



Manland Primary School- French Intent



Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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

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

National Curriculum Content Area

- 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



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Getting to know you</p> <p><u>Pupils will know that</u> . They can talk about themselves and learn to introduce their immediate family.</p> <p><u>Pupils will learn to:</u> . Recognise some basic French greetings. . Recognise the numbers 1-10. . Respond to some simple classroom instructions. . Respond to some simple questions when prompted with visual cues. . Recognise basic family vocabulary.</p> <p><u>Key vocabulary Greetings</u> <i>Bonjour! Au revoir! Salut! Bonsoir! À bientôt! Monsieur, Madame, très bien, bien, comme ci, comme ça, mal, merci, et toi? Comment tu t'appelles? Je m'appelle,</i></p> <p><u>Numbers 1-10</u> <i>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p>	<p>Days of the Week</p> <p><u>Pupils will know that:</u> . They can introduce days of the week, colours and numbers 11-20.</p> <p><u>Pupils will learn to:</u> . Recognise the days of the week when spoken in sequence. . Understand most of the colours. . Understand numbers up to 20. . Respond to questions about likes and dislikes with a single word.</p> <p><u>Key vocabulary Days of the week</u> <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche,</i></p> <p><u>Colours</u> <i>rouge, vert, blanc, bleu, jaune, noir, rose, violet, orange,</i></p> <p><u>Numbers 11-20</u> <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt,</i></p> <p><u>Countries</u></p>	<p>Body parts</p> <p><u>Pupils will know that :</u> . They can name parts of the body, count to 21-30 and name items of clothing.</p> <p><u>Pupils will learn to :</u> . Sing along and do the actions to a French song, with a visual aid. . Recognise most of the French body parts when they're spoken. . Read the numbers 11-20 with some assistance. . Accurately say the name of the month of their birthday when given a visual prompt. . Understand the difference between singular and plural</p> <p><u>Key vocabulary Body parts</u> <i>la tête, les épaules, les genoux, les pieds, le nez, les yeux, les oreilles, la bouche, le bras, la jambe, la tête, le pied, le ventre, le dos, le genou, l'épaule, le doigt</i></p> <p><u>Numbers 21-31</u> <i>vingt-et-un, vingt-deux, deux, vingt-trois, vingt-quatre, vingt-</i></p>	<p>Animals</p> <p><u>Pupils will know that:</u> . They can introduce and describe animals.</p> <p><u>Pupils will learn to:</u> . Respond to questions when given a spoken model to copy. . Repeat a simple phrase to say that they don't understand something. . Hear a simple sentence and then repeat it orally. Copy down a short, simple sentence. . Read a short rhyme with help. . Recognise some basic French adjectives such as colours.</p> <p><u>Key Vocabulary: Animals</u> <i>un mouton, une poule, un coq, un cochon, une vache, un canard, un cheval, un chien, un chat, un lapin, un cheval, un serpent, une souris, un cochon d'Inde, un oiseau</i></p> <p><u>Colours and personality</u> <i>marron, gris, blanc, noir, méchant, grand, petit, gentil, mignon</i></p>	<p>Food</p> <p><u>Pupils will know that:</u> . They can say names of some foods, including fruit and veg, cutlery and cooking ingredients.</p> <p><u>Pupils will learn to:</u> . Give a spoken response to a simple written question using a single word answer. . Pronounce some common letter strings correctly. . Give an opinion in French with a visual prompt. . Repeat a couple of sentences, including talking about what they would like, using the first person. . Copy the main vocabulary with some mistakes.</p> <p><u>Key Vocabulary: Food</u> <i>une glace, un gâteau, des chips, un chou, des petits pois, un poisson</i></p> <p><i>les pommes, les fraises, les tomates, les carottes, les bananes, les poires</i></p>	<p>At School</p> <p><u>Pupils will know that:</u> . They can talk about their school day and favourite subjects.</p> <p><u>Pupils will learn to:</u> . Be able to respond to questions using one-word answers or gestures. . Use numbers in a sentence to tell the time with some support. . Repeat basic questions. Pronounce vocabulary, including articles, correctly with some support and visual aid. . Copy down singular nouns with their article. Pronounce some French sounds correctly. . Follow a story as it is read, with visual prompts. . Identify a sound in a song with some help. . Understand that plural nouns have a different article to singular nouns.</p> <p><u>Key Vocabulary: Transport</u></p>



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	<p>Quel âge as-tu? J'ai ... ans.</p> <p><u>Family</u> ma mère, mon père, ma sœur, mon frère, ma grand-mère, mon grand-père</p>	<p>la Pologne, l'Angleterre, l'Écosse, l'Irlande, le pays de Galles, l'Inde, le Pakistan, la Chine, la France,</p>	<p>cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un,</p> <p><u>Clothes</u> une robe, un pantalon, un pull, un tee-shirt, une chemise, une jupe,</p> <p><u>Months</u> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<p><u>Where pets live</u> un arbre, une maison, un appartement, une écurie, un champ, un lac, un terrier, une niche</p>	<p>,les pommes de terre, les cerises, les raisins, un sandwich, des frites, du chocolat, du fromage, du poulet, du riz</p> <p><u>Utensils</u> un couteau, une fourchette, une cuillère à soupe, une cuillère à café, un bol, une poêle,</p>	<p>à pied, en bus, en voiture, en train, à vélo, en avion, en bateau</p> <p><u>In the school</u> la salle de classe, la cour, la grande salle, les toilettes, la cuisine, le parking, la bibliothèque, le terrain de sport, la salle d'informatique</p> <p><u>School equipment</u> un crayon, une gomme, une règle, un stylo, une calculatrice, un feutre, un bâton de colle, un crayon de couleur, un taille-crayons, des ciseaux</p> <p><u>Lessons</u> les mathématiques, l'anglais, le français, les sciences, le sport, le dessin, l'informatique, la musique, l'espagnol</p>
Year 4	<p>Playtime</p> <p><u>Pupils will know that:</u> . They can talk about their favourite playground games and where they like to play.</p> <p><u>Pupils will learn to:</u> . Recognise a familiar word in a spoken</p>	<p>My Home</p> <p><u>Pupils will know that:</u> . They can describe where they live and give details about rooms and furniture.</p> <p><u>Pupils will learn to:</u> . Recognise a familiar sound when it is heard in a song.</p>	<p>My Town</p> <p><u>Pupils will know that:</u> . They can describe parts of their town and give directions.</p> <p><u>Pupils will learn to:</u> . Understand simple directions when prompted with images or gestures.</p>	<p>Describing People</p> <p><u>Pupils will know that:</u> . They can describe themselves and others.</p> <p><u>Pupils will learn to:</u> . Be able to recognise subject pronouns, given some visual prompts. . Repeat sentences using some common verbs.</p>	<p>The Body</p> <p><u>Pupils will know that:</u> . They can describe parts of their face as well as saying what hurts.</p> <p><u>Pupils will learn to:</u> . Be able to recognise articles and understand that they</p>	<p>Sport</p> <p><u>Pupils will know that:</u> . They can talk about which sports they play, like and are able to do.</p> <p><u>Pupils will learn to:</u> . Identify an article in a spoken sentence, with some support. . Give words or phrases to say which sports they like.</p>



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	<p>sentence, given a visual prompt.</p> <ul style="list-style-type: none"> . Repeat and copy down a few short sentences about themselves. . Play a simple French playground game, when given visual or spoken prompts. . Repeat part of a simple French song. . Spell basic French words with some help. <p>. Express an opinion with a simple phrase, given some assistance.</p> <p>. Follow some of a written text when listening to it read aloud.</p> <p><u>Key Vocabulary:</u> <u>Playground equipment</u> <i>un ballon, une corde à sauter, un vélo, une trottinette, une balançoire, un toboggan, une bascule, un tourniquet</i></p> <p><u>Playground games</u> <i>jouer à chat, jouer au foot, jouer à la balle, jouer à la thèque, sauter à la corde, faire la course, jouer à cache-cache</i></p>	<ul style="list-style-type: none"> . Identify one or two key words from the story with support. . Copy out or repeat sentences which use numbers in simple descriptions. . Be able to repeat aloud full sentences about their homes and daily routines. . Write a word in French to respond to a spoken question. . Recognise sentences where the word order is different to English. Identify an article with some help. <p><u>Key Vocabulary:</u> <u>Rooms</u> <i>une chambre, une salle de bains, un salon, une salle à manger, une cuisine, un jardin, un balcon, le premier étage, un lit, une chaise, une table, une commode,</i></p> <p><u>Things in your house</u> <i>une armoire, une lampe, une télévision, des rideaux, une moquette, une fenêtre, une porte, une poubelle, un four, une bouilloire, un grille-pain, un évier, un lave-vaisselle</i></p>	<ul style="list-style-type: none"> . Say and write something about where they live, with help. . Understand simple prices when given visual prompts. . Read along with a story as it is read out in class. . Play French word games, including forming simple sentences with verbal prompts. <p><u>Key Vocabulary:</u> <u>Money</u> <i>un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes,</i></p> <p><u>In the town</u> <i>des magasins, une église, un supermarché, un centre de loisirs, un théâtre, une gare, une rivière, un jardin public, un musée, la gare, la piscine,</i></p> <p><u>Directions</u> <i>continuez tout droit, tournez à gauche, tournez à droite,</i></p>	<ul style="list-style-type: none"> . Describe others using short phrases when given visual aids. . Copy down plural nouns with the correct articles. Summarise in English a character from a story. <p><u>Key Vocabulary:</u> <u>Eyes</u> <i>les yeux bleus, les yeux verts, les yeux marron, les yeux noisette,</i></p> <p><u>Hair</u> <i>les cheveux blonds, les cheveux bruns, les cheveux roux, les cheveux noir, les cheveux gris, les cheveux raides, les cheveux bouclés, les cheveux ondulés, les cheveux courts, les cheveux longs</i></p> <p><u>Clothes</u> <i>une robe, un pantalon, un jean, un pull, un tee-shirt, une chemise, une jupe, des chaussures</i></p>	<p>signify the gender of a noun.</p> <ul style="list-style-type: none"> . Pronounce articles clearly when speaking and spell them correctly when writing. . Read a French rhyme with some help with unfamiliar vocabulary. . Repeat sentences that use adjectives to describe things. . Pick out some subject pronouns when reading, with assistance. <p><u>Key Vocabulary:</u> <u>The face</u> <i>le visage, l'œil, les yeux, le nez, la joue, l'oreille, la bouche, les dents,</i></p> <p><u>Verbs</u> <i>je cours, j'écris, je lis, je parle, j'écoute, je nage, je marche, je peins</i></p>	<p>Use a bilingual dictionary with guidance to look up words.</p> <ul style="list-style-type: none"> . Follow a model with some assistance to write sentences in the first person. . Recognise some sentences which have a different word order. <p><u>Key Vocabulary:</u> <u>Sports</u> <i>le foot, le tennis, le tennis de table, le basket, le cricket, le rugby, la danse, la natation, le vélo, l'équitation, le skate, le surf, l'escalade,</i></p> <p><u>To play</u> <i>jouer au tennis, jouer au foot, jouer au hockey, jouer au netball, jouer au rugby, jouer au cricket,</i></p>
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Year 5	<p>On Holiday</p> <p><u>Pupils will know that:</u> . They can describe where they are going on holiday and the attractions they might do on it.</p> <p><u>Pupils will learn to :</u> . Recognise some basic holiday vocabulary. Understand some sentences about animals at the zoo. . Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure. . Be able to translate French words using a bilingual dictionary with assistance.</p> <p><u>Key Vocabulary:</u> <u>Countries</u> <i>en France ,en Espagne, en Italie ,en Allemagne,en Grèce, aux États-Unis, en Chine, au pays de Galles,</i> <u>Places to stay</u> <i>une tente,un hôtel, un appartement,un gîte, une ferme, une caravane, un camping-</i></p>	<p>Eating out</p> <p><u>Pupils will know that:</u> . They can order food and drinks in cafés and restaurants, as well as how to ask for a table.</p> <p><u>Pupils will learn to:</u> . Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. . Recognise subject pronouns, and begin using “<i>il</i>” and “<i>elle</i>” to form a few sentences about what someone is having to eat/drink, with help. . Take part in a simple role-play using prompts. Know that formal language, e.g. the “<i>vous</i>” form, is used for talking to customers in restaurants etc.</p> <p><u>Key Vocabulary:</u> <u>Drinks</u> <i>un café, un thé, un chocolat chaud, un jus d'orange, une limonade, un coca, une eau minérale,</i></p> <p><u>Food</u></p>	<p>Hobbies</p> <p><u>Pupils will know that:</u> . They can talk about and describe their hobbies.</p> <p><u>Pupils will learn to:</u> . Be able to express likes and dislikes using visual prompts, and understand that “<i>tu</i>” is often used to form a question. . Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. . Be able to talk about what they do and like doing, giving simple opinions with help. . Recognise the difference between “<i>le</i>”/“<i>la</i>” and “<i>un</i>”/“<i>une</i>” in the context of the unit. . Understand that some nouns have irregular plurals in French.</p> <p><u>Key Vocabulary:</u> <u>Hobbies</u> <i>le sport, la musique, la natation, le cyclisme, la lecture, les jeux vidéo, la musique classique, la musique pop, la musique folk, la musique rock,</i></p> <p><u>Opinions</u></p>	<p>A School Trip</p> <p><u>Pupils will know that:</u> . They can describe their journey and a school trip</p> <p><u>Pupils will learn to:</u> . Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text. . Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. . Recognise the future tense when prompted. . Form basic opinions about what they like to do in the context of school trips. . Join in with familiar French songs, pronouncing the majority of words clearly.</p> <p><u>Key Vocabulary:</u> <u>What I do on the bus</u> <i>Idormir, lire, rêver , jouer aux jeux vidéos , manger des bonbons, bavarder avec mes amis, écouter de la musique,</i></p> <p><u>What I can see</u> <i>un arbre, un oiseau, une ville, un moulin, une vache ,un feu tricolore, un camion, une cabine téléphonique, une boîte aux lettres,</i></p>	<p>Seasons</p> <p><u>Pupils will know that:</u> . They can describe the seasons and activities you can do during them.</p> <p><u>Pupils will learn to:</u> . Recognise that the pronoun “<i>on</i>” is often used in sentences relating to the date. . Respond to questions using simple opinions with help. . Understand French instructions to make a Chinese lantern with reference to English instructions and some help. . Recognise and write some adjectives after nouns with help. . Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p> <p><u>Key Vocabulary:</u> <u>Seasons</u> <i>une semaine,un mois, une année, le printemps,l'été, l'automne, l'hiver,</i></p> <p><u>Months</u></p>	<p>The Environment</p> <p><u>Pupils will know that:</u> . They can talk about what they like to do in the garden and about the creatures that live there.</p> <p><u>Pupils will learn to:</u> . Recognise and use some articles when prompted. . Recognise that the third person singular form of the present tense is used to describe what an animal eats. . Prepare and present a short weather report, using sentences provided that differ from English sentence structures. . Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.</p> <p><u>Key Vocabulary:</u> <u>Weather</u> <i>Il pleut, Il neige, Il y a du soleil, Il y a du vent, Il fait chaud, Il fait froid,</i></p> <p><u>In the garden</u> <i>une grenouille, un crapaud, une libellule, un poisson, un cygne, un étang,un triton, un hérisson, une limace, un renard, une souris, une</i></p>
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	<p>car, une station de ski une auberge de jeunesse,</p> <p><u>Animals in the zoo</u> un tigre, une girafe, un éléphant, un pingouin, un singe, un rhinocéros, un lion, un ours, un perroquet,</p> <p><u>The seaside</u> un crabe, du sable, un bateau, un requin, une glace, des vagues, un surfeur, un château de sable, une mouette, un parc d'attractions, une grande roue, des montagnes, un toboggan aquatique, un pédalo</p>	<p>une boule, deux boules, une glace au chocolat, une glace au caramel, une glace à la fraise, une glace à la vanille, une glace à la framboise, une glace à la menthe, une glace à la banane, des tomates, des champignons, des fraises,</p> <p><u>Restaurant</u> un restaurant, un café, une table pour deux personnes, une table pour quatre personnes, une carte, un serveur, une serveuse, l'addition, Bon appétit! une entrée, un plat principal, un dessert, une boisson, la soupe, la pizza, le gâteau</p>	<p>C'est nul! C'est super! C'est ennuyeux! C'est énervant! C'est entraînant!</p> <p><u>Instruments</u> la batterie, le piano, la guitare, le saxophone, le violon, la clarinette, la trompette, la flûte,</p> <p><u>Verbs</u> Je regarde la télé, Je joue aux jeux vidéo, Je téléphone à mes amis, Je vais au parc. Je vais au cinéma, Je fais du trampoline, Je surfe sur le net, Je joue aux jeux de société</p>	<p><u>In the museum</u> une momie, des os de dinosaure, des bijoux anciens, une billetterie, une peinture, des pièces en or, une armure complète</p>	<p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, le premier</p>	<p>chenille, un oiseau, une araignée, une mouche,</p> <p><u>What I do in the garden</u> jouer au foot, jouer au badminton, lire, ramasser des insectes, jouer dans le bac à sable, jouer avec mes animaux, arroser les plantes, planter des arbres</p>
Year 6	<p>Actions</p> <p><u>Pupils will know that:</u> . They can use some simple verbs and adverbs</p> <p><u>Pupils will learn to :</u> . Begin to recognise and use perfect past tense sentences with help. . Recognise some adverbs from the lessons. . Recognise and use, with some help, third person singular verbs to</p>	<p>In France</p> <p><u>Pupils will know that:</u> . They can describe some French food, French cities and some popular attractions in Paris</p> <p><u>Pupils will learn to:</u> . Read sentences in the perfect past tense about what they have eaten with some help. . Be able to understand the main points from</p>	<p>Family</p> <p><u>Pupils will know that:</u> . They can describe their family, extended family and the activities they do with them.</p> <p><u>Pupils will learn to:</u> . Talk about what they have done using the perfect past tense when provided with a model sentence. . Identify third person plural forms of common verbs, with help.</p>	<p>A Weekend with friends</p> <p><u>Pupils will know that:</u> . They can talk about the activities they do with their friends.</p> <p><u>Pupils will learn to:</u> . Understand the main points of the unit's story in written form. . Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. . Build on their knowledge of the past tense, and be</p>	<p>The Future</p> <p><u>Pupils will know that:</u> . They can talk about what they are going to do.</p> <p><u>Pupils will learn to:</u> . Recognise that adjectives change depending on the gender and number of the noun. . Recognise a comparative sentence from its structure when prompted.</p>	<p>Jobs</p> <p><u>Pupils will know that:</u> . They can say what they would like to do when they are older</p> <p><u>Pupils will learn to:</u> . Recognise and begin using some job titles and their correct article in speech. . Identify some sentences that use the future tense with some help. . Write a short passage using sentences from the</p>



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	<p>describe what someone is doing.</p> <ul style="list-style-type: none"> . Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help. <p>Key Vocabulary: Prepositions <i>je cherche, en bas, en haut, à droite, à gauche, partout, dans le magasin, dans le parc, dans la bibliothèque,</i></p> <p>Verbs and Adverbs <i>je ris, je pleure, je parle, je marche, je cours, je danse, je chante, beaucoup, un peu, je frappe, je conduis, je monte, je descends, je tourne, j'écris, vite, lentement</i></p>	<p>the unit's recipe with help.</p> <ul style="list-style-type: none"> . Prepare and present a short presentation with some help. . Ask questions in the second person singular using the correct intonation when prompted. . Recognise that "on" has several meanings in French. <p>Key Vocabulary: Cities and Locations <i>Paris, Lyon, Bordeaux, Avignon, le nord de la France, le sud de la France, l'ouest de la France, l'est de la France,</i></p> <p>Attractions in Paris <i>la tour Eiffel, un jardin, la Seine, une galerie d'art, un parc d'attractions, le musée du Louvre, l'Arc de Triomphe, des cafés, des magasins,</i></p> <p>French Food <i>la quiche, la baguette, les crêpes, le camembert, les croissants, les escargots, les croque-monsieur, les cuisses, de grenouille</i></p>	<ul style="list-style-type: none"> . Recognise the two different second person subject pronouns – "tu" and "vous". . Use single words from the unit to substitute into model sentences, creating new sentences. <p>Key Vocabulary: Family and Extended Family <i>ma mère, mon père, ma sœur, mon frère, ma grand-mère, mon grand-père, mes parents, mes grands-parents, ma famille, ma belle-mère, mon beau-père, ma cousine, mon cousin, ma tante, mon oncle, ma demi-sœur, mon demi-frère,</i></p> <p>Chores <i>Je range ma chambre, Je fais mon lit, Je passe l'aspirateur, Je mets la table, Je fais la vaisselle, Je lave la voiture, Je remplis le lave-vaisselle, Je balaie</i></p> <p>Activities with my family <i>manger un bon repas, rendre visite à ma grand-mère, faire une promenade à vélo, aller à la campagne, faire un pique-nique, faire une soirée film, faire du shopping</i></p>	<p>able to write and say perfect past tense sentences with help.</p> <ul style="list-style-type: none"> . Take part in a continuous conversation with some verbal prompts. <p>Key Vocabulary: Activities <i>faire une promenade, faire du bowling, faire une soirée pyjama, faire les magasins, faire un tour à vélo, faire du camping, aller à la piscine, aller au cinéma, aller au parc, aller à la patinoire, aller au centre de loisirs, de la pizza, manger de la glace, manger des bonbons, boire du chocolat chaud, un festin de minuit,</i></p> <p>Food <i>des chips, du chocolat, du gâteau, des bonbons, des sucettes, des friands, de la pizza, de la glace au chocolat</i></p>	<ul style="list-style-type: none"> . Write and perform a role-play with help, incorporating basic future tense sentences. . Question why certain words might have been used the unit's story. <p>Key Vocabulary: Activities <i>regarder la télé, lire un livre, faire du vélo, danser, aller à la piscine, jouer à l'ordinateur, aller à l'école, jouer dans la cour, aller au cours de français, manger dans la cuisine, faire ses devoirs, regarder la télévision,</i></p> <p>Emotions <i>Je vais en forme, calme, malade, en colère, énergique, aux anges</i></p>	<p>Question and Answer screens.</p> <ul style="list-style-type: none"> . Change regular nouns into their plural forms with some help. <p>Key Vocabulary: Jobs <i>le travail, un médecin, un pompier, un policier, un chef, une astronaute, une actrice, un fermier, une fusée, un infirmier, une infirmière, un mécanicien, une mécanicienne, un instituteur, une institutrice, un coiffeur, une coiffeuse</i></p> <p>Workplaces <i>l'hôpital, l'école, le restaurant, le garage, le salon de coiffure, le commissariat de police, la caserne des pompiers</i></p> <p>At the fire station <i>descendre la barre de pompiers, laver le camion de pompiers, vérifier le tuyau d'incendie, entendre la sirène, vérifier l'équipement, éteindre le feu</i></p>
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