






**Itchen Abbas Primary School Scheme of Work for French for September 2023**  
**To be reviewed and updated in September 2024**


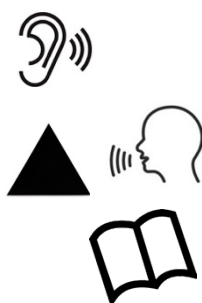



**Threshold concepts for French**

Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning. MFL is taught from Year 3 through to Year 6.



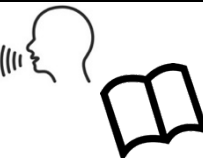


| Threshold concept symbol                                                            | Threshold concept title     | NC aim it links to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Listening                   | <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|    | Grammar                     | <ul style="list-style-type: none"> <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|    | Intercultural Understanding | <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 the names of some Parisian landmarks</li> <li>To know some French playground games</li> <li>To know that there are French speaking countries around the world</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | Speaking and Pronunciation  | <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>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | Reading and Writing         | <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>present ideas and information orally to a range of audiences*</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> <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>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul> |

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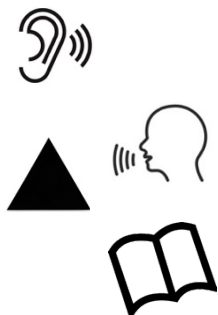
| Otters Cycle A | Unit of Work Title                      | Threshold Concept Symbol                                                            | End Point - Key concepts, knowledge / skills specific to this unit/                                                                                                                                                                                                                                                                                                                                                                                                                                       | Retrieval of Previous Learning                                                                                                       | Key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------|-----------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1       | Portraits – describing in French        |    | This unit is about describing someone's appearance, including eye and hair colour and characteristics such as how happy or serious they are. The unit teaches the position of adjectives in a sentence and how the adjective changes to 'agree' with the noun it describes (masculine, feminine, singular, plural). Starting with the subject of painting and the Louvre in Paris to build cultural awareness, the children complete the unit by writing a description of one of their friends in French. | French adjectives, colour and shape.<br>(If Cycle B has proceeded Cycle A)                                                           | heureux/heureuse - happy<br>sérieux/sérieuse - serious<br>le Musée du Louvre - the Louvre museum<br>l'entrée - the entrance<br>un tableau - a painting<br>une statue - a statue<br>il a - he has<br>elle a - she has<br>les cheveux - hair<br>les cheveux châains - brown hair<br>les cheveux blonds - blond hair<br>les cheveux noirs - black hair<br>les cheveux roux - ginger hair<br>les yeux - eyes<br>les yeux bleus - blue eyes<br>les yeux marron - brown eyes |
| Autumn 2       | Clothes – getting dressed in France     |   | In a topic about 'les vêtements' children learn to recognise several items of clothing, understand the different forms of the indefinite article and possessive adjective as well as practice using the correct adjectival agreement and describe what people are wearing.                                                                                                                                                                                                                                | Last half term, you described different portraits in French. We will now use this knowledge to describe different items of clothing. | un T-shirt - a T-shirt<br>un short - shorts<br>un pantalon - trousers<br>un chapeau - a hat<br>un maillot de bain - a swimsuit<br>une culotte - pants<br>une chemise - a shirt<br>une veste - a jacket<br>des chaussettes (f) - socks<br>des bottes (f) - boots<br>des lunettes (f) - glasses<br>des baskets (f) - trainers                                                                                                                                            |
| Spring 1       | French numbers, calendars and birthdays |  | Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French                                                                                                                                                                                                                                                                                                                               | French Playground, games, number and age if Cycle B                                                                                  | un nombre - number<br>un numéro - number<br>un chiffre - digit<br>les mathématiques - maths                                                                                                                                                                                                                                                                                                                                                                            |




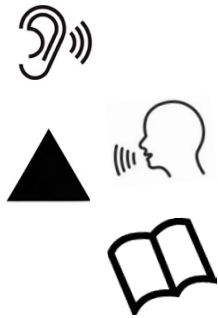

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|          |                                    |                                                                                                                                                                                                                                                                   | festivals and revise the unit by having a traditional French birthday celebration in the classroom.                                                                                                                                                                                                                                                                                              | has proceeded Cycle A.                                                                                                                      | les opérations - the operations<br>égale - equals<br>plus - add/plus<br>moins - minus/take away<br>multiplié par - multiplied by<br>divisé par - divided by<br>un - one<br>deux - two<br>trois - three<br>quatre - four<br>cinq - five<br>six - six<br>sept - seven<br>huit - eight<br>neuf - nine<br>dix - ten                                                        |
| Spring 2 | French weather and the water cycle | <br>                                                                                            | 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. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates. | Last half term, you learnt about French numbers, calendars and birthdays. You will need this knowledge to count to 1000 in multiples of 10. | quel temps fait-il aujourd'hui ? - what's the weather like today?<br>il fait beau - it's nice weather<br>il fait mauvais - it's bad weather<br>il fait chaud - it's hot<br>il fait froid - it's cold<br>il pleut - it's raining/it rains<br>il neige - it's snowing<br>il y a du soleil - it's sunny<br>il y a du vent - it's windy<br>il y a des nuages - it's cloudy |
| Summer 1 | French Food – Miam, Miam!          | <br><br> | French food, cafés, ordering and menus - 'Yum Yum'- or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.                                                                                | Last term you learnt about numbers and this half term we will apply that to money.                                                          | le restaurant - the restaurant<br>le café - the cafe<br>le menu - the menu<br>une boisson - a drink<br>une entrée- a starter<br>un plat principal - a main course<br>la soupe - the soup<br>la pizza - the pizza<br>Bonjour je voudrais une table pour un - Hello, I would like a table for one<br>voilà le menu - here is the menu<br>Je voudrais - I would like      |




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|          |                                         |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               | Vous désirez une boisson? - Would you like a drink?                                                                                                                                                                                                                                                                 |
| Summer 2 | French and the Eurovision Song Contest. |  | <p>This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries. They learn new sentence constructions to say that they play an instrument and live in a particular country and learn how to express likes and dislikes about different styles of music. The focus of lessons 4 and 5 provide opportunities to expand the learning over additional teaching time, to revise all vocabulary and grammar learning from years 3 and 4 and combine the unit with lessons in Art, Music and Geography.</p> | <p>This unit will require knowledge of numbers from the spring term. You also learnt about describing clothes and paintings in the autumn term, which you will build upon this half term.</p> | <p>le piano - the piano<br/> le violon - the violin<br/> le saxophone - the saxophone<br/> le clavier - the keyboard<br/> la guitare - the guitar<br/> la flûte - the flute<br/> la flûte à bec - the recorder<br/> la clarinette - the clarinette<br/> la batterie - the drums<br/> la trompette - the trumpet</p> |

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| Otters Cycle B | Unit of Work Title                           | Threshold Concept Symbol                                                            | End Point - Key concepts, knowledge / skills specific to this unit/                                                                                                                                                                                                                                       | Retrieval of Previous Learning                                                                                                                                             | Key vocabulary                                                                                                                                                                                                                                                                                                                                                           |
|----------------|----------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1       | French Greetings with puppets                |    | In these introductory French lessons for KS2, puppets are used to help pupils learn how to introduce themselves, use appropriate greetings to say hello, good-bye and good night, and to ask and answer the question, 'how are you feeling?'.                                                             | Introduction to French. Children will have come with different experiences from any previous learning.                                                                     | bonjour - hello/good morning (formal)<br>salut - hi (informal)<br>je m'appelle... - My name is...<br>comment tu t'appelles ? - what's your name?<br>comment t'appelles-tu ? - what's your name?<br>au revoir - goodbye<br>et toi ? - and you?<br>bien - good<br>très bien - very good<br>super - super<br>un, deux, trois - one, two, three<br>regardez-moi - look at me |
| Autumn 2       | French adjectives of colour, size and shape. |   | 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. | Introduction to French. Children will have come with different experiences from any previous learning.                                                                     | rouge - red<br>bleu - blue<br>jaune - yellow<br>vert - green<br>blanc - white<br>noir - black<br>orange - orange<br>rose - pink<br>brun - brown<br>violet - violet<br>et - and<br>c'est - it is<br>c'est de quelle couleur ? - what colour is it?<br>marron - brown                                                                                                      |
| Spring 1       | French Playground games, numbers and age.    |  | This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.    | In Autumn 1, you learnt greetings which you can apply in these lessons. You also learnt different adjectives and shapes last half term, which you could use in your games. | un - one<br>deux - two<br>trois - three<br>quatre - four<br>cinq - five<br>six - six<br>sept - seven<br>huit - eight<br>neuf - nine                                                                                                                                                                                                                                      |

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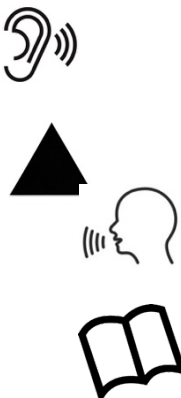

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|          |                            |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           | dix - ten<br>onze - eleven<br>douze - twelve<br>plus (or you can use 'et') - plus<br>moins - minus<br>fait (literally 'makes') - equals<br>égale - equals<br>combien ? - how many?/how much?                                                                                                                                                                  |
| Spring 2 | In a French Classroom      |    | This unit introduces the imperative mood with classroom commands and the concept of noun gender, which determines the form of the indefinite article to be used. The children learn to respond to <i>and</i> give simple instructions, learn and use vocabulary for items commonly found in a school bag, and begin to build simple sentences using, 'I have a ...' and 'I don't have a...' constructions and simple connectives, 'and' and 'but'. By the end of the unit, the children use all they have learned, including rules on adjectival position, to write short descriptions in French and to give a presentation on what is in their school bag. | In Autumn, you learnt how to describe different shapes and objects.                       | écoutez - listen<br>regardez - look<br>parlez - speak<br>écrivez - write<br>lisez - read<br>ouvrez - open<br>fermez - close<br>asseyez-vous - sit down<br>levez-vous - stand up<br>faux - false<br>vrai - true<br>répétez ! - repeat<br>silence - silence<br>Jacques a dit - Jacques said<br>qu'est-ce qui manque ? - what's missing?<br>un crayon - a pencil |
| Summer 1 | French Transport           |   | Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.                                                                                                                                                                                                                                         | French Playground games in the Autumn term.                                               | un autobus - a bus<br>un avion - an aeroplane<br>un ballon - a balloon<br>un bateau- a boat<br>un ferry - a ferry<br>un hélicoptère - a helicopter<br>un sous-marin - a submarine<br>un train - a train<br>un vélo - a bicycle<br>une voiture - a car<br>à pied – on foot                                                                                     |
| Summer 2 | A circle of life in French |  | Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | In the Spring term, you learnt how to write a description of what was in your school bag. | Les animaux - the animals<br>un lapin - a rabbit<br>un loup - a wolf<br>un oiseau - a bird                                                                                                                                                                                                                                                                    |

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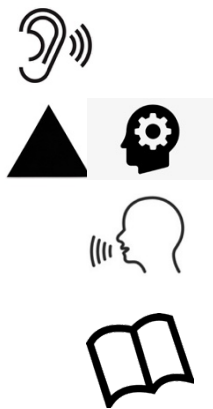


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|  |  |  | This unit has cross-curricular links with Science. |  | un poisson - a fish<br>un serpent - a snake<br>un singe - a monkey<br>un ver - a worm<br>une baleine - a whale<br>une grenouille - a frog<br>une tortue - a tortoise |
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| Foxes Cycle A | Unit of Work Title            | Threshold Concept Symbol                                                           | End Point - Key concepts, knowledge / skills specific to this unit/                                                                                                                                                                                                                                                                                                                        | Retrieval of Previous Learning                                                                                                             | Key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|-------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1      | French Sport and the Olympics |   | Pupils conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games. | In Otters, you learnt about how to use adverbs and phrases to describe different items of clothing and transport.                          | je joue - I play<br>je fais - I do<br>le basket - basketball<br>le football/le foot - football<br>le hockey - hockey<br>le tennis - tennis<br>le rugby - rugby<br>le ski - skiing<br>c'est quel sport ? - what sport is it?<br>c'est le... - it's...<br>tu aimes le sport ? - do you like sports?<br>j'aime - I like<br>j'adore - I love<br>je n'aime pas - I don't like                                                                                        |
| Autumn 2      | French Football Champions     |  | In this football-themed unit, pupils develop and practise many important learning strategies that they can use in their future learning of other languages and subjects. Children develop their reading, speaking and listening skills, responding to questions about footballers, building to writing their own football player profiles in French based on research of a chosen player.  | Last half term you learnt about how to describe different sports. In Otters, you learnt how to describe different items, such as vehicles. | le ballon - the ball<br>le but - the goal<br>le terrain - the pitch<br>le sifflet - the whistle<br>mi-temps - half time<br>un match de foot - a football match<br>un joueur de foot/un footballeur - a footballer (male)<br>une joueuse de foot/une footballeuse - a footballer (female)<br>les Bleus - the Blues (French team)<br>une équipe - a team<br>un gardien de but - a goalie/goalkeeper (male)<br>une gardienne de but - a goalie/goalkeeper (female) |

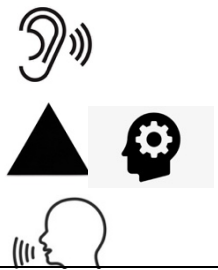



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| Spring 1 | In my French house         |    | Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.                                    | In Otters you learnt how to describe items in the classroom and last half term, how to describe sports. | habiter - to live<br>j'habite - I live<br>j'habite dans - I live in<br>un appartement - an apartment<br>une grande maison - a big house<br>une petite maison - a little house<br>une maison jumelée - semi-detached house<br>une ferme - a farm<br>la salle à manger - dining room<br>la cuisine - kitchen<br>le salon - lounge room<br>la chambre de mes parents - my parents' bedroom |
| Spring 2 | Planning a French Holiday  |   | 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.                                            | In Otters you learnt how to describe different modes of transport and different greetings.              | L'Angleterre (f) - England<br>L'Écosse (f) - Scotland<br>Le Pays de Galles (m) - Wales<br>L'Irlande du Nord (f) - Northern Ireland<br>L'Irlande (f) - Ireland (Republic of Ireland)<br>la France (f) - France<br>la Belgique (f) - Belgium<br>L'Allemagne (f) - Germany<br>L'Italie (f) - Italy<br>L'Australie (f) - Australia                                                          |
| Summer   | Visiting a town in France. |  | Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally the children create a tourist leaflet, in French, for their own local area. | In Otters you learnt how to describe different modes of transport and different greetings.              | comment vas-tu à l'école ? - how do you get to school?<br>je vais à l'école - I go to school<br>en voiture - by car<br>en autobus - by bus<br>à vélo - on a bicycle<br>à pied - on foot<br>sur - on<br>sous - under<br>derrière - behind<br>devant - in front of                                                                                                                        |

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|  |  |  |  |  | dans - in<br>entre - between<br>à coté de - next to<br>près de - near to<br>loin de - far from<br>il y a ... - there is ...<br>il y a aussi - there is also<br>un parc - a park |
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| Foxes<br>Cycle B | Unit of Work<br>Title             | Threshold<br>Concept Symbol                                                        | End Point - Key concepts, knowledge / skills<br>specific to this unit/                                                                                                                                                                                                                                                                                                                                   | Retrieval of Previous Learning                                                                                                         | Key vocabulary                                                                                                                                                                                                                                                                                                                                                                   |
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| Autumn 1         | French<br>Monster Pets            |   | Looking at animals, monsters and hybrids, children use their 'detective skills' to extract information from an authentic French text, identify and sort nouns by their gender and make adjectives agree. This helps develop understanding of sentence structure and culminates in the children writing a paragraph to describe their own monster pet creation.                                           | You learnt how to describe animals in Otters when you described transport and clothes.                                                 | un Varan de Komodo/un dragon de Komodo - a Komodo dragon<br>un carnivore - a carnivore<br>un prédateur - a predator<br>un reptile - a reptile<br>un insecte - an insect<br>un mammifère - a mammal<br>la tête - the head<br>les épaules (f) - the shoulders                                                                                                                      |
| Autumn 2         | Space<br>Exploration<br>in French |  | This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems. | In Otters you learnt how to describe different modes of transport and last half term, you learnt about different adjectives in French. | le système solaire - the solar system<br>l'espace (m) - space<br>une planète - a planet<br>un astéroïde - an asteroid<br>une comète - a comet<br>une étoile - a star<br>orbiter - to orbit<br>le Soleil - the Sun<br>la Lune - the Moon<br>Mercure - Mercury<br>Vénus - Venus<br>la Terre - the Earth<br>Mars - Mars<br>Jupiter - Jupiter<br>Saturne - Saturn<br>Uranus - Uranus |

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|          |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                           | Neptune - Neptune<br>Pluton - Pluto                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Spring 1 | Shopping in France    | <br><br><br><br> | Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text. | In Otters, you learnt how to count to 1000 and count in multiples of 10. You also learnt about greetings in the autumn term, which will be useful to use. | un - one<br>deux - two<br>trois - three<br>quatre - four<br>cinq - five<br>six - six<br>sept - seven<br>huit - eight<br>neuf - nine<br>dix - ten<br>onze - eleven<br>douze - twelve<br>treize - thirteen<br>quatorze - fourteen<br>quinze - fifteen<br>seize - sixteen<br>dix-sept - seventeen<br>dix-huit - eighteen<br>dix-neuf - nineteen<br>vingt - twenty<br>vingt-et-un - twenty-one<br>vingt-deux - twenty-two<br>vingt-trois - twenty-three<br>vingt-quatre - twenty-four |
| Spring 2 | French Speaking World | <br>                                                                                                                                                                                                                                                            | Learning that French is spoken in many countries, the children use their knowledge of size and colour adjectives and their compass points to read clues in French to work out where French-speaking countries are located in the world and what their flags look like.                                                                                                                    | In Otters you learnt how to use different greetings, and in the first term in Foxes, you learnt about different adjectives in French.                     | au nord - to the North<br>au sud - to the South<br>à l'est - to the East<br>à l'ouest - to the West<br>le nord-est - North East<br>le nord-ouest - North West<br>le sud-est - South East<br>le sud-ouest - South West<br>je vais - I go / I'm going<br>tu vas - you go/ you are going<br>mètres – metres<br>pas – steps                                                                                                                                                           |

**Itchen Abbas Primary School Scheme of Work for French for September 2023**  
**To be reviewed and updated in September 2024**

|        |                       |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
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|        |                       |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                             | j'ai trouvé le trésor ! – I've found the treasure!<br>tu as trouvé – you've found                                                                                                                                                                                                                                                                                                             |
| Summer | Meet my French family |  | This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes. | In Otters you learnt about greetings, how to express yourself and your likes and dislikes. In Foxes, you learnt how to describe different animals and people in your house. | j'ai un frère – I have a brother<br>j'ai une sœur – I have a sister<br>j'ai deux frères - I have two brothers<br>j'ai deux sœurs - I have two sisters<br>j'ai un frère et une sœur - I have a brother and a sister<br>je n'ai pas de frère – I haven't got a brother<br>je n'ai pas de sœur – I haven't got a sister<br>je n'ai pas de frère ou de sœur - I haven't got a brother or a sister |