



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Greetings Bonjour / salut / au revoir. Comment ça va? Ça va bien / ça va mal, ça va, comme-ci comme-ca.</p> <p>Introducing Yourself Comment tu t'appelles? / Je m'appelle....</p> <p>Phonics: Vowels Vowel sounds in French (a e i o u é).</p>	<p>Family Members Mon père/mon frère /ma mère/ ma sœur. Introduction of masculine / feminine for people and objects.</p> <p>Christmas Noel + recap on family members.</p>	<p>Numbers 0-12 Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.</p> <p>Phonics: Consonants Consonant sounds in French (ch k s t j g z).</p> <p>Age Learn how to say your age and ask others. Quel âge as-tu?/ J'ai ...</p>	<p>Days of the Week Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p>Numbers 13-20 Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p>Colours Bleu / blanc / rouge / marron / noir / violet / orange / jaune / rose / vert / gris.</p> <p>Class Instructions Regardez / écoutez / écrivez / répétez / prenez vos stylos / silence / asseyez-vous / levez-vous / levez la main.</p>	<p>French Pancake Day 'La Chandeleur.'</p> <p>Numbers 20-31</p> <p>Months of the Year Les 12 mois de l'année.</p> <p>French Mother's Day 'La fete des meres.'</p>	<p>Easter 'Paques.'</p> <p>Pets Les animaux domestiques. L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat.</p> <p>Body Parts Mon corps. La tête / les épaules / les genoux / les pieds / les yeux / les oreilles / la bouche / le nez.</p>
Year 4	<p>Greetings Bonjour / salut / au revoir. Comment ça va? Ça va bien / ça va mal, ça va, comme-ci comme-ca.</p> <p>Phonics Revision a,e,i,o,u,é + consonants ch/g/j/s/z Alphabet.</p> <p>Family Members Mon pere / mon frere / ma mere / ma soeur + ma tante + mon oncle + grand-mere +grand pere +cousin(e). Introduction of masculine/ feminine for people and objects.</p> <p>My House Dans ma maison, il y a Different parts of the house in French. Un salon, une chambre, les toilettes, la salle-de-bains, l'entrée, la cave,la cuisine, le grenier, le garage, le jardin. Definite Articles le/la.</p> <p>Numbers Revision Numbers 1-31.</p>	<p>Colours Revision Bleu / blanc / rouge / marron / noir / violet / orange / jaune / rose / vert / gris.</p> <p>I've Hurt My... Describing what part of the body hurts. J'ai mal a/au/aux ... Masculine/feminine.</p> <p>Infinitive Verbs Identifying 1st/2nd groups and some irregular verbs. Regarder / écouter / répéter + applaudir + savoir + prendre + croire.</p> <p>Christmas</p>	<p>Epiphany La fête des rois.</p> <p>The Weather 'La météo'. Recap on months of the year. Il fait chaud, il fait froid, il neige, il pleut, il y a du vent, il y a du brouillard.</p> <p>Pets As-tu un animal?</p> <p>Je Veux + Aller Places in town. Au cinéma / à la gare / au parc / à la piscine/ au supermarché. Masculine/feminine. Aller > er verb.</p> <p>Phonics</p>	<p>Indefinite Articles Dans ma salle de classe, il y a Un tableau / un projecteur / un(e) étudiante / un(e) prof / une table / un chaise / une fenêtre / une porte.</p> <p>Definite Articles La/le/les animaux.</p> <p>School Subjects</p> <p>Teachers + Adjectives Mon/ma prof est... Sympa/ strict(e) / gentil(e) / severe / amusant(e). Masculine/feminine adjectives.</p> <p>French Pancake Day 'La Chandeleur'.</p>	<p>April Fools Day 'Poisson d'Avril'.</p> <p>Opinions J'aime, Je n'aime pas, parce que. J'aime les maths parce que mon prof est sympa. Je n'aime pas le sport parce que ma prof est stricte.</p> <p>Days of the Week Revision</p> <p>Les Transports Comment tu vas a l'école? A pied, en voiture, en train, en bus, en avion, en vélo / en trottinette. Aller verb. Je vais à l'école en</p>	<p>Revision</p>

<p>Year 5</p>	<p>Greetings Bonjour / salut / coucou. Ça va? Ça va très bien / bien / pas mal / bof / ça ne va pas. Comment t'appelles-tu ? Je m'appelle...</p> <p>Arriving in France French geography. Meeting, greeting and introducing. Airport – suitcases – where are they? What belt number?</p> <p>Alphabet Comment t'appelles-tu? Je m'appelle... Voici... Comment ça s'écrit? Ça s'écrit... (names).</p> <p>Places in Town Je voudrais aller au/à la/aux + 6 places in town. Articles.</p> <p>Directions Pour aller au/à la/aux... ? Allez à gauche/à droite/tout droit (actions). Articles.</p>	<p>Au Café Je voudrais un/une + food / drink item (6 items). Articles.</p> <p>Paris Je voudrais visiter + 6 places in Paris (le/la/l/les). Où voudrais-tu visiter? Je voudrais visiter... Articles.</p> <p>Activities J'adore / j'aime / je n'aime pas / je déteste + infinitives + activities (jouer/visiter/faire/aller). Introduction to Regular and Irregular Verbs.</p> <p>Christmas</p>	<p>Epiphany 'La fête des rois.'</p> <p>Weather and Activities Il fait froid / chaud / beau / mauvais / il y a du soleil / il y a du vent / il pleut/il neige. Quand il fait froid / chaud / beau / mauvais / il y a du soleil / il y a du vent / il pleut / il neige. J'aime / je n'aime pas + activities. Irregular Verbs and verbs in the infinitive form.</p>	<p>Describing Self and Others J'ai les yeux... J'ai les cheveux... Bleus / marron / verts / blonds / / bruns / roux / mi-longs / longs / courts / raides / frisés. Il and Elle a les cheveux/les yeux... Present tense irregular verbs. Avoir ('je' form). Avoir ('il' and 'elle' form). Comment est ta famille? Ma mère / mon père / ma sœur / mon frère a les cheveux/a les yeux... Tu es comment? Je suis/Je ne suis pas... Il/Elle est comment ? Il/Elle est/Il/Elle n'est pas... Sportif / sportive, amusant / amusante, intelligent / intelligente, intéressant / intéressante, sympa, gentil / gentille.</p>	<p>J'ai Mal J'ai mal au/à la... Present tense irregular verbs. Avoir.</p> <p>Chez le Médecin Tu as un problème? J'ai mal... Avoir (je and tu form).</p> <p>Au Restaurant Je voudrais + food (un/une). Articles. Tu as un problème? Il y a / il n'y a pas de ... Forkchette / couteau / une mouche.</p> <p>Au Marché Je voudrais un kilo de... 500g de... 100g de... C'est combien?</p>	<p>Verbs Present tense regular -er verbs. Present tense regular -ir verbs. Present tense regular -re verbs. Present tense regular verbs.</p>
<p>Year 6</p>	<p>Greetings Bonjour! / Salut! / Au revoir! / À plus! / Comment t'appelles-tu? / Je m'appelle... Ça va? (Oui), ça va bien, merci. Pas mal, merci. (Non), ça ne va pas. Ça s'écrit comment? Ça s'écrit ...</p> <p>Ages Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un. J'ai (onze) ans.</p>	<p>Birthdays Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un.</p> <p>My School Bag Un agenda, un cahier, un crayon, un livre, un portable, un stylo, une calculatrice, une gomme, une règle, une trousse, des cahiers. Dans mon sac, il y a... Articles: Using un, une, des (the indefinite articles 'a' and 'some'); the indefinite article. Plurals.</p>	<p>My Classroom Le bureau, le professeur, le tableau, le tableau interactif, l'ordinateur, la chaise, la fenêtre, la porte, la table, la salle de classe, les livres, les élèves. Articles: Using le, la, les (the definite article 'the'); the definite article Accents. Plurals.</p> <p>Hobbies J'adore, j'aime, je n'aime pas, je déteste. Le foot, le judo, le rugby, le skate, le tennis, le vélo, la danse, la gymnastique, la musique, les jeux vidéo. Gender. Articles.</p>	<p>Describing Things Colours: blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert. Position of adjectives. Adjective agreement.</p> <p>Animals Un chat, un cheval, un chien, un cochon d'Inde, un hamster, un lapin, un oiseau, un poisson rouge, un serpent, une souris, une tortue. Je n'ai pas d'animal. Review of colours. Articles. Adjectives. Plurals .</p> <p>Family Mon cousin, mon frère, mon grand-père, mon père, mon oncle, ma cousine, ma grand-mère, ma mère, ma sœur, ma tante. (Mon frère) s'appelle ... (Mes sœurs) s'appellent Gender. Adjectives. Possessive adjectives.</p>	<p>Where I Live J'habite dans... Une ferme, une maison, un appartement, un château, un grand/petit appartement, une grande/petite maison. A la campagne, à la montagne, au bord de la mer, dans un village, dans une ville, dans la forêt. Adjectives. Position of Adjectives.</p> <p>Food & Drink Pour le petit déjeuner, ... Je mange un croissant/un pain au chocolat/une tartine/des fruits. Je bois un jus d'orange/un thé/un chocolat chaud. Pour le déjeuner, ... Je mange un sandwich au fromage/un sandwich au jambon/une glace/une pizza. Je bois un café/un coca/une limonade. Articles. The indefinite article.</p>	<p>Nationalities and Countries Le Pays de Galles, la France, la Belgique, l'Écosse, l'Angleterre, l'Irlande. Gallois(e), français(e), belge, écossais(e), anglais(e), irlandais(e). Present tense irregular verbs. Present tense regular -er verbs. The present tense (être and habiter). Prepositions (en and au).</p> <p>Weather Quel temps fait-il? Il fait chaud. Il fait froid. Il y a du soleil. Il y a du vent. Il y a du brouillard. Il y a des nuages. Il y a de l'orage. Il pleut. Il neige. Il gèle. Au printemps, en été, en automne, en hiver.</p>

Year 3 Programme of Study

LS	Content overview	Grammar and structures Vocab	Key Concepts	Resources
	<u>Greetings</u>	<i>Bonjour/ salut/ au revoir Comment ça va? Ça va bien/ ça va mal, ça va comme-ci comme-èa</i>		
	<u>Introducing yourself</u>	Say what you're called and ask others what they're called. <i>Comment tu t'appelles? / Je m'appelle</i>		Youtube " comment tu t'appelles " song Worksheet
	<u>Phonics vowels</u>	AEIOU (Y) sounds Recognise + imitate sounds of French vowels Resources: - IRO PPT		
	<u>Family members</u>	(close family members) <i>mon père/mon frère /ma mère/ ma soeur</i>	Introduction of masculine/ feminine for people and objects	noughts and crosses Worksheet > fill in the blank + Draw your family
	<u>Christmas lesson</u>	Noel + recap on family members		Games: Chinese Whispers, board game in French, etc... Student design a Christmas card in French Resources: Worksheet (jeu de société Noël PPT)
CHRISTMAS				
	<u>Numbers 0-12</u>	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i>	Numbers 1-31	presentation PPT + on Linguascope > choral repetition Game: Flip the card (matching numbers) boys VS girls Linguascope Bbclanguages.co.uk (Flip the card game) Youtube " dix dans un lit" song Worksheet
	<u>Phonics consonants + French Alphabet</u>	<i>CH/K/S/T/J/G/Z</i> Learn French consonants + imitate sounds	Phonics	Go through French alphabet Choral repetition + mimes based on IRO PPT Game: " jeu des quatre coins" > flashcards Alphabet on linguascope + " Alphabet" song Alain le lait PPT IRO Flashcards
	<u>Age</u>	Learn how to say your age and ask others <i>Quel âge as-tu?/ J'ai ...</i>	Numbers 1-31	Recap numbers 0-12 Introduction + presentation PPT Linguascope: students listen age and click on correct age Worksheet (from linguascope)
	<u>Days of the week</u>	<i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>		Introduction: on PPT > choral repetition (+linguascope) Repeat if correct > Students VS teacher Linguascope Worksheet
	<u>Numbers 13-20</u>	<i>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i>	Numbers 1-31	Recap numbers 0-12 Presentation PPT> choral repetition Activities: A draw a number on B's back. B has to guess number in TL

				Youtube " les chiffres de 1 a 20 " Alain Le Lait song <u>Resources:</u> worksheet Youtube
	<u>Colours</u>	bleu/blanc/rouge/marron/noir/violet/orange/jaune /rose/vert/gris	Adjectives	Ask students if they already know some colours in French Presentation + choral repetition Activities: - " Show me game" "Montrez-moi ..." student find items And show objects of colour called out by teacher - " cache-cache" Hide and seek game: colour in an envelop > students have to guess colour inside envelop - "Chanson des couleurs" on Youtube <u>Resources:</u> Youtube Worksheet
	<u>Class instructions</u>	regardez/écoutez/écrivez/répétez/prenez vos stylos/Silence/ asseyez-vous/levez-vous/levez la main		Introduction of vocab + presentation PPT and Linguascope Choral repetition Mime as group every class instructions (individual/tables) <u>Resources:</u> worksheet
EASTER				
	<u>French Pancake Day</u>	"La Chandeleur" To know about Pancake Day in France and to compare it with the one in England and the rest of the world.		Presentation on the origins PPT Students design a funny pancake in French (ingredients in TL) <u>Resources:</u> PPT on " La chandeleur" Worksheet " fais une crepe"
	<u>Numbers 20-31</u>		Numbers 1-31	Ask students why is it important to know numbers up to 31 in French. Recap number 0-20 Presentation on PPT > choral repetition Matching partners > students are given different cards with number written On it and have to circulate the room to find partner Ask students to number their book pages in French " un , deux,> trente-et-un" Bingo Youtube: "chanson 1-31" Alain le Lait <u>Resources:</u> Bingo grid Number cards and flashcards
	<u>Months of the year</u>	les 12 mois de l'année		Ask students if they already know any or if they recognise some from the board. Intro + presentation (linguscope) Choral repetition Repeat if correct > teacher VS students "cache-cache"> month in envelop, student guess which month. (as a class then per tables) Mexican wave (half class compete the other) "les mois de l'année" song Youtube <u>Resources:</u> Linguascope Youtube Worksheet
	<u>French mother's Day</u>	"La fete des meres" All about mother's day in France, England,world		PPT presentation on History and origins Students design a Mother Day paper flower bouquet with French expressions > Bonne fete maman/ je t'aime maman/ Tu es la meilleure maman du monde ,etc... <u>Resources:</u> paper flower bouquet template

	Easter	<i>Paques</i> All about Easter in France, England, etc ...		Quiz> students answer 10 questions on the presentation Design a French Easter bunny Resources: Easter bunny template
	Pets	<i>Les animaux domestiques</i> <i>L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat</i>	Gender / Articles Remind students masc/fem (genders) le/la	Ask students if they have any pet at home. Presentation PPT > choral repetition Intro with Linguascope Memory game (linguscope) boys Vs Girls <u>Resoures</u> : Youtube "avec un gros nez " pet song Alain Le Lait Posters animals Worksheet Noughts and crosses: boys VS girls <i>Jacques a dit ...</i> <u>Resources</u> : worksheet
	Body parts	<i>Mon corps</i> <i>La tete/les epaules/les genoux/les pieds/les yeux/les oreilles/la bouche/le nez</i>	Articles	Ask student why it's useful to know body parts in French? >>>eg medical problem during holidays in France ... Intro/ presentation on PPT > choral repetition + mimes With partners> A points part of body, B says what it is (help on white board) >> A: "voici..." ----- >>B : " la bouche!" Students each given a card with French body part on it. They raise it when called out. Youtube: " tete, epaule, genoux et pieds" song> routine+ mimes Resources: Youtube Worksheet

SUMMER HOLIDAY

LS	Content overview	Grammar and structures Vocab	Key Concepts	Resources
	Recap Greetings + introducing yourself	<i>Bonjour/ salut/ au revoir / comment ca va? Ca va bien/ ca va mal, ca va comme-ci comme-ca</i> Say what you're called and ask others what they're called.		<i>Comment tu t'appelles? / Je m'appelle</i> Resources: Youtube " comment tu t'appelles " song Worksheet
	Revision Phonics	a,e,i,o,u,é + consonants ch/g/j/s/z	Alphabet	PPT presentation + choral repetition + gestures worksheet
	Family members (REINFORCEMENT)	(close family members) <i>mon pere/mon frere /ma mere/ ma soeur + ma tante + mon oncle + grand-mere +grand pere +cousin(e)</i>	Introduction of masculine/ feminine for people and objects	<u>Resources:</u> Noughts and crosses Worksheet > fill in the blank + Draw your family
	My House	Dans ma maison il y a Different parts of the house in French: un salon, une chambre, les toilettes, la salle-de-bains, l'entrée, la cave, la cuisine, le grenier, le garage, le jardin	Definite Articles <i>le/la</i>	Students to play memory game + worksheet Students to label different part of the house in French
	Revision numbers 0-31		Numbers 1 -31	Revision > PPT + worksheet Choral repetition + Youtube numbers songs A.L
			Half-term	Half-term
	Revision Colours	bleu/blanc/rouge/marron/noir/violet/orange/jaune/rose/vert/gris bleu/blanc/rouge/marron/noir/violet/orange/jaune/rose/vert/gris		Ask students if they already know some colours in French Presentation + choral repetition Activities: - " Show me game" " <i>Montrez-moi ...</i> " student find items And show objects of colour called out by teacher - " <i>cache-cache</i> " Hide and seek game: colour in an envelop > students have to guess colour inside envelop - " <i>Chanson des couleurs</i> " on Youtube <u>Resources:</u> Youtube Worksheet
	I've hurt my...	Describing what part of body hurts <i>J'ai mal a/au/aux ...</i>	Masculine/feminine	PPT presentation + choral repetition Students to answer quiz+ mime + worksheet
	Introduction INFINITIVE VERBS	Identifying 1 st /2 nd groups + some irregular verbs Regarder/écouter/répéter + applaudir +savoir+prendre +croire	INFINITIVES	PPT Presentation + choral repetition Students to identify different infinitive verbs

	<u>Christmas lesson</u>			Games: Chinese Whispers, board game in French, etc... Student design a Christmas card in French
CHRISTMAS				
	Epiphany	La fête des rois cultural lesson		Powerpoint describing what happens during La fête des rois and ends with a song.
	<u>The Weather</u>	“la météo” > recap on months of the year <i>Il fait chaud, il fait froid, il neige, il pleut, il y a du vent, il y a du brouillard</i>		
	<u>Do you have a pet?</u>	<i>As-tu un animal?</i>		Recap pets from previous year Learn to say that you have a pet/don't have a pet. And ask others. <i>As-tu un animal?/ Oui, j'ai.../ non je n'ai pas d'animal</i> Presentation PPT > choral repetition
	<u>Je veux+ aller</u>	Places in town au cinéma/ a la gare/ au parc/ a la piscine/ au supermarché	Masculine/feminine ALLER > ER verb	PPT presentation
	<u>Phonics (complex)</u>			
Half-tem				
	Indefinite articles - Objects around the classroom	Dans ma salle de classe il y a Un tableau/ un projecteur/ un(e) étudiante/ un(e) prof/ une table/un chaise /une fenetre/une porte	Indefinite articles	Stick giant A4 “post-its” around the class On tables – students can make revision card games of vocabulary from this lesson and the last (Pelmanism – pairs) Words on one and picture on another
	Definite articles	La/le/les + animaux	Definite articles	PPT presentation La / le Femine Masculine song
	<u>School subjects</u>			PPT presentation
	<u>Teachers +adjectives</u>	<u>mon/ma prof est...</u> <u>sympa/</u> <u>strict(e)/gentil(e)/severe/amusant(e)</u>	Masculine/feminine adj	
	<u>French Pancake Day</u>	“La Chandeleur” To know about Pancake Day in France and to compare it with the one in England and the rest of the world		Presentation on the origins PPT Students then answer quiz
EASTER				

	April's Fool Day	"Poisson d'Avril."		Presentation PPT, in France, England, etc... Poisson d'avril worksheet activity <u>Resources:</u> PPT + worksheet
	Opinions on school subject + parce que/mais + description about teacher	J'aime les maths parce que mon prof est sympa Je n'aime pas le sport parce que ma prof est stricte	AIMER verb Mon/ma Masc/Fem	
	Revision days of the week			Introduction: on PPT > choral repetition (+linguscope) Repeat if correct > Students VS teacher Linguascope Worksheet
	Les transports Comment tu vas a l'école?	A pied En voiture En train En bus En avion En vélo/en trottinette	ALLER verb Je vais a l'école en	
HALF TERM				
Revision ALL phonics				
SUMMER				

Ls	Content overview	Grammar and structures Vocab	Key Concepts	Resources
1	Greetings	Revision and recap of greetings vocabulary : Bonjour/salut/coucou Ça va? Ça va très bien/bien/pas mal/bof/ca ne va pas. Comment t'appelles-tu ? Je m'appelle...		Ppt. 1 Greetings Song to the tune of 'Frère Jacques'
2	Arriving in France	Map of France – discussion who has visited before. Airport video clip and discuss what it is like when you arrive. Meeting people for the first time – name, how are you, where are you from (tu viens d'où), intro a friend (voici). Video of intro.		Ppt. 2 J'arrive en France. Passport – hand out and explain what we'll be doing over the course of the year. Conversation sheet. Slide 1 – What is the picture of (Map of France) and then discuss who has been to France, Paris – any facts about Paris. Slide 2 – We have arrived at Paris CdG airport – this is what it looks like (time lapse video). Slide 3 – We have arrived at the arrival hall – look at pics. Slide 4 – Meeting a French family or friends – how do we greet them? Watch video 'Virtually There' Stop video when they start to go round the neighbourhood. Discuss how they greet etc. Slide 5 – Conversation. Volunteers to show as an example. Discuss what does Tu viens d'où/Je viens de.../Voici mean? Students create their own conversation on the sheet and practise speaking with a partner. Stick in books.
3	Ma Valise	Airport – suitcases – where are they? What belt no.? Bingo to revise numbers. Crossword with French language, students to fill in English language (to continue during the week).	Numbers 1-31	Ppt. 3 – Ma valise Slide 1 – Revise numbers Slide 2 – Bingo/Lotto Slide 3 – Where is my suitcase/what belt number? Conversation. Create and practise (include colour to extend depending on the class). Slide 4 – Hand out crossword, students to fill in the English words for the French vocab. Stick in books.
4	Alphabet	Alphabet – learn Comment t'appelles-tu? Je m'appelle... Voici... Comment ca s'écrit? Ca s'écrit... (names)		Slide 1 – Intro : what do you think we will be learning ? Slide 2 – Go over sounds of the alphabet. Slide 3 – Alain Le Lait Alphabet song. Video embedded. Slide 4 – Une conversation. Pupils to recap introducing a friend from lesson 2 and to use the alphabet to spell out their name.
5	Places in town	Je voudrais aller au/à la/aux + 6x places in town	Articles	Slide 1 – Title Page Slide 2 to 7 – Places to visit in town (Je voudrais aller au cinéma, aux magasins, à la piscine, au café, au parc, au centre sportif). Repeat vocab. Explain that au/a la/aux mean 'to the' – does anyone know why there are 3 different ways? Link le/la/les from last year (masc, fem, plural) Slide 8 – In pairs, what do they remember? Questioning by teacher on each pic (c'est 'au cinéma' oui ou non ?, qu'est-ce que c'est ? etc) Slide 9 – Vocab sheet with French written on. Pupils to match up the English and stick the sheet into their books.

6	Directions	Pour aller au/à la/aux... ? Allez à gauche/à droite/tout droit (actions) AT2 conversation.	Articles	Slide 1 – Title. Recap last lesson and that we covered places in town. Can they name all 6 places? Get them to include 'Je voudrais aller au/aux/à l' Slide 2-4 – Directions vocab 'Allez tout droit/à droit/à gauche) Slide 5 – Direction to a place and direction (example) Slide 6 – Pupils to ask the question and answer using the picture and directions on the slide. Slide 7 – Speaking 3x questions and directions (reintroduce et) Slide 8 - Pupils to write up vocabulary. Extra task ideas: Mini whiteboards. Pupils to note a place and a direction and the other person says where it is.
HALF TERM				
7	Au Café	Au café Je voudrais un/une + food/drink item (x6 items) Worksheet to match up vocab/draw item of food/drink.	Articles	Hand out vocab match-up sheet and pupils to match up the Eng and Fr words. Go over the answers and then do repetition with Flash cards. Model a role play in a café with an able student. Get pupils to create their own role play. Other suggested activities: C'est combien? + recap of numbers. L'addition s'il vous plaît. (Actions) Jacques a dit game Menu – what are different items?
8	Paris	Presentation and quiz		Present the facts about Paris and then get the students to complete the quiz.
9	Paris Trip	Je voudrais visiter + 6x places in Paris (le/la/l'/les) Video clip of Paris Où voudrais-tu visiter? Je voudrais visiter... Conversation having watched the video. Worksheet/Write up in books.	Articles	
10	Activities	J'adore/J'aime/Je n'aime pas/Je déteste + infinitives + activities (jouer/visiter/faire/aller)	Introduction to Regular and Irregular Verbs	
11	Progress check	https://play.kahoot.it/#/k/299b3fc7-85a5-48b6-b65b-386598302246		KS2 – Checkpoint 4 Kahoot progress check – laptops or computer room needed. Please book through the teacher a week or more in advance.
12	Christmas	Christmas cultural lesson		
13	Christmas	Christmas cultural lesson		
CHRISTMAS				
14	Epiphany	La fête des rois cultural lesson		Powerpoint describing what happens during La fête des rois and ends with a song.
15	Weather	il fait froid/chaud/beau/mauvais/il y a du soleil/il y a du vent/il pleut/il neige		Present the weather on the ppt – repetition, games, higher order questioning. Worksheet – match up the weather and stick it into books.
16	Weather and activities	Quand il fait froid/chaud/beau/mauvais/ il y a du soleil/il y a du vent/il pleut/il neige J'aime/Je n'aime pas + activities from lesson 8	Irregular Verbs and Verbs in the infinitive form	
17	Describing self – hair and eyes	J'ai les yeux... J'ai les cheveux... Bleus/marron/verts blonds/ /bruns/roux/mi-longs/longs/courts/raides/frisés	Avoir (Je form)	1. Repetition of eye and hair colours 2. Pupils use the slide with hair and eye colour vocab to write down a description of someone in the class in the Je form on either a bit of paper or on a mini whiteboard. Then a selected few students read out the description for the class to guess who it is about.

				<p>3. Word challenge slide – students write out the description with gaps in the correct place and then answer the 4 questions in English.</p> <p>4. Go over the answers</p> <p>5. Description worksheet where students use colouring pens to complete the faces according to what is written (if time allows OR for homework).</p>
18	Describing others	Introduce Il and Elle a les cheveux/les yeux...	Present tense irregular verbs (4) Avoir (il and elle form)	<p>1. Revise J'ai with hair and eye colour</p> <p>2. Introduce Il and Elle</p> <p>3. Introduce Il and Elle a</p> <p>4. Go over hair and eye vocab with celebrities</p> <p>5. Tap/Splat game – identifying pictures listening to teacher's and/or students' description</p> <p>6. Match up activity to be completed in books</p>
19	Describing others	Wanted! poster	Present tense irregular verbs (4) Avoir (il and elle form)	Students to create a WANTED poster for display, using il a and elle a + hair and eye vocab.
20	Describing others	Comment est ta famille ? Ma mère/mon père/ma sœur/mon frère a les cheveux/a les yeux...	Present tense irregular verbs (4) Avoir (il and elle form)	<p>Vocab of family members.</p> <p>Revision of Il/Elle a les cheveux/les yeux + colour (revision of adjectival agreement and word order)</p> <p>Guess Who game to be played as a class and then in pairs.</p>
21	Describing self and others	Tu es comment? Je suis/Je ne suis pas... Il/Elle est comment ? Il/Elle est/Il/Elle n'est pas... Sportif/sportive Amusant/amusante Intelligent/intelligente Intéressant/Intéressante Sympa Gentil/Gentille	Present tense irregular verbs (4) Etre (Je form) Negatives	<p>Recap from last year of je suis + je ne suis pas</p> <p>Introduce adjectives to describe personality</p> <p>Splat game</p>
22	Description of others	Family member + Il est/Elle est/Il/elle est/n'est pas	Present tense irregular verbs (4) Etre (Il/Elle form) Negatives	
23	Progress Check	Kahoot progress check (book ICT room)		<p>KS2 – Checkpoint 5</p> <p>https://create.kahoot.it/details/ks2-progress-check-3-les-descriptions/77142c24-e037-424b-abe6-401e661bfeb6</p>

EASTER

24	J'ai mal...	Recap body parts from last year's work/SOW. J'ai mal au/à la... Pictionary/Jacques a dit/Charades	Present tense irregular verbs (4) Avoir	
25	Chez le médecin	Conversation Tu as un problème? J'ai mal...	Present tense irregular verbs (4) Avoir (je and tu form)	
26	Au restaurant	Je voudrais + food (un/une) x6 items	Articles	
27	Problems at the restaurant	Tu as un problème? Il y a/Il n'y a pas de ...		

		Forchette/couteau/une mouche		
28	Au marché	Je voudrais un kilo de... 500g de... 100g de... C'est combien?		
HALF-TERM - Summer				
29	ER Verbs	Activities with the French family in order to introduce conjugating regular verbs. Use the following 3 : Regarder, écouter, jouer	Present tense regular -er verbs	
30	IR Verbs	As last lesson but with the following IR verbs : Rougir, vomir, finir	Present tense regular -ir verbs	
31	RE Verbs	As the previous lessons but with the following RE verbs : Vendre, descendre, perdre	Present tense regular -re verbs	
32	Verbs	Bringing all 3 verb types together.	Present tense regular verbs	
33	Progress Check			KS2 – Checkpoint 6
34		Go over progress check and discuss answers. Hand out end of year certificates.		End of Year Certificates

Ls	Content overview	Grammar and structures Vocab	Key Concepts	Resources
	Meeting and greeting people Spelling in French	<i>Bonjour!/Salut!</i> <i>Au revoir!/À plus!</i> <i>Comment t'appelles-tu?</i> <i>Je m'appelle ...</i> <i>Ça va?</i> <i>(Oui), ça va bien, merci.</i> <i>Pas mal, merci.</i> <i>(Non), ça ne va pas.</i> <i>Ça s'écrit comment?</i> <i>Ça s'écrit ...</i> The alphabet in French	<p><u>LISTENING & TALKING</u> Communicate in different ways and in different settings Patterns and sounds in songs and rhymes Learn new words to share information about myself simple songs, talk and listen with others Pronunciation</p> <p><u>READING</u> understand and order text</p> <p><u>WRITING</u> express myself in writing</p> <p><u>LITERACY</u> spelling</p> <p><u>HEALTH & WELLBEING</u> value opportunities to make friends</p> <p><u>CROSS-CURRICULAR</u> Social studies Cultures and customs in society</p>	<p>Accès Studio Unit 1 Bonjour! pp. 4–5 CD 1, tracks 2–5 p.004 Flashcards (ActiveTeach)</p>
	Counting to 21 Saying how old you are	<i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un</i> <i>J'ai (onze) ans</i>	Numbers 1-31 <p><u>LISTENING & TALKING</u> collaborative activities sound patterns in different languages</p> <p><u>READING</u> words and simple texts</p> <p><u>WRITING</u> describe myself and exchange information</p> <p><u>NUMERACY</u> addition, subtraction, multiplication and division</p> <p><u>LITERACY</u> show understanding of what I listen to</p> <p><u>HEALTH & WELLBEING</u> value opportunities to be part of a group</p> <p><u>CROSS-CURRICULAR</u> Technologies Interact and share information with others</p>	<p>Accès Studio Unit 2 Quel âge as-tu? pp. 6–7 CD 1, tracks 6–9 p.007 Class activity (ActiveTeach) Studio 1 Pupil Book pp.32–33, 94–95</p>
	Learning the days of the week and months of the year Saying when your birthday is	<i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> <i>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</i>	Numbers 1-31 <p><u>LISTENING & TALKING</u> ask questions using learned phrases pronunciation</p> <p><u>READING</u> match words to pictures, order text</p> <p><u>WRITING</u> use resources to plan writing</p> <p><u>NUMERACY</u> use a calendar</p> <p><u>LITERACY</u></p>	<p>Accès Studio Unit 3 Joyeux anniversaire! pp. 8–9 CD 1, tracks 10–12 p.009 Class activity (ActiveTeach) Studio 1 Pupil Book pp. 32–33, 76–77, 90–91, 94–95</p>

			<p>find, select and sort information</p> <p>HEALTH & WELLBEING</p> <p>show respect for myself and others</p> <p>CROSS-CURRICULAR</p> <p>Religious and moral education Celebrations</p>	
Saying what there is in your school bag	<p><i>un agenda, un cahier, un crayon, un livre, un portable, un stylo</i></p> <p><i>une calculatrice, une gomme, une règle, une trousse</i></p> <p><i>des cahiers</i></p> <p><i>Dans mon sac, il y a ...</i></p>	<p>Articles</p> <ul style="list-style-type: none"> - Using un, une, des (the indefinite articles 'a' and 'some') - Using plurals - the indefinite article - plurals <p>LISTENING & TALKING</p> <p>collaborative activities</p> <p>sound patterns in different languages READING</p> <p>work out meanings</p> <p>WRITING</p> <p>express myself in writing</p> <p>LITERACY</p> <p>identify and use information for different purposes</p> <p>HEALTH & WELLBEING</p> <p>making choices</p> <p>CROSS-CURRICULAR</p> <p>Expressive arts Create images for specific tasks</p>	<p>Accès Studio Unit 4 Dans mon sac</p> <p>pp. 10–11</p> <p>CD 1, tracks 13–15</p> <p>p.010 Flashcards (ActiveTeach)</p> <p><i>Studio 1 Pupil Book</i> pp.10–11</p>	
Describing your classroom	<p><i>le bureau, le professeur, le tableau, le tableau interactif</i></p> <p><i>l'ordinateur, la chaise, la fenêtre, la porte, la table, la salle de classe, les livres, les élèves</i></p>	<p>Articles</p> <ul style="list-style-type: none"> - Using le, la, les (the definite article 'the') - the definite article - accents - plurals <p>LISTENING & TALKING</p> <p>daily routines, gesture and expression</p> <p>familiar instructions</p> <p>READING</p> <p>spelling patterns in different languages</p> <p>WRITING</p> <p>describe myself and exchange information LITERACY</p> <p>spelling rules</p> <p>HEALTH & WELLBEING</p> <p>representing my class and participating in society</p> <p>CROSS-CURRICULAR</p> <p>Social studies Differences between countries</p>	<p>Accès Studio Unit 5 Ma salle de classe</p> <p>pp. 12–13</p> <p><i>Grammaire</i> page 30, exs 1–2</p> <p>CD 1, tracks 16–18</p> <p>p.012 Flashcards (ActiveTeach)</p> <p>p.013 Class activity (ActiveTeach)</p> <p><i>Studio 1 Pupil Book</i> p. 26</p>	
Saying what you like and dislike Talking about hobbies	<p><i>j'adore</i></p> <p><i>j'aime</i></p> <p><i>je n'aime pas</i></p> <p><i>je déteste</i></p> <p><i>le foot, le judo, le rugby, le skate, le tennis, le vélo</i></p> <p><i>la danse, la gymnastique, la musique</i></p> <p><i>les jeux vidéo</i></p>	<p>Gender</p> <p>Articles</p> <p>LISTENING & TALKING</p> <p>short, predictable conversations</p> <p>prepared conversations about myself and my interests</p> <p>brief presentation on a familiar topic</p> <p>READING</p> <p>features of own language to make sense of words</p> <p>WRITING</p>	<p>Accès Studio Unit 6 J'adore le judo</p> <p>pp. 14–15</p> <p>CD 1, tracks 19–21</p> <p>p.014 Flashcards (ActiveTeach)</p> <p>p.015 Class activity (ActiveTeach)</p> <p><i>Studio 1 Pupil Book</i> pp. 8–9, 52–53</p>	

			<p>use resources to plan writing</p> <p>LITERACY</p> <p>listen and make notes HEALTH & WELLBEING</p> <p>express feelings</p> <p>CROSS-CURRICULAR</p> <p>Health and wellbeing Physical activities and sport</p>	
<p>Saying what colours things are</p> <p>Using adjectives</p>	<p><i>blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert</i></p>	<p>Adjectives</p> <ul style="list-style-type: none"> - Position of adjectives - Adjective agreement <p>LISTENING & TALKING</p> <p>collaborative activities</p> <p>sound patterns in different languages READING</p> <p>spelling patterns in different languages WRITING</p> <p>check accuracy of familiar words and phrases LITERACY</p> <p>express an opinion HEALTH & WELLBEING</p> <p>value opportunities to be part of a group</p> <p>CROSS-CURRICULAR</p> <p>Expressive arts Visual elements and colour</p>	<p>Accès Studio Unit 7 Les goûts et les couleurs pp. 14–15</p> <p>CD 2, tracks 2–3</p> <p>p.016 Flashcards (ActiveTeach)</p> <p>p.017 Class activity (ActiveTeach)</p> <p><i>Studio 1 Pupil Book pp.14–15</i></p>	
<p>Talking about animals</p> <p>Using a dictionary</p>	<p><i>un chat, un cheval, un chien, un cochon d'Inde, un hamster, un lapin, un oiseau, un poisson rouge, un serpent</i></p> <p><i>une souris, une tortue</i></p> <p><i>Je n'ai pas d'animal.</i></p> <p>review of colours</p>	<p>Articles</p> <p>Adjectives</p> <p>Plurals</p> <p>Use literacy, communication and numeracy skills</p> <p>LISTENING & TALKING</p> <p>familiar language</p> <p>collaborative activities READING</p> <p>use a bilingual dictionary with support</p> <p>WRITING</p> <p>use resources to plan writing</p> <p>check accuracy of familiar words and phrases LITERACY</p> <p>organise ideas and vocabulary in an appropriate way for my purpose</p> <p>NUMERACY</p> <p>Addition, subtraction, multiplication and division</p> <p>Carry out a survey HEALTH & WELLBEING</p> <p>value opportunities to make friends</p> <p>CROSS-CURRICULAR</p> <p>Sciences Identify and classify living things</p>	<p>Accès Studio Unit 8 Tu as un animal? pp. 18–19</p> <p><i>Grammaire</i> page 30, ex. 1</p> <p><i>Grammaire</i> page 31, ex. 4</p> <p>CD 2, tracks 4–5</p> <p>p.018 Flashcards (ActiveTeach)</p> <p>p.019 Class activity (ActiveTeach)</p> <p><i>Studio 1 Pupil Book pp.110–111</i></p>	
<p>Talking about your family</p> <p>Using <i>mon, ma</i> and <i>mes</i></p>	<p><i>mon cousin, mon frère, mon grand-père, mon père, mon oncle</i></p> <p><i>ma cousine, ma grand-mère, ma mère, ma sœur, ma tante</i></p> <p><i>(Mon frère) s'appelle ... (Mes sœurs) s'appellent ...</i></p>	<p>Gender</p> <p>Adjectives</p> <p>Possessive adjectives LISTENING & TALKING</p> <p>learn new words to share information about myself and others</p> <p>brief presentation on a familiar topic</p> <p>READING</p> <p>match words to pictures, order text</p> <p>WRITING</p> <p>describe myself and exchange information</p> <p>check accuracy of familiar words and phrases</p>	<p>Accès Studio Unit 9 Ma grand-mère est une hippie! pp. 20–21</p> <p><i>Grammaire</i> page 31, ex. 5</p> <p>CD 2, tracks 6–9</p> <p>p.020 Flashcards (ActiveTeach)</p> <p>p.021 Class activity (ActiveTeach)</p> <p><i>Studio 1 Pupil Book pp.14–15</i></p>	

			<p>LITERACY Use my notes and other information to create new text</p> <p>HEALTH & WELLBEING Positive relationships CROSS-CURRICULAR Health and wellbeing Friendships and relationships</p>	
Saying where you live Using <i>petit</i> and <i>grand</i>	<p><i>J'habite dans ...</i> <i>J'habite dans ...</i> <i>une ferme, une maison</i> <i>un appartement, un château</i> <i>un grand/petit appartement</i> <i>une grande/petite maison</i></p> <p><i>à la campagne</i> <i>à la montagne</i> <i>au bord de la mer</i> <i>dans un village</i> <i>dans une ville</i> <i>dans la forêt</i></p>	<p>Adjectives Position of adjectives LISTENING & TALKING Prepared conversations about myself and my interests collaborative activities READING Words and phrases WRITING Express myself in writing</p> <p>NUMERACY Games involving chance LITERACY Show understanding of what I listen to.</p> <p>HEALTH & WELLBEING Encourage learning and confidence in others.</p> <p>CROSS-CURRICULAR Social studies Different places to live.</p>	<p>Accès Studio Unit 10 J'habite dans un château! pp. 22–23</p> <p><i>Grammaire</i> page 31, ex. 3</p> <p>CD 2, tracks 10–12 p.022 Flashcards (ActiveTeach) p.023 Class activity (ActiveTeach) <i>Studio 1 Pupil Book</i> pp. 70–71</p>	
Saying what you eat and drink Ordering in a café	<p><i>Pour le petit déjeuner, ...</i> <i>je mange un croissant/un pain au chocolat/une tartine/des fruits</i> <i>je bois un jus d'orange/un thé/un chocolat chaud</i></p> <p><i>Pour le déjeuner, ...</i> <i>je mange un sandwich au fromage/un sandwich au jambon/une glace/une pizza</i> <i>je bois un café/un coca/une limonade</i></p>	<p>Articles The indefinite article</p> <p>LISTENING & TALKING Daily routines Short, predictable conversations Ask questions using learned phrases</p> <p>READING Simple facts about the country. Work out meanings.</p> <p>WRITING Use resources to plan writing.</p> <p>NUMERACY manage money and compare costs</p> <p>LITERACY Reading strategies HEALTH & WELLBEING Lifestyle choices and skills for the future</p> <p>CROSS-CURRICULAR Health and wellbeing Enjoy a diversity of foods</p>	<p>Accès Studio Unit 11 À table! pp. 24–25</p> <p><i>Grammaire</i> page 30, ex. 2</p> <p>CD 2, tracks 13–15 p.024 Flashcards (ActiveTeach) <i>Studio 1 Pupil Book</i> pp. 94–95</p>	
Talking about nationalities and countries Using the verb <i>être</i> (to be)	<p><i>le pays de Galles</i> <i>la France, la Belgique</i> <i>l'Écosse, l'Angleterre, l'Irlande</i></p> <p><i>gallois(e), français(e), belge, écossais(e), anglais(e), irlandais(e)</i></p>	<p>Present tense irregular verbs Present tense regular -er verbs The present tense (<i>être</i> and <i>habiter</i>) Prepositions (<i>en</i> and <i>au</i>)</p> <p>LISTENING & TALKING learn new words to share information about myself and others pronunciation</p> <p>READING a variety of straightforward texts WRITING</p>	<p>Accès Studio Unit 12 Mon pays pp. 26–27</p> <p><i>Grammaire</i> page 31, ex. 6</p> <p>CD 2, tracks 16–18 p.026 Flashcards (ActiveTeach) p.027 Class activity (ActiveTeach) <i>Studio 1 Pupil Book</i> pp. 90–91</p>	

			<p>use resources to plan writing</p> <p>LITERACY</p> <p>find, select and sort information</p> <p>HEALTH & WELLBEING</p> <p>representing my wider community and participating in society CROSS-CURRICULAR</p> <p>Social studies Maps of Scotland, the UK and Europe</p>	
Talking about the weather Exploring rhyming and syllables	<p><i>Quel temps fait-il?</i></p> <p><i>Il fait chaud.</i></p> <p><i>Il fait froid.</i></p> <p><i>Il y a du soleil.</i></p> <p><i>Il y a du vent.</i></p> <p><i>Il y a du brouillard.</i></p> <p><i>Il y a des nuages.</i></p> <p><i>Il y a de l'orage.</i></p> <p><i>Il pleut.</i></p> <p><i>Il neige.</i></p> <p><i>Il gèle</i></p> <p><i>au printemps, en été, en automne, en hiver</i></p>	<p>Phonics</p> <p>LISTENING & TALKING</p> <p>patterns and sounds in songs and rhymes</p> <p>short, predictable conversations</p> <p>READING</p> <p>a variety of straightforward texts</p> <p>WRITING</p> <p>express myself in writing LITERACY</p> <p>enjoy creating texts HEALTH & WELLBEING</p> <p>skills for the future CROSS-CURRICULAR</p> <p>Social studies Weather in a contrasting area</p>	<p>Accès Studio Unit 13 La météo pp. 28–29</p> <p>CD 2, tracks 19–21</p> <p>p.028 Flashcards (ActiveTeach)</p> <p>p.029 Class activity (ActiveTeach)</p> <p>Studio 1 Pupil Book pp. 54–55</p>	
			<p>LISTENING & TALKING</p> <p>READING</p> <p>WRITING</p> <p>LITERACY</p> <p>HEALTH & WELLBEING</p> <p>CROSS-CURRICULAR</p>	

IDEAS:

- **Quelle heure est il?** Numbers up to 60 (2 lessons)
- **au marché:** items/meat/fruits/veggies + c'est combien? (2 lessons)
- **les transports** + c'est confortable/ rapide/
- **Le matin/ ma routine/heure** je me leve/ je me lave/ je m'habille/ je prends mon petit déjeuner/ je vais a l'ecole ...
- **le matin 2** : mon petit dejeuner > je manger + je bois + food.... J'adore, j'aime, Mais je ne mange pas/ je ne bois pas ...
- **Les matieres a l'ecole:** revision days of the week + school subjects + time permitting + j'aime/je n'aime pas etc
- **school objects:** feutre/ crayons/ compass/ regle etc..... + revision of classroom instructions