

French Progression Grid

Year 3

Skills

Unit 1 - About me

Grammar points in this unit include introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have. The second person subject pronoun you is also briefly touched upon. In languages where this occurs, a distinction between the formal and informal version of this pronoun can be explored, e.g. French tu vs vous. Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.

SENTENCES: What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother.

Knowledge / Vocabulary

1.1 Me	1.2 Greetings	1.3 Numbers 1-10	1.4 How old are you?	1.5 Family members	1.6 Languages
Hello My name is What's your name? I am a boy I am a girl I am tall I am short I am happy I am seven years old Goodbye	Hello Good afternoon How are you? I am fine I am ok I am very well Handshake Wave Goodbye See you soon	one two three four five six seven eight nine ten	birthday age year day month child young How old are you? I am seven years old And you?	mother father sister brother grandmother grandfather family pet To have I have a	I am I speak English French Spanish Italian Dutch German Swedish Russian

Skills

Unit 2 - Hobbies and pets

This unit introduces learners on how to construct simple negative verb form I do not... and also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch.

SENTENCES: I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.

Knowledge / Vocabulary

2.1 Useful phrases	2.2 Numbers 11-20	2.3 I like to play	2.5 Hobbies	2.6 Pets
I understand I don't understand No thank you Yes please Good morning Good evening Good day Good night Thanks a lot See you later	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty	to like to play with my friends alone together indoors outdoors In the playground after school at break time	football dancing swimming playing on a tablet reading comics watching television listening to music going to the park going to the beach going to the shops	cat dog hamster guinea pigs rabbit bird horse I have a pet I do not have pets I love my pet

Skills

Unit 3 – Where I live

In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.

SENTENCES: I live in a house.- There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen.

Knowledge / Vocabulary

3.1 Where I live 1	3.2 Where I live 2	3.3 My house	3.4 In the kitchen	3.5 In the lounge	3.6 In my bedroom
I live in England France Germany Spain Turkey The Netherlands Indonesia America Australia	I live in a town I live in a city I live in a village I live near the sea It is big It is small It is interesting I like living here I do not like living here	bedroom bathroom kitchen lounge dining room playroom garden I live in a house I live in an apartment There are five rooms	to eat breakfast lunch dinner food drink snack I eat breakfast in the kitchen I eat lunch in the kitchen I eat dinner in the kitchen	television video table chairs armchair sofa I watch television I watch cartoons I watch a film I do my homework	bed pillow blanket wardrobe desk bookcase computer television toybox In my bedroom there is a

Skills

Unit 4 – How I look

Unit 4 extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented.

SENTENCES: I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?

Knowledge / Vocabulary

4.1 Body parts	4.2 My face	4.3 Describing myself	4.4 Describing other people	4.5 Days of the week
head neck shoulders arms	face eyes ears nose	I am tall I am short I have big feet I have a small nose	You have She has He has You are	Monday Tuesday Wednesday Thursday

hands stomach back bottom legs feet	cheeks mouth chin hair lips teeth	I have curly hair I have straight hair I have blonde hair I have long hair I have short I wear glasses	She is He is my your his hers	Friday Saturday Sunday today tomorrow yesterday
<i>This vocabulary will be used in songs for knowledge retention</i>				

Skills

Unit 5 - Animals and colours

Unit 5 does not address any new grammar points. Instead, learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.

SENTENCES: I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - He has two hamsters. - In my garden there is a duck. - The giraffe has a long neck.

Knowledge / Vocabulary

5.1 More about pets	5.2 Zoo animals	5.3 Colours
rabbits guinea pigs hamsters mouse pony fish kitten puppy I have a pet I have a	lion tiger elephant gorilla zebra giraffe bear penguin crocodile dolphin	brown black red white blue green orange grey light dark

Skills**Unit 6 – Food and drink**

This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink and to eat.

SENTENCES: I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a papaya? - I drink milk.

Knowledge / Vocabulary

6.1 Food and drink	6.2 Meals	6.3 Talking about food and drink	6.4 Fruits
cereal fruit sandwich meat vegetables water milk tea coffee juice	breakfast lunch dinner meal snack I like cereal for breakfast I like fruit for lunch I like vegetables for dinner I drink I eat	I'm hungry I'm thirsty I'm full I am a vegetarian My favourite food is My least favourite food is I do not like I love I like	fruits apple oranges papaya banana grapes pineapple strawberry lemon lime

Year 4

Skills

Unit 7 – Going to school

Unit 7 introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like. In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.

SENTENCES: I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.

Knowledge / Vocabulary

7.1 Morning routine	7.2 Getting to school	7.3 Other forms of transport	7.4 My school day	7.5 In the classroom	7.6 Opinions about school
I get up I brush my teeth I brush my hair I have a shower I get dressed I eat breakfast I pack my bag I walk to school I see my friends I go to my classroom	I go on foot I go by car I catch the bus My school is near far around the corner down the road in town two kilometres away	coach motorbike train aeroplane bicycle to travel to go road street path	to learn maths English science history geography art break time lunch time I like learning	classroom teacher board pen pencil books paper tables chairs computer	to prefer to like boring interesting because I like maths lessons I do not like science I prefer history Break time is fun My favourite lesson is

<p>Skills</p> <p>UNIT 8 – Going to work</p> <p>In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out.</p> <p>Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. In English, the appropriate use of a vs an should be investigated. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep. Again, some languages will need to refer back to the use of reflexive verbs.</p> <p>A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.</p> <p>SENTENCES: He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns \$10 per week. - He does to work in the morning.</p>					
<p>Knowledge / Vocabulary</p>					
8.1 Jobs and professions	8.2 Where people work	8.3 Earning money	8.4 Spending money	8.5 Numbers 21 - 30	8.6 Telling the time
to work job shop assistant mechanic doctor hairdresser builder chef manager He is a	office school shop hospital building site petrol station restaurant hotel garage She works in a	to earn money to save salary weekly monthly bank pocket money I go to work I earn money I earn \$10 per week	to spend to buy toys books comics clothes computer games sweets I like to buy I spend money on	twenty-one twenty-two twenty-three twenty-four twenty-five twenty-six twenty-seven twenty-eight twenty-nine thirty	It is 10am It is 9am It is 7pm In the morning In the afternoon At lunchtime At bedtime I wake up at 6am I go to bed at 8pm I go to sleep at 9pm

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Skills

Unit 9 – Around the world

Unit 9 introduces more countries around the world so at this point it might be a good idea to revise the I live in... grammar points introduced in Unit 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep.

SENTENCES: They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives in the south of Sweden. - We are not going to the seaside. - We come from the south of Wales. - He speaks Polish.

Knowledge / Vocabulary

9.1 More countries	9.2 Compass points/ navigation	9.3 Other languages	9.4 At the airport	9.5 Packing for a holiday	9.6 Holiday locations
I come from Wales Scotland Ireland Norway Sweden China New Zealand Japan Russia	North South East West map globe in the South in the North I live in the south I live in the north	I speak Welsh Arabic Norwegian Mandarin Danish Portuguese Polish Urdu Hindi	to fly airport aeroplane pilot check-in desk security runway take-off landing I am travelling to	holiday passport tickets sunglasses suncream suitcase rucksack flip flops beach towel swimming costume	seaside beach hotel campsite tent caravan playground I go to the beach I stay in a hotel I sleep in a tent

Skills

UNIT 10 – Healthy lifestyle

In Unit 10 learners come across verbs which help them talk about sports and being outside.

These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run

Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised.

Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.

SENTENCES: I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy.

Knowledge / Vocabulary

10.1 Talking sports	10.2 Enjoying the outdoors	10.3 Healthy eating	10.4 Keeping fit	10.5 Unhealthy living	10.6 Comparatives / superlatives
football tennis karate judo swimming horse riding hockey table tennis golf badminton	playing field pitch woods outdoors to explore to run I ride my bike I go for a walk I go for a jog I go to the park	food drink I eat fruit I like vegetables I prefer salad I eat healthy food I drink water It is good for me fresh healthy	to exercise to jog yoga I am sporty I keep fit I do not eat snacks I like walking I do not like junk food I exercise every day I eat vegetables once a week	unhealthy to be lazy sugary fatty Sweets are bad for me Fizzy drinks are sugary Junk food is fatty I do not exercise I do not like sport I sit on the sofa	good better best bad worse worst That is good I am better She is best He is worse

Skills

UNIT 11 – Clothes and shopping

Unit 11 uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies.

The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away

Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these

SENTENCES: I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his clothes in the wardrobe. - You like those trousers. - She wears a black belt.

Knowledge / Vocabulary

11.1 Clothes	11.2 More clothes	11.3 Getting dressed	11.4 Talking about clothes	11.5 Going shopping	11.6 My wardrobe
clothes underwear socks t-shirt dress skirt trousers shorts jeans jumper	blouse shirt vest shoes coat jacket hat scarf tracksuit school uniform	to get dressed to get changed to wear buttons zip laces belt I wear a coat I wear shorts I prefer skirts	loose baggy tight smart casual scruffy fashionable unfashionable comfortable uncomfortable	to try on small large medium fitting room My size is I like this skirt I like that dress I like those trousers I like these shoes	to hang up to fold to put away laundry wardrobe drawer hanger I fold my trousers I put away my socks I put my clothes in

Skills

UNIT 12 – Weather

Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).

SENTENCES: What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear - sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy

Knowledge / Vocabulary

12.1 What's the weather like?	12.2 Numbers 31 - 40	12.3 Temperature	12.4 Dressing for the weather	12.5 Weather reports	12.6 Extreme weather

weather What's the weather like? It is cold It is foggy It is hot It is sunny It is windy It is rainy It is snowy It is freezing	thirty-one thirty-two thirty-three thirty-four thirty-five thirty-six thirty-seven thirty-eight thirty-nine forty	temperature degrees minus Is it hot? What's the temperature? It is 25 degrees It is minus 5 degrees It is below 10 degrees It is very hot It is very cold	scarf gloves boots waterproof jacket wellington boots sunhat umbrella fan I wear sunglasses I put on a hat	today sun rain wind cloud fog Here is the weather report It is wet It is dry It is cloudy	tornado storm thunder lightning hurricane earthquake flood heatwave hail icy
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