

Unit 1: Salut, Gustave!				
Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Greet people and give and personal information	Greetings and personal information: <i>Bonjour/Salut!</i> <i>Comment t'appelles-tu? Je m'appelle...</i> <i>Ça va ? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</i> <i>Tu es français(e)/britannique ? Oui/Non je suis...</i> <i>Quel âge as-tu ? J'ai... ans</i>	<ul style="list-style-type: none"> Ask and answer questions 	<p>Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.1-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 1-3; Speaking: Grades 1-3; Reading: Grades 2-3; Writing: Grades 2-3</p>
2	Ask and talk about sisters and brothers	<i>Tu as des frères ou des sœurs?</i> <i>J'ai un (e) /deux/trois frères/sœurs</i> <i>Je n'ai pas de frères ou de sœurs</i>	<ul style="list-style-type: none"> Recognise and use plural forms Use a negative 	<p>Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.1-2, AT3.2-3, AT4.2</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 1-2; Reading: Grades 2-3; Writing: Grade 2</p>
3	Say what people have and have not using 3 rd person avoir	<i>Il a/Elle a...</i> <i>Il/Elle n'a pas de... +</i> Revised nouns: <i>une sœur, un frère, un vélo, une guitare</i>	<ul style="list-style-type: none"> Use 3rd person avoir in positive and negative statements Manipulate language by changing an element in a sentence 	<p>Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.1-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>
4	Say what people are like using 3 rd person être including negatives.	<i>Il/Elle est... Il/Elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e), français(e), britannique</i> (all revised apart from <i>beau/belle</i>)	<ul style="list-style-type: none"> Use 3rd person être in positive and negative sentences Understand and use agreements of adjectives (singular) Recognise patterns in simple sentences 	<p>Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grade 2; Reading: Grades 2-3; Writing: Grades 2-3</p>
Extra!	Project work: descriptions of people or celebrities	Summary of above language	<ul style="list-style-type: none"> Prepare a short presentation 	<p>Framework: L5.1, L5.2, L5.3, O5.4</p> <p>NC Attainment levels: AT3.2-3, AT4.2-3</p> <p>Language ladder: Speaking: Grades 2-3; Writing: Grades 2-3</p>

Unit 2: À l'école

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Name school subjects	<i>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</i>	<ul style="list-style-type: none"> Understand and use the definite article correctly: <i>le/la/l'/les</i> 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.3, IU5.1, IU 5.2</p> <p>NC Attainment levels: AT1.1–3, AT2.1, AT3.1–3, AT4.1–2</p> <p>Language ladder: Listening: Grades 1–3; Speaking: Grade 1; Reading: Grades 1–3; Writing: Grades 1–2</p>
2	Talk about likes and dislikes at school	<i>J'aime /Je n'aime pas + subjects</i> <i>C'est bien/cool/nul</i>	<ul style="list-style-type: none"> Express opinions Use correct intonation when asking a question 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2</p> <p>NC Attainment levels: AT1.1–3, AT2.1–2, AT3.2–3, AT4.2</p> <p>Language ladder: Listening: Grades 1–3; Speaking: Grades 1–2; Reading: Grades 1–3; Writing: Grade 2</p>
3	Ask and say the time	<i>Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il est trois heures et demie. Il est midi/minuit</i>	<ul style="list-style-type: none"> Understand that there is not always a direct equivalent to each English word in French 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2</p> <p>NC Attainment levels: AT1.2–3, AT2.2, AT3.2–3, AT4.2</p> <p>Language ladder: Listening: Grades 2–3; Speaking: Grade 2; Reading: Grades 2–3; Writing: Grade 2</p>
4	Talk about timings of the school day	<i>La récré, le déjeuner, l'école commence à... heure(s) et finit à...</i>	<ul style="list-style-type: none"> Use song to help memorise language Form longer sentences 	<p>Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3</p> <p>NC Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.2</p> <p>Language ladder: Listening: Grades 2–3; Speaking: Grades 2–3; Reading: Grades 2–3; Writing: Grades 2–3</p>
Extra!	Project work: School in France Sound/spelling activity for Units 1–2 Assessment for Units 1–2	Summary of above language, and Unit 1	Use the internet to find information	<p>Framework: O5.1, O5.3, L5.1, L5.3, IU5.1, IU5.2, IU5.3</p> <p>NC Attainment levels: AT1.1–3, AT2.1–3, AT3.1–3, AT4.1–2</p> <p>Language ladder: Listening: Grades 1–3; Speaking: Grades 1–3; Reading: Grades 1–3; Writing: Grades 1–3</p>

Unit 3: La nourriture				
Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Ask politely for food items	<i>Je voudrais... s'il vous plaît un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille</i>	<ul style="list-style-type: none"> Understand and use <i>au/à la/à l'</i> when referring to flavours of foods Learn gender when learning new words 	<p>Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2, AT3.1-3, AT4.2</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grade 2; Reading: Grades 1-3; Writing: Grade 2</p>
2	Describe how to make a sandwich	<i>les tomates, le thon, le fromage, une baguette, le beurre Mangez, Coupez, Prenez, Mettez</i>	<ul style="list-style-type: none"> Give instructions in the <i>vous</i> form Prepare a short presentation 	<p>Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grade 2</p>
3	Express opinions about food	<i>J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots</i>	<ul style="list-style-type: none"> Understand and use negatives Use the plural form of some food vocabulary Integrate new vocabulary into previously learned language 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grade 2; Reading: Grades 2-3; Writing: Grades 2-3</p>
4	Talk about healthy and unhealthy food	<i>[Les carottes], C'est bon pour la santé Ce n'est pas bon pour la santé</i>	<ul style="list-style-type: none"> Use known language in a new context 	<p>Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>
Extra!	Project work: finding out about French lunches and writing instructions for favourite sandwich	Summary of above language	<ul style="list-style-type: none"> Use the internet to find information Use a dictionary for unknown words 	<p>Framework: O5.4, L5.1, L5.3, IU5.1</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 1-3; Writing: Grades 2-3</p>

Unit 4: En ville					
Lesson	Objective	Context/Key language	Grammar/skills	National criteria	
1	<ul style="list-style-type: none"> Name places in the town 	<p><i>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</i></p>	<ul style="list-style-type: none"> Use <i>le /la /l'</i> correctly with places 	<p>Framework: O5.1, O5.3, L5.1, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.1-3, AT2.1-2, AT3.1-3, AT4.1-2 Language ladder: Listening: Grades 1-3; Speaking: Grades 1-3; Reading: Grades 1-3; Writing: Grades 1-2</p>	
2	<ul style="list-style-type: none"> Ask the way and give directions 	<p><i>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions</i></p>	<ul style="list-style-type: none"> Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences. Give instruction using the <i>vous</i> form 	<p>Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3 NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.3 Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grade 3; Writing: Grade 3</p>	
3	<ul style="list-style-type: none"> Say where you are going 	<p><i>Où vas-tu? Je vais au château/ centre sportif/jardin public/marché/ supermarché Je vais à la boulangerie/piscine Je vais à l'école</i></p>	<ul style="list-style-type: none"> Use prepositions <i>au/à la /à l'</i> with places Recognise language patterns and deduce rules 	<p>Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3 NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3 Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>	
4	<ul style="list-style-type: none"> Give the time and say where you are going 	<p><i>Il est [deux] heures. Je vais au/à la/à l' + places</i></p>	<ul style="list-style-type: none"> Incorporate known language into new structures 	<p>Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3 NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.3 Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>	
Extra!	<p>Project work: Researching a town in France Sound/spelling activity for Units 3-4 Assessment for Units 3-4</p>	<p>Summary of above language, and Unit 3</p>	<ul style="list-style-type: none"> Use the internet to find information 	<p>Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3 NC Attainment levels: AT1.1-3, AT2.2-3, AT3.2-3, AT4.1-3 Language ladder: Listening: Grades 1-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 1-3</p>	

Unit 5: En vacances				
Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Ask and say where you're going on holiday	<i>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.</i>	<ul style="list-style-type: none"> Use <i>au/à la /à</i> correctly with places Recognise patterns and apply knowledge of rules 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.2</p> <p>NC Attainment levels: AT1.2-3, AT2.2, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grade 2; Reading: Grades 2-3; Writing: Grades 2-3</p>
2	Express opinions about holidays	<i>J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça.</i>	<ul style="list-style-type: none"> Express opinions 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.2</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>
3	Talk about what you're going to do on holiday	<i>Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.</i>	<ul style="list-style-type: none"> Use <i>je vais</i> + infinitive to talk about future plans Apply grammatical knowledge to make sentences 	<p>Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.2</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3, Reading: Grades 2-3; Writing: Grades 2-3</p>
4	Talk about holiday plans	Consolidation of all the above	<ul style="list-style-type: none"> Make longer sentences 	<p>Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2</p> <p>NC Attainment levels: AT1.2-3, AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-3; Speaking: Grades 2-3, Reading: Grades 2-3; Writing: Grades 2-3</p>
Extra!	Project work: finding out about French theme parks and presenting information to rest of class	Summary of above language	<ul style="list-style-type: none"> Use the internet to find information Read authentic texts 	<p>Framework: O5.2, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2</p> <p>NC Attainment levels: AT2.2-3, AT3.2-3, AT4.2-3</p> <p>Language ladder: Speaking: Grades 2-3; Reading: Grades 2-3; Writing: Grades 2-3</p>

Unit 6: Chez moi					
Lesson	Objective	Context/Key language	Grammar/skills	National criteria	
1	Name rooms in the house	<i>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres</i>	<ul style="list-style-type: none"> Use <i>il y a</i> + indefinite article Prepare a short presentation 	Framework: O5.1, O5.2, O5.3, L5.1, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.1–3, AT2.1–2, AT3.1–3, AT4.1–2 Language ladder: Listening: Grades 1–3; Speaking: Grades 1–2; Reading: Grades 1–3; Writing: Grades 1–2	
2	Describe rooms in the house	<i>C'est ... grand/petit/vert/blanc/bleu/jaune/rose/rouge</i> <i>C'est grand et rouge</i>	<ul style="list-style-type: none"> Use <i>c'est</i> + adjectives Join sentences with <i>et</i> Practise new language with a friend 	Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.1–3, AT2.1–3, AT3.2–3, AT4.2–3 Language ladder: Listening: Grades 1–3; Speaking: Grades 1–3; Reading: Grades 2–3; Writing: Grades 2–3	
3	Say what people do at home	<i>Qu'est-ce qu'il/elle fait? //Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre] /joue avec l'ordinateur/joue au tennis</i>	<ul style="list-style-type: none"> Use 3rd person verbs Manipulate language by changing an element in a sentence 	Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.2–3 Language ladder: Listening: Grades 2–3; Speaking: Grades 2–3; Reading: Grades 2–3; Writing: Grades 2–3	
4	Say what people do and where	Activities in the home + <i>dans le salon/les WC</i> , etc.	<ul style="list-style-type: none"> Use and understand both the indefinite and definite articles Make longer sentences 	Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.2–3 Language ladder: Listening: Grades 2–3; Speaking: Grades 2–3; Reading: Grades 2–3; Writing: Grades 2–3	
Extra!	Project work: researching and making a display / presentation of homes in France and GB Sound/spelling activity for Units 5–6 Assessment for Units 5–6	Summary of above language, and Unit 5	<ul style="list-style-type: none"> Use the internet to find information Prepare a presentation 	Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.2, IU5.3 NC Attainment levels: AT1.1–3, AT2.1–3, AT3.1–3, AT4.2–3 Language ladder: Listening: Grades 1–3; Speaking: Grades 2–3; Reading: Grades 2–3; Writing: Grades 2–3	

Unit 7: Le week-end				
Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Ask and talk about regular activities	<p>Qu'est-ce que tu fais [le mercredi/le samedi]?</p> <p>Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller</p> <p>Tu fais... ? joues... ? regardes... ?</p>	<ul style="list-style-type: none"> • Use several verbs in 1st person • Recognise patterns in French • Build longer sentences • Adapt sentences to say different things 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grade 3</p>
2	Say what you don't do	<p>Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)</p>	<ul style="list-style-type: none"> • Use negatives 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 2-3</p>
3	Ask and say what other people do	<p>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/après-midi/soir?</p> <p>Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde[la télé], joue [au tennis/au foot]</p>	<ul style="list-style-type: none"> • Use verbs in 3rd person • Listen for clues 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.3-4</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 3-4</p>
4	Talk about what you like/dislike doing	<p>Est-ce que tu aimes faire/écouter/jouer/regarder... ?</p> <p>J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</p>	<ul style="list-style-type: none"> • Use <i>j'aime/je n'aime pas</i>, etc. with an infinitive 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.3-4</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 3-4</p>
Extra!	Project work: weekly profile of an English and a French young person.		<ul style="list-style-type: none"> • Prepare a PowerPoint presentation. • Plan and prepare a task and evaluate others 	<p>Framework: O6.2, O6.4, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT2.3-4, AT4.3-4</p> <p>Language ladder: Speaking: Grades 3-4; Writing: Grades 3-4</p>

Unit 8: Les vêtements

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Ask and say what clothes you'd like	<i>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et</i>	<ul style="list-style-type: none"> Using <i>des</i> with plural words 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.1–4, AT2.1–3, AT3.1–4, AT4.2–3</p> <p>Language ladder: Listening: Grades 1–4; Speaking: Grades 1–3; Reading: Grades 1–4; Writing: Grades 2–3</p>
2	Give opinions about clothes	<i>C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</i>	<ul style="list-style-type: none"> Giving opinions using <i>c'est...</i> Using <i>et</i> and <i>mais</i> to make longer sentences 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4</p> <p>Language ladder: Listening: Grades 2–4; Speaking: Grades 2–4; Reading: Grades 2–4; Writing: Grades 2–4</p>
3	Say what clothes you wear	<i>Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</i>	<ul style="list-style-type: none"> Agreement of adjectives Practising new language with a friend 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4 IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2–4, AT2.2–3, AT3.2–4, AT4.3–4</p> <p>Language ladder: Listening: Grades 2–4; Speaking: Grades 2–3; Reading: Grades 2–4; Writing: Grades 3–4</p>
4	Ask and talk about prices (including 60–80)	<i>C'est combien? Ça coûte [soixante-douze] euros Numbers 60 to 80</i>	<ul style="list-style-type: none"> Techniques for memorising language 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.1–4, AT2.1–4, AT3.1–4, AT4.2–4</p> <p>Language ladder: Listening: Grades 1–4; Speaking: Grades 1–4; Reading: Grades 1–4; Writing: Grades 2–4</p>
Extra!	<ul style="list-style-type: none"> Project work: presenting a PowerPoint presentation or display of uniform and contrasting with what a French young person would wear for school Sound/spelling activity for Units 7–8 Assessment for Units 7–8 	Summary of above language, and Unit 7	Using PowerPoint	<p>Framework: O6.3, O6.4, L6.1, L6.2, L6.4, IU6.1, IU6.2, IU6.3</p> <p>NC Attainment levels: AT1.1–4, AT2.1–3, AT3.2–4, AT4.2–4</p> <p>Language ladder: Listening: Grades 2–4; Speaking: Grades 3–4; Reading: Grades 2–4; Writing: Grades 3–4</p>

Unit 9: Ma journée					
Lesson	Objective	Context/Key language	Grammar/skills	National criteria	
1	Ask and talk about daily routine	<i>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</i>	<ul style="list-style-type: none"> Use 1st person present tense including some reflexives 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2, AT3.2-4, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grade 2; Reading: Grades 2-4; Writing: Grades 2-3</p>	
2	Talk about times of daily routine	Daily routine phrases (Lesson 1) + à... <i>une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</i>	<ul style="list-style-type: none"> Make longer sentences with times Formulate questions 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grade 3</p>	
3	Ask and talk about breakfast	<i>Qu'est-ce que tu prends au petit déjeuner?</i> <i>Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</i>	<ul style="list-style-type: none"> Use <i>et</i> to join sentences, together Cope with longer reading texts 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2-3, AT3.2-4, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-3; Reading: Grades 2-4; Writing: Grades 2-3</p>	
4	Talk about details of a typical day	<i>normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3</i>	<ul style="list-style-type: none"> Use adverbs and time expressions to make longer paragraphs Reflect and share ideas about language learning 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, IU6.3</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.3-4, AT4.2-4</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 3-4; Writing: Grades 2-4</p>	
Extra!	Project work: similarities and differences in daily routine in France and GB		<ul style="list-style-type: none"> Prepare a display/presentation. 	<p>Framework: O6.2, IU6.1, IU6.2, IU6.3</p> <p>NC Attainment levels: AT2.2-4, AT4.2-4</p> <p>Language ladder: Speaking: Grades 2-4; Writing: Grades 2-4</p>	

Unit 10: Les transports

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Talk about forms of transport	Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau	<ul style="list-style-type: none"> Use prepositions <i>en</i> and <i>à</i> with transports Listen for clues to meaning 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2, AT3.2-4, AT4.2-3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grade 2; Reading: Grades 2-4; Writing: Grades 2-3</p>
2	Ask and talk about where you're going and how you get there	Où vas-tu? Comment vas-tu ... ? Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau	<ul style="list-style-type: none"> Use prepositions <i>au/à la /à l'</i> with places Using knowledge of word, text and structure to build texts 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2-3, AT3.2-4, AT4.2-4</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-3; Reading: Grades 2-4; Writing: Grades 2-4</p>
3	Talk about plans for a trip	Time/order indicators: Samedi, à 10 heures... D'abord, ensuite, enfin... On va + infinitive (future plans): Qu'est-ce qu'on va faire? On va aller au parc d'attractions, on va prendre le train, on va prendre l'avion, on va acheter des souvenirs (au magasin), on va faire des manèges, on va regarder un film [au cinéma]	<ul style="list-style-type: none"> Use <i>on va</i> + infinitives to talk about future plans Use time indicators Use context and previous knowledge to help reading skills 	<p>Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.3-4, AT2.3-4, AT3.2-4, AT4.3-4</p> <p>Language ladder: Listening: Grades 3-4; Speaking: Grades 3-4; Reading: Grades 2-4; Writing: Grades 3-4</p>
4	Buy tickets at the station	Bonjour [Mademoiselle]. Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît. C'est combien? C'est [trente-cinq] euros. Le train part à quelle heure? Le train part à [dix heures et demie]. Merci [Monsieur]. Au revoir. Au revoir. Bon voyage!	<ul style="list-style-type: none"> Ask politely for things 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2</p> <p>NC Attainment levels: AT1.2-4, AT2.2-4, AT3.3-4, AT4.3</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 3-4; Writing: Grade 3</p>
Extra!	<ul style="list-style-type: none"> Project work: plan a trip to a French-speaking country Sound/spelling activity for Units 9-10 Assessment for Units 9-10 	Summary of above language, and Unit 9	<ul style="list-style-type: none"> Give a short presentation 	<p>Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.4, IU6.1, IU6.2, IU6.3</p> <p>NC Attainment levels: AT1.1-4, AT2.1-4, AT3.2-4, AT4.2-4</p> <p>Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 2-4</p>

Unit 11: Le sport

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Talk about which sports you like	<i>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller</i>	<ul style="list-style-type: none"> Use the definite article with sports Spot patterns in French 	Framework: O6.1, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1, IU6.2 NC Attainment levels: AT1.2-4, AT2.2-3, AT3.2-4, AT4.2 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-3; Reading: Grades 2-4; Writing: Grade 2
2	Say what you think of different sports	<i>Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère...</i>	<ul style="list-style-type: none"> Use conjunctions <i>et</i> and <i>mais</i> Devise and ask questions 	Framework: O6.1, O6.3, O6.4, L6.1, L6.3, L6.4 NC Attainment levels: AT1.3-4, AT2.2-3, AT3.2-4, AT4.3 Language ladder: Listening: Grades 3-4; Speaking: Grades 2-3; Reading: Grades 2-4; Writing: Grade 3
3	Give reasons for preferences	<i>J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile</i>	<ul style="list-style-type: none"> Give reasons for opinions Use known language in new contexts 	Framework: O6.1, O6.3, L6.1, L6.3, L6.4 NC Attainment levels: AT1.3-4, AT2.3, AT3.3-4, AT4.3 Language ladder: Listening: Grades 3-4; Speaking: Grade 3; Reading: Grades 3-4; Writing: Grade 3
4	Talk about a sporting event	<i>Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</i>	<ul style="list-style-type: none"> Read and write longer texts Present information about sports 	Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4 NC Attainment levels: AT1.2-4, AT2.2-4, AT3.3-4, AT4.3-4 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 3-4; Writing: Grades 3-4
Extra!	Project work: making a PowerPoint presentation or display on an aspect of sport	Summary of above language	<ul style="list-style-type: none"> Use the internet to find information Present information about sports 	Framework: O6.2, O6.3, O6.4, L6.1, L6.2, L6.4, IU6.1, IU6.2, IU6.3 NC Attainment levels: AT2.2-4, AT3.3-4, AT4.2-4 Language ladder: Speaking: Grades 2-4; Reading: Grades 3-4; Writing: Grades 2-4

Unit 12: On va faire la fête!

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
1	Revise forms of transport, places and immediate future plans	Revision: <i>Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne</i> <i>Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo</i> <i>Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents</i>	<ul style="list-style-type: none"> Prepositions: <i>au/à la/à l' + places; en/à + transports</i> Use <i>je vais + infinitive</i> to talk about future plans Revisit known language in a different context 	Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, IU6.3 NC Attainment levels: AT1.2-4, AT2.2-4, AT3.4, AT4.3-4 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grade 4; Writing: Grades 3-4
2	Revise descriptions of people and clothes	Revision: <i>Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]</i>	<ul style="list-style-type: none"> Use 3rd person verbs including <i>avoir</i> and <i>être</i> Use agreement of adjectives Use negatives Re-combine known language in different ways 	Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2 NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4, AT4.3-4 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 3-4
3	Revise opinions of food and clothes	Revision: <i>J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé</i>	<ul style="list-style-type: none"> Express opinions in different ways Use plurals of food words Use reading strategies to cope with authentic texts 	Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, IU6.1, IU6.2 NC Attainment levels: AT1.2-4, AT2.2-4, AT3.2-4 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4

continued

Unit 12: On va faire la fête!

Lesson	Objective	Context/Key language	Grammar/skills	National criteria
4	Order food in a cafe.	<i>Qu'est-ce que tu veux/vous voulez manger/boire?</i> <i>Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros.</i> <i>Voilà... Merci, au revoir</i>	<ul style="list-style-type: none"> Ask for things politely 	Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, IU6.3 NC Attainment levels: AT1.3-4, AT2.3-4, AT3.4, AT4.4 Language ladder: Listening: Grades 3-4; Speaking: Grades 3-4; Reading: Grade 4
Extra!	<ul style="list-style-type: none"> Project work: preparing for a French day or event; setting up a café and performing songs and sketches Sound/spelling activity for Units 11-12 Assessment for Units 11-12 	Summary of above language, and Unit 11	<ul style="list-style-type: none"> Present information on an aspect of French culture using song and sketches 	Framework: O6.2, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2, IU6.3 NC Attainment levels: AT1.1-4, AT2.1-4, AT3.2-4, AT4.2-4 Language ladder: Listening: Grades 2-4; Speaking: Grades 2-4; Reading: Grades 2-4; Writing: Grades 2-4