

Marriott Primary School French curriculum

At Marriott we believe that learning another language provides our pupils with the opportunity to find out about other cultures, to recognize that people around the world communicate using different languages, and encourages curiosity about the world and a desire to learn further languages. We want our children to be active members of a multicultural society.

France is one of Britain's closest neighbours and a major tourist destination in Europe. Speaking the language when visiting France or other French speaking countries, along with an understanding of the culture and traditions makes a trip more enjoyable.

As well as giving children the opportunity to explore new words and grammatical patterns, we actively want to promote the metaknowledge about languages. Thinking about how languages develop and how their structures are similar or different is a valuable tool to reflect on the own language.

We want our children to start secondary school with a good knowledge of a variety of topics in French that makes them confident to engage with further language learning.

Experience has shown us that children with English as an additional language enjoy learning French and appreciate that they are not disadvantaged by their own knowledge of English in these lessons and in some classes their French attainment exceeds that of their peers with English as a first language.

The barriers to learning French are similar to learning language in general, attitude and ability of the individual child differs, and their life experiences can either hinder or foster an engagement with a new language. This is why French is delivered using a range of teaching materials such as finger rhymes, songs and stories to enrich the children's experience.

Our 5 key themes at Marriott are:

Conflict/Inequality:

This aspect is about considering languages in the world around them.

Significance:

How languages are important tools to understand other people.

Playing My Part:

Contributing to a multicultural society where lots of different languages are spoken.

Conflict/Contrast:

Cultures in other countries, including France, have different customs and celebrations.

Success:

Celebrating the achievement of being able to understand French.

French Progression of skills Year 2

AUT1- NO FRENCH	

AUT2 Do you know some French? J'apprends le français	The 4 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
links to: Y2 Spr1 -colours, Y2 Spr2 - colours, Y6 Su2-colours, Y2 Spr2 - numbers to 10, Y3 Aut1 - numbers to 20, Y4 Aut1 -numbers to 100, Y5 Aut2 - numbers to 30	Vocabulary: Numbers to 5- un, deux , trois, quatre, cinq Hello/Goodbye- Bonjour , Au revoir 3 colours: rouge, bleu , jaune Key facts/concepts: Asking/ answering questions about name and how you feel.
<p>Listening: Listen to stories and rhymes containing words for numbers and colours, identifying the key vocabulary. Listen to questions about name and how you feel and show understanding through a physical response.</p> <p>Speaking: Naming some colours and numbers, Repeat simple finger rhymes as a group or individually, join in with the topic songs. Ask and answer question about name and how you feel.</p> <p>Reading: Read and all topic words, join in with reading stories and rhymes by repetition.</p> <p>Writing: Write words for numbers and colours using scaffolding or from memory.</p> <p>Grammar: Understand the term 'cognate' as a word that is similar in a different language.</p>	

SPR1 Do you like apples? Les fruits	The 4 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to: Y3 Su1 - negation, Y4 Aut1 - negation, Y5Aut1 - negation, Y3 Su2 - preference and opinion, Y5 Spr1 - preference and opinions	Vocabulary: une pomme une pêche un abricot J'aime, Je n'aime pas, une orange un kiwi une banane	Key Facts/ Concepts: Negation always includes the words "ne" and 'pas"
<p>Listening: Listen to someone talking about which fruit they like/ do not like. Follow a verbal instruction to choose two kinds of fruit from a group.</p> <p>Speaking: Partner work - topic words- describe own choice of fruit for picnic. Express preference by using: J'aime/ Je n'aime pas (I like/do not like)</p> <p>Reading: Read a variety of topic words, decide whether an item is represented in the singular or plural.</p> <p>Writing: Write some topic words from memory, labelling items in a fruit basket.</p> <p>Grammar: Preference – I like, I do not like...Recognize and use the singular and plural forms of indefinite articles(un, one, des (de))</p>		

<p align="center">SPR2 Has your monster got ears? Le grand monstre vert</p>	<p align="center">The 4 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y4 Su 2 - body parts,, Y2 Spr1 -colours, Y2 Spr2 - colours, Y6 Su2- colours</p>	<p>Vocabulary: la tête la bouche le nez les yeux les oreilles les dents les cheveux</p>	<p align="center">Key Facts/ Concepts: Most adjectives follow the noun in a sentence.</p>
<p>Listen to the story of ‘Monstre vert’, listing the meaning and anticipating the sequence of events.Point to parts of the face, Listen to songs about parts of the body.</p> <p>Speaking: Name parts of the face using a display of words or from memory. Sing the song: Head, shoulders... in French. Describe own monster drawing using a scaffold.</p> <p>Reading: Join in with reading parts of the book and repetitive phrases.</p> <p>Writing: Label parts of a monster drawing</p> <p>Grammar: Singular and plural for nouns. Position of adjectives in sentences. Begin to be aware of adjectival agreement.</p>		

<p align="center">SU1 Who was Matisse? Les formes</p>	<p align="center">The 4 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y2 Spr1 -colours, Y2 Spr2 - colours, Y6 Su2- colours, Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20,Y4 Aut1 -numbers to 100,Y5 Aut2 - numbers to 30</p>	<p>Vocabulary: un triangle un carré un rectangle une ligne un cercle un ovale</p>	<p>Key Facts/ Concepts: The plural form of a noun usually end with an “s”</p>
<p>Listening: Names of basic shapes and objects that Matisse liked to represent.</p> <p>Speaking: Describe own artwork using sentence scaffolding using 3 simple phrases.</p> <p>Reading: Read short phrase, adding petit or grand.</p> <p>Writing: Write a short phrase about own artwork</p> <p>Grammar: Combine nouns with adjectives describing size and colour and their position in a sentence: Un grand cercle rouge.Understand that the plural of a noun usually needs an ‘s’ at the end.</p>		

SU2- NO FRENCH	

French progression of skills Year 3

AUT1 Who are you? Je me presente - presenting myself	The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to:	Vocabulary: m'appelle habite j'ai âge où , comment, quel, onze douze treize quatorze quinze seize dix-sept dix huit dix neuf vingt	Key Facts/ Concepts: Elision- the omission of some sounds and letters. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word and replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel sound or mute h.
<p>Listening: Understand a child talking about their name, age and where they live. Recognise numbers up to 20.</p> <p>Speaking: Talk about name, age, place of residence- dialogue with a partner using rehearsed phrases.</p> <p>Reading: Read aloud questions and answers about the topic, read a short paragraph about a child presenting themselves using knowledge of letter string rules and silent letters.</p> <p>Writing: Design a passport using a given layout. Write short phrases about a person using a given sentence structure.</p> <p>Grammar: Use question words: Ou?, Comment?, Quel? Introduce the concept of elision - dropping the last letter of a word and replacing it with an apostrophe.</p>		

AUT2 Would you like some tomatoes? Les légumes- vegetables	The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
	Vocabulary: Voudrais, un kilo, un demi kilo et, C'est tout?, les aubergines, les carottes, les oignons , les courgettes, les petit pois, les haricot verts, les champignons, les épinards, les tomates	Key Facts/ Concepts: Sentences can be extended using connectives. We can use a dictionary to look up words in other languages. The words are in alphabetical order.
<p>Listening: Make a list of items of veg from a spoken paragraph. Pick out key information from a spoken paragraph.</p> <p>Speaking: Ask for a kilo/half a kilo of a specific vegetable.</p> <p>Reading: Read a variety of longer topic words.</p> <p>Writing: Write a shopping list, using a French dictionary to add own choice</p> <p>Grammar: Use the expression "Un kilo de"- a kilo of, use the connective: "et"(and)</p>		

<p>SPR1 Are you a black cat? Les animaux - animals</p>	<p>The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
	<p>Vocabulary: Les animaux - the animals</p> <p>une- a (female) un - a (male) un lion un lapin une souris une vache</p>	<p>Key Facts/ Concepts: French has male and female articles</p>
<p>Listening: Recognize 10 spoken words for pets. Speaking: Naming animals, saying a simple sentence using the verb to be, an animal and a colour. Reading: Read topic words and match to pictures, read a sentence describing an animal and colour it accordingly. Writing: Gap fill words from memory or using a word mat. Grammar: Nouns and gender of nouns, Verb -to be. Position of adjectives after the noun.</p>		

<p>SPR2 Would you like a tea? French cafe</p>	<p>The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20,Y4 Aut1 -numbers to 100,Y5 Aut2 - numbers to 30</p>	<p>Vocabulary: vous désirez? je prends.... s'il vous plaît merci un café, un chocolat chaud, un jus d'orange, un croissant, des biscottes une crêpe</p>	<p>Key Facts/ Concepts: Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French.</p>

Listening: Listen to and understand a variety of items being ordered. Being able to distinguish articles/determiners to choose the right amount of items.

Speaking: Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

Reading: Read a menu with food and drink items

Writing: Design own café menu and find a french name for own café

Grammar: Verb – Je prends, Articles/determiners describing quantity: un, une, du, des (partitive)

SU1 Ice cream	The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	

SU2 Do you have a pet? As tu un animal?	The 5 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to: Y2 Aut2 - animals, Y4 Aut1- animals, Y4 Su1- animals	Vocabulary: j'ai je n'ai pas de/d' qui mais un chat, un chien, un lapin, un hamster, un poisson rouge, un oiseau, une souris, une tortue	Key Facts/ Concepts: 'H 'Aspiré. This type of 'H 'is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h 'in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.

Listening: Understand spoken information of a person saying which animals they have/ do not have.

Speaking: Describe what animals they have and their name using and adapting a language scaffold.

Reading: Read the story : Les quatres amies –(the four friends), paying attention to the correct pronunciation.

Writing: description of what pets they have

Grammar: The connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)

French progression of skills Year 4

AUT1 Who is in your family? En famille	The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to: Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20,Y4 Aut1 -numbers to 100,Y5 Aut2 - numbers to 30, Y3 Su1 - negation,Y4 Aut1 - negation, Y5Aut1 - negation, Y2 Au2 -animals, Y3 Spr1 - animals, Y4 Aut1 - pets, Y 4 Su1 - animals	Vocabulary: le père le grand-père le parents la mère la grand-mère la sœur le frère la tante l'oncle	Key Facts/ Concepts: Possessive adjectives are used according to gender and number.
<p>Listening: Listen to different ages up to 100 and show understanding by noting the correct number.</p> <p>Speaking: Name member of own family, including pets .</p> <p>Reading:Read a paragraph about Homers family.</p> <p>Writing: Use writing scaffold to describe own family, use previous knowledge to add pets.</p> <p style="text-align: center;">Grammar: Understand the use of possessive adjectives: mon, ma ,mes.</p>		

AUT2 When is your birthday? Quel est la date aujourd'hui? -the date	The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to: Y5 Aut2- days of the week	Vocabulary: Anniversaire, janvier, février, mars, avril, mai, juin, julliet, août, septembre, octobre, novembre, décembre	Key Facts/ Concepts: Months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1 st (premier) after that only cardinal numbers are used. No 2 nd , 3 rd , 4 th etc.
<p>Listening: Understand a sentence about the date of a birthday.</p> <p>Speaking: Ask and respond to a question- when is your birthday.</p> <p>Reading: Read a statement about the date of a birthday, read a paragraph about someone describing their family and birthdays.</p> <p>Writing: Write an email regarding birthday.</p> <p>Grammar: Formal way how to write the date in French , ordinal and cardinal numbers.</p>		

<p>SPR1 What is in your pencil case? En classe</p>	<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y2 Su1 - negation, Y3 Su1 - negation, Y4 Aut1 - negation, Y5 Aut1 - negation</p>	<p>Vocabulary: écoutez lisez écrivez silence Dans ma trousse j'ai/je n'ai pas de un taille crayon, un crayon, un cahier, un stylo, une règle, une gomme, un livre, un cahier, un bâton de colle, des ciseaux</p>	<p>Key Facts/ Concepts: -A cognate is a word that comes from the same origin as a word from a different language. Cognates between languages usually have similarities in spelling, pronunciation, and meaning. -Children in France have to bring their own pencil cases and workbooks to school.</p>
<p>Listening: Understand a description of what is/ what is not in someone's pencil case- listening for specific items. Listen and follow classroom instructions. Speaking: Talk about objects someone has/ has not in a pencil case. Name items found in own classroom. Ask other children what items they have. Reading: Read sentences containing key vocabulary, recognising cognates and near cognates. Writing: Write sentences describing what item someone has/ does not have, partially from memory. Grammar: Verb - to have –J'ai. Negation – Je n'ai pas (I do not have). Sorting exercise: female and male nouns</p>		

<p>SPR2 Would you like some breakfast? Cafe</p>	<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20, Y4 Aut1 -numbers to 100, Y5 Aut2 - numbers to 30</p>	<p>Vocabulary: je voudrais? je prends.... s'il vous plaît merci un café, un thé, un chocolat chaud, un jus d'orange, un croissant, des biscottes, une crêpe, du beurre, des céréals, un coca cola, un orangina, des frites, l'addition</p>	<p>Key Facts/ Concepts: To be able to understand someone else talking to you in another language, you need to be able to listen out for specific words or phrases, ignoring those you do not know or need.</p>

Listening: Listen to and understand a variety of items being ordered. Being able to distinguish articles/determiners to choose the right amount of items.

Speaking: Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you 'and 'goodbye'.

Reading: Read a menu with food and drink items.

Writing: Design own café menu and find a french name for own café.

Grammar: Verb – Je prends, Articles/determiners describing quantity: un, une, du, des (partitive)

<p>Su1 What is a habitat? Les habitats</p>	<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to:Y3 Spr1 - animals, Y4 Aut1 - pets, Y 4 Su1 - animals</p>	<p>Vocabulary: les habitats, les animaux, les plantes, habite, pousse, dans, le forêt tropicale, la prairie, le désert, l'artique, le chameau, le lapin, le requin, l'ours blanc, les cactus, les grands arbres, les algues</p>	<p>Key Facts/ Concepts: The 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs. Conjugation is the changing of a verb's form to express a different person, number, tense, aspect, or gender</p>

Listening: Understanding more complex sentences describing plants and animals in a habitat.

Speaking: Prepare a short presentation on a chosen habitat, choosing own animal and plant (using a dictionary)from a choice of habitats given.

Reading: Using contextual cues to read and understand a factual text. Answer fact based questions in English about a French text.

Writing: Use a familiar paragraph to adapt and write own presentation about a habitat.

Grammar: Develop an awareness of verb patterns using the verbs: habiter(to live) and pousser(to grow).

<p>SU2 Doctor can you help me? Docteur je suis malade.</p>	<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y2 Spr1 - body parts</p>	<p>Vocabulary: J'ai mal à... les bras, la main, le doigt, le dos, la tête, le genou, le</p>	<p>Key Facts/ Concepts: The rules of contraction with 'à' are: à + le = au</p>

	pied, la gorge, l'épaule, la jambe, le cou	à + la = à la à + l' = à l' à + les = aux
<p>Listening: Listen to the song: 'Docteur je suis malade' using contextual information and pictures to gist the meaning. Point to various body parts.</p> <p>Speaking: Join in with singing the song and reciting parts of it from memory. Describe a range of feelings. Role play a simple dialogue.</p> <p>Reading: Read the unfamiliar song lyrics and attempt translating parts of it.</p> <p>Writing: Label parts of the body and write a phrase about what is wrong with it.</p> <p>Grammar: Use the correct word order in a french sentence. Preposition 'à' + definite article - rule of contraction</p>		

French progression of skills Year 5

AUT1 What does your house look like? Chez moi	The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	
links to: Y2 Su1 - negation, Y3 Su1 - negation, Y4 Aut1 - negation, Y5 Aut1 - negation	Vocabulary: J'habite, Chez moi il y a /il n'ya pas de, un appartement, une maison, une cuisine, une salle à manger, une salle des bains, une chambre, une buanderie, un sous-sol, un bureau, un salon, une garage, un jardin	Key Facts/ Concepts: Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words.
<p>Listening: Understand someone talking about where they live and rooms in their house.</p> <p>Speaking: Describe own design of fantasy house using key vocabulary to the other children.</p> <p>Reading: Read a short text about a boy that lives in Paris and talks about the weather.</p> <p>Writing: Writing a paragraph about own design for a house.</p> <p>Grammar: The phrases "chez moi il y a/il n'y a pas de..." (in my home there is/is not.../there are no..."), high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite.</p>		

AUT2 What is the weather like today? Quel temps fait il?	The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
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<p>links to: Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20,Y4 Aut1 -numbers to 100,Y5 Aut2 - numbers to 30, Y4 Spr1 - days of the week</p>	<p>Vocabulary: le temps, il y a, il pleut, il neige, du soleil, du vent, beau, mauvais, chaud, froid, le nord, le sud, le centre, l'est, l'ouest</p>	<p>Key Facts/ Concepts: Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing 'hot! In English we say it is sunny but in French 'there is 'sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.</p>
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Listening: Understand a simple weather forecast and someone talking about the weather on different week days.
Speaking: Present a weather forecast
Reading: find information about the weather combining days of the week and weather conditions
Writing: Write own weather forecast using a scaffold.
Grammar: The use of 'il y a' – there is and 'faire' to describe the weather.

<p>SPR1 Do you like maths? En école</p>	<p>The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to:Y2 Su1 - preference and opinion, Y3 Su2 - preference and opinion,Y5 Spr1 - preference and opinions</p>	<p>Vocabulary: à l'école, la matiere, préférée, le français, l'anglais, le dessin, la musique, le sport, les maths, les sciences, l'informatique, est-ce tu aimes...? J'adore, j'aime, je déteste, amusant, utile, intéressant, facile, ennuyeux, difficile, Parce que, car, cependant</p>	<p>Key Facts/ Concepts: Conjugation of verbs follows a pattern that is the same for groups of verbs.The verb aller is an exception.</p>

Listening: Listen to spoken instructions to fill in a timetable with subjects for the day.
Speaking: Be able to tell the time to the hour.
Reading:Read a longer paragraph about the topic and fill in the missing words.
Writing: Write a paragraph about school subjects and own opinion about them.
Grammar: Full conjugation of the verb 'aller', Expressing opinion and preference using adjectives and connectives.

<p align="center">SPR2 How much is that? Cafe</p>	<p align="center">The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p align="center">links to: Y2 Spr2 -numbers to 10, Y3 Aut1 - numbers to 20,Y4 Aut1 -numbers to 100,Y5 Aut2 - numbers to 30</p>	<p>Vocabulary: (see Y3/4 for previous vocabulary)une omelette , un coca cola, un orangina, des frites, quatorze, seize, vingt, pardon, répétez, excusez moi</p>	<p>Key Facts/ Concepts: most European countries use the Euro as their currency. When you travel to Europe, you will have to change pounds into: € -French speech marks look like this:« C'est 2,50 €.» les guillemets (m)</p>
<p>Listening: Understand another pupil ordering items from the cafe menu. Using previously learned vocabulary to engage in a short dialogue. Speaking: Order items from the cafe menu and use vocabulary involving money transfer. Role play a visit to the cafe. Ask for clarification when needed. Reading: Read a real cafe menu and predict the meaning of unknown words with some accuracy. Writing: Write a short dialogue for a visit to the cafe extending vocabulary by using words from previous units independently. Grammar: Using the French version of speech marks.</p>		

<p align="center">SU1 Shall we go to the cinema? Le weekend</p>	<p align="center">The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
	<p>Vocabulary: Quelle heure est- il? Il est une heure, et demie, et quart, moins le quart, midi, minuit, Je me lève, Je me couche,Je prends, Je regarde, je lis, J'écoute, je joue, je vais,après, aussi, plus tard, finalement</p>	<p>Key Facts/ Concepts: - Inversion: the normal word order in French is subject+verb: 'il est'. A hyphen indicates inversion: verb= subject: 'est-il' time prepositions allow us to express the relation of events</p>
<p>Listening: Listen to a text spoken by someone describing their activities at the weekend. Speaking: Talk about own activities at the weekend using some time prepositions and specific times. Reading: Read a paragraph about a girl describing her weekend activities. Writing: Write a picture story about own activities at the weekend. Grammar: A variety of verbs in the first person. Using connective 'et'; the comparative adverb 'aussi' and time prepositions 'après', 'plus tard' and 'finalement'.</p>		

<p>SU2 What shall I wear on holiday? Les vêtements</p>	<p>The 7 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>	
<p>links to: Y4 Spr1 - days of the week</p>	<p>Vocabulary: les vêtements, un pantalon, un pull, un t-shirt, un manteau, un short, une robe, une jupe, une veste, une chemise, une casquette, des gants, des bottes, des sandales, des chaussures, des chaussettes, je/tu/il/elle/nous/ vous, porte</p>	<p>Key Facts/ Concepts: Verb conjugation refers to how a verb changes to show a different person, tense, number or gender. The infinitive changes according to the same pattern for all verb groups except for irregular verbs.</p>
<p>Listening: Listen to people taking about clothes they wear on different weekdays Reading: Read short texts describing clothes for different situations (e.g bad weather) including adjectives. Writing: Write a list of items need for a variety of holidays (beach holiday, winter holiday etc.)Use a dictionary to pack a suitcase for imagined holiday. Grammar: Use the conjunction 'quand'. Conjugate the verb 'porter' (to wear), use possessive pronouns in the singular and plural.</p>		

French progression of skills Year 6

Aut1	The 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	

AUT2		

SPR1		

SPR2		

SU1		

SU2	The 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic	