

**RED HALL PRIMARY SCHOOL**

**MFL: French CURRICULUM OVERVIEW**

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| **What is the intent of our MFL curriculum?**…to provide our pupils with a rich and deep learning experience, which prepares them to respect diversity and individuality. Learning another language provides children with an understanding of differing cultures to their own, and enables them to develop the skills to communicate and gain ideas and experiences from a variety of people, communities and cultures. At Red Hall, we teach the language French. Our main secondary feeder school requires children to have some understanding of any language therefore we are preparing children for KS3.  | **What experiences will the children receive?**... MFL lessons which will be memorable and full of fun, using a range of resources to develop their understanding of French as a foreign language, which in turn, aims to develop their interest in the culture of other nations and communities. We have a clear progression of key topics, with skills and vocabulary which must be taught each term, from Y1-6, which is taken from the Scheme we follow, Language Angels.In KS1, children will learn basic language for topics, which will be developed further as they progress through KS2. There are a wide range of resources available for teaching staff to access in order to assist in the delivery of MFL lessons, using a range of visual, audio and kinaesthetic activities to promote good progress from all pupils in this area of the curriculum. Opportunities are given regularly for children to apply their knowledge and vocabulary they have been learning through songs, puzzles and short bursts of writing. |
| **By the end of their time at Red Hall, what will all of our children have?**A secured knowledge and understanding of basic vocabulary in French and be able to speak in sentences, using familiar vocabulary, phrases and basic language structures.Children will have developed a wider cultural understanding through our enriched and broad curriculum to which the teaching of MFL contributes.Children will be enthused by their learning, with a passion and love for learning modern foreign languages and be keen to progress their knowledge and understanding further as they progress into KS3. |

**Whole School Themes**

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| **Autumn 1: Community** **A Moment In Time** | **Autumn 2: Aspirational****Tell Me a Story** | **Spring 1: Respect****The Most Amazing Journey** | **Spring 2: Inclusive****We Are Family** | **Summer 1: Nurturing****Magic, Mystery and Mayhem** | **Summer 2: Growing together****Dream BIG** |
| Most MFL teaching is discrete. Some lessons, if appropriate and where vocabulary may link, follow the school themes. |



**National Curriculum Coverage: Year 3 – Year 6**

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| Lower Key Stage 2 | Upper Key Stage 2 |
| Speaking & Listening* listen attentively to spoken language and show understanding by joining in and responding
* appreciate stories, songs, poems and rhymes in the language
* explore the patterns and sounds of language through songs and rhymes
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences

Reading* read carefully and show understanding of words, phrases and simple writing.

Writing* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
* describe people, places and things orally and in writing.
* understand basic grammar, including (where relevant): feminine & masculine.
 | Speaking & Listening* listen attentively to spoken language and show understanding by joining in and responding
* appreciate stories, songs, poems and rhymes in the language
* explore the patterns and sounds of language through songs and rhymes *and link the spelling, sound and meaning of words.*
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences

Reading* read carefully and show understanding of words, phrases and simple writing.

Writing* + broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
	+ write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
	+ describe people, places, things *and actions* orally and in writing
	+ understand basic grammar including (where relevant): feminine, masculine *and verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*
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**At Red Hall, we follow the Language Angels Scheme of Work, although lessons are adapted to suit the needs and capabilities of pupils at our school, and our Red Hall curriculum.**



**Progression of Skills**

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Speaking | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Reading | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1to 3'. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Writing | Write familiar words & short phrases using a model or vocabulary list. **EG**: 'I play the piano'. 'I like apples'. | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. **EG**: My name, where I live and my age. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.**EG**: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. **EG**: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. **EG**: 'I like…' 'I play…' 'I am called…' | Better understand the concept of gender and which articles to use for meaning (**EG**: 'the', 'a' or 'some'). Introduce simple adjectival agreement (**EG**: adjectival agreement when describing nationality), the negative form and possessive adjectives. **E**G: 'In my pencil case I have…' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (**EG:** which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. **EG**: 'to go', 'to do', 'to have' and 'to be'. |

**National Curriculum Coverage Year 3 – Year 6**

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| Year 3 |
| Autumn Term | Spring Term | Summer Term |
| JE ME PRESENTE – Introducing myself | LA FAMILLE – My family | LES ANIMAUX – The animals |
| **Autumn 1*** To learn about the country France. *Where is France? Locate on a map. Exploring cities and towns in France, weather in France, French culture, taste French food, research key landmarks in France.*

**Autumn 2*** To say your name and age and asking others their name and age
* To say your age and ask others how old they are
* To say where you live and ask others where they live
* To say which country you live in and which (main) language you speak
* To ask and say how you feel
* To know the colours in French
* To understand and use numbers 13-20
* To practise numbers 0-20
 | * To introduce numbers 21-30 ;
* To introduce family members
* To say how many people are in the family
* To say who they are
* To practise asking and answering questions about brothers and sisters
* To introduce masculine and feminine
* To produce sentences about family
* To describe family, learning basic adjectives to do so
* To write a simple letter about family
* Use the connective et to join sentences
 | * To revise names of pets
* To practise asking and answering question As-tu un animal?
* To listen and understand what pets other people have
* To conduct a survey of pet ownership in the class, collate findings and present in bar chart form
* To Introduce the plural forms of animals
* To introduce Tu aimes? j’aime, je n’aime pas, j’adore, je déteste
* To revise masculine/ feminine
* Ask and answer questions about your name, age and pets
* Write simple sentences about your name, age and pets
* Revision of adjectives
* To watch and hear French children talking about their pets
* To perform a play
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| Key Vocabulary |
| Comment tu t'appelles?Je m'appelle..BonjourÇa va?Ça va bienÇa va malComme ci, comme çaAu revoirQuel âge as-tu?J'ai…..ansOù habites tu?J'habite à...Je suis françaisJe suis françaiseJe suis anglaisJe suis anglaiseUnDeuxTroisQuatreCinqSixSeptHuitNeufDixOnzeDouzeTreizeQuatorzeQuinzeSeizeDix-septDix-huitDix-neufVingtRougeBleuJauneVertNoirBlancGrisOrangeVioletMarron | What is your name?My name isHelloHow are you?I am fineI am not very wellSo, so!GoodbyeHow old are you?I am… years oldWhere do you live?I live in ..I am French (male)I am French (female)I am English (male)I am English (female)OneTwoThreeFourFiveSixSevenEightNineTenElevenTwelveThirteenFourteenFifteenSixteenSeventeenEighteenNineteenTwentyRedBlueYellowGreenBlackWhiteGreyOrangePurpleBrown | La familleLa mèreLa grand-mèreLa tanteLa soeurLe frèreL’oncleLe pèreLes parentsLes grandparentsIl s'appelleElle s'appelleAs-tu un frère?As-tu une soeur?Oui, j'ai un frèreOui, j'ai une soeurOui, j'ai deux frèresOui, j'ai deux soeursNon, je suis fils uniqueNon, je suis fille uniqueMonMaMes | The familyThe motherThe grand-motherThe auntyThe sisterThe brotherThe uncleThe fatherThe parentsThe grand-parentsHe is calledShe is calledDo you have a brother?Do you have a sister?Yes, I have a brotherYes, I have a sisterYes, I have two brothersYes, I have two sistersNo, I am an only sonNo, I am an only daughterMy (masculine singular)My (feminine singular)My (masculine and feminine plural) | Les animauxUnUneUn lionUn oiseauUn lapinUn chevalUn moutonUn cochonUn canardUn singeUne sourisUne vacheJe suisTu aimes?J’aimeJe n’aime pasJ’adoreJe déteste | The animals“A” (masculine)“A” (feminine)A lionA birdA rabbitA horseA sheepA pigA duckA monkeyA mouseA cowI am…You like?I likeI don’t likeI loveI hate |

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| Year 4 |
| Autumn Term | Spring Term | Summer Term |
| CHEZ MOI – My house | LA MÉTÉO – The Weather | EN CLASSE – In the classroom |
| **My House*** To learn to answer question Tu habites une maison ou un appartement?
* To learn that lots of French people live in flats and that lots of French houses have shutters (les volets)
* To learn the names of different rooms in a house
* To revise/ learn prepositions
* To reinforce masculine/ feminine
* To learn il/ elle masculine and feminine words for ‘it’
* To learn interesting sentence beginnings au rez de chaussée, au premier étage, il y a
* To revise masculine and feminine pronouns and adjectives
* To write a list of rooms downstairs and upstairs in a house
* To learn how to write a simple description
* To learn how to describe the position of items in a room
* To learn names of 11 places you may visit in your own town or visit when visiting a town
* To learn how to ask where places are
 | The Weather* To recognise and recall the 9 weather expressions in French from memory.
* To ask what the weather is today and give a reply in French.
* To describe the weather in France, in French using a weather map with symbols
* To say and write the vocabulary accurately for weather in French.

To describe the weather in different regions of French using a weather map with symbols in spoken and written form. | In the classroom* To name items in your pencil case
* To name items in the classroom
* To understand classroom instructions
* To learn how to use the negative in French
* To understand and use ‘I have…’
* To understand and use ‘I do not have…’
* To use masculine / feminine
* To name items of school uniform.
* To use simple adjectives (i.e. colours)
* To understand and use numbers 31-40
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| Key Vocabulary |
| Où habites-tu?J’habite dans…Une maisonUn appartementEn villeÀ la campagneÀ la montagneAu bord de la merDans un villageEtMaisUne cuisineUne salle à mangerUne salle de bainsUne chambreUne buanderieUn sous-solUn bureauUn salonUn garageUn jardinChez moi il y a...Chez moi il n’y a pas de… | Where do you live?I live in...A houseAn apartmentIn townIn the countrysideIn the mountainsBy the seaIn a villageAndButA kitchenA dining roomA bathroomA bedroomA utility roomA basementAn office / a studyA living roomA garageA gardenIn my home there is… / there are…In my home there is not… / there are no… | Quel temps fait-il?Il pleutIl neigeIl y a un orageIl y a du soleilIl y a du ventIl fait beauIl fait mauvaisIl fait chaudIl fait froidDans le nord de la FranceDans le sud de la FranceDans le centre de la FranceDans l'ouest de la FranceDans l'est de la FranceLe temps | What weather is it?It is rainingIt is snowingThere is a stormIt is sunnyIt is windyThe weather is fineThe weather is not goodIt is hotIt is coldIn the north of FranceIn the south of FranceIn the centre of FranceIn the west of FranceIn the east of FranceThe weather | Un taille crayonUn cahierUn crayonUn bâton de colleUn styloUne trousseUn cartableUn livreUne gommeUne règleUne calculatriceDes ciseauxJ'aiJe n'ai pas de/d'Qu’est ce qu’il y a dans ta trousse?Dans ma trousse j’ai...Dans ma trousse je n’ai pas de..ÉcoutezÉcrivezRépétezSilenceOuvrez vos cahiersFermez vos cahiersPensezLisezDemandezLevez la main | A pencil sharpenerAn exercise bookA pencilA glue stickA penA pencil caseA school bagA reading bookA rubberA rulerA calculatorA pair of scissorsI haveI do not haveWhat do you have in your pencil case?In my pencil case I have..In my pencil case I do not have..ListenWriteRepeatSilenceOpen your booksClose your booksThinkReadAskRaise your hand |

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| Year 5 |
| Autumn Term | Spring Term | Summer Term |
| AU CAFÉ - At the café  | LE CORPS & SPORT – The Body & Sports | LES VEVETEMENTS - Clothes |
| * To learn words for drinks and food
* To understand the difference between un/ une
* To learn how to ask politely for a drink in a shop/ café
* To practise asking politely for drinks and food
* To revise j’ aime and je n’aime pas,
* tu aimes?
* To draw a bar chart of favourite drinks
* (Numeracy Links)
* To learn words for ice cream and different flavours
* To practise asking for different flavoured ice creams
* To revise masculine and feminine nouns
* To learn the vocabulary for the baker’s and ask for items politely
* To understand the difference between un/ une and des
* To learn about using euros
* To understand prices in euros
* To learn how to shop using euros
* To learn the vocabulary for snacks
* To read and translate sentences
* To plan and write a party menu with the support of a writing frame. (Literacy link)
* To work out the cost of their party in Euros
* To follow instructions for a simple recipe written by French children in Laon – Link with Literacy
 | * To learn word for different parts of the body
* To design and label a monster
* To learn the singular of the verb avoir and how to use it
* To use the verb avoir with parts of the body to make sentences.
* To write a short description
* To learn about sport in France
* To learn some opinions c’est barbant / nul / super / extra / pas mal
* To introduce What is your favourite sport? My favourite sport is----
* To test French words for different sports
* To learn the verbs in the infinitive for doing the various sports
* To practise reading and translating verbs in the infinitive connected with sport
* To comment on healthy and unhealthy meals.

\*\* refer to Primary French resources for sports | * To begin to learn the French words for various articles of clothing
* To revise colours
* To learn the question quest – ce que tu portes? and the answer je porte----
* To learn Qu’est –ce qu’il/elle porte? Il/elle porte ------.
* To learn about school clothes and fashion in France
* To describe what someone else is wearing using simple sentences
* To listen and understand sentences describing people and clothes.
* To learn to read and understand descriptions of clothes.
* To revise adjectives of colour and learn their position in a sentence.
* To begin to add the feminine ending of colour adjectives when appropriate in spoken and written form.
* To introduce adjectives of quality and size.
* To give opinions on different types of clothing.
* To revise asking the price of items
* To learn how to buy clothes in a shop
* To create an original dialogue
* To give opinions about clothes with reasons
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| Key Vocabulary |
| Le petit déjeuner au caféQu’est-ce tu prends pour le petit déjeuner?Vous désirez?Je prends…S’il vous plaîtUn jus d’orangeUn caféUn café au laitUn thé au citronUn thé au laitUn chocolat chaudUn croissantDu beurreDu painDe la confitureDes biscottesDes céréalesUne omelette au jambonUne crêpe à la confitureUn sandwich au fromageUn croque-monsieurUn coca-colaUn oranginaDes fritesL’addition s’il vous plaît | Breakfast in the caféWhat do you have for breakfast?What would you like?I would like…PleaseAn orange juiceA black coffeeA white coffeeA lemon teaA tea with milkA hot chocolateA croissantSome butterSome breadSome jamSome melba toastCerealA ham omletteA pancake with jamA cheese sandwichA toasted ham and cheeseA cokeA fizzy orangeSome chipsThe bill please | le corps la tête les cheveux l’oreille le nez l’œil les yeux la bouche le cou le bras la main le pied le ventre la jambe les orteils le sport le football le ski la danse le volley le basket la voile le tennis le jogging le cyclisme la natation l’équitation le judo la gymnastique | bodyheadhairearnoseeyeeyesmouthneckarmhandfootstomachlegtoessportfootballskiingdancevolleyballbasketballsailingtennisjoggingcyclingswimminghorseridingjudogymnastics | Les vêtementsUn pantalonUn maillot de bainUn pullUn tee shirtUn manteauUn shortUne robeUne cravateUne écharpeUne jupeUne vesteUne chemiseUne casquetteDes gantsDes bottesDes collantsDes sandalesDes lunettesUn chemisierDes chaussuresDes chaussettesJe porteTu portesIl porteElle porteNous portonsVous portezIls portentElles portentlundimardimercredijeudivendredisamedidimancheÀ l'école je porte..Quand il fait beau je porte..Quand il neige je porte..Quand je suis en vacances je porte…MonMaMes | The clothesA pair of trousersSwim wearA jumperA tee shirtA coatA pair of shortsA dressA tieA scarfA skirtA jacketA shirtA capA pair of glovesBootsTightsSandalsSunglassesA blouseA pair of shoesA pair of socksI wearYou wearHe wearsShe wearsWe wearYou all wearThey wear (masculine or mixed group)They wear (feminine group)(on) Monday(on) Tuesday(on) Wednesday(on) Thursday(on) Friday(on) Saturday(on) SundayFor school I wear..When it is nice weather I wear..When it snows I wear…When I am on holiday I wear..My (masculine singular)My (feminine singular)My (plural) |

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| Year 6 |
| Autumn Term | Spring Term | Summer Term |
| A L’ECOLE – At school | LE WEEK-END – The weekend  | MOI DANS LE MONDE - Me in the world |
| * To introduce Qu’est-ce qu’il/elle fait?.. With reply il/elle----To learn the names of classroom subjects
* To revise school subjects
* To link a school subject with a time and/or day
* To learn opinions of school subjects
* To revise telling the time
* To say what time we study subjects at school
* To use verbs for explaining daily routines
 | * To learn ¼ past- et quart and ¼ to moins le quart
* To practise reading and translating times on the hour
* To say and write in French what we do at the weekend
* To learn how to ask each other their opinions.
* To read and pronounce new vocabulary accurately.
* To write sentences using new vocabulary
* To link French with Maths by constructing bar chart from a tally chart.
* To look at a text in depth (Literacy Link)
* To write a letter using a writing frame
* To learn the names of different means of transport
* To ask and answer the question Comment viens- tu à l’école Je viens en---
 | * To revise countries surrounding France - French name and pronunciation
* To revise j’habite en -
* To learn in with country is en or au
* To link work on weather with work on countries
* To revise the location of countries
* To learn the names, pronunciation and geographical location of capitals, key rivers and mountains
* To learn the names, pronunciation and geographical location of towns
* To learn in with town is à
* To use à and en correctly in context
* To learn about Paris
* To say where they are going
* Children to learn the points of the compass
* To describe the geographical location of towns
* To write 3 sentences about one’s home town
* To draw and write a postcard from a holiday destination in France.
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| Key Vocabulary |
| À l'écoleLe françaisL'anglaisLe dessinLe sportLa musiqueLa géographieL'histoireLes mathsLes sciencesL'informatiqueEst-ce que tu aimes…?Oui, j'aime …Oui, j'adore …Non, je n'aime pas …Non, je déteste …J'aime …J'adore …Je n'aime pas …Je déteste …AmusantUtileIntéressantFacileEnnuyeuxDifficileInutileParce queCarEtC'estCependantMaisQuelle est ta matiere préférée?Ma matiere préférée c'est…JeTuIlElleNousVousIlsEllesJe vaisTu vasIl vaElle vaNous allonsVous allezIls vontElles vont | At schoolFrenchEnglishArtP.EMusicGeographyHistoryMathsScienceICTDo you like…?Yes, I like …Yes, I love …No, I do not like …No, I hate ...I like …I love …I do not like …I hate ...FunUsefulInterestingEasyBoringDifficultPointlessBecauseBecauseAndIt is…HoweverButWhat is your favourite subject?My favourite subject is…IYouHeSheWeYou allThey (masculine & mixed group)They (all feminine group)I goYou goHe goesShe goesWe goYou all goThey go (masculine or mixedgroup)They go (feminine group) | Le week-endQuelle heure est-il?Et quartEt demieMoins le quartIl est une heureIl est deux heuresIl est trois heuresIl est quatre heuresIL est cinq heuresIl est six heuresIl est sept heuresIl est huit heuresIl est neuf heuresIl set dix heuresIl est onze heuresIl est douze heuresIl est midiIl est minuitJe me lèveJe prends mon petit déjeunerJe regarde la téléJe lis des bandes dessinéesJ’écoute de la musiqueJe joue à l’ordinateurJe joue au footJe vais à la piscineJe vais au cinémaJe me coucheEtAprèsAussiPlus tardFinalemente | The weekendWhat time is it?Quarter pastHalf pastQuarter toIt is one o'clockIt is two o'clockIt is three o'clockIt is four o’clockIt is five o’clockIt is six o’clockIt is seven o’clockIt is eight o’clockIt is nine o’clockIt is ten o’clockIt is eleven o’clockIt is twelve o’clockIt is middayIt is midnightI get upI have my breakfastI watch televisionI read comicsI listen to musicI play computer gamesI play footballI go to the swimming poolI go to the cinemaI go to sleepAndAfterAlsoLater onFinally | Je m'appelle...J’habite…Je parle…le françaisl'anglaisMa fête préférée est le MardiGras.Ma fête préférée est Noël.Ma fête préférée est Pâques.Ma fête préférée est le jour del’an.Ma fête préférée est le 14 juillet.Ma fête préférée est la Fête duCanada.Ma fête préférée est l’Aïd.Parce que…Il y a des défilés de chars.Il y a des feux d’artifice.Il y a des plats spéciaux.Il y a des défilés militaires.À plus tard!À la prochaine!Qu’est-ce que tu vas faire pourprotéger notre planète?Je vais utiliser moins de papier.Je vais utiliser moins de carton.Je vais utiliser moins deplastique.Je vais utiliser moins d'eau. | I am called…I live...I speakFrenchEnglishMy favourite festival is MardiGras.My favourite festival isChristmas.My favourite festival is Easter.My favourite festival is NewYear's day.My favourite festival is the 14thof July (Bastille Day).My favourite festival is CanadaDay.My favourite festival is Eid.because…There are parades of floats.There are fireworks.There are special dishes.The are military parades.See you later! / See you soon!Until next time!What are you going to do toprotect our planet?I am going to use less paper.I am going to use less cardboard.I am going to use less plastic.I am going to use less water. |