# Curriculum

# MFL (French)



#### Curriculum:



#### Why have we sequenced units in the way we have?

#### MFL

Within each phase (KS1, LKS2, UKS2), the order of units has largely remained the same. Where the younger pupils in the mixed age class need to be pre taught an element of the key learning from cycle A in order to access the learning in cycle B this has been identified and a hybrid u it created. This gives the essential new knowledge to the younger pupils and reviews key learning for the older pupils before they all move on to new learning.

#### E.G

Before learning vocabulary about certain subjects, pupils will need to learn phonics to make sure their pronunciation is correct.

Кеу	с	Core Vocabulary Unit	
	E	Early Language Unit	
	I.	Intermediate Language Unit	
	Р	Progressive Language Unit	

#### Curriculum: MFL



	N3-4 Reception Year 1-2		1-2	Year 3	Year 4	Year 5-6	
	113-4						
Autumn 1					I'm Learning French	Seasons	The Date
Autumn 2					Animals	Vegetables (E)	What is the Weather
Spring 1					Musical Instruments	Presenting Myself	Do you have a pet
Spring 2					I Am Able	Family	My Home
Summer 1					Fruits	In the Classroom	The Olympics
Summer 2					Ice Creams	At the Tearoom	Clothes



#### Year 3: Autumn 1

	Phoni	CS	1&2
ľm	learning	Fre	ench



Year 3 A Autumn 1

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive		<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab:</li> <li>Comment tu-t'appelles ?' = What is your name?</li> <li>Ca va? = How are you?</li> <li>Jaune = Yellow</li> <li>Blanc = White</li> <li>Noir = Black</li> <li>Bleu = Blue</li> <li>Vert = Green</li> <li>Violet = Purple</li> <li>Gris = Grey</li> <li>Rouge = Red</li> <li>Orange = Orange</li> <li>Marron = Brown</li> <li>Quelle est ta couleur préférée ? = What is your favourite colour is</li> </ul>	<ul> <li>Phonics to help pronunciation.</li> <li>Presening myself (Y4) will be able to use colours to describe hair and eye colour.</li> <li>Fruits/veg - Can say what their favourite fruit or veg is. (Y4,5,6)</li> </ul>



#### Year 3: Autumn 2



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	"My favourite is" - préférée c'est le	<ul> <li>Knowledge to be explicitly taught</li> <li>Female and male nouns (Un and une)</li> <li>Animals</li> <li>Learn to spell animals correctly</li> <li>Learn the verb Je suis</li> </ul> Vocab: <ul> <li>Un lion = a lion</li> <li>Un oiseau = a bird</li> <li>Un lapin = a rabbit</li> <li>Un cheval = a horse</li> <li>Un mouton = a sheep</li> <li>Un singe = a monkey</li> <li>Un canard = a duck</li> <li>Un cochon = a pig</li> <li>Une souris = a mouse</li> <li>Une vache = a cow</li> <li>Je suis - I am</li> <li>Devine qui je suis - Guess what I am</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Je suis – to describe themselves</li> </ul>



#### Year 3: Spring 1



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Yes - oui	<ul> <li>Knowledge to be explicitly taught</li> <li>Name ten instruments in French.</li> <li>To say that they play an instrument of their choice correctly in French.</li> <li>Verb Jouer (to play)</li> <li>How to say they play a particular instrument in French</li> <li>Learn to say yes or no</li> <li>To learn the appropriate French word for "the"</li> <li>Vocab:</li> <li>La trompette = the trumpet</li> <li>La clarinette = the clarinet</li> <li>La batterie = the drum</li> <li>La guitare = the guitar</li> <li>La flûte à bec = the recorder</li> <li>La harpe = the harp</li> <li>Le piano = the piano</li> <li>Le triangle = the triangle</li> <li>Le violon = the violin</li> <li>Les cymbales = the cymbals</li> <li>Oui – Yes</li> <li>Non - No</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Verb Jouer</li> <li>To learn the appropriate French word for "the"</li> </ul>



#### Year 3: Spring 2

#### Fruit



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Knowledge to be reviewed         Female and male nouns (Un and une)	Knowledge to be explicitly taught         • Name and recognise up to 10 fruits in French.         • Ask somebody in French if they like a particular fruit.         • Say what fruits they like and dislike.         • Learn how to move from the singular to the plural form         • How to formulate a simple opinion on fruits using "J'aime"         ("I like") plus a fruit.         • Une orange = An orange         • Une prune = A plum         • Une poire = A pear         • Un abricot = An apricot         • Les fruits = the fruits         • Les pommes = the apples         • Les praises = the strawberries         • Les pâches = the peaches         • Les oranges = the oranges         • Les oranges = the oranges         • Les poires = the plums         • Les poires = the pears         • Les poires = the pears	<ul> <li>How knowledge will be built upon</li> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
		<ul> <li>Les kiwis = the kiwis</li> <li>"Je n'aime pas" ("I do not like")</li> </ul>	
		• "Est-ce que tu aimes?" ("Do you like?")	

Year 3 A/B Spring 2





Γ	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:		<ul> <li>learn some common everyday verbs/activities and learn how to say these in French.</li> <li>Use the verb "I can".</li> </ul>	<ul> <li>Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.</li> </ul>
		<ul> <li>Use the verb "I can".</li> <li>Vocab: je peux ('I can Danser = to dance</li> <li>Chanter = to sing</li> <li>Cuisiner = to cook</li> <li>Manger = to eat</li> <li>Regarder = to watch</li> <li>Sauter = to jump</li> <li>Écrire = to write</li> <li>Écouter = to listen</li> <li>Boire = to drink</li> <li>Parler = to talk</li> </ul>	
	pupils:	All pupils:	All pupils: • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb "I can". Vocab: je peux ('I can Danser = to dance Chanter = to sing Cuisiner = to cook Manger = to eat Regarder = to watch Sauter = to jump Écrire = to write Écouter = to listen Boire = to drink



Substantive

All

pupils:

#### Year 4: Autumn 1

Phonics 1&2 Fruit



Year 4 A/B Autumn 1

Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
My favourite is" - préférée c'est le	<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Name and recognise up to 10 fruits in French.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> </ul>	<ul> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
	<ul> <li>Une orange = An orange</li> <li>Une prune = A plum</li> <li>Une poire = A pear</li> <li>Un kiwi = A kiwi</li> <li>Un abricot = An apricot</li> <li>Les fruits = the fruits</li> <li>Les pommes = the apples</li> <li>Les fraises = the strawberries</li> <li>Les pêches = the peaches</li> <li>Les cerises = the cherries</li> <li>Les oranges = the oranges</li> <li>Les prunes = the plums</li> <li>Les poires = the pears</li> <li>Les abricots = the apricots</li> <li>Les kiwis = the kiwis</li> <li>"Je n'aime pas" ("I do not like")</li> <li>"Est-ce que tu aimes?" ("Do you like?")</li> </ul>	



#### Year 4: Autumn 2



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul> <li>My favourite is" - préférée c'est le</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> </ul>	<ul> <li>Name and recognise up to 10 vegetables in French.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> <li>ask somebody in French for a particular vegetable</li> <li>VOCAB:</li> <li>Les légumes = The vegetables</li> <li>Les épinards = The spinach</li> <li>Les oignons = The onions</li> <li>Les aubergines = The aubergines</li> <li>Les courgettes = The courgettes</li> </ul>	



#### Year 4: Spring 1



Year 4 Spring 1 A

Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<ul> <li>Knowledge to be reviewed</li> <li>Numbers to 10</li> <li>Greetings</li> <li>How to say "This person is called"</li> </ul>	<ul> <li>Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>Vocab:</li> <li>La mère = the mother/the mum</li> <li>La sœur aînée = the older sister</li> <li>La grand-mère = the grandmother</li> <li>La tante = the aunt</li> <li>Le père = the father/the dad</li> <li>Le frère = the brother</li> <li>Le grand-père = the grandfather</li> <li>L'oncle = the uncle</li> <li>La belle-mère = the stepmother</li> <li>La demi-sœur = the stepsister/ half sister</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Presenting myself – talk about hobbies and what they enjoy doing.</li> <li>Using verbs already taught for other subjects.</li> </ul>
	Le beau-père = the stepfather Le demi-frère = the stepbrother/half brother Le cousin = the cousin (male)	
	Numbers to 10     Greetings	<ul> <li>Numbers to 10</li> <li>Greetings</li> <li>How to say "This person is called"</li> <li>E Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>Vocab:</li> <li>La mère = the mother/the mum</li> <li>La sœur aînée = the older sister</li> <li>La grand-mère = the grandmother</li> <li>La tante = the aunt</li> <li>Le père = the father/the dad</li> <li>Le frère = the brother</li> <li>Le grand-père = the grandfather</li> <li>L'oncle = the uncle</li> <li>La belle-mère = the stepmother</li> <li>La cousine = the cousin (female)</li> <li>Le beau-père = the stepfather</li> <li>Le demi-frère = the stepfather</li> </ul>



## Year 4: Spring 2



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul> <li>Knowledge to be reviewed</li> <li>The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 &amp; 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings).</li> <li>What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have).</li> </ul>	<ul> <li>Count to 20.</li> <li>Say their name and age.</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>Tell you where they live.</li> <li>Tell you their nationality</li> <li>Understand basic gender agreement rules.</li> <li>Je Me Présente = Presenting Myself</li> <li>Salut = Hello (informal)</li> </ul>	How knowledge will be built upon Knowledge of numbers to help with birthdays, days of the week, plurals.
Substantive		<ul> <li>Bonjour = Hello (formal)</li> <li>Ça va ? = How are you?</li> <li>Ça va bien = I am good</li> <li>Ça va mal = I am bad</li> <li>Comme ci, comme ça = So so</li> <li>Et toi ? = And you?</li> <li>Ça va très bien = I am really good</li> <li>Ça va très mal = I am really bad</li> <li>Au revoir = Goodbye</li> <li>À plus tard = See you later</li> </ul>	



#### Year 4: Summer 1



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul> <li>The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 &amp; 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente.</li> <li>What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have).</li> </ul>	<ul> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> <li>In French there are three different indefinite articles/determiners:</li> <li>UN - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.</li> <li>UNE - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns.</li> <li>DES - The INDEFINITE ARTICLE to use before MASCULINE and FEMININE PLURAL nouns.</li> </ul>	
			<ul> <li>un livre = a reading book</li> <li>un cahier = an exercise book</li> <li>un bâton de colle = a glue stick</li> </ul>	
			• un crayon = a pencil • un stylo = a pen	
			<ul> <li>un taille-crayon = a sharpener</li> <li>un sac à dos = a rucksack</li> </ul>	



#### Year 4: Summer 2

House



Year 4 Cycle A Sum2

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive bubils:	unit creating an opportunity for longer spoken and written work aiding progression in the language.	<ul> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms they have or do not have in their home.</li> <li>Ask somebody else in French what rooms they have or do not have in their home.</li> <li>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	



#### Year 5/6 : Autumn 1





C
=
<b>—</b>
- =
7
ব
_
4
9
<u> </u>
8
- X
J.

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	My favourite is" - préférée c'est le	<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Name and recognise up to 10 fruits in French.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> </ul>	<ul> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
Substantive		<ul> <li>Une orange = An orange</li> <li>Une prune = A plum</li> <li>Une poire = A pear</li> <li>Un kiwi = A kiwi</li> <li>Un abricot = An apricot</li> <li>Les fruits = the fruits</li> <li>Les pommes = the apples</li> <li>Les fraises = the strawberries</li> <li>Les pêches = the peaches</li> <li>Les cerises = the cherries</li> <li>Les oranges = the oranges</li> <li>Les prunes = the plums</li> <li>Les poires = the pears</li> <li>Les abricots = the apricots</li> <li>Les kiwis = the kiwis</li> <li>"Je n'aime pas" ("I do not like")</li> <li>"Est-ce que tu aimes?" ("Do you like?")</li> </ul>	



### Year 5/6: Autumn 2





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul> <li>My favourite is" - préférée c'est le</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> </ul>	<ul> <li>Name and recognise up to 10 vegetables in French.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> <li>ask somebody in French for a particular vegetable</li> <li>VOCAB:</li> <li>Les légumes = The vegetables</li> <li>Les épinards = The spinach</li> <li>Les oignons = The onions</li> <li>Les carottes = The carrots</li> <li>Les aubergines = The aubergines</li> <li>Les courgettes = The courgettes</li> </ul>	

Year 6 A Autumn 2





### Year 5/6: Spring 1



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul> <li>Numbers to 10</li> <li>Greetings</li> <li>How to say "This person is called"</li> </ul>	<ul> <li>Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>Vocab:</li> <li>La mère = the mother/the mum</li> <li>La sœur aînée = the older sister</li> <li>La grand-mère = the grandmother</li> <li>La tante = the aunt</li> <li>Le père = the father/the dad</li> <li>Le frère = the brother</li> <li>Le grand-père = the grandfather</li> <li>L'oncle = the uncle</li> <li>La belle-mère = the stepmother</li> <li>La demi-sœur = the stepfather</li> <li>Le cousine = the cousin (female)</li> <li>Le beau-père = the stepfather</li> <li>Le cousin = the cousin (male)</li> </ul>	<ul> <li>Presenting myself – talk about hobbies and what they enjoy doing.</li> <li>Using verbs already taught for other subjects.</li> </ul>



# Year 5/6 : Spring 2



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul> <li>Knowledge to be reviewed</li> <li>The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 &amp; 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings).</li> <li>What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have).</li> </ul>	<ul> <li>Knowledge to be explicitly taught</li> <li>Count to 20.</li> <li>Say their name and age.</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>Tell you where they live.</li> <li>Tell you their nationality</li> <li>Understand basic gender agreement rules.</li> <li>Je Me Présente = Presenting Myself</li> <li>Salut = Hello (informal)</li> <li>Bonjour = Hello (formal)</li> <li>Ça va ? = How are you?</li> <li>Ça va bien = I am good</li> <li>Ça va amal = I am bad</li> <li>Comme ci, comme ça = So so</li> <li>Et toi ? = And you?</li> <li>Ça va très bien = I am really good</li> <li>Ça va très mal = I am really bad</li> <li>Au revoir = Goodbye</li> </ul>	How knowledge will be built upon Knowledge of numbers to help with birthdays, days of the week, plurals.
			• À plus tard = See you later	



### Year 5/6 : Summer 1

Classroom



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul> <li>The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 &amp; 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente.</li> <li>What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have).</li> </ul>	<ul> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> <li>In French there are three different indefinite articles/determiners:</li> <li>UN - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.</li> <li>UNE - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns.</li> <li>DES - The INDEFINITE ARTICLE to use before MASCULINE and FEMININE PLURAL nouns.</li> <li>un livre = a reading book</li> <li>un cahier = an exercise book</li> <li>un bâton de colle = a glue stick</li> <li>un crayon = a pencil</li> <li>un stylo = a pen</li> <li>un taille-crayon = a sharpener</li> <li>un sac à dos = a rucksack</li> </ul>	



### Year 5/6 : Summer 2

House



			Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	•	Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.	<ul> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms they have or do not have in their home.</li> <li>Ask somebody else in French what rooms they have or do not have in their home.</li> <li>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	

Year 6 Cycle A Sum2





<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab:</li> </ul>	<ul> <li>Phonics to help pronunciation.</li> <li>Presening myself (Y4) will be able to use colours to describe hair and eye colour.</li> <li>Fruits/veg - Can say what their favourite fruit or veg is. (Y4,5,6)</li> </ul>
Comment tu-t'appelles ?' = What is your name?	
Ca va? = How are you? Jaune = Yellow Blanc = White Noir = Black Bleu = Blue Vert = Green Violet = Purple Gris = Grey Rouge = Red Orange = Orange Marron = Brown Quelle est ta couleur préférée ? = What is your favourite colour Ma couleur préférée c'est le = My favourite colour is	
	Gris = Grey Rouge = Red Orange = Orange Marron = Brown Quelle est ta couleur préférée ? = What is your favourite colour



#### Year 3: Autumn 2



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed "My favourite is" - préférée c'est le	<ul> <li>Female and male nouns (Un and une)</li> <li>Animals</li> <li>Learn to spell animals correctly</li> <li>Learn the verb Je suis</li> </ul> Vocab: <ul> <li>Un lion = a lion</li> <li>Un oiseau = a bird</li> <li>Un lapin = a rabbit</li> <li>Un cheval = a horse</li> <li>Un mouton = a sheep</li> <li>Un singe = a monkey</li> <li>Un canard = a duck</li> <li>Un cochon = a pig</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Je suis – to describe themselves</li> </ul>
			<ul> <li>Une souris = a mouse</li> <li>Une vache = a cow</li> <li>Je suis - I am</li> </ul>	
			• Devine qui je suis – Guess what I am	



#### Year 3: Spring 1



Year 3 B Spring 1

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed Yes - oui No - non	<ul> <li>Name ten instruments in French.</li> <li>To say that they play an instrument of their choice correctly in French.</li> <li>Verb Jouer (to play)</li> <li>How to say they play a particular instrument in French</li> <li>Learn to say yes or no</li> <li>To learn the appropriate French word for "the"</li> <li>Vocab:</li> <li>La trompette = the trumpet</li> <li>La clarinette = the clarinet</li> <li>La batterie = the drum</li> <li>La guitare = the guitar</li> <li>La flûte à bec = the recorder</li> <li>La harpe = the harp</li> <li>Le piano = the piano</li> <li>Le triangle = the triangle</li> <li>Le violon = the violin</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Verb Jouer</li> <li>To learn the appropriate French word for "the"</li> </ul>
			<ul> <li>Les cymbales = the cymbals</li> <li>Oui - Yes</li> <li>Non - No</li> </ul>	



Substantive

### Year 3: Spring 2

#### Fruit



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	Female and male nouns (Un and une)	<ul> <li>Name and recognise up to 10 fruits in French.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> </ul>	<ul> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
		<ul> <li>Une orange = An orange</li> <li>Une prune = A plum</li> <li>Une poire = A pear</li> <li>Un kiwi = A kiwi</li> <li>Un abricot = An apricot</li> <li>Les fruits = the fruits</li> <li>Les pommes = the apples</li> <li>Les fraises = the strawberries</li> <li>Les pêches = the peaches</li> <li>Les cerises = the cherries</li> <li>Les oranges = the oranges</li> <li>Les prunes = the plums</li> <li>Les poires = the pears</li> <li>Les abricots = the apricots</li> <li>Les kiwis = the kiwis</li> <li>"Je n'aime pas" ("I do not like")</li> <li>"Est-ce que tu aimes?" ("Do you like?")</li> </ul>	





	Γ	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed	<ul> <li>Knowledge to be explicitly taught</li> <li>learn some common everyday verbs/activities and learn how to say these in French.</li> <li>Use the verb "I can".</li> <li>Vocab: <ul> <li>je peux ('I can</li> <li>Danser = to dance</li> <li>Chanter = to sing</li> <li>Cuisiner = to cook</li> </ul> </li> <li>Manger = to eat</li> <li>Regarder = to watch</li> <li>Sauter = to jump</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.</li> </ul>
			Écrire = to write Écouter = to listen Boire = to drink Parler = to talk	



#### Year 3: Summer 2



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul> <li>Numbers to 10</li> <li>Greetings</li> <li>How to say "This person is called"</li> </ul>	<ul> <li>I Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>Vocab:</li> <li>La mère = the mother/the mum</li> <li>La sœur = the sister</li> <li>La sœur cadette = the younger sister</li> <li>La grand-mère = the grandmother</li> <li>La tante = the aunt</li> <li>Le père = the father/the dad</li> <li>Le frère = the brother</li> <li>Le grand-père = the grandfather</li> <li>L'oncle = the uncle</li> <li>La belle-mère = the stepsister/ half sister</li> <li>La cousine = the cousin (female)</li> <li>Le beau-père = the stepfather</li> <li>Le cousin = the cousin (male)</li> </ul>	<ul> <li>Presenting myself – talk about hobbies and what they enjoy doing.</li> <li>Using verbs already taught for other subjects.</li> </ul>
5			
2		United Curriculum: Mixed-age planning	

Year 3 B Summer 2





Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Knowledge to be reviewed	<ul> <li>Knowledge to be explicitly taught</li> <li>Introduce phonics sounds / phonemes in French.</li> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab:</li> <li>Comment tu-t'appelles ?' = What is your name?</li> <li>Ca va? = How are you?</li> <li>Jaune = Yellow</li> <li>Blanc = White</li> <li>Noir = Black</li> <li>Bleu = Blue</li> <li>Vert = Green</li> <li>Violet = Purple</li> <li>Gris = Grey</li> <li>Rouge = Red</li> <li>Orange = Orange</li> <li>Marron = Brown</li> <li>Quelle est ta couleur préférée ? = What is your favourite colour</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Phonics to help pronunciation.</li> <li>Presening myself (Y4) will be able to use colours to describe hair and eye colour.</li> <li>Fruits/veg - Can say what their favourite fruit or veg is. (Y4,5,6)</li> </ul>
	ivia couleur preferee c'est le = iviy favourite colour is	
_	Knowledge to be reviewed	<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab:</li> <li>Comment tu-t'appelles ?' = What is your name?</li> <li>Ca va? = How are you?</li> <li>Jaune = Yellow</li> <li>Blanc = White</li> <li>Noir = Black</li> <li>Bleu = Blue</li> <li>Vert = Green</li> <li>Violet = Purple</li> <li>Gris = Grey</li> <li>Rouge = Red</li> <li>Orange = Orange</li> <li>Marron = Brown</li> </ul>





#### Year 4: Autumn 2



Autumn 2

Year 4 B

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed "My favourite is" - préférée c'est le	<ul> <li>Female and male nouns (Un and une)</li> <li>Animals</li> <li>Learn to spell animals correctly</li> <li>Learn the verb Je suis</li> </ul> Vocab: <ul> <li>Un lion = a lion</li> <li>Un oiseau = a bird</li> <li>Un lapin = a rabbit</li> <li>Un cheval = a horse</li> <li>Un mouton = a sheep</li> <li>Un singe = a monkey</li> <li>Un canard = a duck</li> <li>Un cochon = a pig</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Je suis – to describe themselves</li> </ul>
			<ul> <li>Une souris = a mouse</li> <li>Une vache = a cow</li> <li>Je suis - I am</li> <li>Devine qui je suis - Guess what I am</li> </ul>	



#### Year 4: Spring 1



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Knowledge to be reviewed         Yes - oui         No - non	Knowledge to be explicitly taught• Name ten instruments in French.• To say that they play an instrument of their choice correctly in French.• Verb Jouer (to play)• How to say they play a particular instrument in French• Learn to say yes or no• To learn the appropriate French word for "the"Vocab:• La trompette = the trumpet• La clarinette = the clarinet• La batterie = the drum• La guitare = the guitar• La flûte à bec = the recorder• La harpe = the harp• Le piano = the piano• Le triangle = the triangle• Le violon = the violin• Les cymbales = the cymbals• Oui – Yes• Non - No	<ul> <li>How knowledge will be built upon</li> <li>Verb Jouer</li> <li>To learn the appropriate French word for "the"</li> </ul>



### Year 4: Spring 2

#### Fruit



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	Knowledge to be reviewed         Female and male nouns (Un and une)	<ul> <li>Name and recognise up to 10 fruits in French.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> <li>Une orange = An orange</li> <li>Une prune = A plum</li> <li>Une poire = A pear</li> <li>Un kiwi = A kiwi</li> <li>Un abricot = An apricot</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
Substantive		<ul> <li>Les fruits = the fruits</li> <li>Les pommes = the apples</li> <li>Les fraises = the strawberries</li> <li>Les pêches = the peaches</li> <li>Les bananes = the bananas</li> <li>Les cerises = the cherries</li> <li>Les oranges = the oranges</li> <li>Les prunes = the plums</li> <li>Les poires = the pears</li> <li>Les abricots = the apricots</li> <li>Les kiwis = the kiwis</li> <li>"Je n'aime pas" ("I do not like")</li> <li>"Est-ce que tu aimes?" ("Do you like?")</li> </ul>	



I can



	[	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed	<ul> <li>Knowledge to be explicitly taught</li> <li>learn some common everyday verbs/activities and learn how to say these in French.</li> <li>Use the verb "I can".</li> <li>Vocab: <ul> <li>je peux ('I can</li> <li>Danser = to dance</li> <li>Chanter = to sing</li> <li>Cuisiner = to cook</li> <li>Manger = to eat</li> <li>Regarder = to watch</li> <li>Sauter = to jump</li> <li>Écrire = to write</li> <li>Écouter = to listen</li> </ul> </li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.</li> </ul>
			Boire = to drink	
			Parler = to talk	



#### Year 4: Summer 2



Year 4 B Summer 2

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul> <li>Numbers to 10</li> <li>Greetings</li> <li>How to say "This person is called"</li> </ul>	<ul> <li>Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>Vocab:</li> <li>La mère = the mother/the mum</li> <li>La sœur aînée = the older sister</li> <li>La sœur cadette = the younger sister</li> <li>La grand-mère = the grandmother</li> <li>La tante = the aunt</li> <li>Le père = the father/the dad</li> <li>Le frère = the brother</li> <li>La demi-sœur = the stepmother</li> <li>La demi-sœur = the stepsister / half sister</li> <li>La cousine = the cousin (female)</li> <li>Le beau-père = the stepfather</li> <li>Le cousin = the cousin (male)</li> </ul>	<ul> <li>Presenting myself – talk about hobbies and what they enjoy doing.</li> <li>Using verbs already taught for other subjects.</li> </ul>
~				
¥ -			United Curriculum: Mixed-age planning	



#### Year 5: Autumn 1

	Phoni	CS	1&2
ľm	learning	Fre	ench



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed	<ul> <li>Introduce phonics sounds / phonemes in French.</li> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab:</li> <li>Comment tu-t'appelles ?' = What is your name?</li> <li>Ca va? = How are you?</li> <li>Jaune = Yellow</li> <li>Blanc = White</li> <li>Noir = Black</li> <li>Bleu = Blue</li> <li>Vert = Green</li> <li>Violet = Purple</li> <li>Gris = Grey</li> <li>Rouge = Red</li> <li>Orange = Orange</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Phonics to help pronunciation.</li> <li>Presening myself (Y4) will be able to use colours to describe hair and eye colour.</li> <li>Fruits/veg - Can say what their favourite fruit or veg is. (Y4,5,6)</li> </ul>
			Marron = Brown Quelle est ta couleur préférée ? = What is your favourite colour Ma couleur préférée c'est le = My favourite colour is	



#### Year 5: Autumn 2



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	"My favourite is" - préférée c'est le	<ul> <li>Female and male nouns (Un and une)</li> <li>Animals</li> <li>Learn to spell animals correctly</li> <li>Learn the verb Je suis</li> </ul> Vocab: <ul> <li>Un lion = a lion</li> <li>Un oiseau = a bird</li> <li>Un lapin = a rabbit</li> <li>Un cheval = a horse</li> <li>Un mouton = a sheep</li> <li>Un singe = a monkey</li> <li>Un canard = a duck</li> <li>Un cochon = a pig</li> <li>Une souris = a mouse</li> <li>Une vache = a cow</li> <li>Je suis - I am</li> </ul>	Je suis – to describe themselves
			• Devine qui je suis – Guess what I am	





Year 5 B Spring 1

All pupils:Yes - oui No - non• Name ten instruments in French. • To say that they play an instrument of their choice correctly in French.	<ul> <li>Verb Jouer</li> <li>To learn the appropriate French word for "the"</li> </ul>
<ul> <li>Verb Jouer (to play)</li> <li>How to say they play a particular instrument in French</li> <li>Learn to say yes or no</li> <li>To learn the appropriate French word for "the"</li> <li>Vocab: <ul> <li>La trompette = the trumpet</li> <li>La clarinette = the clarinet</li> <li>La batterie = the drum</li> <li>La guitare = the guitar</li> <li>La flûte à bec = the recorder</li> <li>La harpe = the harp</li> <li>Le piano = the piano</li> <li>Le triangle = the triangle</li> <li>Le violon = the violin</li> <li>Les cymbales = the cymbals</li> <li>Oui – Yes</li> <li>Non - No</li> </ul> </li> </ul>	



All pupil

### Year 5: Spring 2

#### Fruit



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
	Female and male nouns (Un and une)	• Name and recognise up to 10 fruits in French.	• Learn how to move from the singular to
ils:		• Ask somebody in French if they like a particular fruit.	the plural form
		Say what fruits they like and dislike.	• Learning how to say if you like or do
		• Learn how to move from the singular to the plural form	not like (Veg Y4 Cycle A)
		• How to formulate a simple opinion on fruits using "J'aime"	
		("I like") plus a fruit.	
		• Une orange = An orange	
		• Une prune = A plum	
		• Une poire = A pear	
		• Un kiwi = A kiwi	
		• Un abricot = An apricot	
		• Les fruits = the fruits	
		• Les pommes = the apples	
		• Les fraises = the strawberries	
		• Les pêches = the peaches	
		• Les bananes = the bananas	
		• Les cerises = the cherries	
		• Les oranges = the oranges	
		• Les prunes = the plums	
		• Les poires = the pears	
		<ul> <li>Les abricots = the apricots</li> </ul>	
		• Les kiwis = the kiwis	
		• "Je n'aime pas" ("I do not like")	
		• "Est-ce que tu aimes?" ("Do you like?")	





	Г	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed	Knowledge to be explicitly taught         • learn some common everyday verbs/activities and learn how to say these in French.         • Use the verb "I can".         Vocab:         je peux ('I can         Danser = to dance         Chanter = to sing         Cuisiner = to cook         Manger = to eat         Regarder = to watch	<ul> <li>How knowledge will be built upon</li> <li>Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.</li> </ul>
S			Sauter = to jump Écrire = to write Écouter = to listen Boire = to drink Parler = to talk	



#### Year 5: Summer 2



pupils:       • Greetings         • How to say "This person is called"       • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.       • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.       • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.       • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).       • Vocab:         La mère = the mother/the mum       La sœur = the sister       La sœur = the sister       La sœur = the sister	esenting myself – talk about bbies and what they enjoy doing. ing verbs already taught for other bjects.
La grand-mère = the grandmother La tante = the aunt Le père = the father/the dad Le frère = the brother Le grand-père = the grandfather L'oncle = the uncle La belle-mère = the stepmother	
La demi-sœur = the stepsister/ half sister La cousine = the cousin (female) Le beau-père = the stepfather Le demi-frère = the stepbrother/half brother Le cousin = the cousin (male)	





• Introduce phonics sounds / phonemes in French.	Phonics to help pronunciation.
<ul> <li>Learn about the country and cultural aspects of France.</li> <li>Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.</li> <li>To introduce numbers 1-10 in French.</li> <li>To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is' in French.</li> <li>Vocab: Comment tu-t'appelles ?' = What is your name?</li> <li>Ca va? = How are you?</li> <li>Jaune = Yellow</li> <li>Blanc = White</li> <li>Noir = Black</li> </ul>	<ul> <li>Presening myself (Y4) will be able to use colours to describe hair and eye colour.</li> <li>Fruits/veg - Can say what their favourite fruit or veg is. (Y4,5,6)</li> </ul>
Vert = Green Violet = Purple Gris = Grey Rouge = Red Orange = Orange Marron = Brown Quelle est ta couleur préférée ? = What is your favourite colour Ma couleur préférée c'est le = My favourite colour is	
	Comment tu-t'appelles ?' = What is your name? Ca va? = How are you? Jaune = Yellow Blanc = White Noir = Black Bleu = Blue Vert = Green Violet = Purple Gris = Grey Rouge = Red Orange = Orange Marron = Brown Quelle est ta couleur préférée ? = What is your favourite colour



Substantive

All pupils:

#### Year 6: Autumn 2



Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
"My favourite is" - préférée c'est le	• Female and male nouns (Un and une)	Je suis – to describe themselves
	• Animals	
	Learn to spell animals correctly	
	Learn the verb Je suis	
	Vocab:	
	• Un lion = a lion	
	• Un oiseau = a bird	
	• Un lapin = a rabbit	
	• Un cheval = a horse	
	• Un mouton = a sheep	
	• Un singe = a monkey	
	• Un canard = a duck	
	• Un cochon = a pig	
	• Une souris = a mouse	
	• Une vache = a cow	
	• Je suis – I am	

• Devine qui je suis – Guess what I am...



#### Year 6: Spring 1



Year 6 B Spring 1

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	Knowledge to be reviewed         Yes - oui         No - non	Knowledge to be explicitly taught• Name ten instruments in French.• To say that they play an instrument of their choice correctly in French.• Verb Jouer (to play)• How to say they play a particular instrument in French• Learn to say yes or no• To learn the appropriate French word for "the"Vocab:• La trompette = the trumpet• La clarinette = the clarinet• La batterie = the drum• La guitare = the guitar• La flûte à bec = the recorder• La harpe = the harp• Le piano = the piano• Le triangle = the triangle• Le violon = the violin• Les cymbales = the cymbals• Oui – Yes• Non - No	<ul> <li>How knowledge will be built upon</li> <li>Verb Jouer</li> <li>To learn the appropriate French word for "the"</li> </ul>



#### Year 6: Spring 2

#### Fruit



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Knowledge to be reviewed Female and male nouns (Un and une)	<ul> <li>Name and recognise up to 10 fruits in French.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>Learn how to move from the singular to the plural form</li> <li>How to formulate a simple opinion on fruits using "J'aime" ("I like") plus a fruit.</li> <li>Une orange = An orange</li> <li>Une prune = A plum</li> <li>Une poire = A pear</li> <li>Un kiwi = A kiwi</li> <li>Un abricot = An apricot</li> <li>Les fruits = the fruits</li> <li>Les pommes = the apples</li> <li>Les fraises = the bananas</li> <li>Les cerises = the cherries</li> <li>Les oranges = the oranges</li> <li>Les prunes = the plums</li> </ul>	<ul> <li>How knowledge will be built upon</li> <li>Learn how to move from the singular to the plural form</li> <li>Learning how to say if you like or do not like (Veg Y4 Cycle A)</li> </ul>
			<ul> <li>Les poires = the pears</li> <li>Les abricots = the apricots</li> </ul>	
			• Les kiwis = the kiwis	
			• "Je n'aime pas…" ("I do not like…")	
			• "Est-ce que tu aimes?" ("Do you like?")	





	Γ	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
	All pupils:		<ul> <li>learn some common everyday verbs/activities and learn how to say these in French.</li> <li>Use the verb "I can".</li> </ul>	<ul> <li>Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.</li> </ul>
Substantive			<ul> <li>Use the verb "I can".</li> <li>Vocab: je peux ('I can Danser = to dance</li> <li>Chanter = to sing</li> <li>Cuisiner = to cook</li> <li>Manger = to eat</li> <li>Regarder = to watch</li> <li>Sauter = to jump</li> <li>Écrire = to write</li> <li>Écouter = to listen</li> <li>Boire = to drink</li> <li>Parler = to talk</li> </ul>	



#### Year 6: Summer 2

subjects.



How knowledge will be built upon

hobbies and what they enjoy doing.

Using verbs already taught for other

Presenting myself - talk about

Knowledge to be reviewed Knowledge to be explicitly taught All • Numbers to 10 • I Tell somebody the members, names and various ages of pupils: • Greetings either their own or a fictional family in French. • How to say "This person is called..." • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). Vocab: La mère = the mother/the mum La sœur = the sister La sœur aînée = the older sister Substantive La sœur cadette = the younger sister La grand-mère = the grandmother La tante = the aunt Le père = the father/the dad Le frère = the brother Le grand-père = the grandfather L'oncle = the uncle La belle-mère = the stepmother La demi-sœur = the stepsister/ half sister La cousine = the cousin (female) Le beau-père = the stepfather Le demi-frère = the stepbrother/half brother Le cousin = the cousin (male)