



# French KS2 Scheme of Work

# French Y3/4 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-7)	<b>Describing me and others</b> <ul style="list-style-type: none"> <li>• in class</li> <li>• in Haiti and in France</li> </ul>	<b>Talking about being</b> <ul style="list-style-type: none"> <li>• Essential verb: to be, being – <b>ÊTRE</b> <ul style="list-style-type: none"> <li>• I am – <b>je suis</b></li> <li>• you are – <b>tu es</b></li> <li>• he is – <b>il est</b></li> <li>• she is – <b>elle est</b></li> <li>• it is, it's – <b>c'est</b></li> </ul> </li> <li>• Adjective agreement for masculine/feminine (as complement to verb)</li> <li>• Yes/no questions with raised intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Vowels [a] [e] [i] [o] [u]</li> <li>• Silent final consonants [SFC] – t, s, d</li> <li>• SSC [an/en]</li> <li>• SSC closed [eu]</li> </ul>	<ul style="list-style-type: none"> <li>• Simple greetings</li> <li>• Verb <b>être</b></li> <li>• Range of adjectives</li> <li>• Days of the week</li> </ul>	I can... <ul style="list-style-type: none"> <li>• respond confidently to greetings and register (L1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• say short sentences to describe people (S2/3)</li> <li>• ask and answer simple yes/no questions about being (S1(a)/G4)</li> <li>• use regular singular m/f adjectives after être(G3)</li> </ul>
Unit 2 (W8-12)	<b>Saying what I and others have</b> <ul style="list-style-type: none"> <li>• at home</li> <li>• with friends</li> </ul>	<b>Talking about having</b> <ul style="list-style-type: none"> <li>• Essential verb: to have, having – <b>AVOIR</b> <ul style="list-style-type: none"> <li>• I have – <b>j'ai</b></li> <li>• you have – <b>tu as</b></li> <li>• he has – <b>il a</b></li> <li>• she has – <b>elle a</b></li> </ul> </li> <li>• Indefinite, singular articles and gender</li> </ul> <b>Talking about identifying</b> <ul style="list-style-type: none"> <li>• <b>C'est un/une...</b></li> <li>• Intonation questions with <b>quoi ?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Liaison (t)</li> <li>• SSC [ch]</li> <li>• SSC [on]</li> <li>• SSC [au/eau/o]</li> <li>• SSC [ou] [u]</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <b>avoir</b></li> <li>• Range of singular masculine and feminine nouns</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to say what I and others have (S2/3)</li> <li>• ask and answer simple questions to identify things and say what I and others have (S1(a)/G4)</li> <li>• write memory (W1), adapt (W2)</li> <li>• use singular m/f nouns with indefinite articles (G1)</li> </ul>
Unit 3 (W13-14)	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y3/4 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4</b> (W1-5)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>• <b>in class</b></li> <li>• <b>at home</b></li> <li>• <b>Menton carnival</b></li> <li>• <b>French club</b></li> <li>• <b>at home</b></li> <li>• <b>Nice carnival</b></li> </ul>	<b>Talking about doing</b> <ul style="list-style-type: none"> <li>• Infinitive – regular ER verbs (singular)</li> <li>• Definite articles – <b>le, la, l'</b></li> </ul> <b>Talking about possession</b> <ul style="list-style-type: none"> <li>• Possessive adjectives – <b>mon, ma, ton, ta</b></li> <li>• 'de' for possession</li> </ul>	<ul style="list-style-type: none"> <li>• SSC [é] [er]</li> <li>• SSC [ez] &amp; <b>et</b> (and)</li> <li>• SSC open [eu]</li> <li>• SSC [è] [ê]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Family members</li> <li>• Range of nouns, adjectives and adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• say short sentences to describe actions (S2/3)</li> <li>• ask and answer simple yes/no questions about doing (S1(a)/G4)</li> <li>• use singular m/f nouns with definite articles and possessive adjectives (G2)</li> <li>• use regular singular m/f adjectives after <b>être</b> (G3)</li> </ul>
<b>Unit 5</b> (W6-7)	<b>Saying what I and others like</b> <ul style="list-style-type: none"> <li>• <b>family &amp; friends</b></li> <li>• <b>at home</b></li> <li>• <b>family &amp; friends</b></li> <li>• <b>travelling</b></li> </ul>	<b>Talking about liking, preferring</b> <ul style="list-style-type: none"> <li>• Essential verb: to like – <b>AIMER</b>, to prefer – <b>PRÉFÉRER</b></li> </ul> <b>Joining ideas together</b> <ul style="list-style-type: none"> <li>• Conjunctions <b>et, mais, aussi</b></li> </ul>	<ul style="list-style-type: none"> <li>• SSC [ai]</li> <li>• SSC [oi]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Range of singular masculine and feminine nouns</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to say what I and others like (S1(b)/S2/3)</li> <li>• ask and answer simple questions to say what I and others like (S1(a)/G4)</li> <li>• write from memory (W1), adapt (W2), describe things, actions (W3)</li> <li>• use singular m/f nouns with definite articles (G2), connectives (G5)</li> </ul>
<b>Unit 6</b> (W8-9)	<ul style="list-style-type: none"> <li>• <b>Saying how many and describing things</b></li> <li>• <b>my monster</b></li> </ul>	<b>Talking about more than one</b> <ul style="list-style-type: none"> <li>• Essential verb: there is/are – <b>il y a</b></li> <li>• Plural indefinite article – <b>des</b></li> <li>• Regular plural marking on nouns [-s]</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison (s), (x)</li> <li>• SSC [(a)in]</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-12</li> <li>• Parts of the body (Jaune only)</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer simple questions to say how many things there are (S1(a)/G4)</li> <li>• use singular and plural m/f nouns with indefinite articles (G2)</li> </ul>
<b>Unit 7</b> (W10-11)	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G3, G4</li> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

Vocabulary and contexts are different in the **Rouge** and **Jaune** years; grammar and phonics are the same.

# French Y3/4 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 8</b> (W1-6)	<b>Describing things and people</b> <ul style="list-style-type: none"> <li>• <b>Mother's day</b></li> <li>• <b>at the zoo</b></li> <li>• <b>Tintin</b></li> <li>• <b>favourites</b></li> <li>• <b>favourites</b></li> <li>• <b>birthdays</b></li> </ul>	<b>Talking about being (2)</b> <ul style="list-style-type: none"> <li>• Postnominal adjective agreement</li> <li>• Subject pronouns – <b>il, elle</b> – meaning 'it'</li> <li>• Noun + <b>préfér��(e)</b></li> <li>• <b>Avoir</b> meaning 'be' for age and states</li> </ul>	<ul style="list-style-type: none"> <li>• Silent final 'e' [Sfe]</li> <li>• SSC [ç], soft [c]</li> <li>• SSC [ien]</li> <li>• SSC [qu]</li> <li>• SSC [j], soft [g]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of nouns</li> <li>• Range of adjectives</li> <li>• Months of the year (J)</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to describe things and people (S2/3)</li> <li>• ask and answer simple information questions about what things are like and when (S1(a)/G4)</li> <li>• use singular m/f nouns with definite &amp; indefinite articles, and possessive adjectives (G2)</li> <li>• use regular singular m/f adjectives after <b>��tre</b> (G3)</li> <li>• use a dictionary (R5)</li> </ul>
<b>Unit 9</b> (W7-9)	<b>Expressing likes and saying what I and others do</b> <ul style="list-style-type: none"> <li>• <b>at school</b></li> <li>• <b>friendship</b></li> <li>• <b>at school</b></li> <li>• <b>end of term show</b></li> </ul>	<b>Talking about liking doing</b> <ul style="list-style-type: none"> <li>• 2-verb structures: <b>AIMER, D��TESTER</b> + infinitive</li> <li>• Plural definite article <b>les</b></li> </ul>	<ul style="list-style-type: none"> <li>• SSC [-tion]</li> <li>• SSC [r]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Please, thank you, you're welcome</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to say what I and others like and like doing (S1(b)/S2/3)</li> <li>• ask and answer simple questions to say what I and others like and like doing (S1(a)/G4)</li> <li>• write from memory (W1), describe actions, things (W3)</li> <li>• use plural m/f nouns with definite articles (G2)</li> </ul>
<b>Unit 10</b> (W10-11)	<ul style="list-style-type: none"> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4</li> </ul>
<b>Unit 11</b> (W12-13)	<ul style="list-style-type: none"> <li>• <b>The Hungry Caterpillar</b></li> <li>• <b>Un po��me</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> <li>• appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> <li>• use a dictionary (R5)</li> </ul>

Vocabulary and contexts are different in the **Bleu** and **Vert** years; grammar and phonics are the same.

# French Y5/6 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 1</b> (W1-7)	<b>Describing me and others (B)</b> <ul style="list-style-type: none"> <li>back to school in France</li> <li>teachers</li> <li>dates, birthdays</li> </ul> <b>Interactions (V)</b> <ul style="list-style-type: none"> <li>back to school (Haiti)</li> <li>online exchange</li> <li>dates, festivals and concerts</li> </ul>	<b>Talking about being (we, you (all), they)</b> <ul style="list-style-type: none"> <li>Essential verb: to be, being – <b>ÊTRE</b> <ul style="list-style-type: none"> <li>we are – <b>nous sommes</b></li> <li>you (all) are – <b>vous êtes</b></li> <li>they are (m) – <b>ils sont</b></li> <li>they are (f) – <b>elles sont</b></li> </ul> </li> <li>Adjective agreement for m/f plural (as complement to verb)</li> <li>raised intonation + WH-word questions</li> </ul>	<ul style="list-style-type: none"> <li>Silent final consonants [SFC] – t, s, d, x</li> <li>Liaison (t), (s)</li> <li>SSC [a] vs [an/en/am/em]</li> <li>SSC [i] vs [(a)in/im]</li> <li>SSC [u] vs [ou]</li> <li>SSC [on/om]</li> <li>SSC closed [eu] vs open [eu]</li> </ul>	<ul style="list-style-type: none"> <li>Simple greetings</li> <li>Verb <b>être</b></li> <li>Range of adjectives</li> <li>Numbers 16-31</li> <li>Time adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short sentences to describe people (S2/3)</li> <li>ask and answer simple yes/no questions about being (S1(a)/G4)</li> <li>write from memory (W1), adapt (W2) and describe people (W3)</li> <li>use regular singular and plural m/f adjectives after <b>être</b> (G3) and time adverbs (G5)</li> </ul>
<b>Unit 2</b> (W8-12)	<b>Saying what I and others have (B)</b> <ul style="list-style-type: none"> <li>in school</li> <li>comparing schools and homes</li> <li>physical description</li> </ul> <b>Interactions (V)</b> <ul style="list-style-type: none"> <li>describing town/village</li> <li>comparing</li> <li>physical description (celebrities)</li> </ul>	<b>Talking about having</b> <ul style="list-style-type: none"> <li>Essential verb: to have, having – <b>AVOIR</b> <ul style="list-style-type: none"> <li>we have – <b>nous avons</b></li> <li>you (all) have – <b>vous avez</b></li> <li>they have (m) – <b>ils ont</b></li> <li>they have (f) – <b>elles ont</b></li> </ul> </li> <li>Pre- and postnominal adjectives</li> </ul>	<ul style="list-style-type: none"> <li>SFe</li> <li>SSC [(e)au/o]</li> <li>Liaison</li> <li>SSC [ch]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>avoir</b></li> <li>Range of singular and plural m/f nouns</li> <li>places in town (V)</li> <li>items at home (B)</li> <li>place prepositions (V)</li> <li>adjectives for face and hair</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others have (S2/3)</li> <li>write memory (W1), adapt (W2)</li> <li>use singular and plural m/f nouns (G2) with indefinite and definite articles (G1)</li> <li>use prepositions of place (G5)</li> </ul>
<b>Unit 3</b> (W13-14)	<ul style="list-style-type: none"> <li>Revision</li> </ul> <b>Christmas in Haiti (B),</b> <b>Canada (V)</b>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y5/6 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4</b> (W1-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>• Christmas activities</li> <li>• New Year in France and Haïti</li> <li>• 1<sup>st</sup> January in Haïti</li> <li>• La Fête des Rois</li> <li>• Activities in school</li> <li>• Québec Carniva</li> <li>• La Fête des Lumières</li> <li>• La Chandeleur</li> <li>• Mardi gras</li> </ul>	<b>Talking about doing</b> (we, you (all), they) <ul style="list-style-type: none"> <li>• regular ER verbs (plural)</li> <li>• des + plural nouns (-s)</li> <li>• plural nouns (-<b>eux/aux</b>, -al→<b>aux</b>)</li> <li>• <b>Est-ce que</b> questions</li> <li>• negation: <b>n'/ne...pas</b></li> <li>• negation: <b>il n'y a pas de</b></li> </ul>	<ul style="list-style-type: none"> <li>• SSC [é] [er]</li> <li>• SSC [ez] &amp; <b>et</b> (and)</li> <li>• SSC [è] [ê]</li> <li>• SFe</li> <li>• SSC [oi]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of -ER verbs</li> <li>• Range of high-frequency nouns related to festivals and celebrations</li> <li>• Adverbs of frequency</li> </ul>	I can... <ul style="list-style-type: none"> <li>• transcribe (L2) and sound out (R3) new words with target SSC</li> <li>• listen and read sentences and show understanding (L1/R1)</li> <li>• say short sentences to say what people do (plural persons) (S2/3)</li> <li>• ask and answer longer yes/no questions about doing (S1(a)/G4)</li> <li>• write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>• use plural -ER verb forms in questions, in affirmative and negative statements (G4)</li> </ul>
<b>Unit 5</b> (W7-9)	<b>Saying where you're going and what there is there</b> <ul style="list-style-type: none"> <li>• describing school</li> <li>• in Canada</li> <li>• describing town/village</li> <li>• in Haïti</li> </ul>	<b>Talking about going</b> <ul style="list-style-type: none"> <li>• Essential verb: to go, going – <b>ALLER</b> <ul style="list-style-type: none"> <li>• I go – <b>je vais</b></li> <li>• you go – <b>tu vas</b></li> <li>• he goes – <b>il va</b></li> <li>• she goes – <b>elle va</b></li> </ul> </li> <li>• Simple and continuous present</li> <li>• <b>Où est-ce que</b> questions</li> <li>• Preposition <b>à</b> (at, in, to)</li> </ul>	<ul style="list-style-type: none"> <li>• SSC [oi] &amp; SSC [(a)in]</li> <li>• SSC [ai] &amp; SSC [(a)in]</li> <li>• SSC [ai] &amp; SSC [a]</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <b>aller</b></li> <li>• Numbers 1-31 (revisit)</li> <li>• cardinal points</li> <li>• nouns and proper nouns for places</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to say where I and others go (S2/3)</li> <li>• write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>• use prepositions of place (G5) accurately with articles (G1)</li> </ul>
<b>Unit 6</b> (W10-11)	<ul style="list-style-type: none"> <li>• Revision / assessment</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5</li> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 7</b> (W1-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>activities at home</li> <li>a surprise party</li> <li>weather</li> <li>sports and instruments</li> </ul> <ul style="list-style-type: none"> <li>at the kite festival</li> <li>a weekend at home</li> <li>sports and instruments</li> </ul>	<b>Talking about doing (I, you, s/he)</b> <ul style="list-style-type: none"> <li>Essential verb: to do, make – <b>FAIRE</b> <ul style="list-style-type: none"> <li>I do, make – <b>je fais</b></li> <li>you do, make – <b>tu fais</b></li> <li>he does – <b>il fait</b></li> <li>she does – <b>elle fait</b></li> </ul> </li> <li><b>Il fait</b> (weather)</li> <li><b>faire de</b> (sports), <b>jouer à</b> (sports)</li> <li><b>jouer de</b> (instruments)</li> <li><b>Est-ce que</b> questions + WH-words</li> </ul>	<ul style="list-style-type: none"> <li>Silent final consonants [SFC] – t, s, d, x or SFe</li> <li>SSC [ç] (and soft 'c')</li> <li>SSC [-tion]</li> <li>SSC [-ien]</li> <li>SSC [-s-]</li> <li>SSC [qu]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>faire</b> (singular)</li> <li>activity nouns</li> <li>seasons</li> <li>sports</li> <li>adjectives</li> <li>Numbers 16-31</li> <li>Time adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short and some longer sentences to describe actions (S2/3)</li> <li>ask and answer short and longer information questions (S1(a)/G4)</li> <li>Write from memory (W1), adapt (W2) and describe weather and actions (W3)</li> <li>use singular forms of <b>faire</b> in questions and statements (G4)</li> </ul>
<b>Unit 8</b> (W7-9)	<b>Expressing likes and actions</b> <ul style="list-style-type: none"> <li>what we do</li> <li>what we like / dislike doing</li> <li>food for a picnic</li> </ul> <ul style="list-style-type: none"> <li>what I want / would like to do</li> <li>at a café</li> </ul>	<b>Talking about doing (we, you (all), they)</b> <ul style="list-style-type: none"> <li>Essential verb: to have, having – <b>FAIRE</b> <ul style="list-style-type: none"> <li>we do, make – <b>nous faisons</b></li> <li>you (all) do, make – <b>vous faites</b></li> <li>they do, make (m) – <b>ils font</b></li> <li>they do, make – <b>elles font</b></li> </ul> </li> <li>2-verb structures: <b>vouloir (veux, veut, voudrais, voudrait)</b></li> <li>Partitive <b>du, de la, de l', des</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [j] (and soft 'g')</li> <li>SSC [h]</li> <li>Revisit several SSC</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>faire</b> (plural)</li> <li>Verb <b>vouloir</b> (singular)</li> <li>food and drink</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short and longer sentences to say what I and others do, like/dislike doing and want to do (S2/3)</li> <li>write memory (W1), adapt (W2), describe actions, likes and dislikes, wants (W3)</li> <li>use partitive (G5) accurately with articles (G1)</li> </ul>
<b>Unit 9</b> (W10-13)	<ul style="list-style-type: none"> <li>Revision/assessment</li> <li>Ton Christ est juif poem</li> <li>Dans Paris poem</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> <li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> <li>use a dictionary (R5)</li> </ul>

Key	KS2 Programme of Study
L1	Listen attentively and show understanding by joining in and responding
L2	Link the spelling, sound and meaning of words
S1(a)	Ask and answer questions
S1(b)	Express opinions and respond to those of others
S1(c)	Ask for clarification and help
S2	Speak in sentences
S3	Describe people, places, things and actions orally (to a range of audiences)
R1	Read and show understanding of words, phrases and simple texts
R2	Appreciate stories, songs, poems and rhymes in the language
R3	Read aloud with accurate pronunciation
R4	Understand new words that are introduced into familiar written material
R5	Use a dictionary
W1	Write words and phrases from memory
W2	Adapt phrases to create new sentences
W3	Describe people, places, things and actions in writing
G1	Gender of nouns - definite and indefinite articles
G2	Singular and plural forms of nouns
G3	Adjectives (place and agreement)
G4	Conjugation of key verbs (and making verbs negative)
G5	Connectives and qualifiers, adverbs of time, prepositions of place