



St Anselm's French Knowledge and Skills Progression Map 2022-23



Intent

French is the modern foreign language taught at St Anselm's for Years 3-6. It is our aim to encourage children to enjoy and develop a curiosity about learning languages by exploring the French language and French-speaking culture. The four key skills of speaking, listening, reading and writing are practised equally and lessons have an emphasis on being entertaining and enjoyable to motivate our children and increase their self-confidence, creativity, and sense of achievement. Wherever possible, cross-curricular links are made to reinforce learning. French achievement certificates are presented weekly to pupils to celebrate their success.

Implementation

MFL is an important part of St Anselm's curriculum. All key stage two pupils have a weekly 45-minute French lesson with a specialist French teacher. Our curriculum is developed in accordance with the aims of the MFL Programme of Study in the National Curriculum. Different topics are completed in a logical order and include an appropriate balance of spoken and written language. Units are planned and sequenced to ensure that pupils revisit and build on new vocabulary and grammatical concepts. Lessons are structured to include the pillars of progression: phonics, vocabulary, and grammar. Our focus is for pupils to progress beyond producing individual words to forming sentences and paragraphs and to linking sentences and expressing opinions.

There is a KS2 French lunchtime club held once a week during the Winter and Spring terms, and a Year 2 French Club offered during the Summer term. Children enjoy food-tasting, singing French songs, doing craft activities, and playing French games. Our Year 4 students are also involved in a French pen-pal project with a primary school in Paris where we exchange postcards and Christmas cards.

During International Week the French curriculum is brought to life at St Anselm's with an annual 'French Singing Competition'. The project aims to combine French, music, and dance and for the children to have fun learning the language. The languages, cultures, and traditions of other countries around the world are explored across the whole school during International Week and children complete themed activities and are encouraged to share an aspect of their heritage.



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Year 3			
	Autumn	Spring	Summer
Topics	St Anselm's French Sing-off competition Personal Information.	Personal Information, family, pets	Francophone Countries, Hobbies, Bastille Day
Skills	Greetings. Personal information. Alphabet. Classroom instructions. La Toussaint. Christmas in France/ Francophone country.	Numbers 21 – 31 Phonics. Months, birthdays, days of the week. Family, Pets, colours, opinions Where I live, nationality. Grammar: possessives, feminine, masculine nouns, plurals, conjunctions, order of colour adjectives in a sentence in French.	French-speaking countries in the world, nationality, which languages are spoken in our class? Numbers 1-100. Hobbies. Opinions.
Intent	Learning a French song to perform in order to train and work children's memories to retain language, to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community. Greet someone and say goodbye.	To build on previous learning and help the children to introduce themselves in more detail. To be introduced to some French grammar such as possessives, feminine, masculine nouns, plurals, word order with colour adjectives in French, conjunctions, opinions. To develop the family topic by also describing your pet, it's colour and giving an opinion on animals. To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.	To make children aware of other French-speaking countries in the World and where they are geographically. The relevance of learning another language in relation to the wider world; to be aware of diversity and which languages are spoken by class members. To build on existing knowledge of numbers, to begin to describe some hobbies, (revisiting opinions) with a view to developing this further at the start of year 4. To learn about French/ Francophone festivals.



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	<p>Children will learn how to present themselves in French.</p> <p>Ask someone their name and say own name.</p> <p>To recite numbers 1-20 (adding and subtracting numbers also to link with Maths.)</p> <p>Ask someone their age and say own age.</p> <p>Ask someone how they feel and describe how they feel.</p> <p>To learn some basic phonic sounds and the alphabet to aid pronunciation.</p> <p>Learn basic classroom instructions.</p> <p>Relevant grammar to be taught based on topic studied.</p>	<p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p>
<p>Vocabulary</p> <p>*Revisited Vocabulary</p>	<p>Bonjour, salut, au revoir.</p> <p>Comment t'appelles-tu?</p> <p>Je m'appelle</p> <p>1 a 20</p> <p>Quel age as-tu?</p> <p>J'aians</p> <p>Comment ca va? Ca va bien, comme-ci comme ca, ca va mal</p> <p>A-Z</p> <p>Phonemes: ou, on,oi,ch, ille,i,ique,in,i</p>	<p>Janvier a decembre</p> <p>C'est quand ton anniversaire?</p> <p>Mon anniversaire est le</p> <p>1 a 20, 21 a 31.</p> <p>Janvier a decembre</p> <p>L'anniversaire de.. est</p> <p>Lundi a dimanche</p> <p>Ou habites-tu?</p> <p>J'habite a.....</p> <p>En Angleterre</p> <p>Tu as des freres et des soeurs?</p> <p>J'ai.....</p>	<p>Les pays Francophones: en Haiti, a Port-au-Prince, en France, a Paris, au Canada, a Ottawa, au Sénégal, a Dakar,et</p> <p>J'habite Il/ elle habite</p> <p>Je /on parle le francais, l'anglais, le créole, le wolof</p> <p>Je danse, je lis,je joue au foot, je nage, je chante</p> <p>tres, assez bien, mal</p> <p>et, aussi</p> <p>J'aime ca, je n'aime pas ca</p>



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	<p>Écoutez, écrivez, répétez, silence, ouvrez vos cahiers, fermez vos cahiers, pensez, lisez, demandez, levez la main</p> <p>Joyeux noel, bonne année.</p>	<p>Je n'ai pas de freres/ soeurs (Je suis fils unique, Je suis fille unique) mon, ma, mes, frere, soeur, mere, pere, oncle, tante, grand-pere, grand- mere, grand-parents, qui s'appelle (ent) et aussi Phonemes: eux, e, é, eau, gne, qu, c, an. Tu as un animal domestique? J'ai ...un chien, un chat, un lapin, un poisson rouge, un serpent, un oiseau, une souris, un hamster, une tortue, un cochon d'inde qui s'appelle Je n'ai pas d'animal Colours: blanc, noir, marron, orange, rouge, vert, bleu, jaune, gris J'aime, j'adore, je n'aime pas, je déteste et, aussi</p>	
Prior Knowledge	None, as the children start to learn French in year 3 at St Anselms.	Numbers 1-20, verbs s'appeler and avoir used again in the 1 st and 2 nd person when describing family and pets. Negative form repeated three times in this unit.	Verb habiter, conjunctions: et, aussi, nationalities
Knowledge	<p>To memorise a French song and sing and perform it.</p> <p>To understand vocabulary related to the personal information topic.</p> <p>To identify where France is located on a world map.</p> <p>To name the capital of France.</p>	<p>To understand vocabulary related to the topic studied.</p> <p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To learn about grammar such as possessives, (mon, ma, mes).</p> <p>To be aware of the gender of nouns.</p> <p>To be able to recognise and use the present tense with the first and second person.</p> <p>To be able to use a couple of conjunctions.</p> <p>To be introduced to the negative form.</p> <p>Pupils taught how to express need for clarification (répétez s'il vous plait)</p>	<p>To learn which countries in the world speak French as their official language.</p> <p>To recognise the locations of some Francophone countries on a World map.</p> <p>To understand how to say 'in' a country in French depending on the gender of the country.</p> <p>To understand how to say 'in' a town in French, 'à'.</p> <p>To use a French dictionary;</p> <p>To be able to recognise and use the present tense in the first to third person (parler)</p>



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	<p>To learn some basic phonemes.</p> <p>To begin to develop skills in the four attainment targets in the target language.</p> <p>To be able to recognise and use the present tense with the first and second person with 2 verbs s'appeler and avoir.</p> <p>To understand about La Toussaint (All Hallows day) French festival and Christmas in France / Francophone country.</p> <p>Sing part of a Christmas carol for the Christmas carol service.</p>	<p>To understand about l'Épiphanie and la Galette des Rois, (the cake eaten in France on Jan 6th to celebrate the end of the festive season (the Feast of the Epiphany).</p> <p>To understand about other French celebrations such as 'la Chandeleur' (Candlemas) and 'le Poisson d'avril' (April Fool's day)</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>To understand vocabulary related to the topic studied.</p> <p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To be able to recognise and use the present tense with the first and second person.</p> <p>To give opinions on hobbies.</p> <p>To revise conjunctions and learn a couple of intensifiers.</p> <p>To understand about the French festival on 14th July 'Bastille Day'.</p>
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs. Grammar and phonics to be included when appropriate



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<p>Questions to measure impact</p>	<p>Can you sing me the French song you have been learning? Can you tell me your name, age and say how you are feeling in French? Can you ask someone their name, age and say how you are feeling? Can you recite the alphabet in French? What is La Toussaint? What are some differences between the way the English and French celebrate Christmas?</p>	<p>Can you count from 1-31? Can you name the months of the year? Can you name the days of the week? Can you describe when your birthday is? Can you ask someone when their birthday is? Can you introduce members of your family? How do you say 'my mother', 'my father' and 'my grandparents' in French? Can you ask someone if they have brothers or sisters? Can you ask someone where they live? Can you tell someone where you live? Can you ask someone if they have a pet? Can you describe the colour of your pet? Can you give an opinion on animals? Why do you think it is useful to study another language?</p>	<p>What does 'Francophone' mean? Can you name some Francophone countries in the world? Where are they? Can you name some languages spoken around the world? Can you say where you live and which language(s) you speak? Can you describe a hobby you do? Can you say how well you do it? Can you give an opinion on your hobby? Why and when do the French celebrate 'Bastille Day?'</p>
<p>Suggestions for the development of greater depth (Activities to complete independently)</p>	<p>Give basic personal information. Listen attentively and understand classroom instructions and short sentences in the target language. Write short sentences. Read and recognise familiar words and sentences based on the topic studied.</p>	<p>Give personal information describing family and pets using conjunctions. Listen attentively and show understanding by joining in and responding in the target language with little support. Engage in a short dialogue and ask and answer questions using familiar language. Write short sentences (including conjunctions and opinions). Read and understand familiar words and sentences based on the topic studied.</p>	<p>Describe where you live and the language spoken in a country using a conjunction. Describe a hobby, use the negative form and give a brief opinion. Listen attentively and show understanding by joining in and responding. Write short sentences (including conjunctions and opinions). Read and understand familiar words and sentences based on the topic studied.</p>



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<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can produce simple sentences (with support), using familiar vocabulary or use phrases they have learned by heart.</p> <p>Listening skills: Pupils can listen to and understand words and short phrases.</p> <p>Reading skills: Pupils can read and understand familiar words and a few short sentences.</p> <p>Writing skills: Pupils can write simple short sentences to a model based on a familiar topic.</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Literacy: Phonics, alphabet Music, Dance: Sing and dance to perform a French song Maths: Adding and subtracting numbers. Learn about La Toussaint Festival and Christmas in France / Francophone countries.</p>	<p>ICT: Design a birthday invitation on the computer. La Galette des Rois, (Feast of the Epiphany) (6th Jan) La Chandeleur (2nd Feb), Candlemas; Art: Draw, paint a picture/ portrait of a family member and label and describe in French. Literacy: Pets, grammar: masculine & feminine & plural nouns Art: Draw, paint /make a clay sculpture of your pet and label and describe in French. Le Poisson d'avril (April Fool's day) in France, Paques, Easter in France/ Francophone country. Music: Invent a French Rap song about days of the week. To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>Geography: French-speaking countries in the world. PE: Healthy Living week link 'Five-a-day Fitness' dance routine in French to promote exercise. Research a French-speaking country as a project. History: To learn about Bastille Day and the French revolution.</p> <p>Maths: Adding and subtracting larger numbers, counting in tens, PE: Playing pétanques outdoors (a typical French hobby).</p>



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Year 4			
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To ask someone which sport they do.</p> <p>S3 To describe which sports I do.</p> <p>S4 To list the days of the week.</p> <p>S5 To give an opinion on a sport.</p> <p>S6 To list some parts of the face and body in French.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p> <p>S8 To use a French dictionary.</p>	<p>S1 To describe a noun and a colour and remember the correct position of the adjective in French.</p> <p>S2 To describe a part of my body that hurts in French.</p> <p>S3 To name some medicines.</p> <p>S4 To perform a short dialogue at the Doctor's with some support.</p> <p>S5 To learn the phonic sounds of the language covered in these topics.</p> <p>S6 To use a French dictionary.</p> <p>S7 To understand and list different types of weather.</p> <p>S8 To list the compass points.</p> <p>S9: To be familiar with a map of France and identify where the capital is located and a few towns.</p>	<p>S1 To describe some healthy and unhealthy foods in a sentence in French.</p> <p>S2 To use the Present tense verbs 'manger' and 'boire' to form sentences about what is healthy and unhealthy to eat and drink.</p> <p>S3 To recognise the negative form and form a sentence using it.</p> <p>S4 To describe healthy and unhealthy activities in French.</p> <p>S5 To list some animals and habitats in French.</p> <p>S6 To describe animals in more detail with the use of adverbs, action verbs, adjectives and conjunctions.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p> <p>S8 To use a French dictionary.</p>
	Autumn	Spring 2	Summer 2
Topics	<p>French Sing-off competition</p> <p>Sports, opinions, reasons, days of the week</p> <p>Face, body</p>	<p>At the Doctor's</p> <p>Weather, compass points</p>	<p>Healthy living</p> <p>Animals and Habitats</p>
Intent	<p>Building on children's learning on the topic in year 3 to give a more detailed account of their hobbies.</p> <p>Learning a French song to perform in order to train and work children's memories to retain language,</p>	<p>Build on previous learning about the parts of the body. Describe ailments/ medicines to take at the Doctor's in order to perform a short role-play.</p> <p>To understand and produce a short weather forecast.</p>	<p>To revisit food and hobbies to describe in healthy lifestyle choices in more detail.</p> <p>To build on Year 3 work on pets to describe animals in more detail with the use of more language such as adverbs, action verbs, adjectives and conjunctions.</p> <p>To learn the phonic sounds of the language covered in these topics.</p>



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	<p>to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community.</p> <p>To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p>	<p>To extend language by adding a compass point, season, conjunction and intensifier to describe the weather.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd. Relevant grammar to be taught based on topic studied.</p>	<p>Relevant grammar to be taught based on topic studied.</p>
<p>Vocabulary</p> <p><i>*Revisited Vocabulary</i></p>	<p>Tu joues? Je joue au cricket au football au tennis au rugby</p> <p>Tu fais, je fais du cyclisme, du skate, de la danse, de la natation, je ne joue pas au football, je joue bien/mal, et, aussi, mais, le weekend, parfois, de temps en temps, tous les jours, lundi a Dimanche</p> <p>J'aime, j'adore, je n'aime pas, je déteste ca, c'est amusant, super, génial, barbant, nul, fatigant</p> <p>la tete, les oreilles, le nez, la bouche, les yeux, les épaules, les</p>	<p>J'ai mal au, a la, a l', aux J'ai un rhume Je voudrais voir un docteur Je voudrais aller au cabinet médicale voici une ordonnance, une injection, prends des médicaments, des comprimés, reste au lit pendant....jours Quel temps fait-il? A Marseille il fait beau, il ne fait pas beau, Il pleut, il fait du soleil, il neige, il fait froid, il fait chaud, il fait beau, il fait mauvais, il fait du vent, Dans le nord, le sud, l'est, l'ouest, le centre de la France L'hiver, le printemps, l'été, l'automne Il y a un orage tres, assez, un peu</p>	<p>Je mange, tu manges, je bois, tu bois, negative: je ne mange pas de, je ne bois pas de pour ma santé, bon pour la santé, mauvais pour la santé</p> <p>du poisson, de la viande blanche, du fromage allégé, du lait écrémé, du pain complet, de l'eau, des céréales, des fruits, des légumes, des noisettes, de la viande rouge, du lait entier, des chips, des frites, du chocolat, du beurre, du pain blanc, des bonbons, des boissons sucrées, des biscuits</p> <p>Revisit healthy activities: Je fais de la natation, je fais du judo, du cyclisme, je fais des promenades, je joue au football, je joue au tennis, je joue aux jeux électroniques, je regarde la télé, je ne joue pas, je ne fais pas, je ne regarde pas</p> <p>Opinions: c'est amusant, super, génial, barbant, nul, fatigant</p> <p>Days of the week revisited, lundi a dimanche</p>



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	genoux, les pieds, les bras, les mains, les jambes	Demain il va faire..., il va pleuvoir, neiger Au printemps, en hiver, en été, en automne	le chameau, le singe araignée, l'ours blanc, le lapin, le requin Il/ elle habite , ils habitent, dans les habitats: la forêt tropicale, l'océan, le désert, la prairie, l'Arctique, l'Amazonie, l'Océan Pacifique, le Sahara, dans, est un habitat dans le Groenland, le Parc National South Downs il /elle est féroce, timide, petit, grand, fort, faible, lent, rapide, mignon, il/elle n'est pas... et, aussi blanc, noir, marron, bleu, gris, orange, vert il court, il marche, il saute, il nage , il galope rapidement, lentement, doucement
Prior Knowledge	-er verb endings for 1 st and 2 nd person, Verb jouer, danser introduced in Year 3, opinions and days of the week revisited.	To build on the topic about parts of the face and body in the previous term to describe what parts of the body hurt. To revisit conjunctions, intensifiers, a + town in French (as explained in Year 3) To revisit the geography of France (briefly looked at in Year 3.)	To revisit days of the week, opinions, conjunctions and opinions from Year 3 work to describe healthy lifestyles in French. To build on Year 3 work on pets and revisit colours, the verb 'habiter', conjunctions and intensifiers.
Knowledge	To understand vocabulary related to the topic studied. to continue to develop skills in the four attainment targets in the TL; give opinions and justify them;	To be able to form adjectival agreements with colours and remember the order of nouns and adjectives in a sentence in French. To use the present tense and imperative in order to perform a role-play at the Doctor's.	To understand vocabulary related to the topic studied. To continue to develop skills in the four attainment targets in the target language. To recognise and use the Present tense in the third person (singular and plural.) To form a sentence using the negative form.



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	<p>to be able to recognise and use the present tense with the first and second person, to memorise a French song and perform it to be aware of the colour going after the noun in French and how it agrees with the noun; to be able to recognise and use the present tense with the first and second person with 2 high frequency verbs jouer and faire.</p>	<p>To ask what the weather is like.</p> <p>To produce a short weather forecast with support including conjunctions, compass points and intensifiers.</p> <p>To recognise the negative form.</p> <p>To read and understand familiar phrases and begin to decode simple sentences and pick out key information in the target language.</p> <p>To use a simple glossary or dictionary to find out meaning of unfamiliar words.</p> <p>To produce some familiar complex sentences using a model and some from memory.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>To use adjectives, verbs and adverbs to describe animals more fully. To list habitats.</p>
Suggestions for implementation	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>	<p>Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.</p>



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<p>Questions to measure impact</p>	<p>Can you sing a French song? Can you list some sports? Can you say which sports you do? Can you give an opinion on a sport? Can you tell me a day of the week you do a sport?</p>	<p>Where does an adjective usually go in a sentence when it is used to describe a noun in French? Can you say a part of your body hurts in French? Can you list a medicine in French? Can you ask me what the weather is like in French? Can you describe the weather to me in French? Can you list the compass points in French? Can you name the seasons in French? Why do you think it is useful to study another language?</p>	<p>Can you say some healthy foods and activities that you do in French? Can you describe some unhealthy ones? Can you list some animals and habitats in French? Can you describe what an animal looks like, how it moves and where it lives in French?</p>
<p>Suggestions for the development of greater depth (Activities to complete independently)</p>	<p>Use the negative form in order to describe sports I do and do not do.</p>	<p>Give a weather forecast and use the negative form, conjunctions and intensifiers with little support. Use the Immediate Future tense to describe tomorrow's weather.</p>	<p>Describe healthy and unhealthy foods and activities in French using the negative form and conjunctions with little support. Describe where an animal lives, what it looks like and how it moves using intensifiers, adverbs, conjunctions and adjectives, (with little support.) Know where the adjective should be placed in the sentence and how it should agree with the noun.</p>



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<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can use simple familiar structures and words (with or without support) to create their own short utterances.</p> <p>Listening skills: Pupils can listen to and understand short phrases on familiar topics.</p> <p>Reading skills: Pupils can use simple reading strategies to help decode meaning of words and use a simple glossary or dictionary to find out meaning of unfamiliar words.</p> <p>Writing skills: Pupils can use familiar language to create short sentences with the appropriate scaffolding.</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Music, Dance: Sing and dance to perform a French song Noel, Christmas in France/Francophone countries. Look at traditional, popular sports in France such as la pétanque, football, cyclisme, le Tour de France.</p>	<p>Drama: Perform a role-play at the Doctor's surgery.</p> <p>Music: Learn and join in with songs about parts of the body and weather.</p> <p>Drama: Perform a short weather forecast in French.</p> <p>Geography: Explore the geography of France and its major towns. Revise the compass points and seasons.</p> <p>Le Poisson d'avril (April Fool's day) in France on 1st April; Paques, Easter in France / Francophone countries.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>Science: Healthy foods v unhealthy foods.</p> <p>PE: Healthy exercise habits, Healthy Living week link: 'Five-a-day fitness' dance routine in French to promote exercise</p> <p>Art: Draw and label a healthy and unhealthy plate of food in French. Learn about some healthy traditional French dishes such as ratatouille and cassoulet. Learn about the longer French lunch breaks and the importance of mealtimes in France.</p> <p>Science: Discuss animal habitats.</p> <p>Art: Learn about the French painter 'Rousseau' who was famous for painting animals and jungle scenes Paint a picture in the style of Rousseau and write a description of the animal in French. Complete a nature trail and find some toy animals I plant in the nature garden and describe them in French.</p>



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	Year 5		
	Autumn 1	Spring 1	Summer 1
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To list foods and drinks and be able to order these at a café.</p> <p>S3 To list the planets in French and describe their size and colour.</p> <p>S4 To describe whether a planet is far or near to the Sun.</p> <p>S5 To use a French dictionary.</p> <p>S6 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To describe my appearance and someone else's, including hair and eye colour in French.</p> <p>S2 To describe my personality and someone else's using conjunctions and intensifiers and the correct adjectival agreement.</p> <p>S3 To learn how to conjugate the irregular high frequency verbs 'avoir' and 'etre'.</p> <p>S4 To list clothes and colours in French and use correct adjectival agreement and word order.</p> <p>S5 To describe what I wear and the colour for different seasons, weather conditions and for school.</p> <p>S6 To conjugate the regular -er verb 'porter'.</p> <p>S7 To give an opinion on an outfit.</p> <p>S8 To use a French dictionary.</p> <p>S9 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To describe my daily routine using some high frequency present tense verbs and some reflexive verbs.</p> <p>S2 To give opinions on my routine activities.</p> <p>S3 To learn to tell the time with a focus on the hour, quarter past and half past.</p> <p>S4 To describe my routine with a time, a conjunction and an opinion.</p> <p>S5 To use a French dictionary.</p> <p>S6 To learn the phonic sounds of the language covered in these topics.</p>
Topics	<p>St Anselm's French Singing Competition</p> <p>At the café/restaurant</p> <p>Planets, colours</p>	<p>Physical descriptions, personality</p> <p>Clothes, colours</p>	<p>Daily routine and weekend activities</p> <p>Time</p>
Intent	<p>To train and work children's memories to retain language.</p> <p>To work productively as a team and perform and use</p>	<p>To describe self and other people in more detail.</p> <p>Revise parts of the body (covered in year 4), adjectives, colours (covered in year 3 & 4), conjunctions, opinions and high frequency irregular verbs 'avoir' & 'etre' for all the pronouns. Previously only 1st, 2nd and 3rd person covered.</p>	<p>To describe routine and weekend activities and revisit hobbies topic (Year 4), days of the week and conjunctions (year 3).</p> <p>To revisit recent topic on clothes by describing clothes worn at the weekend</p>



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	<p>creativity to enhance performance. To have fun learning languages and feel connected to the wider school community. To build on Year 4 learning when children were introduced to healthy eating and to communicate in a café/ restaurant; To learn how to describe distance from a planet to the Sun, to revise colours, adjectives, conjunctions and intensifiers. To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p>	<p>To conjugate the regular -er verb 'porter' for all the pronouns. To describe school uniform and clothes for different situations. Revise different types of weather/seasons, colours and adjectival agreements, conjunctions. To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied. To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To describe routine in more detail and build on the previous topic by describing an activity and adding a time, conjunction and an opinion also. To learn the phonic sounds of the language covered in these topics. Relevant grammar to be taught based on topic studied.</p>
<p>Vocabulary *Revisited Vocabulary</p>	<p>au petit déjeuner, je prends, je mange, je bois, tu prends, du pain, du beurre, de la confiture, un croissant, une biscotte, et, aussi, Un coca, un jus d'orange, un café (au lait), un thé, une limonade, un orangina, Un hamburger, un hot-dog, des frites, des chips,</p>	<p>J'ai, tu as, il a, nous avons, vous avez, ils/elles ont, les cheveux châtains, bruns, noirs, roux, blonds, raides, frisés, courts, mi-longs, longs, les yeux bleus, marron, verts, je porte, il/elle porte des lunettes, une barbe, une moustache, je suis petit, elle est, il est grand, de taille moyenne, et, aussi, mais, intéressant, élégant, drôle, sérieux, intelligent, gentil, loufoque, prévenant, énergique, paresseux. Je suis, tu es, il est, elle est and negative form tres, assez, un peu</p>	<p>Le week-end, je me lève, je me brosse les dents, les cheveux, je m'habille, je prends mon petit déjeuner, je bois, je mange des céréales, du pain, du pain grillé, du beurre, de la confiture, des fruits, du thé, du café, du jus d'orange, du chocolat chaud je regarde la télé, je lis des bandes dessinées, j'écoute de la musique, Je joue à l'ordinateur, je joue au foot, Je vais à la piscine, Je vais au cinéma, je me couche.</p>



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	<p>Un sandwich au fromage, au jambon, un croque-monsieur, une glace, du beurre. Vous désirez? Je voudrais, l'addition, voila, bon appétit, s'il vous plait, merci, voila, c'est ...euros, c'est combien?</p> <p>Les planetes, Jupiter, Uranus, Pluton, Neptune, le Soleil, Lune, Mercure, Vénus, Saturne, Mercure, la Terre, c'est, est, loin de, pres de, dans le centre, petit, grand, énorme, tres, assez, ou est, bleu, rouge, jaune, vert, bleu, marron, blanc, gris et, aussi, de plus</p>	<p>Les vetements je porte, tu portes, il/elle porte, nous portons, vous portez, ils/elles portent une écharpe, des gants, des bottes, des chaussures, des chaussettes, des collants, des sandales, un manteau, un imperméable, un tee-shirt, une veste, un chapeau de soleil, des lunettes de soleil, un maillot de bain, une cravate, un pullover, une jupe, une robe, un jean, un pantalon, un short, un chemisier, une cravate, une casquette, une veste.</p> <p>Couleurs bleu, blanc, rouge, jaune, vert, noir, gris, violet, marron, et, aussi</p> <p>J'aime, j'adore, je n'aime pas, je déteste Je pense que c'est... J'adore ce look, c'est super, génial, chic, laid, nul À l'école je porte, le weekend je porte, quand il fait beau je porte, quand il fait froid, quand il neige je porte, En hiver, en automne, en été, au printemps</p>	<p>et, après, aussi, plus tard, finalement.</p> <p>C'est barbant, c'est fatigant, c'est nul, c'est amusant, c'est génial, c'est super</p> <p>Numbers 1 a 12 Numbers 1 a 60 Quelle heure est-il? Il est une heure et quart, et demie, moins le quart, midi, minuit, A quelle heure tu te leves? Je me leve a six heures</p>
Prior Knowledge	Colours, conjunctions, adjectives and the high frequency verb etre (est) are revisited.	High frequency avoir and etre verbs, colours, adjectives, conjunctions, opinions, seasons, weather are being revisited again.	High frequency verbs: 'manger', 'boire', 'prendre', opinions, conjunctions, numbers, some breakfast foods, leisure activities.
Knowledge	To memorise a French song and perform it. To understand vocabulary related to the topic on Café food.	To understand vocabulary related to the topic Physical Descriptions. To continue to develop skills in the four attainment targets in the target language.	To listen attentively to and understand a short, spoken passage made up of several sentences containing familiar language.



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	<p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To understand transactional language at a café.</p> <p>To recognise and use present tense verbs in the first and second person (formal vous) and be aware of how to address someone in the formal way with 'vous' such as a waiter/waitress.</p> <p>To understand vocabulary related to the topic Planets.</p> <p>To continue to develop skills in the four attainment targets in the target language.</p> <p>To be able to recognise and describe the planets using adjectives in the TL; to describe which planets are close and far away from the Sun.</p> <p>To recognise and use intensifiers such as tres, assez.</p> <p>to recognise superlatives with support; to</p>	<p>To understand and recognise how to describe someone's appearance and personality in some detail.</p> <p>To use the present tense of 'avoir' and 'etre' from first person singular to third person plural (all pronouns).</p> <p>To recognise the negative form; to be aware of adjectival agreements; to use intensifiers, adjectives, conjunctions to extend sentences and make them flow more naturally.</p> <p>To be aware of the Epiphany celebration in France, la Galette des rois, the cake eaten in France on Jan 6th to celebrate the end of the festive season (the Feast of the Epiphany) to be aware of la Chandeleur (Candlemas), to know about how April Fool's day is celebrated in France.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To describe my daily routine including the time, conjunctions and opinions to form more complex sentences.</p> <p>To read and understand more complex sentences and pick out key information from short passages or texts in the target language.</p> <p>To use a French dictionary to add new language to my work.</p>
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	understand that Vénus is the hottest planet and that Pluton is the coldest planet in the Solar System; to be familiar with Present tense third person 'est'; to learn about the English Composer Holst and his famous work 'Les Planetes'.		
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.
Questions to measure impact	Can you order a drink and some food in a café? Can you list some café foods and drinks? Can you list some planets and describe them using colour and size adjectives? Can you say if a planet is far or close to the Sun? Who was Holst?	Can you describe your hair and eye colour in French? Can you describe someone else's? Can you describe your own and someone else's personality? Does the adjective change according to your gender? How does the adjective change? Can you describe what clothes and colours you are wearing? Can you describe what someone else is wearing? Can you describe what you wear to school, for different seasons and according to the weather in French? Can you give an opinion on what you are wearing? Why do you think it is useful to study another language?	Can you describe your daily routine? Can you give an opinion on an activity? Can you tell the time on the hour and using quarter past and half past?



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<p>Suggestions for the development of greater depth</p> <p>(Activities to complete independently)</p>	<p>Perform a café role-play. Describe a planet's colour and size and proximity to the sun. Use of the negative form to describe what a planet is not like. Use a superlative to explain that Vénus is the hottest planet and that Pluton is the coldest planet.</p>	<p>Conjugate the verbs avoir, etre and porter using all pronouns. Invent sentences using these verbs. Describe own physical appearance and personality and that of others. Use of the negative form to describe self and others. Describe clothing and add a correct colour adjective. Give an opinion about clothes. Describe school uniform and clothes worn according to weather and season.</p>	<p>Describe daily routine using conjunctions and adding a time. Give opinions on different activities. Count to 60. Accurately tell the time. Explain what a reflexive verb is and give some examples.</p>
<p>Expectations at the end of the year</p>	<p>Speaking skills: Pupils can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Listening skills: Pupils can listen to and understand longer sentences (sometimes containing new words).</p> <p>Reading skills: Pupils can read and understand more complex sentences and pick out key information from short passages in French.</p> <p>Writing skills: Pupils can produce longer sentences using familiar and unfamiliar language with support (eg. adapting language, using resources).</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Music: Singing a French song Dance: Dance as part of the performance Drama: At the café/restaurant role-play, Art /ICT: Design a French menu Science: Planets and proximity to the Sun</p>	<p>Art: Create a self-portrait/ portrait of a family member or friend and describe in French. Music: Perform a French Rap in groups and conjugate high frequency verbs 'avoir', 'etre' and 'porter'. Drama: Perform a catwalk fashion show revising clothes, colours and opinions. Grammar: Clothes & colours and grammar, regular –er verb endings, adjectival agreements with nouns, word order with adjectives.</p>	<p>PE: Healthy Living week link: 'Five-a-day Fitness' dance routine in French to promote exercise. Art: Design a poster / comic strip describing own routine/celebrity's imaginary routine. Maths: Practise telling the time. Art: Split a page into 8 boxes and design a comic strip about your daily routine with times added</p>



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	<p>Music: 'The Planets' by Holst. Art: Draw/ paint the planets in the Solar system and label in French</p>	<p>To understand the benefits of learning another language and celebrate 'International Mother Language Day' on February 22nd.</p>	<p>Geography: Learn about a French/ Francophone festival</p>
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St Anselm's French Knowledge and Skills Progression Map 2022-23



Year 6			
Skills	<p>S1 To memorise, sing and perform a French song.</p> <p>S2 To describe where I live.</p> <p>S3 To describe which facilities there are in my area.</p> <p>S4 To describe what my area is like using adjectives.</p> <p>S5 To use the negative form to describe what my area lacks and what my area is not like.</p> <p>S6 To give an opinion on my area.</p> <p>S7 To use a French dictionary.</p> <p>S7 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To list the countries involved in WW2 and the languages spoken there.</p> <p>S2 To learn vocabulary about WW2 and decode some complex language by looking for cognates as clues.</p> <p>S3 To form some sentences comparing country and city life during that period.</p> <p>S4 To use the past tense to describe what you saw in French.</p> <p>S5 To write a letter as an evacuee in French.</p> <p>S6 To use a French dictionary.</p> <p>S7 To describe what type of home I live in.</p> <p>S8 To describe the rooms in my home and if I have a garden.</p> <p>S9 To use the negative form to say what I do not have in my home.</p> <p>S10 To give an opinion on my home.</p> <p>S11 To use a French dictionary.</p> <p>S12 To learn the phonic sounds of the language covered in these topics.</p>	<p>S1 To say which school you go to and list the subjects studied.</p> <p>S2 To give opinions on subjects.</p> <p>S3 To describe how you get to school.</p> <p>S4 To list items in a pencil case.</p> <p>S5 To list some jobs.</p> <p>S6 To say which job you would like to do in the future using the Future tense.</p> <p>S7 To use a French dictionary.</p> <p>S8 To learn the phonic sounds of the language covered in these topics.</p>
	Autumn 1	Spring 1	Summer 1
Topics	<p>St Anselm's French Sing-Off Competition</p> <p>My Area</p>	<p>World War 2</p> <p>My Home</p>	<p>School, pencil case, time, transport</p> <p>Future plans, jobs, opinions</p>
Intent	<p>To participate in the French Sing -off competition and memorise a French song.</p> <p>to train and work children's memories to retain language,</p>	<p>To link with the History curriculum by learning about WW2 in French.</p> <p>To decode more complex, longer passages of written language and identify cognates.</p> <p>To compare life in the countryside to that of a town during WW2.</p>	<p>For children to learn to describe which school they attend, how they get to school, which subjects they study and revise giving opinions.</p> <p>This topic will be useful to learn as it is in the French GCSE KS4 curriculum.</p>



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	<p>to work productively as a team, to perform and use creativity to enhance performance, to have fun learning languages, to feel connected to the wider school community.</p> <p>My Area is a useful topic to learn as it is in the French GCSE KS4 curriculum.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p>	<p>To produce a letter from a child evacuee in French.</p> <p>To build on the topic of describing my area to describe my home in more detail.</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To describe future plans and learn how to form the Immediate Future and Conditional tenses with a couple of key verbs</p> <p>This topic will be useful as it is in the KS4 .</p> <p>To learn the phonic sounds of the language covered in these topics.</p> <p>Relevant grammar to be taught based on topic studied.</p>
<p>Vocabulary</p> <p>*Revisited vocabulary</p>	<p>Ou habites-tu? C'est comment?</p> <p>J'habite dans une maison, un appartement, au bord de la mer, dans un village, en ville, a la montagne, a la campagne,</p> <p>Il y a, il n'y a pas, Extension: J'y habite depuis ...ans) (il y a beaucoup de choses a faire, il n'y a pas grand chose a faire</p>	<p>La Seconde Guerre Mondiale, Countries and languages</p> <p>La France, on parle, le français, L'Angleterre, l'anglais, l'Italie, l'italien, l'Allemagne, la Pologne, le polonais, la Tchecoslovaquie, Le tchecoslovaque, la Tchecoslovaquie, les Etats-Unis, Chers parents, maman, papa, Ça va? Moi, ça va bien, moi, ça va mal, Places</p> <p>Je suis à la campagne, je suis en ville, C'est enfumé, sombre, triste, dangereux, difficile, amusant, calme, sain, sans danger mais, parce que, et, aussi</p> <p>Signing off a letter: Grosses bises, a bientôt</p> <p>Past tense j'ai vu</p>	<p>Mon école s'appelle</p> <p>Il y a élèves,</p> <p>C'est une grande/ petite école</p> <p>A l'école j'étudie....</p> <p>Quelle est ta matière préférée?</p> <p>Ma matière préférée est...</p> <p>Matieres, le francais, l'anglais, les maths, les sciences, l'histoire, la géographie, l'éducation physique, le dessin, l'informatique</p> <p>J'adore, j'aime, je n'aime pas, je déteste, car, parce que, c'est, cependant barbant, nul, fatigant, ennuyeux, difficile, inutile, génial, super, amusant, intéressant, facile.</p> <p>Opinions on the teacher</p>



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	<p>et, aussi, cependant, de plus,mais, ni</p> <p>le supermarché, le marché, la mairie, la bibliotheque, le centre commercial, la poste, la boite postale, l'église, le cinéma, l'arrêt de bus, le musée, le parc, c'est calme, pollué, pittoresque, beau, grand, petit, bruyant, moche, animé, charmant</p> <p>c'est, ce n'est pas</p> <p>tres, assez, un peu</p> <p>j'aime chez moi, je n'aime pas, j'adore, je déteste, c'est confortable, c'est super, c'est génial, c'est nul</p>	<p>au rez- de -chaussée, au premier étage, au deuxieme étage, au sous-sol, un garage, un jardin un lit, un oreiller, une couverture, une armoire, un bureau, une bibliotheque, un ordinateur, une television, un coffre a jouets</p> <p>et, aussi, de plus, mais. J'habite, tu habites, Dans une maison, un appartement, en ville, a la campagne, a la montagne, au bord de la mer,dans un village Rooms: une cuisine,une salle à manger, une salle de bains,une chambre, une buanderie, un bureau, un salon chez moi il y a, chez moi il n'y a pas de</p> <p>Opinions: J'aime, je n'aime pas, j'adore, je déteste chez moi</p> <p>C'est grand, petit, confortable, nul</p>	<p>J'aime le professeur, je n'aime pas le professeur</p> <p>Ext: Je suis fort/e en... Je suis faible en</p> <p>Intensifiers: tres, trop, un peu, assez</p> <p>Je vais a l'école a pied, en voiture, a vélo, en train, en autobus, en autocar, en taxi un crayon, un stylo, une gomme, une regle, une calculatrice, un taille-crayon, de la colle, des ciseaux,des feutres</p> <p>Je voudrais etre mécanicien/nne, médecin, coiffeur/euse, macon, chef, gérant/e,</p> <p>Je voudrais faire le tour du monde, je voudrais etre riche/ fameux/euse (J'aime travailler a l'extérieur, a domicile, avec les enfants, avec les animaux, les ordinateurs,)</p> <p>C'est bien payé, mal payé, Ca serait... créatif, répétitif, amusant, intéressant, ennuyeux, facile, difficile Il/elle travaille dans un bureau, une école, un magasin, un hopital, un chantier, un garage, un restaurant</p>
<p>Prior Knowledge</p>	<p>In year 3 pupils were taught how to say where they live and to give opinions.</p>	<p>Children will be familiar with the Present tense verbs c'est, il y a and the negative form ce n'est pas, il n'y a pas de as we covered this in Year 6 Winter term.</p>	<p>Languages were used in the Year 6 WW2 topic. Opinions, a high frequency present tense verb 'j'ai', the negative form, a couple</p>



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	Some adjectives are being revisited.	Opinions, adjectives and conjunctions will also be revisited.	of modes of transport and conjunctions will be revisited also.
Knowledge	<p>To be able to describe an area and facilities using adjectives and the negative form.</p> <p>To give an opinion on an area with a reason.</p> <p>To use the high frequency Present tense c'est, il y a.</p> <p>To give and understand some French directions.</p>	<p>To listen carefully to and understand several sentences containing familiar language.</p> <p>To give an oral presentation more independently using more complex sentences including the past tense, the negative form, adjectives, conjunctions and opinions.</p> <p>To compare life in the city and the country during WW2.</p> <p>To say which languages are spoken in WW2 countries.</p> <p>To read and understand key information through learned vocabulary and phrases, reading strategies and independent research such as using a French dictionary.</p> <p>To produce complex sentences using familiar language and unfamiliar language. To adapt language more and use a French dictionary.</p> <p>To produce a letter from a child evacuee in French</p> <p>To be able to compare a typical French home with a British one.</p> <p>To understand and recognise how to describe a home and bedroom; to use the negative form, adjectives, conjunctions; the present tense.</p> <p>To give an opinion on my home.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>To be aware of the differences between the French and British school systems.</p> <p>To list the school subjects and give opinions with reasons using conjunctions.</p> <p>To describe transport to school.</p> <p>To list the contents of a pencil case using a high frequency Present tense verb.</p> <p>To be able to describe which job would be of interest and which would not (negative form) and give opinions and reasons why; to be able to list some places of work; to be able to recognise and understand how to use the immediate future tense and conditional tense with a few verbs in the 1st person relating to the topic.</p>
Suggestions for implementation	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.	Activities practising all four key skills: listening, reading, writing and speaking. Language games, songs.
Questions to measure impact	Can you sing a song in French?	Can you decode language and work out the gist of a passage of language about WW2?	Can you say which school you attend?



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	<p>Can you say where you live?</p> <p>Can you list some places in your area?</p> <p>Can you describe what there is and is not in your area?</p> <p>Can you list some adjectives?</p> <p>Can you say what your area is like and not like?</p> <p>Can you give an opinion on your area?</p>	<p>What is a cognate?</p> <p>Can you list some countries involved in WW2?</p> <p>Can you identify where those countries are located on a world map?</p> <p>Can you list some WW2 vocabulary?</p> <p>Can you compare life in the countryside and in a town during WW2?</p> <p>Can you write a letter as a WW2 child evacuee?</p> <p>Why do you think it is useful to study another language?</p>	<p>Can you list your subjects and give an opinion with a reason about them?</p> <p>Can you say which subjects you are good at and not so good at?</p> <p>What are some differences between French and British schools?</p> <p>Can you list some items in your pencil case?</p> <p>Can you list some jobs?</p> <p>Can you say which job you would like to do in the future?</p>
<p>Suggestions for the development of greater depth Activities to complete independently</p>	<p>Describe your area using conjunctions, the negative form and giving an opinion.</p>	<p>Compare city and country life during WW2</p> <p>Use of the perfect and imperfect tense to describe life during WW2.</p> <p>Write a letter as a WW2 child evacuee.</p>	<p>Describe your favourite subject and give reasons why.</p> <p>Explain which job you would like to do and give reasons.</p> <p>Explain which job you would not like to do and explain why.</p>



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<p>Expectations by the end of the year</p>	<p>Speaking skills: Pupils can produce some sentences independently using familiar vocabulary and understand how to form a sentence in the language).</p> <p>Listening skills: Pupils can listen to and understand short passages of a few sentences on a familiar theme, (sometimes containing new words).</p> <p>Reading skills: Pupils can read and understand a wider range of more complex text with some unfamiliar language. They can decode longer texts by applying their knowledge of vocabulary and grammar, reading strategies and independent learning skills such as dictionary work).</p> <p>Writing skills: Pupils can produce more complex sentences using familiar and unfamiliar language with support (eg. adapting language, using resources).</p>		
<p>Enrichment/ curriculum links Diversity BTK</p>	<p>Music, Dance: Sing and perform a French song to an audience</p>	<p>History: The study of WW2 and life for some child evacuees.</p> <p>Geography: Where are the countries involved in WW2 located on a world map?</p> <p>Art: Learn about Vincent Van Gogh's painting 'The Bedroom' based in Arles, France.</p> <p>Music: Sing a song about furniture in a bedroom.</p> <p>To understand the benefits of learning another language and celebrate 'International Mother Language Day 'on February 22nd.</p>	<p>Art: Create a poster about school in French</p> <p>Art: Design your ideal school uniform in French and label.</p> <p>ICT: Design your ideal school timetable in French.</p> <p>Music: Sing a French song about school subjects.</p>