



Brown's C of E Primary School, Horbling

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## Curriculum Intent for Modern Foreign Languages – French

At Brown's C of E Primary School, we want our children to love languages and become aware, global citizens.

The intention of the Modern Foreign Languages (MFL) curriculum at Brown's Church of England Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We intend to use the Kapow French scheme of work and resources to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We aim to encourage children's confidence and creative skills through the teaching of French. Whatever the language taught, we strive to stimulate and encourage children's curiosity about all languages. At Brown's, there are only 2 different languages spoken and so it is vital that we help children develop their awareness of cultural differences. We aim to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning French will also offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners



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## Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<p><a href="#"><u>Research review series: languages - GOV.UK</u></a> <a href="http://www.gov.uk"><u>(www.gov.uk)</u></a></p>	<ul style="list-style-type: none"><li>• The curriculum is carefully planned around logical pupil progression in the '3 pillars' of language: phonics, vocabulary, grammar – and the interplay between them.</li><li>• Teachers' use of the language being taught is carefully planned and tailored to build on pupils' ability and prior knowledge.</li><li>• Teachers create opportunities for pupils to practise using the target language, helping them to remember long term the language structures they need to communicate in an unscripted way.</li><li>• When authentic texts are used, they are well chosen for their linguistic content and level. Teachers plan their use carefully, ensuring that they do not expose pupils to large amounts of unfamiliar language.</li><li>• Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited.</li><li>• Assessments are carefully designed to align to a clearly structured and sequenced curriculum.</li><li>• School leaders are committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.</li><li>• There is a well-considered transition process between primary and secondary school, and a curriculum that builds step by step across key stages.</li></ul>	<ul style="list-style-type: none"><li>• Our curriculum is planned so that 5 strands of Speaking and Pronunciation, Listening, Reading and Writing, Grammar and intercultural understanding run consistently throughout the scheme of work</li><li>• Key vocabulary and grammar concepts are revisited again and again</li><li>• Each time vocabulary or grammar learning is revisited, it is covered in greater depth</li><li>• Assessment opportunities are woven into the curriculum design so that teachers have a clear understanding of what the children have learnt and can remember.</li><li>• Subject knowledge of teachers is enhanced through CPD opportunities provided by subject specialists.</li><li>• Authentic texts are used throughout the scheme of work</li><li>• Our curriculum provides children with an opportunity to love learning language, to be open and resilient learners who when they transition to the next stage of their learning have the skills and aptitude to become lifelong language learners.</li></ul>



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## MODERN FOREIGN LANGUAGES - FRENCH Curriculum Cycle A

Lower KS2 Focus	Why this, why now?	Upper KS2 Focus	Why this, why now?
<b>French greetings with Puppets</b> <a href="#">Y3/4: French greetings with puppets (Cycle A) - Kapow Primary</a>	Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are	<b>Portraits – describing in French</b> <a href="#">Y5/6: Portraits - describing in French (Cycle A) - Kapow Primary</a>	Recall French greetings – link to <b>French greetings with puppets</b> Learning adjectives for describing people’s physical appearance and their personality, including eye and hair colour and characteristics such as how happy or serious they are. This unit builds on <b>French objectives of colour size and shape</b> from the year 3/4 curriculum Creating simple sentences ensuring that the adjectives agree with the gender of the noun. Knowledge of the gender of nouns is introduced in Y3/4 <b>‘In a French Classroom’</b>
Assessment opportunities	End of unit – Knowledge Catcher <a href="#">Greeting with Puppets.pptx kc1.pptx (live.com)</a>  Prior Learning Assessment <a href="#">Assessment French Y3/4 (Cycle A): French greetings - Kapow Primary</a> – to be completed prior to starting the next unit.	Assessment opportunities	End of unit – Knowledge Catcher <a href="#">Knowledge catcher Year 4 Portraits describing in French.pptx (kapowprimary.com)</a>  Prior Learning Assessment - <a href="#">Assessment French Y5/6 (Cycle A): Portraits - Kapow Primary</a> – to be completed prior to starting the next unit
<b>French adjectives of colour size and shape</b> <a href="#">Y3/4: French adjectives of colour, size and shape (Cycle A) - Kapow Primary</a>	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse	<b>Meet my French family</b> <a href="#">Y5/6: Meet my French family (Cycle A) - Kapow Primary</a>	This unit draws on vocabulary and grammar learned in Years 3 and 4 and introduces family and relations vocabulary, the possessor’s objective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and reordering known words and phrases and the unit culminates in pupils producing a piece of written work in French that describes members of a family, their looks their ages their birthdays and their likes and dislikes. This builds on previous learning in <b>‘Playground Games’</b> linking previous learning of numbers, age and time and <b>‘Portraits – describing in French’</b>
Assessment opportunities	End of unit – knowledge Catcher <a href="#">Adjectives of colour, size and shape</a> Prior Learning Assessment <a href="#">Assessment French Y3/4 Cycle A: French adjectives - Kapow Primary</a> – to be completed prior to starting the next unit.	Assessment opportunities	End of Unit - Knowledge Catcher <a href="#">Assessment French Y5/6 (Cycle A): My French family - Kapow Primary</a> Prior Learning Assessment



			<a href="#">Assessment French Y5/6 (Cycle A): My French family - Kapow Primary</a> – to be completed prior to starting the next unit
<b>Playground games – numbers and age</b> <a href="#">Y3/4: Playground games - numbers and age (Cycle A) - Kapow Primary</a>	Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games	<b>Clothes – getting dressed in France</b> <a href="#">Y5/6: Clothes - getting dressed in France (Cycle A) - Kapow Primary</a>	Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French. Building on the learning in <b>'French colour, size and shape'</b> , children construct detailed sentences and phrases to describe clothing and express opinions.
Assessment opportunities	End of Unit – knowledge catcher <a href="#">playground games kc (kapowprimary.com)</a> Prior Learning Assessment <a href="#">Playground games - numbers and age</a> to be completed prior to the start of the next unit	Assessment opportunities	End of Unit – knowledge catcher <a href="#">Assessment Y5/6 French Clothes Unit - Kapow Primary</a> Prior Learning Assessment <a href="#">Assessment Y5/6 French Clothes Unit - Kapow Primary</a> – to be completed prior to the start of the next unit
<b>In a French classroom</b> <a href="#">Y3/4: In a French classroom (Cycle A) - Kapow Primary</a>	Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine'	<b>French Weather</b> <a href="#">Y5/6: French weather (Cycle A) - Kapow Primary</a>	Learning phrases to describe the weather and vocabulary for the compass points; counting from 1 -100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. Builds on previous learning of numbers from 1-60 and multiples of ten from <b>'Shopping for French Food' and 'Bon appetit'</b>
Assessment opportunities	End of Unit – knowledge catcher <a href="#">Knowledge catcher Year 3 In a French classroom.pptx (kapowprimary.com)</a> Prior Learning Assessment <a href="#">In a French classroom - assessment task</a> to be completed prior to the start of the next unit	Assessment opportunities	End of Unit – knowledge catcher <a href="#">Copy of Knowledge catcher year 4 weather and the water cycle.pptx (kapowprimary.com)</a> Prior learning Assessment <a href="#">French Weather Assessment Task</a> – to be completed prior to the start of the next unit.
<b>Bon appetit</b> <a href="#">Y3/4: Bon appetit (Cycle A) - Kapow Primary</a>	Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market – Builds on numbers 1-12 from 'Playground games' up to 31	<b>Exploring the French Speaking World</b> <a href="#">Y5/6 Exploring the French speaking world (Cycle A) - Kapow Primary</a>	Discovering the many countries in the world that speak French, giving and following directions in French and discussing climate using comparative language. This builds of learning from <b>'French Weather'</b> , listening to real weather forecasts in French. The children will use authentic materials to investigate climate data. They broaden their cultural understanding using the phrase <i>il y a</i> to describe features of countries in the French speaking world.



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Assessment opportunities	End of Unit – Knowledge catcher <a href="#">Knowledge catcher 1Q [Y3/4 Unit 5 (kapowprimary.com)]</a> Prior Learning Assessment <a href="#">Bon appetit - assessment task</a> to be completed prior to the start of the next unit.	Assessment opportunities	End of Unit – Knowledge catcher <a href="#">Knowledge catcher Exploring the French speaking world year 5/6 (kapowprimary.com)</a> Prior Learning Assessment <a href="#">Assessment French Y5/6 (Cycle A): Exploring the French Speaking World - Kapow Primary</a> – to be completed prior to the start of the next unit
<b>Shopping for French Food</b> <a href="#">Year 3/4: Shopping for French food (Cycle A) - Kapow Primary</a>	Exploring different ways to say ‘the’ when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops. Builds on numbers from 31 - children now explore numbers to 60 and multiples of ten	<b>Planning a French Holiday</b> <a href="#">Y5/6: Planning a French holiday (Cycle A) - Kapow Primary</a>	The children learn to use a combination of present and near-future tenses and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France. They revisit the present tense of ‘aller’ to go that they were introduced to in <b>‘Exploring a French Speaking World’</b> . Here they also learned vocabulary to describe places. This is built on to give reasons as to why they wish to visit these places on their holiday. They recall and consolidate their learning about clothing from <b>‘Getting dressed in France’</b> , describing how they will travel and what clothes they will need to pack.
Assessment opportunities	End of Unit – Knowledge catcher <a href="#">Knowledge catcher 1Q [Y3/4 Unit 6] (kapowprimary.com)</a> Prior learning assessment <a href="#">Shopping for French Food - Assessment task</a> – to be completed prior to starting the next cycle of learning	Assessment opportunities	End of Unit – knowledge catcher <a href="#">Year 6 knowledge catcher Planning a French Holiday.pptx (kapowprimary.com)</a> Prior learning assessment <a href="#">Assessment French Y5/6 (Cycle A): French holiday - Kapow Primary</a> – to be completed prior to starting the next cycle of learning



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## Essential Knowledge in the Lower Key Stage Two MODERN FOREIGN LANGUAGES - FRENCH Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<p>Autumn Term  <a href="#">Y3/4: French greetings with puppets (Cycle A) - Kapow Primary</a></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Understand and respond to written language from a variety of authentic sources</li> <li>Explore the patterns and sounds of language</li> </ul> <p>KS2 Framework:</p> <ul style="list-style-type: none"> <li>Listen with care (O3.2)</li> <li>Repeat words and phrases modelled by the teacher (O3.4)</li> <li>Understand and respond to written language from a variety of authentic sources</li> <li>Explore the patterns and sounds of language</li> </ul>	<ul style="list-style-type: none"> <li>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</li> <li>To know that different greetings are used at different times of the day.</li> <li>To know that tone of voice can indicate a question.</li> <li>To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.</li> <li>To know that French words are pronounced differently to the way they are spelt.</li> </ul>	<ol style="list-style-type: none"> <li>How do I greet you?</li> <li>Good day or Goodnight?</li> <li>How are you feeling?</li> <li>What words can I recognise?</li> </ol>	<ul style="list-style-type: none"> <li>bonjour - hello/good morning (formal)</li> <li>salut - hi (informal)</li> <li>je m'appelle... - my name is...</li> <li>comment tu t'appelles? - what's your name?</li> <li>comment t'appelles-tu ? - what's your name?</li> <li>au revoir - goodbye</li> <li>et toi ? - and you?</li> <li>bien - good</li> <li>très bien - very good</li> <li>super - super</li> <li>un, deux, trois - one, two, three</li> <li>regardez-moi - look at me</li> <li>le professeur (masc.)/la professeure (fem.) - the teacher (used for secondary school teachers in France)</li> <li>le maître (masc.)/la maîtresse (fem.) - the teacher (used for primary school teachers in France)</li> <li>bonsoir – good evening</li> <li>bonne nuit – good night</li> <li>nounours - teddy</li> <li>mon amour - my love</li> <li>mon ange - my angel</li> <li>mon bébé - my baby</li> <li>mon cœur - my heart</li> </ul>



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				<ul style="list-style-type: none"> <li>• ma puce - my flea</li> <li>• mon chou - my cabbage</li> <li>• ça va ? /comment ça va ? - how are you?</li> <li>• ça va bien - I'm well, I'm fine</li> <li>• ça va très bien - I'm very well, I'm really good</li> <li>• ça va mal - I'm not well, I'm bad, I'm not fine, it's not going well (not ill) a va mal - I'm not well, I'm bad, I'm not fine, it's not going well (not ill)</li> <li>• ça va très mal - I'm really not well, I'm really not fine, it's going badly (not ill)</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<p>Autumn Term 2</p> <p><a href="#">Y3/4: French adjectives of colour, size and shape (Cycle A) - Kapow Primary</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation</li> <li>• Begin to present ideas and information orally</li> <li>• Link spelling, sound and meaning of words</li> <li>• Present ideas and information orally</li> <li>• Use basic language structures</li> <li>• Begin to understand basic grammar (placement of adjectives)</li> <li>• Engage in conversations, ask and answer questions</li> <li>• Broaden vocabulary using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a cognate is a word that is the same in both French and English e.g., un triangle.</li> <li>• To know that a near-cognate is a word that is very similar but not identical in French and English e.g., un cercle.</li> <li>• To know that adjectives of size are positioned in front of the noun in French e.g., un grand cercle.</li> <li>• To know that adjectives of colour are positioned after the noun in French e.g., un cercle bleu.</li> </ul>	<ol style="list-style-type: none"> <li>1.What colour is it?</li> <li>2. What shape is it?</li> <li>3. Qu'est-ce-que c'est?</li> <li>4. Can I follow your instructions?</li> <li>5.Can I describe this picture using French vocabulary?</li> </ol>	<ul style="list-style-type: none"> <li>• rouge – red</li> <li>• bleu – blue</li> <li>• jaune – yellow</li> <li>• vert – green</li> <li>• blanc – white</li> <li>• noir – black</li> <li>• orange - orange</li> <li>• rose - pink</li> <li>• brun - brown</li> <li>• violet - violet</li> <li>• et – and</li> <li>• c'est – it is</li> <li>• c'est de quelle couleur ? – what colour is it?</li> <li>• marron - brown</li> <li>• l'arc-en-ciel - the rainbow</li> </ul>



	<p><b>KS2 Framework:</b></p> <ul style="list-style-type: none"> <li>Remember a sequence of spoken words (O3.4)</li> <li>Make links between some phonemes, rhymes and spelling (L3.2)</li> <li>KAL Recognise how sounds are represented in written form</li> <li>Recall, retain and use vocabulary (O3.3)</li> <li>Read and understand simple messages (O3.1)</li> <li>Notice the spelling of familiar words (KAL)</li> <li>Repeat words and phrases modelled by the teacher (O3.4)</li> <li>Recognise some familiar words in written form (L3.1)</li> <li>Experiment with the writing of simple words (L3.3)</li> <li>View a media resource about the country (IU3.4)</li> <li>Compare the language with English (LLS)</li> </ul>			<ul style="list-style-type: none"> <li>les couleurs - the colours</li> <li>vrai ou faux - true or false</li> <li>c'est vrai, répétez - if it's true, repeat</li> <li>c'est faux, silence - if it's wrong/false, silence</li> <li>qu'est-ce qui manque ? - what's missing?</li> <li>un cercle – a circle</li> <li>un triangle – a triangle</li> <li>un rectangle – a rectangle</li> <li>un carré – a square</li> <li>petit – small</li> <li>grand – big</li> <li>c'est un grand cercle - it's a big circle</li> <li>c'est un petit cercle - it's a little circle</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<p>Spring Term 1 Y3/4: <a href="#">Playground games - numbers and</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To know the numbers 1 – 6 and then 6 – 12 in French.</li> <li>I know how to ask someone their age</li> </ul>	<ol style="list-style-type: none"> <li>Shall we count in French?</li> <li>Can we count higher?</li> <li>How old are you? Tu as quel age?</li> <li>Combien?</li> </ol>	<ul style="list-style-type: none"> <li>un - one</li> <li>deux - two</li> <li>trois - three</li> <li>quatre - four</li> <li>cinq - five</li> </ul>



[age \(Cycle A\) -  
Kapow  
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- Read carefully and show understanding of words, phrases and simple writing
- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language
- Appreciate stories, songs, poems and rhymes in the language
- Use language for practical communication, understanding spoken language from authentic sources

KS2 Framework objectives:

- Recognise and respond to words (O3.2)
- Use physical response to show understanding (O3.4)
- Identify social conventions (IU3.3)
- Perform finger rhymes and sing songs (O3.1)
- Use actions and rhymes to aid memorisation (KAL)
- Speak clearly and confidently (O3.1)

- I know how to tell someone how old I am.
- To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French.
- To know that sentences are often structured differently in French and English.
- To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French.
- To know the names of some Parisian landmarks.
  - Lan sience
  - Le muse du louvre
  - La Basiliquw du Sacre-Coeur de Montmartre
  - La Cathedrale Notre-Dame de Paris
  - La Tour Eiffel
  - L'arc de triomphe
- To know some French playground games.

5. Le loup est-il passe?

- six - six
- plus (or you can use 'et') - plus
- moins - minus
- fait (literally 'makes') - equals
- égale - equals
- combien ? - how many?/how much?
- à toi - your turn
- à moi - my turn
- j'ai gagné ! - I've won!
- rouge - red
- bleu - blue
- vert - green
- jaune - yellow
- orange - orange
- blanc - white
- noir - black
- rose - pink
- orange - orange
- violet - violet
- c'est de quelle couleur ? - what colour is it?
- c'est - it is
- sept - seven
- huit - eight



	<ul style="list-style-type: none"> <li>Use the context of what they see to determine some of the meaning (LLS)</li> <li>Speak in sentences, using familiar vocabulary</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul>			
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<a href="#">Spring Term 2 Y3/4: In a French classroom (Cycle A) - Kapow Primary</a>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Listen attentively and understand instructions (O3.4)</li> <li>Speak clearly and confidently (O3.2)</li> <li>Identify and read simple words (L3.1)</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structure</li> </ul> <p><b>KS2 Framework:</b></p> <ul style="list-style-type: none"> <li>Listen attentively and understand instructions (O3.4)</li> </ul>	<ul style="list-style-type: none"> <li>To know that, in French, a space is needed before and after ? and !</li> <li>To understand some of the similarities and differences between school in France and schools in the UK.</li> <li>To understand that every French noun is either masculine or feminine.</li> <li>To know that gender affects the form of the word un or une (the indefinite article).</li> <li>To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.</li> <li>The words mais (but) and et (and) are connectives</li> <li>Adjectives of size go before the noun they describe, just as they do in English</li> </ul>	<ol style="list-style-type: none"> <li>Can you follow me?</li> <li>Dans mon sac, il y a?</li> <li>To have or not to have?</li> <li>What's in the bag?</li> <li>Dans mon sac - presentation</li> </ol>	<ul style="list-style-type: none"> <li>écoutez - listen</li> <li>regardez - look</li> <li>parlez - speak</li> <li>écrivez - write</li> <li>lisez - read</li> <li>ouvrez - open</li> <li>fermez - close</li> <li>asseyez-vous - sit down</li> <li>levez-vous - stand up</li> <li>faux - false</li> <li>vrai - true</li> <li>répétez ! - repeat</li> <li>silence - silence</li> <li>Jacques a dit - Jacques said</li> <li>qu'est-ce qui manque ? - what's missing?</li> <li>un crayon - a pencil</li> <li>un taille-crayon - a pencil sharpener</li> <li>un stylo - a pen</li> <li>un cahier - an exercise book</li> <li>un sac - a bag</li> </ul>



	<ul style="list-style-type: none"> <li>• Speak clearly and confidently (O3.2)</li> <li>• Identify and read simple words (L3.1)</li> <li>• Pupils should be taught to:</li> <li>• Identify and read simple words (L3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives of colour go after the noun that they describe.</li> </ul>		<ul style="list-style-type: none"> <li>• une règle - a ruler</li> <li>• une gomme - a rubber</li> <li>• une trousse - a pencil case</li> <li>• des ciseaux - some scissors</li> <li>• j'ai... - I've got/I have</li> <li>• tu as...? - have you got ...?</li> <li>• dans mon sac ... - in my bag ...</li> <li>• je n'ai pas - I have not</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<p>Summer Term 1</p> <p><a href="#">Y3/4: Bon appetit (Cycle A) - Kapow Primary</a></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• speak with increasing confidence ... continually improving the accuracy of their pronunciation and intonation</li> <li>• listen attentively to spoken language and show understanding by ... responding</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Listen attentively to spoken language and show</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can explain what a cognate is</li> <li>• I know the correct word (fruit) for the definite article, depending on the gender of the noun (fruit) – see vocabulary</li> <li>• I know how to tell someone which fruits I like and which fruits I don't like</li> <li>• I know numbers to 31</li> <li>• I know that in France the currency used is Euros</li> <li>• I know the days of the week in French,</li> <li>• <b>lundi</b></li> <li>• <b>mardi</b></li> <li>• <b>mercredi</b></li> <li>• <b>jeudi</b></li> <li>• <b>vendredi</b></li> <li>• <b>samedi</b></li> <li>• <b>dimanche</b></li> </ul>	<ol style="list-style-type: none"> <li>1.La, le, l' or les?</li> <li>2.Do you like bananas?</li> <li>3.How much does it cost?</li> <li>4.What's on offer?</li> <li>5.What shall I buy?</li> </ol>	<ul style="list-style-type: none"> <li>• la tomate - the tomato</li> <li>• la banane - the banana</li> <li>• la pomme - the apple</li> <li>• la poire - the pear</li> <li>• la fraise - the strawberry</li> <li>• le citron - the lemon</li> <li>• le melon - the melon</li> <li>• l'orange - the orange</li> <li>• l'ananas - the pineapple</li> <li>• les chocolats (m) - the chocolates</li> <li>• les gâteaux (m) - the cakes</li> <li>• les croissants (m) - the croissants</li> <li>• les pains au chocolat (m) - the pain au chocolats</li> <li>• les bonbons (m) - the sweets</li> <li>• les brioches (f) - the brioches</li> <li>• les biscuits (m) - the biscuits</li> <li>• J'aime - I like</li> <li>• Je n'aime pas - I don't like</li> <li>• mais - but</li> <li>• et - and</li> </ul>



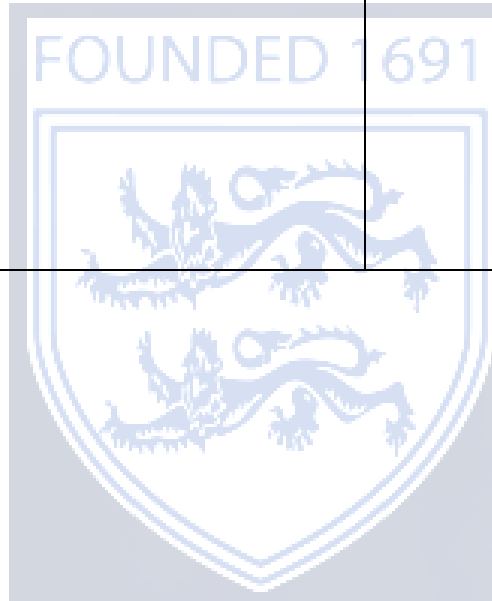
	<p>understanding by joining in and responding.</p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions</li> <li>Broaden their vocabulary and develop their ability to understand new words</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<ul style="list-style-type: none"> <li><b>aujourd'hui</b></li> <li><b>demain</b></li> <li><b>hier</b></li> </ul> <ul style="list-style-type: none"> <li>I know that je voudrais means I would like.</li> <li>I know how to ask how much something costs by asking c'est combien.</li> <li>I know that s'il vous plait means please</li> </ul>		<ul style="list-style-type: none"> <li>treize - thirteen</li> <li>quatorze - fourteen</li> <li>quinze - fifteen</li> <li>seize - sixteen</li> <li>dix-sept - seventeen</li> <li>dix-huit - eighteen</li> <li>dix-neuf - nineteen</li> <li>vingt – twenty</li> <li>je voudrais</li> <li>c'est combien?</li> <li>ça fait</li> <li>s'il vous plaît</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary linked to substantive knowledge
<p>Summer Term 2</p> <p><a href="#">Year 3/4: Shopping for French food (Cycle A) - Kapow Primary</a></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>I know my numbers 1 to 12 in French.</li> <li>I know how to build a 2-digit number between 10 and 60 in French</li> <li>I know multiples of 10 in French</li> <li>I know there are different ways to say 'the'</li> <li>Vendredi, je vais au supermarché. J'achète .....</li> </ul> <p><a href="#">Y3-4 Shopping in France KO (kapowprimary.com)</a></p> <ul style="list-style-type: none"> <li>I know the phoneme 'ch' is pronounced as 'sh'</li> <li>I know the phoneme 'i' is pronounced as 'ee'</li> </ul>	<ol style="list-style-type: none"> <li>Can I build numbers to 60?</li> <li>Can I describe my trip to the shops?</li> <li>Where have you been?</li> <li>What nouns do I need to change my story?</li> <li>Can I write my story?</li> </ol>	<ul style="list-style-type: none"> <li>dix</li> <li>vingt</li> <li>vingt-et-un</li> <li>vingt-deux</li> <li>vingt-trois</li> <li>trente</li> <li>quarante</li> <li>cinquante</li> <li>soixante</li> <li>lundi - Monday</li> <li>mardi - Tuesday</li> <li>mercredi - Wednesday</li> <li>jeudi - Thursday</li> <li>vendredi - Friday</li> <li>Samedi - Saturday</li> <li>Dimanche – Sun</li> </ul>



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	<ul style="list-style-type: none"><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li></ul>	<ul style="list-style-type: none"><li>• I know the graphemes 'e' 'er', 'ez', 'et' are pronounced 'ae'</li><li>• I know how to use a French dictionary</li></ul>		<ul style="list-style-type: none"><li>• day</li><li>• j'achète - I buy</li><li>• je le/la/les mange - I eat it/them</li><li>• je vais à la creperie - I go to the crêperie</li></ul>
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## Essential Knowledge in the Upper Key Stage Two MODERN FOREIGN LANGUAGES - FRENCH Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
<p>Autumn Term 1</p> <p><a href="#">Y5/6: Portraits - describing in French (Cycle A) - Kapow Primary</a></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>describe people, place, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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</li> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<ul style="list-style-type: none"> <li>I know the je means I and tu means you</li> <li>I know that il means he</li> <li>I know that elle means she</li> <li>Il and elle also refer to 'it'</li> <li>I know that there are feminine and masculine versions of adjectives – heureux (m) means happy – heureuse (f) means happy</li> <li>Serieux (m) means serious – serieuse (f) means serious</li> <li>I know the phoneme 'ee' is pronounced 'ay' as is musee and l'entrée</li> <li>I know how to describe a person's eye colour and hair colour.</li> <li>I know how to describe someone's personality</li> </ul>	<ol style="list-style-type: none"> <li>Portraits – do our adjectives agree?</li> <li>What am I talking about</li> <li>Who are you?</li> <li>Can I describe your personality?</li> <li>Can I write sentences that describe my friend?</li> </ol>	<ul style="list-style-type: none"> <li>heureux (masc.) heureuse (fem,) - happy</li> <li>sérieux (masc.) sérieuse (fem.) - serious</li> <li>Le Musée du Louvre - the Louvre Museum</li> <li>l'entrée - the entrance</li> <li>un tableau - a painting</li> <li>une statue - a statue</li> <li>il a - he has</li> <li>elle a - she has</li> <li>les cheveux - hair</li> <li>les cheveux châains - brown hair</li> <li>les cheveux blonds - blond hair</li> <li>les cheveux noirs - black hair</li> <li>les cheveux roux - ginger hair</li> <li>les yeux - eyes</li> <li>les yeux bleus - blue eyes</li> <li>les yeux marron - brown eyes</li> <li>*Elle a les cheveux blonds - She has blonde hair</li> <li>*Elle a les cheveux noirs - She has black hair</li> <li>*Elle a les cheveux châains - She has brown hair</li> <li>*Il a les cheveux châains - He has brown hair</li> </ul>



- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

**KS2 Framework:**

- Identify specific sounds (O 4.3)
- Pronounce letter strings accurately (L4.3)
- Recognise and apply simple agreements (KAL)
- Identify well-known landmarks (IU3.2)
- Listen for specific words and phrases
- Write simple words and phrases using a model and some words from memory (L4.4)

- \*Il a les cheveux roux - He has ginger hair
- \* Il a les yeux bleus - He has blue eyes
- \*Elle a les cheveux châtain. Elle a les yeux bleus. - She has brown hair. She has blue eyes.
- \*Il a les cheveux blonds. Il a les yeux marron. - He has blonde hair. He has brown eyes.
- \*Elle a les cheveux roux. Elle a les yeux marron. - She has ginger hair. She has brown eyes.
- qui? - who?
- petit (masc. sing.), petite (fem. sing.) - small
- grand (masc. sing.), grande (fem. sing.) - big, tall
- il est... he/it is...
- elle est... she/it is
- fort (masc. sing.), forte (fem. sing.) - strong
- poli (masc. sing.), polie (fem. sing.) - polite
- travailleur (masc. sing.), travailleuse (fem. sing.) - hard working
- sportif (masc. sing.), sportive (fem. sing.) - sporty
- heureux (masc. sing.), heureuse (fem. sing.) - happy
- sérieux (masc. sing.), sérieuse (fem. sing.) - serious
- il s'appelle ... - he is called...
- elle s'appelle... - she is called ...




Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
<p>Autumn Term 2</p> <p><u>Y5/6: Meet my French family (Cycle A) - Kapow Primary</u></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Read carefully and show understanding of simple writing</li> <li>Speak in sentences using familiar vocabulary</li> <li>Present ideas and information orally</li> <li>Improve accuracy of pronunciation</li> <li>Speak with fluency and spontaneity</li> <li>Express opinions and respond to those of other</li> <li>Describe people orally and in writing</li> <li>Express ideas clearly</li> </ul> <p><b>KS2 Framework:</b></p> <ul style="list-style-type: none"> <li>Choose phrases to write in a gapped text or as captions (L5.3)</li> <li>Understand and use negatives (KAL)</li> <li>Remember, retain and recall words and phrases (O5.4)</li> <li>Develop accuracy in pronunciation (KAL)</li> <li>Understand and express simple opinions (O5.2)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to describe my family</li> <li>I know that I can use my previous knowledge of numbers help describe the make-up of my family</li> <li>I know that un is a and une is an</li> <li>J'ai, is I have</li> <li>Je n'ai pas – negative – I do not have</li> <li>I know there are different words for my and these are ma (f), mon (m) and mes (plural)</li> <li>Mon Ami(e) is my friend</li> <li>I know and can say what I and others in my family like, or don't like</li> <li>I know the order of words and adjectives in a sentence and can build simple descriptive phrases.</li> </ul>	<ol style="list-style-type: none"> <li>Tu as des frères et sœurs ?</li> <li>Who is on my family tree?</li> <li>What are they like?</li> <li>What do they like?</li> <li>Vrai au faux? True or False</li> </ol>	<ul style="list-style-type: none"> <li>J'ai un frère – I have a brother</li> <li>J'ai une sœur – I have a sister</li> <li>J'ai deux frères - I have two brothers</li> <li>J'ai deux sœurs - I have two sisters</li> <li>J'ai un frère et une sœur - I have a brother and a sister.</li> <li>Je n'ai pas de frère – I haven't got a brother</li> <li>Je n'ai pas de sœur – I haven't got a sister</li> <li>Je n'ai pas de frère ou de sœur - I haven't got a brother or a sister</li> <li>J'ai une sœur mais je n'ai pas de frère - I have a sister but I don't have a brother</li> <li>Je suis fils unique – I am an only child (boy)</li> <li>Je suis fille unique – I am an only child (girl)</li> <li>mon - my (and a masculine noun)</li> <li>ma - my (and a feminine noun)</li> <li>mes - my (and a plural noun)</li> <li>mon père - my father</li> <li>ma mère - my mother</li> <li>mes parents - my parents</li> <li>mon grand-père - my grandfather</li> <li>ma grand-mère - my grandmother</li> <li>mes grands-parents - my grandparents</li> <li>mon frère - my brother</li> <li>ma soeur - my sister</li> <li>le fils - the son</li> </ul>



	<ul style="list-style-type: none"> <li>• Make simple sentences and short texts (L5.2)</li> <li>• Apply knowledge of rules when building sentences (KAL)</li> </ul>			<ul style="list-style-type: none"> <li>• la fille - the daughter</li> <li>• mon oncle - my uncle</li> <li>• ma tante - my aunt</li> <li>• mon cousin - my cousin (boy)</li> <li>• ma cousine - my cousin (girl)</li> <li>• J'aime - I like</li> <li>• J'aime beaucoup - I really like</li> <li>• J'adore - I love</li> <li>• Je n'aime pas - I don't like</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
<a href="#">Spring Term 1 Y5/6: Clothes - getting dressed in France (Cycle A) - Kapow Primary</a>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</li> <li>• Write phrases from memory, and adapt these to create</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can use the appropriate determiners: un, une, des, mon, ma, mes</li> <li>• I know that some items of clothing are masculine, and some items are feminine</li> <li>• I know to use mon, ma or mes to describe 'my' clothes</li> <li>• I know I need to add an 'e' to the adjective if it is describing a feminine (la/une) word</li> <li>• I know to put the colour adjective after the noun (object)</li> <li>• Valise is suitcase</li> <li>• I know that I need to add an 's' to the adjective if it is describing a plural word</li> </ul>	<ol style="list-style-type: none"> <li>1.Mon, ma, mes?</li> <li>2.Don my valise il y a?</li> <li>3.Where do adjectives go?</li> <li>4.Tu aimes les vetements?</li> <li>5.What is our French model wearing?</li> </ol>	<ul style="list-style-type: none"> <li>• un-T-shirt - a T-shirt</li> <li>• un short - shorts</li> <li>• un pantalon - trousers</li> <li>• un chapeau - a hat</li> <li>• un maillot de bain - a swimsuit</li> <li>• une culotte - pants</li> <li>• une chemise - a shirt</li> <li>• une veste - a jacket</li> <li>• des chaussettes (f) - socks</li> <li>• des bottes (f)- boots</li> <li>• des lunettes (f) - glasses</li> <li>• des baskets (f)- trainers</li> <li>• un pull - a jumper or pullover</li> <li>• mon (masc. sing.) - my</li> <li>• ma (fem. sing.) - my</li> <li>• mes (plural) – my</li> <li>• Dans ma valise il y a... - In my suitcase there is...</li> <li>• C'est de quelle couleur ? - What colour is it?</li> <li>• c'est - it is</li> </ul>



	<p>new sentences, to express ideas clearly</p> <ul style="list-style-type: none"><li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>Describe things in writing</li></ul> <p><b>KS2 Framework</b></p> <ul style="list-style-type: none"><li>Listen for specific words and phrases (O4.2)</li><li>Listen and respond to simple rhymes, stories and songs (O3.1)</li><li>Recognise and apply simple agreements, singular and plural</li><li>Read some familiar words and phrases aloud and pronounce them accurately (L 4.3)</li><li>Write simple words and phrases using a model and some words from memory (L 4.4)</li><li>Read and understand a range of familiar written phrases (L4.1)</li><li>Write words, phrases and short sentences, using a reference (L5.3)</li><li>Understand and express simple opinion (O5.2)</li></ul>			<ul style="list-style-type: none"><li>rouge(s) - red</li><li>orange - orange</li><li>jaune(s) - yellow</li><li>vert(s) (m), verte(s) (f) - green</li><li>bleu(s) (m), bleue(s) (f) - blue</li><li>rose(s) - pink</li><li>violet(s) (m), violette(s) (f) - violet</li><li>marron - brown</li><li>blanc(s) (m), blanche(s) (f) - white</li><li>noir(s) (m), noire(s) (f) - black</li><li>et – and il porte - he is wearing</li><li>elle porte - she is wearing</li><li>grand(s) (m), grande(s) (f) - big</li><li>petit(s) (m), petite(s) (f) – little</li><li>les vêtements - the clothes</li><li>j’aime - I like</li><li>je n’aime pas - I don’t like</li><li>voici – here is</li><li>je porte - I wear</li><li>à pois - spotty</li><li>à carreaux - checked</li><li>à rayures - striped</li><li>brillant(s), brillante(s) - sparkly</li></ul>
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Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
<p>Spring Term 2  <a href="#">Y5/6: French (Cycle A) - Kapow Primary</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Present ideas and information orally to a range of audiences</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Engage in conversations; ask and answer questions; seek clarification and help</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul> <p><b>KS2 Framework objectives:</b></p> <ul style="list-style-type: none"> <li>Use physical response to show recognition and understanding of specific words and phrases (O4.2)</li> <li>Listen for sounds, rhyme and rhythm (O4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know there are three categories of weather phrase.</li> </ul> <ol style="list-style-type: none"> <li>The first category uses <b>faire</b>.  <b>Il fait beau</b> – it makes fine – it is fine  <b>Il fait chaud</b> – it makes hot – it is hot  <b>Il fait froid</b> – it makes cold – it is cold</li> <li>The second category uses a weather verb.  The verb to rain is <b>pleuvoir</b>:  <b>il pleut</b> – it rains/it is raining  The verb to snow is <b>neiger</b>:  <b>il neige</b> – it snows/it is snowing</li> <li>The third category uses <b>il y a de ...</b> – there is [some]  <b>il y a du soleil</b> – there is some sun – it is sunny  <b>il y a du vent</b> – there is some wind – it is windy</li> </ol> <ul style="list-style-type: none"> <li>I know how to convey the weather in a given place.</li> <li>I know how to describe the temperature of the weather</li> <li>I know that compass points weather phrases can be added to the front or end of a weather phrase, and it will have the same meaning</li> </ul>	<ol style="list-style-type: none"> <li>Quel temps fait-il aujourd'hui? What's the weather like today?</li> <li>Jaques a dit...?</li> <li>What is the weather like in the north?</li> <li>Quelle est la temperature?</li> <li>What's the weather report?</li> </ol>	<ul style="list-style-type: none"> <li>Quel temps fait-il aujourd'hui ? - What's the weather like today?</li> <li>Il fait beau - It's nice weather</li> <li>Il fait mauvais - It's bad weather</li> <li>Il fait chaud - It's hot</li> <li>Il fait froid - It's cold</li> <li>Il pleut - It's raining</li> <li>Il neige - It's snowing</li> <li>Il y a du soleil - It's sunny</li> <li>Il y a du vent - It's windy</li> <li>Il y a des nuages - It's cloudy</li> <li>le nord – north</li> <li>le sud – south</li> <li>l'est – east</li> <li>l'ouest – west</li> <li>nord-est – north-east</li> <li>sud-est – south-east</li> <li>sud-ouest – south-west</li> <li>nord-ouest – north-west</li> <li>dans le – in the</li> <li>Quel temps fait-il dans le nord? – What is the weather in the north?</li> <li>dix - ten - 10</li> <li>vingt - twenty - 20</li> <li>trente - thirty - 30</li> <li>quarante - forty - 40</li> <li>cinquante - fifty -50</li> <li>soixante - sixty -60</li> <li>soixante-dix - seventy -70</li> <li>quatre-vingts - eighty - 80</li> <li>quatre-vingts-dix - ninety - 90</li> </ul>



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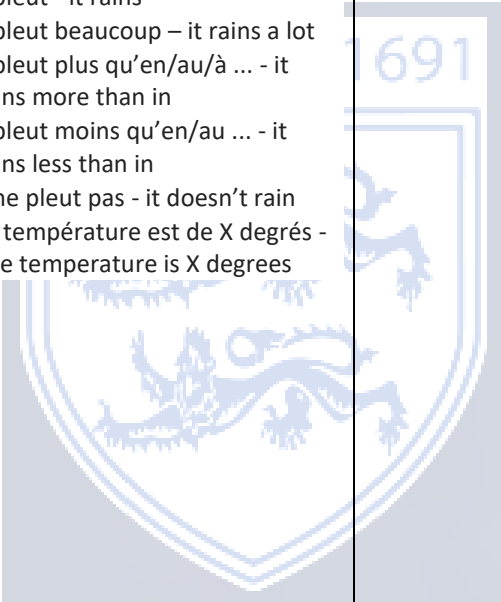
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	<ul style="list-style-type: none"> <li>Learn and say several sentences on a topic (O4.1)</li> <li>Ask and answer questions on several topics (O4.4)</li> </ul>	<ul style="list-style-type: none"> <li>I know the names of key cities and their position in France.</li> <li>I know that Marseille is in the south of France.</li> <li>I know that Lyon is in the East of France.</li> <li>I know that Bordeaux, Nantes and Rennes are in the West of France</li> <li>I know that Lille is in the north of France</li> <li>I know how to describe the weather in the north, south, east or west of a country.</li> </ul>		<ul style="list-style-type: none"> <li>cent – one hundred - 100</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
Summer Term 1 <a href="#">Y5/6 Exploring the French speaking world (Cycle A) - Kapow Primary</a>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>Understand and respond to spoken language</li> <li>Develop accurate pronunciation</li> <li>Read carefully and show understanding of simple writing</li> <li>Describe places orally and in writing</li> <li>Present ideas and information orally</li> <li>Opening to other cultures, deeper understanding of the world</li> </ul>	<ul style="list-style-type: none"> <li>I know and can use the compass points in French</li> <li>I can recall my number vocabulary and use it to describe distance</li> <li>I know the verb aller – to go</li> <li>Je vais – I go/I am going</li> <li>Tu vas – you go/you are going</li> <li>I know that the French language is spoken in other countries in the world for example, Switzerland and Algeria</li> <li>I know how to how to describe the differences between the climates of two French speaking countries</li> <li>Il fait chaud - it's hot</li> </ul>	<ol style="list-style-type: none"> <li>Can you find the treasure?</li> <li>Where in the world is French spoken?</li> <li>En France, il y a?</li> <li>How are Belgium and Madagascar the same? How are they different?</li> <li>Que lest le nom du pays?</li> </ol>	<ul style="list-style-type: none"> <li>au nord – to the North</li> <li>au sud – to the South</li> <li>à l'est – to the East</li> <li>à l'ouest – to the West</li> <li>le nord-est – Northeast</li> <li>le nord-ouest – Northwest</li> <li>le sud-est – Southeast</li> <li>le sud-ouest – Southwest</li> <li>je vais – I go/I'm going</li> <li>tu vas - you go/ you are going</li> <li>mètres – metres</li> <li>pas – steps La France - France</li> <li>La Grande-Bretagne - Great Britain</li> <li>La Suisse -Switzerland</li> <li>L'Algérie - Algeria</li> <li>Le Luxembourg - Luxembourg</li> <li>La Tunisie - Tunisia</li> </ul>



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	<ul style="list-style-type: none"><li>Respond to spoken/written language from authentic sources</li><li>Read carefully and show understanding of phrases</li><li></li></ul> <p><b>KS2 Framework:</b></p> <ul style="list-style-type: none"><li>KAL Develop accuracy in pronunciation and intonation</li><li>LLS Practise new language with a friend</li><li>Read fiction and non-fiction texts</li><li>Learn about places in different countries</li><li>O5.2 Agree and disagree with statements</li><li>IU5.2 Identify geographical features of contrasting locality</li><li>LLS Look and listen for visual and aural clues</li><li>IU5.2 Recognise similarities and differences</li></ul>	<ul style="list-style-type: none"><li>Il fait très chaud - it's very hot</li><li>Il fait plus chaud qu'en/au/à it's hotter than in</li><li>Il fait moins chaud qu'en/au/à- it's less hot than in</li><li>Il ne fait pas chaud - it's not hot</li><li>Il fait froid - it's cold</li><li>Il pleut - it rains</li><li>Il pleut beaucoup – it rains a lot</li><li>Il pleut plus qu'en/au/à ... - it rains more than in</li><li>Il pleut moins qu'en/au ... - it rains less than in</li><li>Il ne pleut pas - it doesn't rain</li><li>La température est de X degrés - The temperature is X degrees</li></ul> 	<ul style="list-style-type: none"><li>Le Maroc - Morocco</li><li>Madagascar - Madagascar</li><li>Le Québec - Quebec</li><li>La Martinique - Martinique</li><li>La Guinée Française - French Guiana</li><li>Le Laos - Laos</li><li>La Belgique - Belgium</li><li>Le Viêt Nam - Vietnam</li><li>L'Égypte - Egypt</li><li>un pays - a country</li><li>le drapeau est - The flag is</li><li>petit - small</li><li>grand - big</li><li>énorme - enormous</li><li>une étoile - a star</li><li>un croissant - a crescent (same shape as a croissant)</li><li>une île - an island</li><li>une croix - a cross</li><li>un cercle - a circle</li><li>nord-est – Northeast</li><li>nord-ouest – Northwest</li><li>sud-est – Southeast</li><li>sud-ouest – Southwest</li><li>rouge -red</li><li>jaune - yellow</li><li>bleu - blue</li><li>vert- green</li><li>noir - black</li><li>blanc - white</li><li>j'ai trouvé le trésor ! – I've found the treasure!</li><li>'intrus - the odd one out</li></ul>
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				<ul style="list-style-type: none"> <li>• des montagnes - some mountains</li> <li>• des châteaux - some castles</li> <li>• du fromage - some cheese</li> <li>• des canaux - some canals</li> <li>• des forêts - some forests</li> <li>• des tigres - some tigers</li> <li>• des lanternes - some lanterns</li> <li>• le marché flottant - the floating market</li> <li>• les Pyramides - the Pyramids</li> <li>• des ours - some bears</li> <li>• La Poutine - Poutine - a dish from Quebec of chips, cheese and gravy</li> <li>• des volcans - some volcanoes</li> <li>• des chameaux - some camels</li> <li>• des mosaïques - some mosaics</li> <li>• des sangliers - some wild boar</li> <li>• des gauffres - some waffles</li> </ul>
Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key vocabulary linked to substantive knowledge
Summer Term 2 <a href="#">Y5/6: Planning a French holiday (Cycle A) - Kapow Primary</a>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• Understand basic grammar and conjugation of high-frequency verbs, how to apply these to build sentences, express opinions, write phrases to create new sentences.</li> <li>• Read and show understanding of words, speak in sentences, understand basic grammar and patterns of language</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of countries to describe where I want to go on holiday</li> <li>• <b>I know and can recognise present tense</b>            Je vais – I go            Nous allons – we go             Tu vas – you go            Vous allez – you go (plural or singular formal)         </li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we visit there?</li> <li>2. What will you do on holiday?</li> <li>3. What should I pack for my holiday?</li> <li>4. Am I a language detective? What can I understand about your holiday?</li> <li>5. Would you like to come on my holiday?</li> </ol>	<ul style="list-style-type: none"> <li>• L'Angleterre (f) - England</li> <li>• L'Écosse (f) - Scotland</li> <li>• Le Pays de Galles (m) - Wales</li> <li>• L'Irlande du Nord (f) - Northern Ireland</li> <li>• L'Irlande (f) - Ireland (Republic of Ireland)</li> <li>• La France (f) - France</li> <li>• La Belgique (f) - Belgium</li> <li>• L'Allemagne (f) - Germany</li> <li>• L'Italie (f) - Italy</li> <li>• L'Australie (f) - Australia</li> <li>• L'Espagne (f) - Spain</li> <li>• Le Canada (m) - Canada</li> </ul>



	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• To describe places and things in writing, present ideas to a range of audiences, develop ability to understand new words, read carefully and show understanding of words.</li> </ul> <p><b>KS2 Framework:</b></p> <ul style="list-style-type: none"> <li>• 3 understand longer and more complex sentences; understand and express reasons.</li> <li>• 4 write sentences using a model, KAL notice and match agreements, LLS use language known in one topic in another topic.</li> <li>• O 6.1 Agree or disagree with statements made about a spoken passage.</li> <li>• L6.1 Give true or false responses to statement about a written passage</li> <li>• L6.2 Read and understand the gist of a familiar story</li> <li>• IU 6.3 Present information about an aspect of culture and use ICT to present information</li> </ul>	<p>Il va – he/it goes          Ils vont – (they go, masculine)</p> <p>Elle va – she /it goes          Elles vont – (they go, feminine)</p> <ul style="list-style-type: none"> <li>• <b>and near future tense in French</b></li> </ul> <p>aller – to go          manger – to eat</p> <p>courir – to run          sauter – to jump</p> <p>visiter – to visit</p> <ul style="list-style-type: none"> <li>• I know the names of activities that I would like to do on holiday</li> <li>• I know different ways to get to France</li> </ul>	<ul style="list-style-type: none"> <li>• Les Pays-Bas (m) - The Netherlands</li> <li>• Les États-Unis d'Amérique (m) - United States of America</li> <li>• en - to (a feminine country)</li> <li>• au - to (a masculine country)</li> <li>• aux - to (a plural country)</li> <li>• Je vais en France - I am going to France</li> <li>• Je vais au Canada - I am going to Canada</li> <li>• Je vais aux États-Unis d'Amérique - I am going to the United States of America</li> <li>• cet été - this summer</li> <li>• cette année - this year</li> <li>• ce mois-ci - this month</li> <li>• parce que - because</li> <li>• aller - to go</li> <li>• je vais - I go</li> <li>• tu vas - you go (singular/informal)</li> <li>• il va/elle va - he/she goes</li> <li>• nous allons - we go</li> <li>• vous allez - you go (plural/formal)</li> <li>• ils vont - they go (masculine)</li> <li>• elles vont - they go (feminine)</li> <li>• c'est magnifique - it's magnificent</li> <li>• c'est chaud - it's hot</li> <li>• J'ai de la chance - I'm lucky</li> <li>• J'aime nager - I like swimming</li> <li>• J'aime la plage - I like the beach</li> <li>• J'adore les montagnes - I adore the mountains</li> <li>• C'est amusant - It's fun</li> </ul>
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