

# French (MFL) Curriculum and Vocabulary Progression



**Creativity**



**Challenge**



**Community**



## Modern Foreign Languages- French: Progression of Knowledge and Vocabulary.

St Mary's French scheme offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. The French scheme enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. Children are exposed to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Throughout the scheme, the intention is to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. The aim is to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

## Level Expected at the End of KS2: National Curriculum Expectations

- 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.

	LKS2	UKS2
Listening and Speaking/Oracy	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> repeat modelled words;</li> <li><b>b</b> listen and show understanding of single words through physical response;</li> <li><b>c</b> repeat modelled short phrases;</li> <li><b>d</b> listen and show understanding of short phrases through physical response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and show understanding of simple sentences containing familiar words through physical response;</li> <li><b>b</b> listen and understand the main points from short, spoken material in French;</li> <li><b>c</b> listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> recognise a familiar question and respond with a simple rehearsed response;</li> <li><b>b</b> ask and answer a simple and familiar question with a response;</li> <li><b>c</b> express simple opinions such as likes, dislikes and preferences;</li> <li><b>d</b> ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> engage in a short conversation using a range of simple, familiar questions;</li> <li><b>b</b> ask and answer more complex questions with a scaffold of responses;</li> <li><b>c</b> express a wider range of opinions and begin to provide simple justification;</li> <li><b>d</b> converse briefly without prompts.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name objects and actions and may link words with a simple connective;</li> <li><b>b</b> use familiar vocabulary to say a short sentence using a language scaffold;</li> <li><b>c</b> speak about everyday activities and interests;</li> <li><b>d</b> refer to recent experiences or future plans.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say a longer sentence using familiar language;</li> <li><b>b</b> use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li><b>c</b> refer to everyday activities and interests, recent experiences and future plans;</li> <li><b>d</b> vary language and produce extended responses.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify individual sounds in words and pronounce accurately when modelled;</li> <li><b>b</b> start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li><b>c</b> adapt intonation to ask questions or give instructions;</li> <li><b>d</b> show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li><b>b</b> appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li><b>c</b> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li><b>d</b> adapt intonation, for example to mark questions and exclamations.</li> </ul>

<b>Listening and Speaking/Oracy</b>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name nouns and present a simple rehearsed statement to a partner;</li> <li><b>b</b> present simple rehearsed statements about themselves, objects and people to a partner;</li> <li><b>c</b> present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> manipulate familiar language to present ideas and information in simple sentences;</li> <li><b>b</b> present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li><b>c</b> present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say simple familiar words to describe people, places, things and actions using a model;</li> <li><b>b</b> say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li><b>c</b> say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li><b>b</b> manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li><b>c</b> use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<b>Reading and Writing/Literacy</b>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of familiar single words;</li> <li><b>b</b> read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li><b>b</b> read and understand the main points from short, written material;</li> <li><b>c</b> read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use strategies for memorisation of vocabulary;</li> <li><b>b</b> make links with English or known language to work out the meaning of new words;</li> <li><b>c</b> use context to predict the meaning of new words;</li> <li><b>d</b> begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li><b>b</b> use a bilingual dictionary to identify the word class;</li> <li><b>c</b> use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>

<b>Reading and Writing/Literacy</b>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify individual sounds in words and pronounce accurately when modelled;</li> <li><b>b</b> start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li><b>c</b> adapt intonation to ask questions;</li> <li><b>d</b> show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li><b>b</b> appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li><b>c</b> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li><b>d</b> adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write single familiar words from memory with understandable accuracy;</li> <li><b>b</b> write familiar short phrases from memory with understandable accuracy;</li> <li><b>c</b> replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write a simple sentence from memory using familiar language;</li> <li><b>b</b> write several sentences from memory with familiar language with understandable accuracy;</li> <li><b>c</b> replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> copy simple familiar words to describe people, places, things and actions using a model;</li> <li><b>b</b> write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li><b>c</b> write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li><b>b</b> manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li><b>c</b> use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<b>Stories, Songs, Poems and Rhymes</b>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li><b>b</b> listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li><b>b</b> follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li><b>c</b> read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>

<b>Stories, Songs, Poems and Rhymes</b>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> join in with actions to accompany familiar songs, stories and rhymes;</li> <li><b>b</b> join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> follow the text of a familiar song or story;</li> <li><b>b</b> follow the text of a familiar song or story and sing or read aloud;</li> <li><b>c</b> understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>
<b>Grammar</b>	<p><b>KS2 Languages National Curriculum</b> Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li><b>b</b> name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li><b>c</b> recognise and use partitive articles;</li> <li><b>d</b> name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li><b>e</b> name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li><b>f</b> use a simple negative form (ne... pas);</li> <li><b>g</b> show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li><b>h</b> recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li><b>i</b> recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li><b>j</b> conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li><b>k</b> use simple prepositions in their sentences;</li> <li><b>l</b> use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify word classes;</li> <li><b>b</b> demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li><b>c</b> explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li><b>d</b> name and use a range of conjunctions to create compound sentences;</li> <li><b>e</b> use some adverbs;</li> <li><b>f</b> demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li><b>g</b> explain and use elision; state the differences and similarities with English;</li> <li><b>h</b> recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li><b>i</b> recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li><b>j</b> recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li><b>k</b> recognise and use a range of prepositions;</li> <li><b>l</b> use the third person plural of a few high frequency verbs in the present tense;</li> <li><b>m</b> name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li><b>n</b> recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li><b>o</b> follow a pattern to conjugate a regular verb in the present tense;</li> <li><b>p</b> choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>

Year 3	Getting to know you	Moi - All About Me	Food Glorious Food	Family and Friends	Our School	Time
<b>Vocabulary</b>	<p>Bonjour - Hello            Bonsoir - Good evening            Bonne nuit - Good night            Salut - Hi</p> <p><b>Je m'appelle... My name is...</b>  <b>Comment t'appelles-tu? - What's your name?</b></p> <p>Monsieur - Mr            Madame - Mrs            Mademoiselle - Miss</p> <p><b>(Comment) ça va? - How are you doing?</b>            Bien - Good/fine            Très bien - Very well            Comme ci, comme ça - Not bad/okay            Ça ne va pas très bien - Not very well            Ça va mal - Bad/not well            Merci - Thank you            Et toi -? And you?            Salut! Bye! - informal            Au revoir Goodbye – formal: 'to meet again'            À bientôt - See you soon            À tout à l'heure - See you later            À demain - See you tomorrow            Bonne fin de semaine / Bon week-end- Have a</p>	<p>Asseyez-vous Sit down            Levez-vous Stand up            Rangez vos chaises Put your chairs under            Taisez-vous Be quiet            Écoutez Listen            Regardez Look            Venez au tapis Come to the carpet            Répétez Repeat            Regardez-moi Look at me            Allez-y Off you go            Rangez vos affaires Tidy your things            Voici This is</p> <p><b>Mon corps My body</b></p> <p>La tête Head            Les épaules Shoulders            Les genoux Knees            Les pieds Feet            Les yeux Eyes            Les oreilles Ears            La bouche Mouth            Le nez Nose            Oui Yes            Non No            Les mains Hands            Les pieds Feet            Les bras Arms            Tapez Clap/stamp            Croisez Cross/fold            Marchez Walk/step            Levez Raise            Touchez Touch</p>	<p>une pomme - one apple            deux poires - two pears            trois prunes- three plums            quatre fraises - four strawberries            cinq oranges- five oranges            du gâteau - some cake            une glace - one ice cream            un cornichon - one gherkin            un morceau de fromage - a piece of cheese            du saucisson - some salami            une sucette - a lollipop            de la tarte aux cerises - a slice of cherry pie            une saucisse - one sausage            une brioche - one brioche bun            de la pastèque - some watermelon</p> <p>il mange -he eats            Mais il a encore faim. - But he's still hungry.            je voudrais - I would like            du/de la/des -some</p>	<p>voici here is/this is/here are/these are</p> <p><b>Qui est-ce ? Who's this?</b>            moi me            ma (f)/mon (m)/mes (pl) my            frère brother            sœur sister            mère mother            père father            parents parents            grand-mère grandmother            grand-père grandfather            tante aunt            oncle uncle            cousin (m)/cousine (f)            cousin            nièce niece            neveu nephew            famille family</p> <p>un chat cat            un chien dog            un lapin rabbit            une souris mouse            un oiseau bird            un poisson fish            un serpent snake            un hamster hamster            une tortue tortoise            un cochon d'Inde            Guinea pig</p>	<p>voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there]. le/un crayon (m) [pencil], le/un stylo (f) [pen], le/un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler],</p> <p>Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...] les matières (f)</p> <p><b>[subjects],</b>            le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f)</p>	<p><b>C'est combien? [How many is that?], Ça fait combien? [How many does that make?]</b></p> <p>Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/31] fois [times], divisé par... [divide by...],</p> <p>lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week],</p> <p>C'est quel jour ? [What day is it?]</p>

<p>good weekend</p> <p>zéro 0 un 1 deux 2 trois 3 quatre 4 cinq 5 six 6 sept 7 huit 8 neuf 9 dix 10</p> <p><b>C'est combien? - How many is that?</b> Ça fait combien? - How many does that make?</p> <p>Plus -Add/plus Moins - Take away/subtract Égale – Equals</p> <p><b>Quel âge as-tu? - How old are you?</b> J'ai ... ans. - I'm ... years old. An(s) Year(s) Bon/Joyeux anniversaire! -Happy birthday!</p>	<p>Courez Run Sautez Jump Posez Put down Prenez Pick up/take</p> <p><b>C'est de quelle couleur? What colour is it?</b></p> <p>Bleu Blue Blanc White All About Me Rouge Red Noir Black Jaune Yellow Vert Green Gris Grey Orange Orange Rose Pink Violet Purple Marron Chestnut brown</p> <p><b>C'est... It's...</b> Une jupe Skirt Un pantalon Trousers Un tee-shirt T-shirt Une chemise Shirt/blouse Un pull Jumper Un sweat Sweatshirt Des chaussures Shoes Un short Shorts Des chaussettes Socks Une robe Dress Un maillot de corps Vest Un slip Pants</p>	<p>s'il vous plaît - please voilà - here you are merci - thank you</p> <p>j'aime - I like je n'aime pas - I don't like j'adore - I love je déteste - I hate Qu'est-ce que tu aimes? -What do you like? Clair - light/pale foncé - dark vif – bright</p> <p><b>C'est de quelle couleur ? -What colour is it?</b></p> <p>marron brown violet purple rose pink orange orange grand(e) - large/big petit(e) – small</p> <p><b>Qu'est-ce qu'il mange ? What does he eat?</b> un petit chien - a small dog un grand chien - a big dog une grande pastèque - a big watermelon une petite pastèque -a small watermelon gris - grey vert - green</p>	<p>un animal pet</p> <p><b>As-tu...? Have you got...?</b> j'ai I've got Je n'ai pas d'animal. I haven't got a pet.</p> <p><b>une lettre letter l'alphabet (m) the alphabet</b></p> <p>Maintenant je les connais: toutes les lettres de l'alphabet.</p> <p>Now I know them: all the letters of the alphabet.</p> <p><b>Comment s'appelle-t-il ? What's his name?</b></p> <p>Comment s'appelle-t-elle ? What's her name ? il s'appelle he's called elle s'appelle she's called</p> <p>Comment ça s'écrit ? How is it spelt? ça s'écrit It is spelt majuscule</p>	<p>[physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art],</p> <p><b>J'aime [I like], Je n'aime pas [I dont like].</b></p> <p>levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip].</p> <p><b>la salle de classe (f) [classroom],</b> la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande salle (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staff room],</p>	<p>janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December],</p> <p>année (f) [year], mois (m) [month] mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first] quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today] calendrier (m) [calendar], date (f) [date],</p>
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		<p><b>Qu'est-ce qu'il y a dans l'armoire?</b> <b>What's in the wardrobe?</b></p> <p>Il y a... There is/are... Des gants Gloves Une écharpe Scarf Un manteau Coat Un chapeau Hat Un imperméable Waterproof jacket Des lunettes Glasses Une ceinture Belt Des bottes Boots Une montre Watch</p> <p>Qu'est-ce que tu portes? What are you wearing? Je porte... I'm wearing... Et And</p>	<p>jaune - yellow noir - black rouge - red blanc - white bleu - blue ouvrez - open coupez - cut lavez - wash séchez - dry l'eau - water le savon - soap la mousse - foam la serviette - towel/napkin</p>	<p>capital letter minuscule lower case letter</p> <p>la maison house l'appartement (m) flat le jardin garden l'entrée (f) hall l'escalier (m) stairs le salon lounge/living room la salle à manger dining room le garage garage la cuisine kitchen la chambre bedroom la salle de bain bathroom le grenier attic le sous-sol basement le bureau study chez moi my home</p>	<p><b>Où es-tu ? [Where are you?],</b></p> <p>Je suis dans... [I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school]. lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l'ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher],</p> <p>Qu'est-ce que tu aimes faire? [What do you like to do?].</p>	<p>aujourd'hui [today], demain [tomorrow], hier [yesterday], c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p>
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Year 4	All About Town	On the Move	Going Shopping	Where in the World	What's the Time?	Holidays and Hobbies
<b>Vocabulary</b>	<p>J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille.</p> <p><b>Magasin (m) [shop],</b></p> <p>école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe],</p> <p>supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f)</p>	<p>une voiture car un autobus bus un vélo bicycle à pied on foot un cheval horse un train train un camion lorry un hélicoptère helicopter un avion plane une trottinette scooter un taxi taxi une moto motorbike les transports (m) transport à on</p> <p><b>Comment vas-tu à l'école ?</b> <b>How do you go to school?</b></p> <p>Je vais à l'école I go to school en voiture by car en autobus by bus à vélo by bike</p> <p>à pied on foot allez go tout droit straight on tournez turn à droite to the right à gauche to the left chaud hot froid cold</p>	<p>Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes].</p> <p>J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little].</p> <p>Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais [I would like...]les v</p> <p>vêtements (m) [clothes],</p> <p>Qu'est-ce que c'est ?</p>	<p>le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l'Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland]. Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au.... [I live in], la capitale [capital city]</p> <p>Quelle est la capitale de la/du..... ? [What is the capital city of... ?] le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l'Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland]. Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au.... [I live in], la capitale [capital city]</p> <p><b>Quelle est la capitale de la/du..... ? [What is the capital city of.... ?]</b></p> <p>l'Équateur (m) [the equator],</p>	<p>Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...] Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) o'clock], ...heure(s) et demie [half past...]</p> <p>Quelle est la capitale de la/du..... ? [What is the capital city of... ?] le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l'Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland]. Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au.... [I live in], la capitale [capital city]</p> <p>à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...] Qu'est-ce qui passe à la télévision ? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...] la journée scolaire [the school day], le français (m)</p>	<p>es saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December],</p> <p>Dans quelle saison est..... ? [What season is.....in ?], Dans quelle saison sont.... ? [What season are....in ?] les mois (m) [months] La météo (f)</p> <p><b>[the Weather]</b></p> <p>Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est</p>

<p>[mosque], rivière (f) [river], il y a [there is/are...], il n'y a pas de - there isn't/aren't</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingts [80], quatrevingt-dix [90], cent [100], et/plus [and/plus], font [makes&gt;equals], moins [subtract], divisé par [divided by], fois [multiply].</p> <p><b>Mon adresse est... [My address is...],</b></p> <p>avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square],</p>	<p>voilà there you are à cheval on horseback en train by train en camion by lorry en hélicoptère by helicopter en avion by plane à trottinette by scooter en taxi by taxi à moto by motorbike le bras arm la jambe leg le coude elbow la main hand sautez jump courez run marchez walk sautillez skip sautez à cloche-pied hop arrêtez stop pliez bend tendez stretch/extend liez bind tenez hold lâchez release Pour le/la ____, s'il vous plaît ? How do I get to the ____ please? Pour l'école, s'il vous plaît ? How do I get to the school please? bien sûr of course C'est tout droit. It's straight on. C'est à gauche. It's on</p>	<p>[What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], une écharpe (f) [scarf], blanc/ blanche [white], violet/violette [purple], noir/ noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...].le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie(f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes</p>	<p>le Kenya (m) [Kenya], l' Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false]. les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'île de Ross (f) [Ross Island], l'Australie (f) [Australia], le Japon (m) [Japan], le Brésil (m) [Brazil]</p> <p><b>animaux (m)</b>[animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison</p>	<p>[French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T.], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after],</p>	<p>prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today]</p> <p><b>Quel temps fait-il dans le monde ? [What's the weather like around the world?]</b></p> <p>Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius]</p> <p>l'Australie (f) [Australia] l'Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l'Espagne (f) [Spain] la Suisse (f) [Switzerland] le Luxembourg (m) [Luxembourg] la Russie (f) [Russia] le Danemark (m) [Denmark] la Belgique (f) [Belgium] l'Argentine (f) [Argentina] le Brésil (m) [Brazil] le Portugal (m) [Portugal] la Chine (f) [China] le Mexique (m) [Mexico]</p> <p>Quel temps fait-il dans le monde ? [What's the weather like around the world?]</p>
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<p>du/de l'/de la/des... [of the...] Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow],</p> <p>Que veut dire...? [What does... mean?].</p>	<p>the left. C'est à droite. It's on the right. je vais I go tu vas you (singular, informal) go il va he goes elle va she goes nous allons we go vous allez you (plural; singular, formal) go ils vont they (masculine or mixed group) go elles vont they (feminine) go</p>	<p>shop], la confiserie (f) [sweet shop], du pain (m) [bread] un gâteau (m) [cake], des saucisses (f) [sausages], une sucette (f) [lollipop], un chou (m) [cabbage], un collier (m) [necklace], un ballon de football (f) [football], une paire de chaussures (f) [pair of shoes], une chemise (f) [shirt], du fromage (f) [cheese], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à la [You can buy it at ...</p> <p><b>C'est combien ? [How much is that?], C'est...</b> [It's...], Voici votre monnaie une boîte de chocolats (f) [box of chocolates], des boucles d'oreilles (f) [earrings], un bateau (f) [boat], une montre (f) [watch], des bonbons (f) [sweets], des côtelettes (f) [chops], une bague (f) [ring]. [Here's your change].</p>	<p>(m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan],</p>			
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Year 5	Getting to Know you	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
<b>Vocabulary</b>	<p>Comment t'appelles-tu ? What's your name? Je m'appelle Paul. My name is Paul. Où habites-tu ?</p> <p><b>Where do you live?</b></p> <p>J'habite à Paris. I live in Paris. C'est de quelle couleur ? What colour is it? C'est bleu. It's blue. Quel âge as-tu ? How old are you? J'ai dix ans. I'm ten years old. As-tu des frères et sœurs ?</p> <p><b>Have you got any brothers and sisters?</b></p> <p>J'ai un frère et une sœur. I have one brother and one sister. Je n'ai pas de sœur. I haven't got a sister.</p> <p>Vingt-et-un twenty one vingt-deux twenty two vingt-trois twenty three vingt-quatre twenty four vingt-cinq twenty five vingt-six twenty six vingt-sept twenty seven vingt-huit twenty eight vingt-neuf twenty nine trente thirty trente-et-un thirty one</p> <p><b>Mon anniversaire</b> est le premier janvier. My birthday is on the first of January. février February mars March avril April mai May juin June juillet July août August septembre September octobre October</p>	<p>les cheveux (m) hair les dents (f) teeth lèvres (f) lip langue (f) tongue joue (f) cheek menton (m) chin cou (m) neck poitrine (f) chest dos (m) back ventre (m) tummy/belly doigt (m) finger pouce (m) thumb orteil (m) toe derrière (m) bottom voici this is corps (m) body visage (m) face les cheveux hair longs long courts short</p> <p><b>Qu'est-ce que tu fais ? What are you doing?</b></p> <p>prends take cherche look for ouvre open ferme close range tidy mi-longs medium/average raides straight bouclés curly ondulés wavy blonds blonde châtons chestnut brown roux ginger noirs black les yeux eyes bleus blue verts green bruns brown gris grey violets violet adjectif adjective heureux/heureuse happy désolé(e) sorry</p>	<p>J'ai soif I'm thirsty les boissons chaudes (f) hot drinks les boissons froides (f) cold drinks le thé (m) tea le café (m) coffee le café au lait (m) coffee with milk le coca (m) cola la limonade (f) lemonade le jus d'orange (m) orange juice l'eau (f) water une bouteille (f) bottle une tasse (f) cup un verre (m) glass de of Qu'est-ce que vous désirez boire ?</p> <p><b>What would you like to drink?</b> Je voudrais... I would like</p> <p>le petit déjeuner (m) breakfast la nourriture (f)</p> <p><b>food</b></p> <p>une baguette (f) bread - baguette un croissant (m) croissant un yaourt (m) yoghurt de la confiture (f) jam des céréales (f) cereals un pain au chocolat (m)</p>	<p>mon/ma/mes my son/sa/ses his/her/its famille (f) family femme (f) wife fille (f) daughter fils (m) son enfant (m/f) child</p> <p>chien (m) dog chat (m) cat cochon (m) pig cheval (m) horse serpent (m) snake canard (m) duck vache (f) cow mouton (m) sheep poule (f) hen</p> <p>ici here par-là there partout everywhere vieux old chaumière (f) cottage château (m) castle maison (f) house caravane (f) caravan appartement (m) flat ferme (f) farm dit say - third person singular ferme (f) farm brosse à dents (f) toothbrush télévision (f) TV set four (m) oven/cooker</p>	<p>la porte (f) door la fenêtre (f) window la table (f) table la chaise (f) chair l'ordinateur (m) computer l'armoire (f) cupboard la bibliothèque (f) bookcase l'évier (m) sink à côté de next to</p> <p><b>Où est...? Where is...? Où sont...? Where are...?</b></p> <p>la trousse pencil case le crayon pencil le stylo pen le crayon de couleur coloured crayon les ciseaux scissors le taille-crayon pencil sharpener la gomme eraser la règle ruler la colle glue les matières (f)</p> <p><b>subjects</b></p> <p>le français (m) French l'anglais (m) English les sciences (f) science les mathématiques (les maths) (f) mathematics/maths la musique (f) music l'éducation physique (f) physical education l'histoire (f) history la géographie (la géo) (f) geography l'informatique (f) IT le dessin (m) art</p>	<p>cent hundred mille thousand plus add/plus moins take away/less/minus fois times/multiply divisé par divided/shared by égale equals nombre (m) number</p> <p>avoir to have j'ai I have tu as you have (informal, singular) il/elle/on a he/she/it/one has vous avez you have (plural/singular formal) nous avons we have ils/elles ont they have verbe (m) verb</p> <p><b>Quel âge ? How old?</b></p> <p>l'histoire (f) history l'an (m) year mois (m) month la date date le calendrier</p>

<p>novembre November décembre December</p> <p><b>Comment dit-on...en français ? How do you say...in French?</b></p> <p>Que veut dire...? What does...mean? s'il vous plaît please As-tu des animaux à la maison ?</p> <p><b>Have you got any pets at home? J'ai...</b> I have... un lapin rabbit un chien dog un cheval horse un oiseau bird le bras arm l'orteil (m) toe la tête head l'oreille (f) ear</p> <p><b>Que portes-tu ? What are you wearing?</b></p> <p>Je porte... l'm wearing... une jupe skirt des chaussettes (f) socks des gants (m) gloves un manteau coat un chapeau hat une pomme apple du gâteau (some)cake une sucette lollipop du saucisson salami le grand-père grandad le frère brother la tante aunt la cousine cousin (girl) C'est quel jour aujourd'hui ?</p> <p><b>What day is it today?</b></p> <p>lundi Monday mardi Tuesday mercredi Wednesday jeudi Thursday vendredi Friday samedi Saturday dimanche Sunday</p>	<p>énervé(e) annoyed fatigué(e) tired fier/fière proud ramasse gather/collect écris write lis read aide help croise fold/cross pose put down/place tends stretch lève raise/lift ami (m)/amie (f) friend</p> <p>phrase (f) sentence il porte he's wearing elle porte she's wearing Qu'est-ce qu'il/elle porte ? What's he/she wearing? J'ai mal l've got a pain avoir mal au coeur to feel sick médecin (m) doctor médicament (m) medicine malade ill</p> <p><b>Qu'est-ce qui ne va pas ? What's the matter?</b></p> <p>au/à la/à l'/aux... in the... surpris(e) surprised fâché(e) angry content(e) pleased triste sad je suis I am tu es you are - informal Comment te sens-tu aujourd'hui ? How are you feeling today</p>	<p>chocolate bread les boissons (f) drinks un thé (m) tea un café (m) coffee un chocolat chaud (m) hot chocolate</p> <p>un jus d'orange (m) orange juice de l'eau (f) water du lait (m) milk pour for mon (m) my</p> <p><b>je voudrais... I would like...</b></p> <p>et and le sandwich (m) sandwich le pain (m) bread la baguette normale (f) white bread le pain complet (m) wholemeal bread le pain aux herbes (m) herby bread Qu'est-ce que vous désirez ? What would you like? Je voudrais... I would like... les viandes (f) meats le rosbif (m) roast beef le jambon (m) ham le poulet (m) chicken le saucisson sec (m) salami les légumes (m) vegetables les tomates (f) tomatoes J'aime I like manger to eat le chocolat (m) chocolate le gâteau (m) cake les chips (f) crisps les frites</p>	<p>couteau (m) knife nounours (m)</p> <p>teddy bear fauteuil (m) armchair lit (m) bed valise (f) suitcase baignoire (f) bath arrosoir (m) watering can escargot (m)</p> <p>snail mignon (ne) cute amusant (e) funny effrayant (e) scary dangereux/dangere use dangerous amical (e) friendly beau/belle beautiful</p> <p><b>Quelle est ton opinion ? What do you think?</b></p> <p>j'aime I like je n'aime pas I don't like j'adore I love je déteste I hate pourquoi ? why? parce que because tapis (m) doormat/rug Le/La ... est dans le/la .... The ... is in the .... phrase (f) sentence conjonction (f) conjunction et and</p>	<p><b>Quelle matière préfères-tu ? Which subject do you prefer?</b></p> <p>J'aime mieux... I like...best</p> <p><b>Quelle est ta matière favorite ? Which is your favourite subject?</b></p> <p>Ma matière favorite est... My favourite subject is... au dessus du/de la/de l'/des above/on sous under à droite du/de la/de l'/des right à gauche du/de la/de l'/des left vrai true faux</p> <p>trente-deux thirty two trente-trois thirty three trente-quatre thirty four trente-cinq thirty five trente-six thirty six trente-sept thirty seven trente-huit thirty eight trente-neuf thirty nine quarante forty les formes (f)</p> <p><b>shapes</b></p> <p><b>Qu'est-ce que c'est ? What is it?</b> un triangle (m) triangle un carré (m) square un rectangle (m) oblong un losange (m) rhombus un cerf-volant (m) kite un</p>	<p>calendrier l'histoire (f) history l'an (m) year le jour day le mois month la date date le calendrier calendrier cent hundred mille thousand naître to be born</p> <p>– <b>infinitive verb</b> né(e) born – past participle être to be - <b>infinitive verb</b> passé composé past tense naissance birth naître to be born – infinitive verb né(e) born – past participle</p> <p>être to be - <b>infinitive verb</b> je suis I am tu es you are – informal singular il/elle/on est he/she/one is nous sommes we are vous êtes you are – formal/plural ils/elles sont they are mourir to die – infinitive verb mort(e)(s) died – past participle passé composé past tense</p>
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<p><b>Comment vas-tu à l'école ? How do you go to school?</b></p> <p>Je vais à l'école... I go to school... à vélo by bike J'aime... I like Je déteste... I hate le golf golf la natation swimming le hockey hockey le tennis tennis l'athlétisme athletics la gymnastique gymnastics le football football le cyclisme cycling le basket basketball il fait chaud it's hot il fait froid it's cold il fait nuageux it's cloudy il fait du vent it's windy il fait du brouillard it's foggy il pleut it's raining il neige it's snowing il gèle it's freezing</p> <p><b>How Do You Spell That?</b></p> <p>Français English accent (m) accent aigu ´ acute grave ` médecin (m/f) doctor dentiste (m/f) dentist coureur/coureuse automobile racing driver aviateur/aviatrice pilot soldat soldier coiffeur/coiffeuse hairdresser moniteur/monitrice de ski ski instructor professeur/professeure teacher fermier/fermière farmer artiste (m/f) artist pompier (m/f) fire fighter futur simple simple future tense verbe (m) verb circonflexe ^ circumflex tréma ¨ dieresis or umlaut cédille cedilla letter</p> <p>(f) letter prénom (m) first name écrit written épeler to spell majuscule capital minuscule lower case</p>			<p>(f) chips la crêpe (f) pancake la sucette (f) lollipop le hot-dog (m) hot dog la glace (f) ice cream</p> <p>délicieux (m)/délicieuse (f) delicious amer (m)/amère (f) bitter sucré (m)/sucrée (f) sugary/sweet salé (m)/salée (f) salty/savoury chaud (m)/chaude (f) hot froid (m)/froide (f) cold croquant (m)/croquante (f) crunchy mou (m)/molle (f) soft la laitue (f) lettuce le concombre (m) cucumber l'oignon (m)</p> <p><b>Qu'est-ce que vous désirez sur votre pizza ? What would you like on your pizza?</b></p> <p>la purée de tomates (f) tomato puree le fromage (m) cheese le poulet (m) chicken le saucisson sec (m) salami les tomates (f) tomatoes l'ananas (m) pineapple les champignons (m) mushrooms l'oignon (m) onion le jambon (m) ham le bacon (m) bacon</p>	<p>mais but verbe (m) verb nom (m) noun</p>	<p>pentagone (m) pentagon</p> <p><b>Excusez-moi Excuse me est-ce que je peux... ? can I...? s'il vous plaît please</b></p> <p>lire read un livre (m) a book faire draw/make un dessin (m) a picture aller go les toilettes (f) toilets boire drink l'eau (f) water oui yes non no plus tard later dans cinq minutes in five minutes</p> <p>un hexagone (m) hexagon un octogone (m) octagon les côtés (m) sides Combien de côtés a... ?</p> <p>How many sides does...have? Combien de côtés ont... ? How many sides do...have? Ils ont...côtés They have...sides</p> <p><b>Excusez-moi Excuse me où est ? where is? où sont ? where are?</b></p> <p>le livre (m) book la colle (f) glue le journal (m) newspaper la gomme (f) rubber la règle (f) ruler le</p>	
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	<p>agacé(e) annoyed heureux/heureuse happy fatigué(e) tired fier/fière proud impatient(e) excited/hyper anxieux/anxieuse worried/nervous étonné(e) shocked content(e) Pleased</p> <p>fâché(e) angry/cross triste sad gêné(e) embarrassed effrayé(e) scared adjectif (m) adjective</p> <p><b>Comment ça va ? How are you?</b></p> <p>je suis... I feel/am... aller to go je vais I go tu vas you go il/elle/on va he/she/it/one goes faire to do/make traverser to cross manger to eat arriver to arrive propulser to push tomber to fall attendre to wait marcher to walk courir to run bouc (m) goat vallée (f) valley colline (f) hill rivière (f) river pont (m) bridge v</p> <p><b>Getting to Know You</b></p> <p><b>What Am I Going to Do?</b> Français English petit-déjeuner (m) breakfast sabot (m) hoof Je suis français. I'm French ...et demi ...and a half avec with aussi also/too un perroquet parrot tout/toute/tous/toutes all parce que because trop too (followed by an adjective) effrayant(e) scary beaucoup a lot toujours always</p>		<p><b>Je voudrais... I would like</b></p> <p>savoureux (m)/savoureuse (f) tasty collant (m)/collante (f) sticky crémeux (m)/crémeuse (f) creamy parce que because trop too</p>		<p>taille-crayon (m) pencil sharpener les livres (m) books les règles (f) rulers les journaux (m) newspapers les peintures (f) paints les ciseaux (m) scissors les crayons de couleur (m) crayons les feutres (m) felt pens Il/Elle est là-bas It's over there Ils/Elles sont là-bas</p> <p>They're over there Il/Elle est ici It's here Ils/Elles sont ici</p> <p>They're here pas pour le moment not at the moment</p> <p>Il/Elle est sur... It's on... Ils/Elles sont sur... They're on... Il/Elle est à côté de... It's next to... Ils/Elles sont à côté de... They're next to... Il/Elle est sous... It's under... Ils/Elles sont sous... They're under... Il/Elle est derrière... It's behind... Ils/Elles sont derrière... They're behind...</p>	
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Year 6	Visiting French Town	Going Shopping	This is France	All in a Day
<p><b>Vocabulary</b></p>	<p>je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live],</p> <p>nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop Key/</p> <p><b>New Words: Preparation:</b> préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ___? [Where is ___?]</p> <p>Numbers up to 1000,</p> <p>Tu as quel nombre? [What number have you got?], J'ai le nombre ___</p>	<p>Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good],</p> <p><b>Je voudrais... [I would like...],</b> la banane (f) [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d'orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], la crème (f) [cream], la farine (f) [flour], l'orange (f) [orange], l'oignon (m) [onion], l'aubergine (f) [aubergine], les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes],</p> <p><b>C'est combien ? [How much is it?],</b> C'est... [It's ...], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you soon], À la prochaine [Until next time], À demain [See you tomorrow], Bonne fin de semaine / Bon week-end [Have a good weekend].</p> <p><b>Les magasins (m) [shops],</b> le magasin de chaussures (m) [shoe shop], la</p>	<p>le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l'Espagne (f) [Spain],</p> <p>le voisin (m) [neighbour] la distance (f) [distance], Quelle est la distance entre...?</p> <p><b>[What is the distance between...?], C'est..kilomètres [It's...kilometres],</b></p> <p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero - ten], onze, douze, treize, quatorze, quinze, seize, dixsept, dix-huit, dix-neuf, vingt [eleven - twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, [twenty-one - thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], mille [thousand] la distance (f) [distance],</p> <p>le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south</p>	<p><b>Quelle heure est-il? [What time is it ?],</b></p> <p>Il est..... [It is.....], ..... heure(s) [..... o'clock], et demie [half past.....], et quart [quarter past], moins le quart [quarter to]. Du matin [in the morning], de l'après-midi [in the afternoon], du soir [in the evening],</p> <p>jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].</p> <p><b>Quelle heure est-il? [What time is it ?],</b></p> <p>Il est... [It is...], cinq [five], dix [ten], vingt [twenty], vingt-cinq [twenty five], moins cinq [five to], moins dix [ten to], moins vingt [twenty to], moins vingt-cinq [twenty five to]. Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l'heure [on time], en avance [early], arrivé [arrived], en retard</p>

	<p>[I've got number ____], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est ____ de plus que Y [X is ____ more than Y], X est ____ de moins que Y [X is ____ less than Y], soustraction (f) [subtraction], moins [less/subtract], fait [equals/makes]</p> <p>armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair]</p>	<p>fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est...? [Where is...?], entre [between], à côté de [next to]. Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt],</p> <p><b>Colours</b> blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light]. ,</p> <p><b>Numbers</b> cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinqcents [five hundred],</p> <p><b>C'est combien ? [How much is that?], C'est... [It's...],</b> Voici votre monnaie [Here's your change]. , la baguette (f) [bread - baguette], les pommes (f) [apples], le jus d'orange (m) [orange juice], la confiture (f) [jam], les oignons (m)[onions], le jambon (m) [ham], la boîte de chocolats (f) [box of chocolates], la pizza (f) [pizza], petit(e)</p>	<p>west], le sud-est (m) [south east]</p> <p>la tour Eiffel (f) [the Eiffel Tower], l'Arc de Triomphe (m) [the Arc de Triomphe], ] le Louvre (m) [the Louvre], La cathédrale Notre-Dame (f) [Notre Dame Cathedral], la Seine (f) [the (River) Seine], À Paris... [In Paris...], l'on peut... [one can...], visiter [visit], marcher [walk], voyager [travel], se reposer [rest], aller [go], manger [have/eat], les bâtiments célèbres (m) [famous buildings], le long de [along], le parc (m) [park], un spectacle musical (f) [a musical show], un repas délicieux (m) [a delicious meal], les édifices religieux (m) [religious buildings], les marchés (m) [markets], un défilé de mode (m)</p> <p><b>[a fashion show]</b> Un directeur(m) une directrice (f) [manager/ manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]</p>	<p>[delayed], l'avion (m) [plane],</p> <p><b>À quelle heure... ? [What time...?],</b> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1 - 10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11 - 19], vingt, trente, quarante, cinquante [20, 30, 40, 50].</p> <p><b>Provenance</b> [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l'heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l'avion (m) [plane],</p>
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		<p>[small] grand(e) [big] La lampe (f) [lamp], la balançoire (f) [swings], la raquette(f) [racquet], la tente (f) [tent], le skateboard (m) [skateboard], les lunettes de soleil (f) [sunglasses], les bottes en caoutchouc (f) [wellingtons].</p>	<p><b>J'habite en/au ..... [I live in.....]</b>  français(m) française (f) [French]  canadien (m) canadienne (f) [Canadian]  suisse (mf) [Swiss] belge (mf) [Belgian]  luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p>	
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