



Knowledge MFL overview



Year 3	Knowledge taught in unit / knowledge organiser	Year 4	Knowledge taught in unit / knowledge organiser	Year 5	Knowledge taught in unit / knowledge organiser	Year 6	Knowledge taught in unit / knowledge organiser
Unit title		Unit title		Unit title		Unit title	
Getting to know you	<p>Introduction This Getting to Know You unit will teach your class about basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p>	All Around Town	<p>Introduction In this 'All Around Town' unit, your class will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.</p>	Getting to Know You	<p>Introduction In this unit, your class will apply knowledge from Y3 and Y4. This provides a fun background for where necessary and all vocal</p>	Let's Visit A French Town	<p>Introduction In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of every lesson plan where necessary.</p>

Lesson Breakdown

1. Hello!

Engage in conversations, ask and answer questions in the context of greeting people.

- I can greet people in different ways.

2. What's Your Name?

Engage in conversations, ask and answer questions in the context of introducing yourself.

- I can exchange names in French.

3. How Are You?

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations, ask and answer questions in the context of talking about how you are.

- I can discuss how I am feeling.

4. Goodbye!

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations, ask and answer questions in the context of saying goodbye.

- I can choose appropriate phrases for the situation.

5. Numbers 0-10

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Appreciate stories, songs, poems and rhymes in the language in the context of counting.

- I can recognise and repeat sounds and words accurately.
- I can use songs to support my learning.

6. How Old Are You?

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Listen attentively to spoken language and show understanding by joining in and responding.

In the context of talking about age.

- I can apply my knowledge to make sentences.
- I can listen and respond to someone's questions.

Lesson Breakdown

1. Where Do You Live?

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live.

- I can listen carefully and pronounce unfamiliar words with increasing accuracy.

2. In My Town

To listen attentively to spoken language and show understanding by joining in and responding in the context of describing our town.

- I can listen carefully, repeating and responding to key words and phrases.

3. Counting in Tens

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens.

- I can use familiar sounds and spellings to help me recognise and learn new language.

4. Counting to 100

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting to 100.

- I can apply my knowledge to help me predict, say and spell new language.

5. My Address Is...

To present ideas and information orally to a range of audiences in the context of giving your address.

- I can select and present information to other people.

6. How Do You Say...?

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories.

- I can use a bilingual dictionary to develop my vocabulary.

Lesson Breakdown

1. Look What I Can Do!

Present ideas and information orally to a range of audiences in the context of revising what they have learnt in French so far.

- I can demonstrate my skills and knowledge in a variety of ways.

2. When I Grow Up...

Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of talking about what they want to do when they grow up.

- I can use the simple future tense.

Listen attentively to spoken language and show understanding by joining in and responding in the context of talking about what they want to do when they grow up.

- I can respond appropriately to what someone says.

3. How Do You Spell That?

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of investigating typical French names.

- I can use appropriate pronunciation to help others understand me better.

4. How Are You Feeling?

Understand basic grammar appropriate to the language being studied and how these differ from or are similar to English in the context of describing emotions.

- I can select the appropriate form of a word for the context.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of describing emotions.

- I can use a dictionary to develop my sentences.

5. What Am I Going to Do?

Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences, and how these differ from or are similar to English in the context of predicting what's going to happen.

- I can use the near future tense.

Appreciate stories, songs, poems and rhymes in the language in the context of a traditional fable.

- I can follow a simple story.

6. Je Me Présente

Write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of writing personal presentations.

- I can remember appropriate language to express my ideas.

Describe people, places, things and actions orally and in writing in the context of describing themselves.

- I can select key words for descriptions.

Lesson Breakdown

1. Who Lives Where?

To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of talking about where people live.

- I can show how verbs change depending on the subject.

To appreciate stories, songs, poems and rhymes in the language in the context of finding out where people live.

- I can join in a song with familiar structures.

2. I Go to School to Learn

To present ideas and information orally to a range of audiences in the context of discussing what you can do in your town.

- I can explain to someone why I do something.

3. Where Is the Library?

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of discussing French towns.

- I can locate new vocabulary in a bilingual dictionary.

To describe people, places, things and actions orally and in writing in the context of exploring maps.

4. Maths

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of mathematics.

- I can use French terms for mathematical activities.

5. Welcome to My Home!

To listen attentively to spoken language and show understanding by joining in and responding in the context of visiting someone's home.

- I can follow and respond to an audio presentation.

6. Ordinal Numbers

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of exploring ordinal numbers.

- I can identify and apply spelling patterns.

All About Me	<p>Introduction This All About Me unit will teach your class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of the lesson plan where necessary.</p>
On The Move	<p>Introduction In this 'On the Move' unit, your class will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.</p>
All About Ourselves	<p>Introduction In this All About Ourselves unit, your class will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.</p>
Let's Go Shopping	<p>Introduction Introduction In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.</p>

<p>1. Classroom Instructions Listen attentively to spoken language and show understanding by joining in and responding. In the context of giving and following classroom instructions.</p> <ul style="list-style-type: none"> • I can listen and respond to instructions. <hr/> <p>2. My Body Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. In the context of naming body parts.</p> <ul style="list-style-type: none"> • I can read, listen and respond to vocabulary. • I can demonstrate my understanding with actions. <hr/> <p>3. Actions Listen attentively to spoken language and show understanding by joining in and responding. In the context of everyday actions.</p> <ul style="list-style-type: none"> • I can understand and respond to action words. <hr/> <p>4. Colours Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. In the context of naming colours.</p> <ul style="list-style-type: none"> • To listen to and copy pronunciation of colour words accurately. <hr/> <p>5. Clothes 1: What's in Your Wardrobe? Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar of feminine and masculine nouns. In the context of clothing.</p> <ul style="list-style-type: none"> • I can ask and answer what is 'there'. • I can recognise masculine and feminine clothing nouns. <hr/> <p>6. Clothes 2: What Are You Wearing? Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar of feminine and masculine nouns. In the context of clothing.</p> <ul style="list-style-type: none"> • I can use simple conjunctions to link vocabulary for clothes and accessories. • I can have a simple conversation about clothes. 	<p>1. Transport To present ideas and information orally to a range of audiences, in the context of types of transport.</p> <ul style="list-style-type: none"> • I can tell other people about types of transport. <hr/> <p>2. How Do You Go to School? To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of types of transport.</p> <ul style="list-style-type: none"> • I can use the verb 'to go' in a simple sentence. <hr/> <p>3. Directions To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of directions.</p> <ul style="list-style-type: none"> • I can recognise and pronounce a familiar spelling pattern in different words. <hr/> <p>4. I Like to Move It! To describe people, places, things and actions orally and in writing, in the context of directions.</p> <ul style="list-style-type: none"> • I can use my knowledge of actions and directions to give instructions. <hr/> <p>5. How Do I Get to...? To engage in conversations; ask and answer questions, in the context of travelling round a town.</p> <ul style="list-style-type: none"> • I can combine familiar language to create a new set of sentences. <hr/> <p>6. We All Go Together! To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of talking about travel.</p> <ul style="list-style-type: none"> • I can give a sentence subject-verb agreement. 	<p>1. The Body To listen attentively to spoken language and show understanding by joining in and responding, in the context of parts of the body.</p> <ul style="list-style-type: none"> • I can demonstrate my listening skills by showing I have understood spoken language. <hr/> <p>2. What Do I Look Like? To describe people, places, things and actions orally and in writing, in the context of describing yourself.</p> <ul style="list-style-type: none"> • I can order a sentence correctly. • I can adapt my words according to grammar rules. <hr/> <p>3. What Are You Doing? To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of activities in the classroom or around school.</p> <ul style="list-style-type: none"> • I can apply my sentence structure knowledge and vocabulary to hold short conversations. <hr/> <p>4. Fashion To write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of activities in the classroom or around school.</p> <ul style="list-style-type: none"> • I can apply my sentence structure knowledge and vocabulary to hold short conversations. <hr/> <p>5. How Are You Feeling Today? To understand key features and patterns of French; To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of talking about emotions.</p> <ul style="list-style-type: none"> • I can alter an adjective to match gender. • I can pronounce the difference between two versions of the same adjective. <hr/> <p>6. What's the Matter? To appreciate stories, songs, poems and rhymes in the language, in the context of a visit to the doctor.</p> <ul style="list-style-type: none"> • I can follow a simple story, using known language to help me understand unfamiliar parts. 	<p>1. Shopping Conversations Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation.</p> <ul style="list-style-type: none"> • I can take part in role play, speaking in French. <hr/> <p>2. At the Shops Understand basic grammar rules appropriate to the language being studied; how to apply these, in the context of describing the positions of shops.</p> <ul style="list-style-type: none"> • I can use the correct form of positional language. <hr/> <p>3. Clothes Understand basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes.</p> <ul style="list-style-type: none"> • I can use the correct form of adjectives to describe nouns. <hr/> <p>4. French Money Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper.</p> <ul style="list-style-type: none"> • I can ask and answer questions in French. <hr/> <p>5. Shopping Lists Read carefully and show understanding of words, phrases and simple writing, in the context of calculating costs from shopping lists.</p> <ul style="list-style-type: none"> • I can read and interpret lists written in French. <hr/> <p>6. A Shopping Experience Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper.</p> <ul style="list-style-type: none"> • I can take part in role play, speaking in French.
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Food Glorious Food	<p>Introduction This 'food' themed unit pack uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French units. By joining in with the story, your class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p> <p>1. The Very Greedy Dog Appreciate stories, songs, poems and rhymes in the language in the context of food. • I can follow a familiar story in French.</p> <p>2. Please May I Have? Understand key features and patterns of basic grammar in the context of requesting something to eat. • I can use determiners for identifying quantities in making polite requests.</p> <p>3. Preferences Understand key features and patterns of basic grammar in the context of stating preferences about food. • I can use the definite article when generalising • I can give a preference for or against things.</p> <p>4. What Colour is It? Describe people, places, things and actions orally and in writing in the context of describing food by colour. • I can describe the colour(s) of an object by modifying adjectives.</p> <p>5. What Did He Eat? Describe people, places, things and actions orally and in writing in the context of describing objects by size. • I can begin to place adjectives appropriately before or after the noun they modify. • I can begin to understand that adjective spelling depends on number and gender.</p> <p>6. I'm Hungry! Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. • I can use a range of grammar structures to practise a set of vocabulary groups.</p>	Going Shopping	<p>Introduction In the 'long shopping' of your class will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the customer what they are going shopping. They will also learn about shopping, when children will like or dislike different types of clothes. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p> <p>1. Fruit Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether they like certain fruit. • I can express an opinion in French. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of completing an activity sheet. • I can write sentence answers to a question, using quantifiers.</p> <p>2. Vegetables Understand basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for same. • I can change the French word for 'the' to the French word for 'some'.</p> <p>3. Clothes Understand basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes. • I can use adjectives to describe nouns. Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking/answering questions in complete sentences about clothing. • I can answer questions in a complete sentence.</p> <p>4. Where can I buy? Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of asking/answering questions about where you can buy certain items. • I can answer questions in a complete sentence.</p> <p>5. French Money Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper. • I can ask and answer a question in French.</p> <p>6. Let's Go Shopping! Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper.</p>	That's Tasty	<p>Introduction In the 'That's Tasty' unit pack, your class will learn key vocabulary about food and drink. They will learn specific vocabulary of how to say what they like and what they don't like to eat or drink, things to describe, things to count, things to give, things to make, things to like and to be going on doing things to do. They will learn key phrases to use to be there. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p> <p>Lesson Breakdown</p> <p>1. I'm Thirsty Engage in conversations; ask and answer questions, in the context of role play about hot and cold drinks. • I can ask and answer questions about drink choices.</p> <p>2. Open and Closed Read carefully and show understanding of words, phrases and simple writing, in the context of opening/closing times of a restaurant. • I can interpret a chart written in French.</p> <p>3. Breakfast Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of breakfast items. • I can write a sentence to express my choices.</p> <p>4. Sandwiches Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of describing preferred sandwich types. • I can write sentences expressing my preferences.</p> <p>5. I Like to Eat • Individual Understand basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing food items. • I can use adjectives to describe nouns.</p> <p>6. Pizzas • Individual Understand basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which pizza toppings to have. • I can use the correct French form for 'some'.</p>	SATS	<p>Introduction No French as SATs Revision</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Family & Friends</p>	<p>Introduction This 'Family & Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home. To support non-specialists, there are also sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary</p> <p>1. Meet My Family! Present ideas and information orally to a range of audiences in the context of family. To present a picture of family members using possessive adjectives.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Where in The World</p>	<p>Introduction This 'Where in the World?' unit will teach your class key vocabulary related to countries/continents and animals. Your class will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key phrases connected to the themes. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Family & Friends</p>	<p>Introduction In this unit, your class will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SATS</p>	<p>Introduction No French as SATs Revision</p>
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<p>2. Pets</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs in the context of pets.</p> <p>To develop strategies for remembering new language.</p> <p>To match subject and verb correctly when talking about pets.</p>	<p>3. Alphabet</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the alphabet.</p> <p>To recognise and repeat sounds and words with increasing accuracy.</p> <p>To use songs or rhymes to help me remember new language.</p>	<p>4. What's His Name?</p> <p>Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of introducing people.</p> <p>To make links between known and new structures.</p> <p>To use a range of vocabulary to create different sentences.</p>	<p>1. The United Kingdom</p> <p>Speak in sentences, using familiar vocabulary phrases and basic language structures, in the context of countries and capitals of the United Kingdom.</p> <ul style="list-style-type: none"> • I can speak in a sentence to answer a question. <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet about the United Kingdom.</p> <ul style="list-style-type: none"> • I can write a sentence to answer a question. 	<p>2. Where Do They Speak French?</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken.</p> <ul style="list-style-type: none"> • I can distinguish masculine and feminine nouns. • I can use the correct masculine/feminine preposition. 	<p>3. The Equator</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators.</p> <ul style="list-style-type: none"> • I can use an English/French dictionary to translate from English to French. 	<p>4. Continents</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents.</p> <ul style="list-style-type: none"> • I understand that because a continent is always feminine the preposition 'in' is always used for 'it'. 	<p>5. Animals</p> <p>Speak in sentences, using familiar vocabulary phrases and basic language structures in the context of animals in a zoo.</p> <ul style="list-style-type: none"> • I can speak in a complete sentence. <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of animals in a zoo.</p> <ul style="list-style-type: none"> • I can use the past tense in a sentence. 	<p>6. Which Continent are They From?</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world.</p> <ul style="list-style-type: none"> • I can write a sentence and adapt it to create a new sentence. <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which continent animals are from.</p> <ul style="list-style-type: none"> • I can use pronouns. 	<p>1. Meet the Family</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>To understand basic grammar appropriate to the language in the context of introducing family members .</p> <ul style="list-style-type: none"> • I can recognise and repeat rhyming words in a song. • I can make sentences about belonging. 	<p>2. At the Farm</p> <p>To speak in sentences, using familiar vocabulary phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals.</p> <ul style="list-style-type: none"> • I can vary my sentences by changing the vocabulary. • I can join in a French version of a familiar song. 	<p>3. I Live in a ...</p> <p>To present ideas and information orally to a range of audiences in the context of talking about homes.</p> <ul style="list-style-type: none"> • I can add detail to a sentence with an adjective. 	<p>4. In My House</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home.</p> <ul style="list-style-type: none"> • I can use a bilingual dictionary to translate unknown words. 	<p>5. Do You Like Animals?</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p> <ul style="list-style-type: none"> • I can select suitable adjectives to describe a subject. • I can use a descriptor to support my opinion. 	<p>6. What Can I Say?</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p> <ul style="list-style-type: none"> • I can select suitable adjectives to describe a subject. • I can use a descriptor to support my opinion.
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	<p>5. How Do You Spell...?</p> <p>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 in the context of spelling familiar words and names.</p> <p>To use French pronunciation of the alphabet to spell words.</p> <hr/> <p>6. My Home</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of rooms in the home.</p> <p>To make new sentences about homes by substituting different vocabulary.</p> <hr/>						
Our School	<p>Introduction</p> <p>This 'Our School' unit will teach your class key vocabulary and phrases around the theme of school. Your class will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p>	what's The Time	<p>Introduction</p> <p>In this 'What's The Time?' unit, your class will learn how to tell the time, look at past, present and future time. They will learn how to read timetables and TV schedules and answer simple questions about time. The unit is shown together with a final lesson which is a mathematics lesson, calculating the difference between times. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance where necessary at the end of each lesson plan.</p>	School Life	<p>Introduction</p> <p>This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.</p>	This is France	<p>Introduction</p> <p>This 'This is France!' unit will teach your class key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focuses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to the themes which run through this unit. Finally, to support non-specialists, there are sound files for all key vocabulary and extra teacher guidance, where necessary, at the end of each lesson plan.</p>

	<p>1. What's in the Classroom? Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions in the context of objects around the classroom.</p> <ul style="list-style-type: none"> I can read, listen and respond to vocabulary I can demonstrate my understanding with actions. I can ask/answer questions (in short phrases). <p>2. What's in your Pencil Case? Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these; for instance, to build sentences in the context of objects in a pencil case.</p> <ul style="list-style-type: none"> I can read, listen and respond to vocabulary I can demonstrate my understanding with actions. I can ask/answer questions (in short phrases) I can choose the appropriate indefinite article (un/une) <p>3. School Subjects Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these; for instance, to build sentences in the context of subjects studied at school</p> <ul style="list-style-type: none"> I can read, listen and respond to vocabulary I can ask/answer questions (in short phrases) I can express an opinion. <p>4. PE Lesson Listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson.</p> <ul style="list-style-type: none"> I can listen to commands and follow instructions. <p>5. Around School Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.</p> <ul style="list-style-type: none"> I know the French for familiar places. I can ask and answer questions. <p>6. What Do You Like to Do? Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.</p> <ul style="list-style-type: none"> I know the French for familiar places. I can ask and answer questions. 			<p>1. Neighbours To write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of learning about the neighbours of France.</p> <ul style="list-style-type: none"> I can write a sentence using the correct form of 'de'. <p>2. Distances To engage in conversations; ask and answer questions in the context of calculating distances.</p> <ul style="list-style-type: none"> I can use a chart to ask and answer questions. <p>3. Directions To broaden their vocabulary and develop their ability to understand new words in the context of saying the direction one city is from another.</p> <ul style="list-style-type: none"> I can use the correct words for up to 8 compass points. <p>4. Paris To describe people, places, things and actions in writing in the context of the famous landmarks of Paris.</p> <ul style="list-style-type: none"> I can write in French about the landmarks of Paris. <p>5. Famous French People To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of famous French people.</p> <ul style="list-style-type: none"> I can use the correct form of être - present or past imperfect tense. <p>6. Nationalities To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of stating nationalities.</p> <ul style="list-style-type: none"> I can use the correct form of adjectives.
Time	<p>Introduction In this 'Time' unit, your class will learn to say the days of the week, months and dates and also count on from 11 to 31. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.</p>	<p>Introduction In this 'Holidays and Hobbies' unit your class will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures,</p>	<p>Introduction In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French</p>	<p>Introduction In this 'All in a Day' unit, your class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times.</p>

	<p>1. Counting 11-31 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting.</p> <ul style="list-style-type: none"> I can recognise and repeat sounds and words with increasing accuracy. I can make links between known and new vocabulary using sound and spelling. <p>2. Days of the Week Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.</p> <ul style="list-style-type: none"> I can recognise, say and respond to a set of vocabulary. <p>3. Months of the Year Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.</p> <ul style="list-style-type: none"> I can listen, read and respond to a set of vocabulary. <p>4. Mon Anniversaire Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.</p> <ul style="list-style-type: none"> I can speak in sentences using known vocabulary and grammar. <p>5. What's the Date Today? Present ideas and information orally to a range of audiences; in the context of talking about festivals.</p> <ul style="list-style-type: none"> I can use known language to present information about French festival dates. <p>6. Yesterday, Today, Tomorrow Understand basic grammar rules appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date.</p> <ul style="list-style-type: none"> I can begin to conjugate the verb 'to be' for past and future tense. 	<p>names of different sports and hobbies. They will learn key phrases connected to the themes. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.</p> <hr/> <p>1. The Seasons Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of seasons and months.</p> <ul style="list-style-type: none"> I can write answers to a question, in a sentence. <p>Understand basic grammar rules appropriate to the language being studied; how to apply these; for instance, to build sentences; in the context of seasons and months.</p> <ul style="list-style-type: none"> I can use the third person plural in sentences. <p>2. The Weather Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like.</p> <ul style="list-style-type: none"> I can speak a sentence describing the weather. <p>Present ideas and information orally to a range of audiences, in the context of giving a weather forecast.</p> <ul style="list-style-type: none"> I can present the weather forecast to a range of audiences. <p>3. Weather Around the World Understand basic grammar rules appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; in the context of temperatures of countries around the world.</p> <ul style="list-style-type: none"> I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. <p>4. Holidays Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of the topic 'Holidays'.</p> <ul style="list-style-type: none"> I can speak a sentence about going on holiday. <p>Understand basic grammar rules appropriate to the language being studied; how to apply these; for instance, to build sentences; in the context of answering questions about favourite sports.</p> <ul style="list-style-type: none"> I can answer a question about sports, orally and in writing. <p>5. Sports Engage in conversation; ask and answer questions; express opinions and respond to those of others; in the context of answering questions about favourite sports.</p> <ul style="list-style-type: none"> I can answer a question about sports, orally and in writing. <p>6. Hobbies Engage in conversation; ask and answer questions; express opinions and respond to those of others; in the context of answering questions about hobbies.</p> <ul style="list-style-type: none"> I can answer a question about hobbies, orally and in writing. 	<p>people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.</p> <p>1. Count With Me To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of counting into thousands.</p> <ul style="list-style-type: none"> I can use known vocabulary to help me identify new language in a sentence. I can build a sentence using a given range of vocabulary choices. <p>2. I'm 500 Years Old! To understand basic grammar appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of words, phrases and simple writing in the context of talking about age.</p> <ul style="list-style-type: none"> I can recognise how verbs change according to the subject. I can identify specific parts of a written sentence. <p>3. French History To listen attentively to spoken language and show understanding by joining in and responding in the context of French historical events.</p> <ul style="list-style-type: none"> I can identify key information by listening for significant vocabulary. <p>4. What Year Was It? To listen attentively to spoken language and show understanding by joining in and responding in the context of French historical events.</p> <ul style="list-style-type: none"> I can identify key information by listening for significant vocabulary. <p>5. I Was Born... To understand basic grammar appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; in the context of discussing when you were born.</p> <ul style="list-style-type: none"> I can make a simple sentence in the past tense. <p>6. Famous Lives To understand basic grammar appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; in the context of discussing people's lives.</p>	<p>The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.</p> <hr/> <p>1. O'Clock, Half Past, Quarter Past, Quarter To Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <ul style="list-style-type: none"> I can say and write a sentence to tell the time. <hr/> <p>2. a.m. and p.m. Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.</p> <ul style="list-style-type: none"> I can tell the time using French phrases to describe am and pm times. <p>Understand basic grammar rules appropriate to the language being studied; how to apply these; for instance, to build sentences; and how these differ from or are similar to English; in the context of conjugating verbs.</p> <ul style="list-style-type: none"> I can follow a pattern to conjugate verbs. <hr/> <p>3. 5-Minute Intervals Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <ul style="list-style-type: none"> I can say and write a sentence to tell the time. <hr/> <p>4. 24-Hour Times Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <ul style="list-style-type: none"> I can say and write a sentence to tell the time. <hr/> <p>5. At the Airport Read carefully and show understanding of words, phrases and simple writing in the context of reading arrival and departure boards.</p> <ul style="list-style-type: none"> I can read and interpret information charts written in French. <hr/> <p>6. The School Week Read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable.</p> <ul style="list-style-type: none"> I can read and interpret a school weekly timetable.
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