

Be Brave, Be
Curious, Be Kind

Subject Leader Summary - French



Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
LKS2	<p><u>Autumn</u></p> <p>I'm Learning Fr/Sp/Lt (E)</p> <p>Animals (E)</p>	<p><u>Spring</u></p> <p>I Can (E)</p> <p>Fruits (E)</p>	<p><u>Summer</u></p> <p>Presenting Myself (I)</p> <p>At the Café (I)</p>	<p><u>Autumn</u></p> <p>Shapes (E)</p> <p>Musical instruments (E)</p>	<p><u>Spring</u></p> <p>Vegetables (E)</p> <p>Ancient Britain (E)</p>	<p><u>Summer</u></p> <p>In Class (I)</p> <p>Habitats (I)</p>
UKS2	<p><u>Autumn</u></p> <p>The Weather (I)</p> <p>Family (I)</p>	<p><u>Spring</u></p> <p>Pets (I)</p> <p>Olympics (I)</p>	<p><u>Summer</u></p> <p>At School (P)</p> <p>At the Weekend (P)</p>	<p><u>Autumn</u> P</p> <p>The Date (I)</p> <p>My Home (I)</p>	<p><u>Spring</u></p> <p>Clothes (I)</p> <p>Planets (P)</p>	<p><u>Summer</u></p> <p>Healthy Living (P)</p> <p>Me in the world (P)</p>

E = Early language

I = Intermediate

P = Progressive

C= Core Vocabulary

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Subject Leader planning -French



Autumn – Cycle A – LKS2

Autumn 1: I'm learning French (Je Apprends Le Francais)

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce the Francophone world and French as a subject to the children.	<ol style="list-style-type: none"> https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=MQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=Mg== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=Mw== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=NA== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=NQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MQ==&lsid=Ng==
Lesson 2	In this lesson pupils will learn how to say basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French	
Lesson 3	To consolidate language from last week and to learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	
Lesson 4	To introduce numbers 1-10 in French.	
Lesson 5	To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French.	
Lesson 6	To revise all language covered so far and to complete the end of unit assessment.	
NC		
<ul style="list-style-type: none"> - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - 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 		

- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
-

Vocabulary:

Bonjour Hello (formal) Six Six Salut Hello (informal) Sept Seven Ça va ? How are you? Huit Eight Ça va bien I am good Neuf Nine Ça va mal I am bad Dix Ten Comme ci, comme ça So, so Rouge Red Au revoir Goodbye Bleu Blue À plus tard See you later Jaune Yellow Comment tu t'appelles? What is your name? Vert Green Je m'appelle... My name is... Noir Black Un One Blanc White Deux Two Gris Grey Trois Three Orange Orange Quatre Four Violet Purple Cinq Five Marron Brown

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Subject Leader planning - French



Autumn 2: Animals

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce basic animals in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=MQ=&uid=Mg=&lsid=MQ==
Lesson 2	To revise the five animals from last week and learn the next five animals in French.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=MQ=&uid=Mg=&lsid=Mg==
Lesson 3	To consolidate and retain all ten nouns from this unit with a variety of memorising activities.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=MQ=&uid=Mg=&lsid=Mw==
Lesson 4	To learn how to write the animals vocabulary by looking closely at the spellings through a variety of activities	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=MQ=&uid=Mg=&lsid=NA==
Lesson 5	To extend vocabulary by introducing je suis + animal.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=MQ=&uid=Mg=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	

6. <https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mg==&lsid=Ng==>

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
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- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- describe people, places, things and actions orally* and in writing (!)

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les animaux The animals Un mouton A sheep Un "A" (masculine) Un cochon A pig Une "A" (feminine) Un canard A duck Un lion A lion Un singe A monkey Un oiseau A bird Une souris A mouse Un lapin A rabbit Une vache A cow Un cheval A horse Je suis I am...

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Subject Leader planning - **French**

Spring – Cycle A – LKS2

Spring 1: I Can



	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce the children to verbs in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=MQ==
Lesson 2	To introduce the next five verbs to the class.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=Mg==
Lesson 3	To consolidate all ten verbs and integrate je peux.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=Mw==
Lesson 4	To use all new knowledge to improve listening and reading skills in French.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=NA==
Lesson 5	To use all new knowledge in writing activities.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=NQ==&lsid=Ng==
NC		
<ul style="list-style-type: none"> - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - 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 - read carefully and show understanding of words, phrases and simple writing - present ideas and information orally to a range of audiences* - speak in sentences, using familiar vocabulary, phrases and basic language structures <p>listen attentively to spoken language and show understanding by joining in and responding</p>		

Vocabulary:

Danser To dance Manger To eat Chanter To sing Boire To drink Cuisiner To cook Regarder To watch TV Sauter To jump Écrire To write Parler To talk Je peux... I am able to... Écouter To listen

Spring 2: Fruits

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To name (with accurate pronunciation) and remember the first five fruits in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=MQ==
Lesson 2	To name five more nouns for fruits in French	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=Mg==
Lesson 3	To move from singular noun to plural noun and consolidate all ten fruits in French.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=Mw==
Lesson 4	To develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=NA==
Lesson 5	To be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?" ("Do you like...?")	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=NQ==
Lesson 6	To revise all language covered in this unit and complete assessment materials.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTE=&lsid=Ng==

NC

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- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. (!)

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Danser To dance Manger To eat Chanter To sing Boire To drink Cuisiner To cook Regarder To watch TV Sauter To jump Écrire To write Parler To talk Je peux... I am able to... Écouter To listen

Summer – Cycle A – LKS2

Summer 1: Presenting myself

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=MQ=
Lesson 2	To learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=Mg=
Lesson 3	To consolidate numbers 1-10 and to introduce numbers 11-20 in French.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=Mw=
Lesson 4	To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).	

Lesson 5	To consolidate all previous knowledge from the unit and to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?)	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=NA==
Lesson 6	To revise all language covered so far and to complete the end of unit assessment.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=NQ== 6. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MQ=&lsid=Ng==

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Bonjour Hello (formal) Je suis... I am Neuf Nine Salut Hello (informal) français/française French Dix Ten Ça va ? How are you? anglais/anglaise English Onze Eleven Ça va bien I am good gallois/galloise Welsh Douze Twelve Ça va mal I am bad irlandais/irlandaise Irish Treize Thirteen Comme ci, comme ça So, so écossais/écossaise Scottish Quatorze Fourteen Ça va très bien I am very good Je viens de... I am from... Quinze Fifteen Ça va très mal I am really bad Je viens d'Angleterre I am from England Seize Sixteen Au revoir Goodbye Un One Dix-sept Seventeen À plus tard See you later Deux Two Dix-huit Eighteen Comment tu t'appelles ? What is your name? Trois Three Dix-neuf Nineteen Je m'appelle... My name is ... Quatre Four Vingt Twenty Quel âge as-tu ? How old are you? Cinq Five J'ai ... ans I am ... years old Six Six Où habites-tu ? Where do you live? Sept Seven J'habite à... I live in... Huit Eight

Summer 2: At the Cafe

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To explore the vocabulary in French for ordering drinks.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=MQ==
Lesson 2	To revise the new vocabulary from last week and start the presentation of foods that may be ordered for breakfast at a French café.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=Mg==
Lesson 3	To revise the new vocabulary from last week and to now integrate the food and drinks together as a café role play.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=Mw==
Lesson 4	To complete a class survey and use the data for mathematics.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=NA==
Lesson 5	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available at a French café.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=NQ==
Lesson 6	To consolidate all the language by creating a real French Café in the class room	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NA==&lsid=Ng==

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Le petit déjeuner au café Breakfast in the café Du pain Some bread Qu'est-ce tu prends pour le petit déjeuner? What do you have for breakfast? De la confiture Some jam Vous désirez? What would you like? Des biscottes Some melba toast Je prends... I would like... Des céréales Cereal S'il vous plaît Please Une omelette au jambon A ham omelette Un jus d'orange An orange juice Une crêpe à la confiture A pancake with jam Un café A black coffee Un sandwich au fromage A cheese sandwich Un café au lait A white coffee Un croque-monsieur A toasted ham and cheese Un thé au citron A lemon tea Un coca-cola A coke Un thé au lait A tea with milk Un orangina A fizzy orange Un chocolat chaud A hot chocolate Des frites Some chips Un croissant A croissant L'addition s'il vous plaît The bill please

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Subject Leader planning - French



Autumn – Cycle A – UKS2

Autumn 1: Weather

Prior Learning (LKS2):

- Basic greeting
- Days of the week
- Numbers 1-10

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce the new vocabulary connected to the weather in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTM=&lsid=MQ==
Lesson 2	To consolidate our work on the weather using PowerPoints and matching pairs game	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTM=&lsid=Mg==
Lesson 3	To use new weather language in a listening exercise integrating days of the week.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTM=&lsid=Mw==
Lesson 4	To learn how to read a weather map and describe the weather in different parts of the country	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTM=&lsid=NA==
Lesson 5	To use all the weather information learnt in this unit to be French weather presenters.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTM=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	

6. <https://www.languageangels.com/schools/index.php/resources?id=MQ=&tid=Mg=&uid=MTM=&lsid=Ng==>

NC

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Quel temps fait-il? What weather is it? Il fait chaud It is hot Il pleut It is raining Il fait froid It is cold Il neige It is snowing Dans le nord de la France In the north of France Il y a un orage There is a storm Dans le sud de la France In the south of France Il y a du soleil It is sunny Dans le centre de la France In the centre of France Il y a du vent It is windy Dans l'ouest de la France In the west of France Il fait beau The weather is fine Dans l'est de la France In the east of France Il fait mauvais The weather is not good
Le temps The weather

Autumn 2: Family

Prior Learning:

- **Introducing yourself**
- **Animals included in family**

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=MQ==
Lesson 2	To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=Mg==
Lesson 3	To introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=Mw==
Lesson 4	To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=NA==
Lesson 5	To learn how to say and recognise numbers 1-70 in French	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTk=&lsid=Ng==

NC

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- present ideas and information orally to a range of audiences*
 - speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

La famille The family Les grands-parents The grandparents Le père The father / The dad Mon, Ma, Mes My La mère The mother / The mum Des frères et sœurs The siblings/ brothers and sisters Le frère The brother As-tu des frères et sœurs? Do you have any siblings/brothers or sisters? La sœur The sister Oui, j'ai un frère Yes, I have a brother Le grand-père The grandfather Oui, j'ai une sœur Yes, I have a sister La grand-mère The grandmother Oui, j'ai deux frères Yes, I have two brothers L'oncle The uncle Oui, j'ai deux sœurs Yes, I have two sisters La tante The aunt Non, je suis fils unique No, I am an only child (boy) Le beau-père The stepfather Non, je suis fille unique No, I am an only child (girl) La belle-mère The stepmother Comment tu t'appelles? What is your name? Le demi-frère The stepbrother/halfbrother ¿Comment s'appelle ton [male family member] / ta [female family member] ? What is your [family member]'s name? La demi-sœur The stepsister/halfsister Je m'appelle... My name is... Le fils The son Il/elle s'appelle... His/her name is... La fille The daughter Quel âge as-tu? How old are you? Le cousin The cousin (male) ¿Quel âge a ___? How old is ___? La cousine The cousin (female) J'ai ___ ans I am ___ years old Les parents The parents Il/elle a ___ ans He/she is ___ years old

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Subject Leader planning - French



Spring – Cycle A – UKS2

Spring 1: Pets

Prior Learning:

- Basic animals
- Numbers 1-10
- 'Je Suis'

Learning Objective. Pupils learn...

Quality assured resources to support planning

Lesson 1	To learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for “a” or “an” in French).	<ol style="list-style-type: none"> 1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=MQ== 2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=Mg== 3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=Mw== 4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=NA== 5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=NQ== 6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTA=&lsid=Ng==
Lesson 2	To practise the use of “J’ai...” (“I have...”) plus a pet and we will also introduce the conjunction “et” (“and”).	
Lesson 3	To introduce and use the structure “qui s’appelle...” (“that is called...”)	
Lesson 4	To learn how to use the negative structure “je n’ai pas de / d’...” u	
Lesson 5	To link all their new language together and will also be introduced to a new connective “mais” (“but”) that they can incorporate into their work.	
Lesson 6	To revise all language covered so far and complete assessment for the unit.	

NC

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listen attentively to spoken language and show understanding by joining in and responding

Gaps:

- **Numbers 11-20**
- **Basic conversation which stretched to more than one word answers.**
-

Vocabulary:

Un chien A dog J'ai I have Un chat A cat Je n'ai pas de / d' I do not have Un lapin A rabbit J'ai un I have a (masculine) Un hamster A hamster J'ai une I have a (feminine) Un poisson rouge A gold fish Qui s'appelle That is called Un oiseau A bird Et And Une souris A mouse Mais But

Spring 2: Olympics

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn to listen attentively to longer passages of French and discover how to decode and breakdown language by looking out for cognates (words that are similar in English).	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mg=&uid=MTU=&lsid=MQ=
Lesson 2	To look at the key facts of the modern Olympic games using story ordering to help decipher and decode meaning. We will also look specifically for verbs, adjectives and nouns.	2. https://www.languageangels.com/schools/index.php/resources?lid=Mg=&tid=Mg=&uid=MTU=&lsid=Mg=
Lesson 3	To introduce the children to ten French nouns (and their article) for sports currently in the Olympic games.	3. https://www.languageangels.com/schools/index.php/resources?lid=Mw=&tid=Mg=&uid=MTU=&lsid=Mw=
Lesson 4	To consolidate all the language covered so far by introducing the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure je ne fais pas de.	4. https://www.languageangels.com/schools/index.php/resources?lid=NA=&tid=Mg=&uid=MTU=&lsid=NA=
Lesson 5	To show the children how to use all the language they have covered in this unit in a real context. They will learn how to link the word for a sport to how we use / change that word to describe that sport as someone's profession.	5. https://www.languageangels.com/schools/index.php/resources?lid=NQ=&tid=Mg=&uid=MTU=&lsid=NQ=
Lesson 6	To consolidate all the language covered so far in the unit by preparing a PowerPoint/oral presentation about Olympic history and current Olympic sports.	6. https://www.languageangels.com/schools/index.php/resources?lid=Ng=&tid=Mg=&uid=MTU=&lsid=Ng=
NC		
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		

- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les Jeux Olympiques The Olympics Je fais du plongeon I do diving Il est nageur He is a swimmer Les Jeux Olympiques de l'antiquité The ancient Olympic games Je fais du triathlon I do the triathlon Elle est nageuse She is a swimmer Les Jeux Olympiques modernes The modern Olympic games Je fais du cyclisme I do cycling Il est plongeur He is a diver L'athlétisme Athletics Je fais du tir à l'arc I do archery Elle est plongeuse She is a diver L'équitation Horse riding Je ne fais pas d'athlétisme I don't do athletics Il est escrimeur He is a fencer L'escrime Fencing Je ne fais pas d'aviron I don't do rowing Elle est escrimeuse She is a fencer L'aviron Rowing Je ne fais pas d'équitation I don't do horseriding Il est archer He is an archer La natation Swimming Je ne fais pas d'escrime I don't do fencing Elle est archère She is an archer La boxe Boxing Je ne fais pas de boxe I don't do boxing Il est rameur He is a rower Le cyclisme Cycling Je ne fais pas de natation I don't do swimming Elle est rameuse She is a rower Le plongeon Diving Je ne fais pas de plongeon I don't do diving Je fais I play/do (a sport) Le tir à l'arc Archery Je ne fais pas de triathlon I don't do the triathlon Tu fais You (one person) play/do (a sport) Le triathlon Triathlon Je ne fais pas de cyclisme I don't do cycling Il fait He play/does (a sport) Faire To do Je ne fais pas de tir à l'arc I don't do archery Elle fait She plays/does (a sport) Je fais de l'athlétisme I do athletics Il/elle est athlète He/she is an athlete (no spelling change for masculine and feminine) Nous faisons We play/do (a sport) Je fais de l'aviron I do rowing Il/elle est cycliste He/she is a cyclist (no spelling change for masculine and feminine) Vous faites You (more than one person) play/do (a sport) Je fais de l'équitation I do horseriding Il est cavalier He is an equestrian Ils font They (group of males or mixed gender group) play/do (a sport) Je fais de l'escrime I do fencing Elle est cavalière She is an equestrian Elles font They (group of females) play/do (a sport) Je fais de la boxe I do boxing Il est boxeur He is a boxer Je fais de la natation I do swimming Elle est boxeuse She is a boxer

Be Brave, Be
Curious, Be Kind

Subject Leader planning - French



Summer – Cycle A – UKS2

Summer 1: At school

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce the vocabulary for school subjects.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=MQ==
Lesson 2	To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=Mg==
Lesson 3	To revise numbers 1-12 and learn how to tell the time (by the hour) in French.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=Mw==
Lesson 4	To consolidate all the language covered so far by learning how to say what time you study a particular subject.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=NA==
Lesson 5	To consolidate all the language covered in the unit including school subjects, opinions and time.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=MQ==&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
 - Present ideas and information orally to a range of audiences*
 - read carefully and show understanding of words, phrases and simple writing
 - 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
 - read carefully and show understanding of words, phrases and simple writing
 - present ideas and information orally to a range of audiences*
 - speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Un taille crayon A pencil sharpener Qu'est ce qu'il y a dans ta trousse? What do you have in your pencil case? Un cahier An exercise book Dans ma trousse j'ai... In my pencil case I have.. Un crayon A pencil Dans ma trousse je n'ai pas de.. In my pencil case I do not have.. Un bâton de colle A glue stick Écoutez Listen Un stylo A pen Écrivez Write Une trousse A pencil case Répétez Repeat Un cartable A school bag Silence Silence Un livre A reading book Ouvrez vos cahiers Open your books Une gomme A rubber Fermez vos cahiers Close your books Une règle A ruler Pensez Think Une calculatrice A calculator Lisez Read Des ciseaux A pair of scissors Demandez Ask J'ai I have Levez la main Raise your hand Je n'ai pas de/d' I do not have

Summer 2: At the weekend

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=MQ==
Lesson 2	To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=Mg==
Lesson 3	To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=Mw==
Lesson 4	To consolidate all of the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use conjunctions.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=NA==
Lesson 5	To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=Mg==&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Le week-end The weekend Il est midi It is midday Quelle heure est-il? What time is it? Il est minuit It is midnight Et quart Quarter past Je me lève I get up Et demie Half past Je prends mon petit déjeuner I have my breakfast Moins le quart Quarter to Je regarde la télé I watch television Il est une heure It is one o'clock Je lis des bandes dessinées I read comics Il est deux heures It is two o'clock J'écoute de la musique I listen to music Il est trois heures It is three o'clock Je joue à l'ordinateur I play computer games Il est quatre heures It is four o'clock Je joue au foot I play football Il est cinq heures It is five o'clock Je vais à la piscine I go to the swimming pool Il est six heures It is six o'clock Je vais au cinéma I go to the cinema Il est sept heures It is seven o'clock Je me couche I go to sleep Il est huit heures It is eight o'clock Et And Il est neuf heures It is nine o'clock Après After Il est dix heures It is ten o'clock Aussi Also Il est onze heures It is eleven o'clock Plus tard Later on Il est douze heures It is twelve o'clock Finalement Finally

Be Brave, Be
Curious, Be Kind

Subject Leader planning - French



Autumn – Cycle B – LKS2

Autumn 1: Shapes

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) shapes in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=MQ==
Lesson 2	To learn five more nouns for shapes in French.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=Mg=
Lesson 3	To consolidate of all ten shapes in French, with a focus on the article.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=Mw==
Lesson 4	To revise the ten shapes using the numbers 1-5.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=NA==
Lesson 5	To consolidate numbers and shapes using a variety of creative activities.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=NQ==
Lesson 6	To revise all language covered in this unit and complete assessment materials.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTM=&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Un triangle A triangle 3 Trois Three Un carré A square 4 Quatre Four Un ovale An oval 5 Cinq Five Un cercle A circle Cercles Circle Un rectangle A rectangle Triangles Triangles Un pentagone A pentagon Carrés Squares Un hexagone A hexagon Rectangles Rectangles Un losange A rhombus Ovale Ovals Une ligne A line Hexagones Hexagons Une étoile A star Pentagones Pentagons Dessinez... Draw... Losanges Rhombuses/Rhombi 1 Un One Étoiles Stars 2 Deux Two Lignes Lines

Autumn 2: Musical Instruments

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn the first five key musical instruments in French.	<ol style="list-style-type: none"> https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=MQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=Mg== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=Mw== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=NA== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=NQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=Mw==&lsid=Ng==
Lesson 2	To revise the five instruments from last week and learn the next five instruments in French.	
Lesson 3	To revise and remember all the instruments introduced in weeks 1 and 2. To learn the appropriate French word for “the” for each instrument.	
Lesson 4	To revise all the instruments in French and learn how to say Je joue (‘I play’) a particular instrument in French.	
Lesson 5	To consolidate all the language covered so far with various written activities in preparation for the ‘I can do...’ grid next week.	
Lesson 6	To revise all language covered so far and complete assessment for the unit.	
NC		

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Le "The" (masculine) La clarinette The clarinet La "The" (feminine) La harpe The harp L' (not seen in this unit) "The" (before a vowel) Le piano The piano Les "The" (plural)
 Le triangle The triangle La trompette The trumpet Le violon The violin La batterie The drums Les cymbales The cymbals La guitare The guitar Je joue (du, de la, des) I
 play... La flûte à bec The recorder

Spring – Cycle B – LKS2

Spring 1: Vegetables

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in French.	<ol style="list-style-type: none"> https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=MQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=Mg== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=Mw== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=NA== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=NQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTI=&lsid=Ng==
Lesson 2	To learn five more nouns for vegetables in French.	
Lesson 3	To revisit all ten vegetables in French and learn how to say “a kilo of...” plus a vegetable in French.	
Lesson 4	To learn how to formulate a short phrase using “Je voudrais ...” (“I would like...”) plus a quantity of various vegetables.	
Lesson 5	To introduce the conjunction “et” (“and”) so that they can list what vegetables they would like.	
Lesson 6	To revise all language covered in this unit and complete assessment materials.	

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les aubergines The aubergines Un kilo de... / d'... One kilo of... Les épinards The spinach Un demi kilo de... / d'... Half a kilo of... Les oignons The onions Je voudrais... I would like... Les courgettes The courgettes S'il vous plaît Please Les tomates The tomatoes Et And Les haricots verts The green beans Bonjour Hello Les petits pois The

peas Je peux vous aider? Can I help you? Les champignons The mushrooms C'est tout? Is that all/anything else? Les carottes The carrots C'est combien? How much is that? Les pommes de terre The potatoes Merci Thank you Au-revoir Goodbye Dans mon panier j'ai... In my basket I have...

Spring 2: Ancient Britain

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce pupils to the six key periods of ancient Britain (in French).	<ol style="list-style-type: none"> https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=MQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=Mg== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=Mw== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=NA== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=NQ== https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=MQ==&uid=MTA=&lsid=Ng==
Lesson 2	To learn how to say I am a stone age, bronze age or iron age man or woman.	
Lesson 3	To use "J'ai..." (I have...) to say which key hunting tools were used in the stone age, the bronze age and the iron age.	
Lesson 4	To consolidate facts learnt so far about stone age, bronze age and iron age men and women and introduce the children to the French phrase "J'habite..." (I live...).	
Lesson 5	To consolidate all language covered so far and put it all together enabling the children to say whether they are a man or woman from the stone age, bronze age or iron age, which hunting tool they use and where they live.	
Lesson 6	To revise all language covered so far and complete assessment for the unit.	

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

L'ancienne histoire de la Grande Bretagne The history of ancient Britain Je suis une femme de l'âge du bronze I am a woman from the bronze age L'âge de la pierre The stone age Je suis un homme de l'âge du fer I am a man from the iron age L'âge du bronze The bronze age Je suis une femme de l'âge du fer I am a woman from the iron

age L'âge du fer The iron age J'ai... I have... La période des Romains The Roman Empire Un silex a flint La période des Anglo-Saxons The Anglo-Saxon period Une hache an axe La période des Vikings The Viking period Une épée a sword Je suis... I am.... J'habite... I live ... Un homme A man J'habite dans... I live in... Une femme A woman Une grotte A cave Je suis un homme de l'âge de la pierre I am a man from the stone age Une cabane A hut / shelter Je suis une femme de l'âge de la pierre I am a woman from the stone age Une maison ronde A round house Je suis un homme de l'âge du bronze I am a man from the bronze age

Be Brave, Be
Curious, Be Kind

Subject Leader planning -

Summer – Cycle B – LKS2

Summer 1: In the classroom



	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To start the unit En Classe by introducing the first set of new vocabulary for classroom objects.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=MQ==
Lesson 2	To revise the classroom objects from the last lesson and integrate the next five objects.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=Mg==
Lesson 3	To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=Mw==
Lesson 4	To consolidate new language j'ai and je n'ai pas de.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=NA==
Lesson 5	To quickly revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=NQ==&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Un taille crayon A pencil sharpener Qu'est ce qu'il y a dans ta trousse? What do you have in your pencil case? Un cahier An exercise book Dans ma trousse j'ai... In my pencil case I have.. Un crayon A pencil Dans ma trousse je n'ai pas de.. In my pencil case I do not have.. Un bâton de colle A glue stick Écoutez Listen Un stylo A pen Écrivez Write Une trousse A pencil case Répétez Repeat Un cartable A school bag Silence Silence Un livre A reading book Ouvrez vos cahiers Open your books Une gomme A rubber Fermez vos cahiers Close your books Une règle A ruler Pensez Think Une calculatrice A calculator Lisez Read Des ciseaux A pair of scissors Demandez Ask J'ai I have Levez la main Raise your hand Je n'ai pas de/d' I do not have

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English).	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=MQ==
Lesson 2	To learn about some of the key habitats in our world.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=Mg==
Lesson 3	To learn in French which plants grow in specific habitats.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=Mw==
Lesson 4	Learn about which animals live in specific habitats and look at some of their adaptations.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=NA==
Lesson 5	To consolidate which animal and which plant lives in a particular habitat.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=NQ==
Lesson 6	To consolidate all the language learnt in the unit by preparing an oral presentation about an animal and / or plant in a particular habitat.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTc=&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les habitats The habitats Le Groenland The Greenland Les animaux et les plantes ont besoin de/d' The animals and the plants need... Le chameau The camel Les animaux et les plantes ont besoin d'un abri The animals and the plants need shelter Le lapin The rabbit Les animaux et les plantes ont besoin de nourriture The animals and the plants need food L'ours blanc The polar bear Les animaux et les plantes ont besoin d'air The animals and the plants need air Le singe araignée The spider monkey Les animaux et les plantes ont besoin de soleil The animals and the plants need sun Le requin The shark Les animaux et les plantes ont besoin d'eau The animals and the plants need water Habite (he/she/it) lives La forêt tropicale The tropical rain forest Habitent (they) live La prairie The meadow Dans In L'océan The ocean Les algues The seaweed Le désert The desert Les grands arbres The tall trees L'Arctique The Arctic Les buissons The bushes ...est un habitat dans... ...is a habitat in... Les cactus The cactus Le Sahara The Sahara Les plantes résistantes The hardy plants L'Amazonie The Amazonia Pousse (He/she/it) grows Le parc national South Downs The South Downs national park Poussent (They) grow L'Océan Pacifique The Pacific Ocean

Be Brave, Be
Curious, Be Kind

Subject Leader planning -

Autumn – Cycle B – UKS2

Autumn 1: The Date



	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn the months of the year in French with the aim of more complete date work later in the unit.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=MQ==
Lesson 2	To consolidate the months of the year in French.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=Mg==
Lesson 3	To learn how to say the date in French	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=Mw==
Lesson 4	To learn how to say when their birthday is in French.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=NA==
Lesson 5	To consolidate our learning with a reading exercise and then create French calendars	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTI=&lsid=Ng==

NC

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Quelle est la date aujourd'hui? What is the date today? octobre October seize 16 Aujourd'hui c'est..... Today is novembre November dix-sept 17 lundi Monday décembre December dix-huit 18 mardi Tuesday un 1 dix-neuf 19 mercredi Wednesday deux 2 vingt 20 jeudi Thursday trois 3 vingt-et-un 21 vendredi Friday quatre 4 vingt-deux 22 samedi Saturday cinq 5 vingt-trois 23 dimanche Sunday six 6 vingt-quatre 24 janvier January sept 7 vingt-cinq 25 février February huit 8 vingt-six 26 mars March neuf 9 vingt-sept 27 avril April dix 10 vingt-huit 28 mai May onze 11 vingt-neuf 29 juin June douze 12 trente 30 juillet July treize 13 trente-et-un 31 août August quatorze 14 C'est quand ton anniversaire? When is your birthday? septembre September quinze 15 Mon anniversaire est.. My birthday is ...

Autumn 2 - My Home

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. They key structure used is "J'habite..."	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=MQ== 2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=Mg== 3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=Mw== 4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=NA==
Lesson 2	To consolidate last week's language connected to "J'habite..." plus the first five nouns for rooms of the home.	
Lesson 3	To learn another five nouns for rooms of the home so that the children have ten in total. To further consolidate the language covered so far – especially 'Chez moi il y a...' ('In my home there is... / there are) using these ten articles and nouns.	
Lesson 4	To learn how to use the negative structure "Chez moi il n'y a pas de..."	

Lesson 5	To put all their new language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans) in a role play activity.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTg=&lsid=Ng==
<p>NC</p> <ul style="list-style-type: none"> - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - 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 - read carefully and show understanding of words, phrases and simple writing - present ideas and information orally to a range of audiences* - speak in sentences, using familiar vocabulary, phrases and basic language structures <p>listen attentively to spoken language and show understanding by joining in and responding</p>		

Vocabulary:

Où habites-tu? Where do you live? Une cuisine A kitchen J'habite dans... I live in... Une salle à manger A dining room Une maison A house Une salle de bains A bathroom Un appartement An apartment Une chambre A bedroom En ville In town Une buanderie A utility room À la campagne In the countryside Un sous-sol A basement À la montagne In the mountains Un bureau An office / a study Au bord de la mer By the sea Un salon A living room Dans un village In a village Un garage A garage Et And Un jardin A garden Mais But Chez moi il y a... In my home there is... / there are... Chez moi il n'y a pas de... In my home there is not... / there are no...

Be Brave, Be
Curious, Be Kind

Subject Leader planning -



Spring – Cycle B – UKS2

Spring 1 - Clothes

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn ten new nouns and articles for items of clothing.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=MQ==
Lesson 2	To continue with introduction of the next eleven items of clothing.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=Mg==
Lesson 3	To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=Mw==
Lesson 4	To look more closely at adjectival agreement by describing clothes in terms of colour.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=NA==
Lesson 5	To learn more about possessive adjectives in French and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my' in French.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mg==&uid=MTQ=&lsid=Ng==

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les vêtements The clothes Des gants A pair of gloves Ils portent They wear (masculine or mixed group) Un pantalon A pair of trousers Des bottes Boots Elles portent They wear (feminine group) Un maillot de bain Swim wear Des collants Tights lundi (on) Monday Un pull A jumper Des sandales Sandals mardi (on) Tuesday Un tee shirt A tee shirt Des lunettes Sunglasses mercredi (on) Wednesday Un manteau A coat Un chemisier A blouse jeudi (on) Thursday Un short A pair of shorts Des chaussures A pair of

shoes vendredi (on) Friday Une robe A dress Des chaussettes A pair of socks samedi (on) Saturday Une cravate A tie Je porte I wear dimanche (on) Sunday Une écharpe A scarf Tu portes You wear À l'école je porte.. For school I wear.. Une jupe A skirt Il porte He wears Quand il fait beau je porte.. When it is nice weather I wear.. Une veste A jacket Elle porte She wears Quand il neige je porte.. When it snows I wear... Une chemise A shirt Nous portons We wear Quand je suis en vacances je porte... When I am on holiday I wear.. Une casquette A cap Vous portez You all wear Mon My (masculine singular) Ma My (feminine singular) Mes My (plural)

Spring – Cycle B – UKS2

Spring 2 - Planets

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To expand the range of vocabulary of the children by introducing the planets in French.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=MQ==
Lesson 2	To consolidate the new words from last week and work on more complex sentence structure in French by describing each planet in more detail.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=Mg==
Lesson 3	To consolidate their learning with a variety of reading and listening activities.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=Mw==
Lesson 4	To consolidate their knowledge of the planets by looking at the rules for adjectival agreement in French.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=NA==
Lesson 5	To consolidate their knowledge of adjectival agreement in French using clothes.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=NQ==
Lesson 6	To consolidate knowledge of adjectival agreement complete the end of unit assessment.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NQ==&lsid=Ng==

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 - speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Les planètes The planets Jupiter est énorme et aussi assez loin du soleil Jupiter is huge and also quite far from the sun Vert Green (feminine singular agreement) La Lune The Moon Mercure est assez petite et près du soleil Mercury is quite small and close to the sun Verte Green (feminine singular agreement) Le soleil The Sun Pluton est la plus loin et la plus petite Pluto is the furthest and the smallest Verts Green (masculine plural agreement) La terre The Earth Mars est assez près du soleil et c'est rouge Mars is quite close to the sun and red Vertes Green (feminine plural agreement) Mars Mars La Terre est une planète près de Mars et a seulement une lune The Earth is a planet close to Mars and only has one moon Gris Grey (masculine SINGULAR AND PLURAL agreement). Mercure Mercury Neptune est une planète bleue Neptune is a blue planet. Grise Grey (feminine singular agreement) Neptune Neptune Bleu Blue (masculine singular agreement) Grises Grey (feminine plural agreement) Pluton Pluto Bleue Blue (feminine singular agreement) Rouge Red (masculine and feminine singular agreement) Saturne Saturn Bleus Blue (masculine plural agreement) Rouges Red (masculine and feminine plural agreement) Uranus Uranus Bleues Blue (feminine plural agreement) Jaune Yellow (masculine and feminine singular agreement) Vénus Venus Noir Black (masculine singular agreement) Jaunes Yellow (masculine and feminine plural agreement) Jupiter Jupiter Noire Black (feminine singular agreement) Marron Brown (NO SPELLING CHANGEINVARIABLE). Le Soleil est au centre The sun is in the centre Noirs Black (masculine plural agreement). Crème Beige/cream (NO SPELLING CHANGEINVARIABLE) Saturne est loin du soleil et a au moins 18 lunes Saturn is far from the sun and has at least 18 moons Noires Black (feminine plural agreement) Orange Orange (NO SPELLING CHANGEINVARIABLE) Vénus est assez près du soleil et il y a toujours beaucoup de vent Venus is close to the sun and it is always very windy Uranus est assez loin du soleil et c'est bleu et vert Uranus is quite close to the sun and is blue and green

Be Brave, Be
Curious, Be Kind

Subject Leader planning - French

Summer – Cycle B – UKS2

Summer 1 : Healthy Living



	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To learn ten new words for healthy foods and drinks in this lesson.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=MQ==
Lesson 2	To learn ten new words for unhealthy foods in French helping to create wider vocabulary and improve memory skills.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=Mg==
Lesson 3	To analyse the grammar rule for the correct use of 'some' in French.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=Mw==

Lesson 4	To improve their range of vocabulary by learning key phrases for activities they may do to keep fit and using this new language to interview each other in a class survey.	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=NA==
Lesson 5	To improve their reading skills by learning the instructions for how to follow a healthy recipe in French.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ==&tid=Mw==&uid=NA==&lsid=Ng==

NC

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Manger et bouger Eat and move Des céréales Some cereal Je joue au foot I play football Manger To eat Des légumes Some vegetables Je fais des promenades I walk my dog Boire To drink Des fruits Some fruit Je fais de la natation I go swimming Je mange I eat Des noix Some nuts Je fais du cyclisme I go cycling Je bois I drink De la viande rouge Some red meat Je fais du judo I do judo Pour ma santé .. To stay in shape I... Du lait entier Some whole fat milk Je fais du tennis I play tennis Pour ma santé je mange .. To stay in good health I eat.. Du pain blanc Some white bread Je ne regarde pas la television I do not watch television Pour ma santé je bois .. To stay in good health I drink.. Du chocolat Some chocolate Je ne joue pas aux jeux électroniques I do not play electronic games Pour ma santé je ne mange pas de .. To stay in good health I don't eat.. Du beurre Some butter Une recette saine A healthy recipe Pour ma santé je ne bois pas de .. To stay in good health I don't drink.. Des bonbons Some sweets Épluchez! Peel Du poisson Some fish Des chips Some crisps Coupez! Cut De la viande blanche Some white meat Des frites Some chips Ajoutez! Add Du fromage allégé Some low fat cheese Des boissons sucrées Some fizzy drinks Mélangez! Mix Du lait écrémé Some skimmed milk Des biscuits Some biscuits Râpez! Grate Du pain complet Some wholemeal bread Bon pour la santé Good for (your) health Faites cuire! Cook De l'eau Some water Mauvais pour la santé Bad for (your) health

	Learning Objective. Pupils learn...	Quality assured resources to support planning
Lesson 1	To introduce our four characters and their locations in the Francophone World.	1. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=MQ==
Lesson 2	To explore what each character will tell us more about a favourite celebration in their country.	2. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=Mg==
Lesson 3	To consolidate their cultural knowledge and understanding as two of the characters (Jasmina and Edouard) give more detailed information on two different religious celebrations.	3. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=Mw==
Lesson 4	To develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au- Prince (Haiti).	4. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=NA==
Lesson 5	To use the character's ideas to discuss how they are going to be more responsible global citizens by doing more to protect our planet.	5. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=NQ==
Lesson 6	To revise all language covered so far and complete assessment for the unit.	6. https://www.languageangels.com/schools/index.php/resources?lid=MQ=&tid=Mw=&uid=MTQ=&lsid=Ng==

NC

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listen attentively to spoken language and show understanding by joining in and responding

Vocabulary:

Je m'appelle... I am called... Parce que... because... J'habite... I live... Il y a des défilés de chars. There are parades of floats. Je parle... I speak Il y a des feux d'artifice. There are fireworks. le français French Il y a des plats spéciaux. There are special dishes. l'anglais English Il y a des défilés militaires. There are military parades. Ma fête préférée est le Mardi Gras. My favourite festival is Mardi Gras. À plus tard! See you later! / See you soon! Ma fête préférée est Noël. My favourite festival is Christmas. À la prochaine! Until next time! Ma fête préférée est Pâques. My favourite festival is Easter. Qu'est-ce que tu vas faire pour protéger notre planète? What are you going to do to protect our planet? Ma fête préférée est le jour de l'an. My favourite festival is New Year's day. Je vais utiliser moins de papier. I am going to use less paper. Ma fête

préférée est le 14 juillet. My favourite festival is the 14th of July (Bastille Day). Je vais utiliser moins de carton. I am going to use less cardboard. Ma fête préférée est la Fête du Canada. My favourite festival is Canada Day. Je vais utiliser moins de plastique. I am going to use less plastic. Ma fête préférée est l'Aïd. My favourite festival is Eid. Je vais utiliser moins d'eau. I am going to use less water.