

French

By the end of Year 6 we want our pupils to:

- Listen attentively to spoken language and show understanding by joining in and responding
- 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.
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- 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 appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high frequency 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.

Languages programmes of study: key stage 2

National curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

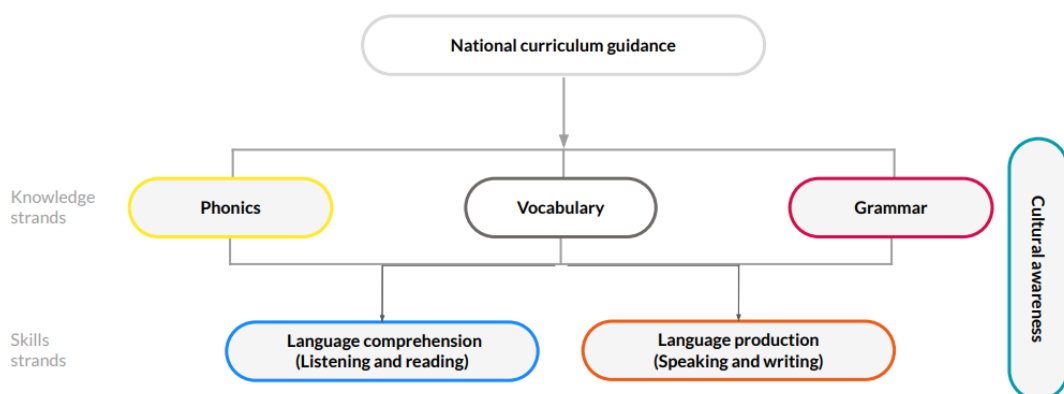
The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Bloom's Taxonomy



Kapow
Primary



Kapow for KS2: Curriculum coverage from Year 3 to Year 6

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	- French greetings with puppets - (4 lessons)	French adjectives of colour, size and shape	French playground games- numbers and age	- In a French classroom	- French transport	A circle of life in French
Year 4	Portraits- Describe in French	Clothes- getting dressed in French	- French numbers, calendars and birthdays	French weather and the water cycle	French food - Miam Miam!	French and the Eurovision song contest
Year 5	French monster pets	Space exploration- in French	Shopping in French	- French speaking world	Verbs in a week	- Meet my French family
Year 6	- French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Direct links to other curriculum areas within existing year group

SCIENCE

MATHS

ENGLISH

HISTORY

GEOGRAPHY

COMPUTING

Progression of vocabulary

Vocabulary Progression	Term					
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Je – I Tu – You Bonjour - Hello Bonsoir – Good evening bonne – Good night je m’appelle – My name is ça va bien – I am fine ça va très bien – I am very well comme ci, comme ça – so so ça va mal – I am not ok ça va très mal – I am really not ok au revoir – goodbye c’est – it is Comment tu t’appelles ? – What is your name? Ça va/Comment ça va ? – How are you?</p>	<p>Grand- big Petit – small Rouge - red Blue - blue Jaune – yellow Vert - green Blanc - white Noir - black Orange – orange Violet - purple Rose -pink Brun – brown un cercle - a circle un carré – a square un rectangle – a rectangle</p>	<p>Combien ? – How much/many? Tu as quel âge ? – How old are you? Un – one Deux- two Trois -three Quatre – four Cinq -five Six -six Sept – seven Huit – eight Neuf – nine Dix – ten Onze – eleven Douze - twelve Plus - plus Moins – minus Et – and font/égale – equals (maths)</p>	<p>écoutez ! – listen écrivez ! -write lisez ! - read fermez ! -close ouvrez ! - open parlez ! – speak regardez ! -watch/look levez-vous ! – stand up asseyez-vous ! – sit down dans mon sac – in my bag j’ai... I have je n’ai pas de... - I do not have mais -but Tu as... ? – Do you have?</p>	<p>en/à – By (referring to transport) je vais en/à ... - I go by puis - then Tu vas où ? – Where are you going? Tu vas comment ? – How are you going? Il y a combien de ... ? – How many are there?... Comment tu vas à l’école ? – How do you get there?</p>	<p>Le – the (masc) La – the (feminie) l’ – the (when the noun begins within a vowel or an h.) qui – who habite – lives dans – in mange – cat où est ? -where is?</p>

		un triangle - a triangle				
Y4	il/elle a – he/ she has les cheveux – hair les yeux – eyes il/elle est – he/she is poli(e) – polite fort(e) – strong travailleur/travailleuse – hard working sportif/sportive -sporty	Un – a/ an (masculine article of clothing) Une – a/an (feminine article of clothing?) Des – for an article of clothing that takes the plural form in French mon/ma/ mes – my dans ma valise il y a- in my suitcase there is Il/elle porte- he/she is wearing j’aime/je n’aime pas – I like/ I do not like C’est de quelle couleur ?- which colour is	le jour – the day la semaine – the week hier – yesterday demain – tomorrow aujourd’hui – today les mois – the months je voudrais – I would like C’est quand ton anniversaire ? – When is your birthday? Mon anniversaire c’est le ... - My birthday is on the... Quelle est la date aujourd’hui ? – What is the date today? Lundi – Monday Mardi – Tuesday Mercredi - Wednesday Jeudi – Thursday Vendredi – Friday Samedi – Saturday Dimanche – Sunday	Quel temps fait-il aujourd’hui? – what is the weather like today? il fait beau – it is good weather il fait mauvais – it is bad weather il fait chaud – it is hot weather il fait froid – it is cold weather il pleut – it is raining il neige – it is snowing il y a du soleil – it is sunny il y a du vent – it is windy il y a des nuages – it is cloudy dans – in le nord – the north l’est – the east le sud – the south l’ouest – the west Quel temps fait-il aujourd’hui? – what is the weather like today?	le menu – menu une boisson – drink une entrée – starter un plat principal – main dish l’addition – the bill s’il vous plait – please ça fait ... - it comes to.. (the amount) le serveur / la serveuse – waiter/waitress un billet -a bank note une pièce de monnaie – a coin Vous désirez ? – what would you like?	jouer du/de la/de l’- to play the je ne joue pas d’instrument – I don not play an instrument je préfère – I prefer je déteste – I detest Tu joues d’un instrument ? – Do you play an instrument? Quel genre de musique aimes-tu ? – Which type of music do you like?

		it?				
Y5	<p>De – of court(e) +s – short pointu(e) +s – pointy long (masc) +s (plural) longue (fem) +s (plural) -long il/elle habite – he/she lives il/elle mange – he/ she eats Qu’est-ce que c’est ? – what is it? la tête – head les épaules – shoulders les genoux- knees les pieds – feet un oeil – an eye les oreilles – ears la bouche – mouth les bras – arms les dents – tooth le nez – nose les jambes (fem.) – legs</p>	<p>Énorme – enormous Minuscule – tiny Fragile – fragile Tranquille – calm plus ... que – more.. than moins ... que – less.. than parce que – because loin/proche/près de- far/close/near to</p>	<p>du / de la / de l’ / des – some bon appétit ! – enjoy your food! c’est délicieux – it is delicious laisser cuire – leave to cook laver – wash couper – cut ajouter – add émincer – slice Je vais au marché et j’achète... - I go to the market and I buy C’est combien ? – How much is it? il a faim – He is hungry il n’a pas faim – He is not hungry il a tout mangé – he ate everything il reste au lit – He stays in bed</p>	<p>j’ai trouvé – I found les pas - steps au nord – to the north au sud – to the south à l’est – to the east à l’ouest – to the west un pays – a country</p>	<p>Nous – we vous – you (formal/group) ils/elles – they (masculine/feminie) avoir – to have être – to be chanter – to sing courir – to run danser – to dance dormir – to sleep lire – to read nager – to swim sauter – to jump habiter – to live regarder – to look/watch écrire – to write jouer – to play</p>	<p>j’ai un frère – I have a brother j’ai une sœur – I have a sister je n’ai pas de – I do not have je suis fils(masc)/fille (fem) unique – I am an only child son anniversaire c’est le ... - his/her birthday is on the j’adore – I love</p>
Y6	<p>faire – To do marcher – to walk adorer – to love détester – to detest aller -to go (the whole verb paradigm) à droite – right à gauche -left tout droit – straight ahead vite – quick lentement – slowly C’est quel sport ? – which sport is it?</p>	<p>une équipe – a team un match de foot – a football match un joueur/ joueuse de foot – a</p>	<p>J’habite dans... - I live in un appartement – a flat une grande/petite maison – a big/small house une maison jumelée – a terraced house la salle à manger –</p>	<p>la plage – the beach les montagnes – the mountains il/elle va – he/ she goes nous allons – we go vous allez – you go (formal/group) ils/elles vont – they go (masc or mixed group/fem)</p>	<p>un billet – a ticket un carnet – a book of tickets entre – between près/loin de – near to/far from chez moi – at my house/home voici – here is/ are tourne à gauche / à droite – turn left/right la deuxième à gauche / à</p>	

	<p>Tu aimes le sport ? – Do you like sport?</p>	<p>football player (masc/fem) un supporter Venir de – to come from je viens de – I come from il/elle vient de – he/she comes from</p>	<p>the dining room la cuisine – the kitchen la chambre – the bedroom le salon – the living room il y a – there is il n’y a pas de – there is not au rez-de-chaussée – on the ground au premier étage – on the first floor en bas – downstairs en haut – upstairs sous – under devant – in front of derrière – behind à côté du /de la / de l’ / des – next to the Où est... ? – where is? Qu’est-ce que c’est? – what is it? c’est la salle à manger – it is the dining room</p>	<p>Je vais aller – I am going to go au/en/aux – to (masc/fem/plural) rester – to stay faire – to do/make Quand/où/pourquoi vas-tu en vacances ? – when/ where/ where are you going on holiday? En été ou en hiver ? – in summer or in winter? Quel temps va-t-il faire ? – what will the weather be? Que vas-tu faire ? – what are you going to do? Qu’est-ce qu’il y a dans ta valise ? – What is in your suitcase?</p>	<p>droite – second on the left/right un billet pour Paris s’il vous plaît – a ticket for Paris please où est ... ? – where is..? tu vas aller au/à la/à l’... ? – are you going to? non, je ne vais pas aller au/à la/à l’... - Non I am not going to</p>	
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Progression of Knowledge in French from Y3 to Y6 **GRAMMAR**

	Year 3	Year 4	Year 5	Year 6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Comparative adjectives Metaphor Compound nouns Compound sentences	Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it' . To know that the pronoun y means 'there' . To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune.	To know whether to use the pronouns il 'he' or elle 'she' when describing someone.

<p>Feminine and masculine forms: Adjectives</p> <p>(position and agreement)</p>	<p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as petit and grand are placed before the noun.</p>	<p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.</p> <p>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,</p>	<p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.</p> <p>To know that when making comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing.</p>	<p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.</p> <p>To know a range of prepositions to describe the position of objects.</p>
<p>Verbs</p> <p>(including conjugation and negation)</p>	<p>To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.</p> <p>To know that je/j', and tu are subject pronouns.</p> <p>To know that c'est means 'it is' and is used to describe what something is.</p> <p>To know that il y a is used to say 'there is/are.'</p> <p>To know that placing ne...pas around the verb makes it negative: ne + verb + pas .</p>	<p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).</p> <p>To know that we can use conjunctions to link phrases such as et/mais.</p> <p>To know the verbs avoir and être are used to describe appearance and personality.</p> <p>To know the meaning of the verb porter (to wear) in the third person singular form :</p>	<p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix</p>	<p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).</p> <p>To conjugate the verbs aller, jouer and faire.</p> <p>To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</p> <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the</p>

		<p>il/elle porte, and aimer in the third person plural form: ils aiment.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>	<p>ans - I am ten years old. Il a faim - He is hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p>	<p>s from the second person singular of a verb e.g. tourne becomes tourne (turn).</p> <p>To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.</p>
<p>Key features and patterns of the language; how to apply these, for instance, to build the sentences; and how these differ from or are similar to English</p>	<p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as et (and) and puis (then) to join clauses.</p> <p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>	<p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>To know that there is no possessive apostrophe in French. To say 'my father's sister in French would be the sister of my father: la sœur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets-trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>To know that parce que (because) can be used to extend a sentence and give a justification.</p>

Progression of Skills in French from Y3 to Y6 LANGUAGE COMPREHENSION (Listening And reading)

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and inferring information from an extended audio passage using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.	Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.	Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes.	Following a short text or rhyme, listening and reading at the same time.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates.	Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.	Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.	Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary,	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

Progression of Skills in French from Y3 to Y6 LANGUAGE PRODUCTION (Speaking and writing)

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases.	Forming a question in order to ask for information. Presenting factual information in extended sentences including justification. Beginning to use conversational phrases for purposeful dialogue.	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs.	Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song.	Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary.	Planning and giving a short oral presentation. Modifying, expressing and comparing opinions.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.	Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases.	Rehearsing and performing a short Role-play or song.	Creating and presenting a dialogue or role-play.	Giving a presentation drawing upon learning from a number of previous topics.

Progression of Skills in French from Y3 to Y6 LANGUAGE PRODUCTION (Speaking and writing)

National Curriculum	Year 3	Year 4	Year 5	Year 6
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory.	Selecting and writing short words and phrases.	Adapting model sentences to express different ideas.	Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy.	Making short phrases or sentences using word cards and knowledge organisers.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size.	Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place.	Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive phrases.

Progression of Skills and Knowledge in French from Y3 to Y6

Year 3	
Skills	Knowledge
<p>Discussing similarities and differences between customs and traditions in France and the UK.</p> <p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</p>	<p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To know the names and locations of some of the cities in France.</p> <p>To name some famous paintings by French artists.</p> <p>To know that French is spoken in different countries around the world.</p> <p>To identify some French-speaking countries.</p>

Year 4	
Skills	Knowledge
<p>Discovering French festivals and their traditions.</p> <p>Comparing the weather between France and the UK.</p> <p>Ordering typical French food and drink.</p> <p>Creating a song in French for a famous song contest.</p>	<p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that in France the temperature is measured in celsius.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p> <p>To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War</p>

Year 5	
Skills	Knowledge
<p>Identifying key geographical features of countries in the French-speaking world.</p> <p>Analysing climate data for some French-speaking countries.</p>	<p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p>

Year 6	
Skills	Knowledge
Playing the traditional French game of la pétanque. Researching information about the French cycle race la Tour de France. Comparing sporting activities in France and the UK.	To know the rules for playing French bowls. To know how the maillot jaune is awarded during the Tour de France race. To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.