
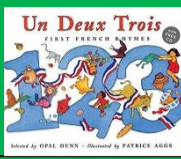





MFL Exploratory Tier						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>To respond to my name</p> <p>To respond to praise</p> <p>To show my preferences e.g. accepting or pushing away adult or object</p>	<p>To begin to respond to object of reference/strong association</p> <p>To show anticipation with familiar people and events</p> <p>To observe celebrations</p>	<p>To make a choice out of 2</p> <p>To respond to a new stimulus</p> <p>To show my preferences e.g. accepting or pushing away adult or object</p>	<p>To develop anticipation e.g. ready, steady, go</p> <p>To request an action or object through words, sign or symbol.</p> <p>To show my preferences e.g. accepting or pushing away adult or object</p>	<p>To participate in group for a short period of time</p> <p>To watch objects being hidden and attempt to find them</p> <p>To make a choice out of 2</p>	<p>To respond to stimulus or changes e.g. noises/lights on or off/ music starts or stops.</p> <p>To request an action or object through words, sign or symbol</p> <p>To show anticipation with familiar people and events</p>
A	<p>To show awareness of a person, event or object e.g. adult saying good morning/tuck board</p> <p>To request an action or object through words, sign or symbol</p>	<p>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</p> <p>To begin to initiate interaction with peers and adults</p> <p>To participate in celebrations</p>	<p>To participate in group for a short period of time</p> <p>To show preference for up to 2 learning activities or objects</p> <p>To engage in dress up with adult support</p>	<p>To engage with copying actions</p> <p>To begin to initiate interaction with peers and adults</p> <p>To show curiosity in a range of experiences</p>	<p>To show excitement in a new learning activity</p> <p>To begin to engage in parallel play</p> <p>To begin to understand the function of some everyday objects.</p>	<p>To show curiosity in a range of experiences</p> <p>To repeat an action and modify an actions to create a desire effect</p> <p>To initiate interaction and activities using my preferred method of communication</p>
G	<p>To recognise familiar people in photographs or videos.</p> <p>To independently use touch/my body to control technology</p> <p>To begin to understand that some things are theirs, some things are shared and some things belong to other people</p>	<p>To begin to understand the function of some everyday objects</p> <p>To participate in celebrations</p> <p>To anticipate words, signs or symbols in response to a familiar song.</p>	<p>To be able to find familiar objects in their correct places.</p> <p>To show understanding that an event will happen when shown a familiar object- more than 4 objects</p> <p>To initiate interaction and activities using my preferred method of communication</p>	<p>To celebrate personal achievements</p> <p>To respond to options and choices with actions or gestures</p> <p>To anticipate words, signs or symbols in response to a familiar song.</p>	<p>To show motivation to repeat my actions</p> <p>To begin to sustain attention when engaging with a less familiar object or learning activity</p> <p>To initiate interaction and activities using my preferred method of communication</p>	<p>To express my own feelings in relation to experiences</p> <p>To begin to understand that some things are theirs, some things are shared and some things belong to other people</p>

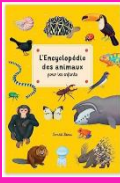





Year 3							
Year 3	Functional Bridge	Greetings Education City simple bonjour au revoir song		Food The Hungry Caterpillar 		Numbers Complines (Nursery Rhymes) 	
		 Identify and greet people you can trust in the local community		 Try new foods and give your opinion on them.		 Share an act of kindness	
		Autumn 1 – We like to move it, move it	Autumn 2 – Curious Creators	Spring 1 – Mad as a Hatter	Spring 2 – Brilliant Bolton	Summer 1 – Feel the Force	Summer 2 – Friends Help us Grow
		<p>To show awareness of a person, event or object (songs, puppets etc)</p> <p>To respond to my name (eg. In bonjour song)</p> <p>To move and respond to music in French</p> <p>To begin to use preferred communication method to respond to bonjour or au revoir</p> <p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To select an appropriate symbol (or interactive symbol on board) to respond to stimulus in French (choice of 2)</p>	<p>To independently control technology (eg, interactive communication board, talking tiles etc)</p> <p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To help prepare for a French-themed party, expressing preference.</p> <p>To take part in a French-Themed party and use target vocabulary (preferred communication method)</p> <p>To use target vocabulary on an educational visit (eg saying what they like and don't like at the library) (preferred communication method)</p>	<p>To explore food and begin to match it to the symbol/ talking tile/ interactive communication board</p> <p>To begin to relate real life food to a story (eg. La chenille qui fait des trous - The hungry caterpillar)</p> <p>To begin to engage with peers using preferred communication method (bonjour / au revoir)</p> <p>To begin to understand the function of some everyday objects (eg. in the context of a French 'Mad Hatter's Tea Party')</p> <p>To begin to request food items using the interactive communication board.</p> <p>To use preferred communication method to express je veux ... (I want...)</p>	<p>To use preferred communication method to express je veux ... (I want...)</p> <p>To use preferred communication to express bonjour/ au revoir in a new context (eg. Seeing a familiar adult in the corridor)</p> <p>To use preferred communication method to express je veux ... (I want...) In a new context (eg. At a café in Bolton)</p> <p>To use interactive communication boards or other preferred communication method to express a phrase in French (eg. Je veux du pain grille – I want some toast)</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, ymbols or real objects)</p>	<p>To participate in group for a short period of time- using preferred communication method to express previously learned vocabulary (eg. Bonjour)</p> <p>To move and respond to a French number song.</p> <p>To make a choice out of 2 (symbols/books/ nursery rhymes etc)</p> <p>To express J'aime ça / Je n'aime pas ça (I like it / I dont like it) using preferred communication method in French.</p> <p>To match amounts to symbols, hearing an adult model the word in French</p>	<p>To begin to use preferred communication method to respond to bonjour or au revoir</p> <p>To choose a child in another class to share an act of kindness with and interact using preferred communication in French (bonjour, au revoir, merci)</p> <p>To choose a friend to share an activity or game with (eg. Sensory activity around Van Gogh's sunflowers)</p> <p>To begin to match numbers to a nursery rhyme (comptine) video (eg. Cinq petits canards – 5 little ducks</p> <p>To begin to count objects of interest using preferred communication method in French</p>
		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it</p>		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Je veux – I want du pain grillé – some toast (See communication boards for other options, child to use vocabulary most purposeful them)</p>		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Je veux – I want un – one deux – two trois – three merci – thank you</p>	
	Functional	To engage in a familiar song in French showing recognition of familiarity.	To respond to a spontaneous use of the target words when outside of a French lesson.	To begin to join in with key words in a familiar song/story. (eg. La chenille qui fait des trous - The hungry caterpillar)	To begin to use 'merci' and 's'il te plaît when requesting or receiving items – e.g. at snack time.	To begin to join in with key words in a familiar song. To begin to rote count in French.	To share a game with a friend and begin to communicate in French using preferred

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	<p>To gesture/sign appropriately in response to a familiar song.</p> <p>To join in with a familiar song in French showing understanding of some of the key words.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/ words) during a group session e.g. "bonjour (child's name)" or "au revoir (child's name)."</p> <p>To respond using preferred communication method to a French song .</p>	<p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To read some target words recognising their meaning.</p> <p>To help prepare for a French-themed party, expressing preference using target vocabulary.</p> <p>To take part in a French-Themed party and use target vocabulary in correct context (eg. Introducing self to another child) (preferred communication method)</p> <p>To use the target words appropriately (through sign/symbol/ words) in a new context (eg. On an educational visit)</p>	<p>To match an object to a target food word spoken in French.</p> <p>To match a symbol to a target food word spoken in French.</p> <p>To attempt to repeat single food names in direct response to an adult's model.</p> <p>To request using je veux ___ (I want)</p> <p>To communicate preferences for food using target vocabulary (preferred communication method) in a new context (eg. a French Mad Hatter's Tea Party)</p>	<p>To apply target vocabulary outside of the classroom (eg. Visiting another class or playing on the playground)</p> <p>To apply target vocabulary in a new context (eg. At a cafe in Bolton)</p> <p>To begin to read vocabulary and match to symbols or talking tiles.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To recall previously learned vocabulary and apply to French snack time (eg. Je m'appelle ___)</p>	<p>To begin to indicate a numeral when a number is spoken in French.</p> <p>To indicate a numeral when a number is spoken in French. (e.g. bingo)</p> <p>To begin to make a set of objects/pictures in response to a number being spoken in French and a gesture (make a set of 5 ducks)</p> <p>To make the correct number of movements as identified by the number being spoken in French with a visual action card e.g. "saute huit fois" (jump eight times).</p>	<p>communication method</p> <p>To play a game with a friend (eg hungry hippos) and count how many you have in French.</p> <p>To make a set of objects/pictures in response to a number being spoken in French (make a monster with 4 legs, 2 eyes, 7 arms).</p> <p>To choose a child in another class to share an act of kindness with and interact using preferred communication in French (bonjour, au revoir, merci)</p> <p>To use new vocabulary in new contexts – eg asking for a number of items at snack.</p> <p>To ask a peer how old they are and respond.</p>
	<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Oui – yes Non – no Je m'appelle – my name is Comment t'appelles-tu? – What is your name?</p>		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Je veux – I want du pain grillé – some toast (See communication boards for other food options, child to use vocabulary most useful for them) S'il te plaît – Please Merci – Thank you</p>		<p>Vocabulary un – one deux – two trois – three quatre – four cinq – five six – six sept – seven huit – eight neuf – nine dix – ten J'en veux ___ - I want ___ of them quel âge as-tu? – How old are you? J'ai ___ ans – I am ___ Et toi? Quel âge as-tu? – And you? How old are you?</p>	
	<p>Core</p> <p>To engage in a familiar song in French, recalling some of the vocabulary</p> <p>To join in with a familiar song in French showing understanding of some of the key words.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To engage in conversation with an adult or peer, asking and</p>	<p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To write a full phrase/ sentence in French, using communication boards to help (eg. Je m'appelle ___.)</p> <p>To help prepare for a French-themed party, expressing preference using target vocabulary.</p>	<p>To follow a familiar story in French.</p> <p>To understand and join in with a story.</p> <p>To recognise and repeat key vocabulary in a story.</p> <p>To link written words to picture and objects.</p> <p>To write about their favourite foods using words and captions</p> <p>To accurately use 'je veux___' (I want) in a new context (eg Mad Hatter's Tea Party).</p>	<p>To ask politely for something. (S'il te plaît – Please Merci – Thank you)</p> <p>To use a sentence when requesting an item.</p> <p>To choose the correct article (le/la un/une) when talking about food.</p> <p>To say if I like or dislike a food spontaneously</p> <p>To apply learned vocabulary in a new context (eg. A cafe in Bolton)</p> <p>To use the internet, dictionary or other</p>	<p>To count to 5 in French using number songs to help.</p> <p>To count to 10 in French</p> <p>To use number vocabulary to predict the next number in a number song (eg cinq petits canards)</p> <p>To use number vocabulary to join in with games (eg bingo)</p> <p>To make a set of the correct amount when an adult says the number in French</p>	<p>To play a game with a friend and begin to interact in French using target vocabulary (eg. Hungry hippos)</p> <p>To choose a child in another class to share an act of kindness with and interact using preferred communication in French (bonjour, au revoir, merci)</p> <p>To use new vocabulary in new contexts – eg asking for a number of items at snack.</p> <p>To learn to ask Quel âge as-tu? – How</p>

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	<p>responding to basic questions</p> <p>To have their own creative response to a French song, through drawing, writing or singing it themselves.</p> <p>To use instruments to create their own French song, using target vocabulary and share it with their peers.</p>	<p>To take part in a French-Themed party, realising that they can say some things in multiple ways (eg. Saying bonjour or salut)</p> <p>To use the target words appropriately (through sign/symbol/ words) in a new context (eg. On an educational visit)</p>		<p>resource to look up food vocabulary they are interested in.</p>	<p>To make the correct number of movements as identified by the number being spoken in French with a visual action card e.g. "saute huit fois" (jump eight times).</p>	<p>old are you? And respind appropriately.</p> <p>To write a short sentence or caption to go with a picture/story/comic book strip etc linking with key vocabulary learned throughout Year 3</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Oui – yes Non – no Je m'appelle – my name is Comment t'appelles-tu? – What is your name? Ça va? Ça va bien Comme ci comme ça Ça va mal Et toi? – and you?</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Je veux – I want du pain grillé – some toast (See communication boards for other food options, child to use vocabulary most useful for them) S'il te plaît – Please Merci – Thank you J'en veux plus – I want more (of that)</p>	<p>Vocabulary un – one deux – two trois – three quatre – four cinq – five six – six sept – seven huit – eight neuf – nine dix – ten J'en veux ___ - I want ___ of them Quel âge as-tu? – How old are you? J'ai ___ ans – I am ___ Et toi? Quel âge as-tu? – And you? How old are you? Combien y en a-t-il? – How many are there? Il y en a ___ - There are ___ J'ai gagné! - I won! Combien de (billes) as-tu? – how many (marbles) do you have? J'en ai ___ - I have ___ of them</p>			







Year 4													
Year 4	Functional Bridge	Greetings and Feelings Les émotions song		Animals  		Couleurs 							
		 Try a new way of looking after your mental wellbeing		 Look after a real pet		 Go for a walk in the local area. Find colours.							
	Autumn 1 – I am Feeling...		Autumn 2 – Home is Where the Heart is		Spring 1 – The Choice is Yours		Spring 2 – All Around the World		Summer 1 – Staying Alive		Summer 2 – Read all About it		
	<p>To engage in a new song in French showing recognition of familiarity.</p> <p>To gesture/sign appropriately in response to a familiar song.</p> <p>To make a choice between oui or non when presented with an object, symbol or activity.</p> <p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To select an appropriate symbol (or interactive symbol on board) to respond to stimulus in French (choice of 2)</p>		<p>To independently control technology (eg, interactive communication board, talking tiles etc)</p> <p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To help prepare for a French dinner party using vocabulary: oui, non, J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To identify themselves and their peers by name in the context of a French dinner party.</p>		<p>To help to prepare a role play area or resources by making simple choices.</p> <p>To show awareness of the function of objects in role play (vets, zoo etc)</p> <p>To match symbols in objects, hearing the adult say the word in French.</p> <p>To engage with a story in French with recognisable familiar animals supported by sign and symbol. (Tu as un animal? Dear Zoo)</p> <p>To use the target words (sign/symbol/word) in response to a simple question e.g. "Quel animal?" whilst showing a target animal or making an animal sound</p>		<p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To respond to the question As-tu un animal? Using speech sign or symbol.</p> <p>To engage in a real life experience with animals – eg mentor dog, zoo etc.</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects)</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>		<p>To show curiosity with colour in a range of experiences</p> <p>To repeat an action and modify an actions to create a desire effect</p> <p>To request an action or object through words, sign or symbol (perhaps in a colour mixing activity.)</p> <p>To match a symbol to a target colour, whilst an adult says the word in French.</p> <p>To show an interest in parallel or group play.</p>		<p>To respond to a new stimulus – eg attention autism activity based on <i>Grand Monstre Vert</i> story.</p> <p>To make a choice between two when presented with an object, symbol or activity.</p> <p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To select an appropriate symbol (or interactive symbol on board) to respond to stimulus in French (choice of 2)</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>		
Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Ça va bien – I am ok Ça va mal – I am not ok + any other feelings that are of interest to them		Vocabulary J'aime ça – I like it Je n'aime pas ça – I don't like it Un chien - Dog Un chat - Cat Un poisson - Fish Un lapin - Rabbit Un cheval - Horse + any other animals of interest to them		Vocabulary Rouge - Red Bleu - Blue Vert - Green Jaune - Yellow Orange - Orange Blanc - White									
Functional		<p>To engage in a new song in French</p> <p>To gesture/sign appropriately in response to a familiar song.</p> <p>To respond to questions with oui or non (eg. Tu aimes ...? – Do you like...?)</p>		<p>To begin to use longer phrases in response to a question e.g. "Ca Va?" "Ca va bien Merci."</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>		<p>To work together to create a role play area or resources based around animals (zoo/vets etc)</p> <p>To engage with a story in French with recognisable familiar animals supported by sign</p>		<p>To begin to use longer phrases in response to a question e.g. "Quel animal?" "C'est un chien".</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>		<p>To engage in a familiar song in French showing recognition of familiarity – e.g. L'arc en ciel (I can sing a rainbow)</p> <p>To engage with a story in French</p>		<p>To use the target words (sign/symbol/word) in response to a simple question e.g. "Quel couleur?" whilst showing a target colour</p> <p>To begin to use longer phrases in response to a</p>	

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	<p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/ words) during a group session e.g. "bonjour (child's name)" or "au revoir (child's name)."</p>	<p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words. To read some target words recognising their meaning.</p> <p>To plan and engage in a dinner party in French: greeting peers appropriately and asking their names /how they are.</p>	<p>and symbol. (Tu as un animal? Dear Zoo)</p> <p>To gesture/sign appropriately showing recognition of the animals. To match an object to a target animal word spoken in French.</p> <p>To match a symbol to a target animal word spoken in French.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target words in direct response to an adults model</p> <p>To use the target words (sign/symbol/word) in response to a simple question e.g. "Quel animal?" whilst showing a target animal or making an animal sound</p>	<p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To use key vocabulary in a new context – eg mentor dog, visit to zoo etc.</p> <p>To begin to read vocabulary and match to symbols or talking files.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p>	<p>To match an object to a target colour word spoken in French.</p> <p>To match a symbol to a target colour word spoken in French.</p> <p>To play a game of Twister, or similar, showing recognition of the colour words.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target words in direct response to an adults model.</p>	<p>question e.g. "Quel couleur?" "C'est rouge".</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words. To read some target words recognising their meaning.</p>
	<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Je m'appelle – my name is Comment t'appelles-tu? – What is your name? Ça va? – How are you Ça va bien – I am ok Ça va mal – I am not ok Et toi? – and you? Je suis heureux(se) - I'm happy Je suis triste - I'm sad. Je m'ennuie - I'm bored. Je suis fatigué(e) - I'm tired. J'ai faim - I'm hungry. J'ai peur - I'm frightened. Je suis en colère - I'm angry. Je me sens bien – I'm well Je suis calme – I'm calm</p>		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it</p> <p>As-tu un animal? – Do you have an animal? As-tu ... - Have you got... ? J'ai... - I have ... C'est – it's Un chien - Dog Un chat - Cat Un poisson - Fish Un lapin - Rabbit Un cheval - Horse + any other animals of interest to them</p>		<p>Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it</p> <p>Rouge - Red Bleu(e) - Blue Vert(e) - Green Jaune - Yellow Orange - Orange Blanc - White Noir - black</p>	
<p>Core</p>	<p>To use contextual clues to guess meanings for words (in context of learning a new song about feelings)</p> <p>To join in with a French song, showing understanding of vocabulary.</p> <p>To repeat vocabulary and understand its meaning.</p>	<p>To listen to a conversation by two adults and begin to translate it (bonjour, ca va? Etc.)</p> <p>To begin to be aware of gender in French – eg. Say 'il est heureux' and 'elle est heureuse'</p> <p>To read a sentence or caption in French below a picture.</p> <p>To make new sentences by</p>	<p>To work together to create a role play area or resources based around animals (zoo/vets etc) – using books to find new vocabulary</p> <p>To engage in a familiar story in French and identify key vocabulary (eg. Dear Zoo)</p> <p>To develop their own strategies for learning new</p>	<p>To engage in a conversation using previously learned vocabulary and vocabulary about animals.</p> <p>To use key vocabulary in a new context – eg mentor dog, visit to zoo etc.</p> <p>To read simple sentences or captions beneath pictures. (eg. C'est</p>	<p>To listen to a new story in French, using contextual cues to guess meanings of new words.</p> <p>To develop their own strategies for learning new vocabulary</p> <p>To play a game of twister, or similar, recognising the colour words.</p> <p>To lead a game of twister, or similar,</p>	<p>Match new vocabulary to its appropriate symbol/word in English.</p> <p>To use colour words to describe animals Eg. C'est un chat noir</p> <p>To read a sentence or caption in French below a picture.</p> <p>To make new sentences by</p>

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	<p>Match new vocabulary to its appropriate symbol/word in English.</p> <p>To greet a peer and ask their name independently.</p> <p>To recall previously learned vocabulary (from Year 3) as well as new vocabulary when taking part in French snack.</p>	<p>swapping key vocabulary.</p> <p>To write a sentence or caption in French below a picture.</p> <p>To plan and engage in a dinner party in French: greeting peers appropriately and asking their names /how they are.</p>	<p>vocabulary (eg. Pictures, actions etc)</p> <p>To write some key vocabulary based on animals they like.</p> <p>To add vocabulary to their role play area/resources and begin to use it in a role play context.</p>	<p>un chien / J'ai un chat)</p> <p>To make new sentences by swapping key vocabulary.</p> <p>To write a sentence or caption in French below a picture.</p>	<p>saying the colour words.</p> <p>To use colour words outside of the classroom.</p> <p>To engage in a conversation with a peer using vocabulary learned throughout the year.</p>	<p>swapping key vocabulary.</p> <p>To write a sentence or caption in French below a picture.</p> <p>To create their own page for the story <i>Va-t-en Grand Monstre Vert!</i> Or another story about colours.</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Je m'appelle – my name is Comment t'appelles-tu? – What is your name? Ça va? – How are you Ça va bien – I am ok Ça va mal – I am not ok Et toi? – and you? Je suis heureux(se) - I'm happy Je suis triste - I'm sad. Je m'ennuie - I'm bored. Je suis fatigué(e) - I'm tired. J'ai faim - I'm hungry. J'ai peur - I'm frightened. Je suis en colère - I'm angry. Je me sens bien – I'm well Je suis calme – I'm calm</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it</p> <p>As-tu un animal? – Do you have an animal? As-tu ... - Have you got... ? J'ai... - I have ... C'est – it's Un chien - Dog Un chat - Cat Un poisson - Fish Un lapin - Rabbit Un cheval - Horse + any other animals of interest to them</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it</p> <p>Rouge - Red Bleu(e) - Blue Vert(e) - Green Jaune - Yellow Orange - Orange Blanc - White Rose - Pink Violet - Purple Noire - Black Marron - Brown Gris - Grey Use the colour words to describe colours of animals or food which are already known words (eg pomme rouge) Et = and (la tortue est vert et marron)</p>			

Year 5													
Year 5	Functional Bridge	Family	My Town and school		Days of the Week/ Months of the year This could include birthdays								
													
													
	Role play different kinds of families		Role play jobs in you could find in town or visit places we could work		Keep a simple diary or calendar – add some words in French								
	Memory Makers	Shine a Light on Me	Ready, Steady...	Time Travellers	Branching Out	Opposites Attract							
<p>To help to prepare a role play area or resources by making simple choices.</p> <p>To show awareness of the function of objects in role play</p> <p>To match symbols in objects, hearing the adult say the word in French.</p> <p>To engage with a story in French with recognisable familiar characters supported by sign and symbol. (Le petit chaperon rouge)</p> <p>To use the target words (sign/symbol/word) in response to a simple question e.g. "C'est qui?" (Who is it?)</p>		<p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To respond to the question C'est qui? (in relation to their own family and stories)</p> <p>To begin to match vocabulary with pictures of their own family</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects)</p>		<p>To explore small world places in town and begin to match it to the symbol/ talking tile/ interactive communication board</p> <p>To begin to relate real life places to symbols or words in French</p> <p>To begin to engage with peers using preferred communication method</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects)</p> <p>To match symbols in objects, hearing the adult say the word in French.</p>		<p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To respond to the question Où vas-tu? – Where are you going? – using words, sign or symbols</p> <p>To engage in small world play, using some target words in French – preferred communication method.</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects)</p>		<p>To begin to engage with peers using preferred communication method</p> <p>To match symbols and objects, hearing the adult say the word in French.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p> <p>To engage in a familiar song in French showing recognition of familiarity</p> <p>To engage with peers in a French themed birthday party</p>		<p>To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it)</p> <p>To begin to use the target words in response to a simple question e.g. "Quel jour sommes-nous?" (what day is it)</p> <p>To begin to engage with peers using preferred communication method</p> <p>To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects)</p> <p>To match symbols in objects, hearing the adult say the word in French.</p>			
Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it mère - mum Grand-mère - Grandma Petit Chaperon Rouge - Little red RH Le loup - the wolf		Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it le cinéma - the cinema l'école - the school le magasin- the shop la maison - the home le parc - the park la ville - the town le zoo - the zoo		Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday aujourd'hui = today									
Functional		<p>To work together to create a role play area or resources based around Little Red Riding Hood/Goldilocks</p> <p>To engage with a story in French with recognisable Characters – supported by speech, sign and</p>		<p>To begin to use longer phrases in response to a question e.g. "C'est qui?" "C'est le père"</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>		<p>To indicate the object in response to a word spoken in the target language.</p> <p>To indicate a picture in response to a word spoken in the target language.</p>		<p>To use the target words in response to a simple question e.g. "Est-ce ta maison?" when shown a picture of their house.</p> <p>To begin to use longer phrases in response to a question e.g. "Où habites-tu?"</p>		<p>To engage in a familiar song in French showing recognition of familiarity.</p> <p>To gesture/sign appropriately in response to a familiar song.</p> <p>To use the target words in response to</p>		<p>To share the target words with peers (through sign/symbol/ words).</p> <p>To begin to use longer phrases in response to a question e.g. "Quel jour sommes-nous?" "Il est lundi."</p>	

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	<p>symbol (le petit Chaperon Rouge/ boucle d'or (goldilocks))</p> <p>To match a symbol to a target aword spoken in French.</p> <p>To make attempts to repeat (through gesture/sign/ symbol/words) the target words in direct response to an adults model</p> <p>To use the target words (sign/symbol/word) in response to a simple question e.g. "C'est qui?" whilst showing a picture of a character from the story goldilocks or Little Red Riding Hood</p>	<p>To begin to ask and answer questions in French – eg. "Qui est dans ta famille?" "Il y a mon frère" (Who is in your family? There is my brother)</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to read vocabulary and match to symbols or talking tiles.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p>	<p>To repeat (through gesture/sign/ symbol/words) the target word/words in direct response to an adult's model.</p> <p>To use the target words in small world play</p> <p>To share the target words with peers (through sign/symbol/ words).</p> <p>To use target vocabulary in real life contexts – eg a trip to town</p>	<p>"J'habite a Bolton."</p> <p>To use the target words in small world play</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words, recognising their meaning.</p>	<p>a simple question e.g. "Quel jour sommes-nous?" (what day is it)</p> <p>To indicate a picture in response to a word spoken in the target language.</p> <p>To repeat (through gesture/sign/ symbol/words) the target word/words in response to an adult's model.</p> <p>To listen, attend to and follow familiar interactions in the target language.</p>	<p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read vocabulary and match to symbols or talking tiles.</p> <p>To engage in a conversation with a peer using the target vocabulary</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Petit Chaperon Rouge - Little red RH Le loup - the wolf C'est... - It's ... La/ma mère = (my/the) Mum Le/mon père = Dad Le/mon frère = Brother La/ma soeur = Sister Le bébé = baby La/ma maison = house</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it le café - the café le centre de loisirs - the leisure centre le cinéma - the cinema l'école - the school le magasin- the shop la maison - the home le musée - the museum le restaurant- the restaurant le parc - the park la piscine - the swimming pool le supermarché - the supermarket la ville - the town le zoo - the zoo Où vas-tu ? – Where are you going? Je vais au cinema - I am going to the cinema Je vais à la maison -I am going home Où habites-tu? – Where do you live ? J'habite à Bolton – I live in Bolton</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday aujourd'hui = today Joyeux anniversaire = happy birthday aujourd'hui = today Quel jour sommes-nous? = what day is it?</p>			
	<p>Core</p> <p>To work together to create a role play area or resources based around a story (goldilocks/ Little Red Riding Hood)– using books to find new vocabulary</p> <p>To engage in a familiar story in French and identify key vocabulary</p> <p>To develop their own strategies for learning new vocabulary (eg. Pictures, actions etc)</p>	<p>To engage in a conversation using previously learned vocabulary and vocabulary about family.</p> <p>To read simple sentences or captions beneath pictures. (eg. C'est ma mere/ J'ai deux freres</p> <p>To make new sentences by swapping key vocabulary.</p> <p>To begin to copy write the target</p>	<p>To use contextual clues to guess meanings for words (in context of learning a new song about feelings)</p> <p>To join in with a French song, showing understanding of vocabulary.</p> <p>To repeat vocabulary and understand its meaning.</p> <p>Match new vocabulary to its appropriate</p>	<p>To listen to a conversation by two adults and begin to translate it (bonjour, ca va? Etc.)</p> <p>To begin to be aware of gender in French – eg. Je vais au cinema (masculine)- I am going to the cinema Je vais à la maison (feminine)-I am going home</p> <p>To read a sentence or caption in French below a picture.</p>	<p>To join in with a French song, showing understanding of vocabulary.</p> <p>To repeat vocabulary and understand its meaning.</p> <p>Match new vocabulary to its appropriate symbol/word in English.</p> <p>To use target vocabulary in real life contexts – eg a</p>	<p>To listen to a conversation by two adults and begin to translate it</p> <p>To begin to use longer phrases in response to a question</p> <p>To engage in a conversation using previously learned vocabulary and new vocabulary</p> <p>To read a sentence or caption in French below a picture.</p>

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	<p>To write some key vocabulary of interest to them.</p> <p>To ask and answer questions in French – eg. “Qui est dans ta famille?” “Il y a mon frère” (Who is in your family? There is my brother)</p>	<p>words showing an understanding that they are writing in French.</p> <p>To begin to use longer phrases in response to a question</p> <p>To write a sentence or caption in French below a picture.</p>	<p>symbol/word in English.</p> <p>To use target vocabulary in real life contexts – eg a trip to town</p>	<p>To make new sentences by swapping key vocabulary.</p> <p>To write a sentence or caption in French below a picture.</p>	<p>French themed birthday party</p> <p>To develop their own strategies for learning new vocabulary (eg. Pictures, actions etc)</p> <p>To write some key vocabulary.</p>	<p>To make new sentences by swapping key vocabulary.</p> <p>To write a sentence or caption in French below a picture.</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Petit Chaperon Rouge - Little red RH Le loup - the wolf Ma/ ta mère = my/ your Mum Mon/ ton père = my/ your Dad Mon/ ton frère = my/ your Brother Ma/ ta soeur = Sister bébé = baby maison = house Grand-mère = Grandma Grand-père = Grandad Tante = Aunt Oncle = Uncle Ma famille = My family Ma/Mon = My Qui est dans ta famille? – who is in your family? Il y a ... - There is ...</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it le café - the café le centre de loisirs - the leisure centre le cinéma - the cinema l'école - the school le magasin- the shop la maison - the home le musée - the museum le restaurant- the restaurant le parc - the park la piscine - the swimming pool le supermarché - the supermarket la ville - the town le zoo - the zoo Où vas-tu ? – Where are you going? Je vais au cinema - I am going to the cinema Je vais à la maison - I am going home Où habites-tu? – Where do you live ? J'habite à Bolton – I live in Bolton</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday aujourd'hui = today demain = tomorrow hier = yesterday Joyeux anniversaire = happy birthday aujourd'hui = today Quel jour sommes-nous? = what day is it? Quel mois sommes-nous? = what month is it?</p>			

Year 6							
Travel and Transport		Body Parts and clothes Heads Shoulders knees and Toes		L'avenir (the future)			
 Take public transport		 Role play going to the doctor		 Celebrate Bastille Day (Fête Nationale) together – 14 th July			
Breaking News		Globe Trotters		Eco Heroes	Food For Thought	Back to the Future	All Together Now
To explore small world transport and begin to match it to the symbol/ talking tile/ interactive communication board To respond to a new stimulus – eg attention autism activity based on transport To make a choice between two when presented with an object, symbol or activity. To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it) To select an appropriate symbol (or interactive symbol on board) to respond to stimulus in French (choice of 2)		To begin to relate real life objects to symbols or words in French To begin to engage with peers using preferred communication method To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects) To match symbols in objects, hearing the adult say the word in French. To listen, attend to and follow familiar interactions in the target language.		To role play going to the doctor To show awareness of the function of objects in role play To match symbols and objects, hearing the adult say the word in French. To engage with a song in French supported by sign and symbol. (head, shoulders, knees and toes To use the target words (sign/symbol/word) in response to a simple question e.g. "c'est quoi?" – what is it? To respond to the question "Où est ta tête?" etc Using speech sign or gesture	To respond appropriately to new experiences – eg an attention autism style activity linked to body parts or clothing To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects) To listen, attend to and follow familiar interactions in the target language. To make attempts to repeat (through gesture/sign/ symbol/words) the target word/words in direct response to an adult's model. To begin to engage with peers using preferred communication method	To role play a job of choice To show awareness of the function of objects in role play To match symbols and jobs, hearing the adult say the word in French. To make a choice between two when presented with an object, symbol or activity. To indicate preference using speech sign or symbol (J'aime ça – I like it / Je n'aime pas ça – I don't like it) To select an appropriate symbol (or interactive symbol on board) to respond to stimulus in French (choice of 2)	To respond appropriately to new experiences – eg an attention autism style activity linked to jobs To begin to understand vocabulary in new contexts (eg. Matching talking tiles, symbols or real objects) To listen, attend to and follow familiar interactions in the target language. To make attempts to repeat (through gesture/sign/ symbol/words) the target word/words in direct response to an adult's model. To begin to engage with peers using preferred communication method
Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it Je vais... (I go) en train = by train en bus = by Bus en voiture = by Car à pied = by foot à vélo = by bike en France = to France à Bolton/Paris/etc = to Bolton, Paris etc en Angleterre = To England Arrêt = stop Allons-y = Let's go		Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it La tête = head Le jambe = leg Le bras = arm Le main = hand Le pied = foot les yeux = eyes les cheveux = hair le chapeau = hat J'ai = I have		Vocabulary Bonjour – Hello Au revoir – Goodbye J'aime ça – I like it Je n'aime pas ça – I don't like it https://www.frenchlearner.com/vocabulary/jobs/ any jobs of interest			
Functional To match a symbol to a picture linked to word spoken in French. To move appropriately in		To share the target words with peers (through sign/symbol/ words). To use the target words in response to a simple question		To engage in a familiar song/story in French showing recognition of familiarity. To gesture/sign appropriately in	To share the target words with peers (through sign/symbol/ words). To use the target words in response to a simple question e.g. "où est ta	To role play jobs, attempting to repeat words in French or indicate symbols To indicate a picture in response to a word spoken in	To begin to use longer phrases in response to a question e.g. "Que veux-tu être quand tu es grand(e)?" To listen, attend to and follow familiar

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	<p>response to a visual and verbal cue.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson (eg a trip to Bolton).</p>	<p>e.g. "Où est le voiture?"</p> <p>To begin to use longer phrases in response to a question e.g. "où est la voiture?" "La voiture est là". Or "De quelle couleur est la voiture?" "La voiture est rouge"</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To read some target words recognising their meaning.</p>	<p>response to a familiar song/story.</p> <p>To match a symbol to a picture linked to word spoken in French.</p> <p>To indicate a picture in response to a word spoken in the target language.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p>	<p>tête?" – "Ma tête est là."</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>the target language.</p> <p>To name different jobs with choice of 2 symbols.</p> <p>To identify types of jobs using words and gestures.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/ words).</p>	<p>interactions in the target language.</p> <p>To combine familiar language to create a question and answer following a model</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To read some target words recognising their meaning.</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Je vais... (I go) en train = by train en bus = by Bus en voiture = by Car à pied = by foot à vélo = by bike en France = to France à Bolton/Paris/etc = to Bolton, Paris etc en Angleterre = To England Arrêt = stop Allons-y = Let's go tourne à gauche = go left tourne à droit = go right Va tout droit = go straight on</p>		<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it La tête = head Le jambe = leg Le bras = arm Le main = hand Le pied = foot les yeux = eyes les cheveux = hair le chapeau = hat J'ai = I have le pantalon = trousers la jupe = skirt les chaussures = shoes les chaussettes = socks le pull scolaire = school jumper le tee-shirt = t-shirt le manteau = coat</p>		<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it</p> <p>https://www.frenchlearner.com/vocabulary/jobs/ any jobs of interest</p>	
Core	<p>To role play types of transport, repeating some key vocabulary.</p> <p>To name different ways of travelling.</p> <p>To identify types of transport using words and gestures.</p> <p>To give and respond to simple direction instructions</p> <p>To use my knowledge of actions and directions to give instructions.</p> <p>To use target vocabulary in real</p>	<p>To follow instructions about direction and actions.</p> <p>To combine familiar language to create a question and answer</p> <p>To read a sentence or caption in French below a picture.</p> <p>To make new sentences by swapping key vocabulary.</p> <p>To begin to conjugate the verb aller to express I go/you go/ he goes/ they go etc.</p>	<p>To sing 'Heads, Shoulders, Knees and Toes' in French.</p> <p>To point to the correct part for each word</p> <p>To read, listen and respond to vocabulary.</p> <p>To demonstrate my understanding with actions.</p> <p>To listen to and read the names of different body parts.</p> <p>To repeat words carefully.</p>	<p>To name clothes and accessories in French.</p> <p>To say what I am wearing.</p> <p>To ask someone else what they are wearing</p> <p>To have a simple conversation about clothes.</p> <p>To use simple conjunctions to link vocabulary for clothes and accessories.</p> <p>To use <i>et</i> to join words in a list.</p>	<p>To role play types of jobs, repeating repeat some key vocabulary.</p> <p>To name different jobs.</p> <p>To read, listen and respond to vocabulary.</p> <p>To demonstrate my understanding with actions.</p> <p>To repeat words carefully.</p> <p>To begin to conjugate the verb vouloir in the present tense to talk</p>	<p>To have a simple conversation about clothes.</p> <p>To use simple conjunctions to express what jobs they and their peers want to do (<i>et</i> – and; <i>mais</i> – but)</p> <p>To combine familiar language to create a question and answer</p> <p>To read a sentence or caption in French below a picture.</p> <p>To make new sentences by swapping key</p>

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	<p>life contexts – eg a trip to town</p>	<p>To write a sentence or caption in French below a picture.</p>	<p>To ask and answer “Qu'est-ce que c'est?” = What is it? To name clothes in French.</p>		<p>about which jobs peers want.</p>	<p>vocabulary, using the verb vouloir. To write a sentence or caption in French below a picture.</p>
	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Je vais... (I go) en train = by train en bus = by Bus en voiture = by Car à pied = by foot à vélo = by bike en France = to France à Bolton/Paris/etc = to Bolton, Paris etc en Angleterre = To England Arrêt = stop Allons-y = Let's go En avion = aeroplane En bateau = boat En camion = lorry La gare = railway station Un arrêt de bus = bus stop tourne à gauche = go left tourne à droite = go right Va tout droit = go straight on allez = come on <u>Verb – Aller (to go)</u> Je vais = I go Tu vas = you go Il / elle va = he/she goes Nous allons = we go Ils vont = they go</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it La tête = head La jambe = leg Le bras = arm Le main = hand Le pied = foot les yeux = eyes les cheveux = hair le chapeau = hat le visage = face les doigts = fingers la bouche = mouth le nez = nose le pantalon = trousers la jupe = skirt les chaussures = shoes les chaussettes = socks le pull scolaire = school jumper le tee-shirt = t-shirt le manteau = coat Qu'est-ce que c'est ? = What is it ? Qu'est-ce que tu portes ? = what are you wearing ? Je porte ... = I am wearing <u>Verb – Avoir (to have)</u> J'ai = I have Tu as = you have Il / elle a = he/she has Nous avons = we have Ils ont = they have</p>	<p>Vocabulary Bonjour – Hello Salut – Hi Au revoir – Goodbye À toute à l'heure! – see you later J'aime ça – I like it Je n'aime pas ça – I don't like it Que veux-tu être quand tu es grand? – What do you want to be when you are older? Je veux être ... - I want to be a... Docteur Professeur Peintre Photographe Chanteur/chanteuse Réceptionniste Employé dans un supermarché Électricien/électricienne Mécanicien/mécanicienne Journaliste Étudiant / étudiante Cuisinier/ cuisinière Serveur / serveuse Policier/policière https://www.frenchlearner.com/vocabulary/jobs/ any other job of interest <u>Verb – Vouloir (to want)</u> Je veux = I want Tu veux = you want Il/elle veut = he/she wants Nous voulons = we want Vous voulez = you (plural) want Ils veulent = they want</p>			