

MFL (French) Curriculum Threads

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening:</p> <p>LII - To listen attentively to spoken language and show understanding by joining in and responding</p> <p>LI2 - To explore the patterns and sounds of language through songs and rhymes.</p> <p>LI3 - To appreciate stories, songs, poems and rhymes in the language</p>	<p>Listen and identify particular sounds and words in songs and rhymes? LI 2 and LI3</p> <ul style="list-style-type: none"> Listen to songs including: 'Bonjour, Salut' and versions (Happy Birthday tune), un, deux, trois, (Frere Jacques tune) les couleurs de l'arc-en-ciel, (colours of rainbow song) J'ai un ___ +pet (Farmers in his den tune) (Autumn 2) Listen to Alphabet march, Family chant and family youtube video (Spr 2) Listen to Un, deux trois (Frere Jacques) extended to 20.. Tête, épaules, genoux et pieds (heads, shoulders, knees and toes) Sum 2 <p>Can I recognise a familiar simple question? LI</p> <p>Comment t'appelles tu?</p> <p>Quel âge as-tu? (Aut 2)</p> <p>Où habites-tu? (Spr 2)</p>	<p>Can I listen and identify particular words in songs, rhymes and texts? LI 2 and 3</p> <ul style="list-style-type: none"> recap songs taught in year 1 (Aut 1) watch youtube videos - song for the verb 'avoir' and to recap days of the week and months of the year. (Spr 1) Listen to descriptions of other people read aloud. (Spr 1) Listen to texts about classroom equipment and understand the key words. <p>Can I listen and recognise key vocabulary as words and in short sentences? LI</p> <ul style="list-style-type: none"> Listen and understand classroom equipment vocabulary. (Sum1) Listen and identify classroom equipment in short sentences. (Sum 1) <p>Can I recognise a familiar complex question?</p> <ul style="list-style-type: none"> Quel est le date de ton anniversaire? (Spr 1) 	<p>Can I listen and demonstrate understanding of words in songs, rhymes and short texts? LI 2 and 3</p> <ul style="list-style-type: none"> Sports (Aut 1, L2) Farm Animals (Sum 2, L3 - Old MacDonald) <p>Can I listen and recognise key vocabulary as words and in short sentences? LI</p> <ul style="list-style-type: none"> Sports (Aut 1) Hobbies (Spr 2, L1) <p>Can I understand a variety of questions and adapt them as necessary? LI</p> <ul style="list-style-type: none"> Sports (Aut 1) Tu joues au... Tu fais <p>Can I understand different ways questions can be formed in French? LI</p> <ul style="list-style-type: none"> Sports (Aut 1) Intonation or inversion 	<p>Can I listen and demonstrate understanding of words, short phrases and some more complex phrases and sentences in texts? LI</p> <p>Breakfast foods (Aut term, L2)</p> <p>(Spr term, L6)</p> <p>Can I listen and recognise key vocabulary as words and in short sentences? LI</p> <p>Breakfast food (Aut term L 1)</p> <p>More food (Spr term, L1)</p> <p>Can I listen to texts or stories identifying the meaning of words? LI 3</p> <ul style="list-style-type: none"> The Gingerbread Man - (Aut term) <p>Can I understand the contents of some traditional French foods? LI</p> <ul style="list-style-type: none"> Traditional foods (Spr 1) 	<p>Can I listen and demonstrate understanding of words, simple and more complex sentences?</p> <p>Rooms in the house (Aut 2 - L1)</p> <p>Bedroom Furniture (Aut 2, L3)</p> <p>Bedroom Furniture (Aut 2, L5)</p> <p>In town (Spr 2, L1)</p> <p>In town (Spr 2, L3) LI</p> <p>Can I recall previously learnt vocabulary independently?</p> <p>Bedroom Furniture (Aut 2, L4) LI</p>	<p>Can I listen and demonstrate understanding of sentences containing familiar and unfamiliar words?</p> <p>Body parts (Spr 1, L4)</p> <p>School Subjects (Spr 1, L6) LI</p> <p>Can I listen and recognise key vocabulary as words and in short sentences?</p> <p>Colour recap (Aut 1, L1) LI</p> <p>Can I recall previously learnt vocabulary independently?</p> <p>Days and months (Aut 1, L3) LI</p>

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<p>Speaking</p> <p>SP1: To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>SP2: To link the spelling, sound and meaning of words</p> <p>SP3: To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>SP4: To develop accurate pronunciation</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and SP 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I respond to a question with a simple rehearsed response? SP 1 and SP 3</p> <ul style="list-style-type: none"> ça va bien / ça va mal (Aut 2) Je m'appelle ____ / J'ai ____ ans (Aut 2) J'habite à ____ / J'habite en/au ____ (Spr 2) <p>Can I name objects and actions in a simple rehearsed statement? SP 2/SP 3 / SP 4</p> <ul style="list-style-type: none"> numbers to 10 (Aut 2) colours (Aut 2) Pets (Aut 2) family members (Spr 2) 	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I respond to a question with a simple response? SP 1 and SP 3</p> <p>Mon anniversaire est le ____ _____. (Spr 1)</p> <p>Can I name objects in a simple statement? SP 2/SP 3 / SP 4</p> <p>Recap of colours, pets and parts of the body (Aut 1) Days and months (Spr 1) Classroom equipment / Wild Animals (Noah's Ark activity) (Sum 1)</p> <p>Can I join in with most words and actions to accompany familiar songs and rhymes? SP 2 and 4</p> <p>Recap of bonjour, salut / un, deux, trois 1-20 / les couleurs de l'arc-en-ciel / tête, épaules, genoux et pieds (Aut 1)</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I ask and answer several familiar questions following a model?</p> <ul style="list-style-type: none"> Sports (Aut 1) SP 1 and SP 3 <p>Can I use familiar vocabulary to say simple sentences to give information using a language scaffold? SP 5 / SP 6</p> <ul style="list-style-type: none"> Sports (Aut 1) - Je joue au/Je fais Hobbies (Spr 2) <p>Can I join in with the words of a rhyme, song or story occasionally from memory? SP 2 and SP 4</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification or help? SP 1</p> <p>Can I use familiar vocabulary to say more complex sentences using a language scaffold. SP 3 / SP 6</p> <ul style="list-style-type: none"> Breakfast food (Aut term, L4) SP 3 / SP 6 	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I use familiar and unfamiliar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. SP 3 / SP 6</p> <p>Bedroom Furniture (Aut 2, L3)</p> <p>Can I use familiar vocabulary to say more complex sentences using a basic language scaffold. SP 3 / SP 6</p> <p>Family recap (Spr 1, L2)</p> <p>Can I give my opinion and justify</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? SP 2 and 4</p> <ul style="list-style-type: none"> discussed and recapped in every lesson <p>Can I engage in a short conversation using familiar questions? SP 1 and SP 3</p> <p>Basic Questions (Aut 1, L4&5) Aches, pains and illnesses (Spr 1, L5)</p> <p>Can I use familiar vocabulary to say more complex sentences using a basic language scaffold. SP 3 / SP 6</p> <p>Family recap (Spr 1, L2)</p> <p>Can I give my opinion and justify</p>

<p>and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>SP5: To present ideas and information orally to a range of audiences*</p> <p>SP6: To describe people, places, things and actions orally* and in writing</p>	<ul style="list-style-type: none"> Numbers 1-20 (Sum 2) Parts of the Body (Sum 2) <p>Can I join in with some words and actions to accompany familiar songs and rhymes? SP 2 and SP 4</p> <ul style="list-style-type: none"> Bonjour, Salut / Good Listening Song / un, deux, trois / Les couleurs de l'arc-en-ciel (Aut 2) Alphabet chant and family chant (Spr 2) Un, deux, trois {continued to 20}, tête, épaules, genoux et pieds. (Sum 2) 	<p>Days of the week song from youtube video (Spr 1)</p>	<ul style="list-style-type: none"> Gingerbread Man warm up activity - Spr 1 L5 <p>Can I express basic likes and dislikes and give my opinion (speaking)? SP 2/ SP 3 and SP5</p> <ul style="list-style-type: none"> Sports (Aut 1) 			<p>my reasons? SP 3 and SP5</p> <p>Colours recap (Aut 1, L1)</p> <p>School Subjects (Spr 1, L6)</p> <p>Can I understand the pattern of numbers in French? (speaking) SP 3 (Aut 1, L2)</p> <p>Can I contrast and compare the French + English school systems? School subjects (Spr 1, L6)</p>
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<p>Reading</p> <p>RE 1 - To use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>RE 2 - To 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>Can I use my knowledge of relevant French phonemes and graphemes to read aloud? RE 1</p> <ul style="list-style-type: none"> • Reading greetings, name and age sentences (Aut 2) • Reading alphabet sounds phonetically (Spr 2) • Reading the words to tête, épaules, genoux et pieds (sum 2) <p>Can I use my knowledge of the French phonemes and graphemes to say individual, familiar words? RE 1</p> <ul style="list-style-type: none"> • Reading numbers and colours when written in French (Aut 2) • Reading words for members of the family (Spr 2) • Reading numbers to 20 (Sum 2) 	<p>Can I use my existing knowledge of relevant French phonemes and graphemes to read aloud? RE 1</p> <ul style="list-style-type: none"> • Recap number vocabulary (Aut 1) • Read our recapped colour vocabulary (Aut 1) <p>Can I use my existing knowledge of the French phonemes and graphemes to read individual, familiar words and phrases? RE 1</p> <ul style="list-style-type: none"> • Read pets vocabulary and match to pictures (Aut 1) • Read parts of the body vocabulary to label diagram (Aut 1) • Hair and eye description phrases (Spr 1) • Classroom Equipment (Sum 1) • Wild animals (Sum 1) <p>Can I understand the different forms of the definite/indefinite</p>	<p>Can I read aloud familiar short sentences using knowledge of relevant French phonemes and graphemes, as well as observing silent letter rules? RE 1</p> <ul style="list-style-type: none"> • Sports Speaking Game - Aut 1, Week 5 • Hobbies speaking game - Spr 2, Week 2 <p>Can I follow a simple text and understand key vocabulary within it? RE 2</p> <ul style="list-style-type: none"> • Sports (Aut 1) <p>Can I read and demonstrate understanding of a simple sentence using familiar language? RE 2</p> <ul style="list-style-type: none"> • Hobbies (Spr 2, L3) <p>Can I use a bilingual dictionary to find the meaning of simple nouns and</p>	<p>Can I read aloud unfamiliar sentences using knowledge of relevant French phonemes and graphemes, as well as observing silent letter rules? RE 1</p> <ul style="list-style-type: none"> • Breakfast food - (Aut term, L4) • Model role play preparation - Spr 1, L6) <p>Can I read and demonstrate understanding of familiar vocabulary? RE 2</p> <p>Can I follow a simple text or the simple text of a familiar story and understand key vocabulary within it? RE 2</p> <ul style="list-style-type: none"> • Breakfast food (Aut term, L2) <p>Can I use a bilingual dictionary to find the meaning of complex nouns and verbs and their</p>	<p>Can I read aloud more complex sentences using knowledge of relevant French phonemes and graphemes as well as observing silent letter sound rules? RE 1</p> <p>Bedroom Furniture (Aut 2, L3) Bedroom Furniture (Aut 2, L5 - speaking game)</p> <p>Can I read and demonstrate understanding of familiar and unfamiliar vocabulary? RE 2</p> <p>Rooms in the House (Aut 2, L1 + 2) Bedroom Furniture (Aut 2, L3) In town (Spr 2, L1) In town (Spr 2, L4)</p> <p>Can I follow a simple text or the simple text of a familiar story and understand key vocabulary within it? RE 2</p> <p>In town (Spr 2, L3)</p>	<p>Can I read and show understanding of a series of complex sentences using familiar language? RE 1</p> <p>Basic questions and answers (Aut 1, L4) Personal Descriptions (Spr 1, L1) family recap (Spr 1, L2) Aches, Pains and illnesses (Spr, L5)</p> <p>Can I decode and understand unfamiliar words using prior knowledge, context or a bilingual dictionary? RE 2</p> <p>Carte d'identité (Aut 1, L5)</p> <p>Can I understand the pattern of numbers in French? (reading) RE 1 and 2 (Aut 1, L2)</p>

		<p>article depending on the gender of nouns? RE 2</p> <ul style="list-style-type: none"> • Parts of the body (Aut 1) • Classroom equipment (Sum 1) • Wild Animals (Sum 1) 	<p>verbs and some translations? RE 2</p> <ul style="list-style-type: none"> • Dictionary Skills (Sum 2) 	<p>translation + verbs in their conjugated form? RE 2</p>	<p>Can I read and demonstrate understanding of a complex sentence using familiar language? RE 2 Bedroom Furniture (Aut 2, L7)</p> <p>Can I use a bilingual dictionary to translate unfamiliar vocabulary and to check adjectives in agreement? RE 2 Bedroom Furniture (Aut 2, L6)</p>	
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<p>Writing:</p> <p>WRI - To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>WR 2 - To describe people, places, things and actions orally* and in writing</p> <p>WR 3 - To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter</p>	<p>Can I translate French vocabulary to English (or pictures) and English vocabulary to French (or pictures)? WR 1</p> <ul style="list-style-type: none"> Labelled picture of family (Spr 2) 	<p>Can I translate French vocabulary to English and English vocabulary to French? WR 1</p> <ul style="list-style-type: none"> Classroom equipment (Sum 1) Wild Animals (Sum 1) <p>Can I write simple familiar words and phrases to describe people and things using a model? (unsupported) WR 2</p> <ul style="list-style-type: none"> Greetings (Aut 1) Colours (Aut 1) Pets (Aut 1) Personal descriptions / Describing others (Spr 2) <p>Can I understand how to conjugate a high frequency verb? WR 3</p> <ul style="list-style-type: none"> Hair and eye descriptions (Spr 1) <p>Can I use the 1st, 2nd and 3rd person pronoun with a common verb to give descriptions? WR 3</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? WR 1</p> <ul style="list-style-type: none"> Hobbies (Spr 2, L2) Farm Animals (Sum 2) <p>Can I write familiar words and phrases to name and describe people, places and things using a model? WR 2</p> <ul style="list-style-type: none"> Sports (Aut 1, L2 - Je joue au/Je fais) Hobbies (Spr 2, L4) <p>Can I write single familiar words from memory with understandable accuracy? WR 1</p> <ul style="list-style-type: none"> Sports (Aut 1, L2) Hobbies (Spr 2, L2) <p>Can I conjugate regular and irregular verbs in the present tense? (jouer/faire) WR 3</p> <ul style="list-style-type: none"> Sports - Aut 1 - 'jouer' 	<p>Can I translate French vocabulary to English and English vocabulary to French? WR 1</p> <p>Breakfast food (Aut term, L3)</p> <p>More food (Spr term, L2)</p> <p>Can I write a simple phrase or sentence to describe things and actions using a language scaffold (including translation)? WR 2</p> <p>Breakfast foods (Aut Term, L1)</p> <p>Breakfast foods (Aut Term, L3 - translation extension)</p> <p>Breakfast food (Aut term, L4)</p> <p>Breakfast food (Aut term, L6)</p> <p>Can I write simple familiar short phrases from memory with understandable accuracy? WR 1</p> <p>Breakfast food - Aut term, L5)</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? WR 1</p> <p>Can I write and say a more complex sentence to describe a place or thing using a language scaffold? WR 2</p> <p>Rooms in the house (Aut 2, L2)</p> <p>Bedroom Furniture (Aut 2, L7)</p> <p>Can I write familiar simple and complex sentences from memory with understandable accuracy? WR 1</p> <p>Bedroom Furniture (Aut 2, L4)</p> <p>In town (Spr 2, L2)</p> <p>In town (Spr 2, L4)</p> <p>Can I write positive and negative sentences with high frequency verbs and pronouns? WR 3</p> <p>In town (Spr 2, L5 + 6 Sum 2 L1-3)</p>	<p>Can I translate French vocabulary to English and English vocabulary to French? WR 1</p> <p>Colour recap (Aut 1, L1)</p> <p>Family recap (Spr 1, L2)</p> <p>Family (Spr 1, L3 ext)</p> <p>Can I manipulate familiar vocabulary and grammar to present ideas and information? WR 2</p> <p>Days and months (Aut 1, L3)</p> <p>Pets (Aut 1, L6)</p> <p>Personal Descriptions (Spr 1, L1)</p> <p>Family (Spr 1, L3)</p> <p>Parts of the body (Spr 1, L4)</p> <p>Can I use the third person accurately to describe pets/ideal pets? WR 3</p> <p>Pets (Aut 1, L5)</p> <p>Can I apply the rules of adjectival agreement accurately? WR 3</p>

<p>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</p>		<ul style="list-style-type: none"> • Hair and eye descriptions (Spr 1) <p>Can I demonstrate an understanding of the use of accents in French? WR 3</p> <p>Can I understand the different forms of the definite/indefinite article depending on the gender of nouns? WR 3</p>	<p>Can I use the 1st and 2nd person pronouns with a regular verb? WR 3</p> <ul style="list-style-type: none"> • Sports questions (Aut 1) <p>Can I name a noun, verb and pronoun in the language being studied? WR 3</p> <ul style="list-style-type: none"> • Dictionary skills (Sum 2) <p>Can I express basic likes and dislikes (writing)? WR 1 and 2</p> <ul style="list-style-type: none"> • Sports (Aut 1) <p>Can I write simple positive and negative sentences to respond to a question? WR 2 and 3</p> <ul style="list-style-type: none"> • Sports (Aut 1) <p>Can I research information about France?</p> <ul style="list-style-type: none"> • End of Year research activity / End of year quiz 	<p>Can I conjugate regular and irregular verbs in the present tense? (manger/boire) WR 3</p> <p>Breakfast food (Aut term, L5)</p> <p>Breakfast food (Aut term, L6)</p> <p>Can I use the correct form of the partitive article according to the gender of the noun, and in the plural? WR 3</p> <p>Breakfast food - Aut term, L1 and 2)</p> <p>Breakfast food - (Aut term, L6)</p>	<p>Can I demonstrate understanding of the position of most adjectives within a sentence? WR 3</p> <p>Bedroom Furniture (Aut 2, L5 + 6)</p> <p>In town (Spr 2, L 6 Sum 2 L1-3))</p> <p>Can I apply the rules of the agreement of adjectives in the singular and plural with some accuracy? WR 3</p> <p>Bedroom Furniture (Aut 2, L7)</p> <p>In town (Spr 2, L 6 Sum 2 L1-3)</p> <p>Can I demonstrate an understanding of the use of accents on letters, their purpose and how to type them on a computer accurately? WR 3</p> <p>In town (Spr 2, L6, Sum 2 L1-3)</p>	<p>Can I research different areas of France and French culture according to personal interests?</p> <p>Summer 1 - French research project</p>
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Vocabulary
and
grammar

Aut 2: greetings (Bonjour, salut, ça-va?, ça-va bien, ça-va mal, au revoir. Numbers 1-10, Comment t'appelles-tu? Je m'appelle _____. Quel âge as-tu? J'ai ____ ans. couleurs (rouge, jaune, rose, vert, violet, orange, bleu, noir, blanc, marron, gris) pets (un chien, un chat, un lapin, un hamster, un oiseau, un poisson) J'ai un / Je n'ai pas d'un animal.

Spr 2: alphabet sounds (ah, bay, say, day, uh, eff, zhay, ash, ee, zhee, kah, ell, emm, enn, ow, pay, koo, air, ess, tay, so, way, doobla-way, icks, egrek, tset, Où habites-tu? J'habite à / J'habite en/au, Members of the family (mon père, ma mère, mon frère, ma soeur, moi + mon grand-père, ma grand-mère, mon oncle, ma tante, mon cousin, ma cousine, mon beau-père, ma belle-mère, mon beau-frère, ma belle-soeur.

Sum 2: Numbers 1-20, Parts of the body (tête, épaules, genoux, pieds, la bouche, le nez, les yeux, les oreilles)

Aut 1: (see yr 1 - greetings, numbers 0-20, colours, pets, parts of the body) Spr 1: Hair and eye descriptions - J'ai les cheveux (marron, noirs, blonds, roux) J'ai les yeux (noisettes, bleus, marron, noirs) Tu as/ Il a / Elle a. Days and months: Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Mon anniversaire est le ____.

Sum 1: Classroom Equipment: un crayon, un taille-crayon, une gomme, une règle, un livre, une trousse, des crayons de couleurs.

Wild Animals: un tigre, un lion, un éléphant, une singe, une hippopotami, un rhinoceros

Aut 1: Sports - le foot, le tennis, le golf, le hockey, le rugby, le volley, le basket, le cricket (cognates), la gymnastique, la natation, l'athlétisme, l'équitation Je joue au..../Je fais de la.... / Je fais de l'..... Likes and Dislikes: J'adore, J'aime, Je n'aime pas, Je déteste

Spr 2: Hobbies - Je fais la lecture, Je regarde la télé, J'écoute de la musique, Je fais le ménage de claques, Je fais de la danse, Je vais au cinéma, Je fais le karaté, Je joue aux jeux-vidéos, Je fais le dessin.

Sum 2: Farm animals: un cochon, une vache, un mouton, un cheval, un canard, une poule

Aut 2: Breakfast foods = croissant, pain, pain au chocolat, yaourt, céréales, confiture, café, jus d'orange, lait, chocolat chaud / je mange du/de la/des, je bois du/ de la / des Spr 1: More food - fromage, jambon, viande, gâteau, eau, poisson, poulet, fruits, légumes. Traditional foods - croque monsieur, cassoulet, coq au vin, tarte tatin, escargots, cuisses de grenouilles, Pot au feu, boudin, foie gras, bouillabaisse

Menu language: les entrées, les plats principaux, les desserts et les goûters, les boissons, euros

Role play language: L'addition, je peux vous aider, essayez vous, bonjour monsieur/madame, merci beaucoup, je voudrais, s'il vous plaît

Aut 2 -Rooms in the house - la cuisine, le salon, la salle à manger, la salle de bains, la chambre, le grenier, le Jardin, le veranda, les toilettes. Dans ma maison, il y a

Aut 2 - Bedroom furniture: Les affiches, le lit, la commode, l'armoire, les étagères, la chaise, la lampe, la télé, le miroir Dans ma chambre, il y a

Devant, derrière, près de, à côté de, à gauche de, à droite de,

Spr 2 - In town - l'hôtel, le cinéma, le hôpital, le parc, le stade, la banque, le McDo, la poste, le centre commercial, le centre sportif, le marché, le supermarché, le château, l'église, l'école, la gare, la piscine

Dans ma ville, il y a À Wolverhampton, il y a.....

Colours from kel, numbers 0-100, Days and months: Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Mon anniversaire est le ____ Comment t'appelles-tu? Je m'appelle ____ Quel âge as-tu? J'ai ____ ans. Où habites-tu? J'habite à ____, As-tu des frères ou soeurs? J'ai ____ Prénom, nom de famille, Âge, date de naissance, lieu de naissance, nationalité, couleur préféré, animal préféré, repas préféré, ce que j'aime, ce que je n'aime pas J'ai un/une chat, lapin, Chien, hamster, oiseau, poisson, souris, tortue / Je n'ai pas d'un animal assez, très, grand, petit + couleurs J'ai les cheveux/yeux + couleurs. Members of the family (mon père, ma mère, mon frère, ma soeur, moi + mon grand-père, ma grand-mère, mon oncle, ma tante, mon cousin, ma cousine, mon beau-père, ma belle-mère, mon beau-frère, ma belle-soeur. Sympa, gentil, amusant, heureux, triste, ennuyeux, patient, impoli, énervant, timide, sportif, créatif (+ feminine equivalents) Parts of the body (tête, épaules, genoux, pieds, la bouche, le nez, les yeux, les oreilles, le bras, la jambe, le ventre, le dos, la main, le doigt, le dent. Corps carré corps circulaire, corps triangulaire, + numbers J'ai mal au/ j'ai mal à la / j'ai mal aux, je suis

						<p>enrhumé(e), je tousse, je me sens malade. Maths, éducation religieuse, éducation physique et sportive, français, géo, musique, histoire, informatique, dessin, sciences, anglaise, espagnole J'adore/j'aime/je n'aime pas/je deteste Utile, ennuyeux, nul, créatif, actif, amusant, fatigant, difficile, facile, compliqué</p>
Culture	<ul style="list-style-type: none"> • Christmas Week - Christmas themed activities - colour by numbers and Rudolph and Jingle Bells in French • Week of 01/04 - Poisson d'avril discussion • Week of Easter - Easter bells story - decorate bells to take home and to create Easter bunting 	•	•	<ul style="list-style-type: none"> • Christmas themed activities - Christmas present booklet 'dictionary activity + xmas puzzle. • Cultural food contents (More food - Spr 1, L2) Understanding a French menu and layout (Menu preparation Spr 1, L&5) Model role play preparation (Spr 1, L6, Sum term L1-3) • Introduction to Francophone countries - (Europe, Americas and Australasia) Spr/Sum 1 • French Food Tasting - Spr 1 	<ul style="list-style-type: none"> • More Francophone countries - Francophone Africa - Sum 2 	<ul style="list-style-type: none"> • French Food tasting Sum 1 (including snails) • End of Year research project (Sum 1)