

Unit 1: Bonjour					
Lesson	Objective	Context/language	Grammar/skills	National criteria	
1	Greet and say goodbye to someone	Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)	<ul style="list-style-type: none"> <li>Social conventions</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.1, IU3.2, IU3.3 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1	
2	Ask someone's name and say your own	Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)	<ul style="list-style-type: none"> <li>Ask and answer questions</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1; Writing: Grade 1	
3	Ask how someone is and respond to same question	Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)	<ul style="list-style-type: none"> <li>Ask and answer questions</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1 Language ladder: Listening: Grade 1-2; Reading: Grade 1-2; Speaking: Grade 1-2; Writing: Grade 1-2	
4	Learn some basic nouns	Instruments: <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder) Miscellaneous: <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)	<ul style="list-style-type: none"> <li>First notions of gender</li> <li>Cognates</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1; Writing: Grade 1	
5	Count numbers 1-10	Numbers 1-10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>		Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1	
Extra	<ul style="list-style-type: none"> <li>Further practice for Unit 1</li> <li>Project work: French châteaux</li> </ul>	Summary of above language		Framework: O3.3, L3.1, L3.3, IU 3.3 Attainment levels: AT2.1, AT3.1, AT4.1 Language ladder: Speaking: Grade 1; Reading: Grade 1; Writing: Grade 1	

<b>Unit 2: En classe</b>				
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>
1	Identify classroom objects	Classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)	<ul style="list-style-type: none"> <li>Gender</li> <li>Ask and answer questions</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1; Writing: Grade 1
2	Identify colours, and describe an object's colour	Colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange). Revision of classroom objects from Lesson 1.	<ul style="list-style-type: none"> <li>Basic word order</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1; Reading: Grade 1-2; Speaking: Grade 1; Writing: Grade 1-2
3	Say your age	Giving your age: <i>J'ai ... ans</i>	<ul style="list-style-type: none"> <li>Using context to determine meaning</li> <li>Comparing languages</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1-2; Reading: Grade 1-2; Speaking: Grade 1-2; Writing: Grade 1-2
4	Recognise and repeat classroom instructions	Classroom instructions: <i>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i>		Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1
<b>Extra</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 2</li> <li>Project work: Contact with a French school</li> <li>Sound/spelling activity for Units 1-2</li> <li>Assessment for Units 1-2</li> </ul>	Summary of above language, and Unit 1	<ul style="list-style-type: none"> <li>Recognise how sounds are represented in written form</li> <li>Practise pronunciation</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.4 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2

<b>Unit 3: Mon Corps</b>				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Identify parts of the body	Parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head)	<ul style="list-style-type: none"> <li>Gender</li> <li>The definite article</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT2.2, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1
2	Describe eyes and hair appearance	<i>J'ai les cheveux/les yeux</i> + [adjective] Parts of the body: <i>les yeux</i> (eyes), <i>les cheveux</i> (hair) Colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue) Adjectives: <i>long</i> (long), <i>court</i> (short)	<ul style="list-style-type: none"> <li>Simple word order</li> <li>Simple descriptions</li> <li>Comparing languages</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.2, AT2.1–2, AT3.2, AT4.2 Language ladder: Listening: Grade 1–2; Reading: Grade 1–2; Speaking: Grade 1–2; Writing: Grade 1–2
3	Recognise days of the week	Days of the week: <i>lundi</i> , <i>mardi</i> , <i>mercredi</i> , <i>jeudi</i> , <i>vendredi</i> , <i>samedi</i> , <i>dimanche</i>		Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1–2 Language ladder: Listening: Grade 1–2; Reading: Grade 1–2; Speaking: Grade 1
4	Give basic character descriptions	Adjectives describing character: <i>Je suis...</i> <i>grand(e)</i> , <i>petit(e)</i> , <i>timide</i> , <i>bavard(e)</i> , <i>drôle</i> , <i>sympa</i> Summary of above language	<ul style="list-style-type: none"> <li>Basic notion of adjectival agreements (for brighter pupils)</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1–2, AT2.1–2, AT3.2, AT4.2 Language ladder: Listening: Grade 2; Speaking: Grade 1–2; Reading: Grade 2; Writing: Grade 2
Extra	<ul style="list-style-type: none"> <li>Further practice for Unit 3</li> <li>Project work: Famous French people</li> </ul>			Framework: O3.3, L3.1, L3.2, L3.3, IU3.3 Attainment levels: AT2.1–2, AT3.1–2, AT4.1–2 Language ladder: Speaking: Grade 1–2; Reading: Grade 1–2; Writing: Grade 1–2

<b>Unit 4: Les Animaux</b>				
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>
1	Identify animals and pets	<i>J'ai</i> + [animal] <i>je n'ai pas d'animal</i> Animals: <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)	<ul style="list-style-type: none"> <li>Genders</li> <li>Recognise negative form</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2
2	Recognise and use numbers 11-20	Numbers 11-20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i>	<ul style="list-style-type: none"> <li>Counting numbers up to 20</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2
3	Give someone's name	<i>Il/Elle s'appelle...</i> (S/he's called...)	<ul style="list-style-type: none"> <li>Giving names in the third person (he/she)</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2
4	Describe someone	<i>Il/Elle est...</i> (S/he's ...) Adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)	<ul style="list-style-type: none"> <li>Basic notion of adjectival agreements</li> <li>Giving descriptions in the third person (he/she)</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.2, AT2.1-2, AT3.2, AT4.2 Language ladder: Listening: Grade 2; Speaking: Grade 1-2; Reading: Grade 2; Writing: Grade 2
<b>Extra</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 4</li> <li>Project work: Pets</li> <li>Sound/spelling activity for Units 3-4</li> <li>Assessment for Units 3-4</li> </ul>	Summary of above language, and Unit 3	<ul style="list-style-type: none"> <li>Recognise how sounds are represented in written form.</li> <li>Practise pronunciation.</li> </ul>	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2

<b>Unit 5: Ma famille</b>				
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>
1	Identify family members	Family members: <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma sœur</i> (sister), <i>mes parents</i> (my parents)	<ul style="list-style-type: none"> <li>Genders</li> </ul>	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1–2, AT2.1, AT3.1–2 Language ladder: Listening: Grade 1–2; Speaking: Grade 1; Reading: Grade 1–2
2	Recognise and spell with letters of the alphabet	Letters of the alphabet a–z, plus some accented letters	<ul style="list-style-type: none"> <li>Spell words using the French alphabet</li> </ul>	KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Speaking: Grade 1; Reading: Grade 1
3	List household items	Household objects: <i>le CD</i> (CD), <i>le lecteur CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu vidéo</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la table</i> (table), <i>la chaise</i> (chair)		KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1–2, AT2.1, AT3.1–2, AT4.1 Language ladder: Listening: Grade 1–2; Speaking: Grade 1; Reading: Grade 1–2; Writing: Grade 1
4	Use basic prepositions <i>sur</i> and <i>dans</i> to describe position	<i>Le CD est dans le lecteur de CD</i> <i>Le jeu vidéo est sur la table</i> Prepositions: <i>dans</i> (in), <i>sur</i> (on)	<ul style="list-style-type: none"> <li>Classifying words into different types</li> <li>Describe positions using basic prepositions <i>sur</i> and <i>dans</i> and familiar language</li> </ul>	KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.2, AT2.1–2, AT3.1–2, AT4.1–2 Language ladder: Listening: Grade 2; Speaking: Grade 1–2; Reading: Grade 1–2; Writing: Grade 1–2
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 5</li> <li>Project work: Alphabet chart</li> </ul>	Summary of above language		KS2 Framework: O3.3, L3.1, L3.2, L3.3 Attainment levels: AT2.1–2, AT3.1–2, AT4.1–2 Language ladder: Speaking: Grade 1–2; Reading: Grade 1–2; Writing: Grade 1–2

<b>Unit 6: Bon anniversaire!</b>				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Recognise and ask for snacks	<p><i>Qu'est-ce que tu veux?</i> <i>Je voudrais...</i></p> <p>Snacks: <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake)</p>	<ul style="list-style-type: none"> <li>Genders</li> </ul>	<p>KS2 Framework: O3.1, O3.2, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1, AT3.1-2, AT4.1 Language ladder: Listening: Grade 1-2; Speaking: Grade 1; Reading: Grade 1-2; Writing: Grade 1</p>
2	Give basic opinions about food	<p>Simple opinions (about food): <i>C'est délicieux</i> (it's delicious), <i>C'est bon</i> (it tastes nice), <i>Ce n'est pas bon</i> (it doesn't taste nice), <i>C'est mauvais</i> (it tastes bad)</p>	<ul style="list-style-type: none"> <li>Understand and reply to question on food wanted</li> </ul>	<p>KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2</p>
3	Use numbers 21-31	Numbers 21-31	<ul style="list-style-type: none"> <li>Count numbers up to 31</li> </ul>	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1, AT3.1-2, AT4.1 Language ladder: Listening: Grade 1-2; Speaking: Grade 1; Reading: Grade 1-2; Writing: Grade 1</p>
4	Recognise and use the months	<p>Months: <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December)</p>	<ul style="list-style-type: none"> <li>Use numbers up to 31 together with months to form dates</li> </ul>	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2</p>
5	Form dates	<p><i>C'est quand, ton anniversaire?</i> (When is your birthday?) Dates: <i>[C'est] le...[mars, etc.]</i> ([It's] the... [March, etc.]</p>	<ul style="list-style-type: none"> <li>Question forms</li> </ul>	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.1 Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 1-2; Writing: Grade 1</p>
<b>Extra</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 6</li> <li>Project work: French name days</li> <li>Sound/spelling activity for Units 5-6</li> <li>Assessment for Units 5-6</li> </ul>	<p>Summary of above language, and Unit 5</p>	<ul style="list-style-type: none"> <li>Recognise how sounds are represented in written form</li> <li>Practise pronunciation</li> </ul>	<p>Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2</p>

<b>Unit 7: Encore!</b>				
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>
1	Revise ways of describing people	Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une sœur</i> (brother/sister)	<ul style="list-style-type: none"> <li>Revision of variety of <i>avoir</i> phrases</li> <li>Recognise and use third person singular (<i>il/elle</i>) with <i>avoir</i></li> </ul>	<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3</p> <p>Attainment levels: AT1.2-3, AT2.2, AT3.2-3</p> <p>Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3</p>
2	Revise ways of describing people	Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une sœur</i> (brother/sister)	<ul style="list-style-type: none"> <li>Revision of variety of <i>avoir</i> phrases</li> <li>Recognise and use third person singular (<i>il/elle</i>) with <i>avoir</i></li> </ul>	<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3</p> <p>Attainment levels: AT1.2-3, AT2.2, AT3.2-3</p> <p>Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3</p>
3	Describe someone's nationality	Nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)... + nationality	<ul style="list-style-type: none"> <li>Use <i>être</i> phrases with adjectives</li> <li>Recognise and use third person singular (<i>il/elle</i>) with <i>être</i></li> <li>Recognise different adjective endings</li> </ul>	<p>Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU4.4</p> <p>Attainment levels: AT1.1-3, AT2.2, AT3.1-3, AT4.1-2</p> <p>Language ladder levels: Listening: Grade 1-3; Speaking: Grade 2; Reading: Grade 1-3; Writing: Grade 1-2</p>
4	Describe people using various adjectives	Adjectives: <i>intelligent(e)</i> (clever), <i>sportif (sportive)</i> (sporty), <i>sévère</i> (strict), <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is)...	<ul style="list-style-type: none"> <li>Use <i>être</i> phrases with adjectives</li> <li>Recognise and use third person singular (<i>il/elle</i>) with <i>être</i></li> <li>Recognise different adjective endings</li> </ul>	<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4</p> <p>Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.2</p> <p>Language ladder levels: Listening: Grade 2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2</p>
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 7</li> <li>Project work: Describing someone</li> </ul>	Summary of above language		<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.3, L4.4</p> <p>Attainment levels: AT2.1-2, AT3.1-3, AT4.1-2</p> <p>Language ladder: Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2</p>

<b>Unit 8: Quelle heure est-il?</b>				
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>
1	Talk about activities	<i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis)	<ul style="list-style-type: none"> <li>Use several present tense verbs to describe activities</li> <li>Produce short phrases orally</li> </ul>	Framework: O4.2, O4.3, L4.1, L4.2, L4.3 Attainment levels: AT1.2-3, AT2.2, AT3.1-3 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 1-2; Reading: Grade 1-3
2	Talk about activities	<i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis)	<ul style="list-style-type: none"> <li>Use several present tense verbs to describe activities</li> <li>Produce short phrases orally and in writing</li> </ul>	Framework: O4.1, O4.2, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.2-3, AT2.2, AT3.2-3, AT4.2 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3; Writing: Grade 2
3	Tell the time	Numbers 1-12 Telling the time <i>Quelle heure est-il?</i> (What time is it?) <i>Il est...</i> [cing] heures (It's...[five] o'clock)	<ul style="list-style-type: none"> <li>Express the time</li> </ul>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.2-3, AT2.1-2, AT3.2-3, AT4.2 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 2; Reading: Grade 1-3; Writing: Grade 2
4	Talk about what time you do activities	Activities: <i>Je regarde</i> (I'm watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis) Times: ...à [trois] heures	<ul style="list-style-type: none"> <li>Use several present tense verbs to describe activities</li> <li>Produce short phrases orally and in writing</li> <li>Express the time separately and in phrases with other verbs</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4 Attainment levels: AT1.2, AT2.2, AT3.2, AT4.2 Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 2; Writing: Grade 2
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 8</li> <li>Project work: Finding out about famous French people</li> <li>Sound/spelling activity for Units 7-8</li> <li>Assessment for Units 7-8</li> </ul>	Summary of above language, and Unit 7		Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU4.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Speaking: Grade 2; Reading: Grade 1-2; Writing: Grade 1-2



## Unit 9: Les fêtes

Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Talk about festivals and dates	Festivals: <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (The Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas)  <i>Le [nouvel an], c'est le [premier janvier]</i> ([New Year] is on the [1st January])	<ul style="list-style-type: none"> <li>Give dates for festivals through the year</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.1 Attainment levels: AT1.1-3, AT2.1-2, AT3.1-3 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1-2; Reading: Grade 1-3
2	Talk about presents at festivals	Presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game), <i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un œuf de Pâques</i> (Easter egg)  <i>Qu'est-ce que tu veux [comme cadeau]?</i> (What [present] would you like?) <i>Je voudrais [+ nom]</i> (I'd like [+ noun])	<ul style="list-style-type: none"> <li>Give more dates for festivals through the year</li> <li>Ask for various presents</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2
3	Count from 31-60	Numbers 31-60	<ul style="list-style-type: none"> <li>Count up to 60</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3 Attainment levels: AT1.1-3, AT2.1, AT3.1-3 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1; Reading: Grade 1-3
4	Give and understand instructions	Instructions: <i>touchez le nez/les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!)	<ul style="list-style-type: none"> <li>Understand and give imperative instructions</li> <li>Recognise plural forms</li> </ul>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 9</li> <li>Project work: Festivals</li> </ul>	Summary of above language		Framework: O4.2, O4.4, L4.1, L4.3, L4.4, IU4.1 Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Listening: Grade 2, Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2

<b>Unit 10: Où vas-tu?</b>					
<b>Lesson</b>	<b>Objective</b>	<b>Context/language</b>	<b>Grammar/skills</b>	<b>National criteria</b>	
1	Talk about going to French cities	Où vas-tu? (Where are you going?) Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble	<ul style="list-style-type: none"> <li>Recognise various French cities</li> <li>Ask and answer where you are going, using <i>je vais à...</i></li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4 Attainment levels: AT1.1–3, AT2.2, AT3.1–3 Language ladder levels: Listening: Grade 1–3; Speaking: Grade 2; Reading: Grade 1–3	
2	Give and understand basic directions	Directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop)	<ul style="list-style-type: none"> <li>Understand and give imperative instructions for directions</li> </ul>	Framework: O4.2, O4.3, L4.1, L4.3, IU4.4 Attainment levels: AT1.1–2, AT2.2, AT3.2 Language ladder levels: Listening: Grade 1–2; Speaking: Grade 2; Reading: Grade 2	
3	Talk about the weather	Weather: <i>Quel temps fait-il?</i> (What's the weather like?) <i>il fait beau</i> (it's sunny), <i>il fait froid</i> (it's cold), <i>il fait chaud</i> (it's hot), <i>il pleut</i> (it's raining), <i>il neige</i> (it's snowing)	<ul style="list-style-type: none"> <li>Form weather expressions using impersonal <i>il...</i> expressions</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4 Attainment levels: AT1.2–3, AT2.2, AT3.1–3 Language ladder levels: Listening: Grade 2–3; Speaking: Grade 2; Reading: Grade 1–3	
4	Talk about the weather and places in France	Weather: <i>Quel temps fait-il?</i> (What's the weather like?) À Paris/Bordeaux/Strasbourg/Nice/Grenoble, <i>il fait beau/il fait froid/il fait chaud/il pleut/il neige</i> (In Paris [etc.], it's sunny/cold/hot/raining/snowing) À [Paris] [il pleut] (It's [raining] in [Paris])	<ul style="list-style-type: none"> <li>Recognise various French cities</li> <li>Form weather expressions using impersonal <i>il...</i> expressions</li> <li>Describe the weather in a certain location in a short sentence</li> </ul>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4 Attainment levels: AT1.2, AT2.2, AT3.2, AT4.2 Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 2; Writing: Grade 2	
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 10</li> <li>Project work: <i>Une ville française</i></li> <li>Sound/spelling activity for Units 9–10</li> <li>Assessment for Units 9–10</li> </ul>	Summary of above language, and Unit 9		Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU4.2, IU4.4 Attainment levels: AT1.1–2, AT2.1–2, AT3.1–2, AT4.1–2 Language ladder: Listening: Grade 1–2; Speaking: Grade 1–2; Reading: Grade 1–2; Writing: Grade 1–2	

## Unit 11: On mange!

Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Go shopping for food	Food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes)  <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread])	<ul style="list-style-type: none"> <li>Ask what someone wants</li> <li>Say what you want</li> <li>Talk about food using partitive article</li> </ul>	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.2 Attainment levels: AT1.2-3, AT2.1-2, AT3.2-3 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 1-2; Reading: Grade 2-3
2	Ask how much something costs	Using money: <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros)	<ul style="list-style-type: none"> <li>Ask how much something costs</li> <li>Ask what someone wants</li> <li>Say what you want</li> <li>Talk about food using partitive article</li> </ul>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU4.2 Attainment levels: AT1.1-2, AT2.1-3, AT3.2, AT4.2 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 2; Writing: Grade 2
3	Talk about activities at a party	Party activities: <i>on boit</i> (we are drinking), <i>on mange</i> (we are eating), <i>on danse</i> (we are dancing), <i>on chante</i> (we are singing), <i>on s'amuse</i> (we are having fun)  <i>Qu'est-ce qu'on fait pour la fête?</i> (What are we doing for the party?) <i>On [danse]</i> (We are [dancing])	<ul style="list-style-type: none"> <li>Use <i>on</i> to talk about first-person plural activities</li> </ul>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.1-3, AT2.1-2, AT3.1-3, AT4.1 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1-2; Reading: Grade 1-3; Writing: Grade 1
4	Give opinions about food and various activities	Opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird)  <i>La [fête], c'est [bizarre]</i> (The [party] is [weird])	<ul style="list-style-type: none"> <li>Give basic opinions about activities and food</li> </ul>	Framework: O4.2, O4.3, O4.4; L4.1, L4.3, L4.4 Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.2 Language ladder levels: Listening: Grade 2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2
Extra!	<ul style="list-style-type: none"> <li>Further practice for Unit 11</li> <li>Project work: <i>La nourriture en France</i></li> </ul>	Summary of above language		Framework: O4.2, O4.4, L4.1, L4.3, L4.4, IU4.2 Attainment levels: AT2.1-2, AT3.1-2, AT4.1-2 Language ladder: Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2

<b>Unit 12: Le cirque</b>				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Discuss francophone countries	Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal)  <i>C'est [le Maroc] (It's [Morocco])</i>	<ul style="list-style-type: none"> <li>Give the names of various French-speaking countries</li> </ul>	<p>Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4</p> <p>Attainment levels: AT1.1–3, AT2.1, AT3.1–3</p> <p>Language ladder levels: Listening: Grade 1–3; Speaking: Grade 1; Reading: Grade 1–3</p>
2	Discuss the languages we speak	Talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French)	<ul style="list-style-type: none"> <li>Use positive and negative phrases to talk about speaking languages</li> </ul>	<p>Framework: O4.2, O4.3, O4.4; L4.1, L4.3, L4.4, IU4.2, IU4.4</p> <p>Attainment levels: AT1.2, AT2.2, AT3.2, AT4.2</p> <p>Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 2; Writing: Grade 2</p>
3	Identify different items of clothing	Clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt)	<ul style="list-style-type: none"> <li>Describe various items of clothing</li> </ul>	<p>Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3</p> <p>Attainment levels: AT1.1–3, AT2.1, AT3.1–3</p> <p>Language ladder levels: Listening: Grade 1–3; Speaking: Grade 1; Reading: Grade 1–3</p>
4	Describe items of clothing	Describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black)  Noun + adjective: <i>une chemise blanche</i> , <i>un pantalon noir</i> , etc.	<ul style="list-style-type: none"> <li>Describe various items of clothing, using colour adjectives</li> </ul>	<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4</p> <p>Attainment levels: AT1.2, AT2.2, AT3.2, AT4.2</p> <p>Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 2; Writing: Grade 2</p>
<b>Extra!</b>	<ul style="list-style-type: none"> <li>Further practice for Unit 12</li> <li>Project work: <i>Un pays francophone</i></li> <li>Sound/spelling activity for Units 11–12</li> <li>Assessment for Units 11–12</li> </ul>	Summary of above language, and Unit 11		<p>Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU4.2, IU4.4</p> <p>Attainment levels: AT1.1, AT2.1–2, AT3.1–3, AT4.1–3</p> <p>Language ladder: Speaking: Grade 1–2; Reading: Grade 1–3; Writing: Grade 1–3</p>