



KS2 MFL ANNUAL OVERVIEW

At Laburnum our French Curriculum is based on the Language Angels scheme of work, which focusses on reading, writing, speaking and listening skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Classroom commands/Phonetics	I'm learning French	Animals	Musical instruments	Fruits/Vegetables	I can...
Year 4	Presenting myself	Family	My home	At the cafe	The classroom	Goldilocks and the three bears
Year 5	Do you have a pet?	What is the date?	The weather	Clothes	Red Riding Hood/Olympics	Habitats
Year 6	Verbs and Grammar	At school	The weekend	Me in the world	Healthy lifestyles	The planets



YEAR 3

Key Skills:

- **Speaking:** Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
- **Listening:** Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).
- **Reading:** Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus
- **Writing:** Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
- **Grammar:** Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	La phonétique/ Les commandes de la classe (Phonetics/ Classroom commands)		<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards
		<p>Phonetics</p> <ul style="list-style-type: none"> ▪ The French alphabet ▪ Basic French accents ▪ Common letter strings ▪ The acute (é) (upward) accent ▪ The grave (è) (downward) accent ▪ The cedilla (ç) accent ▪ The circumflex (â) (hat) accent 	<p>Classroom commands</p> <p>These are always useful and a great way of incorporating French into the 'normal' school day. Why restrict using these French commands to just French lessons? The children will learn words such as écoutez, écrivez, pensez.</p> <p>3 key language learning skills are developed – Speaking / Listening / Reading.</p>
Autumn 2	J’apprends le Français (I’m learning French)	<p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> ▪ Pinpoint France on a map of the world ▪ Highlight other famous French cities ▪ Talk about other countries where French is spoken ▪ Say their name and how they are feeling in French ▪ Count to ten in French ▪ End of unit assessment-Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ French salutations song ▪ French colours song ▪ Flash cards ▪ Assessment sheets
		<ul style="list-style-type: none"> ▪ Where is France on the map? ▪ What continent? ▪ How do we get to France? ▪ What does the French flag look like? ▪ What are the main cities in France? ▪ How many countries surround France? ▪ What famous French food is there? ▪ Famous people from France? ▪ How many people/countries/continents speak French? 	
Spring 1	Les animaux (Animals)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Remember all the language from unit 1. ▪ Be introduced to ten animals in French. ▪ Match all the new French words to the appropriate picture. ▪ Remember the words for at least five animals in French unaided. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ End of unit assessment

		<ul style="list-style-type: none"> Attempt to spell at least three animals correctly in French. End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	
		<ul style="list-style-type: none"> Why are there different articles for different animals? (Le, La) 	
Spring 2	Les instruments (Musical instruments)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Name ten instruments in French. Match all the new French words to the appropriate picture. Remember the words for at least five instruments and their correct gender in French, unaided. To say that they play an instrument of their choice correctly in French. End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Interactive WB games French musical instruments song Flash cards End of unit assessment
		<ul style="list-style-type: none"> Why is there another article introduced here? What does it mean? (Les) 	
Summer 1	Les fruits/ Les légumes (Fruits/ Vegetables)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Interactive WB games Flash cards End of unit assessment
		<ul style="list-style-type: none"> How do the nouns and articles change when they move from singular to plural? 	
Summer 2	Je peux... (I can...)	<p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux... End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Interactive WB games Flash cards End of unit assessment
		<ul style="list-style-type: none"> What do some of the verbs have in common? 	

YEAR 4

Key Skills:

- **Speaking:** Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing)
- **Listening:** Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.
- **Reading:** Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
- **Writing:** Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).
- **Grammar:** Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Je me présente... (Presenting myself)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Count to 20 in French. ▪ Say their name and age in French. ▪ Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. ▪ Tell you where they live in French. ▪ Tell you if they are French or English, introducing concept of gender and agreement. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ End of unit assessments
		<ul style="list-style-type: none"> ▪ Recap previous learning-what do children already know how to say in French? ▪ What do the different accents above letters mean? 	
Autumn 2	En famille (The Family)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Continue applying the knowledge, skills and understanding of the language covered in unit one. ▪ Say the nouns in French for members of their family. ▪ Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. ▪ Continue to count, reaching 100, to enable students to say the age of various family members. ▪ Understand the concept of mon, ma and mes in French. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ French family song ▪ Flash cards ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ What do you notice about the articles for boys and girls? Why un frère but une soeur? ▪ Can you add even more language to say what your name is, how old you are and where you live as well as answering the target questions? 	

<p>Spring 1</p>	<p>Chez moi (My home)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Say whether they live in a house or an apartment and say where it is. ▪ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. ▪ Tell somebody in French what rooms they have or do not have in their home. ▪ Ask somebody else in French what rooms they have or do not have in their home. ▪ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints0 ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ What does 'Il y a...'mean? (Both 'there is...' and 'there are...') ▪ Why do you think the word in (English) is written in different ways in French? (dans, à) ▪ Why do we pronounce the 's' in 'dans' here? ▪ Recap gendered nouns. 	
<p>Spring 2</p>	<p>Au café (At the café)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Order from a selection of foods from a French menu. ▪ Order from a selection of drinks from a French menu. ▪ Order a French breakfast. ▪ Order typical French snacks. ▪ Ask for the bill. ▪ Remember how to say hello, goodbye, please and thank you. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ At the café song ▪ End of unit assessment ▪
		<ul style="list-style-type: none"> ▪ How do you say 'some' in French? (Du, De la, Des) 	
<p>Summer 1</p>	<p>En classe (In the classroom)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Recognise and repeat from memory simple classroom objects and use the correct gender. ▪ Say what they have and do not have in their pencil case. ▪ Recognise and respond to simple classroom commands and praise. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ Classroom objects song ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ How do the phrases change when we switch from the positive (J'ai...) form to the negative form (Je n'ai pas...)? ▪ How does the verb 'avoir' (to have) change for different genders? (More able) 	

<p>Summer 2</p>	<p>Boucle d'or et les trois ours (Goldilocks and the three bears)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language. ▪ Increase their memory potential in French by using picture cards, word cards and phrase cards in French. ▪ Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. ▪ Attempt to spell in French. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ Is everyone familiar with the story of Goldilocks? ▪ How can the vocabulary cards be sorted here? Why? (Gender, story order, verbs, adjectives etc) ▪ Which pronunciation rules can you remember? 	

YEAR 5

Key Skills:

- **Speaking:** Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary
- **Listening:** Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
- **Reading:** Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
- **Writing:** Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.
- **Grammar:** Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	As-tu un animal? Do you have a pet?	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. ▪ Tell somebody in French if they have or do not have a pet. ▪ Ask somebody else in French if they have a pet. ▪ Tell somebody in French the name of their pet. ▪ Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flashcards ▪ Pets song ▪ End of unit assessments
		<ul style="list-style-type: none"> ▪ Which article belongs to which gender? ▪ What other information can you tell me about the pet owners? (Name, where they live etc) ▪ When would you use ‘Je n’ai pas d’...’ or ‘Je n’ai pas de...’ 	
Autumn 2	Quelle est la date aujourd’hui (What is the date?)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Repeat and recognise the months of the year in French. ▪ Ask when somebody has a birthday and say when they have their birthday. ▪ Say the date in French. ▪ Create a French calendar. ▪ Recognise key dates in the French calendar. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Months song ▪ Date song ▪ Birthday song ▪ Flash cards ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ Recap accents for pronunciation. ▪ How are French dates different to English dates? (1st, 2nd, 3rd etc compared to only ‘le premier’) ▪ What do you think are some of the key dates in the French calendar? 	

<p>Spring 1</p>	<p>Quel temps fait-il? (The Weather)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Repeat and recognise the vocabulary for weather in French. ▪ Ask what the weather is like today. ▪ Say what the weather is like today. ▪ Create a French weather map. ▪ Describe the weather in different regions of France using a weather map with symbols. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Weather song ▪ Flashcards ▪ End of unit assessment 	
		<ul style="list-style-type: none"> ▪ Why are some directional phrases 'l'...' and other 'le'? 		
<p>Spring 2</p>	<p>Les vêtements (Clothes)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Repeat and recognise the vocabulary for a variety of clothes in French. ▪ Use the appropriate genders and articles for these clothes. ▪ Describe what they and other people are wearing. ▪ Use the verb PORTER in French. ▪ Say what they would wear in different weather. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flashcards ▪ End of unit assessment 	
		<ul style="list-style-type: none"> ▪ Why are there different articles for the clothing nouns? (un, une, des) ▪ How are the nouns sorted? ▪ Which nouns are masculine, feminine or plural? ▪ Why are there so many different verb endings for 'porter'? 		
<p>Summer 1</p>	<p>Petit chaperon rouge (Red Riding Hood)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. ▪ Use picture and word cards to recognise and retain key vocabulary from the story. ▪ Name and spell at least three parts of the body in French as seen in the story. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flash cards ▪ Red riding hood song ▪ End of unit assessment 	
		<ul style="list-style-type: none"> ▪ Is everyone familiar with the story of Red Riding Hood? ▪ Which French words do you recognise? What do they mean? ▪ Why are there different articles for the parts of the body? (Le, la, les) 		
<p>Summer 2</p>	<p>Les habitats (Habitats)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Tell somebody in French the key elements animals and plants need to survive in their habitat. ▪ Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. ▪ Tell somebody in French which animals live in these different habitats. ▪ Tell somebody in French which plants live in these different habitats. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flashcards ▪ End of unit assessment 	



		<ul style="list-style-type: none"> ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	
		<ul style="list-style-type: none"> ▪ (After introducing new vocabulary and before discussing the meaning) Which words do you think you recognise? (Focus on key words and cognates) ▪ If we aren't sure what a word means in English or in French, what do we do? How do we decipher it? ▪ Can you pick out key words in longer pieces of writing? ▪ How have some animals adapted to live in their habitats? 	

YEAR 6

Key Skills:

- **Speaking:** Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency
- **Listening:** Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear
- **Reading:** Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).
- **Writing:** Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
- **Grammar:** Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Les verbes régulier (Regular verb)s	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. ▪ Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. ▪ Conjugate in French a regular –ER verb. ▪ Conjugate in French a regular –IR verb. ▪ Conjugate in French a regular –RE verb. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games
		<ul style="list-style-type: none"> ▪ Check understanding of nouns, verbs, pronouns etc. ▪ Do you understand the pronouns Je, Il and Elle? 	
Autumn 2	(A l'école) At school	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Repeat and recognise the vocabulary for school subjects. ▪ Say what subjects they like and dislike at school. ▪ Tell the time in French. ▪ Create a French timetable for school. ▪ Use the verb aller in French to say what time they go to school. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Flashcards ▪ School subjects song ▪ The time song ▪ Aller song ▪ I go to school song ▪ Interactive WB games
		<ul style="list-style-type: none"> ▪ (After introducing new vocabulary and before discussing the meaning) Which words do you think you recognise? (Focus on key words and cognates) ▪ What is a regular or irregular verb? 	

<p>Spring 1</p>	<p>Le Week-end (The weekend)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Flashcards The time song Interactive WB games End of unit assessment
		<ul style="list-style-type: none"> Identify children who may struggle with telling the time. Can children identify the verbs in the written sentences? Can you identify the connectives? 	
<p>Spring 2</p>	<p>Moi dans le monde (Me in the world)</p>	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country). End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Interactive WB games Flashcards End of unit assessment
		<ul style="list-style-type: none"> Can you remember which other countries speak French? Can you find the countries/cities on a map? What do you think the four children have in common? Can you identify any of our values in what the children are saying? Which words do you recognise? What do they mean? What do you know about different faiths? What can you remember about the phrase 'Il y a...'? 	
<p>Summer 1</p>	<p>Manger et bouger (Healthy lifestyles)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French. End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> Language Angels PowerPoints Language Angels worksheets Interactive WB games Flashcards End of unit assessment
		<ul style="list-style-type: none"> (Before you introduce the vocabulary) What is the topic of this lesson? How can we make sure we stay healthy? How do the phrases change when you say you do or do not eat something? How are the negative forms of food and drink different to the negative forms of the activities? Are there any cognates in the cooking instructions? 	

<p>Summer 2</p>	<p>Les planètes (The planets)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> ▪ Name and recognise the planets in French on a solar system map. ▪ Spell at least five of the planets in French. ▪ Say an interesting fact about at least four of the planets. ▪ Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects. ▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression. 	<ul style="list-style-type: none"> ▪ Language Angels PowerPoints ▪ Language Angels worksheets ▪ Interactive WB games ▪ Flashcards ▪ End of unit assessment
		<ul style="list-style-type: none"> ▪ Do you recognise any of this vocabulary? ▪ How can we decipher some of these words? (Lune=lunar etc) ▪ Can you remember which order the planets go in? ▪ Can children pick out key facts about the planets? ▪ Are some of the words spelt differently from previous units? Why? (Masculine/feminine & singular/plural) Is this always the case? 	