



FOUR MARKS CE PRIMARY SCHOOL

The National Curriculum Programme of Study begins in Key Stage 2.

**Any LANGUAGES content for Foundation Stage and
Key Stage 1 is non- statutory.**

Lucy Smith

Languages

Purpose of study: 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.

Aims The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
 - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Progression in French

The Journey Starts

All children to be assessed against the ELGs with focus on communication and language & Understanding the world .

Fun games and songs in KS1

Children from EY to year 2 all participate in a variety of games and songs.

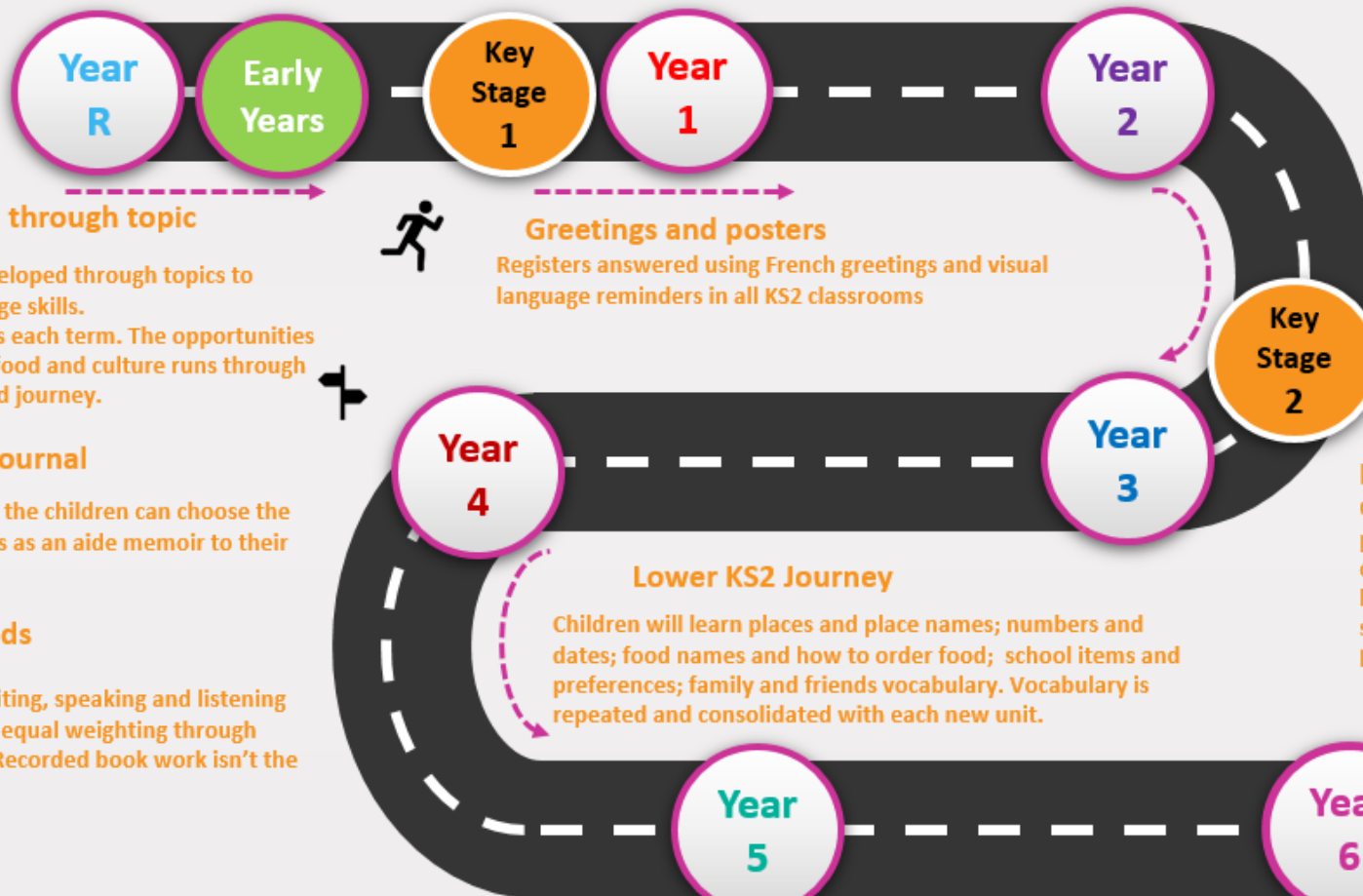
Puppet

In Ey and KS1, our children have a puppet called Chien. Chien is to be used throughout each schoolday to say bonjour; listen in to the children or just for a cuddle.



Culture and Diversity

Children will learn about different cultures through videos and external visits as well as their own experiences.



Progression through topic

Curriculum developed through topics to develop language skills. Language builds each term. The opportunities to learn about food and culture runs through our topics based journey.

Personal Journal

Throughout KS2 the children can choose the important things as an aide memoir to their own learning.

4 strands

Reading, writing, speaking and listening will all have equal weighting through each topic. Recorded book work isn't the priority .

Greetings and posters

Registers answered using French greetings and visual language reminders in all KS2 classrooms

Lower KS2 Journey

Children will learn places and place names; numbers and dates; food names and how to order food; school items and preferences; family and friends vocabulary. Vocabulary is repeated and consolidated with each new unit.

End of Key Stage 1

By the end of key stage 1, all of our children should have a love of the idea of languages and French in particular with a few phrases and songs to share.



Languages Ambassador roles

Children identified as showing particular flair and a love of languages can use their skills to enhance the language learning of others through songs, books, helping find phrases and language for other's personal journals

Records

At Key Stage 2 the Programmes of study

Key stage 2: Foreign language

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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 Languages
- 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.

The starred (*) content above will not be applicable to ancient languages.

KEY STAGE 1 MFL: Years 1 and 2

Non-Statutory:

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| - listen attentively to & appreciate songs & stories | - begin to develop vocabulary & ability to understand new words |
| - begin to show understanding by joining in & responding | - begin to write words or phrases |
| - play games | -Attention drawn to phonics, vocabulary & grammar |
| - speak in phrases & short sentences | |

Lower Key Stage 2 coverage overview: Languages

Lower Key Stage 2 coverage overview: Languages						
Year 3/4	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Full Steam Ahead	Angry Earth	It's Chocolate!	Where do we come from?	Temples, tombs and Treasure-Egypt	River deep and mountain-high
Unit & Objectives (Substantive Knowledge)	<u>Greetings:</u> - Engage in conversations, ask and answer questions in context of greeting people - Greet people in different ways and different times of the day. -speak in sentences using familiar vocabulary, phrases and basic language structures -show understanding by joining in and responding <u>Days & Months:</u>	<u>Numbers to 60:</u> - To explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting - appreciate stories, songs, poems and rhymes in the language - Show understanding & respond to questions about their age. - recognise and repeat sounds and words with increasing accuracy <u>My Home:</u> - read carefully and show understanding of words, phrases and simple writing	<u>Greetings</u> - Engage in conversations, ask and answer questions in context of greeting people - recognise and repeat sounds and words with increasing accuracy. - Introduce myself by saying my name and asking others their name. - Show understanding by saying how I am and asking someone how they are. -speak in sentences using familiar	<u>Seasons:</u> - Listen attentively to descriptions of the weather and show understanding by responding to questions. - Engage in conversations by asking and answering questions about their favourite seasons and weather. - Read carefully and show understanding of words and phrases related to the seasons. - Describe what the weather is like in each season and what	<u>Colours</u> - appreciate stories, songs, poems and rhymes in the language - recognise and repeat sounds and words with increasing accuracy. - Engage in conversations by asking and answering questions about the colours of everyday objects. - Show understanding by expressing preferences of colours. - Write simple sentences using colours to describe objects.	<u>All about me:</u> - Engage in conversations, ask and answer questions in context of name and age. - recognise and repeat sounds and words with increasing accuracy. - write a simple introduction about themselves. - Read carefully and show understanding of words and phrases related to family members.

	- To explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting - recognise and repeat sounds and words with increasing accuracy -show understanding & respond to days of the week - Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. -ask & answer questions about birthdays in sentences - say the date using day, number and month. - identify some important French festivals.	-describe and name rooms in the house orally and in writing. -say what people do at home - show understanding and respond to what people do and where. - recognise and repeat sounds and words with increasing accuracy -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.	- vocabulary, phrases and basic language structures -show understanding by joining in and responding. <u>Using a French Dictionary:</u> - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Translate basic phrases and sentences. - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Improve sentence construction by selecting appropriate words for context.	- activities they like to do in that season too. <u>Greetings</u> - Engage in conversations, ask and answer questions in context of greeting people - Greet people in different ways and different times of the day. -speak in sentences using familiar vocabulary, phrases and basic language structures -show understanding by joining in and responding.	<u>Animals:</u> - Listen attentively to descriptions of different animals and show understanding by identifying animals. - Engage in conversations by asking and answering questions about different animals, as well as their preferences. - recognise and repeat sounds and words with increasing accuracy. - Write sentences about different animals, including adjectives by using colours.	- Show understanding by describing what they like and don't like. <u>Sports & my body:</u> - Listen attentively to different sports and identify them. - Show understanding by talking about which sports you like. - Engage in conversations about what you think of different sports and asking others. - speak in sentences using familiar vocabulary, phrases and basic language structures -give reasons for preference -talk about a sporting event - Appreciate stories, songs, poems and rhymes in the
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						language; In the context of naming body parts. - Listen to instructions or descriptions about how different body parts are used in different sports.
Vocab & Phonics	<u>Greetings:</u> <u>EXAMPLE PHONICS:</u> Bonjour (Hello) Bon sounds like "bohn" (rhymes with "gone") Jour sounds like "zhoor" (the "j" sounds like the "s" in "pleasure") Full pronunciation: bon-zhoor	<u>Numbers to 60:</u> <u>EXAMPLE PHONICS:</u> Un (uh(n)) Deux (duhr) Trois (trwah) Quatre (katr) Cinq (sank) <u>EXAMPLE VOCAB:</u> Six – Six Sept – Seven Huit – Eight Neuf – Nine Dix – Ten <u>My Home:</u> <u>EXAMPLE PHONICS:</u>	<u>Greetings</u> <u>EXAMPLE PHONICS:</u> Je m'appelle [name]. – My name is [name]. Phonics: Je (zhuh) m'appelle (mah-pel)Je sounds like "zhuh" (similar to the "s" in "measure"). m'appelle is pronounced as "mah-pel," where the ' is like a short pause or break, and the final "e" in m'appelle is silent.	<u>Seasons:</u> <u>EXAMPLE PHONICS:</u> Le printemps – Spring Le (luh) printemps (pran-tahm) Le: The "e" in le is soft and sounds like "luh." printemps: The "i" sounds like "ee," the "n" is nasal (pronounced through the nose), and the "ps" at the end is silent. The final sound is like "tahm." L'été – Summer L' (luh) été (ay-tay) L': The "L" is pronounced softly, as in "luh."été:	<u>Colours:</u> <u>EXAMPLE PHONICS:</u> Bleu (blue) "eu". This sound is a typical French "eu," which is tricky for English speakers. It's somewhat like the "ur" in "fur" but more rounded. Rouge (red) "ou". The "ou" sound in French is like the "oo" in "boot," but it can sometimes be tricky since the final "e" is silent.	<u>All about me:</u> <u>EXAMPLE PHONICS:</u> Sœur (Sister) "œ". The "œ" is a unique French vowel sound, similar to saying "uh" but with rounded lips. It's tricky but distinct. Frère (Brother) "èr". The "è" sounds like the "e" in "bed," and the "r" is guttural or rolled, depending on the accent.

Salut (Hi) Sa sounds like "sah" (like "sat" without the "t") Lut sounds like "loot" Full pronunciation: sah-loo <u>EXAMPLE VOCAB:</u> Bonjour (Good morning / Hello) Salut (Hi) Bonsoir (Good evening) Au revoir (Goodbye) À bientôt (See you soon) <u>Days & Months:</u> <u>EXAMPLE PHONICS:</u> Lundi (Monday) Lu sounds like "loo" Ndi sounds like "n-dee" (the "n" is soft, almost like a "d" sound)Full pronunciation: loo-ndee Janvier (January) Jan sounds like "zhahn"(soft "j" like "zh" in "measure") Vier	La chambre – The bedroom Phonics: La (lah) chambre (shahm-bruh) (The "ch" is pronounced like "sh," and the final "e" is silent.) La cuisine – The kitchen Phonics: La (lah) cuisine (kwee-zeen) (The "ui" in cuisine sounds like "wee.") Le salon – The living room Phonics: Le (luh) salon (sa-lohn) (The "o" in salon sounds like the "o" in "song.") <u>EXAMPLE VOCAB:</u> La salle de bain (The bathroom) Le jardin (The garden) Le salon (The living room) La cuisine (The kitchen) La chambre (The bedroom)	Comment tu t'appelles ? – What is your name? (informal) Phonics: Comment (koh-mohn) tu (too) t'appelles (tah-pel) Comment sounds like "koh-mohn," with a nasal sound at the end of mon. tu is pronounced like "too." t'appelles sounds like "tah-pel," with the ' being a soft pause. <u>EXAMPLE VOCAB:</u> Je m'appelle [name]. – My name is [name]. Comment tu t'appelles ? – What is your name? (informal) Comment vous appelez-vous ? – What is your name? (formal/plural) Ça va ? – How are you?	The "é" sounds like "ay," and the final "é" is pronounced the same as the first, so it sounds like "ay-tay." L'automne – Autumn L' (luh) automne (oh-tawn) L': The "L" is soft and pronounced as "luh." automne: The "au" sounds like "oh," and the "n" is nasal, so it's pronounced through the nose as "tawn." <u>EXAMPLE VOCAB:</u> Le printemps – Spring L'été – Summer L'automne – Autumn L'hiver – Winter	<u>EXAMPLE VOCAB:</u> Vert (Green) Jaune (Yellow) Blanc (White) <u>Animals:</u> <u>EXAMPLE PHONICS:</u> Chat (Cat) "ch" The "ch" in French often makes the "sh" sound, like in the English word "ship." Chien (Dog) "ch" and "ien" The "ch" again makes the "sh" sound, and "ien" has a nasal "in" sound, which is similar to "en" in "ten" but pronounced through the nose. Cheval (Horse) "ch" and "v". The "ch" makes the "sh" sound, and "v" is pronounced as in English, like in "vase."	<u>EXAMPLE VOCAB:</u> Mère (Mother) Père (Father) Frère (Brother) Sœur (Sister) Grand-mère (Grandmother) <u>Sports & my body:</u> <u>EXAMPLE PHONICS:</u> Natation (Swimming) "a" and "tion". The "a" is like the "a" in "cat," and the "tion" is pronounced like "syohn," with a nasal sound at the end. Tennis (Tennis) "e" and "i". The "e" is like the "e" in "bed," and the "i" is like the "ee" in "see." <u>EXAMPLE VOCAB:</u> Rugby (Rugby)
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	sounds like "vee-ayr" Full pronunciation: zhahn-vee-ayr EXAMPLE VOCAB: Lundi (Monday) Mardi (Tuesday) Janvier (January) Fevrier (February) Mars (March)				EXAMPLE VOCAB: Oiseau (Bird) Poisson (Fish) Lapin (Rabbit)	Vélo (Bicycle) Course (Running) Danse (Dancing)
Grammar (Disciplinary)	Greetings: Pronouns Prepositions (<i>e.g À demain = see you tomorrow</i>) Forming questions Days and Months: Days of the week and months of the year in French not capitalized unless start of a sentence. Preposition "en" for Months and years.	Numbers to 60: Use 'et' for combining numbers 21,31,41,51 (<i>e.g À vingt et un = 21</i>) For all other numbers add the units directly after the tens, without 'et', (<i>e.g 22 = vingt-deux</i>). My Home: (<i>The</i>) Masculine (Le) and feminine (La) articles. Plural (Les) (<i>The</i>)	Greetings: Pronouns Prepositions (<i>e.g À demain = see you tomorrow</i>) Forming questions Basic verbs (Aller, Être) Using a French Dictionary: Understand gender to use the correct articles and adjective agreements. Recognise plural rules.	Seasons: All seasons are masculine. Use 'Le' for singular seasons. Use 'l' for seasons beginning with a vowel. Prepositions: 'En' for 'in', (<i>e.g En hiver = In Winter</i>). Except Spring 'Au', <i>E.g Au printemps = In Spring</i>). No article needed after prepositions.	Colours: Gender agreement: <i>e.g for green</i> Masculine singular → Vert Feminine singular → Verte Masculine Plural → Verts Feminine plural → Vertes Only exceptions for the gender agreement are Orange and Marron. Colours usually come after the noun. C'est + noun + colour.	All about me: Subject pronouns: je (I), tu (you), il/elle (he/she), nous (we), vous (you plural/formal), ils/elles (they). Verb "être" (to be): Conjugate in the present tense: Je suis (I am) Tu es (you are) Il/elle est (he/she is)

	Use “Le” before the date.	Masculine (Un) and feminine (Une) indefinite articles. Possessive adjectives → My → Masculine = Mon & Feminine = Ma & Plural = Mes Prepositions	Identify verb conjugations.	<u>Greetings:</u> Pronouns Prepositions (<i>e.g À demain = see you tomorrow</i>) Forming questions Basic verbs (<i>Aller, Être</i>)	When colours are used as nouns they are always masculine. <u>Animals:</u> Understanding if the noun is masculine or feminine, (<i>Using Un or Une, Le or La</i>). Add ‘s’ to form the plural. Some are irregular.	Nous sommes (we are) Vous êtes (you are) Ils/elles sont (they are) Possessive adjectives: Mon (my), ma (my), mes (my) depending on the gender and number of the noun (<i>e.g., mon frère</i> (my brother), <i>ma sœur</i> (my sister), <i>mes amis</i> (my friends)). <u>Sports & my body:</u> Focus on regular -er verbs in the present tense, as these will be essential for describing actions related to sports and body movements. Faire (to do/make) – Jouer (to play) Courir (to run) Nager (to swim)
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						Sauter (to jump) Marcher (to walk) – Teaching conjugation in the present tense will allow them to form simple sentences describing actions they enjoy or do regularly. Teach key body parts using definite articles to show singular and plural forms. La tête (head), les bras (arms), les jambes (legs), les mains (hands), les yeux (eyes), les pieds (feet), le ventre (stomach), etc.
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Upper Key Stage 2 coverage overview: Languages

Upper Key Stage 2 coverage overview: Languages						
Year 5/6	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Survival	Cluedo	Who Goes There?	The Final Frontier	It's all Greek to me!	The Battle of Britain: Bombs, Battles and Bravery
Unit & Objectives:	<u>Clothes</u>	<u>Sport & hobbies</u>	<u>Holidays</u>	<u>All about me:</u>	<u>Food & Healthy Eating:</u>	<u>School</u>
(Substantive Knowledge)	Recognise and use key clothes-related vocabulary. Link to colours to describe the clothes. Engage in conversations by asking and answering questions about what they are wearing. Ask and respond to questions about clothes preferences. Read carefully and show understanding of words and phrases related to clothes. Cultural awareness – understand French fashion / what they	Cultural awareness – understand sporting activities in French speaking countries. Recognise and use key sport related vocabulary. Build on year ¾ prior knowledge of body parts to describe injuries. Listen attentively to descriptions of sports and show preferences. Read carefully and show understanding of words and phrases related to different sports. Describe sport preferences.	Cultural awareness – understand French holiday traditions. Listen attentively to descriptions of holidays and holiday activities and show understanding by responding to questions Build on weather prior knowledge from year ¾. Describe holiday transport and give directions. Engage in conversations by asking and answering questions about their favourite holidays, when / if they are going on one. Read carefully and show understanding of words	Describe their physical appearance (e.g eye colour, hair). Recognise and use key vocabulary related to describing themselves. Engage in conversations by asking and answering questions about where they are from. Cultural awareness - Learn simple facts about a country where the language is spoken.	- Recognise and use key food- related vocabulary. - Cultural awareness – understand typical French foods and meals. - Listen attentively to descriptions of foods and show understanding by responding to questions. - Engage in conversations by asking and answering questions about their favourite foods. - Read carefully and show understanding of	Recognise and use key vocabulary related to school, including items found in the classroom, school areas, and school activities. Read carefully and show understanding of words and phrases related to school. Engage in conversations by asking and answering questions about places in school that they like / dislike. Describe classroom equipment, places in

	typically wear / fashion trends.	Give advice in a conversation and respond to questions on how to look after your health and wellbeing.	and phrases related to holiday vocab. Describe holiday preferences and link this to sports and weather.		words and phrases related to foods. - Describe food preferences and relate to different mealtimes.	their school and their typical school day. Cultural awareness – understand a typical French school day, including their routine and what subjects they learn. <u>School Subjects</u> Recognise and use key vocabulary related to school subjects. Read carefully and show understanding of words and phrases related to school subjects. Engage in conversations by asking and answering questions about their favourite subjects. Express in writing and conversations what subjects they like / dislike. Link to time – describe their school
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						subjects in relation to the school timetable. Cultural awareness – understand what school subjects they study in France.
Vocab & Phonics	<u>Clothes:</u> <u>EXAMPLE PHONICS:</u> Pantalon (Trousers) "a" and "on". The "a" is nasalized like "ong" in "song," and "on" is also nasalized. Robe (Dress) "o" and "e". The "o" is pronounced like the "o" in "hot," and the "e" is silent. <u>EXAMPLE VOCAB:</u> Chapeau (Hat) Chaussures (Shoes) Veste (Jacket) Pull (Jumper)	<u>Sport & hobbies:</u> <u>EXAMPLE PHONICS:</u> Natation (Swimming) "a" and "tion". The "a" is like the "a" in "cat," and the "tion" is pronounced like "syohn," with a nasal sound at the end. Tennis (Tennis) "e" and "i". The "e" is like the "e" in "bed," and the "i" is like the "ee" in "see." <u>EXAMPLE VOCAB:</u> Rugby (Rugby) Vélo (Bicycle) Course (Running)	<u>Holidays:</u> <u>EXAMPLE PHONICS:</u> Voyager (To travel) "oi" and "e". The "oi" sounds like "wa" in "water," and the "e" at the end is silent. Nager (To swim) "a" and "e". The "a" is pronounced like the "a" in "cat," and the "e" is like the "e" in "bed." <u>Example Vocab:</u> Explorer (To explore) Faire du vélo (To go cycling)	<u>All about me:</u> <u>EXAMPLE PHONICS:</u> <u>Cheveux</u> (Hair) "ch" – sounds like "sh" in "shoe." "e" – soft, like the "a" in "sofa." "ux" – makes a soft "uh" sound; "x" is silent. <u>Roux</u> (Ginger/red [hair]) "ou" – sounds like "oo" in <i>food</i>. "x" – silent. <u>EXAMPLE VOCAB:</u> les yeux bleus (blue eyes)	<u>Food:</u> <u>EXAMPLE PHONICS:</u> Pain (Bread) "ai". The "ai" sounds like "eh" but is nasalized, similar to "ang" in "song." Fromage (Cheese) "o" and "a". The "o" sounds like the "aw" in "law," and "a" sounds like "ah" in "father." The "ge" at the end makes a "zh" sound (like the "s" in "measure"). <u>Example Vocab:</u> Tomate (Tomato) Chocolat (Chocolate)	<u>School:</u> <u>EXAMPLE PHONICS:</u> École (School) é: The "é" is pronounced like the "ay" in "say." co: The "c" is pronounced like a "k," and the "o" sounds like the "o" in "for." le: The "e" at the end is a schwa sound, like the "a" in "sofa," and is very soft or sometimes almost silent. Mathématiques (Maths) a: The "a" is pronounced like the "a" in "cat." thé: The "th" is pronounced like "t," and the "é" is like the "ay" in "say."

		Danse (Dancing) 	Faire de la randonnée (To go hiking) Prendre des photos (To take photos)	les yeux verts (green eyes) les cheveux blonds (blonde hair) les cheveux bruns (brown hair)	Soupe (Soup) Poisson (Fish)	ti: The "i" is pronounced like the "ee" in "see." ques: The "e" is a schwa sound, like the "a" in "sofa." <u>EXAMPLE VOCAB:</u> Livre (Book) Table (Table) Chaise (Chair) Crayon (Pencil)
Grammar (Disciplinary)	<u>Clothes</u> Present Tense of Porter (to wear) Teach children how to conjugate the verb <i>porter</i> in the present tense to describe what they are wearing.	<u>Sport & hobbies:</u> Using Regular -er Verbs: Ensure children can conjugate common regular verbs like <i>faire</i> (to do), <i>jouer</i> (to play), and <i>manger</i> (to eat) in the present tense. Irregular Verbs: Teach the conjugation of essential irregular verbs such as <i>être</i> (to be), <i>avoir</i> (to have), and <i>aller</i> (to go).	<u>Holidays</u> - Using "Qu'est-ce que" and "Où" for Questions: Asking about holiday activities using question words: <i>Qu'est-ce que tu fais pendant les vacances</i> ? (What do you do during the holidays?) Regular -er, -ir, -re verbs: Review the conjugation of common regular verbs in the present tense, particularly those used to	<u>All about me</u> Position of Adjectives (Before or After the Noun) In French, most adjectives come after the noun, but some (like size or beauty) come before: <i>les cheveux longs</i> (long hair – length comes after) <i>un petit garçon</i> (a small boy – size comes before) Adjective Agreement (Colour and Size Words)	<u>Food:</u> - Definite Articles: <i>le, la, les</i> (the) Used with specific foods, e.g. <i>le fromage</i> (the cheese), <i>la baguette</i> (the baguette), <i>les fruits</i> (the fruits). - Indefinite Articles: <i>un, une, des</i> (a, an, some) Used when referring to unspecified food items, e.g. <i>un croissant</i> (a croissant), <i>une pomme</i>	<u>School</u> Using "Avoir" (To Have) for Possessions: The verb <i>avoir</i> is essential for expressing what children have in the classroom or what they are using in school.

	Gender and Agreement of Nouns and Adjectives. Teach children the concept of gender in French and how adjectives agree with the gender (masculine or feminine) and number (singular or plural) of the noun. Using Colours with Clothing Vocabulary. Children will learn how to describe clothes using colours. Colours must agree with the gender and number of the noun they modify. Use of "des" for Plurals: "Des" is used as the plural form of "un" and "une" (a/an). When referring to multiple items of clothing, children need to use the correct plural article.	Expressing Likes and Dislikes with "Aimer" (to like) Using Adjectives to Describe Health or Fitness - Adjective Agreement: Teach how to use adjectives to describe health or fitness states, remembering to match the adjective with the gender and number of the noun.	describe activities during holidays. Use of "aller" (to go) + Infinitive (Future Near Tense) Teach the structure <i>aller</i> + infinitive to express future intentions or planned actions during holidays. E.g. <i>Je vais visiter</i> (I am going to visit), <i>Nous allons faire</i> (We are going to do). Use of "aimer" and "n'aimer pas" to discuss preferences of what to do on holiday / where to go. <i>Use of prepositions to talk about destinations or where activities are happening</i>	Adjectives must agree in gender and number with the noun they describe. <i>cheveux blonds</i> (plural, masculine) <i>les yeux verts</i> (plural, masculine) <i>une robe rouge</i> (singular, feminine)	(an apple), <i>des légumes</i> (some vegetables). - Gender of Nouns: Children need to know that French nouns have gender (masculine, feminine) and that this affects the article used. - Verbs in the Present Tense → Regular Verbs (ER, IR, RE verbs): Children should learn how to conjugate regular verbs in the present tense to describe what they like or dislike eating.	Definite and Indefinite Articles with School Vocabulary: Learn how to use definite and indefinite articles with school-related nouns, and understand their agreement in gender and number. Using "Il y a" (There is/There are) <i>Il y a</i> is used to describe the presence of objects or people in a place, such as the classroom or school. Expressing Likes and Dislikes with "Aimer" (to like) Definite and Indefinite Articles with School Vocabulary - Learn how to use definite and indefinite articles with school-related nouns, and
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						understand their agreement in gender and number. <u>School Subjects</u> Definite Articles (Le, La, Les) The definite articles (le, la, les) are used to talk about school subjects and are based on the gender and number of the noun. Using <i>Avoir</i> (to Have) with School Subjects: The verb <i>avoir</i> is commonly used to say "I have" in reference to school subjects.
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						Gender of Nouns - Nouns in French are either masculine or feminine, which affects articles and adjectives used with them. Question Formation – Children will need to ask and answer questions about school subjects Expressing Preferences with <i>Préférer</i> - Use the verb <i>préférer</i> (to prefer) to talk about school subjects they like or dislike
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