

Unit 1: Bonjour				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Greet and say goodbye to someone	Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)	<ul style="list-style-type: none"> Social conventions 	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.1, IU3.2, IU3.3 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1
2	Ask someone's name and say your own	Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)	<ul style="list-style-type: none"> Ask and answer questions 	Framework: 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
3	Ask how someone is and respond to same question	Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)	<ul style="list-style-type: none"> Ask and answer questions 	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3 Attainment levels: AT1.1–2, AT2.1–2, AT3.1–2, AT4.1 Language ladder: Listening: Grade 1–2; Reading: Grade 1–2; Speaking: Grade 1–2; Writing: Grade 1–2
4	Learn some basic nouns	Instruments: <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder) Miscellaneous: <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)	<ul style="list-style-type: none"> First notions of gender Cognates 	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
5	Count numbers 1–10	Numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</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"> Further practice for Unit 1 Project work: French châteaux 	Summary of above language		Framework: O3.3, L3.1, L3.3, IU 3.3 Attainment levels: AT2.1, AT3.1, AT4.1 Language ladder: Speaking: Grade 1; Reading: Grade 1; Writing: Grade 1

Unit 4: Les Animaux				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Identify animals and pets	<i>J'ai + [animal]</i> <i>Je n'ai pas d'animal</i> Animals: <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)	<ul style="list-style-type: none"> Genders Recognise negative form 	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2
2	Recognise and use numbers 11-20	Numbers 11-20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i>	<ul style="list-style-type: none"> Counting numbers up to 20 	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; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2
3	Give someone's name	<i>Il/Elle s'appelle... (S/he's called...)</i>	<ul style="list-style-type: none"> Giving names in the third person (he/she) 	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1-2, AT2.1-2, AT3.2 Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2
4	Describe someone	<i>Il/Elle est... (S/he's ...)</i> Adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)	<ul style="list-style-type: none"> Basic notion of adjectival agreements Giving descriptions in the third person (he/she) 	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 2; Speaking: Grade 1-2; Reading: Grade 2; Writing: Grade 2
Extra	Further practice for Unit 4 • Project work: Pets • Sound/spelling activity for Units 3-4 • Assessment for Units 3-4	Summary of above language, and Unit 3	<ul style="list-style-type: none"> Recognise how sounds are represented in written form. Practise pronunciation. 	Framework: 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; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2

Unit 6: Bon anniversaire!				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Recognise and ask for snacks	<p><i>Qu'est-ce que tu veux? Je voudrais...</i></p> <p>Snacks: <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake)</p>	<ul style="list-style-type: none"> Genders 	<p>KS2 Framework: O3.1, O3.2, O3.4, L3.1, L3.2, L3.3</p> <p>Attainment levels: AT1.1-2, AT2.1, AT3.1-2, AT4.1</p> <p>Language ladder: Listening: Grade 1-2; Speaking: Grade 1; Reading: Grade 1-2; Writing: Grade 1</p>
2	Give basic opinions about food	<p>Simple opinions (about food): <i>C'est délicieux</i> (it's delicious), <i>C'est bon</i> (it tastes nice), <i>Ce n'est pas bon</i> (it doesn't taste nice), <i>C'est mauvais</i> (it tastes bad)</p>	<ul style="list-style-type: none"> Understand and reply to question on food wanted 	<p>KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3</p> <p>Attainment levels: AT1.1, AT2.1-2, AT3.1-2, AT4.1-2</p> <p>Language ladder: Listening: Grade 1; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2</p>
3	Use numbers 21-31	Numbers 21-31	<ul style="list-style-type: none"> Count numbers up to 31 	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3</p> <p>Attainment levels: AT1.1-2, AT2.1, AT3.1-2, AT4.1</p> <p>Language ladder: Listening: Grade 1-2; Speaking: Grade 1; Reading: Grade 1-2; Writing: Grade 1</p>
4	Recognise and use the months	<p>Months: <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December)</p>	<ul style="list-style-type: none"> Use numbers up to 31 together with months to form dates 	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2</p> <p>Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2</p> <p>Language ladder: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2</p>
5	Form dates	<p><i>C'est quand, ton anniversaire? (When is your birthday?)</i></p> <p>Dates: <i>[C'est] le...[mars, etc.]</i> ([It's] the... [March, etc.])</p>	<ul style="list-style-type: none"> Question forms 	<p>KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3</p> <p>Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.1</p> <p>Language ladder levels: Listening: Grade 2; Speaking: Grade 2; Reading: Grade 1-2; Writing: Grade 1</p>
Extra	<ul style="list-style-type: none"> Further practice for Unit 6 Project work: French name days Sound/spelling activity for Units 5-6 Assessment for Units 5-6 	<p>Summary of above language, and Unit 5</p>	<ul style="list-style-type: none"> Recognise how sounds are represented in written form Practise pronunciation 	<p>Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3</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 8: Quelle heure est-il?

Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Talk about activities	<i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis)	<ul style="list-style-type: none"> Use several present tense verbs to describe activities Produce short phrases orally 	<p>Framework: O4.2, O4.3, L4.1, L4.2, L4.3</p> <p>Attainment levels: AT1.2-3, AT2.2, AT3.1-3</p> <p>Language ladder levels: Listening: Grade 2-3; Speaking: Grade 1-2; Reading: Grade 1-3</p>
2	Talk about activities	<i>Je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis)	<ul style="list-style-type: none"> Use several present tense verbs to describe activities Produce short phrases orally and in writing 	<p>Framework: O4.1, O4.2, O4.4, L4.1, L4.2, L4.3, L4.4</p> <p>Attainment levels: AT1.2-3, AT2.2, AT3.2-3, AT4.2</p> <p>Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3; Writing: Grade 2</p>
3	Tell the time	Numbers 1-12 Telling the time <i>Quelle heure est-il?</i> (What time is it?) <i>Il est...</i> [cing] heures (It's...[five] o'clock)	<ul style="list-style-type: none"> Express the time 	<p>Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4</p> <p>Attainment levels: AT1.2-3, AT2.1-2, AT3.2-3, AT4.2</p> <p>Language ladder levels: Listening: Grade 1-3; Speaking: Grade 2; Reading: Grade 1-3; Writing: Grade 2</p>
4	Talk about what time you do activities	Activities: <i>Je regarde</i> (I'm watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) <i>J'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio) <i>Je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis) Times: ...à [trois] heures	<ul style="list-style-type: none"> Use several present tense verbs to describe activities Produce short phrases orally and in writing Express the time separately and in phrases with other verbs 	<p>Framework: O4.2, O4.3, O4.4, L4.1, 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"> Further practice for Unit 8 Project work: Finding out about famous French people Sound/spelling activity for Units 7-8 Assessment for Units 7-8 	Summary of above language, and Unit 7		<p>Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU4.2</p> <p>Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1-2</p> <p>Language ladder: Speaking: Grade 2; Reading: Grade 1-2; Writing: Grade 1-2</p>

Unit 9: Les fêtes				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Talk about festivals and dates	Festivals: <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (The Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas) <i>Le [nouvel an], c'est le [premier janvier]</i> ([New Year] is on the [1st January])	<ul style="list-style-type: none"> Give dates for festivals through the year 	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.1 Attainment levels: AT1.1-3, AT2.1-2, AT3.1-3 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1-2; Reading: Grade 1-3
2	Talk about presents at festivals	Presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game), <i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un œuf de Pâques</i> (Easter egg) <i>Qu'est-ce que tu veux [comme cadeau]?</i> (What [present] would you like?) <i>Je voudrais [+ nom]</i> (I'd like [+ noun])	<ul style="list-style-type: none"> Give more dates for festivals through the year Ask for various presents 	Framework: O4.2, O4.3, O4.4, L4.1, L4.3, L4.4 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2
3	Count from 31-60	Numbers 31-60	<ul style="list-style-type: none"> Count up to 60 	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3 Attainment levels: AT1.1-3, AT2.1, AT3.1-3 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1; Reading: Grade 1-3
4	Give and understand instructions	Instructions: <i>touchez le nez/les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!)	<ul style="list-style-type: none"> Understand and give imperative instructions Recognise plural forms 	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1
Extra!	<ul style="list-style-type: none"> Further practice for Unit 9 Project work: Festivals 	Summary of above language		Framework: O4.2, O4.4, L4.1, L4.3, L4.4, IU4.1 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

Unit 11: On mange!

Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Go shopping for food	Food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais [du pain]</i> (I'd like [some bread])	<ul style="list-style-type: none"> Ask what someone wants Say what you want Talk about food using partitive article 	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.2 Attainment levels: AT1.2-3, AT2.1-2, AT3.2-3 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 1-2; Reading: Grade 2-3
2	Ask how much something costs	Using money: <i>C'est combien?</i> (How much is it?) <i>C'est [cinq] euros</i> (It's [five] euros)	<ul style="list-style-type: none"> Ask how much something costs Ask what someone wants Say what you want Talk about food using partitive article 	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU4.2 Attainment levels: AT1.1-2, AT2.1-3, AT3.2, AT4.2 Language ladder levels: Listening: Grade 1-2; Speaking: Grade 1-2; Reading: Grade 2; Writing: Grade 2
3	Talk about activities at a party	Party activities: <i>on boit</i> (we are drinking), <i>on mange</i> (we are eating), <i>on danse</i> (we are dancing), <i>on chante</i> (we are singing), <i>on s'amuse</i> (we are having fun) <i>Qu'est-ce qu'on fait pour la fête?</i> (What are we doing for the party?) <i>On [danse]</i> (We are [dancing])	<ul style="list-style-type: none"> Use <i>on</i> to talk about first-person plural activities 	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.1-3, AT2.1-2, AT3.1-3, AT4.1 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 1-2; Reading: Grade 1-3; Writing: Grade 1
4	Give opinions about food and various activities	Opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird) <i>La [fête], c'est [bizarre]</i> (The [party] is [weird])	<ul style="list-style-type: none"> Give basic opinions about activities and food 	Framework: O4.2, O4.3, O4.4; L4.1, L4.3, L4.4 Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.2 Language ladder levels: Listening: Grade 2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2
Extra!	<ul style="list-style-type: none"> Further practice for Unit 11 Project work: <i>La nourriture en France</i> 	Summary of above language		Framework: O4.2, O4.4, L4.1, L4.3, L4.4, IU4.2 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