souris	a mouse
 une vache	a cow
je suis	I am...

le	the (masculine)
la	the (feminine)
l' (not seen in this unit)	the (before a vowel)
les	the (plural)
 la trompette	the trumpet
 la batterie	the drums
 la guitare	the guitar
 la flûte à bec	the recorder

 la clarinette	the clarinet
 la harpe	the harp
 le piano	the piano
 le triangle	the triangle
 le violon	the violin
 les cymbales	the cymbals
Je joue (du, de la, des)...	I play...

je peux	I am able
je ne peux pas	I am not able
 danser	to dance
 chanter	to sing
 sauter	to jump
 cuisiner	to cook
 faire du vélo	to ride a bike

sh	
 jouer d'un instrument	to play an instrument
 patiner	to ice-skate
 dessiner	to draw
 nager	to swim
 parler français	to speak French
et	and
mais	but

French 	Year 4	Topics:	Presenting Myself (Intermediate level)	My Family (Intermediate level)	Goldilocks (Intermediate level)	In The Classroom (Intermediate level)	At The Tea Room (Intermediate level)	What's The Weather (Intermediate level)
	<u>KS2 framework for languages Year 4 – Knowledge about language</u> <ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. 							
<u>Intent</u>		<u>Implementation</u>			<u>Impact</u>			
We aim for our children to create a bank of vocabulary for a range of topics that link to their daily lives. The relevance of these topics should promote engagement, motivation and the readiness to extend their understanding into simple sentence structures.		Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.			The children's developing confidence will support them in identifying phrases and short sentences in speech and writing. They will begin to notice more cognates and words which have increasingly familiar spelling patterns that they will try to deduce the translation of. By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life.			
Unit (See individual unit plans from agreed scheme)	Presenting Myself (Intermediate level)	My Family (Intermediate level)	Goldilocks (Intermediate level)	In The Classroom (Intermediate level)	At The Tea Room (Intermediate level)	What's The Weather (Intermediate level)		
Key learning	By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language,	By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate	In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with	By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are	By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This		

	<p>encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality</p>	<p>previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>	<p>use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p>new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p>ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>
Assessment	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat all my personal details in French, and ask for the information back, without help. • I can say numbers 1-20 clearly in French and I can now spell some of these numbers. • I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. <p>Level 2</p> <ul style="list-style-type: none"> • I can understand and use set phrases to talk about myself and ask others for simple information in return. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge. • I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an 	<p>Level 1</p> <ul style="list-style-type: none"> • I can use picture cards to sequence the story correctly if I have the story in front of me. • I can repeat from memory some of the words that represent some of the pictures if I have a word bank to prompt me. • I can sequence the story using phrase cards if somebody highlights the key words and reads the phrase cards to me. • I can attempt to 	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me. • I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. • I can recall in spoken and possibly written form what 	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me. • I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. • I can ask for one item I would like to eat and one I would like 	<p>Level 1</p> <ul style="list-style-type: none"> • I can use picture cards to help me remember some of the weather vocabulary in French and I can attempt to spell some of them with help from an adult. I can match the French phrases to their matching pictures if an adult reads the phrases to me first. I can repeat these phrases back with good pronunciation.

	<ul style="list-style-type: none"> • I can understand numbers 1-20, count and also use the numbers out of sequence. • I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. <p>Level 3</p> <ul style="list-style-type: none"> • I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. • I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. • I can repeat correctly how to say my nationality. 	<p>only child.</p> <ul style="list-style-type: none"> • I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher. • I can tell you with support, how old a family member is. <p>Level 2</p> <ul style="list-style-type: none"> • I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. • I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names. • I may need help with changing the verb from 'I am called' to 'he/she is called'. • I can recognise numbers 1-70 in French but will need some form of support 	<p>create a simple story board.</p> <p>Level 2</p> <ul style="list-style-type: none"> • I can use picture cards to sequence the story correctly. • I can repeat from memory most of the words that match the pictures but may need a word bank to prompt me for the words I am unable to remember. • I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me. • I can create my own story board in French if I have all the language in front of me and I may need support. <p>Level 3</p> <ul style="list-style-type: none"> • I can use picture cards to sequence the story correctly. I find this easy. • I can repeat from memory all the words that represent all the pictures. I do not need a word bank to prompt me. • I can sequence the story using phrase cards by reading the 	<p>I have and do not have in my pencil case, if I can work with a word bank with pictures to support me.</p> <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. • I can recall in spoken and written form what I have and do not have in my pencil case. <p>Level 3</p> <ul style="list-style-type: none"> • I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. • I can recall in spoken and written form what I have and do not have in my 	<p>to drink in a salon de thé.</p> <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me. • I can attempt changing a singular noun to a plural noun in French. • I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options. <p>Level 3</p> <ul style="list-style-type: none"> • I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. • I can change a singular noun to a plural noun in French. • I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French. 	<ul style="list-style-type: none"> • I am able to reply to the question asked but will need to hear the correct reply first. • I can read a French weather map if the symbols are matched to the phrases but may need help reading the French phrases. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and I can attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me. • I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first. • I can read a
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		<p>when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'. Ma famille Level 3</p> <ul style="list-style-type: none"> • I can remember all the language covered in the 'Presenting Myself' unit, without help. • I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. • I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various 	<p>cards and then putting them quickly into the right order. I am able to work on my own.</p> <ul style="list-style-type: none"> • I can create my own story board in French with little support. <p>our</p>	<p>pencil case from memory with high accuracy</p>		<p>French weather map but I need the language written down as I may have difficulty in recalling the language. Level 3</p> <ul style="list-style-type: none"> • I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help. • I can ask what the weather is in French and reply to this question without hesitation. • I can read a simple French weather map. I am able to work on my own
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family members are.

- I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.

Key Vocab

Je me présente

français / française
anglais / anglaise
irlandais / irlandaise
gallois / galloise
écossais / écossaise

Salut !
Bonjour !
Au revoir ! / À plus tard !
Je m'appelle...
Ça va bien. / Ça va mal. / Comme ci, comme ça.

Au salon de thé

un croque-monsieur, un croissant, une part de quiche, une part de gâteau au chocolat, un sandwich au fromage, un pain au chocolat, une brioche, une crêpe, un sandwich au jambon, une omelette, une tartelette, une salade

Boucle d'or et les trois ours

Papa ours, Maman ours, Bébé ours, Boucle d'or, une maison, une forêt

le grand bol, le moyen bol, le petit bol
la grande chaise, la moyenne chaise, la petite chaise
le grand lit, le moyen lit, le petit lit

Ma famille

le frère, la sœur, la mère, le père, la grand-mère, le grand-père, la tante, l'oncle

1 à 20

1 un, 2 deux, 3 trois, 4 quatre, 5 cinq, 6 six, 7 sept, 8 huit, 9 neuf, 10 dix, 11 onze, 12 douze, 13 treize, 14 quatorze, 15 quinze, 16 seize, 17 dix-sept, 18 dix-huit, 19 dix-neuf, 20 vingt

Au salon de thé

un café, un café au lait, un thé, un chocolat chaud, un coca-cola, un jus d'orange, une limonade, une grenadine

En classe

un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux



French

Year 5	Topics:	Do You Have A Pet (Intermediate level)	The Date (Intermediate level)	My Home (Intermediate level)	Clothes (Intermediate level)	The Olympics (Intermediate level)	Habitats (Intermediate level)
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KS2 framework for languages Year 5 – Knowledge about language

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use positives and negatives.

- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
We aim for our children to build on the basic vocabulary that they have accumulated in Year 3 and 4 French topics by using them in key sentence structures that can be manipulated, with support, for an intended purpose.	Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.	Revisiting a number of topics, and expanding the range of vocabulary known, will support children in communicating effectively in speech and writing. It should help them to apply their prior knowledge, both to understand and generate new language. By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life.

Unit (See individual unit plans from agreed scheme)	Do You Have A Pet (Intermediate level)	The Date (Intermediate level)	My Home (Intermediate level)	Clothes (Intermediate level)	The Olympics (Intermediate level)	Habitats (Intermediate level)
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Key learning	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the	Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with	By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival	Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and
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	pet is called and use conjunctions more confidently.		new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.	unknown language. Pupils will learn ten Olympic sports and the adjectival changes required when describing athletes.	sophisticated writing using a wider range of vocabulary.
Assessment	<p>Level 1</p> <ul style="list-style-type: none"> • I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them. • I can match words to pictures but I am unable to spell the words from memory. • I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge. • I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”) if I hear an example first. <p>Level 2</p> <ul style="list-style-type: none"> • I can understand and repeat most of the eight pets introduced by the teacher. I can 	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help. • I can ask the date in French and say the correct date in French. • I can ask when somebody has their birthday in French and tell them when I have my birthday. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap- fill exercise. • I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. • I can ask somebody 	<p>Level 1</p> <ul style="list-style-type: none"> • I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first. • I can say and write where my house or apartment is if I can hear the examples first and work from a model. • I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me. • I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can use picture cards to help me remember some of the clothes vocabulary in French and can attempt to spell some of the clothes that are similar to the English. I can match the French words to their matching pictures if an adult reads the words to me first. • I am able to tell you what I am wearing when I have time to prepare and all the language is in front of me, but I can only remember the je part of the verb porter. • I can tell you what I wear in different weather/scenarios if I hear/see a model answer first. • I can attempt to describe clothing by colour and understand that the spelling and pronunciation of the colour may change depending on what the 	<p>Level 1</p> <ul style="list-style-type: none"> • I can tell you a couple of the key facts from the history of the Olympics and from the modern games in French. • I can remember at least three of the nouns for the ten sports from memory, including their correct spelling if I can look at a word bank first and then attempt their correct gender in French. • I can conjugate the je form of the verb FAIRE. I can use this to say that I play a sport in French. • I find it hard to remember when to use de la, de l’ and du correctly when saying I play a sport. I may need to hear and see a model answer first. I find the negative very challenging. Level 2 • I can tell you some of the key facts from the history of the Olympics and from the modern games in French. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can name one essential element in French that plants and animals need to survive in their habitat, but I will need to be prompted or reminded first and have access to a word/picture bank. • I can name one type of habitat in French but only with a picture and word bank to help me. • I can name one animal or plant in French specific to a type of habitat. <p>Level 2</p> <ul style="list-style-type: none"> • I can name one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first. • I can name in French a couple of different types of

	<p>remember some of the spellings and genders and attempt the rest.</p> <ul style="list-style-type: none"> • I can ask somebody if they have a pet if I have the language required in front of me. <p>I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</p> <ul style="list-style-type: none"> • I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. • I can attempt to improve my spoken and written French using the connectives et (“and”) or mais (“but”). <p>Level 3</p> <ul style="list-style-type: none"> • I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. • I can ask somebody if they have or do not have a particular pet and give this 	<p>when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer.</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the year to their English equivalent. • I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer. • I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder 	<ul style="list-style-type: none"> • I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first. <p>Level 2</p> <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment with high accuracy. • I can say and write where my house or apartment is after I have heard the options. • I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me. 	<p>item of clothing is.</p> <ul style="list-style-type: none"> • I am becoming more confident using mon, ma and mes. I understand that there are different words for ‘my’ in French. I often need support knowing which one to use. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy. • I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of porter in front of me. • I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. 	<ul style="list-style-type: none"> • I can remember at least five of the ten sports from memory, including their correct spelling and their correct gender in French but I may need a prompt or reminder first. • I can conjugate the je and il/elle form of the verb FAIRE. I can use this to say that I or my friend plays a sport in French. • I can use de la, de l’ and du correctly when saying I play a sport when I see a model answer first. I can also attempt to use the negative correctly. <p>Level 3</p> <ul style="list-style-type: none"> • I can tell you key facts from the history of the Olympics and from the modern games in French. • I can remember all the nouns for the ten sports, including their correct spelling and their correct gender in French, without help in any shape or form. • I can conjugate the verb FAIRE in full. I can use this to say that I or somebody else plays a sport 	<p>habitats and give examples, but I can work faster and better with a word bank or a gap fill to help and remind me.</p> <ul style="list-style-type: none"> • I can tell you in French which animals and which plants live and grow in one type of habitat. <p>Level 3</p> <ul style="list-style-type: none"> • I can name all of the five essential elements that animals and plants need to survive in their habitats, without help. • I can name five types of habitats in French. • I can say in French which animals and which plants live and grow in each habitat.
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	<p>information back from memory.</p> <ul style="list-style-type: none"> • I can also tell you the name of my pet from memory using a full sentence in French. • I can improve my spoken and written French by using the connectives et (“and”) or mais (“but”). 		<p>Unit – Chez moi Level 3</p> <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment. • I can say and write where my house or apartment is based using the choices given. • I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply. • I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details. 	<ul style="list-style-type: none"> • I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement. • I am becoming increasingly confident using the possessive adjectives mon, ma and mes. <p>Les vêtements Level 3</p> <ul style="list-style-type: none"> • I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. • I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb porter. • I can tell you what I wear, possibly what my friend wears in different weather/situations. • I can describe clothing by colour and understand the concept of adjectival agreement. 	<p>in French.</p> <ul style="list-style-type: none"> • I can use de la, de l' and du correctly when saying I play a sport. I also know how to use the negative correctly. 	
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• I am confident using the possessive adjectives **mon, ma** and **mes** and can do so with high accuracy.

Key Vocab

La date

lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday)

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

1 un, 2 deux, 3 trois, 4 quatre, 5 cinq, 6 six, 7 sept, 8 huit, 9 neuf, 10 dix, 11 onze, 12 douze, 13 treize, 14 quatorze, 15 quinze, 16 seize, 17 dix-sept, 18 dix-huit, 19 dix-neuf, 20 vingt, 21 vingt-et-un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente

As-tu un animal ?

un lapin, un chien, un chat, un oiseau, un hamster, un poisson rouge, une tortue, une souris

Les jeux olympiques

Les Jeux Olympiques, la boxe, le plongeon, l'athlétisme, l'équitation, le cyclisme, l'escrime, le tir à l'arc, l'aviron, la natation

une maison, un appartement, en ville, à la campagne, au bord de la mer, dans un village

Chez moi

un salon, un bureau, un sous-sol, un garage, un jardin, une buanderie, une salle à manger, une cuisine, une chambre, une salle de bains

Les vêtements

un maillot de bain, un short, une chemise, des chaussures, un manteau, un pull, un tee shirt, un chemisier, une casquette, un pantalon, une écharpe, une robe, une jupe, des gants, des chaussettes, des collants, des bottes, des lunettes, des sandales

Les habitats

la prairie, l'Arctique, la forêt tropicale, le désert, l'océan, le lapin, lours blanc, le singe araignée, le chameau, le requin, les buissons, les plantes résistantes, les grands arbres, les cactus, les algues

<p style="text-align: center;">French</p> 	<p style="text-align: center;">Year 6</p>	<p style="text-align: center;">Topics:</p>	<p style="text-align: center;">At School (Progressive Teaching level)</p>	<p style="text-align: center;">Healthy Lifestyle (Progressive Teaching level)</p>	<p style="text-align: center;">At The Weekend (Progressive Teaching level)</p>	<p style="text-align: center;">Planets (Progressive Teaching level)</p>	<p style="text-align: center;">Vikings (Progressive Teaching level)</p>	<p style="text-align: center;">Me In The World (Progressive Teaching level)</p>
<p><u>KS2 framework for languages Year 6 – Knowledge about language</u></p> <ul style="list-style-type: none"> Recognise patterns in the foreign language. Notice and match agreements. Use knowledge of words, text and structure to build simple spoken and written passages. 			<ul style="list-style-type: none"> Use knowledge of word order and sentence construction to support the understanding of the written text. Use knowledge of word and text conventions to build sentences and short texts. Devise questions for authentic use. 					
<p style="text-align: center;"><u>Intent</u></p> <p>Through a study of linguistic skills and knowledge, we aim for our children to express their thoughts and ideas in French as well as understand and respond to its speakers, both in speech and writing.</p>		<p style="text-align: center;"><u>Implementation</u></p> <p>Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.</p>				<p style="text-align: center;"><u>Impact</u></p> <p>Upon leaving Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life. They will be confident in the knowledge that the linguistic skills they have developed during their time at Ravensdale Juniors can be applied to other languages should they choose to pursue a different interest.</p>		
<p style="text-align: center;">Unit (See individual unit plans from agreed scheme)</p>	<p style="text-align: center;">At School (Progressive Teaching level)</p>	<p style="text-align: center;">Healthy Lifestyle (Progressive Teaching level)</p>	<p style="text-align: center;">At The Weekend (Progressive Teaching level)</p>	<p style="text-align: center;">Planets (Progressive Teaching level)</p>	<p style="text-align: center;">Vikings (Progressive Teaching level)</p>	<p style="text-align: center;">Me In The World (Progressive Teaching level)</p>		
<p>Key learning</p>	<p>In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb ‘to study’, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and</p>	<p>In this unit pupils will learn the nouns and determiners for ten ‘healthy’ and ten ‘less healthy’ foods, along with the 1st person singular conjugation of the high frequency verbs ‘to eat’ and ‘to drink’. By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay</p>	<p>In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and</p>	<p>In this cross-curricular unit pupils will learn more about the planets and the solar system in French. They will work specifically on adjectival agreement, superlatives and comparatives in French. Pupils will work on decoding longer and more complicated sentences, focussing strongly on language learning strategies and</p>	<p>Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also</p>	<p>In this unit pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>		

	dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit.	personalised responses by the end of the unit.	strengthening memory skills.	another person by the end of the unit.	
Assessment	<p>Level 1</p> <ul style="list-style-type: none"> • I can repeat some of the vocabulary presented to me in class from memory for school subjects with the help of picture cards. I can attempt to complete a gap-fill activity for this vocabulary with the help of a word bank. I find identifying the correct article a challenging concept. • I can say what subject I like at school. • I can tell you what time I have a particular subject at school. <p>Level 2</p> <ul style="list-style-type: none"> • I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use 	<p>Level 1</p> <ul style="list-style-type: none"> • I can name and recognise a maximum of 5 foods and drinks that are considered good for a healthy diet. I can name and remember more with the help of a word bank. • I can also name a maximum of 5 foods and drinks that are considered bad for a healthy diet if eaten in excess. • I can tell you what I do during the week in terms of exercise if I am shown an example first. • I can give you a simple account of what I do to lead a healthy lifestyle if I am shown an example. • I can now follow a very simple French recipe if an adult or partner reminds me 	<p>Level 1</p> <ul style="list-style-type: none"> • I can ask what the time is in French and attempt to tell the time when I have a choice of possible answers in front of me. • I have been introduced to a range of phrases in French to talk about the activities that I do at the weekend and can remember a couple of them by heart. • I can highlight the verb in these sentences when an adult says the verb to me orally first. • I can give you a short account of what I do at the weekend and at what time, integrating perhaps a connective into my work when I have a phrase bank in front of me. <p>Level 2</p> <ul style="list-style-type: none"> • I can ask what the time is in French and attempt to tell the time accurately, including using 	<p>Level 1</p> <ul style="list-style-type: none"> • I can now name a couple of the planets in French and place them on a solar system map. • I can also spell a couple of the planets in French, more if I incorporate cognates too. • I can tell you an interesting fact about a couple of the planets. • I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural if an adult reminds me of this rule first. <p>Level 2</p> <ul style="list-style-type: none"> • I can now name at least five planets in French and place them on a solar system map. • I can also spell about five of the planets in French. • I can tell you an interesting fact about four of the planets. 	<p>Level 1</p> <ul style="list-style-type: none"> • I can describe myself physically in terms of height, hair and eye colour remembering to use correct adjectival agreement if I have a gap fill, word bank and scaffold to work with to help. • I can describe my daily routine as a typical Viking man or woman using a pre-written text that I have to reorder and match to pictures. I can also include a reflexive verb and the correct pronoun if I am given a model first, but I do find this more challenging and need support. • I can start to decode more complex texts in French if it is broken down into smaller chunks first and with a word bank in front of me. 	<p>Level 1</p> <ul style="list-style-type: none"> • I know that there are many countries that have French as their official language and can name another one (apart from France). • I can try to locate this country on a map of the world. • I can name and mention a few key facts in French about a celebration in a French speaking country. • I can tell you one thing that I am going to do help protect our planet but may need to hear it in French first as a reminder, before repeating it myself. <p>Level 2</p> <ul style="list-style-type: none"> • I know that there are many countries that have French as their official language and can

	<p>the correct article.</p> <ul style="list-style-type: none"> • I can say what subjects I like and dislike at school. • I can tell you what time I have a particular subject at school. <p>Level 3</p> <ul style="list-style-type: none"> • I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. • I can say which subjects I like and dislike at school. • I can say why I like/dislike certain school subjects. • I can tell you what time I have subjects at school. 	<p>and explains the key language first.</p> <p>Level 2</p> <ul style="list-style-type: none"> • I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me. • I can also name at least another 5 foods and drinks that are considered bad for your health if eaten in excess. • I can tell you at least one thing that I do during the week in terms of exercise. • I can give you a general account of what I do to lead a healthy lifestyle if I can prepare first. • I can now follow a simple French recipe if I have a few minutes to analyse the text first. <p>Level 3</p> <ul style="list-style-type: none"> • I can name and recognise 10 foods and drinks that are considered good for a healthy diet. • I also name another 10 foods and drinks that are considered bad for a healthy diet if eaten in 	<p>quarter past, half past and quarter to. I may need time to work it out first or check the language.</p> <ul style="list-style-type: none"> • I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart. • I can highlight the verb in these sentences if I have a choice of the verbs in front of me first. • I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have time to prepare first. <p>Level 3</p> <ul style="list-style-type: none"> • I can ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to. • I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend. • I can highlight the verb in these sentences. • I can give you an account from memory of what I do at the weekend and at what time, now 	<ul style="list-style-type: none"> • I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural. <p>Level 3</p> <ul style="list-style-type: none"> • I can now name all the planets in French and place them on a solar system map. • I can also spell at least five of the planets in French. • I can tell you an interesting fact about all the planets. • I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural. I also know of a few exceptions to this rule. 	<p>Level 2</p> <ul style="list-style-type: none"> • I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support. • I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank for support. • I can describe my daily routine as a typical Viking man or woman using a word bank and can also attempt to write this with relative accuracy. I can also include a connective, a reflexive verb, and the correct pronoun if I am given a selection to choose from first. • I can start to decode more complex texts in French using a dictionary and with a word bank to help. 	<p>name two of them in French (apart from France).</p> <ul style="list-style-type: none"> • I can locate some of these on a map of the world. • I can name and mention a few key facts in French about two celebrations in French speaking countries. • I can tell you at least one thing that I am going to do help protect our planet. <p>Level 3</p> <ul style="list-style-type: none"> • I know that there are many countries that have French as their official language and can name at least four of them in French (apart from France). • I can locate some of these on a map of the world. • I can name and mention a few key facts in French on at least two celebrations in French speaking countries. • I can tell you at least two things that I am going to do to help protect our planet
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excess.

- I can tell you a few things that I do/do not do during the week in terms of exercise.
- I can give you a general account of what I do to lead a healthy lifestyle unaided from memory.
- I can now follow a simple French recipe and research new words on my own.

integrating connectives into my work.

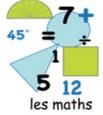
Les vikings

Level 3

- I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.
- I can describe someone else in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.
- I can describe my daily routine as a typical Viking man and/or woman from memory and can also attempt to write this with high accuracy including a connective and an appropriate reflexive verb with the correct pronoun.
- I can use the language that I have learnt in both this and previous units as a foundation to help me decipher and decode more complex texts and passages in French.

Key Vocab

À l'école



les maths



l'anglais



le dessin



le français



la musique



les sciences



l'histoire



le sport



la géographie



l'informatique

Le week-end



Je me lève.



Je prends mon petit-déjeuner.



Je joue à l'ordinateur.



Je lis des bandes dessinées.



J'écoute de la musique.



Je joue au foot.



Je vais au cinéma.



Je vais à la piscine.



Je regarde la télé.



Je me couche.

1 Introduce yourself.

Je m'appelle _____, et je suis...

- un homme de la période des Vikings
- une femme de la période des Vikings
- un garçon de la période des Vikings
- une fille de la période des Vikings

2 Can you describe yourself in terms of height?

Je suis...

- grand
- petit
- grande
- petite

3 What about your character?

Je suis...

- intelligent
- intelligente
- fort
- forte
- violent
- violente
- terrifiant
- terrifiante

4 New sentence! Describe your hair.

J'ai les cheveux...

- | Length | Type | Colour |
|----------|---------|--------|
| longs | raides | noirs |
| courts | bouclés | gris |
| mi-longs | ondulés | bruns |
| | | blonds |
| | | roux |

et = and

mais = but

5 Now describe your eyes.

J'ai les yeux...

- verts
- bleus
- marron

Les planètes



la Terre



le Soleil



la Lune



Mars



Uranus



Neptune



Vénus



Mercur



Jupiter



Pluton



Saturne

Manger et bouger



de la viande blanche



du lait écrémé



du poisson



des céréales



du pain complet



du fromage allégé



de l'eau



des noisettes



des légumes



des fruits



de la viande rouge



du lait entier



du pain blanc



du chocolat



des frites



des biscuits



des chips



du beurre



des boissons sucrées



des bonbons



Épluchez!



Coupez!



Ajoutez!



Mélangez!



Râpez!



Faites cuire!

1 Introduce yourself.

Je m'appelle...

J'ai... ans

J'habite à...

Je parle...

2 What is your favourite festival?

Ma fête préférée est...

Pâques

le Mardi Gras

le jour de l'an

le 14 juillet

Noël

l'Aïd

la Fête du Canada

Diwali

Pessah

3 Why is it your favourite?

parce qu'il y a...

des défilés de chars

des feux d'artifice

des plats spéciaux

des défilés militaires

4 How do you celebrate?

Nous allons à la mosquée.

Il y a des feux d'artifice.

On décore la maison avec le sapin de Noël.

On mange un grand repas festif.

On donne et reçoit des cadeaux.

Nous allons à l'église.

Il y a des spectacles et des cérémonies.

On célèbre plus de 150 ans de la fondation du Canada.

5 How are you going to help the environment?

Je vais utiliser...

moins de papier → less paper

moins de carton → less cardboard

moins de plastique → less plastic

moins d'eau → less water

moins d'électricité → less electricity

Manger et bouger



je fais de la natation



je fais des promenades



je joue au foot



je fais du tennis



je fais du judo



je fais du cyclisme



je ne regarde pas la télévision



je ne joue pas aux jeux électroniques