



Unit 1 scheme of work rev - Je Parle Francais
 Unit 2 scheme of work rev - Je Me Presente
 Unit 3 scheme of work rev - Ma Famille
 Unit 4 scheme of work rev - Les Animaux
 Unit 5 scheme of work rev - Mon Anniversaire
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 Unit 11 scheme of work rev - J'habite

CURRICULUM OVERVIEW

UNIT 1 – Je Parle Francais	At the end of this unit: most children will understand and respond to simple classroom commands; use spoken French to meet and greet others; begin to recognise, read and pronounce combinations of letters, words and set phrases; understand and use numbers 0 to 12. In addition, they will be able to say what is in their pencil case, ask each other about items in their pencil case and also be able to write some sentences about what is in their pencil case using a writing frame for support. They will be able to join with rhymes and songs and will know some off by heart. some children will have progressed further and will: write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously; identify classroom objects, using the correct gender and using the indefinite article e.g., une table, une gomme. They will have memorised some rhymes and songs and be able to perform them confidently. In addition, they will be able to describe what is in their pencil case, orally and in writing, without support.
UNIT 2 – Je Me Presente	At the end of this unit most children will: understand and use set phrases to talk about themselves and ask others for simple personal information; understand and use days of the week and weather phrases; take part in a brief prepared task, using visual and other clues for support; begin to recognise some French phonemes and pronounce sounds of combinations of letters and certain words accurately. In addition, they will have learnt some rhymes and songs off by heart and be able to perform them in front of an audience. Some children will have progressed more further and will: ask simple questions and write set phrases, using mainly memorised language (their pronunciation and meaning are clear); take part in brief prepared tasks of at least two or three exchanges, using mainly memorised language; use target language to collect and present simple information; show understanding of short, word-processed text, containing familiar language; In addition they will have learnt the weather rap and other rhymes and songs and be able to perform them confidently on their own, or in small groups, in front of an audience. They will be able to describe the weather in different towns and give a short weather forecast and write 2 or 3 sentences describing the weather

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UNIT 3 – Ma Famille	At the end of this unit: most children will understand and use set phrases to talk about the family; respond appropriately when asked the colour and size of items; begin to develop skills in communicating in the foreign language in pairs and groups; begin to use correct intonation in speaking activities. In addition, they will have learnt a rhyme off by heart, be able to join in with a song and story and be able to write 2 or three sentences about their family. some children will have progressed further and will: use visual cues to produce phrases, and sentences about their family or about a traditional story. They will be able to use memorised language to describe their family and reproduce parts of a story. They will confidently sing songs and be able to write a paragraph of 3 or more sentences independently describing a family.
UNIT 4 – Les Animaux	At the end of this unit: most children will be able to ask and answer questions about pets, understand masculine, feminine and plural form of nouns and masculine and feminine form of adjectives in relation to pets. In addition, they will be able to read and understand short descriptions of pets and also be able to write a short description (2 or 3 sentences) of their pet independently without support. Some children will have progressed further and be able to use short phrases for asking and answering questions about pets, using mainly memorised language. They will begin to apply their knowledge of adjectives and verbs in new contexts and create their own language. They will memorise language to perform a playlet and speak in the foreign language with appropriate expression. They will also be able to write 3 or more sentences on their own about pets using adjectives, verbs and simple conjunctions correctly and be able to give an opinion.
UNIT 5 – Mon Anniversaire	At the end of this unit: Most children will: ask someone when their birthday is, and say when their own is; say two or 3 sentences about their daily routine; describe the weather in different months and seasons and memorise and perform a poem/song about the weather. They will also understand when they hear or read 2 or 3 sentences about daily routine, weather, months and or seasons. In addition, they will be able to use a writing frame to write an additional verse to a poem/song and also write 2 or 3 of their own sentences about their daily routine and the weather. Some children will have progressed further and will: be able to understand a short text about daily routines, confidently describe their typical day, and also write a paragraph/letter independently describing their typical day using a variety of sentence starters and some adjectives and conjunctions.
UNIT 6 – Le Monde	At the end of this unit: Most children will: identify and pronounce accurately the names of some countries and towns, be able to describe where they are today and where they are going tomorrow. They will be able to read a postcard or email from a friend on holiday and understand it. In addition, they will be able to write 2 or 3 sentences describing the geographical location of different towns/ the weather in different places. Some children will be able to write a simple postcard with some support. Some children will have progressed further and will: be able to describe a holiday in a French holiday destination. They will be able to read and understand a short text or longer postcard or email from a friend on holiday. In addition, they will be able to write a postcard from a French town independently, saying where they are, who they are with, what the weather is like, what they are doing, and will also express an opinion of the place.

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UNIT 7 – Mon Ecole Et Moi	At the end of this unit: Most children will: ask and tell the time; speak about subjects they study at school and say which ones they like/dislike and why; write a brief description of what they like at school; listen to a piece of text and select keywords and phrases; read and understand a short text; devise and perform a short sketch in groups of 2 or 3, using structures learnt in the unit. Some children will have progressed further and will: write a short description of the school and the class routine, including simple opinions: ask questions about a friend's school life via e-mail or letter: speak accurately about, and discuss, the class routine: ask about a friend's school life in class conversations, or via face time with partners abroad; research new vocabulary from a dictionary and apply it accurately: use internet sites and other sources to research school life in France.
UNIT 8 – A Manger Et A Boire	At the end of this unit: most children will be able to ask for/order drinks, ice-creams, bread and snacks, and perform a short sketch, in groups of two or three. They will understand how to work out prices in Euros plan and will be able to plan their own party and make a shopping list and design a menu. They will also be able to talk about healthy and unhealthy foods and use a dictionary to support with spelling, grammar and translation work. Some children will have progressed further and will be able to understand short texts, including authentic texts, about healthy and unhealthy food with the support of a dictionary. They will also be able to talk about food choices they make and justify them with reasons. They will be able to write simple reasoned arguments about eating different types of foods and will be able to construct interesting complex sentences using conjunctions, adjectives and prepositions.
UNIT 9 – Les Sports	At the end of this unit: most children will: say what activities they like/ dislike; recognise and respond to instructions including parts of the body; record daily activities in French independently and understand related written information. They will also be able to use the verb 'avoir' correctly and be able to understand a description of a monster and write a description of their own monster. They will also be able to use a few conjunctions to extend sentences. some children will have progressed further and will: give opinions about different daily activities and use the structures to express opinions spontaneously about other situations; extend utterances to include time, date, opinion; complete written accounts of activities and opinions; exchange this information with other speakers of French. They will be able to write a description of a monster which includes conjunctions and also adjectives which agree and they will be able to retell a simple story, orally and in writing.
UNIT 10 – Les Vetements	At the end of this unit: most children will: describe the clothes they are wearing, or might wear in different conditions or situations; describe the colour and size of articles of clothing, use agreements correctly of adjectives of colour; and size, use the new language in role plays or short announcements e.g. in a fashion show, begin to offer opinions using the new contexts; read short, authentic descriptions in French to find specific information, e.g. price, colour; size begin to use the present tense of <i>porter</i> correctly in first, second and third person singular; write short sentences that include descriptions of clothes. Some children will have progressed further and will: be able to confidently buy and try on clothes in shops and write extended descriptions in accurate French, showing some attention to verb endings and adjectival agreement. They will demonstrate understanding of longer, more complex texts by retrieving several pieces of information. They will also show creativity and imagination by reusing previously learnt language in new contexts and by describing, without prompting, clothes in different situations and contexts.



UNIT 11 – J’habite	At the end of Part 1 (11A) of this unit: most children will be able to talk about different rooms in the house, use prepositions to explain where things are and what they do in each room. They will also be able to give a detailed description of their house and use a dictionary unaided to assist with unknown vocabulary. Some children will have progressed further and be able to use new vocabulary and structures imaginatively and confidently, with little teacher support: give and exchange information about their home orally and in written form, include details and use complex sentences confidently. They will also be able to read original material in French with understanding. At the end of Part 2 (11B): Most children will be able to understand and give directions to key places in their local area and address strangers politely; describe their own area/town/ village; understand the key information in tourist guides to a French town; contribute to a guide to their area in French, using labels, descriptions and pictures/ photos/ ICT. Some children will have progressed further and be able to: use new vocabulary and structures imaginatively and confidently, with little teacher support: give and exchange information about their town orally and in written form, include details and use complex sentences confidently. They will also be able to read original material in French with understanding.
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CURRICULUM COVERAGE

UNIT 1	Where is France? How do you get there? Capital city/ compare with London	Greetings	Classroom Commands Numbers	Numbers 0 – 12 & Praise words	Classroom Objects & Determiners	Description of what is in a pencil case	Learn rhyme and song(s)
		<i>Comment t’appelles-tu ?</i> <i>Je m’appelle</i> <i>Ça va ? Ça va bien/ ça va mal/ comme ci comme ça</i>	Verbs in the imperative- vous form <i>Regardez !</i> <i>Ecoutez ! Arrêtez ! Touchez ! donnez-moi ! Ecrivez ! Répétez ! Levez-vous ! Asseyez-vous ! marchez ! sautez ! frappez ! tournez ! cachez ! Trouvez ! montrez- moi ! etc</i>	<i>un – douze</i> <i>zéro</i> <i>très bien !</i> <i>super !</i> <i>Trouvez !</i>	<i>Voici voilà</i> <i>Qu’est-ce que c’est ?</i> <i>C’est un une</i> Determiners	<i>Qu’est-ce qu’il y a ?</i> <i>dans mon sac/ dans ma trousse il y a ...</i>	



		<i>Il/ elle s'appelle</i> <i>Comment</i> <i>s'appelle-t-il/elle</i>				<i>Masculine/</i> <i>feminine &</i> <i>plural of</i> <i>nouns</i> <i>le, la, les</i> <i>mon, ma,</i> <i>mes</i> <i>ton, ta, tes</i>	<i>dans ma salle</i> <i>de classe il y</i> <i>a</i> <i>tu as--- ?</i> <i>J'ai---</i>	
UNIT 2	Age ; Avoir ; Pronouns je/tu/il/elle	Where you live (town & country) prepositions	Days of the week Adverbs of time	The Hungry Caterpillar verb il/elle mange	Describing the Weather	Weather Rap Learn off by heart	Alphabet learn song	Numbers 13 – 20
	<i>Quel âge as - tu</i> <i>?</i> <i>J'ai ... ans</i> <i>1st/2nd and 3rd</i> <i>person singular</i> <i>of verb 'avoir</i> <i>J'ai; tu as; il/elle</i> <i>a</i>	<i>Où habites- tu ?</i> <i>J'habite ---</i> <i>à Paris</i> <i>en France</i> <i>à la campagne</i> <i>en ville</i> prepositions à; <i>en</i>	<i>lundi – dimanche</i> adverbs of time <i>aujourd'hui ;</i> <i>demain ; hier</i>	<i>Lundi il mange</i> <i>etc ...</i>	<i>Quel temps</i> <i>fait – il ?</i> <i>Il fait beau /</i> <i>mauvais/</i> <i>chaud/froid</i> <i>etc</i> <i>Il pleut/ il</i> <i>neige</i> <i>Il y a du soleil</i>	<i>Il fait beau à</i> <i>Pau etc</i>	<i>Ça s'écrit</i> <i>comment ?</i> <i>Qui est-ce ?</i> <i>répétez</i>	<i>treize - vingt</i>



UNIT								
3	Describing members of the family	Reading and writing a letter about my family	Colours & preferences Feminine adjective agreement	Asking and answering questions	The story of 'Sleeping Beauty'	Learn rhyme and song(s)	Numbers 21-30 Not important	
	<i>Tu as un frère ou une sœur ?</i> <i>J'ai/ Je n'ai pas c'est ; Qui est-ce ?</i> <i>voici ; déterminer s mon,ma, mes</i>	<i>Dans ma famille il y a--- personnes</i> <i>Je suis Il/ elle est + adjectives grand, petit, joli, méchant</i>	Adjectives of colour <i>De quelle couleur est-ce ?</i> <i>De quelle couleur est le stylo?</i>	<i>Quelle est ta couleur préféré ?</i> <i>Qui est-ce</i> <i>Il y a ---</i>	verbs: <i>dormir ; voir ; ouvrir</i> pronoun <i>object toi ;</i> adjectives <i>méchant ; dormant</i>	<i>Dans ma famille ----</i>		
UNIT								
4	Key questions and answers Revision of masculine and feminine nouns	Opinions about pets Revision of plural of nouns	Masculine and feminine of adjectives	Adjectives: colour, size and quality	Writing a description of pets Connectives	Stories: in the Pet shop/ 'I haven't got any friends'	OPTIONAL STORY Je n'ai pas d'amis	Reading & writing a colour poem Learning song



	<i>Tu as un animal ? / As-tu un animal ?</i> <i>Oui j'ai un /une –</i> <i>avoir – to have</i> <i>j'ai</i> <i>tu as</i> <i>il/elle a</i> <i>3rd person plural – ils/elles ont</i> <i>Je n'ai pas de</i> <i>Qu'est-ce que c'est ?</i> <i>C'est ...</i> <i>Qu'est-ce qu'il y a ?</i> <i>Dans le sac il y a ...</i>	Simple opinions : <i>Tu aimes-- ?</i> <i>J'aime—</i> <i>Je n'aime pas ---</i> <i>J'adore</i> <i>Je déteste ---</i> Plurals of nouns Silent s and x <i>... chats</i> <i>... chiens</i> <i>... oiseaux</i>	Position of adjectives ; Agreement of adjectives : <i>noir/ noire</i> <i>vert/verte</i> <i>rouge/ rouge</i> <i>blanc/ blanche</i> Determiners Mon, ma, mes	<i>grand</i> <i>petit</i> <i>méchant</i> <i>mignon</i>	<i>voici</i> <i>J'ai un chat</i> <i>Il s'appelle maxi</i> <i>Il a six ans</i> <i>Il est grand</i> <i>Il aime les chiens mais il déteste les souris</i> Connectives <i>et ; mais ; qui</i> <i>parce que</i>	<i>Dans le magasin d'animaux</i> <i>Il regarde</i> <i>Il est trop ...</i> <i>Il refuse</i> <i>Il achète</i>	<i>Je peux + infinitive</i> <i>tu peux + infinitive</i> <i>tu veux + infinitive</i> <i>je ne peux pas</i> <i>Tu ne peux pas</i> <i>Je n'ai pas</i> <i>Je cherche</i> <i>Il cherche</i> <i>grimper, courir</i> adverb <i>Enfin</i> <i>Moi non plus</i>	
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UNIT 5	Telling time	Daily Routines ER verbs	Reading and writing a letter about a typical day	revision of weather Learning a weather poem & writing a verse	Months of the year	Dates & Birthdays	Seasons and linking with weather
	<i>Quelle heure est-il ?</i> <i>Il est ...heures</i> <i>du matin/ de l'après-midi/ du soir</i> <i>Il est midi/ minuit et demi(e)</i>	<i>Qu'est-ce que tu fais le matin/le soir ?</i> Daily Routine: Reflexive verbs in 1st person <i>Je me lève, je me lave ; je me brosse les dents, je m'habille, je mange un petit croissant, je sors, je dis 'au revoir, maman' je quitte la maison</i> Explain er verb endings <i>Jouer- to play</i> <i>Je joue ; tu joues</i> <i>il/elle joue</i>	Phrase + à + time e.g. <i>Je me lève à huit heures</i> <i>le matin/ l'après-midi/ le soir</i> + sentences Prepositions <i>à, dans, sur</i>	<i>Qu'est-ce que tu fais quand il fait froid?</i> Using a connective to make a complex sentence – Connectives <i>Quand ; et, puis, après and parce que</i>	<i>Au printemps/ en été/ en automne/ en hiver</i> <i>Quelle saison préfères-tu ?</i> <i>Je préfère ..., parce que</i>	<i>Quelle est la date de ton anniversaire ?</i> <i>Mon anniversaire, c'est le + date</i> <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche</i>	<i>Quel temps fait-il en hiver/ au printemps/ en été/ en automne/ en hiver/ (à)... ? + weather</i> <i>Il fait beau</i> <i>Il fait mauvais</i> <i>Il fait chaud</i> <i>Il fait froid</i> <i>Il pleut, Il neige</i>



								<i>Il fait du vent</i> <i>lundi il fait beau à -</i>
UNIT 6	Rev. of <i>j'habite</i> à + town en + country	Question words and question forms	Present Tense of verbs être and aller in the sing	Link work on weather with work on towns	Points of the compass adverbs	Describing one's home town	Sending a postcard from a holiday	Optional Story La petite Beauté
	<i>J'habite à la campagne, en ville, à la montagne, au bord de la mer</i> <i>France, Angleterre, Espagne</i> Connective : <i>parce que</i>	<i>Où, quand, qui, comment, Qu'est-ce que, comment, quel, etc. Quel temps fait -il en France?</i>	<i>Je suis, tu es, il/elle est</i> <i>Je vais, tu vas, il/elle va ;</i> Prepositions : à, en, avec, dans	weather verbs from unit 2 Adverbs of time <i>ici, là, aujourd'hui, demain</i> <i>Connectives ; et, mais, parce que</i>	<i>dans le nord/ le sud/ l'est/ l'ouest</i> adverbs <i>à droite, à gauche, tout droit</i>	Je suis à Tynemouth qui est dans le nord d'Angleterre. Il fait froid ici. Lundi je vais à la plage. J'aime Tynemouth parce que j'adore la mer.	<i>Salut/ Amitiés</i> <i>Je suis à Paris</i> <i>Il fait beau etc</i> <i>Samedi j'ai visité</i>	verbs: je veux' il/elle veut ; il/elle est ;er verbs : adorer, aider, regarder Adjectives : Triste, heureux, bouleversé, en colère



UNIT 7	Time: half past, quarter past and to Not important spend 2 lessons max	Revision of verbs for daily routines, <i>er</i> verb endings	Preferences of school subjects And giving opinions	Conjunctions + time adverbs making longer sentences	Reading & writing letters with complex sentences	Different means of transport Verbs: venir to come/ rentrer	
	<i>Revision of time on the hour/ half past</i> <i>Introduce et quart and moins le quart</i> <i>Minutes past and to the hour</i> <i>Time phrases : du matin, de l'après midi, du soir</i> <i>Quelle heure est-il ?</i> <i>Qu'est-ce que tu fais ; il/elle fa it? Je fais---</i>	<i>Daily routine verbs see unit 5</i> <i>'er' verb endings</i> <i>Je rentre chez moi, je fais mes devoirs, je regarde la télévision, je joue avec mon ordinateur, je me couche, je dors</i> Connectives <i>et, puis, et puis, parce que</i>	<i>Lundi à dix heures j'ai les maths etc</i> <i>Opinions :</i> <i>Tu aimes quelles matières ?</i> <i>J'adore/ J'aime/ je n'aime pas/ je déteste</i> <i>Je préfère ...</i> <i>parce que c'est.</i> adjectives : <i>super, barbant, extra nul</i>	<i>après cela, plus tard</i> <i>parce que c'est intéressant/ ennuyeux!</i> <i>c'est super/ nul/ pas mal</i> <i>Je suis nul / fort en</i> <i>Aujourd'hui</i> Prepositions <i>à, avant, après, et, mais</i> Connectives : <i>et, mais, parce que</i>		<i>Comment viens-tu à l'école ?</i> <i>Je viens ; il/elle vient</i> <i>en voiture/ auto, en autobus, en avion, par le train ; à pied, à vélo</i> <i>je rentre, il/elle rentre</i> <i>il/elle arrive</i> prepositions <i>à, en</i>	



UNIT 8	How to ask for drinks & ice creams / bread & snacks	Understand & express likes/ dislikes about drinks/ ice creams/ snacks	Learning how to shop using euros	Making a shopping list and planning a party	Following instructions & writing a recipe	Healthy eating	Dictionary Skills	Authentic Reading texts
	<i>Vous désirez ?</i> <i>Je voudrais, donnez-moi –</i> <i>Qu'est-ce que tu veux ?</i> <i>Voilà, Merci</i> <i>Je voudrais une glace</i> <i>Quel parfum ?</i> <i>tu as faim/ tu as soif?</i> Nouns with prepositions <i>à, à la, à l', au</i> <i>une glace à la fraise</i> <i>...à la vanille</i>	<i>Tu aimes ?</i> <i>J'adore/ J'aime/ je n'aime pas/ je déteste + le/ la/</i> <i>J'aime ... mais je n'aime pas ...</i> <i>il/elle aime or il/elle n'aime pas</i> Pronouns <i>Je, tu, il/elle</i> Determiners Definite article <i>le/la, l', plural les.</i> Indefinite article <i>un/une, plural des.</i>	<i>C'est combien ?</i> <i>Ça fait combien ?</i> <i>Qui veut</i> <i>je voudrais</i> Key Questions <i>Qui veut- ?</i>	<i>Venez</i> <i>C'est + date</i> <i>On va manger ...</i> <i>On va boire</i>	<i>Trouvez/ attachez/ regardez/ mangez</i>	<i>C'est bon/ mauvais pour la santé</i> <i>On doit manger avec modération</i> <i>C'est, est, sont</i> <i>Description of food heads</i> <i>Qu'est-ce que tu manges pour le déjeuner ?</i> Connectives <i>et, mais, parce que</i>	<i>Alphabetical order</i> <i>Way round a bilingual dictionary</i> <i>Headword</i> <i>meaning of words</i> <i>Word class</i>	<i>Pas aujourd'hui</i> <i>Pierre</i> School menu Hotel breakfast menu, Cafe signs Quel sub ? Suprême chicken bacon Texts about water <i>Pour grandir en bonne santé</i>



	...au chocolat/...au citron/...au café ...à la pistache	Partitive article du, de la, de l', des						Mes 10 bonnes résolutions J'aime les pommes Es-tu choco- accro ?
UNIT 9	Learning the names of body parts & Brain Gym	The Present Tense of the verb <i>avoir</i>	Writing a description of a monster	Giving opinions of sports	er verbs in sing. & plural & making silly sentences	Reading & writing a letter about sports	Story of <i>Loulou et Roger</i> ; 'er' verbs & using negatives	Story of 'La petite balle rouge'
	Parts of the body Levez/ baissez/ touchez/ pliez/ tapez Une fois/ deux fois/ trois fois Gauche/ droite	J'ai/ tu as/ il a / elle a/ nous avons/ vous avez/ ils ont/ elles ont as-tu ? a-t-il/elle	Qui a ... ? Il/ elle a ... Mon / ma ; ton/ ta monstre ; Revision of adjectives of size, character & colour ; adjective agreements bizarre, long, court	Tu aimes ... ? c'est super !, c'est pas mal!, c'est nul! c'est barbant!, c'est génial! c'est moche ! Quel est ton sport préféré ? Tu fais de la natation à l'école ?	J'aime/ je n'aime pas & noun or verb ; Pronouns :je, tu, il, elle, nous, vous, ils/elles ; 'er' verbs : adorer, regarder, écouter, travailler, jouer, penser,	Qu'est-ce qu'il aime faire dimanche ?	'er' verbs in 3rd person Connectives et, mais, parce que,	Lots of consolidatio n of verbs



			connectives : <i>et, mais, parce que</i> verbs : <i>voici, il/elle s'appelle ; il/elle habite ; il/elle aime manger ; il /elle déteste</i>	Superlative of adjectives <i>Le plus populaire ; le moins populaire</i>	<i>manger, entrer, chasser, sauter, attraper, rentrer, arriver, dessiner, habiter, chercher, rester ;</i> <i>Creating complex & negative sentences</i> Connectives <i>et, mais, parce que, ou, quand</i> prepositions <i>dans, à, avec, sur</i>			



UNIT 10	Learning the names of clothes Key questions and answers	Revising adjectives of colour, size and quality and adjective agreement	Describing clothes and expressing opinions of them	The Present Tense of the verb <i>porter</i> , using positive and negative statements <i>mettre</i> irregular verb <i>enlever</i>	Trying on & buying clothes and developing the role play into a play script	What to wear in different kinds of weather (complex sentences)		
	<i>Qu'est-ce que tu portes ?</i> <i>A l'école/ chez moi je porte ..</i> <i>Il/ elle porte ..</i>	<i>De quelle couleur est-ce ?</i> <i>long, court, cher</i>	<i>Ca ne va pas.</i> <i>C'est trop + adjective</i>	<i>Je porte, tu portes, il porte, elle porte ; Je ne porte pas ---</i> <i>Je mets, il/elle met ; Ca ne va pas. C'est trop + adjective</i>	<i>Je voudrais</i> <i>Voilà</i> <i>C'est combien ?</i> <i>Je peux essayer ?</i>	Connectives <i>Quand il pleut, je porte</i> <i>Quand je joue au foot, je porte ..</i>		
UNIT 11	Rooms and furniture in the house	Prepositions expressing position Où est le petit caméléon ? (for prepositions)	Common verbs linked to rooms in the house	Question forms and answers	Writing a description of a house	Places in town asking for directions: Present Tense of <i>aller</i>	Describing local area, including positive & negative statements	Où est le petit caméléon ? Optional non fiction reading



								texts on towns
	<i>Où habites-tu ?</i> <i>J'habite à+ town</i> <i>J'habite en + country</i> <i>en ville</i> <i>à la campagne</i> <i>à la plage</i>	Prepositions <i>sur</i> <i>sous</i> <i>dans</i> <i>devant</i> <i>derrière</i> <i>à côté de</i>	verbs <i>Je dors</i> <i>Je fais la cuisine</i> <i>Je me lave</i> <i>Je regarde la télévision</i> <i>Je mange le petit déjeuner</i>	<i>Combien de pièces y a-t-il ?</i> <i>De quelle couleur est ... ?</i> <i>Où est ... ?</i> <i>Tu aimes ... ?</i> <i>Que fais-tu dans ?</i> <i>Qu'est-ce qu'il y a dans ... ?</i> + answers	<i>J'habite une petite maison.</i> <i>Dans ma maison il y a sept pièces</i> <i>Au rez de chaussée il y a -</i> <i>Au premier étage il y a—</i> <i>Derrière/Devant la maison il y a</i> <i>un jardin. Dans le salon il y a --</i> <i>Ma chambre est</i> <i>Dans ma chambre j'ai --</i> <i>J'aime ma maison et</i>	Prepositions <i>au / à la ;</i> adverbs <i>à droite, à gauche, tout droit</i> verbs <i>je vais, tu vas</i> <i>il/ elle va</i> <i>je voudrais visiter</i> <i>Où est ... ?</i> <i>Où vas-tu ?</i> <i>La banque, s'il vous plaît ?</i> <i>à gauche/ à droite/ tout droit</i>	<i>Est-ce qu'il y a ... ?</i> verbs <i>Il y a</i> <i>Il n'y a pas de-</i> Prepositions <i>près de</i> <i>beaucoup de</i> connectives <i>et/ mais/ parce que/ où</i>	Learning more detail about a town in France: Montcenis or Aix - en Provence to produce a leaflet or powerpoint



					<i>j'adore ma chambre.</i>	<i>première/ deuxième/ troisième</i>		
UNIT 12 Consolidation unit	Creating a passport with personal details	Drawing up a travel itinerary	Packing a suitcase	Using prepositions to describe the location of St Lucia	Mapwork on St Lucia using coordinates to locate places	Creating a dossier on St Lucia	Learning about hurricanes, study of a non-fiction text	Banana Growing, study of a non-fiction text (an explanation)
	Je voudrais aller/ je ne voudrais pas aller Role play ; Le passeport, s'il vous plaît/ Voilà/ Comment t'appelles-tu ? Quel âge as-tu ? Où habites-tu ? <i>Tu parles français ?</i>	<i>Je quitte</i> <i>Je vais</i> <i>J'arrive à huit heures etc</i>	Complex sentences : Je prends des lunettes de soleil, parce qu'il fait du soleil	Où est ... ? <i>loin de</i> <i>près de</i> <i>entre</i> <i>au nord de</i> <i>au sud de</i>			Quel temps fait-il à Ste Lucie ? <i>Il y a des ouragans</i>	



	Cocktails and tropical fruits, an instruction text. Following and writing a recipe. (CC: Technology, Literacy, Art)	Comparisons of St Lucia and Tyneside (CC: Geography)	Reading an Anansi poem and using adjectives and adverbs to improve descriptions	Using a story to explore Attitudes towards racism (<i>Homme de couleur</i>) (CC: PSHE)	Written/oral presentation about St Lucia			
	<i>Coupez</i> <i>Saupoudrez</i> <i>Ajoutez</i> <i>Mélangez</i> <i>Versez</i> <i>Goûtez</i> <i>C'est délicieux/ dégoûtant</i>	<i>Il y a/ il n'y a pas de</i> <i>Il y a beaucoup de</i> <i>On peut ...</i> <i>Il fait toujours chaud</i> <i>Quelquefois</i> <i>Normalement</i>			<i>Venez à</i>			



PHONICS PROGRESSION

UNIT	LESSON	SOUND	UNIT	LESSON	SOUND	UNIT	LESSON	SOUND
1	6,7	ou	2	1	ai/é/er, i, eu	3	1	in, i, oi
	7	i		3	ou, u		2	é
	9	i		4	an		6	oi,i
	12	i/y, an		6	i			
				9	en,oi, eu,au/eau			
				12	alphabet sounds			
				14	oi, in, eu			
UNIT	LESSON	SOUND	UNIT	LESSON	SOUND	UNIT	LESSON	SOUND
4	2	ch, oi, i, ou	5	1	i, eu	6	Consolidation	
	5	ou,u, silent s & x		2	i			
	6	oi		7	ui			
	10	j, i		9	ouille, eu			
UNIT	LESSON	SOUND	UNIT	LESSON	SOUND	UNIT	LESSON	SOUND
7	8	é, ai	8	1	i, é, ai	9	1	ou, eil/eille, en/an, i
				2	qu, u		8	on
				5	eu			
				6	on			
				8	ou,oi, i, er/ez			
UNIT	LESSON	SOUND	UNIT	LESSON	SOUND	UNIT	LESSON	SOUND
10	3	ch, i, on, oi, an, j	11	4	oi, er/ez/é/ai	12	Consolidation	

