



Languages

Unit Overviews

Lower Key Stage 2

(Years 3 and 4)

Big Question: What does it mean to be human?

Unit grid: French – Greetings and Talking About Yourself

Year A/Year B

Autumn/Spring/Summer

Prior Learning	Key NC Objectives	Session overviews		Unit Outcomes
N/A French is not taught in KS1	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs - engage in conversations; ask and answer questions - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people orally and in writing	1	Greetings Listen to the song, translate the song, practise the vocabulary for greetings, write the vocabulary.	A written conversation between two characters, introducing themselves
Key Vocabulary Numbers 1-31 à bientôt à demain au revoir bonjour bonne nuit bonsoir Salut Ça va ? Merci bien et toi ? oui, ça va pas mal mal très bien s'il vous plaît Comment t'appelles-tu? Je m'appelle Quel âge as-tu? J'ai ____ ans Quelle est la date de ton anniversaire? janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre		2	How are you? Listen to the song, sing along, practise the vocabulary for asking and answering 'How are you?', write the vocabulary.	A written conversation between yourself and someone you know about your ages
		3	My name is... Sing along to the song, learn how to ask and answer 'What are you called?', write a conversation between characters from different books/films introducing themselves in French.	
		4	Numbers to 11 Use songs and counting games to learn how to count to 11 in French.	
		5	Numbers to 20 Use songs and counting games to learn how to count to 20 in French.	A profile including a greeting, your name, age and birthday
		6	Numbers to 31 Use songs and counting games to learn how to count to 31 in French. Write all the numbers from 1 to 31 in French.	
		7	How old are you? Sing along to the greetings song, learn how to ask and answer 'How old are you?', write a conversation between you and a friend/family member asking each other how old you are.	
		8	How old are they? Sing along to the greetings song, learn about the verb 'avoir' and how to use it to say how old other people are.	
		9	Months of the Year Use songs and games to learn the months of the year in French. Write down the vocabulary.	A performance of the French greeting song
		10	When is your birthday? Sing along to the greetings song, learn how to ask and answer 'When is your birthday?'.	
		11	Profiles Use everything you have learnt to create a profile page about yourself, including a greeting, your name, your age and your birthday.	
				12
Big Question Link		Vision and Values Link		
Are greetings/names/ages/birthdays a part of what it means to be human?		To promote acceptance by learning another language		

Big Question: How do we use...?

Unit grid: French – Hobbies and Sports

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews (GOOGLE CLASSROOM ASSIGNMENTS)		Unit Outcomes	
N/A French is not taught in KS1	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - appreciate songs in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, including: conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	1	What do you like/not like to do? 1. Learn the vocab from BBC Bitesize. 2. Practise building sentences using the vocab sheet. 3. Write 5 sentences about what you like or do not like to do in French and English.	5 sentences about what you like or do not like to do in French and English	
Key Vocabulary		2	Jouer (to play) 1. Learn about regular –er verbs like ‘jouer’ from BBC Bitesize. 2. Practise building sentences using the vocab sheet. 3. Complete 5 sentences in French and English starting with: I play... He plays... She plays... You play... Do you play...?	5 sentences using forms of the verb ‘jouer’ 5 sentences using forms of the verb ‘faire’	
Jouer Je joue Tu joues Elle joue Il joue Faire Je fais Tu fais Il fait Elle fait		3	Faire (to do) 1. Learn about the irregular verb ‘faire’. 2. Practise building sentences using the vocab sheet. 3. Complete 5 sentences in French and English starting with: I do... He does... She does... You do... Do you do...?	A timetable to show what happens in the hobbies and days of the week song	
		4	Days of the Week Use songs and games to learn the days of the week in French.	Sentences about our own hobbies on different days A translation of an interview about hobbies	
		5-8	Hobbies and Days of the Week Song https://www.youtube.com/watch?v=Ekjj2LK3U8 Listen to the song, try to sing along, translate the song. Make a timetable based on the song. Write sentences about what you do or play on different days of the week.		
		9-10	Translate an Interview Use all of the vocabulary sheets and prior learning to translate an interview about sports and hobbies from French to English.		
Big Question Link		Vision and Values Link			
How do we use regular and irregular verbs to talk about hobbies in French?		To promote acceptance by learning another language.			

Big Question: What's so important about water?

Unit grid: French – Weather and Seasons

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
N/A French is not taught in KS1	- listen attentively to spoken language and show understanding by joining in and responding - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - appreciate stories in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe places, things and actions orally and in writing - understand basic grammar appropriate to the language being studied	1	Il fait... Learn how to describe the weather in French by using 'Il fait' + an adjective.	Short conversations about the weather in French
Key Vocabulary Quel temps fait-il ? il fait chaud / froid / frais / beau / mauvais il y a du brouillard / soleil / vent il y a de l'orage il y a des nuages il gèle / neige / pleut au printemps en été en automne en hiver aujourd'hui normalement et mais très assez beaucoup un peu en Angleterre en Écosse en Irlande du Nord au pays de Galles		2	Quel temps fait-il ? Learn how to ask what the weather is like and practise using the vocab from the previous lesson to answer the question.	
		3	Il y a de... Learn how to describe the weather in French by using 'Il y a' + a noun, including masculine, feminine and plural nouns. Have short conversations about the weather using the language learnt so far.	Descriptions of the weather in a series of pictures
		4	Il... Learn how to describe the weather in French by using 'Il' + a verb. Ask and answer what the weather is like today. Describe the weather in pictures, using the vocab learnt so far.	
		5	Seasons Learn the names for each season in French. Introduce the word 'normalement'. Create a season wheel with a description of the normal weather in each season.	A labelled map and weather report to describe the weather in each country in the UK
		6	Intensifiers Learn how to use very, quite, a lot and a little to describe the weather in more detail. Use this to describe more specific pictures of weather.	
		7	Countries in the UK Learn how to talk about the weather in each of the countries in the UK. On a map, draw and label the weather in each country in the UK. Then, use your map to present a weather report. As a challenge, use the conjunctions 'et' and 'mais' in your report.	
		8	Quiz Complete the weather and seasons quiz on Google Classroom to assess learning.	A weather and seasons quiz
		9-10	Dash and Blink Forgotten French Play on this BBC Bitesize French game to revise all of the topics learnt this year.	
11-12		On the Beach Use everything you have learnt to have a go at reading and translating a French story together.		
Big Question Link		Vision and Values Link		
What's so important about water for the weather and seasons?		To promote acceptance by learning another language.		

Big Question: Who's in control?

Unit grid: Animals and Pets

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
N/A French is not taught in KS1.	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - appreciate songs in the language - broaden their vocabulary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1-2	Pets <i>Speaking:</i> Learn key vocabulary for pets through games and activities, focusing on pronunciation. Begin to consider masculine, feminine and plural nouns.	Verbal sentences about pets using the verb ‘avoir’.
Key Vocabulary		3	Pets <i>Speaking:</i> Introduce the verb ‘avoir’ and explore the different forms. Begin to build sentences verbally.	Pictures of pets with captions in French and English.
Les animaux		4-5	Pets <i>Writing:</i> Draw pictures of people with their pets and write a caption using the verb ‘avoir’. <i>Listening:</i> Listen to someone saying which pets they have/don’t have and translate. <i>Reading:</i> Translate a paragraph about pets.	A translation of French audio about pets. A translation of a paragraph in French.
Avoir		6-7	Farm animals <i>Speaking and Listening:</i> Learn the song about farm animals. Discuss the key phrases, including ‘there is/are...’	A French song about farm animals.
J’ai		8	Farm animals <i>Writing:</i> Draw pictures of farm animals and compose sentences using ‘There is/are...’ to caption them. Begin to use numbers in sentences e.g. There are three cows.	Pictures of farm animals with captions in French and English.
Tu as		9-10	Other animals <i>Speaking and Listening:</i> Explore how to ask and answer ‘What is it?’ and introduce other animal names, such a zoo animals. Explore the rules for masculine/feminine/plural nouns further. Have conversations using this knowledge.	Conversations asking and answering the question, ‘What is it?’
Elle a		11-12	Other animals <i>Writing:</i> Draw pictures of animals and caption them using ‘It is.../they are...’	Pictures of other animals with captions in French and English.
Il a				
Un chat				
Un chien				
Un cheval				
Une araignée				
Une souris				
Une tortue				
Un oiseau				
Un lapin				
Un serpent				
Un poisson				
Un hamster				
Un cochon d’inde				
Un éléphant				
Un lion				
Un singe				
Une baleine				
Une girafe				
Une grenouille				
Un âne				
Un canard				
Un cochon				
Un mouton				
Une poule				
Une vache				
Biq Question Link		Vision and Values Link		
Who’s in control of language?		To promote acceptance of another culture by studying their language.		

Big Question: What lights up the world?

Unit grid: French Colours and Adjectives

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
N/A French is not taught in KS1.		- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - appreciate songs and stories in the language - broaden their vocabulary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe things orally and in writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1-2	Colours Speaking and listening activities and games to learn the colours in French. Learn the French colours song.	Sing the French colours song. Play games using French colours.
Key Vocabulary			3-4	Colours (masculine, feminine, plural) Reading and writing activities to learn the colours in French, including forming short noun phrases with masculine, feminine and plural nouns.	Create a poster to show expanded noun phrases in French.
blanc	grand		5-6	Colours (sentences) Start to compose short, descriptive sentences in French e.g. I have a brown dog.	Short descriptive sentences in French.
bleu	petit		7-8	Other adjectives Apply previously learnt rules to other adjectives to extend sentences e.g. I have a small, brown dog.	
gris	nouveau		9-10	Little Red Riding Hood Read and listen to the story. Try to translate the story into English using familiar words, context and words that look similar to English.	Complete a French story using expanded noun phrases.
jaune	vieux		11-12	Write a French story by filling in the noun phrases.	
marron	beau				
noir	très				
orange	et				
rose	Masculine				
rouge	Feminine				
vert	Plural				
violet	Adjective				
Biq Question Link			Vision and Values Link		
How do colours light up the world?			To appreciate and accept other languages and cultures.		

Big Question: What is stronger – people or their environment?

Unit grid: French – Classroom environment

Year A/**Year B**

Autumn/Spring/**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
N/A French is not taught in KS1.	- listen attentively to spoken language and show understanding by joining in and responding - engage in conversations; ask and answer questions - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe things orally and in writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1-2	Classroom instructions Learn different instructions in French, such as stand up, sit down, listen, repeat etc. Create actions to remember them. Draw pictures of each instruction and label them in French.	Labelled pictures of classroom instructions.
Key Vocabulary Avoir (different forms) Etre (different forms)		2-3	Classroom objects (avoir) Learn the names of different objects in the classroom and use the verb ‘to have’ (avoir) to ask and answer questions about what objects people have in the classroom.	Asking and answering questions about who has which object.
		4-5	Describing classroom objects Use prior knowledge on colours and adjectives to describe classroom objects. Draw labelled pictures of objects.	Labelled pictures to describe objects.
		6-7	Classroom objects (etre) Use the verb ‘to be’ (etre) to ask and answer questions about what a mystery object is.	
		7-8	Around school Learn more school-related vocabulary. Draw a labelled map of school.	Asking and answering questions to identify a mystery object.
		9-10	Consolidation Revise and consolidate the French they have learnt throughout the year.	A labelled map of school.
		Biq Question Link		Vision and Values Link
What is stronger – the pupils or their environment?		To promote acceptance of other cultures by learning another language.		

Upper Key Stage 2

(Years 5 and 6)

Big Question Link: How do you live?

Unit grid: French: All about me

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	1	Je m’appelle... Ask and answer questions about names.	Tout sur moi booklet complete
Key Vocabulary		2	Ma famille Talk about who you live with.	
Je m’appelle Ma famille J’habite Ma maison Mes loisirsp		3	J’habite Ask people where they live and be able to talk about where you used to live and where you live now	
		4	Ma maison Talk about the kind of house you live in.	
		5	Mon école Be able to name my school.	
		6	Mes loisirs To be able to write and talk about my hobbies	
Biq Question Link		Vision and Values Link		
Talk about how I live in French		Being respectful – being able to ask and answer questions in another language		

Big Question Link: How do you live?

Unit grid: French: A monstrous adventure

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – listening to French stories	-Read carefully and show understanding of words, phrases and simple writing -Appreciate stories, songs, poems and rhymes in the language	1	Écoute et réponds Listen to the story on the BBC website. https://www.bbc.co.uk/bitesize/articles/zny447h Complete a quiz on the story.	A bilingual book for the story A monstrous adventure
Key Vocabulary		2	Faire un livre bilingue With support, make a bilingual book translating the French into English.	
High frequency French language				
Biq Question Link		Vision and Values Link		
How did Fred live in the story?		Understanding and accepting other cultures through their stories.		

Big Question Link: How do you live?

Unit grid: French: Ma Famille

Year A/Year B

Autumn 1/**Autumn 2**/Spring 1/Spring 2/Summer 1/Summer 2

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	- Speak in sentences, using familiar vocabulary, phrases and basic language structures - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - write phrases from memory, and adapt these to create new sentences, to express ideas clearly	1	Ma famille Introduce the language for members of the family. Follow instructions to draw and colour family members.	Ma famille booklet
Key Vocabulary		2	Ma famille Revise vocabulary. Identify people in a family tree.	
Ma famille Mere Pere Grand- Mere/Grand-Pere Frere Soeur Beau-pere/frere Belle-mere/soeur Demi-frere/soeur		3	Ma famille Draw your family to match the labels.	
		4	Ma maison Draw your family and label the pictures.	
Biq Question Link		Vision and Values Link		
Talk about who I live with in French		Being respectful – being able to ask and answer questions in another language		

Big Question Link: What do you believe?

Unit grid: French: Exploring the Town

Year A/Year B

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	1	Who lives where? Talk about where people live	Verbal conversations
Key Vocabulary		2	I go to school to learn Discuss different places in the town you might go to and why	
Je/tu/il/elle/nous/vous/ils/elles Ou Habiter Different hobby verbs Places where hobbies may be undertaken Numbers to 1000 Maths functions		3	Where is the library? Describe where places are in relation to each other	
		4	Maths Work through a maths lesson in French	
		5	Welcome to my home! Talk about different rooms in a house	
		6	Ordinal numbers Learn ordinal numbers, particularly in the context of the days of the week	
Biq Question Link		Vision and Values Link		
Talk about hobbies and how towns support these		Being respectful – being able to ask and answer questions in another language		

Big Question Link: What do you believe?

Unit grid: French: School life

Year A/Year B

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	1	Where are they in the classroom? Use positional language to identify what people are stood next to in the classroom	Verbal conversations
Key Vocabulary		2	Where are the objects? Use positional language to describe where objects are in the classroom in relation to each other	
Classroom furniture Positional language School subject names Favourite/prefer		3	School subjects Discuss which subjects children prefer/which is their favourite.	
		4	Maths lesson Work through a maths lesson in French looking at some numbers and simple shapes	
		5 & 6	Asking questions Ask and answer questions using vocabulary learnt	
Biq Question Link		Vision and Values Link		
Talk about our beliefs in relation to subject preferences		Being respectful – being able to ask and answer questions in another language		

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?

Unit grid: Spanish: Greetings

Year A/Year B

Autumn/Spring/**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	1	Hello Different ways to say hello	Verbal conversations
Key Vocabulary		2	What’s your name? Ask and answer what is your name in complete sentences.	
Greetings What is your name? My name is... How are you? I am feeling... Feeling words Goodbye		3	How are you? Talk in simple terms about how you are feeling and ask someone else how they are feeling.	
		4	Goodbye Learn different ways to say goodbye. Rehearse whole short conversations using the vocabulary learnt.	
Biq Question Link		Vision and Values Link		
Is Spanish altered in Mexico?		Being respectful – being able to ask and answer questions in another language		

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?

Unit grid: Spanish: The basics

Year A/Year B

Autumn/Spring/**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – talking about yourself.	-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	1	0-10 Learn the numbers 0-10 and rehearse using a variety of games and activities	Verbal conversations
Key Vocabulary		2	How old are you? Ask and answer “How old are you?” in a complete sentence	
Numbers 0-10 How old are you? I am x years old Simple classroom instructions Body parts Colours Items of clothing		3	Classroom instructions Understand and follow a range of simple classroom instructions	
		4	Parts of the body Be able to name parts of the body. Sing <i>Heads, shoulders, knees and toes</i> in Spanish	
		5	Colours Learn the vocabulary for different colours and rehearse using a variety of games and activities	
		6	What’s in the wardrobe? Learn vocabulary for different items of clothing and add colours learnt last week.	
Biq Question Link		Vision and Values Link		
Is Spanish altered in Mexico?		Being respectful – being able to ask and answer questions in another language		

Big Question Link: Evacuee or refugee?

Unit grid: French: The Body

Year A/**Year B**

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
English parts of the body Adjectives Myself	Children will: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are - reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally and in writing - understand basic grammar appropriate to the language being studied	1	The body Parts of the body	Ask and answer questions about themselves. Begin to write sentences describing themselves.
Key Vocabulary		2	What do I look like? Describe hair and eyes using adjectives grammatically accurately	
		3	What are you doing? Use verbs and phrases which use part of the body e.g. Je crois les bras	
Les oreilles Les epaules La tete Les pieds Les yeux Les genoux Le nez La bouche Les chevaux Les bras Les mains Les dents Le cou Les jambes		4	Fashion Name and describe items of clothing	
		5	How are you feeling today? Use emotion words to describe how people are feeling	
		6	What's the matter? Talk about sore body parts	
		7	Sing in French Heads, shoulders, knees and toes	
Biq Question Link		Vision and Values Link		
Use of language and communication for evacuees and refugees		Tolerance and acceptance; community		

Big Question Link: How far can you go?

Unit grid: French: French Culture

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Continents	Children will: • Be able to identify where France is and key cities and physical features; • Be able to identify key landmarks in France; • Know about the climate in different areas of France; • Know some native animals of France; • Know about some food eaten in France, including naming them in French; • Know about some French festivals; • Know about some sports and hobbies popular in France, including naming them in French; • Know about some famous French people.	1	France Where is France? Locate and mark key cities, rivers and mountains on a map.	Create a class information book about France
Key Vocabulary		2	French cities Find out about some French Cities. Choose one to research and complete a fact file.	
Climat Oceaniques		3	French Landmarks Find out about some key French landmarks. Design a tourist leaflet for one.	
		4	Climate and animals Create a climate map of France Name some animals native to France	
		5	Food Name French food	
		6	French celebrations Identify and describe French celebrations	
		7	Hobbies Name and talk about common French hobbies	
		8	French celebrities Research famous French celebrities	
Biq Question Link		Vision and Values Link		
Use of language and communication for evacuees and refugees		Tolerance and acceptance; community		

Big Question Link: How do you live?

Unit grid: French: Bear and Moose

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Year 3 and 4 – listening to French stories	-Read carefully and show understanding of words, phrases and simple writing -Appreciate stories, songs, poems and rhymes in the language	1	Écoute et réponds Listen to the story on the BBC website. Bear and Moose Complete a quiz on the story.	A bilingual book for the story <i>Bear and Moose</i>
Key Vocabulary		2	Faire un livre bilingue With support, make a bilingual book translating the French into English.	
High frequency French language				
Biq Question Link		Vision and Values Link		
How did Fred live in the story?		Understanding and accepting other cultures through their stories.		

Big Question Link: What would you vote for?

Unit grid: French: School subjects

Year A/**Year B**

Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/**Summer 2**

Prior Learning Links			Key NC Objectives	Session overviews		Unit Outcomes
- School life - Subject names in English - Numbers - Days of the week - Months of the year			- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1	Days of the week and months of the year Revise the days of the week and the months of the year, including through singing	Timetables
				2	What’s in the classroom? Name classroom objects such as table, chair, door, book etc.	
				3	What’s in your pencil case? Name common classroom equipment	
				4 & 5	School subjects Name school subjects in French and be able to talk about which subject is preferred and which is favourite	
Key Vocabulary			- speak in sentences, using familiar vocabulary, phrases and basic language structures - understand basic grammar and apply this to build sentences - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	6	Telling the time Learn how to read and say the time in French including o’clock, half past, quarter past and quarter to	
Print Fabric Etching	Cut Relief Intaglio	Planograph Stencil Dye		7 & 8	Timetables Read and understand a typical French school timetable. Create a timetable of our own week.	
Biq Question Link				Vision and Values Link		
Which is your favourite subject?				Understanding different communities		