



## Saint Mary's Catholic Primary Academy

# Modern Foreign Languages (French)Curriculum 2023-2024

## What do we want for our pupils?

### Intent

At St Mary's, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries." National Curriculum in England (DfES September 2013)

Our MFL curriculum aims to give children an awareness of other cultures and the confidence and resilience to communicate in French for practical purposes, using both written and oral French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

### Implementation

Our French curriculum is supported through the Kapow Primary scheme of work which is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. Our curriculum is supported through curriculum overview documents that show coverage of the National Curriculum and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons.

## What is our goal?

### Impact

Pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, in Key Stage 3. The expected impact is that children will:

- Be able to engage in purposeful dialogue in practical situations

- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts
- Speak and read aloud with confidence and accuracy in pronunciation
- Demonstrate understanding of spoken language by listening and responding appropriately
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt
- Be able to construct short texts on familiar topics
- Meet the end of Key stage 2 expectations outlined in the National Curriculum

### **Assessment in French**

Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work. Each child's progress is assessed with reference to the attainment targets of the Programme of Study for Languages. Pupils are assessed against objectives and success criteria in each lesson. At the end of each term, summative judgements are made as to whether each child is on track to meet the end of year expectations.

**MFL 23-24 (FRENCH)**

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>3</b>	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
<b>4</b>	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – miam, miam!	French and the Eurovision Song Contest
<b>5</b>	French monster pets	Space exploration – in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
<b>6</b>	French sport and the Olympics	French football champions	In my French house	Planning a French Holiday	Visiting town in France	

## NATIONAL CURRICULUM

### In KS2 pupils are taught:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

## YEAR THREE

### FRENCH GREETINGS WITH PUPPETS FRENCH ADJECTIVES OF COLOUR, SIZE AND SHAPE

#### Knowledge and Understanding:

- To know that 'bonjour' means hello and 'salut' means hi.
- To know that 'bonjour' can be used for good morning, 'bonsoir' means good evening and 'bonne nuit' mean good night.
- To know that most feeling words in French start with 'ça va'.
- To know that cognates are words that sound or look the same in French.
- To know that adjectives of colour come after the noun.
- To know that adjectives of size come before the noun.

### FRENCH PLAYGROUND GAMES - NUMBERS AND AGE IN A FRENCH CLASSROOM

#### Knowledge and Understanding:

- To know that counting in French are part of French games
- To know that there are patterns and sounds of French.
- To know that more information can be given about ourselves.
- To know that there is specific instructional vocabulary related to the classroom
- To know that there are patterns and sounds of French.
- To know that you can describe people, places, things and actions.
- To know that there are basic grammar rules that are similar and different to English.

### FRENCH TRANSPORT A CIRCLE OF LIFE IN FRENCH

#### Knowledge and Understanding:

- To know that some words look exactly the same in French as they do in English.
- To know that the word Je means I.
- To know that noun phrases using numbers are structured in a specific order.
- To know that nouns are masculine or feminine in French.
- To know that there is a positive and negative form.
- To know that there are patterns in language.

#### Language and comprehension (listening and reading) skills:

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Becoming familiar with format, layout and simple use of a bilingual dictionary.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

#### Language production (speaking and writing) skills:

- Asking and/or answering simple questions.
- Forming simple statements with information including the negative.
- Practising speaking with a partner.
- Using short phrases to give information.

- Recognise and repeat phrases from familiar rhymes and songs.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Recalling and writing simple words from memory.
- Experimenting with simple writing, copying with accuracy.
- Recognising and using adjectives of colour and size

**Vocabulary:**

bonjour, salut, je m'appelle, comment tu t'appelles?, au revoir, bonsoir, bonne nuit, ça va?/comment ça va?, ça va bien, ça va très bien ça va mal, rouge, bleu, jaune, vert, orange, violet, blanc, noir, rose, brun, et, un cercle, un triangle, un rectangle, un carré, petit, grand

**Vocabulary:**

un, deux, trois, quatre, cinq, six, combien? jeu de l'oie; à moi; à toi; j'ai gagné!, chassez le rat !; rouge, bleu, vert, jaune, orange, sept, huit, neuf, dix, onze, douze, un cercle, un triangle, un rectangle, un carré, rouge, bleu, jaune, vert, blanc, noir, rose, orange, violet, petit, grand, c'est un grand cercle, c'est un petit cercle, c'est un cercle bleu, c'est un triangle rouge, tu as quel âge?, quel âge as-tu?, avoir, j'ai cinq ans, l'intrus, c'est qui, écoutez !, regardez !, parlez !, écrivez !, lisez !, ouvrez !, fermez !, dessinez ! asseyez-vous ! levez-vous ! –un crayon, un taille-crayon, un stylo, un cahier, un sac, une règle, une gomme, une trousse, j'ai..., tu as...?, je n'ai pas, dans mon sac, et, mais

**Vocabulary:**

un ferry, un train, un hélicoptère, un ballon, un autobus, un vélo, un sous-marin, un avion, un bateau,, une voiture, à pied, je vais, en, en vacances, en avion, en train, en voiture, en bateau, en ballon, en sous-marin, en hélicoptère, en autobus, Il y a, combien, rouge, vert, bleu, violet, rose, noir, blanc, jaune, orange, gris, brun, en avion, en train, en voiture, en bateau, en ballon, en sous-marin, en hélicoptère, en autobus. les animaux, un lapin, un loup, un oiseau, un poisson, un serpent, un singe, un ver, une baleine, une grenouille, une tortue, le (masc.), la (fem.), l', qui ?, où est ?, il/elle habite, dans, la jungle, le désert, la forêt, la savane, la mer

## YEAR FOUR

<b>PORTRAITS – DESCRIBING IN FRENCH CLOTHES – GETTING DRESSED IN FRENCH</b>	<b>FRENCH NUMBERS, CALENDARS AND BIRTHDAYS FRENCH WEATHER AND THE WATER CYCLE</b>	<b>FRENCH FOOD – MIAM, MIAM! FRENCH AND THE EUROVISION SONG CONTEST</b>
---	---	---

<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> <li>To know that adjectives change if they describe a feminine noun.</li> <li>To know that adjectives change if they describe a plural noun.</li> <li>To know that adjectives of colour come after the noun.</li> <li>To know that ‘le’/’un’ are masculine and ‘la’/’une’ are feminine.</li> <li>To know that ‘j’aime’ means I like and ‘je n’aime pas’ means I don’t like.</li> <li>To know that ‘il’ is masculine and ‘elle’ is feminine.</li> </ul>	<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> <li>To know that intonation and pronunciation can be continually improved.</li> <li>To know that there are similarities and differences between French and English life.</li> <li>To know that months and days are used when discussing the calendar.</li> <li>To know that weather can be described.</li> <li>To know that directions use compass points.</li> <li>To know that numbers are used when stating the temperature.</li> </ul>	<p><u>Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> <li>To know that France is famous for great tasting food and its wonderful cafés and restaurants.</li> <li>To know that France uses the Euro.</li> <li>To know that the names of small French shops identify what they sell.</li> <li>To know the names of musical instruments are cognates or near-cognates.</li> <li>To know that musical genres are cognates or near-cognates.</li> <li>To know that most country names are feminine.</li> </ul>
--	--	---

<p><u>Language and comprehension (listening and reading) skills</u></p> <ul style="list-style-type: none"> <li>Listening and responding to full sentences.</li> <li>Listening and noticing rhyming words when joining in with songs.</li> <li>Beginning to notice common spelling patterns.</li> <li>Following a short text or rhyme, listening and reading at the same time.</li> <li>Recognising some familiar French words when written in a short phrase.</li> <li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>Using contextual clues and cues to gist and make predictions about meanings.</li> </ul> <p><u>Language production (speaking and writing) skills:</u></p> <ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information.</li> <li>Beginning to form opinion phrases.</li> <li>Using a variety of conversational phrases.</li> <li>Using a model to form a spoken sentence.</li> <li>Beginning to adapt phrases from a rhyme/song.</li> <li>Listening and repeating key phonemes with care.</li> </ul>
---



- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play or song.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using word cards.
- Using different adjectives, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

**Vocabulary:**

Elle, Il, heureux, heureuse, sérieux, sérieuse, le Musée du Louvre, l'entrée, un tableau, une statue, il a, elle a, les cheveux, les cheveux châtain, les cheveux blonds, les cheveux noirs, les cheveux roux, les yeux, les yeux bleus, les yeux marron, verts, rouges, jaunes, verts, blancs, roses, violets, orange, un T-shirt, un short, un chapeau, un maillot de bain, un pantalon, une culotte, une chemise, une veste, des bottes, des chaussettes, des lunettes, des baskets, mon, ma, mes, je porte, un T-shirt, un short, un pantalon, un chapeau, un maillot de bain, une culotte, une chemise, une veste, des chaussettes, des bottes, des lunettes, des baskets, un pull, une jupe, une robe, un manteaux, des chaussures, je porte, il porte, elle porte, petit, à carreaux, à rayures

**Vocabulary:**

treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, trente, trente-et-un, un nombre, un numéro, dix, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent un chiffre – digit, les mathématiques, les opérations, égale, plus, moins multiplié par, les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, la semaine, hier, demain, aujourd'hui, les mois, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, C'est quand, ton anniversaire ?, Mon anniversaire c'est l..., Quel temps fait-il aujourd'hui ?, Il fait beau, Il fait mauvais, Il fait chaud, Il fait froid, Il pleut, Il neige, Il y a du soleil, Il y a du vent, Il y a des nuages, le nord, le sud, l'est, l'ouest, dans le, Quel temps fait-il dans le nord

**Vocabulary:**

le restaurant, le café, le menu, une boisson, une entrée, un plat principal, la soupe, la pizza, le hot-dog, le hamburger, le croissant, la baguette, the baguette, un Coca-Cola, une limonade, un jus d'orange, j'aime, je n'aime pas, Bonjour je voudrais une table pour un, voilà le menu, Je voudrais, Vous désirez une boisson? Excusez-moi, l'addition s'il vous plaît, Alors, ça fait dix Euros, s'il vous plaît, Et voilà ! Merci, Au revoir !, Excellent, Super, le serveur, la serveuse, de l'argent, un billet, la monnaie, une pièce (de monnaie), magasins, la boulangerie, du pain, la baguette, la pâtisserie, le gâteau, la tarte, la chocolaterie, le chocolat, une épicerie, les fruits, les légumes, le marché, la nourriture, le supermarché, les courses, un hypermarché, tout, le piano, le violon, le saxophone, le clavier, la guitare, la flûte, la flûte à bec, la clarinette, la batterie, la trompette, jouer de, jouer du, play the keyboard, jouer de la guitar, jouer de la, Tu joues d'un instrument ?, Je joue du/de la ..., Je ne joue pas d'instrument, Tu joue du /de la, Quel genre de musique aimes-tu?, la musique jazz, la musique pop, la musique Classique, la musique folklorique, la musique rock, j'aime, je préfère, je n'aime pas, je déteste, mais, et, Les pays de l'Europe, Le Royaume-Uni, L'Italie (fem.), L'Espagne (fem.), L'Allemagne (fem.), La Pologne, Le Portugal, Les Pays-Bas, La France, La Belgique, La Suisse

## YEAR FIVE

### FRENCH MONSTER PETS SPACE EXPLORATION – IN FRENCH

### SHOPPING IN FRANCE FRENCH SPEAKING WORLD

### VERBS IN A WEEK MEET MY FRENCH FAMILY

#### Knowledge and Understanding:

- To know that nouns change depending on their gender and whether they are singular or plural.
- To know that when we change colour adjectives from masculine to feminine, we can usually add an 'e'.
- To know that adjectives need to agree with the noun they refer to.
- To know that planets in our Solar System are cognates in French.
- To know that when we compare in French, we use "plus...que" around the adjective that we are using.
- To know that "parce que" means because.

#### Knowledge and Understanding:

- To know that numbers are built in French.
- To know that there are patterns in sounds.
- To know that notes and actions help to recall vocabulary.
- To know that it is important to pronounce words clearly.
- To know that French is spoken in many different countries across the world
- To know that written French can be translated

#### Knowledge and Understanding:

- To know that verbs take different forms.
- To know that a verb ending changes depending upon the person it is referring to.
- To know that some verbs do not follow regular patterns.
- To know that feminine and masculine are used when talking about siblings.
- To know that there are different words for 'my'.
- To know that word order is sometimes different in French from English.

#### Language and comprehension (listening and reading) skills

- Listening and selecting information from short audio passages to give an appropriate response.
- Identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading and responding to a range of authentic texts.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.

#### Language production (speaking and writing) skills:

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Beginning to use conversational phrases for purposeful dialogue.
- Rehearsing and recycling extended sentences orally.
- Speaking in full sentences using known vocabulary.

- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a dialogue or role-play.
- Adapting model sentences to express different ideas
- Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.
- Using adapted phrases to describe an object, person or place.
- Using adjectives with correct placement and agreement.

**Vocabulary:**

le système solaire, l'espace, une planète, un astéroïde, une comète, une étoile, orbiter, le Soleil, La Lune, Mercure, Vénus, La Terre, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton, grand(s), grande(s), petit(s), petite(s), chaud(s), chaude(s), froid(s), froide(s), plus ... que, plus, plus...que, moins, moins...que, parce que, loin de, proche de, près de, la tête, les épaules (f), les genoux (m), les pieds (m), les yeux (m), les oreilles (f), la bouche, les bras (m), une antenne, les dents (f), le nez, le bec, les cornes (f), les jambes (f), les pointes, la queue, un oeil, grand(s) (m) / grande(s) (f), court(s) (m) / courte(s) (f), long(s) (m) /longue(s) (f), petit(s) (m) / petite(s) (f), pointu(s) (m) / pointue(s), (f)beau/beaux (m) belle(s) (f), vert(s) (m) / verte(s) (f), rouge(s) (m)/ rouge(s) (f), jaune(s) (m)/ jaune(s) (f), noir(s) (m)/noire(s) (f), bleu(s) (m)/bleue(s) (f)

**Vocabulary:**

trente-deux, trente-trois, quarante, cinquante, soixante, soixante-dix, soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts , quatre-vingt-un, quatre-vingt-dix, quatre-vingt-onze - quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent, mille, Euro(s), des fruits, un ananas, un abricot,un citron, une pomme, une poire, une pêche, une banana, une orange, une cerise, une fraise, une pastèque, des raisins, je vais au marché et j'achète..., lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, il a faim, toujours, n'a pas faim, il mange, un croissant, une glace, des chips, du Poulet, de la soupe, des bonbon, il reste au lit, il a tout mangé ! , au nord, au sud, à l'est, à l'ouest, le nord-est, le nord-ouest, le sud-est, le sud-ouest, je vais, tu vas, metres, pas, j'ai trouvé le trésor !, La France, La Grande-Bretagne, La Suisse, L'Algérie, Le Luxembourg, La Tunisie, Le Maroc, Madagascar, Le Québec, La Martinique, La Guinée Française, Le Laos, La Belgique, Le Viêt Nam, L'Égypte,un pays, le drapeau est, petit, grand, énorme, une étoile, Quel est le nom du pays ?, Quelle est la population ?, Quel est le climat ?, Qu'est-ce qu'il y a à visiter, Il y a, Je voudrais visite, parce que

**Vocabulary:**

chanter, courir, danser, dormir,, écrire, jouer, lire, manger, nager , J'aime tu, il, elle, nous, vous, ils, elle, chanter, Je chante, Tu chantes, Nous chantons, Vous chantez, Ils chantant, Elles chantant, Avoir, J'ai, Tu as, Il/Elle a Nous avons, Vous avez, Ils/Elles ont Être, Je suis, Tu es, Il/elle est, Nous sommes, Vous êtes, Ils/Elles sont, J'ai un frère, J'ai une sœur, J'ai deux frères, J'ai deux sœurs, J'ai un frère et une sœur, Je n'ai pas de , Je n'ai pas de sœur Je n'ai pas de frère ou de sœur, J'ai une sœur mais je n'ai pas de frère, Je suis fils unique Je suis fille unique, mon, ma, mes, mon père mes parents, mon grand-père, ma grand-mère, mes grands-parents, mon frère, ma soeur, le fils, la fille, mon oncle, ma tante, mon cousin ,ma cousine, Il a, Elle a, les cheveux, les yeux, les cheveux blonds, les cheveux noirs, les cheveux roux, les yeux bleus, les yeux verts, les yeux gris, Son anniversaire, c'est le ... - his/her birthday is the..., Il/Elle a [ ] ans

## YEAR SIX

### FRENCH SPORT AND THE OLYMPICS FRENCH FOOTBALL CHAMPIONS

#### Knowledge and Understanding:

- To know that when you write “de le”, it becomes “du”.
- To know that many of the countries in French are cognates.
- To know that “aller” means “to go”.
- To know that in French, you can often find familiar words within words to help you translate.
- To know that “venir” is an irregular verb which means “to come”.
- To know that adjectives need to agree with the noun they refer to.

### IN MY FRENCH HOUSE PLANNING A FRENCH HOLIDAY

#### Knowledge and Understanding:

- To know that houses are described in French.
- To know that family can be named and described.
- To know that items in a house can be named and described.
- To know that there are different tenses in language and this varies their spelling and oral usage.
- To know there are different tenses in language and this varies their spelling and oral usage.
- To know that known phrases can be adapted in order to write new phrases.

### VISITING TOWN IN FRANCE

#### Knowledge and Understanding:

- To know that parts of a house are masculine or feminine.
- To know that family can be named and described.
- To know that items in a house can be named and described.
- To know there are different tenses in language and this varies their spelling and oral usage.
- To know that known phrases can be adapted in order to write new phrases.

#### Language and comprehension (listening and reading) skills

- Listening and gisting information from an extended audio passage using language detective skills.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as awareness of grammar

#### Language production (speaking and writing) skills:

- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.

- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.

**Vocabulary:**

je joue, je fais, je joue au basket, le basket, le football/ le foot, le hockey, le tennis, le rugby, le ski, c'est quel sport ?, c'est le..., tu aimes le sport ?, j'adore, j'aime, je n'aime pas, je déteste, L'Angleterre (f), L'Écosse (f), Le Pays de Galles (m), L'Irlande du Nord (f), L'Irlande (f), La France (f), La Belgique (f), Les Pays-Bas (m), L'Allemagne (f), L'Italie (f), L'Espagne (f), Les États-Unis d'Amérique (m), Le Canada (m), L'Australie (f), aller, je vais, tu vas, il va/elle va, nous allons, vous allez, ils/elles vont, le ballon, le but, le terrain, le sifflet, mi-temps, un match de foot, un joueur de foot/un footballeur (m), une joueuse de foot/ une footballeuse (f) Les Bleus, venir, venir de, je viens de, il vient de, elle vient de, marquer un but, sauver un but, un carton jaune, un carton rouge, mi-temps, une équipe, un gardien de but, une gardienne de but, un bon joueur, une bonne joueuse, un supporteur, une supportrice, un attaquant, une attaquante, un milieu de terrain défensif, je viens de, il vient de, elle vient de, marquer un but, sauver un but

**Vocabulary:**

J'habite dans, un appartement, une grande maison, une petite maison, une maison jumelée, une ferme, la salle à manger, la cuisine, le salon la chambre, la chambre de mes parents, ma chambre, la salle de bain, le jardin, le garage, qu'est-ce que c'est ?, c'est la salle à manger, il y a, il n'a y a pas, habiter, j'habite, j'habite dans, ma mère, mon père, mon frère, mon petit frère, ma soeur, ma grand-mère, mon grand-père, ma tante, mon oncle, mon, ma, mes, au rez-de-chaussée, au premier étage, en bas, en haut, un lit, un poster, un ordinateur, les rideaux, un tapis, un garde-robe, le mur, une chaise, une lampe, un bureau, les jouets, les livres, sur, sous, devant, derrière, à côté de, dans, où est le crayon ?, le crayon est à côté de livre, Je vais en France, Je vais au Canada, Je vais aux États-Unis d'Amérique, cet été, cette année, ce mois-ci, parce que, aller, je vais, tu vas il va/elle va, aller, je vais, tu vas, il va/elle va, nous allons, vous allez, ils vont, elles vont, Je vais aller, Tu vas aller, Elle va aller, Je vais nager, je vais manger, Je vais jouer le foot, Je vais regarder un livre Je vais marcher, Ils vont manger, maintenant, demain, je vais faire du camping, je vais faire du ski, je vais aller à la plage, je vais jouer au volley, je vais travailler, nous allons, vous allez, ils vont, elles vont, c'est magnifique, c'est chaud, J'ai de la chance, J'aime nager, J'aime la plage, J'adore les montagnes, C'est amusant, J'aime faire de la planche à voile, une valise - dans ma valise il y a ..., un short, une casquette, un t-shirt, un chapeau de soleil, la crème solaire, des lunettes de soleil, une robe, des baskets, un maillot de bain, un livre, une brosse à dents, le pyjama, un pantalon, un pull, un bonnet, des chaussettes, une robe de chambre, un parapluie, une veste, des bottes, une écharpe, Quand vas-tu en vacances ?, En été ou en hiver ?, Où vas-tu en vacances ?, Pourquoi vas-tu en vacances ?, Qu'est ce que tu vas faire en vacances ?, Quel temps va-t-il faire ?, Qu'est ce qu'il y a dans la valise ?, Ça va être chaud, Ça va être froid, Cet été, Cet hiver, en Angleterre, en Écosse, en Irlande du Nord, en Irlande, en France, en Belgique, en Allemagne, en Italie, en Espagne, en Australie, au Canada, au Pays de Galles, aux Pays-Bas, aux États-Unis d'Amérique, pourquoi?, parce que, faire du camping, faire du ski, faire du camping

**Vocabulary:**

J'habite dans, un appartement, une grande maison, une petite maison, une maison jumelée, une ferme, la salle à manger, la cuisine, le salon, la chambre la chambre de mes parents, ma chambre, la salle de bain, le jardin, le garage, qu'est-ce que c'est ? c'est la salle à manger, il y a, il n'a y a pas, habiter, j'habite j'habite dans, ma mère, mon père, mon frère, mon petit frère, ma soeur, ma grand-mère, mon grand-père, ma tante, mon oncle, mon, ma, mes, Il y a, Il n'y a pas, au rez-de-chaussée, au premier étage, en bas, en haut, un lit, un poster, un ordinateur, les rideaux, un tapis, un garde-robe, le mur, une chaise, une lampe, un bureau, les jouets, les livres, sur, sous, devant, derrière, à côté de, dans, où est le crayon?, le crayon est à côté de livre, une valise, dans ma valise il y a ..., un short, une casquette, un t-shirt, un chapeau de soleil, la crème solaire, des lunettes de soleil, une robe, des baskets, un maillot de bain, un livre, une brosse à dents, le pyjama, un pantalon, un pull, un bonnet, des chaussettes, une robe de chambre, un parapluie, une veste, des bottes, une écharpe, Quand vas-tu en vacances ?, En été ou en hiver? Où vas-tu en vacances ?, Pourquoi vas-tu en vacances ?, Qu'est ce que tu vas faire en vacances ?, Quel temps va-t-il faire ?, Qu'est ce qu'il y a dans la valise ?, Ça va être chaud, Cet été, Cet hiver, en Angleterre, en Écosse, en Irlande du Nord, en Irlande, en France, en Belgique, en Allemagne, en Italie, en Espagne, en Australie, au Canada, au Pays de Galles, aux Pays-Bas, aux États-Unis d'Amérique, pourquoi ?, parce que, c'est magnifique, c'est chaud, j'ai de la chance, j'aime nager, j'aime la plage, j'adore les montagnes, c'est amusant, J'aime faire de la planche à voile, nager, faire du camping, faire du ski, marcher dans les montagnes, jouer dans la neige, jouer sur la plage, Ça va être froid -

