

## French topic coverage at Richard Bonington Primary & Nursery School

Autumn term	Year 3 - Early years	Year 4 - Intermediate	Year 5 - Intermediate	Year 6 - Progressive
1	<p><b>Learning French</b> Children will</p> <ul style="list-style-type: none"> <li>• Pinpoint France on a map of the world</li> <li>• Highlight other famous French cities</li> <li>• Talk about other countries where French is spoken</li> <li>• Say their name and how they are feeling in French</li> <li>• Count to ten in French</li> </ul>	<p><b>At the Café</b> Children will</p> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a French menu.</li> <li>• Order from a selection of drinks from a French menu.</li> <li>• Order a French breakfast.</li> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul>	<p><b>My home</b> Children will</p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	<p><b>Regular Verbs</b> Children will</p> <ul style="list-style-type: none"> <li>• Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</li> <li>• Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular -ER, -IR and -RE verbs.</li> <li>• Conjugate in French a regular -ER verb.</li> <li>• Conjugate in French a regular -IR verb.</li> <li>• Conjugate in French a regular -RE verb.</li> </ul>
2	<p><b>Animals</b> Children will</p> <ul style="list-style-type: none"> <li>• Remember all the language from unit 1.</li> <li>• Be introduced to ten animals in French.</li> <li>• Match all the new French words to the appropriate picture.</li> <li>• Remember the words for at least five animals in French unaided.</li> </ul>	<p><b>Presenting myself</b> Children will</p> <ul style="list-style-type: none"> <li>• Count to 20 in French.</li> <li>• Say their name and age in French.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live in French.</li> </ul>	<p><b>The planets</b> Children will</p> <ul style="list-style-type: none"> <li>• Name and recognise the planets in French on a solar system map.</li> <li>• Spell at least five of the planets in French.</li> <li>• Say an interesting fact about at least four of the planets.</li> <li>• Explain the rules of adjectival agreement clearly in</li> </ul>	<p><b>Irregular verbs</b></p> <ul style="list-style-type: none"> <li>• Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French.</li> <li>• Conjugate in French the irregular verb AVOIR.</li> <li>• Conjugate in French the irregular verb ÊTRE.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Attempt to spell at least three animals correctly in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell you if they are French or English, introducing concept of gender and agreement.</li> </ul>	French and apply when using colours to describe objects.	<ul style="list-style-type: none"> <li>• Conjugate in French the irregular verb ALLER.</li> <li>• Conjugate in French the irregular verb FAIRE.</li> </ul>
Spring term				
1	<p><b>Fruit</b></p> <p>Children will Name and recognise up to 10 fruits in French.</p> <ul style="list-style-type: none"> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul>	<p><b>The family</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Continue applying the knowledge, skills and understanding of the language covered in unit one.</li> <li>• Say the nouns in French for members of their family.</li> <li>• Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> <li>• Continue to count, reaching 100, to enable students to say the age of various family members.</li> <li>• Understand the concept of mon, ma and mes in French.</li> </ul>	<p><b>The weather</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>	<p><b>At school</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Tell the time in French.</li> <li>• Create a French timetable for school.</li> <li>• Use the verb aller in French to say what time they go to school.</li> </ul>

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2	<p><b>Ancient Britain</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</li> <li>• Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>• Be able to say in French three of the types of people who lived in ancient Britain.</li> <li>• Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</li> <li>• Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</li> </ul>	<p><b>The Classroom</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>• Say what they have and do not have in their pencil case.</li> <li>• Recognise and respond to simple classroom commands and praise.</li> </ul>	<p><b>Habitats</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</li> </ul>	<p>Healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Name and recognise ten foods and drinks that are considered good for your health.</li> <li>• Name and recognise ten foods and drinks that are considered bad for your health.</li> <li>• Say what activities they do to keep in shape during the week.</li> <li>• Say in general what they do to keep a healthy life-style.</li> <li>• Learn to make a healthy recipe in French.</li> </ul>
Summer term				
1	<p><b>I can</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Recognise some common French verbs/activities.</li> <li>• Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>• Use these verbs in the infinitive with je peux...</li> </ul>	<p><b>Do you have a pet?</b></p> <p>Children will</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <ul style="list-style-type: none"> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> </ul>	<p><b>Clothes</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Describe what they and other people are wearing.</li> <li>• Use the verb PORTER in French.</li> </ul>	<p><b>The Weekend</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what</li> </ul>

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		<ul style="list-style-type: none"> <li>• Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they would wear in different weather.</li> </ul>	they do and at what time at the weekend.
2	<p><b>Little Red Riding Hood</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name and spell at least three parts of the body in French as seen in the story.</li> </ul>	<p><b>What is the date?</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<p><b>Goldilocks and the three bears</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language.</li> <li>• Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>• Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li> <li>• Attempt to spell in French.</li> </ul>	<p><b>Me in the world</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>• About the many countries in the Francophone world.</li> <li>• About different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same.</li> <li>• That we can all help to protect our planet.</li> <li>• How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</li> </ul>

Foundation, Year 1 and Year 2 cover core vocabulary.