

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

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

## Unit 5: Ma famille

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

## Unit 7: Encore!

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

## Unit 10: Où vas-tu?

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

## Unit 12: Le cirque

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