



# French – Year 3 Learning Objectives - Autumn



## French Greetings with Puppets

| <a href="#">Lesson 1: French greetings</a>         | <a href="#">Lesson 2: French greetings - day and night</a> | <a href="#">Lesson 3: How are you feeling - in French?</a> | <a href="#">Lesson 4: French finger rhymes</a> |
|--|--|--|--|
| To greet someone and introduce yourself in French. | To use the correct French greeting for the time of day.    | To ask and answer a question about feelings in French.     | To perform a finger rhyme in French.           |

### Intended outcome of the unit

Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.

Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.

Link actions or pictures to the new language, both in spoken and written form.

Imitate the pronunciation of sounds.

Take turns to speak and use appropriate intonation.

### Key Vocab

bonjour  
salut  
au revoir  
bonsoir  
bonne nuit  
ça va bien

ça va mal  
c'est...  
comment tu t'appelles ?  
je m'appelle...  
non  
oui



## French – Year 3 Learning Objectives – Autumn 2



### French Adjectives of Colour, Size and Shape

| <a href="#">Lesson 1: Colours in French</a> | <a href="#">Lesson 2: Shapes and colours in French</a> | <a href="#">Lesson 3: Shapes of different colours and sizes in French</a> | <a href="#">Lesson 4: Using shapes like the French artist, Matisse</a> | <a href="#">Lesson 5: In the style of the French artist, Matisse</a> |
|---|--|---|--|--|
| To recognise and name colour words.         | To describe shapes by their colour.                    | To describe shapes by their size and colour.                              | To understand and recognise what are cognates and near cognates.       | To follow instructions in French.                                    |

#### Intended outcome of the unit

Listen carefully to build correct sequences of three to four blocks.

Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.

Recognise cognates.

Use please and thank you.

Listen carefully to instructions.

Describe some of the shapes in their work using language of colour, size or shape.

Listen and then select the correct decoration according to its colour.

#### Key Vocab

rouge  
bleu  
jaune  
vert  
orange  
un cercle

un triangle  
un carré  
un rectangle  
grand  
petit  
c'est



## French– Year 3 Learning Objectives – Spring 1

### French Playground Games: Numbers & Age

| <a href="#">Lesson 1: Let's count in French</a> | <a href="#">Lesson 2: Let's count higher in French</a> | <a href="#">Lesson 3: How old are you in French?</a>          | <a href="#">Lesson 4: Reading French numbers</a>           | <a href="#">Lesson 5: Outdoor games in France</a>                    |
|---|--|---|--|--|
| To count from one to six in French.             | To count beyond six in French.                         | To use number words to give more information about ourselves. | To recognise the numbers one to twelve, written in French. | To use the number words one to twelve when playing playground games. |

#### Intended outcome of the unit

Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').

Join in with a song using actions.

Respond to numbers by showing fingers or ticking on whiteboards.

Ask and answer a question about their age.

Change their answers and recognise number words.

Listen carefully and relate sounds to a written phoneme.

Recall numbers one to 12 with increasingly accurate pronunciation.

#### Key Vocab

un  
deux  
trois  
quatre  
cinq  
six

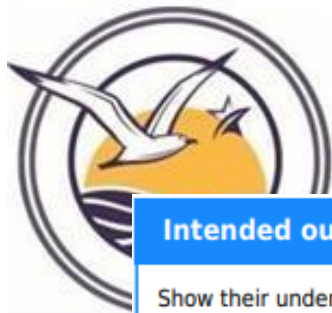
sept  
huit  
neuf  
dix  
onze  
douze



## French – Year 3 Learning Objectives – Spring 2

### In a French Classroom

|   |   |  |   |   |
|---|---|--|---|---|
| <a href="#"><u>Lesson 1: Follow the French teacher</u></a>  | <a href="#"><u>Lesson 2: Pencils and things in the French classroom</u></a> | <a href="#"><u>Lesson 3: To have or have not in the French classroom</u></a> | <a href="#"><u>Lesson 4: School bag French detectives</u></a> | <a href="#"><u>Lesson 5: In my French bag</u></a> |
| To understand and respond to simple classroom instructions. | To name school bag objects and recognise if they are masculine or feminine. | To ask and answer a question about something you have or do not have.        | To read and understand short sentences.                       | To prepare and present a short spoken text.       |



### Intended outcome of the unit

Show their understanding of key vocabulary with a physical response.

Attempt to imitate the pronunciation of vocabulary accurately.

Correctly identify masculine and feminine nouns in written form.

Use modelled language to create questions or sentences using appropriate articles.

Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.

Attempt to build their own sentences using labels as a model.

Speak clearly and present simple phrases when supported visually.

Use appropriate intonation to engage the audience.

### Key Vocab

un crayon  
un taille-crayon  
un stylo  
un cahier  
un sac  
une règle

une gomme  
une trousse  
des ciseaux  
j'ai  
je n'ai pas  
tu as...?



## French – Year 3 Learning Objectives – Summer 1



# French Transport

| <a href="#">Lesson 1: French transport language detectives</a>                  | <a href="#">Lesson 2: How shall we travel in France?</a>             | <a href="#">Lesson 3: On the road in France</a>                       | <a href="#">Lesson 4: Travel the French speaking world</a>                                | <a href="#">Lesson 5: Journey to a French school</a>  |
|---|--|---|---|---|
| To be able to compare French with English and identify words that are cognates. | To make changes to simple phrases and perform a song to an audience. | To be able to adapt, ask and answer questions about a picture prompt. | To be able to describe a journey to different French-speaking countries around the world. | To be able to conduct a survey in French and select an appropriate method to present the results. |

## Intended outcome of the unit

Explain strategies for working out the meaning of words.

Recognise nouns that are cognates or near cognates.

Recognise transport words in written form.

Join in with a song using actions to aid recall.

Form simple statements about a picture, using and adapting a model.

Create a range of different phrases using a sentence builder.

Generally, speak words with accurate pronunciation.

Write a simple sentence, using a model for support and using two different accents.

## Key Vocab

|                |               |
|----------------|---------------|
| un ferry       | un sous-marin |
| un train       | un avion      |
| un autobus     | une voiture   |
| un ballon      | un bateau     |
| un hélicoptère | à pied        |
| un vélo        | je vais       |



## French – Year 3 Learning Objectives – Summer 2

### A Circle of Life in French

| <a href="#">Lesson 1: French animal nouns and sounds</a>   | <a href="#">Lesson 2: French habitats</a>                              | <a href="#">Lesson 3: Life cycle French detectives</a>           | <a href="#">Lesson 4: French food chains</a> | <a href="#">Lesson 5: French food chain flips</a>                 |
|--|--|--|--|---|
| To research a new noun in French and determine its gender. | To build sentences to describe where something lives or does not live. | To use knowledge about language to solve a science-based puzzle. | To describe a food chain in French.          | To write a range of sentences in French to describe a food chain. |

#### Intended outcome of the unit

Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).

Build a range of sentences from a model, selecting appropriate vocabulary.

Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.

Attempt to decode new sentences by using their context and sentence structure.

Apply understanding of the sentence structure to generate new phrases.

#### Key Vocab

un éléphant

un lion

un lapin

un loup

un oiseau

un poisson

un serpent

un singe

un ver

une grenouille

une tortue

une girafe



## French – Year 4 Learning Objectives – Autumn 1

### Portraits Describing in French

| <a href="#">Lesson 1: Portraits - getting French adjectives to agree</a>        | <a href="#">Lesson 2: Simple descriptions in French</a>    | <a href="#">Lesson 3: Describing people in French</a> | <a href="#">Lesson 4: Describing personality traits in French</a> | <a href="#">Lesson 5: Writing portraits of friends in French</a> |
|---|--|---|---|--|
| To begin to understand that adjectives change if they describe a feminine noun. | To understand a simple description of hair and eye colour. | To create simple descriptive sentences.               | To understand simple descriptive sentences.                       | To write descriptive sentences.                                  |

#### Intended outcome of the unit

Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.

Identify a person correctly from a description of their hair and eye colour.

Place word cards in the correct order, with the adjectives following the noun.

Compose a spoken sentence to describe a friend.

Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

#### Key Vocab

il a/elle a  
il est/elle est  
heureux/heureuse  
sérieux/sérieuse  
les cheveux  
les yeux

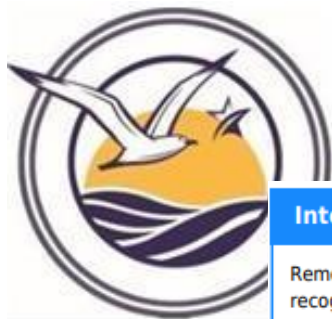
petit/petite  
grand/grande  
il s'appelle...  
elle s'appelle...  
blond(e)(s)  
noir(e)(s)



## French – Year 4 Learning Objectives – Autumn 2

### **Clothes – Getting Dressed in French**

|   |   |  |  |  |
|---|---|--|--|--|
| <a href="#">Lesson 1: Clothes in French</a>           | <a href="#">Lesson 2: Clothes and colours in French</a>                 | <a href="#">Lesson 3: Where do adjectives go in French</a>             | <a href="#">Lesson 4: A French clothes catalogue</a> | <a href="#">Lesson 5: What is our French model wearing</a> |
| To recognise and use vocabulary relating to clothing. | To apply their understanding of noun and adjective agreement in French. | To understand adjectival position and agreement for gender and number. | To express an opinion (like/dislike).                | To describe an outfit using adjectives correctly.          |



### Intended outcome of the unit

Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.

Understand how to convert the indefinite article to a possessive adjective.

Correctly identify items of clothing based on the written word.

Say the words for items of clothing with accurate pronunciation.

Make an intelligible attempt to spell new words.

Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.

Compose a sentence using j'aime or je n'aime pas.

Use il/elle correctly and place the adjective in the correct position in relation to the noun.

### Key Vocab

un T-shirt

un short

un pantalon

un chapeau

une culotte

une chemise

un pull

des bottes

une robe

des chaussettes

des baskets

il/elle porte



French – Year 4 Learning Objectives – Spring 1

**French Numbers, Calendars and Birthdays**



| <a href="#">Lesson 1: Learning numbers 1-31 in French</a> | <a href="#">Lesson 2: Days of the week in French</a> | <a href="#">Lesson 3: Months of the year in French</a> | <a href="#">Lesson 4: Seasons and dates in French</a> | <a href="#">Lesson 5: Celebrating a French birthday</a>  |
|---|--|--|---|--|
| To recall and use numbers 1 to 31 in French.              | To say the days of the week in French.               | To say the months of the year.                         | To select vocabulary to discuss the date in French.   | To compare similarities and differences between traditional birthday celebrations in France and England. |

### Intended outcome of the unit

Say the numbers to 31 in French.  
Read and calculate Maths sums correctly in French.  
Say all the days of the week, working out the words for the days that are yesterday and today.  
Match most of the French months to their English equivalents.  
Ask when someone's birthday is and give the number and month of their own birthday.  
Say the seasons of the year.  
Translate the date from English to French.  
Say the similarities and differences between birthdays in the UK and France.

### Key Vocab

|          |                 |
|----------|-----------------|
| onze     | dix-huit        |
| douze    | dix-neuf        |
| treize   | vingt           |
| quatorze | vingt-et-un     |
| seize    | trente          |
| dix-sept | un anniversaire |



## French – Year 4 Learning Objectives – Spring 2

### French Weather and The Water Cycle

| <u>Lesson 1: French Weather Phrase</u> | <u>Lesson 2: French Westher Rap</u> | <u>Lesson 3: Compass Points in French</u>         | <u>Lesson 4: The Temperature in France</u>                 | <u>Lesson 5: The Water Cycle in French</u> |
|--|-------------------------------------|---|--|--|
| To learn weather phrases               | To repeat short phrases accurately  | To describe the weather using points of a compass | To recognise the French written words for multiples of ten | To understand the water cycle in France    |

#### Intended outcome of the unit

Learning weather phrases using symbols and mime and practising vocabulary with weather cards depicting winter accessories, and through games.

Learning and performing a weather rap to consolidate memory of weather phrases; playing the French version of 'Simon says' using the weather mimes learned in Lesson 1.

Learning the cardinal compass points and combining these with weather phrases to make statements about the weather in different parts of France.

Learning numbers to 100 in multiples of ten, using language detective skills; making statements about the weather, referring to the temperature, compass points and French cities.



### Key Vocab

il fait beau

il fait mauvais

il fait chaud

il fait froid

il pleut

il neige

il y a du soleil

il y a du vent

il y a des nuages

Quel temps fait-il

aujourd'hui ?

Describing the water cycle in French, aided by a practical activity and knowledge of cognates and near cognates; drawing and labelling a water cycle diagram.



French – Year 4 Learning Objectives – Summer 1

**French Food – Miam! Miam!**



|   |   |  |  |  |
|---|---|--|--|--|
| <a href="#"><u>Lesson 1: Ordering food and drink in a French café</u></a> | <a href="#"><u>Lesson 2: Managing money in French</u></a> | <a href="#"><u>Lesson 3: French shops</u></a>                  | <a href="#"><u>Lesson 4: French food</u></a> | <a href="#"><u>Lesson 5: French food - le menu</u></a> |
| To begin to understand a conversation in French.                          | To read and say amounts of money in French.               | To identify and pronounce the names of French shops correctly. | To work out the meaning of unfamiliar words. | To create a French menu based on authentic texts.      |

### Intended outcome of the unit

Recognise and understand the meaning of new words that are cognates.

Use a model text to support conversation.

Complete mathematical calculations in French, writing answers in euros.

Recognise shop names and label a triarama.

Use a bilingual dictionary to translate given words.

Use a range of strategies to understand a familiar text.

Ask and respond to questions found in a café conversation.

### Key Vocab

le café  
le restaurant  
le menu  
une boisson  
une entrée  
un plat principal

je voudrais  
j'aime  
s'il vous plaît  
merci  
le serveur  
l'addition



# French – Year 4 Learning Objectives – Summer 2



## French and The Eurovision Song Contest

|   |   |   |   |  |
|---|---|---|---|--|
| <a href="#">Lesson 1: Musical instruments in French</a> | <a href="#">Lesson 2: Musical genres in French</a>            | <a href="#">Lesson 3: France and the countries of Europe</a>          | <a href="#">Lesson 4: Writing songs, and rehearsals in French</a> | <a href="#">Lesson 5: French singing contest and grand finale</a>    |
| To be able to say which musical instrument you play.    | To be able to say what kind of music you like or do not like. | To research and write information about European countries in French. | To write a short, simple text, using familiar language.           | To perform a song in French from memory with accurate pronunciation. |

| Intended outcome of the unit   |
|--|
| Answer questions based on a video of a French-speaker, getting at least half of them correct.  |
| Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). |
| Say which instrument they play.  |
| Say what kind of music they like, using a whole sentence.  |
| Ask a question after listening to other pupils' attempts.  |
| Read and understand music genres in written form.  |
| Recall country names with accurate pronunciation.  |
| Use a full sentence to say 'J'habite en/au/aux ...'  |
| Write information in French about a character from a different country.  |
| Use familiar language to write several phrases or short sentences.   |
| Perform a song from memory with accurate pronunciation.  |

| Key Vocab    |                |
|--------------|----------------|
| le piano     | la flûte à bec |
| le violon    | la clarinette  |
| le saxophone | la batterie    |
| le clavier   | la trompette   |
| la guitare   | jouer de       |
| la flûte     | la musique     |



# French – Year 5 Learning Objectives - Autumn



## French Monster Pets

| <a href="#">Lesson 1: Beware the dragon!</a>             | <a href="#">Lesson 2: Body parts in French</a>         | <a href="#">Lesson 3: A French monster mash-up</a>                                   | <a href="#">Lesson 4: About a beast with French adjectives</a> | <a href="#">Lesson 5: Fantastic French beasts</a>                   |
|--|--|--|--|---|
| To investigate a text for clues to understand new words. | To identify nouns by their gender, number and meaning. | To apply knowledge of French nouns and gender agreement to a short piece of writing. | To develop understanding of adjectival rules in French.        | To apply knowledge of vocabulary and grammar to a piece of writing. |

### Intended outcome of the unit

Notice cognates and near cognates in the text.

Recognise some previously known words.

Use a dictionary to research the meaning of relevant vocabulary.

Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.

Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.

Unscramble jumbled sentences without any errors in word order.

Recognise rules of agreement in longer phrases.

Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.

### Key Vocab

le corps  
la tête  
la bouche  
le nez  
les yeux  
les pieds  
les bras

les jambes  
les dents  
la queue  
court (s)  
courte (s)  
long (s)  
longue (s)



# French – Year 5 Learning Objectives – Autumn 2



## Space Exploration – in French

| <a href="#">Lesson 1: The Solar System in French</a>        | <a href="#">Lesson 2: French Sun and Moon metaphors</a>                           | <a href="#">Lesson 3: Comparing planets in French</a> | <a href="#">Lesson 4: A galaxy guide in French</a>             | <a href="#">Lesson 5: French alien worlds</a>                          |
|---|---|---|--|--|
| To identify keywords, phrases and ideas from spoken French. | To apply knowledge of noun and adjective agreement to create metaphors in French. | To make comparisons in French.                        | To develop understanding of the rules of adjectival agreement. | To form questions in order to ask for information about alien planets. |

### Intended outcome of the unit

Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.

Write their own metaphors using a writing model, replacing nouns with original vocabulary.

Make the correct choice of un/une for gender and add colour adjectives when writing.

Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.

Adapt a model text to create an original sentence of their own, including descriptive phrases.

### Key Vocab

|                    |               |
|--------------------|---------------|
| le Système solaire | plus ... que  |
| le Soleil          | moins ... que |
| la Lune            | grand         |
| la Terre           | petit         |
| une planète        | chaud         |
| l'espace           | froid         |



# French – Year 5 Learning Objectives – Spring 1



## Shopping in France

| <a href="#">Lesson 1: French money, numbers and prices</a> | <a href="#">Lesson 2: French fruit market</a>                    | <a href="#">Lesson 3: Monsieur Mangetout's French food week</a>   | <a href="#">Lesson 4: Shopping in French - how much?</a>                     | <a href="#">Lesson 5: French detectives in the kitchen</a>     |
|--|--|---|--|--|
| To build numbers and prices confidently in French.         | To name different foods in French and notice patterns in sounds. | To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience. | To be able to use vocabulary to describe a quantity of different food nouns. | To be able to explore and understand an authentic French text. |

### Intended outcome of the unit

Recognise number words in written form.  
Correctly build and pronounce two-digit numbers that have been generated randomly.  
Recall vocabulary by matching the correct pictures to the appropriate words.  
Join in with a story, using gestures and key vocabulary.  
Correctly sort word-cards by gender and apply the appropriate article.  
Highlight a range of known and easily recognisable vocabulary in a text.

### Key Vocab

|              |                  |
|--------------|------------------|
| trente       | quatre-vingts    |
| quarante     | quatre-vingt-dix |
| cinquante    | cent             |
| soixante     | ça fait ...      |
| soixante-dix | c'est combien ?  |



# French – Year 5 Learning Objectives – Spring 2



## French Speaking World

| <a href="#">Lesson 1: Directions in French</a>          | <a href="#">Lesson 2: Where in the world is French spoken?</a> | <a href="#">Lesson 3: Treasures of the French-speaking world</a> | <a href="#">Lesson 4: Investigating climate in the French-speaking world</a>          | <a href="#">Lesson 5: French globetrotters</a>                                      |
|---|--|--|---|---|
| To recognise, read and respond to directional language. | To read and give directions in French                          | To identify features of countries in the French-speaking world.  | To investigate climate data from the French-speaking world using authentic materials. | To ask and answer questions about different countries in the French-speaking world. |

### Intended outcome of the unit

Recognise and respond to directions.  
Form directional phrases of their own.

Read and understand a range of sentences including directions.  
Form full sentences to ask and answer questions as modelled orally.

Show some understanding of national identity.

Understand a set of true/false statements and know where to locate the information about these statements in a graph/table.

Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed.

### Key Vocab

|           |                    |
|-----------|--------------------|
| au nord   | la France - France |
| au sud    | la Grande-Bretagne |
| à l'est   | un pays            |
| à l'ouest | un drapeau         |
| je vais   | parce que          |
| tu vas    | il y a             |



# French – Year 5 Learning Objectives – Summer 1



## Verbs in a Week

| <a href="#">Lesson 1: French - action!</a>   | <a href="#">Lesson 2: Who is doing what in French?</a>         | <a href="#">Lesson 3: French verbs in a spin</a>   | <a href="#">Lesson 4: French irregulars - to have and to be</a> | <a href="#">Lesson 5: A French week</a>  |
|--|--|--|---|--|
| To recognise that verbs take different forms and to find infinitive verbs in a dictionary. | To begin to recognise some regular verbs in the present tense. | To recognise that verbs take different forms and to find infinitive verbs in a dictionary. | To know that some verbs do not follow regular patterns.         | To build and deliver a short presentation, choosing and using a range of action verbs. |

### Intended outcome of the unit

Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.

Create an opinion phrase using one of the new verbs.

Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.

Work together to build a verb spinner and use it to generate appropriate phrases.

Recognise and recall different parts of verbs avoir and être.

Create an original short text, correctly adapting a range of verbs to their appropriate form.

### Key Vocab

|         |        |
|---------|--------|
| chanter | lire   |
| courir  | manger |
| danser  | nager  |
| dormir  | aimer  |
| écrire  | avoir  |
| jouer   | être   |



# French – Year 5 Learning Objectives – Summer 2



## Meet My French Family

| <a href="#">Lesson 1: My French brothers and sisters</a>           | <a href="#">Lesson 2: A French family tree</a>                | <a href="#">Lesson 3: Describing my French family</a>             | <a href="#">Lesson 4: What my French family likes</a> | <a href="#">Lesson 5: My extraordinary French family</a>  |
|--|---|---|---|---|
| To recognise and use phrases to say if I have a brother or sister. | To be able to name different family members on a family tree. | To be able to build descriptive sentences into a short paragraph. | To be able to understand and express simple opinions. | To plan and prepare a short presentation about my family. |

### Intended outcome of the unit

Complete correctly a gap-fill activity to match French vocabulary with pictures.

Recognise words that are similar to English.

Adapt a sentence to change its meaning.

Apply some understanding of French pronunciation.

Recognise key information within a longer text.

Build sentences confidently using word cards.

Respond to spoken opinions with the correct gesture.

Use different opinions in sentences.

Change elements of a sentence whilst retaining the meaning.

Organise a text, making simple adaptations that do not affect its overall sense.

### Key Vocab

|                  |                |
|------------------|----------------|
| mon frère        | mon grand-père |
| ma sœur          | ma grand-mère  |
| fil/fille unique | mon oncle      |
| mon père         | ma tante       |
| ma mère          | mon cousin     |
| mes parents      | ma cousine     |



# French – Year 6 Learning Objectives - Autumn

## French Sport and the Olympics

| <a href="#">Lesson 1: Sports in French</a>                           | <a href="#">Lesson 2: France and around the world</a>       | <a href="#">Lesson 3: France - ready to go!</a>                                | <a href="#">Lesson 4: La compétition - Le Tour de France</a> | <a href="#">Lesson 5: French boules - pétanque</a>                         | <a href="#">Lesson 6: The French go to the Olympic Games</a>    |
|--|---|--|--|--|---|
| To express an opinion about sports and to say which sports you play. | To learn the words in French for countries around the world | To conjugate the verb 'to go' and say I or someone else is going to a country. | To rehearse orally new vocabulary.                           | To learn about the French game of pétanque and to rehearse new vocabulary. | To write an interview magazine article about the Olympic Games. |

### Intended outcome of the unit

Pronounce the name of a sport accurately and confidently.

Construct simple sentences to say whether or not they play a sport and whether or not they like a sport.

Locate some countries on a map.

Identify some of the French country names using cognates and near cognates.

Use the correct form of aller and the correct preposition in most cases in written exercises.

Show good understanding of P.E. action verbs and pronounce the words accurately.

Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like.

Follow the basic rules of pétanque.

Write an interview article in French, using a writing frame, about a chosen Olympic sport and imagined visit to the Olympic Games.

### Key Vocab

|           |            |
|-----------|------------|
| je joue   | le rugby   |
| je fais   | le hockey  |
| le foot   | j'aime     |
| le basket | j'adore    |
| le tennis | je déteste |
| le ski    | le sport   |



# French – Year 6 Learning Objectives – Autumn 2



## French Football Champions

| <a href="#">Lesson 1: Football vocabulary in French</a>                                  | <a href="#">Lesson 2: Footballer profiles in French</a>                     | <a href="#">Lesson 3: French footballers - where do they come from?</a>         | <a href="#">Lesson 4: French football vocabulary tournament</a>  | <a href="#">Lesson 5: Creating a footballer profile in French</a>  |
|--|---|---|--|--|
| To explore French football vocabulary through a variety of language-learning techniques. | To use language detective skills to decode French football player profiles. | To describe where a person comes from, using forms of the verb phrase venir de. | To develop reading and comprehension skills in French by answering questions about French footballers. | To apply knowledge and understanding of French football vocabulary to create a footballer profile in French. |

### Intended outcome of the unit

Try two methods of memorising and learn at least four of the new words.

Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.

Translate some player profiles.

Construct the sentence, 'I come from [a place]' in French.

Understand comprehension questions based on the topic of football and show some competence in answering them.

Complete part of a player profile.

Deliver an oral presentation with a reasonable standard of pronunciation.

### Key Vocab

le ballon  
le but  
le sifflet  
le terrain  
marquer un but  
mi-temps

sauver un but  
un carton jaune  
un carton rouge  
une équipe  
un match de foot  
un  
footballeur/footballeuse



# French – Year 6 Learning Objectives – Spring 1



## In My French House

| <a href="#">Lesson 1: My French house</a> | <a href="#">Lesson 2: My French house and family</a> | <a href="#">Lesson 3: Describing my French room</a>                   | <a href="#">Lesson 4: Where is it in my French bedroom?</a>              | <a href="#">Lesson 5: A letter about my French house</a> |
|---|--|---|--|--|
| To describe houses in French.             | To write a description of a house in French.         | To use prepositions to describe the position of items in the bedroom. | To use prepositions to describe the positions of objects in the bedroom. | To write a letter describing my home.                    |

### Intended outcome of the unit

Understand the French words for different types of houses and their rooms.

Ask and answer questions using vocabulary about houses and rooms.

Remember and understand the elements of a house and family.

Use a writing frame to create a written description of their house.

Label things in a bedroom and use the related vocabulary in simple sentences.

Use prepositions accurately, both verbally and in written sentences.

Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.

### Key Vocab

une maison  
le salon  
la chambre  
la cuisine  
le jardin  
la salle de bain

à côté de  
derrière  
devant  
entre  
sous  
sur



# French – Year 6 – Learning Objectives – Spring 2



## Planning a French Holiday

| <a href="#">Lesson 1: To go to France and other countries</a> | <a href="#">Lesson 2: The near future in French</a>      | <a href="#">Lesson 3: Holiday clothes</a>        | <a href="#">Lesson 4: Holiday story</a>                | <a href="#">Lesson 5: Planning my French holiday</a> |
|---|--|--|--|--|
| To begin using the near future tense.                         | To identify and form the present and near future tenses. | To describe which clothes to pack for a holiday. | To read and understand a story about a summer holiday. | To plan a holiday to France.                         |

### Intended outcome of the unit

Remember the countries in the world in French.  
Use a writing model to create a complex sentence.  
Begin to understand the present and future tense of 'aller' in French.  
Identify the present and future tenses in reading and listening.  
Label images of clothing correctly.  
Speak in sentences and write a paragraph.  
Recognise familiar words and cognates.  
Begin to understand the gist of the text to be able to answer some questions.  
Find out information from a range of websites and use this information to plan a holiday.

### Key Vocab

|                       |             |
|-----------------------|-------------|
| je vais en/au/aux ... | en été      |
| je vais aller ...     | en hiver    |
| maintenant            | pourquoi ?  |
| demain                | parce que   |
| les vacances          | cette année |
| une valise            | beaucoup de |



# French – Year 6 – Learning Objectives – Summer 1



## Visting a Town in France

| <a href="#">Lesson 1: French directions to school</a> | <a href="#">Lesson 2: Directions to places in a French town</a>           | <a href="#">Lesson 3: Transport in a French town</a> | <a href="#">Lesson 4: Sightseeing in a French town</a>         | <a href="#">Lesson 5: French tourism</a>                 |
|---|---|--|--|--|
| To create a description of my route to school.        | To begin to understand, ask for and speak directions to places in a town. | To learn about travel to France through role play.   | To express and justify an opinion on where to visit in a town. | To analyse a text and identify key grammatical features. |

### Intended outcome of the unit

Describe routes to school using pictures and word cards.  
Follow simple directions accurately.  
Describe the relationship between places using a preposition.  
Put modes of transport into a simple sentence.  
Role-play buying tickets in French.  
Use modes of transport to build sentences about going to places.  
Begin constructing negative sentences correctly.  
Learn to say and read places in a town.  
Use a writing frame to give a reasoned opinion for visiting a place.  
Identify the grammatical elements of a text.  
Understand the gist of a text.  
Use a text to write their own description of a place.

### Key Vocab

|            |            |
|------------|------------|
| en voiture | entre      |
| en bus     | autour de  |
| en train   | au bord de |
| en avion   | loin de    |
| à vélo     | la droite  |
| à pied     | la gauche  |