

# Curriculum Intent Document

# FRENCH

St. Mary's Catholic Voluntary Academy, Grantham

2024-25



Subject Leader: Olivia Mumford

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St. Mary's Catholic Voluntary Academy, Grantham  
2024-25

### **Our School Mission**

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

### **Our School Vision**

Our vision is for St Mary's to be an inspirational Catholic school which truly reflects God's love. Through a safe, caring and Christ-centred community, we nurture our pupils' spiritual development and support them in developing their unique God-given gifts. We aim to provide an outstanding Catholic education which equips our community with knowledge, skills and emotional intelligence and prepares them to serve the common good whether that be locally, nationally or globally.

### **Our Gospel Values**

Our school values influence the whole school culture at St Mary's. They shape everything we do and every decision we make. They are the central thread, interwoven throughout our curriculum, our behaviour system and our pastoral support. Our pupils and staff endeavour to live these out every day.

With God's love we show:

Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

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### Forgiveness

‘Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.’ Luke 6:37

We believe that mercy will be shown by the way we forgive others, finding God in all things.

### Generosity

‘It is more blessed to give than to receive.’ Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

### Patience

‘Jesus replied, ‘You do not realise now what I am doing, but later you will understand.’ John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

## **Curriculum Intent General Principles:**

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards French in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work It is our intention that the children will encounter Jesus through elements of their French work, through their developing understanding of their part in the wider world. We hope that their growing knowledge of another culture and its language will help them to see themselves as part of God's bigger picture.
- Experience the challenge and enjoyment of learning. Learning a new language pushes your brain to get familiar with new grammar and vocabulary rules. It allows you to train your memory to remember new words, make connections between them, and use them in contextual situations. One of the most rewarding aspects of the human experience is our ability to connect with others. Being able to communicate with someone in his or her language is an incredible gift. Bilinguals have the unique opportunity to communicate with a wider range of people in their personal and professional lives. Knowing the language makes you a local no matter where you are, opening up your world literally and figuratively.
- Learn within a coherent and progressive framework. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. We have tried to plan the curriculum to enable children to dive deeper and linger longer so that their understanding of the structure and their ability to communicate the French language can grow alongside their enjoyment of this new skill. It will focus primarily upon practical communication – both in oral and written form.
- See clear links between different aspects of their learning. French is not a stand-alone subject. Through-out the activities, we hope the children will see connections with other aspects of their learning including History, RHSE, Maths and their work in the WOW area. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. They switch between competing tasks and monitor changes in their environment more easily than monolinguals, as well as display signs of greater creativity and flexibility.

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- Understand the purpose and value of their learning and see its relevance to their past, present and future. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. In today's increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and meaningful way. You will be shaped by communities. You will be humbled by the kindness of strangers. You will build lifelong friendships. And for these reasons alone, you will see the reward of learning languages for many years to come. Language is the most direct connection to other cultures. Being able to communicate in another language exposes us to and fosters an appreciation for the traditions, religions, arts, and history of the people associated with that language. Greater understanding, in turn, promotes greater tolerance, empathy, and acceptance of others—with studies showing that children who have studied another language are more open toward and express more positive attitudes toward the culture associated with that language.
- Explore the breadth and depth of the national curriculum. It is intended that when children leave St Marys Catholic Voluntary Academy, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School

# Curriculum Intent: FRENCH (2024-25)

Year 3 FRENCH					
ADVENT 1 – Getting to know you Children will...	ADVENT 2 - Getting to know you Children will...	LENT 1 – All about me Children will...	LENT 2 - All about me Children will...	PENTECOST 1 – Food, glorious food Children will...	PENTECOST 2 – Food glorious food Children will...
L1: Know how to greet people in different ways (oral work)	L1: Know how to say goodbye (oral work)	L1: Know how to listen and respond to instructions (oral work)	L1: Know the names of colours in French (oral work)	L1: Know the names of some foods in French (oral work)	L1: Know how to describe the colour of something (oral work)
L2: Know how to greet people in different ways (written work)	L2: Know how to say goodbye (written work)	L2: Know how to listen and respond to instructions (written work)	L2: Know the names of colours in French (written work)	L2: Know the names of some foods in French (written work)	L2: Know how to describe the colour of something (written work)
L3: Know how to ask and respond to the question; what is your name? (oral work)	L3: Know how to count to 10 in French (oral work)	L3: Know the different body parts (oral work)	L3: Know the names of some clothes in French; know that some nouns are masculine and that others are feminine. (oral work)	L3: Know how to make a polite request, know how to say 'some' (oral work)	L3: Know how to use some adjectives with familiar vocabulary. (oral work)
L4: Know how to ask and respond to the question; what is your name? (written work)	L4: Know how to count to 10 in French (written work)	L4: Know the different body parts (written work)	L4: Know the names of some clothes in French; know that some nouns are masculine and that others are feminine. (written work)	L4: Know how to make a polite request, know how to say 'some' (written work)	L4: Know how to use some adjectives with familiar vocabulary. (written work)
L5: Know how to express how they are feeling (oral work)	L5: Know how to ask someone's age (oral work)	L5: Know some French action words (oral work)	L5: Know the names of some accessories in French; know how to use the conjunction 'et' (oral work)	L5: Know how to express a preference, know how to use le, la and les (oral work)	L5: Know how to apply learnt vocabulary to make sentences. (oral work)
L6: Know how to express how they are feeling (written work)	L6: Know how to ask someone's age (written work)	L6: Know some French action words (written work)		L6: Know how to express a preference, know how to use le, la and les (written work)	L6: Know how to apply learnt vocabulary to make sentences (written work)

			L6: Know the names of some accessories in French; know how to use the conjunction 'et' (written work)		
VOCABULARY					
Bonjour, Salut, Bonsoir, Bonne nuit, Je m'appelle, Mademoiselle, Madam, Monsieur, Comment t'appelles-tu?, comment ca va?, ca va bien, merci, ne va pas bien, et toi? tres bien, comme ci comme ca, mal,	Au revoir, a bientot, a tout a l'heure, a demain, bon week-end, zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, Quel age as-tu?, j'ai x ans,	Asseyez-vous, taisez-vous, levez-vous, rangez vous affaires, regardez, ecoutez, repetez, regardez moi, allez, venez au tapis, rangez vous chaises, allons jouer, voici, nez, epaules, tete, genoux, pieds, les yeux, la bouche, les oreilles, corps, non, oui, allez-y, comment dit...en francais, touche, Jaques a dit, croisez les bras, la main, tapez, courez, sautez, prenez, posez, marches, touchez, T'es elimine	bleu, blanc, rouge, noir, jaune, vert, rose, marron, orange, gris, violet, montrez-moi, C'est de quelle couleur?, Qu'est qu'il y a dans l'armoire?, Il y a, une jupe, un pantalon, un pull, un tee-shirt, une chemise, un short, une robe, un maillot de corps, un sweat, un slip, des chaussures, des chaussettes, Qu'est-que tu portes?, Je porte, une echarpe, un manteau, des lunettes, un impermeable, des bottes, un chapeau, une ceinture, des gants, une montre, et,	Le chien tres gourmand, as x heures, il mange, elle mange, du diner, mange rien, une pomme, poires, prunes, fraises, gateau, glace, cornichon, fromage, saucisson, sucette, tarte au cerises, saucisse, brioche, la pastèque, je voudrais, s'il vous plait, voila, de la, du, soupe, chocolat, des, manger, tu aimes, J'aime, je deteste, Qu'est-ce que tu prefers?, je n'aime pas, j'adore,	C'est de quelle couleur?, clair, fonce, vif, petit, petite, grand, grande, famillles, as-tu, je n'ai pas, lavez-vous, l'eau, du savon, de la mousse, une serviette, ouvrez, coupez, le sachet,

**Year 4  
FRENCH**

ADVENT 1 – Family and friends Children will...	ADVENT 2 – Family and friends Children will...	LENT 1 – Our school Children will...	LENT 2– Our school Children will...	PENTECOST 1 - Time Children will...	PENTECOST 2- Time Children will...
<p>L1: Know how to say 'my'; know the titles of some family members. (oral work)</p> <p>L2: Know how to say 'my'; know the titles of some family members (written work)</p> <p>L3: Know how to make sentences about myself, know the names of some pets (oral work)</p> <p>L4: Know how to make sentences about myself, know the names of some pets (written work)</p> <p>L5/6: Know how to pronounce the French alphabet (oral work)</p>	<p>L1: Know how to use 'il' and 'elle' (oral work)</p> <p>L2: Know how to use 'il' and 'elle' (written work)</p> <p>L3/4: Know how to apply their knowledge of the French alphabet to spell simple French words (oral work)</p> <p>L5: Know the names of some of the rooms in a house or flat (oral work)</p> <p>L6: Know the names of some of the rooms in a house or flat (written work)</p>	<p>L1: Know the names of some of the objects around the classroom. Know how to say: he, she, is (m/f) and they are (m/f) (oral work)</p> <p>L2: Know the names of some of the objects around the classroom. Know how to say: he, she, is (m/f) and they are (m/f) (written work)</p> <p>L3: Know some vocabulary for the objects in a pencil case (oral work)</p> <p>L4: Know some vocabulary for the objects in a pencil case (written work)</p> <p>L5: Know the names of subjects at school. (oral work)</p> <p>L6: Know the names of subjects at school (written work)</p>	<p>L1: Know some action words in French. (oral work)</p> <p>L2: Know some action words in French (written work)</p> <p>L3: Know the names of places around school (oral work)</p> <p>L4: Know the names of places around school (written work)</p> <p>L5: Know how to say and write sentences using infinitive verbs. (oral work)</p> <p>L6: Know how to say and write sentences using infinitive verbs. (written work)</p>	<p>L1: Know numbers from 11-31(oral work)</p> <p>L2: Know numbers from 11-31 (written work)</p> <p>L3: Know the days of the week (oral work)</p> <p>L4: Know the days of the week (written work)</p> <p>L5: Know the months of the year (oral work)</p> <p>L6: Know the months of the year (written work)</p>	<p>L1: Know how to say the date of their birthday (date and month) (oral work)</p> <p>L2: Know how to say the date of their birthday (written work)</p> <p>L3: Know how to say and write the date using day, number and month; know some important French festivals (oral work)</p> <p>L4: Know how to say and write the date using day, number and month; know some important French festivals (written work)</p> <p>L5: Begin to know how to conjugate the verb 'to be' for past and future tense (oral work)</p> <p>L6: Begin to know how to conjugate the verb 'to be' for past and future tense (written work)</p>

# VOCABULARY

<p>Qui est-ce?, moi, mon frere, ma soeur, ma mere, mon pere, mes parents, mon grand-pere, ma grand-mere, mes grands-parents, ma tante, mon oncle, ma cousine, mon cousin, mes cousins, mon neveu, ma niece, ma famille, lapin, chien, chat, tortue, hamster, poisson, oiseau, souris, couchon d'Inde, serpent, As-tu un animal?, les lettres,</p>	<p>il, elle, majuscule, s'ecrit, chez moi, le garage, la cuisine, la salle de bain, la chambre, maison, un appartement, l'entree, le salon, salle a manger, le sous-sol, le bureau, l'escalier, le grenier, le jardin,</p>	<p>La salle de classe, la porte, la fenetre, la table, la chaise, l'ordinateur, le livre, les lumieres, ou sont? Ou est?, dans, trousse, crayon, stylo, crayon de couleur, taille-crayon, une gomme, la regle, les mathematiques, les maths, l'anglais, le francais, le dessin, la geographie, la geo, la musique, les sciences, l'histoire, l'education physique, l'informatique,</p>	<p>Arretez, sautez a cloche-pied, sur place, sautillez, l'ecole, la cour de recreation, la bibliotheque, sale de musique, le terrain de jouer, la grande salle, la salle de informatique, le bureau du directeur/directrice, la cantine, le bureau, le couloir, la sale des professeurs, je suis dans, lire, manger, courir, chanter, marcher, jouer au foot, parler avec mes ami(e)s, travailler sur l'ordinateur, jouer au basket, aider le professeur,</p>	<p>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, trente, les nombres, lundi, mardi, mecredi, jeudi, ventredi, samedi, dimanche, mois, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, l'annee, entire, la semaine,</p>	<p>anniversaire, la date de ton anniversaire, nous sommes, les fetes, fete du travaille, Mardi gras, fetes de rois, aujourd'hui, Bastille Day, jours de fetes, hier, c'etait, demain, quelle sera,</p>
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**Year 5  
FRENCH**

ADVENT 1 – All around town Children will...	ADVENT 2 - All around town Children will...	LENT 1 – On the move Children will...	LENT 2 – On the move Children will...	PENTECOST 1 – Going shopping Children will...	PENTECOST 2 – Going shopping Children will...
<p>L1: Know how to say which town they live in; know the names of some key cities in France. (oral work)</p> <p>L2: Know how to say which town they live in; know the names of some key cities in France. (written work)</p> <p>L3: Know how to describe some of the features of our town in French. (oral work)</p> <p>L4: Know how to describe some of the features of our town in French (written work)</p> <p>L5: Know how to count in tens (oral work)</p> <p>L6: Know how to count in tens (written work)</p>	<p>L1: Know how to count to 100 in French. (oral work)</p> <p>L2: Know how to count to 100 in French (written work)</p> <p>L3: Know how to give my address in French (oral work)</p> <p>L4: Know how to give my address in French (written work)</p> <p>L5: Know how to use a French/English dictionary. (oral work)</p> <p>L6: Know how to use a French/English dictionary. (written work)</p>	<p>L1: Know the names of types of transport (oral work)</p> <p>L2: Know the names of types of transport (written work)</p> <p>L3: Know how to say how you came to school (oral work)</p> <p>L4: Know how to say how you came to school (written work)</p> <p>L5: Know how to give simple directions in French (oral work)</p> <p>L6: Know how to give simple directions in French (written work)</p>	<p>L1: Know how to give and follow simple instructions (oral work)</p> <p>L2: Know how to give and follow simple instructions (written work)</p> <p>L3: Know how ask and give directions (oral work)</p> <p>L4: Know how ask and give directions (written work)</p> <p>L5: Know how to conjugate the verb 'aller'. (oral work)</p> <p>L6: Know how to conjugate the verb 'aller'. (written work)</p>	<p>L1: Know some French fruit and express a preference (oral work)</p> <p>L2: Know some French fruit and express a preference (written work)</p> <p>L3: Know how to ask for some vegetables in French. (oral work)</p> <p>L4: Know how to ask for some vegetables in French. (written work)</p> <p>L5: Know how to apply knowledge of clothes and colours to make sentences (oral work)</p> <p>L6: Know how to apply knowledge of clothes and colours to make sentences (written work)</p>	<p>L1: Know how to ask and answer the question: where can I buy (oral work)</p> <p>L2: Know how to ask and answer the question: where can I buy (written work)</p> <p>L3: Know how to ask and give the price of items. (oral work)</p> <p>L4: Know how to ask and give the price of items. (written work)</p> <p>L5: Know how to apply my learning to role play shopping (oral work)</p> <p>L6: Know how to apply my learning to role play shopping (written work)</p>

# VOCABULARY

j'habite a, ou habite-tu, Paris, magasin, ecole, eglise, muse, boulangerie, piscine, gare, patisserie, café, supermarche, cinema, parc, theatre, marche, mosque, riviere, il y a, il n'ya pas de, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quarter-vingts-dix, cent, plus, font, moins, divise par, fois,	Mon adresse est, avenue, boulevard, allez, rue, place, du/de l'/ de la/des, montagne, lac, soleil, hopital, bois, arbre, singe, chameau, plage, mairie, ferme, lune, fleur, chevre, vache, que veut dire	voiture, autobus, velo, a pied, cheval, train, camion, helicoptere, avion, trottinette, taxi, moto, les transports, en, a, comment vas-tu a l'ecole?, je vais a l'ecole en/a, tout droit, tournez, a droit, a gauche, chaud, froid,	bras, jambe, coude, main, pliez, tendez, liez, tenez, lachez, pour le/la, bien sur, premier/premiere, deuxieme, troisieme, C'est tout droit, a droit, a gauche, Je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elles vont,	la banana, la peche, les raisins, beaucoup, un peu, les legumes, la pomme de terre, l'oignon, l'ail, la carotte, le chou-fleur, le chou, le brocoli, le poivron, je voudrais, les vêtements, cardigan, chemise, avez-vous,	Magasin de chausseurs, la fromagerie, la boucherie, la bijouterie, le magasin de jouets, le magasin de vetements, la confiserie, du pain, un collier, un ballon de football, une paire de chausseurs, ou puis-je acheter?, vous pouvez l'cheter au/a la, C'est combine? Voici votre monnaie, une boite de chocolat, des boucles d'oreilles, un bateau, une montre, des bonbons, des cotelettes, une bague
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**Year 6  
FRENCH**

ADVENT 1 – Where in the World Children will...	ADVENT 2 - Where in the World Children will...	LENT 1 – What's the time? Children will...	LENT 2 What's the time? Children will...	PENTECOST 1 – Holidays and Hobbies Children will...	PENTECOST 2 Holidays and Hobbies Children will...
<p>L1: Know how to speak and write sentences about parts of the UK (oral work)</p> <p>L2: Know how to speak and write sentences about parts of the UK (written work)</p> <p>L3: Know some of the countries where they speak French; know how to distinguish between masculine and feminine nouns, know how to use the correct form of a preposition. (oral work)</p> <p>L4: Know some of the countries where they speak French; know how to distinguish between masculine and feminine nouns, know how to use the correct form of a preposition. (written work)</p> <p>L5: Know how to use an English/French</p>	<p>L1: Know how to say and write which continent a country is from; know that 'en' is the correct preposition for continents (oral work)</p> <p>L2: Know how to say and write which continent a country is from; know that 'en' is the correct preposition for continents (written work)</p> <p>L3: Know at least 10 animals in French; know how to use the past tense of 'voir' and 'aller' in a sentence (oral work)</p> <p>L4: Know at least 10 animals in French; know how to use the past tense of 'voir' and 'aller' in a sentence (written work)</p> <p>L5: Know how to apply knowledge of animals</p>	<p>L1: Know how to say and write a sentence telling the time 9 o'clock and half past) (oral work)</p> <p>L2: Know how to say and write a sentence telling the time (o'clock and half past) (written work)</p> <p>L3: Know how to use time connectives in sentences to say what time something is happening (oral work)</p> <p>L4: Know how to use time connectives in sentences to say what time something is happening (written work)</p> <p>L5: Know how to ask and answer questions using a TV schedule. (oral work)</p> <p>L6: Know how to ask and answer questions</p>	<p>L1: Know how to tell the time using quarter past and quarter to. (oral work)</p> <p>L2: Know how to tell the time using quarter past and quarter to. (written work)</p> <p>L3: Know how to read and interpret a school timetable in French. (oral work)</p> <p>L4: Know how to read and interpret a school timetable in French. (written work)</p> <p>L5: Know how to tell the time (five minutes and minutes) (oral work)</p> <p>L6: Know how to tell the time (five minutes and minutes) (written work)</p>	<p>L1: Know the names of the seasons in French; know how to use 'etre' in the present tense. (oral work)</p> <p>L2: Know the names of the seasons in French; know how to use 'etre' in the present tense. (written work)</p> <p>L3: Know how to describe the weather in French (oral work)</p> <p>L4: Know how to describe the weather in French (written work)</p> <p>L5: Know how discuss the weather in different countries around the world; know whether country nouns are masculine or feminine. (oral work)</p> <p>L6: Know how discuss the weather in different countries around the world; know whether</p>	<p>L1: Know how to apply knowledge of countries, transport and family to compose sentences about going on holiday (oral work)</p> <p>L2: Know how to apply knowledge of countries, transport and family to compose sentences about going on holiday (written work)</p> <p>L3: Know how to ask and answer the question: 'quell est tom sport prefere?'(oral work)</p> <p>L4: Know how to ask and answer the question: 'quell est tom sport prefere?' (written work)</p> <p>L5: Know how to ask and answer a question about hobbies (oral work)</p>

<p>dictionary to translate a country name and use the translation in a sentence. (oral work)</p> <p>L6: Know how to use an English/French dictionary to translate a country name and use the translation in a sentence. (written work)</p>	<p>and continents to compose a sentence about where the animals are from. (oral work)</p> <p>L6: Know how to apply knowledge of animals and continents to compose a sentence about where the animals are from. (written work)</p>	<p>using a TV schedule. (oral work) (written work)</p>		<p>country nouns are masculine or feminine (written work)</p>	<p>L6: Know how to ask and answer a question about hobbies (written work)</p>
VOCABULARY					
<p>Le Royaume – Uni, L'Ecosse, L'Angleterre, Le Pays de Galles, L'Ireland du Nord, la capitale, Quelle est la capitale de la/du, la France, le Canada, La Cote d'Ivoire, la Belgique, Haiti, Le Mali, La Suisse, La Tunisie, On parle francais au/en/a, l'Equateur, le Kenya, L'Egypte, l'Argentine, La Colombie, L'Inde, nord, sud, vrai, faux</p>	<p>Les continents, l'Afrique, L'Antarctique, L'Asie, L'Australasie, L'Europe, L'Amerique du Nord, l'Amerique du Sud, Ile de Ross, le Japon, L'Australie, le Bresil, les animaux, un panda, un lion, un ours polaire, un renne, kangourou, un capybara, un bison, un zebre, un cobra, un jaguar, un pingouin, une baleine, un ours brun, un orag-outan, je suis allee, au zoo, J'ai vu, De quell continent vient –il/elle?</p>	<p>Quelle heure est-il?, il est, heure, heures, heure et demie je me leve, je mange mon petit dejeuner, je me brosse les dents, je vais a l'ecole, je mange mon dejeuner, je renter chez moi, je regarde la television, je mange mon diner, je fais mes devoirs, je me couche, Qu'est – ce qui passe a la television?,</p>	<p>Le quart, mois le quart, la journee scolaire, avant, apres, combine de minutes?</p>	<p>Les saisons, le printemps, l'ete, l'automne, l'hiver, la meteo, quell temps fait-il?, il fait chaud, il fait froid, il fait nuageux, il fait du vent, il fait du brouillard, il pleut, il neige, il gele, quell temps est prevu pour aujourd'hui? Dans la monde, degres Celsius, le Luxembourg, La Russie, le Danemark, le Portugal, la Chine, le Meique</p>	<p>Les vacances, le bus, la maman, le papa, le papi, les sports, la gymnastique, le hockey, la lutte, le ski, le tennis, le football, le rugby, la natation, l'equitation, la course a pied, quell est ton sports prefere?, Mon sports prefere est, combine de personnes preferent...?, les passe-temps, le skateboard, la lecture, la dessin, la danse,</p>