



Year 2 French Curriculum

	Autumn 1		Autumn 2																																									
Unit Name - Moving On	Seasons		In my town																																									
Aim of Unit	<ul style="list-style-type: none"> • Recognise all four seasons in French. • Learn an associated action for each season in French. • Understand better what happens in the world around us in each season in French. 		<ul style="list-style-type: none"> • Recognise, recall, and remember up to 7 places from the town in French. • Attempt to spell some of these nouns with their correct indefinite article determiner. • Attempt to build a sentence using the structure 'il y a' (there is) plus the noun and the correct indefinite article/determiner. 																																									
Skills developed	Learning to listen more carefully to what we hear in French. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in French. Joining short sentences together using 'and' - 'et'		Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation. Learning how to build a short simple sentence in French using 'il y a' (there is), an indefinite article/determiner (un or une) and a noun (in this unit a place from the town).																																									
Vocabulary to learn and revisit	There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in French		The seven nouns for places in the town plus their appropriate indefinite article/ determiner. Structure of 'il y a' (there is) in a sentence with the nouns.																																									
Key vocabulary	<table border="1"> <tr><td>les saisons</td><td>the seasons</td></tr> <tr><td><i>L'hiver</i></td><td><i>winter</i></td></tr> <tr><td>il fait froid</td><td>it is cold</td></tr> <tr><td>il neige</td><td>it snows</td></tr> <tr><td><i>le printemps</i></td><td><i>spring</i></td></tr> <tr><td>les oiseaux chantent</td><td>the birds sing</td></tr> <tr><td>les fleurs poussent</td><td>the flowers grow</td></tr> <tr><td><i>l'été</i></td><td><i>summer</i></td></tr> <tr><td>il y a du soleil</td><td>it is sunny</td></tr> <tr><td>il fait chaud</td><td>it is hot</td></tr> </table>	les saisons	the seasons	<i>L'hiver</i>	<i>winter</i>	il fait froid	it is cold	il neige	it snows	<i>le printemps</i>	<i>spring</i>	les oiseaux chantent	the birds sing	les fleurs poussent	the flowers grow	<i>l'été</i>	<i>summer</i>	il y a du soleil	it is sunny	il fait chaud	it is hot		<table border="1"> <tr><td>une boulangerie</td><td>a bakery</td></tr> <tr><td>un stade</td><td>a stadium</td></tr> <tr><td>une école</td><td>a school</td></tr> <tr><td>un cinéma</td><td>a cinema</td></tr> <tr><td>un parc</td><td>a park</td></tr> <tr><td>un café</td><td>a café</td></tr> <tr><td>une patinoire</td><td>an ice-skating rink</td></tr> <tr><td>Dans ma ville</td><td>In my town</td></tr> <tr><td>il y a</td><td>there is</td></tr> <tr><td>Viens avec moi dans ma ville</td><td>Come with me into my town</td></tr> </table>	une boulangerie	a bakery	un stade	a stadium	une école	a school	un cinéma	a cinema	un parc	a park	un café	a café	une patinoire	an ice-skating rink	Dans ma ville	In my town	il y a	there is	Viens avec moi dans ma ville	Come with me into my town	
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	<i>L'automne</i> les arbres perdent leurs feuilles	<i>autumn</i> the trees lose their leaves	Viens me voir maintenant !	Come and see me now!
Phonics and pronunciation	<ul style="list-style-type: none"> • ON nasal sound in saison. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver and printemps. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English! <p>Even if we do not see these letters and sounds we will hear them many times as they are in the key words in this unit.</p>		<ul style="list-style-type: none"> • ON nasal sound in bonjour • OU sound in boulangerie • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in boulangerie and (jus d') orange. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English! <p>Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.</p>	
Grammar we will learn & revisit	<p>Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in French! For example, Spring is le printemps.</p>		<p>Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' in French. Un cinéma (a cinema) but une école (a school). We will see that this happens a lot in French and learn why in future units!</p>	

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	Spring 1	Spring 2																																														
Unit Name - Moving On	Les super-héros (Superheroes)	Ma Maison idéale (My Dream House)																																														
Aim of Unit	Recognise, recall, and remember the six colours presented in this unit in French. <ul style="list-style-type: none"> Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'. Present and describe ourselves as a superhero. 	Recognise, recall, and remember the 7 rooms presented in this unit in French. <ul style="list-style-type: none"> Attempt to spell some of these nouns with their correct indefinite article/ determiner. Attempt to build a sentence using the structure 'il y a' (there is/there are) plus the noun and the correct indefinite article/determiner. 																																														
Skills developed	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long-term and with accurate and authentic pronunciation.																																														
Vocabulary to learn and revisit	Revision of six common colours and how to present ourselves as a superhero in French using the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'	Revision of the 7 rooms of Adèle's dream house and how to say a phrase in French using the high-frequency verb 'there is'.																																														
Key vocabulary	<table border="1"> <tr><td>un super-héro</td><td>a superhero (masc.)</td></tr> <tr><td>une super-héroïne</td><td>a superhero (fem.)</td></tr> <tr><td>vert</td><td>green</td></tr> <tr><td>bleu</td><td>blue</td></tr> <tr><td>jaune</td><td>yellow</td></tr> <tr><td>rouge</td><td>red</td></tr> <tr><td>orange</td><td>orange</td></tr> <tr><td>violet</td><td>purple</td></tr> <tr><td>une planète</td><td>a planet</td></tr> <tr><td>un masque</td><td>a mask</td></tr> <tr><td>un bouclier</td><td>a shield</td></tr> <tr><td>un casque</td><td>a helmet</td></tr> </table>	un super-héro	a superhero (masc.)	une super-héroïne	a superhero (fem.)	vert	green	bleu	blue	jaune	yellow	rouge	red	orange	orange	violet	purple	une planète	a planet	un masque	a mask	un bouclier	a shield	un casque	a helmet	<table border="1"> <tr><td>Dans ma maison idéale</td><td>In my dream house</td></tr> <tr><td>il y a</td><td>there is.../ there are</td></tr> <tr><td>et</td><td>and</td></tr> <tr><td>une chambre</td><td>a bedroom</td></tr> <tr><td>une cuisine</td><td>a kitchen</td></tr> <tr><td>une salle de bains</td><td>a bathroom</td></tr> <tr><td>un salon</td><td>a living room</td></tr> <tr><td>Je veux dessiner ma maison idéale</td><td>I want to draw/design my dream house</td></tr> <tr><td>une piscine</td><td>a pool</td></tr> <tr><td>une salle de cinéma</td><td>a cinema room</td></tr> <tr><td>une salle de jeux</td><td>a games room</td></tr> </table>	Dans ma maison idéale	In my dream house	il y a	there is.../ there are	et	and	une chambre	a bedroom	une cuisine	a kitchen	une salle de bains	a bathroom	un salon	a living room	Je veux dessiner ma maison idéale	I want to draw/design my dream house	une piscine	a pool	une salle de cinéma	a cinema room	une salle de jeux	a games room
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Phonics and pronunciation

- ON nasal sound in Orion
- OU sound in rouge, Rouquette & courir
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge and orange. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English!

Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.

- on sound in 'maison' and 'salon' • ch sound in 'une chambre'.
- Silent letters. There are many last constant silent letters in French which are therefore not pronounced. The final letter is silent in words such as 'une salle de bains' and 'une salle de jeux'.


Even if we do not see these letters and sounds in the lessons often, we will hear these signature French sounds many times as they appear in key words in this unit.

Grammar we will learn & revisit

Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' in French; un super-héro but une super-héroïne. We will see that this happens a lot in French and learn why in future units.

Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' and 'an' in French; 'un salon' but 'une salle de bains'. We will see that this happens a lot in French and learn why in future units!

Year 2 French Curriculum

	Summer 1	Summer 2																				
Unit Name - Moving On	Les petites bêtes (Minibeasts)	Allons au parc ! (Let's Go to the Park1)																				
Aim of Unit	<ul style="list-style-type: none"> • Recognise and recall 10 minibeasts in French. • Recall greetings more easily in French. • Recognise and follow instructions in French. • Follow an animated story in French. 	<p>To express some feelings in French based on the story of Lola and Léo in the park.</p> <ul style="list-style-type: none"> • Recognise, recall, and remember a series of feelings as expressed by Lola and Léo in French. • Attempt to express some of these feelings with their correct verb in French. • Start to recognise the changes involved with gender agreement in French. 																				
Skills developed	Listening skills • Speaking skills • Memory skills • Gross motor skills	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation.																				
Vocabulary to learn and revisit	10 minibeast creatures, instructions, and an opportunity to revise and recall greetings in French.	A series of feelings that Lola and Léo are expressing during their trip to the park, some of which change according to gender, and the different high frequency 1st person verbs used to express feeling.																				
Key vocabulary	<table border="1"> <tr><td>Les petites bêtes</td><td>minibeasts</td></tr> <tr><td>asseyez-vous</td><td>sit down</td></tr> <tr><td>l'abeille</td><td>the bee</td></tr> <tr><td>relâchez</td><td>relax</td></tr> <tr><td>la grenouille</td><td>the frog</td></tr> <tr><td>levez-vous</td><td>stand up</td></tr> <tr><td>la chenille</td><td>the caterpillar</td></tr> <tr><td>étirez-vous</td><td>stretch</td></tr> <tr><td>l'escargot</td><td>the snail</td></tr> </table>	Les petites bêtes	minibeasts	asseyez-vous	sit down	l'abeille	the bee	relâchez	relax	la grenouille	the frog	levez-vous	stand up	la chenille	the caterpillar	étirez-vous	stretch	l'escargot	the snail	<p>-</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <p>• -</p> <table border="1"> <tr> <td>Allons au parc !</td> <td>Let's go to the park!</td> </tr> </table>	Allons au parc !	Let's go to the park!
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	expirez	exhale	J'ai faim	I'm hungry
	le papillon	the butterfly	J'ai soif	I'm thirsty
	inspirez	inhale	J'ai peur	I'm scared!
	le hérisson	the hedgehog	Je suis triste	I'm sad
	la fourmi	the ant	Je suis en colère	I'm angry!
	l'araignée	the spider	Je suis content	I'm happy! (for boys)
	la coccinelle	the ladybird	Je suis contente	I'm happy! (for girls)
	le ver	the worm	Je suis fatigué	I'm tired. (for boys)
			Je suis fatiguée	I'm tired. (for girls)
			Salut, je m'appelle	Hi, my name is..
			On va où maintenant ?	Where are we going now?
			Ça va mieux !	That's better!
			Qu'est-ce qu'il y a ?	What's up?
			Moi aussi...	Me too..
		Au revoir !	Goodbye!	
Phonics and Pronunciation	<ul style="list-style-type: none"> • CH sound in 'Charlotte la chenille' • OU sound in 'bonjour' • ON sound in 'bonjour', 'le papillon', le hérisson' • OI sound in 'au revoir' 		<ul style="list-style-type: none"> • ou sound in 'aujourd'hui', 'où' • on sound in 'allons', 'on', 'content', 'maison' • oi sound in 'quoi', 'soif', 'au revoir' 	
	Grammar we will learn & revisit	<p>Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in French: 'le papillon' but 'la grenouille'. We will see that this happens a lot in French and learn why in future units!</p>		<p>Set phrases to express feelings with key high-frequency verbs in French. We will start to notice that in French there are often more options for single words than in English. For example, in this unit 'I am' can take the forms of 'Je suis' from 'être' (to be) or 'j'ai' from 'avoir' (to have). Some pupils may also be able to recall the gendered agreement associated with some of the feelings in the unit. For example, 'Je suis content' (I'm happy, for a boy) & 'Je suis contente' (I'm happy, for a girl)</p>