

|                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 – 4<br>Year A | <p><b>J'apprends le français (I Am Learning French)</b></p> <p><b>Lesson 1</b><br/>Introduction to the Francophone world and French as a subject on their curriculum.</p> <p><b>Lesson 2</b><br/>Learn how to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?' in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.</p> <p><b>Lesson 4</b><br/>Recognise, recall and spell numbers 1-10 in the foreign language.</p> <p><b>Lesson 5</b><br/>Recognise, recall and spell ten different colours in the foreign language with the aim of using this knowledge to say what their favourite colour is by the end of the lesson.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Les animaux (Animals)</b></p> <p><b>Lesson 1</b><br/>Recognise, recall and spell five different animals with their indefinite article/determiner in the foreign language.</p> <p><b>Lesson 2</b><br/>Recognise, recall and spell a further five different animals with their indefinite article/determiner in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate the pronunciation and spelling of all ten animals in the foreign language.</p> <p><b>Lesson 4</b><br/>Consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner.</p> <p><b>Lesson 5</b><br/>Introduction to the high-frequency irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                             | <p><b>Les fruits (Fruits)</b></p> <p><b>Lesson 1</b><br/>Recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language.</p> <p><b>Lesson 2</b><br/>Recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language.</p> <p><b>Lesson 3</b><br/>Learn how to say the ten fruits introduced in the previous two lessons in plural form.</p> <p><b>Lesson 4</b><br/>Learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'.<br/>Pupils will continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'.<br/><b>Lesson 5</b><br/>Pupils will continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Je peux... (I Am Able...)</b></p> <p><b>Lesson 1</b><br/>Learn how to recognise, recall and spell five different verbs in the foreign language.</p> <p><b>Lesson 2</b><br/>Consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French.</p> <p><b>Lesson 4</b><br/>Consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.</p> <p><b>Lesson 5</b><br/>The conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Je me présente (Presenting Myself)</b></p> <p><b>Lesson 1</b><br/>Revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language.</p> <p><b>Lesson 2</b><br/>Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.</p> <p><b>Lesson 4</b><br/>Consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.</p> <p><b>Lesson 5</b><br/>Learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Les habitats (Habitats)</b></p> <p><b>Lesson 1</b><br/>Learn how to express in the foreign language the essential elements that all plants and animals need to survive. They will also progress to learning how to decode and break down unfamiliar language.</p> <p><b>Lesson 2</b><br/>Learn how to decode longer and more complex texts in the foreign language that explore some of the key habitats in our world. They will also be introduced to the high-frequency verb 'to grow'.</p> <p><b>Lesson 3</b><br/>Continue to look at decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats.</p> <p><b>Lesson 4</b><br/>Explore the different animals that live in the different habitats through listening and reading activities in the foreign language. They will also be introduced to the high-frequency verb 'to live'.</p> <p><b>Lesson 5</b><br/>Consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> |
| Year 3 – 4<br>Year B | <p><b>Les instruments (Instruments)</b></p> <p><b>Lesson 1</b><br/>How to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language.</p> <p><b>Lesson 2</b><br/>How to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate the pronunciation and spelling of all ten instruments in the foreign language.</p> <p><b>Lesson 4</b><br/>Further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner.</p> <p><b>Lesson 5</b><br/>Introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language.</p>            | <p><b>Les saisons (Seasons)</b></p> <p><b>Lesson 1</b><br/>How to recognise, recall and spell the four different seasons in the foreign language.</p> <p><b>Lesson 2</b><br/>Learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate all knowledge from last lesson and will progress to learning about what happens in spring with the aim of saying and/or writing a short sentence about this season in the foreign language.</p> <p><b>Lesson 4</b><br/>Consolidate all knowledge from last lesson and will progress to learning about what happens in summer with the aim of saying and/or writing a short sentence about this season in the foreign language.</p> <p><b>Lesson 5</b><br/>Consolidate all knowledge from last lesson and will progress to learning about what happens in autumn with the aim of saying</p> | <p><b>Les légumes (Vegetables)</b></p> <p><b>Lesson 1</b><br/>How to recognise, recall and spell five different vegetables with the plural definite article/determiner in the foreign language.</p> <p><b>Lesson 2</b><br/>Learn how to recognise, recall and spell a further five different vegetables with the plural definite article/determiner in the foreign language.</p> <p><b>Lesson 3</b><br/>Consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a kilo of' plus a vegetable.</p> <p><b>Lesson 4</b><br/>Learn how to formulate a short phrase in the foreign language using the structure 'I would like' plus a quantity of various vegetables.</p> <p><b>Lesson 5</b><br/>Introduced to the conjunction 'and' so that they can formulate longer and more interesting sentences in the foreign</p>                                                                                                                                                                                                     | <p><b>Les glaces (Ice-Creams)</b></p> <p><b>Lesson 1</b><br/>How to recognise, recall and spell five different ice-cream flavours in the foreign language.</p> <p><b>Lesson 2</b><br/>Learn how to recognise, recall and spell a further five different ice-cream flavours in the foreign language.</p> <p><b>Lesson 3</b><br/>Apply their knowledge of the ten different ice-cream flavours in the foreign language to the structure 'I would like' along with the conjunction 'and' in preparation for a role-play at an ice-cream parlour.</p> <p><b>Lesson 4</b><br/>Learn how to specify whether they would like their ice-cream in a cone or a small pot/tub in the foreign language.</p> <p><b>Lesson 5</b><br/>Consolidate all vocabulary taught so far in the unit and progress to learning how to specify how many scoops they would like as well as some transactional vocabulary in</p>                                                                                                                                                                         | <p><b>Ma famille (My Family)</b></p> <p><b>Lesson 1</b><br/>How to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.</p> <p><b>Lesson 2</b><br/>Consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.</p> <p><b>Lesson 3</b><br/>How to ask and answer the question 'do you have any siblings?' in the foreign language.</p> <p><b>Lesson 4</b><br/>Consolidate the language needed to introduce their own/ fictitious family members in the foreign language. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'.</p> <p><b>Lesson 5</b></p>                                                                                                                                              | <p><b>En classe (In the Classroom)</b></p> <p><b>Lesson 1</b><br/>Learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.</p> <p><b>Lesson 2</b><br/>Recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language.</p> <p><b>Lesson 3</b><br/>Ask and answer the question: 'what is in your pencil case?' in the foreign language.</p> <p><b>Lesson 4</b><br/>Revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.</p> <p><b>Lesson 5</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <p><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>and/or writing a short sentence about this season in the foreign language. Pupils will also be given the tools to be able to ask and answer (with justification) the question ‘what is your favourite season?’ in the foreign language.<br/><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>language. There will also be the opportunity to learn extra transactional language for a possible role-play activity where pupils can pretend to purchase vegetables at a market.<br/><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>order to take part in a role-play at an ice-cream parlour in the foreign language.<br/><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Introduced to numbers 1-70 in the foreign language and will use this knowledge to be able to say how old their own/ fictitious family members are.<br/><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.<br/><b>Lesson 6</b><br/>End of unit assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 5 – 6<br>Year A | <p><b>Je me présente (Presenting Myself)</b><br/><b>Lesson 1</b><br/>Revise basic greetings and will learn how to ask and answer the question ‘how are you?’ in the foreign language.<br/><b>Lesson 2</b><br/>Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’ in the foreign language.<br/><b>Lesson 3</b><br/>Consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.<br/><b>Lesson 4</b><br/>Consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.<br/><b>Lesson 5</b><br/>Learn how to ask and answer the question ‘where do you live?’ in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Ma famille (My Family)</b><br/><b>Lesson 1</b><br/>How to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.<br/><b>Lesson 2</b><br/>Consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective ‘my’ in the foreign language with increasing accuracy.<br/><b>Lesson 3</b><br/>How to ask and answer the question ‘do you have any siblings?’ in the foreign language.<br/><b>Lesson 4</b><br/>Consolidate the language needed to introduce their own/ fictitious family members in the foreign language. This will involve moving from 1st person singular ‘I am called’ to 3rd person singular ‘he/she is called’.<br/><b>Lesson 5</b><br/>Introduced to numbers 1-70 in the foreign language and will use this knowledge to be able to say how old their own/ fictitious family members are.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Au salon de thé (At the Tea Room)</b><br/><b>Lesson 1</b><br/>How to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.<br/><b>Lesson 2</b><br/>Consolidate the eleven masculine nouns taught last week and will progress to learning a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a French salon de thé.<br/><b>Lesson 3</b><br/>Consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.<br/><b>Lesson 4</b><br/>Consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say ‘goodbye’ and ‘thank you’ in French.<br/><b>Lesson 5</b><br/>Taught all about French currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the French salon de thé.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Les Jeux olympiques (The Olympics)</b><br/><b>Lesson 1</b><br/>How to decode and breakdown longer texts in the foreign language, learning to use language learning strategies including story ordering and using cognates. They will consolidate their knowledge by completing a True or False activity.<br/><b>Lesson 2</b><br/>Continue to decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.<br/><b>Lesson 3</b><br/>How to recognise, recall and spell ten different sports in the Olympic games with their definite articles/determiners in the foreign language.<br/><b>Lesson 4</b><br/>Integrate the vocabulary for sports taught last lesson with the high frequency irregular verb ‘I do’ to be able to say which sports they practice in the foreign language. They will also have the opportunity to further expand on these sentences by revisiting negative structures in the foreign language.<br/><b>Lesson 5</b><br/>How to describe what sport different athletes do in the foreign language.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Le week-end (The Weekend)</b><br/><b>Lesson 1</b><br/>Consolidate numbers in the foreign language and will progress to learning how to tell the time in increments of five.<br/><b>Lesson 2</b><br/>Consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.<br/><b>Lesson 3</b><br/>Consolidate the vocabulary introduced last week through a variety of listening and reading activities.<br/><b>Lesson 4</b><br/>Extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for weekend activities.<br/><b>Lesson 5</b><br/>Further extend their sentences in the foreign language by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> | <p><b>Les Vikings (Vikings)</b><br/><b>Lesson 1</b><br/>How to decode and breakdown longer texts in the foreign language, learning to use language learning strategies to help decipher meaning.<br/><b>Lesson 2</b><br/>Start to learn how to describe themselves physically in terms of height and character using the first-person conjugation of the high frequency irregular verb ‘to be’ in the foreign language.<br/><b>Lesson 3</b><br/>Consolidate the language from last lesson and will continue to learn how to describe themselves physically, by describing their hair colour, length and type using the first-person conjugation of the high frequency irregular verb ‘to have’.<br/><b>Lesson 4</b><br/>Integrate the vocabulary for describing eye colour with the language from the rest of the unit to describe their physical appearance and character.<br/><b>Lesson 5</b><br/>Further develop their decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.<br/><b>Lesson 6</b><br/>End of unit assessment.</p> |
| Year 5 -6<br>Year B  | <p><b>La date (The Date)</b><br/><b>Lesson 1</b><br/>Recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.<br/><b>Lesson 2</b><br/>Consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year in the foreign language.<br/><b>Lesson 3</b><br/>Consolidate all language taught so far in the unit and will progress to learning</p>                                                                                                                                                                                                                                                                                                                                                                   | <p><b>As-tu un animal ? (Do You Have a Pet?)</b><br/><b>Lesson 1</b><br/>Learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.<br/><b>Lesson 2</b><br/>Progress to learning how to use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have.<br/><b>Lesson 3</b><br/>Introduced to the structure ‘that is called’ in the foreign language, to allow them to introduce their pets.<br/><b>Lesson 4</b><br/>Introduced to negative structures in the foreign language, as they will be expected</p>                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Chez moi (My Home)</b><br/><b>Lesson 1</b><br/>Learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations.<br/><b>Lesson 2</b><br/>Consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language.<br/><b>Lesson 3</b><br/>Recognise, recall and spell a further five different rooms in the house in the foreign language.<br/><b>Lesson 4</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Quel temps fait-il ? (What Is the Weather?)</b><br/><b>Lesson 1</b><br/>Learn how to recognise and recall nine different phrases for describing weather in the foreign language.<br/><b>Lesson 2</b><br/>Further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities.<br/><b>Lesson 3</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>À l'école (At School)</b><br/><b>Lesson 1</b><br/>Learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb ‘to study’ in first person singular so they can say which subjects they study at school.<br/><b>Lesson 2</b><br/>Consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about each school subject in the foreign language.<br/><b>Lesson 3</b><br/>Consolidate numbers 1-12 and will progress to learning how to say what the</p>                                                                                                                                                                                                                                                      | <p><b>Moi dans le monde (Me in the World)</b><br/><b>Lesson 1</b><br/>Improve their decoding and comprehension skills in the foreign language through texts about four different fictional characters from the Francophone world.<br/><b>Lesson 2</b><br/>Improve their decoding skills in the foreign language through longer and more complex texts about each character’s favourite celebration in their home country.<br/><b>Lesson 3</b><br/>Consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>how to recognise, recall and spell numbers 1-31 in the foreign language.</p> <p><b>Lesson 4</b><br/>Start to put all their new language into context by learning the structure necessary to say the date in the foreign language.</p> <p><b>Lesson 5</b><br/>Build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p>to say which animals they do not have as pets.</p> <p><b>Lesson 5</b><br/>Use the conjunction 'but' to make their sentences more complex and interesting in the foreign language.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p>Revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses.</p> <p><b>Lesson 5</b><br/>Put all their new language into context by integrating it with previously learnt language including personal details.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p>Consolidate the nine key phrases for describing weather by completing an extended reading and listening task.</p> <p><b>Lesson 4</b><br/>How to read a weather map as they will describe the weather in different parts of the country in the foreign language.</p> <p><b>Lesson 5</b><br/>Consolidate all vocabulary taught so far in the unit by pretending to be French weather presenters.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p>time is by the hour in the foreign language.</p> <p><b>Lesson 4</b><br/>Extend their sentences in the foreign language by learning how to say at what time they study each subject.</p> <p><b>Lesson 5</b><br/>Further extend their sentences in the foreign language by learning how to say at what time they study each subject and give their opinion on these subjects as well. By the end of the lesson, they will be expected to present a short piece of text in both written and oral form.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> | <p>information on two different religious celebrations.</p> <p><b>Lesson 4</b><br/>Further develop their cultural awareness in the foreign language by comparing where two of the fictional characters live.</p> <p><b>Lesson 5</b><br/>Four fictional characters from this unit will discuss in the foreign language how they are going to be more responsible global citizens by doing more to protect our planet.</p> <p><b>Lesson 6</b><br/>End of unit assessment.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|