

French Curriculum Coverage: Year 6

Expected Vocabulary. NC Objectives.

YEAR 6	Curriculum Objective	Vocab
<p>Autumn One: Let's Visit a French Town</p> <p>Lesson 1: Who Lives Where?</p> <p>Lesson 2: I Go to School to Learn</p> <p>Lesson 3: Where is the...?</p> <p>Lesson 4: Maths (quantities)</p> <p>Lesson 5: Welcome to My Home!</p> <p>Lesson 6: Ordinal Numbers</p>	<p>Listen and understand the main points from short, spoken material in French.</p> <p>Listen and understand the main points and some detail from short, spoken material in French.</p> <p>Express a wider range of opinions and begin to provide simple justification.</p> <p>Say a longer sentence using familiar language.</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold.</p> <p>Refer to everyday activities and interests, recent experiences and future plans.</p> <p>Vary language and produce extended responses.</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>Manipulate familiar language to present ideas and information in simple sentence.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Read and understand the main points and some detail from short, written material.</p>	<p>Je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], city names Moi, toi et qui d'autre? [Me and You and Who Else?]</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]</p> <p>Je vais à la/à l'/au__pour faire__ [I Go to the ____ to Do ____]</p> <p>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>plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], X est ____ de plus que Y [X is ____ more than Y], X est ____ de moins que Y [X is ____ less than Y]</p> <p>armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], table (f) [table], chaise (f) [chair]</p> <p>nombre (m) [number], premier (m) /première (f) [first], deuxième (m/f) [second], troisième [third], quatrième [fourth], cinquième [fifth], sixième [sixth], septième [seventh], dernier</p>

	<p>Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context). Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Follow the text of familiar songs and rhymes, identifying the meaning of words. Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> <p>Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p> <p>Demonstrate understanding of gender and number of nouns and use appropriate determiners. Name and use a range of conjunctions to create compound sentences. Recognise and use a range of prepositions. Follow a pattern to conjugate a regular verb in the present tense.</p>	(m) / dernière (f) [last], è grave ['e' with grave accent], days of the week
<p>Autumn Two: Let's Go Shopping</p> <p>Lesson 1: Shopping Conversations</p> <p>Lesson 2: At the Shops</p> <p>Lesson 3: Describing Clothes</p>	<p>Listen and understand the main points and some detail from short, spoken material in French.</p> <p>Express a wider range of opinions and begin to provide simple justification. Converse briefly without prompts.</p> <p>Say a longer sentence using familiar language. Vary language and produce extended responses.</p>	<p>Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Merci [Thank you]</p> <p>C'est combien ? [How much is it?], C'est... [It's ...]</p> <p>Les magasins (m) [shops], 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], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop]</p>

<p>Lesson 4: Writing a shopping List</p> <p>Lesson 5: French Money Vocabulary</p> <p>Lesson 6: Shopping -How much is it, and Here is Your Change...</p>	<p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Read and understand the main points and some detail from short, written material.</p> <p>Write several sentences from memory with familiar language with understandable accuracy.</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Recognise and use a range of prepositions.</p>	<p>Où est...? [Where is...?], entre [between], à côté de [next to].</p> <p>un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], 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>Voici votre monnaie [Here's your change].</p>
<p>Spring One:</p> <p>FALLOW</p>		
<p>Spring Two: This is France</p> <p>Lesson 1: Neighbours</p> <p>Lesson 2: Distances</p> <p>Lesson 3: Directions</p> <p>Lesson 4:</p>	<p>Express a wider range of opinions and begin to provide simple justification.</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold.</p> <p>Vary language and produce extended responses.</p> <p>Manipulate familiar language to present ideas and information in simple sentence.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</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>Quelle est la distance entre...? [What is the distance between...?], C'est...kilomètres [It's...kilometres],</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 west], le sud-est (m) [south east]</p> <p>À Paris... [In Paris...], l'on peut... [one can...], visiter [visit], marcher [walk], se reposer [rest], aller [go], manger [have/eat],</p>

<p>What to do in Paris</p> <p>Lesson 5: Famous French People</p> <p>Lesson 6: Nationalities</p>	<p>Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</p> <p>Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p> <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>	<p>les bâtiments célèbres (m) [famous buildings], 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) [a fashion show]</p> <p>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>J'habite en/au [I live in.....] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p>
<p>Summer One: All in a Day</p> <p>Lesson 1: O'Clock, Half Past, Quarter Past, Quarter To</p> <p>Lesson 2: a.m. and p.m.</p> <p>Lesson 3: 5-Minute Intervals</p> <p>Lesson 4: À quelle heure...?</p> <p>Lesson 5:</p>	<p>Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Listen and understand the main points and some detail from short, spoken material in French.</p> <p>Engage in a short conversation using a range of simple, familiar questions. Express a wider range of opinions and begin to provide simple justification.</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold.</p> <p>Refer to everyday activities and interests, recent experiences and future plans.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>Adapt intonation, for example to mark questions and exclamations.</p>	<p>Quelle heure est-il? [What time is it ?], Il est..... [It is.....], heure(s) [..... o'clock], et demie [half past.....], et quart [quarter past], moins le quart [quarter to].</p> <p>Du matin [in the morning], de l'après-midi [in the afternoon], du soir [in the evening], 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>moins cinq [five to], moins dix [ten to], moins vingt [twenty to], moins vingt-cinq [twenty five to].</p> <p>Provenance [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>

<p>At the Airport</p> <p>Lesson 6: School Subjects/Timetable</p>	<p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p> <p>Read and show understanding of simple sentences containing familiar and some unfamiliar language. Read and understand the main points and some detail from short, written material.</p> <p>Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context).</p> <p>Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>Write a simple sentence from memory using familiar language. Write several sentences from memory with familiar language with understandable accuracy.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense. Follow a pattern to conjugate a regular verb in the present tense. Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>	<p>À quelle heure... ? [What time...?], 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>le français (m) [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], les études religieuses [R.E.], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday]</p> <p>Quelle matière préfères-tu ? [Which Subject Do You Prefer?]</p>
<p>Summer Two: Our Precious Planet</p> <p>Lesson 1:</p>	<p>Broaden vocabulary and develop ability to understand new words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Quels défis écologiques y a-t-il dans ta ville ? [What environmental challenges are there in your town?], il y a [there is/are], il n'y a pas [there isn't/aren't], beaucoup de [a lot of], pollution (f) de l'air [air pollution], pollution (f) de l'eau [water pollution], pollution (f) lumineuse [light pollution],</p>

<p>What Challenges Can I See?</p> <p>Lesson 2: A Helping Hand</p> <p>Lesson 3: The Bigger Picture</p> <p>Lesson 4: Let's Work Together</p> <p>Lesson 5: Let's Make a Plan</p> <p>Lesson 6: Speak Up</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>circulation (f) [traffic], déchets (m) [rubbish], zones (f) industrielles [industrial zones], poubelles (f) [bins], verdure (f) [greenery]</p> <p>Éteindre la lumière [to switch the light off], recycler [to recycle], fermer le robinet [to turn the tap off], utiliser les poubelles [to use the bins], circuler à pied [to walk/ go on foot], ramasser les déchets [to pick up rubbish], je vais [I go/I am going], je voudrais [I would like], planter des arbres [to plant some trees], protester [to protest]</p> <p>Mes professeurs [my teachers], les habitants [the residents/inhabitants], le gouvernement [government], le conseil d'école [school council], je vais [I go/I am going], il/elle va [he/ she goes/is going], ils/elles vont [they go/are going], installer des panneaux solaires [to install solar panels], protester [to protest], installer des poubelles [to install some bins], je pense que [I think that]</p> <p>Voici mon exposé [Here is my presentation], je vais parler... [I'm going to talk...], ...de notre planète [...about our planet], ...de ma ville [...about my town/city], ...de l'environnement [...the environment], ...des défis écologiques [...about environmental challenges], ...des actions écologiques [...about environmental actions], merci beaucoup [thank you very much], merci à tous [thank you all], je vous remercie de votre attention [thank you for your attention].</p>
---	---	--