

French Key Stage 2

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 French is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 C'est moi!	Year 5, Year 6	5
2 Où habites-tu?	Year 5, Year 6	4
3 Qu'est-ce que c'est?	Year 5, Year 6	5
4 Je m'habille	Year 5, Year 6	5
5 Je décris un monstre	Year 5, Year 6	5
6 À table!	Year 5, Year 6	5
7 Je fais du sport	Year 5, Year 6	5
8 En ville	Year 5, Year 6	5



3. Lessons

Unit 1 C'est moi!

5 Lessons

Lesson
number

Lesson question

About the lesson

1.

Introducing and describing yourself in French

Pupils will learn

- saying your name
- describing yourself
- être (je suis)
- simple adjectival agreement (adding e when feminine)

Essential additional subject-specific information

- Target phrases: (Moi,) je m'appelle, Je suis grand(e), Je suis anglais(e).



2. Counting to 12 and saying your age

Pupils will learn

- counting to 12
- saying your age
- avoir (j'ai)

Essential additional subject-specific information

- Target phrases: J'ai huit ans, J'ai douze ans.
-

3. Saying the months

Pupils will learn

- saying the months
-

4. Saying the month your birthday is in

Pupils will learn

- saying the month your birthday is in
- être (c'est)

Essential additional subject-specific information

- Target phrases: Mon anniversaire c'est en juin, Mon anniversaire c'est en septembre.
-

5.

Saying your name, age and birthday and describing yourself

Pupils will learn

- saying your name, age and birthday, and describing yourself
- être (je suis, c'est)
- avoir (j'ai)
- simple adjectival agreement (adding e when feminine)

Essential additional subject-specific information

- Target phrases: (Moi), je m'appelle Amelia, J'ai dix ans, Mon anniversaire c'est le trente avril, Je suis petite, Je suis galloise.
-





Lesson
number

Lesson question

About the lesson

1.

Saying your nationality

Pupils will learn

- recapping saying your name and saying your age
- saying your nationality
- avoir (j'ai) and être (je suis)
- simple adjectival agreement (adding e for feminine)
- adjectival agreement (en >enne)

Essential additional subject-specific information

- Target phrases: (Moi), je m'appelle Alain / Aline, J'ai huit ans, Je suis français(e), Je suis canadien(ne).

2.

Saying which country you live in and which language you speak

Pupils will learn

- recapping saying your nationality
- saying which country you live in
- saying which language you speak
- conjugation of regular -ER verb (j'habite, je parle)
- en/au + countries

Essential additional subject-specific information

- Target phrases: J'habite en France, Je parle français, J'habite au Royaume-Uni, Je parle anglais.



3.

The negative - saying where you don't live, which language you don't speak, and what nationality you aren't

Pupils will learn

- saying which language you don't speak and which country you don't live in
- saying which nationality you aren't
- negative verb forms using ne...pas (je ne parle pas, je n'habite pas, je ne suis pas)
- conjugation of regular -ER verb (je parle, j'habite)
- être (je suis)

Essential additional subject-specific information

- Target phrases: Je n'habite pas au Sénégal, Je ne suis pas guyanais(e), Je ne parle pas gallois.

4.

Putting together all of the learning from this unit

Pupils will learn

- saying your name, your age, your nationality, the country you live in and the language you speak
- Using negative verb forms to say where you don't live, which nationality you aren't and which language you don't speak
- negative verb forms using ne...pas (je ne parle pas, je n'habite pas, je ne suis pas)
- conjugation of regular -ER verb (j'habite, je parle)
- adjectival agreement (en >enne)

Essential additional subject-specific information

- Target phrases: Je m'appelle Amadou, J'ai onze ans, Je ne parle pas anglais, Je parle français, Je ne suis pas français, J'habite au Sénégal, Je suis sénégalais.
-





Lesson
number

Lesson question

About the lesson

1. **Saying the name of six pets**

Pupils will learn

- saying the names of 6 pets
- masculine and feminine singular nouns
- indefinite articles (un/une)
- notion of grammatical gender

Essential additional subject-specific information

- Target phrases: un chat, une souris
-

2. **Saying that it is or isn't a certain pet**

Pupils will learn

- recapping gender
- saying that it is or isn't a certain pet
- notion of grammatical gender
- masculine and feminine singular nouns
- indefinite articles (un/une)

Essential additional subject-specific information

- Target phrases: c'est un chien, ce n'est pas une tortue
-

3.

Describing the pets with some colours

Pupils will learn

- describing the pets with some colours
- masculine and feminine singular nouns
- indefinite articles
- adjectival position
- simple adjectival agreement (adding e when feminine)

Essential additional subject-specific information

- Target phrases: un chat noir, une souris noire, un chien vert, une tortue verte



4.

Describing pets using some more colours and using the conjunction 'et'

Pupils will learn

- describing pets with more colours
- joining descriptions with a conjunction
- conjunction (et)
- simple adjectival agreement (adjectives that are the same in masculine and feminine)
- adjectival position

Essential additional subject-specific information

- Target phrases: un oiseau rouge, une souris rouge un lapin jaune, une tortue jaune, un chien rouge et jaune

5.

Creating strange animals and describing them

Pupils will learn

- creating strange animals and describing them
- masculine and feminine singular nouns
- indefinite articles (un/une)
- notion of grammatical gender
- adjectival agreement

Essential additional subject-specific information

- Target phrases: c'est un chien rouge, c'est une tortue noire, ce n'est pas un lapin bleu, ce n'est pas un oiseau rose.
-





Lesson
number

Lesson question

About the lesson

1.

Learning some clothes

Pupils will learn

- saying some clothes words
- masculine and feminine, singular and plural nouns
- indefinite articles (un/une/des)
- notion of grammatical gender
- être (c'est / ce n'est pas)

Essential additional subject-specific information

- Target phrases: c'est un chapeau, ce n'est pas une jupe, des gants, des chaussettes
-

2. Describing clothes with colours

Pupils will learn

- describing clothes with colours
- masculine and feminine, singular and plural nouns
- indefinite articles (un/une/des)
- adjectival position (after the noun)
- être (c'est / ce n'est pas)

Essential additional subject-specific information

- Target phrases: c'est un chapeau bleu, ce n'est pas une chemise bleue, des tennis bleus, des chaussures bleues



3. Describing clothes with colour and size

Pupils will learn

- describing clothes with colours and sizes
- indefinite articles (un/une/des)
- adjectival agreement (singular and plural)
- adjectival position (adding adjectives that can go before the noun)

Essential additional subject-specific information

- Target phrases: c'est un grand chapeau noir, ce n'est pas une grande chemise noire, des grands gants noirs, des grandes chaussettes noires
-

4.

Saying clothes you have and using a conjunction

Pupils will learn

- saying clothes that you have
- joining description with a conjunction
- indefinite articles (un/une/des)
- adjectival position (adjectives before and after the noun)
- avoir (j'ai)

Essential additional subject-specific information

- Target phrases: J'ai un grand chapeau noir et un pull jaune, J'ai des chaussures roses et une petite chemise verte.



5.

Saying clothes you don't have and using conjunctions

Pupils will learn

- saying clothes that you have and don't have
- joining description with conjunctions
- indefinite articles (un/une/des)
- avoir (j'ai / je n'ai pas de)
- conjunctions (et, mais)

Essential additional subject-specific information

- Target phrases: J'ai un grand chapeau jaune, Je n'ai pas de grand chapeau jaune.



Lesson
number

Lesson question

About the lesson

1.

Describing someone else's size and colour

Pupils will learn

- describing someone else's size and colour
- être (il est / elle est)
- adjectival agreement (masculine and feminine singular)

Essential additional subject-specific information

- Target phrases: il est bleu, elle est bleue, il est grand, elle est grande

2.

Naming parts of the head and face

Pupils will learn

- naming parts of the head and face
- masculine and feminine, singular and plural nouns
- definite articles (le, la, les)

Essential additional subject-specific information

- Target phrases: le nez, la tête, les yeux, les dents

3.

Describing parts of the head and face with colours and sizes

Pupils will learn

- describing parts of the head and face with colours and sizes
- masculine and feminine, singular and plural nouns
- definite articles (le, la, les)
- indefinite articles (un, une, des)
- Adjectival position and agreement

Essential additional subject-specific information

- Target phrases: le nez rouge, la bouche jaune les yeux roses, les oreilles noires, un grand nez rouge, une grande bouche jaune, de petits yeux roses, de petites oreilles noires



4.

Describing the parts of a monster's head and face and joining descriptions with conjunctions

Pupils will learn

- describing the parts of a monster's head and face
- joining descriptions with conjunctions
- definite articles (le, la, les)
- avoir (il a / elle a)
- indefinite articles (un, une, des)

Essential additional subject-specific information

- Target phrases: Il a les cheveux marron, aussi il a les yeux bleus, Elle a les oreilles vertes et de grands yeux.

5.

Making descriptions better using intensifiers

Pupils will learn

- making description better using intensifiers
- avoir (il a / elle a)
- être (il est / elle est)
- definite articles (le, la, les)
- indefinite articles (un, une, des)

Essential additional subject-specific information

- Target phrases: Il est très grand et bleu, Il a les yeux jaunes et les dents vertes, Aussi il a les cheveux rouges et assez longs.
-





Lesson
number

Lesson question

About the lesson

1.

Learning the French names of some foods

Pupils will learn

- saying some food words
- masculine, feminine, singular and plural nouns
- definite articles (le, la, les)

Essential additional subject-specific information

- Target phrases: le chocolat, la viande, les raisins, les pommes

2.

Saying you would like to have some foods

Pupils will learn

- saying you would like to have some of these foods
- je voudrais
- partitive articles (du, de la, des)
- definite articles (le, la, les)
- masculine, feminine, singular and plural nouns

Essential additional subject-specific information

- Target phrases: Je voudrais du chocolat, Je voudrais de la viande, Je voudrais des frites.

3.

Saying you or someone else is hungry, hot and cold

Pupils will learn

- saying you or someone else is hungry, hot and cold
- avoir (j'ai, il a, elle a)
- avoir faim, avoir chaud, avoir froid
- je voudrais / il/elle voudrait
- partitive articles (du, de la, des)

Essential additional subject-specific information

- Target phrases: J'ai très faim, Je voudrais du pain., Il a chaud, Il voudrait de la glace, Elle a froid, Elle voudrait des frites.



4.

Giving your opinions about food and using conjunctions

Pupils will learn

- giving opinions about food
- joining opinions using conjunctions
- definite articles (le, la, les)
- conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste
- conjunctions (et, aussi, mais)

Essential additional subject-specific information

- Target phrases: J'adore le chocolat et le pain mais je n'aime pas les raisins, J'aime la viande mais je déteste les pommes.

5.

Giving someone else's opinions about food and using conjunctions

Pupils will learn

- giving someone else's opinions about food
- joining opinions using conjunctions
- definite articles (le, la, les)
- conjugation regular verbs (-ER): il/elle aime, il/elle n'aime pas, il/elle adore, il/elle déteste
- conjunctions (et, aussi, mais)

Essential additional subject-specific information

- Target phrases: "Il adore le pain et il aime la glace", "Elle aime les frites et aussi les petits pois."
-





Lesson
number

Lesson question

About the lesson

1.

Saying different sports

Pupils will learn

- saying different sports
- masculine and feminine nouns
- definite articles (le, la)

Essential additional subject-specific information

- Target phrases: le foot, le skate, la pétanque, la natation

2.

Saying I play or don't play and I do or don't do sports

Pupils will learn

- saying which sports you play and do or don't play or do
- à + definite articles (au, à la)
- de + definite article (du, de la)
- conjugation regular verbs (-ER): je joue, je ne joue pas
- faire (je fais, je ne fais pas de)

Essential additional subject-specific information

- Target phrases: "Je joue au foot et aussi je fais du vélo", "Je joue à la pétanque mais je ne fais pas de danse", "Je ne joue pas au tennis".

3.

Giving your opinions on sports

Pupils will learn

- giving opinions of different sports and joining opinions using conjunctions
- definite articles (le, la)
- conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste
- conjunctions (et, aussi, mais)
- notion of infinitives (jouer, faire)

Essential additional subject-specific information

- Target phrases: "J'aime jouer au foot", "J'aime faire du vélo", "J'adore faire du skate mais je n'aime pas jouer au basket".



4.

Saying what sports you do in different kinds of weather

Pupils will learn

- saying what sports you do in different kinds of weather
- de + definite article (du, de la) and à + definite articles (au, à la)
- conjugation regular verbs (-ER): je joue, je ne joue pas
- faire (je fais, je ne fais pas de, il fait)
- il y a (du vent)

Essential additional subject-specific information

- Target phrases: "Quand il fait chaud, je fais de la natation", "Quand il pleut, je fais de la danse".

5.

Saying what clothes you wear to do different sports

Pupils will learn

- saying what kind of clothes you wear to do different sports
- conjugation regular verbs (-ER): je joue, je ne joue pas
- conjugation regular verbs (-ER): je porte
- faire (je fais, je ne fais pas de)
- de + definite article (du, de la) and à + definite articles (au, à la)

Essential additional subject-specific information

- Target phrases: "Quand je joue au foot", "je porte des chaussettes noires".
-





Lesson
number

Lesson question

About the lesson

1.

Saying some places in the town

Pupils will learn

- saying some places in town
- saying what there is in the town
- il y a
- indefinite articles (un/une)
- conjunctions (et, aussi)

Essential additional subject-specific information

- Target phrases: "Il y a un cinéma et un supermarché.
Aussi il y a une école."

2. Saying what there is and is not in the town

Pupils will learn

- saying what there is and is not in the town
- il y a / il n'y a pas de
- indefinite articles (un/une/des)
- conjunctions (et, aussi, mais)
- plural forms

Essential additional subject-specific information

- Target phrases: "Dans ma ville il y a un cinéma et un parc mais il n'y a pas de gare", "Dans ma ville il y a deux églises."



3. Saying where in town you are going to and what transport you are taking there

Pupils will learn

- saying where in town you are going to
- saying what transport you are taking to a place
- aller (je vais)
- à + definite article
- en / à + transport

Essential additional subject-specific information

- Target phrases: "Je vais au supermarché en voiture", "Je vais à la gare à pied", "Je vais à l'école à vélo".
-

4.

Giving opinions of the town and explaining those opinions

Pupils will learn

- giving opinions of the town
- explaining the opinions
- conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste
- être (elle est, elle n'est pas)
- intensifiers (assez, très)

Essential additional subject-specific information

- Target phrase: "J'aime ma ville car elle est propre et elle n'est pas très grande."



5.

Describing the places in the town

Pupils will learn

- describing the places in town
- être (est / n'est pas)
- intensifiers (assez, très)
- conjunctions (et, aussi, mais)
- adjectival agreement and position

Essential additional subject-specific information

- Target phrases: "L'école est tranquille et assez moderne", "Le parc est grand et joli."

4. Learn More



Contents

Section number

Section title

1.	Coherence and flexibility
2.	Language knowledge
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through education
8.	A curriculum of quality
9.	Subject-specific pedagogical principles
10.	Lesson greetings routines



11. Key stage 2 French phonics instruction

12. Additional unit information: context, grammar, vocabulary, prior knowledge

1. Coherence and flexibility

Language learning is inherently cumulative. In a classroom setting with limited exposure to the foreign language, learning is most effective when language knowledge is logically sequenced and frequently revisited. This allows children to use their core knowledge flexibly when they need to.

2. Language knowledge

We set out to teach and practise the three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are phonics (the relationship between sound and writing), vocabulary and grammar. This knowledge is embedded in an understanding of different cultures and how languages differ from one another. This knowledge is often conveyed through the use of stories, songs, poems and rhymes in the target language.

3. Knowledge organisation

This knowledge is set out clearly, with an age appropriate explicit spine of grammar and sets of vocabulary. Phonics feature regularly in each lesson and are often revisited.

4. Knowledge selection

Over the course of the 39 lessons, teaching involves a range of grammar including nouns, verbs and adjectives, as well as conjunctions and intensifiers. The choice of vocabulary is guided primarily by what is of interest to children of that age, as well as by frequency. The most common verbs will be highlighted so as to allow children to manipulate verbs and create their own sentences in speech and writing. Based on both research and evidence and the knowledge and experience of a wide range of practitioners, the overall aim is to develop core knowledge and skills which children can then use in guided and freer contexts.



5. Inclusive and ambitious

These lessons assume no prior knowledge of French and are meant to be inclusive. Children from different language backgrounds will be encouraged to reflect on any differences between their home language, English and the foreign language that they are learning. Lessons will be planned for progress across the achievement range. These lessons are intended to lay the foundations of language learning for further study in Key Stage 3 and beyond.

6. Pupil engagement

Carefully designed and engaging activities, appropriate for primary school age children and targeted to their developing cognition and language knowledge, encourage learners to pay close attention to the meaning and the form of the new language. Practice extends to production, which ensures that children have to actively recall and manipulate the language in order to communicate.

7. Motivation through education

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

8. A curriculum of quality

We support the curriculum planning with resources that emphasise engaging activities, explanations and modelling, abundant practice and independent use of the language, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into the planning.

9. Subject-specific pedagogical principles

These principles are based on research evidence of how children learn languages and underpin the design of this Curriculum Map and the lessons themselves:

- **Real communication and interaction are essential:** Language needs to be presented in a meaningful context, and needs to involve the exchange of new information. For example, in the 'monster' unit, children might listen to someone describing a monster and they have to pick the right one from a selection. Or they might have to create their own monster and describe it using the vocabulary and grammar learnt.



- **Learning about other cultures:** Children are intrinsically interested in other cultures and ways of life. For example, children might compare the food they eat or the clothes they wear with that of children from e.g. Senegal. Or they might have to select the correct picture following a description. Music and/or art can be used to explore e.g. emotions, likes and dislikes.
- **Focus on skills:** Vocabulary and grammar are in service of communicative needs rather than being an end in and of themselves. Children need to be able to use the language rather than just learn about it. Children need to learn to deal with unfamiliar language, how to remember words; they need to learn resilience, resourcefulness and perseverance and they need to develop new ways of thinking.

10. Lesson greeting routines

Each lesson will begin with a simple introductory routine with the child and an interaction with “ça va?” or a similar question. Each lesson will end with a suitable farewell.

This systematic inclusion of greetings routines means that there is no need for dedicated lessons on greetings.

It is also possible that teachers can pick up and revisit questions and answers from previous units, as appropriate, at the beginning of a lesson.

11. Key stage 2 phonics instruction

The following sounds will be covered over the course of the 8 units:

- nasal vowels an/ en/ in/ on/ un
- silent final e
- ç
- u
- er/ ez/ et
- qu
- i

- eu
- silent final consonants
- ch
- ou



12. Additional unit information: context, grammar, vocabulary, prior knowledge

The tables below provide additional information about each unit in our key stage 2 French curriculum.

Each table provides a summary of a single unit. You will find information about:

- the main grammar taught in the unit
- the prior knowledge required for the unit
- the different types of vocabulary taught in the unit
- the main language context for the unit

Unit 1: C'est moi!

Context	Grammar	Vocabulary	Prior knowledge required
<ul style="list-style-type: none"> • Saying my name • Describing myself • Saying my age • Saying the month my birthday is in • Finding out about the use of capital letters on the months 	<ul style="list-style-type: none"> • j'ai • je suis • je m'appelle • c'est • masculine and feminine adjectives 	<ul style="list-style-type: none"> • numbers to 12 • j'ai...ans • months • mon anniversaire, c'est en (month) • adjectives: grand, petit, anglais, écossais, irlandais, gallois 	None



- question forms comment t'appelles tu? / quel âge as-tu? / ton anniversaire, c'est quand? / combien ?
- (moi) je m'appelle

Unit 2: Où habites-tu?

Context

- saying which country you live in (Francophone world)
- saying your nationality
- saying what languages you speak
- using negative verbs with ne...pas
- recap of age
- recap of saying your name
- finding out about the use of capital letters on nationalities

Grammar

- je parle / je ne parle pas
- je suis / je ne suis pas
- j'habite / je n'habite pas
- en / au
- j'ai
- masculine and feminine adjectives (adding e, en>enne)

Vocabulary

- français(e), sénégalais(e), guyanais(e)
- canadien(ne),
- belge, britannique
- en France, en Guyane, en Belgique
- au Canada, au Sénégal, au Royaume-Uni
- anglais
- numbers
- j'ai..ans
- question forms: où habites-tu? / tu es de quelle nationalité? / quelle langue parles-tu?

Prior knowledge required

- agreement of masculine and feminine adjectives
- use of je suis

Unit 3: Qu'est-ce que c'est?



Context	Grammar	Vocabulary	Prior knowledge required
<ul style="list-style-type: none">identifying objectsunderstanding grammatical genderdescribing masculine and feminine nouns with some adjectivesadjectival position (after the noun)saying what animal it is or isn't using c'est and ce n'est pascreating strange animalsusing the conjunction et	<ul style="list-style-type: none">nounsgenderindefinite articles un/unec'estce n'est pasadjectival agreement m.sg. and f.sg. (regular changes)conjunction et	<ul style="list-style-type: none">nouns: pets: chat, chien, souris, tortue, oiseau, lapincolours: rouge, jaune, rose, bleu, vert, noirc'estquestion forms: qu'est-ce que c'est? / c'est de quelle couleur?	<ul style="list-style-type: none">masculine and feminine adjectival formsc'est

Unit 4: Je m'habille

Context	Grammar	__Vocabulary __	Prior knowledge required
<ul style="list-style-type: none">saying the names of clothesunderstanding the difference between singular and plural	<ul style="list-style-type: none">indefinite articles (un, une, des)gender	<ul style="list-style-type: none">adjectives: grand, petit, élégant, rouge, jaune, rose, confortable, bleu, vert, noir	<ul style="list-style-type: none">adjectival agreement (singular)concept of genderindefinite articles



- describing masculine, feminine and plural nouns
- adjectival position (adjectives allowed before the noun)
- joining two phrases using et or mais
- saying what you do and don't have
- adjectival agreement singular and plural
- j'ai
- je n'ai pas de
- c'est / ce n'est pas
- ce sont / ce ne sont pas
- conjunctions et and mais
- nouns: pantalon, chapeau, jupe, chemise, tennis, gants, chaussures, chaussettes
- et
- j'ai / je n'ai pas
- c'est / ce n'est pas
- et
- mais
- question form: qu'est-ce que c'est? / qu'est-ce que tu as?

Unit 5: Je décris un monstre

Context

- describing masculine, feminine and plural parts of the head and face using colours and size/shape adjectives
- using intensifiers très and assez
- using the 3rd person forms il/elle a, il/elle est to describe a monster

Grammar

- il/elle a
- il/elle est
- intensifiers très and assez
- agreement patterns of marron, orange and long
- definite articles le/la/les
- indefinite articles (un, une, des)

Vocabulary

- grand(e), petit(e), long(ue) (s)
- rouge, jaune, rose, bleu, vert, noir, marron, orange
- nez, cou, tête, bouche, yeux, cheveux, dents, oreilles

Prior knowledge required

- adjectival agreement (masculine, feminine, singular, plural)
- colours

- conjunctions et and aussi



Unit 6: À table!

Context	Grammar	Vocabulary	Prior knowledge required
<ul style="list-style-type: none"> • talking about food • giving your opinions of drinks • giving the opinions of other people about foods • saying you or someone else is hungry, hot or cold • saying what you would like to have • joining your sentences with conjunctions 	<ul style="list-style-type: none"> • definite articles • partitive articles • j'adore / il/elle adore • j'aime / il/elle aime • je n'aime pas / il/elle n'aime pas • je déteste / il/elle déteste • j'ai faim / il/elle a faim • j'ai chaud/ il/elle a chaud • j'ai froid / il/elle a froid • je voudrais, il/elle voudrait + partitive article • intensifier très (très faim etc) • conjunctions et, mais, aussi 	<ul style="list-style-type: none"> • pain, chocolat, viande, glace, raisins, petits pois, frites, pommes • question forms: tu aimes? / tu as froid? etc 	<ul style="list-style-type: none"> • definite articles • negative forms (ne...pas) • 3rd person verb forms using il and elle

Unit 7: Je fais du sport

Context

- Saying the sports you do and play
- Saying the sports you don't do or play
- Giving your opinions of sports
- Saying what sports you do and play in different kinds of weather
- Saying what clothes you wear to do different sports
- Joining phrases with conjunctions

Grammar

- à + definite articles
- de + definite article
- je joue
- je ne joue pas
- je fais
- je ne fais pas de
- j'adore
- j'aime
- je n'aime pas
- je déteste
- jouer
- faire
- notion of infinitive form
- conjunctions et, mais, aussi
- je porte
- il fait for weather expressions
- il y a for weather expressions

Vocabulary

- playing sports: foot, basket, tennis, pétanque
- doing sports: skate, vélo, natation, danse
- il fait chaud/froid/beau
- il pleut; il neige
- il y a du vent
- quand
- question form: qu'est-ce que tu fais? / tu aimes?

Prior knowledge required

- Definite articles
- Negative verb forms (ne... pas)



Unit 8: En ville



Context

- saying what places there are and aren't in your town
- describing the places in your town
- saying where you go in your town
- saying how you get to different places in your town
- giving opinions of the places in town and using adjectives to explain the opinions

Grammar

- il y a / il n'y a pas de
- je vais
- notion of gender
- indefinite articles
- definite articles
- pluralisation
- numbers
- adjectival agreement (masculine, feminine, singular, plural)
- à + definite article
- j'aime
- je n'aime pas
- j'adore
- je déteste
- (elle) est
- (elle) n'est pas
- intensifiers assez and très

Vocabulary

- cinéma, magasin, supermarché, parc
- maison, école, église, gare
- grand, petit, joli, intéressant, tranquille, moderne, historique, propre
- ville
- en voiture, en bus, en train
- à pied, à vélo
- questions forms: comment vas-tu?

Prior knowledge required

- notion of gender
- adjectival agreement
- definite articles
- indefinite articles

- conjonctions et, mais, aussi, car

