

Birkwood Primary School

MfL Curriculum 2022/23



	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Welcome to France!</u> Locate France Compare similarities and differences with UK Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	<u>School</u> Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects	<u>School subjects</u> Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	<u>Everyday life</u> Asking the time Giving o'clocks Describing simple daily routine
Autumn 2	<u>Days and Months</u> Days Months (an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	<u>Around Town</u> Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	<u>Time in the city</u> Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50	<u>Home</u> Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours
Spring 1	<u>Animals</u> Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	<u>My family</u> Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour	<u>Healthy eating</u> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish	<u>Sports</u> You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment/sports terrain/team or individual sport) Opinions. / Likes and dislikes
Spring 2	<u>Carnival and Playground Games</u> Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	<u>Descriptions</u> Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are	<u>Clothes</u> What are you wearing? I am wearing What's it like? It's + colour and size It has..	<u>Hobbies and Fun</u> Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes
Summer 1	<u>Fruits and Vegetables</u> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely	<u>Feeling unwell/ Jungle animals</u> How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	<u>The wider world</u> Personal information at passport control Countries Planets Adjectives	<u>Eating Out</u> Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2	<u>Picnics</u> Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)	<u>Ice-creams</u> Asking /answering simple weather phrases Ice creams-asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream	<u>Seaside</u> You can Play + sports Eat + foods Wear +beach clothes	<u>Performance</u> Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers

	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none"> ♣ 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 			

Greetings and personal information				
	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none"> To pronounce some greetings in French. To ask and answer questions about how I’m feeling. To introduce myself in French using ‘my name is’ To ask and answer my age in French To say where I live. To ask and answer questions about personal information (What is your name? How old are you? Where do you live?) To write simple sentences about where I live and what I am called. 	<ul style="list-style-type: none"> To say the French nouns for four family members. To write personal information about a family member. (name, age and where they live). To explain why I don’t feel well or what hurts. 	<ul style="list-style-type: none"> To explain in more detail how I’m feeling (recap Y3 knowledge) To give important information about myself. To understand and say simple opinions about subjects. To say and write simple opinions about subjects. To understand words used on an ID card. To ask and answer questions about someone’s identity. (name, age, where they live, how many pets they have, favourite fruit, favourite colour) 	<ul style="list-style-type: none"> To recall phrases to talk about myself and my feelings. To understand and remember some sports nouns in French. To talk about sports I like and dislike. To create extended sentences about sports including opinions. To remember and say sentences about myself. To say and write sentences about myself. To write a sequence of short sentence about myself.

Vocabulary	Bonjour good morning , Salut hello , À bientôt see you later , Au revoir goodbye Ça va bien / ça va mal I am good/ I am not good Je m’appelle.. My name is.. Quel âge as-tu?? How old are you? J’ai....ans I am ... years old Tu as? J’ai You have? I have Où h’abites-tu Where do you live? Et toi? And you? J’habites à..... I live in Le garçon /La fille The boy/The girl-	Le père/le frère/le grand-père/ le bébé Dad/brother/grandfather/baby La maman/la soeur /la grand-mère Mum/sister/grandmother Qui es-tu? Who are you? Je suis I am... Qu’est-ce qu’il y a ?- What’s wrong? Je ne me sens pas bien- I don’t feel well J’ai mal aux dents- I have toothache	Revisit feelings from Y3/4 Je suis – I am ... heureux/heureuse – happy triste- sad perdu/perdue- confused fatigué/ fatigue - tired en plein forme- feeling great La géographie- geography L’EPS- PE Lire- reading	Revisit feelings from Y5 Le cricket- cricket Le tennis- tennis Le foot - football Le basket – basketball La danse - dance La gymnastique- gymnastics Le rugby - rugby La natation- swimming Le cyclisme – cycling Le handball - handball
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		J'ai mal à la tête- I have a headache J'ai mal à l'oreille- I have earache J'ai mal au ventre - I have tummy ache Je me suis coupé au genou- I have cut my knee	L'anglais- English Le dessin- Art Les maths- Maths Les sciences- Science Le français – French La musique- Music L'histoire- History Tu aimes.....?- Do you like.....? J'aime- I like..... Je n'aime pas- I do not like... J'adore – I love... Tu préfères.....? –Do you prefer Je préfère.... I prefer..... car- because et- and mais- but c'est..... it is facile(s)- easy ennuyeux/ennuyeuse (s) - boring Intéressant (s)/intéressante (s)- interesting utile(s)- useful Prénom- first name Nom de famille - surname Âge- age Date de naissance- date of birth Adresse - address Numéro de téléphone – telephone number Nationalité – nationality Couleur des yeux- colour of eyes	et mais car And but because rapide- fast ennuyeux- boring amusant – fun difficile – difficult calme – calm/gentle fatigant - tiring génial - great un challenge - challenging nul - rubbish cool – cool C'est bonne pour la santé it's good for my health Tu aimes...? Do you like? Jouer To play? Faire...? To do? J'aime / Je n'aime pas I like. I don't like J'adore – I love Je déteste – I hate
Phonics	ou/ut/oi/ça	en / ens /ents / eille / uis / ille / é	iste/ein/uis/é/cou/ire/ais/in	on/eaux/an/é/u/is/oo/tion/anse
Grammar skills	<ul style="list-style-type: none">• Intonation with questions (see vocabulary)• Asking ages using the verb "avoir" to have. In French they use 'to have' to express their age.• Asking a question using "et toi?" and you?	<ul style="list-style-type: none">• Revisit and consolidate knowledge of singular masculine and feminine nouns and use of le and la	<ul style="list-style-type: none">• Building extended sentences using conjunctions (see vocabulary).• Asking and answering a series of questions (see vocabulary).• Revisit and consolidate adjectival agreement with nouns in singular and plural.• Use of negative with aimer – J'aime/Je n'aime pas	<ul style="list-style-type: none">• Use of 1st, 2nd and 3rd person singular of verbs to describe oneself, ask questions about someone or to describe a character simply.• Conjugation of the verb "jouer "in present tense• Cognates and semi- cognates (word that sounds similar with a similar meaning in English)• Building extended sentences using conjunctions (see vocab for conjunctions).• Revisit and consolidate adjectival agreement with nouns in singular and plural.• Reinforce position of adjectives after noun. French differs to English as adjective comes after the noun.

				<ul style="list-style-type: none">Build extended sentences. (see vocabulary)
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Places				
	Year 3	Year 4	Year 5	Year 6
Objectives		<ul style="list-style-type: none">To say and write the names of rooms in school.To say and write some classroom nouns.To recognise and say some placed in town.To ask where something is.To identify and name shops in French.	<ul style="list-style-type: none">To understand some facts about a city in French (Paris)To give simple directions around a town or city.To understand sentences about the seaside.To read aloud sentences about the seaside.To create simple and persuasive sentences about the seaside.To understand the nouns for items I take to the beach.To read and understand about going to the beach.To follow a story about going to the beach (La Familia Alien)	<ul style="list-style-type: none">To say and understand some nouns for rooms in a house.To understand and pronounce accurately some nouns for objects in a house. (Dictionary work)To use adjectives to describe rooms in a houseTo write sentences using taught verbs. (There are, wake up, go to sleep)

Vocabulary		<p>Le sac à dos – the rucksack Le crayon- the pencil Le stylo- the pen Le livre- the book Le taille de crayon-pencil sharpener</p> <p>La salle de classe- the classroom La gomme- the eraser La table- the table La chaise- the chair La règle- the ruler</p> <p>Des ciseaux- some scissors Des crayons de couleurs- some coloured pencils De la colle – some glue</p> <p>Le café- the cafe Le cinéma- the cinema Le restaurant – the restaurant Le supermarché- the supermarket Le stade – the stadium La boucherie- the butchers</p>	<p>Le parc- the park Le zoo- the cathedral Le musée- the museum Le centre commercial- the shopping centre La galerie d’art – the art gallery La gare – the station La piscine- swimming pool</p> <p>Qu’est -ce qu’il y a dans la ville?- What’s in the town (city)? Il y a- There is/ there are Bienvenue..... welcome</p> <p>La plage- the beach Les glaces- the ice creams Les châteaux de sables – the sandcastles Les fruits- the fruits Le soleil- the sun(shine) Le sac de plage- the beach bag Les lunettes de soleil- the sunglasses Les tongues- the flip flops Le chapeau – the hat</p>	<p>La maison- the house La chambre- the bedroom La cuisine – the kitchen La salle de bains- the bathroom La salle à manger- the dining room Le W.C. – the toilet Le salon- the lounge Le garage- the garage Le jardin- the garden</p> <p>Grand/petit/interessant/modern/vieux Big/small/interesting/modern/old/</p> <p>et mais dans and but in Qu’est -ce qu’il y a dans la maison? What’s in the house? Il y a - There is/ there are Bienvenue - welcome Il y a - There are Il n’y a pas -There aren’t “J’aime... car...” I like... because...</p>
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		<p>La boulangerie- the bakers La pâtisserie- the cake shop La pharmacie- the chemist L'école – the school</p> <p>Où est? Where is.....? Voici... Here is</p> <p>Recall personal information from Year 3 Bienvenue welcome Tu as? Do you have? J'ai I have Je n'ai pas I don't have</p>	<p>La crème solaire- the sun cream Le maillot de bain- the swim suit</p> <p>On peut – you can/we can Viens à! – come along to.. ça va être – it's going to be ..</p> <p>Infinitive verbs: s'amuser – to enjoy faire- to make manger- to eat jouer (au foot/au volley)- to play(football/volleyball) nager-to swim</p>	<p>Quand te lèves- tu? – What time do you get up? Je me lève à- I get up at Quand manges- tu le petit déjeuner?- What time do you have breakfast? Je mange le petit déjeuner à – I eat my breakfast at Quand vas- tu à l'école? – What time do you go to school? Je vais à l'école à- I go to school at Quand rentres- tu à la maison? - What time do you get home? Je rentre à la maison à - I get home at Quand vas- tu te coucher? – What time do you go to bed? Je vais me coucher à - I go to bed at</p>
Phonics		y/aille/eau/as/ie/ou/oi/est	oo/en/er/aux/aillot	ais/anges/ui/oi
Grammar skills		<ul style="list-style-type: none">Asking and answering a question using avoir (sometimes in the negative)Revisiting cognates and semi cognates	<ul style="list-style-type: none">Cognates and semi- cognates – words that sound the same in English and in other languages.Building extended sentences using conjunctions.Asking and answering a series of questions.Reinforce adjectival agreementUsing the modal verb “On peut” I can with infinitives of verbs.	<ul style="list-style-type: none">Cognates and semi- cognates – words that sound the same in English and in other languages.Building extended sentences using conjunctions.Asking and answering a series of questions.Reinforce adjectival agreement.

Food				
	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none">To understand and say some fruits and vegetablesTo understand and say some nouns for breakfast foods.To recall nouns for picnic items.	<ul style="list-style-type: none">To say flavours of ice-cream.To pronounce flavours of Ice cream and spot known sounds in the flavours.To create my perfect ice cream in French.	<ul style="list-style-type: none">To recall nouns for fruits and vegetables and identify the gender of the nouns.To talk about fruit and vegetables.To understand and use simple recipe instructions	<ul style="list-style-type: none">To know some facts about café cultureTo ask for snacks and drinks politely.To take part in café role play.To understand information about French food and meals.To follow a story about going to a restaurant.

Vocabulary	Une pomme/une carotte/une poire/une orange/ une banane/ une pêche / une tomate . une grappe de raisin An apple/carrot/pear/orange/banana/peach/tomato/grapes Un concombre/un melon Cucumber/melon Le pique-nique The picnic Du fromage/du pain/du lait/d l’eau/un jus d’orange/un sandwich/des chips/du chocolat cheese/bread/milk/water/orange jucie/sandwich/banana/apple/crisps/chocolate Il y a There are Je voudrais... I would like... S’il vous plaît Please	Je voudrais – I would like Une glace- an ice cream Une glace au chocolat- a chocolate ice cream Une glace au citron- a lemon ice cream Une glace à la fraise- a strawberry ice cream Une glace à la framboise- a raspberry ice cream Une glace à la menthe- a mint ice cream Une glace à la vanille- a vanilla ice cream S’il vous plaît- please	Revisit and extend knowledge of fruits and vegetables. Revisit and extend shopping dialogues. Avez vous.....? – do you have C’est combien?- how much is it? ça pèse combien?- how heavy is that? Je prends – I will have ... J’ai.... – I have Je n’ai pas...- I haven’t.... C’est – it is..... Cinquante grammes- 50 grams Un kilo – a kilo Un demi-kilo- half a kilo Deux euros – two euros s’il vous plait- please merci- thank you	Les boissons- drinks Un café- a black coffee Un thé- a tea Un café au lait- a coffee with milk Un coca- a coca cola De l’eau- some water Une pizza= a pizza Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich Des frites- some chips Des chips – some crisps Un croque monsieur Des spaghettis bolognaise- spaghetti bolognaise Jambon purée – Ham and mashed potato Du fromage frais – fromage frais Steak haché et frites- burger and chips De la mousse au chocolat- some chocolate mousse Des viennoiseries- some pastries Avez vous une table pour 5 personnes? – Have you got a table for 5 people? Vous désirez?- What would you like? Je prends – I will have Je voudrais... Merci- thank you Encore s’il vous plait – some more please C’est délicieux- It’s delicious Entrée- starter Plats - main course Desserts- desserts Le menu- the menu
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Phonics	que/age/eau/ch/ips	ais/ace/at/enthe/ille	ez/ai/c'est	oissons/th/ites/ends/eau/ais/ha/lat
Grammar skills	<ul style="list-style-type: none">Nouns- masculine and feminine singularCommon use of “s” to indicate plural with nouns.Il y a – means there is/there are	<ul style="list-style-type: none">Revisiting cognates and semi cognatesPrepositions + articles. If we ask for a flavour of ice cream that is a masculine noun (le) then we say <i>au chocolat/ au citron</i>. If we ask for a flavour of ice cream that is a feminine noun (la) then we say <i>à la fraise / à la menthe</i>Express a flavour/s (see vocabulary)	<ul style="list-style-type: none">Identifying a pattern:Use of “de” (of) to precede fruit nouns when expressing amountsPractising the conjugation in present tense of “être”<i>Investigating command form of verbs in a recipe.</i>Use Je voudraisUse of negative form of ‘avoir’ – J’ai and Je n’ai pas	<ul style="list-style-type: none">Recap of previous grammar skills.

Description				
	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none">To say some colours in French.To understand some animal nouns in FrenchTo ask the question ‘What is it?’ and sat the animal noun as the answer.To recognise some animal nouns in the plural.To listen and join in with a story about animals. (Animals I see when I walk to school)To write sentences about animals (see vocabulary).	<ul style="list-style-type: none">To understand and say some nouns for parts of the face.To understand some simple sentences using numbers and parts of the face.I can write some simple sentences to describe an alien.To understand and say aloud animal nouns.To say nouns for parts of the body.To understand and respond to body part commandsTo understand and say nouns for body and face parts.To describe and alien using nouns, numbers and colours.To write parts of the body nouns.To understand and remember some jungle animal nouns.To write simple sentences to describe a jungle animal.To say types of weather.To remember weather phrases.	<ul style="list-style-type: none">To write a simple description of a place.To describe a festive jumperI can name nouns for clothing.I can say, remember and write nouns for clothing.I can read and write descriptive sentences about clothing.To read simple information about planets.To create simple sentences about imaginary planets	<ul style="list-style-type: none">I can give a simple description about myself.To identify parts of the verb to play ‘jugar’To describe a sport using a simple sentence.
Vocabulary	<p>C;est de quelle Couleur? What colour is it? Bleu/rouge/jaune/vert/blanc/noir blue/red/yellow/green/white/black Un chat/un chien/un poisson/un cheval/ un lapin, un mouton/un serpent/un oiseau A cat/dog/fish/horse/rabbit/sheep/snake/bird Une vache/une souris A cow/a mouse Quel est ton animal préféré? Mon animal préféré est... What is your favourite animal? My favourite animal is...</p>	<p>Le nez – the nose La bouche- the mouth La tête- the head Les cheveux- the hair Les yeux – the eyes Les oreilles- the ears</p> <p>Revisit and extend colours as adjectives</p> <p>De quelle couleur est? – What colour is ...? De quelle couleur sont....? What colour are....?</p> <p>petit- small grand- big long- long rapide- quick multicolore- multicoloured terrible- fierce/frightening</p>	<p>le cadeau – the present le CD – the CD le handy – mobile phone Le jeu – the game Le DVD – the DVD la peluche -the cuddly toy des fleurs- some flowers des chocolats – some chocolates</p> <p>un pantalon-trousers un pull- a jumper un short - shorts un sweat- a sweatshirt un tee-shirt- a tshirt un chapeau- a hat une robe- a dress une jupe- a skirt une chemise- a shirt</p>	<p>Revisit feelings from Y5</p> <p>Le cricket- cricket Le tennis- tennis Le foot - football Le basket – basketball La danse - dance La gymnastique- gymnastics Le rugby - rugby La natation- swimming Le cyclisme – cycling Le handball - handball</p> <p>et mais car And but because</p> <p>rapide- fast ennuyeux- boring</p>

		<p>La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant</p> <p>Parts of “être” verb to be est/sont (is/are)</p> <p>Quel temps fait-il?- what’s the weather like? Il fait du soleil – It’s sunny Il fait du vent – It’s windy Il fait du brouillard - It’s foggy Il fait chaud – It’s hot Il fait froid – it’s cold Il neige – It’s snowy Il pleut – It’s raining</p>	<p>des chaussettes- socks des chaussures- shoes des baskets- trainers</p> <p>Revisit and extend adjectives of colour and size.</p> <p>grand -big petit-small vieux – old beau – beautiful</p> <p>Mercure- Mercury Vénus- Venus Pluton- Pluto Jupiter- Jupiter Mars- Mars Saturne- Saturn Neptune- Neptune Le Soleil – the Sun La Lune- the Moon La Terre- the Earth Les astronautes- the astronauts La planète- the planet Les étoiles- the stars L’espace- Space</p>	<p>amusant – fun difficile – difficult calme – calm/gentle fatiguant - tiring génial - great un challenge - challenging nul - rubbish cool – cool</p> <p>C’est bonne pour la santé it’s good for my health</p> <p>Tu aimes...? Do you like? Jouer To play? Faire...? To do? J’aime / Je n’aime pas I like. I don’t like J’adore – I love Je déteste – I hate</p>
Phonics	ch/oi/eu/oi/ou	ont/ez/che/eux/ou/as/en/ent/uet/inge/emps/ait/ouill/aud	eau/ch/au/eil/é/erre/oiles/ais	on/eaux/an/é/u/is/oo/tion/anse
Grammar skills	<ul style="list-style-type: none">Identifying words that are adjectivesExploring the 2 types of singular French nounsIdentifying plural nouns	<ul style="list-style-type: none">Identifying the singular ‘le’ and ‘la’ and plural ‘les’Identifying S and X as silent letters at end of nounsAdjectives after noun and change of spelling to agree with gender of the noun	<ul style="list-style-type: none">Revisit and consolidate adjectival agreement with nouns in singular and plural.Reinforce position of adjectives before and after noun.Build extended sentences.Present tense of the verb “avoir” – to have	<ul style="list-style-type: none">Cognates and semi- cognates – words that sound the same in French as they do in other languages.Building extended sentences using conjunction (see vocabulary)Asking and answering a series of questions.Revisit and extend personal information dialogues. (see personal information vocabulary)Add opinions and likes/dislikes of sportConjugation of the verb “jouer” in present tense

Everyday				
	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none">I can say and remember the days of the week in French.I can say and remember the months in French.To say numbers 1-10To recall numbers 1-10I know some facts about carnival in France.I can join in with a song about colours and days of the week.To play games with days and months.To ask politely for an itemTo understand and enjoy a story (La chenille qui fait des trous)To listen and join in with a story (Gingerbread man)	<ul style="list-style-type: none">To understand and say some nouns for parts of I can read and understand simple commands.I can write and say simple commands.Recap numbers 1-10Recap days and monthsTo say numbers 10-20	<ul style="list-style-type: none">To buy and item and ask for the price.To recall and use numbers up to 100 asking for prices of fruits and vegetables.To read along with a story (pirate story)	<ul style="list-style-type: none">To remember and use numbers between zero and sixty.To understand new nouns and use them to play a game.To use my language skills to understand unfamiliar nouns.

Vocabulary	<p>C’est quell jour aujourd’hui? <i>What day is it today?</i> lundi/mardi/mercredi/jeudi/vendredi/samedi/dimanche <i>Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday</i> Quand est ton anniversaire? <i>When is your birthday?</i> Mon anniversaire c’est.... <i>My birthday is on</i></p> <p>janiver - <i>January</i> février - <i>February</i> mars- <i>March</i> avril- <i>April</i> mai - <i>May</i> juin - <i>June</i> juillet - <i>July</i> août - <i>August</i> septembre - <i>September</i> octobre - <i>October</i> novembre - <i>November</i> décembre– <i>December</i></p> <p>Numbers 0-10</p> <p>S’il vous plaît - <i>please</i></p>	<p>Montrez-moi- <i>show me</i> Regardez- <i>look</i> Ecoutez- <i>listen</i> Répétez- <i>repeat</i> Levez- vous- <i>stand up</i> Asseyez- vous- <i>sit down</i> Comptez- <i>count</i> Chantez- <i>sing</i> Trouvez- moi- <i>find me</i> Cherchez- <i>look for</i></p> <p>onze - <i>11</i> douze - <i>12</i> treize - <i>13</i> quatorze - <i>14</i> quinze - <i>15</i> seize - <i>16</i> dix-sept - <i>17</i> dix-huit - <i>18</i> dix-neuf - <i>19</i> vingt - <i>20</i></p>	<p>C’est combine? <i>How much is?</i> C’est <i>It is</i></p> <p>Vingt - <i>20</i> Vingt-et-un - <i>21</i> Vingt-deux - <i>22</i> Vingt-trois - <i>23</i> Vingt-quatre - <i>24</i> Vingt-cinq - <i>25</i> Vingt-six - <i>26</i> Vingt-sept - <i>27</i> Vingt-huit - <i>28</i> Vingt-neuf - <i>29</i> Trente – <i>30</i> Trente-et-un – <i>31</i> Quarante - <i>40</i> Cinquante - <i>50</i> Soixante - <i>60</i> Soixante-dix - <i>70</i> Quatre-vingts – <i>80</i> Quatre-vingt-dix – <i>90</i> Cent - <i>100</i></p>	<p>Quelle heure est-il? <i>What time is it?</i> Il est ...- it is une heure- <i>one o’clock</i> deux heures- <i>two o’clock</i> trois heures- <i>three o’clock</i> quatre heures- <i>four o’clock</i> cinq heures- <i>five o’clock</i> six heures- <i>six o’clock</i> sept heures- <i>seven o’clock</i> huit heures- <i>eight o’clock</i> neuf heures – <i>nine o’clock</i> dix heures – <i>ten o’clock</i> onze heures – <i>eleven o’clock</i> douze heures – <i>twelve o’clock</i></p> <p>A quelle heure? <i>What time do?</i></p> <p>te lèves-tu?- <i>you get up?</i> te manges-tu? – <i>you eat?</i> Vas-tu à l’école? – <i>you go to school?</i> Rentres-tu à la maison? – <i>go back home?</i> Vas tu-te coucher? – <i>go to sleep?</i></p>
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Phonics	é/em/ai/eu/in/hui/en/un/anche/di	Qua/qu/in/eize/ez/é/ous	ez/ai/c'est/ingt/qu/oi/ent	is/anges/quelle/heures/in
Grammar skills	<ul style="list-style-type: none">• Intonation with questions (words that sound similar to English)• Cognates and semi- cognates – words that sound similar to English.	<ul style="list-style-type: none">• Using imperative and understanding/giving commands to others. – When you tell someone else to do something.• Beginning to understand commands. (see vocabulary)	<ul style="list-style-type: none">• Asking and answering a series of questions (see vocabulary).• Using negatives – J'ai / Je n'ai pas	<ul style="list-style-type: none">• Forming time with o'clock from 1-12• Building extended sentences using conjunctions.• Asking and answering a series of questions.• Use of 1st and 2nd person singular to ask and answer questions.