

Association of *Bedfield* & *Wetheringsett* C of E Primary Schools

Our MFL teaching scheme is derived from T Davies' work on teaching French for the MAT.

Contexts

- Separating the Contexts from the On-going language, allows the focus in regular language lessons to be on developing language learning skills and fundamental grammatical understanding
- Repeating key structures and grammar across years enables these fundamental skills to become fully embedded over a period of time
- Children are taught how to build sentences from the word go and become confident in their ability to manipulate the language. Teaching independent dictionary use enables learners to expand their own vocabularies.
- A small number of longer contexts allows for greater development of language skills than a large number of shorter contexts, which constantly return learners to word level
- The 3rd unit in each year provides pupils with opportunities to apply prior learning from that year and to consolidate some of the On-going language

On-going

- The On-going section contains areas of language which lend themselves to short activities that can be incorporated into ordinary classroom routines and revisited frequently
- Used in addition to the regular language lessons, the On-going section provides the opportunity for children to use the language for a real purpose and in cross-curricular contexts
- The areas of language in the On-going section can be dipped into in any order, at any time, and for any length of time, often with little or no preparation required, enabling teachers to make the most of every opportunity to expose children to the language
- The language can be introduced and built up gradually over the four years
- Stories and songs can be used for a specific language or phonic focus or simply for enjoyment and the enhancement of listening skills

Copyright T. Davies Languages in Primaries 2020

The Three Big Ideas

Culture: Children develop understanding of a different language and cultures, appreciating and respecting similarities and difference

Understanding: Children develop knowledge of spoken and written words in another language (French)

Fluency: Children become sufficiently fluent to listen and respond in another language (French)

On-going

Greetings

Colours

Numbers

Age

Days and dates

Weather

Classroom language

Time

Dictionary skills




Stories and songs

Festivals and culture

Refer the children to maps of France/Paris to identify focus locations and urban/rural areas

On-going throughout the year – pupils should have opportunities to practise and re-visit the following language:




<p>Early Years/Year 1</p> <ul style="list-style-type: none"> ➤ Greetings ➤ Songs ➤ Rhymes 	<p>Plus for Years 2-3</p> <ul style="list-style-type: none"> ➤ Days (S/L/R) ➤ Colours (S/L/R) ➤ Numbers 1-12 (S/L) ➤ Classroom language/objects (S/L/R) ➤ Stories 	<p>Plus for Years 3-4</p> <ul style="list-style-type: none"> ➤ Numbers 1 – 29 (S/L/R) ➤ Weather phrases (S/L/R) ➤ Dictionary work (nouns/ adjectives) ➤ Months (S/L/R/W) ➤ Classroom language (S/L) 	<p>Plus for Years 5-6</p> <ul style="list-style-type: none"> ➤ Numbers 1 – 69 (S/L/R/W) ➤ Dictionary work (verbs) ➤ Classroom interaction (S/L) ➤ Dates (S/L/R/W) ➤ Simple times (S/L) 																				
<p>bonjour au revoir joyeux anniversaire!</p> <p><i>(comprehension only)</i> tu t'appelles comment ? - <i>answer with name only</i></p>	<p>Madame/Monsieur (S/L)</p> <p>ça va? ça va très bien merci non ça ne va pas</p> <p>tu t'appelles comment ? (S/L) je m'appelle.....</p>	<p>salut!</p> <p>ça va bien merci et toi? pas mal merci</p> <p>tu t'appelles comment ? (S/L/R/W) je m'appelle.....</p>	<p>à tout à l'heure (<i>see you later</i>) à demain (<i>see you tomorrow</i>) bon weekend!</p> <p>mon nom est</p>																				
	<table border="0" style="width: 100%;"> <tr> <td>lundi</td> <td>vendredi</td> </tr> <tr> <td>mardi</td> <td>samedi</td> </tr> <tr> <td>mercredi</td> <td>dimanche</td> </tr> <tr> <td>jeudi</td> <td></td> </tr> </table> <p>un cahier une règle un crayon une gomme un stylo un carnet un livre un sac</p> <p>merci pardon (<i>sorry</i>)</p>	lundi	vendredi	mardi	samedi	mercredi	dimanche	jeudi		<table border="0" style="width: 100%;"> <tr> <td>janvier</td> <td>mai</td> <td>septembre</td> </tr> <tr> <td>février</td> <td>juin</td> <td>octobre</td> </tr> <tr> <td>mars</td> <td>juillet</td> <td>novembre</td> </tr> <tr> <td>avril</td> <td>août</td> <td>décembre</td> </tr> </table> <p>vendredi 8 mai (<i>written date</i>)</p> <p>un taille-crayon un feutre un bâton de colle des ciseaux un crayon (<i>de couleur</i>)</p> <p>prête- moi (<i>can I borrow – familiar</i>) s'il te plaît (<i>please – familiar</i>) s'il vous plaît (<i>please – polite</i>) je peux aller aux toilettes? (<i>can I go to the toilet?</i>) comment ? (<i>pardon</i>)</p>	janvier	mai	septembre	février	juin	octobre	mars	juillet	novembre	avril	août	décembre	<p>quel jour sommes -nous? c'est quand , ton anniversaire ?</p> <p>c'est le lundi 8 mars</p> <p>mon cahier de français/histoire etc.</p> <p>passes-moi ... as-tu/avez-vous? (<i>have you got – familiar/polite</i>) de rien (<i>don't mention it</i>) je suis désolé(e) (<i>I'm sorry</i>) je ne comprends pas</p>
lundi	vendredi																						
mardi	samedi																						
mercredi	dimanche																						
jeudi																							
janvier	mai	septembre																					
février	juin	octobre																					
mars	juillet	novembre																					
avril	août	décembre																					

<p>Cycle 1 (Green)</p> <p>Each cycle runs through stages, each child starts with Stage 1 and progresses from there</p>	<p>Autumn</p> 	<p>Spring</p> 	<p>Summer</p> 
<p>Stage 1-2</p> <p>EYFS/YRs 1 & 2</p>	<p>Unit 1 Des animaux au zoo</p> <p>Children: Culture Look at and discuss pictures of Parc Zoologique de Paris Begin to identify words in an authentic source</p> <p>Understanding Understand and write some animal nouns and adjectives in phrases/short sentences Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some letter/sound links</p>	<p>Unit 2 Le pique-nique</p> <p>Children: Culture Look at and discuss pictures of French Cafes Begin to identify words in an authentic source</p> <p>Understanding Understand questions about food and drink likes and respond using opinion phrases and/or adjectives Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some sound-letter links</p>	<p>Unit 3 Moi et mes animaux</p> <p>Children: Culture Look and discuss some pictures of French people and their pet dogs in public places Begin to identify words in an authentic source</p> <p>Understanding Build and understand short sentences about pets Understand some questions about personal details and respond with appropriate information, some in sentences Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some sound-letter links</p>

<p>Stage 1-2 + Stage 2-3</p> <p>Year 3/4</p>	<p>Unit 1 Des animaux au zoo</p> <p>Children: Culture Discuss pictures of Parc Zoologique de Paris and London Zoo Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand and write animal nouns with correctly placed adjectives in short sentences Begin to build and understand some longer sentences with conjunctions Understand, say and write plural sentences with numbers and animals Understand that there are male and female articles and know ways to check which to use Use a dictionary for nouns and adjectives (with support) Recognise that a female noun requires an adjective to match</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>	<p>Unit 2 Le pique-nique</p> <p>Children: Culture Discuss pictures of Cafes and restaurants in Paris to those in London Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand questions about food and drink likes and respond using opinion phrases and/or adjectives Begin to build and understand some more complex sentences with appropriate conjunctions Ask questions about food and drink likes Understand that there are male and female articles and know ways to check which to use Use a dictionary with support for nouns and adjectives</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>	<p>Unit 3 Moi et mes animaux Children:</p> <p>Culture Discuss and compare pictures of French people and their pet dogs in public places Identify a number of words and phrases in an authentic source</p> <p>Understanding Build and understand sentences giving details and other personal information Understand questions about pets and other personal details and respond in sentences Ask some questions about pets and other personal details Understand there are masculine/feminine articles and know ways of checking which one to use Use a dictionary with support for nouns</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>
--	---	--	---

<p>Stage 1-2 + Stage 2-3 Stage 3-4</p> <p>Year 5/6</p>	<p>Unit 1 Des animaux au zoo</p> <p>Children: Culture Discuss and compare pictures of Parc Zoologique de Paris and London Zoo, noting similarities and differences Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Understand, say and write animal sentences applying knowledge of m/f/pl/adj placement and agreement Build and understand longer and/or more complex singular, plural and negative sentences Begin to understand how to use a negative phrase followed by a noun Build and understand sentences using peut+ infinitive Understand 'infinitive' in relation to verbs</p>	<p>Unit 2 Le pique-nique</p> <p>Children: Culture Discuss pictures of Cafes and restaurants in Paris to those in London Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Understand and ask a variety of questions about food and drink likes and dislikes Build and understand longer and/or more complex sentences including some using the third person Understand the term 'infinitive' in relation to verbs Recognise patterns in -er conjugation Use a dictionary independently for nouns and adjectives and with support for infinitive of verbs</p> <p>Fluency</p>	<p>Unit 3 Moi et mes animaux</p> <p>Children: Culture Discuss and compare pictures of people in Paris and London with their pet dogs in public places Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Build and understand a variety of sentences giving details about pets, personality and other personal details Understand a variety of questions about pets and personal details and respond using a range of language Ask a variety of questions about pets and personal details and respond using a range of language Apply knowledge of masculine/feminine agreement of adjectives to sentences about personality</p>
--	--	---	--

	<p>Use a dictionary independently for nouns and adjectives and with support for infinitive of verbs</p> <p>Fluency Apply phonic knowledge to support L/S/R/W a new language</p>	<p>Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning Apply phonic knowledge to support L/S/R/W including of new language</p>	<p>Begin to understand how to use a negative phrase followed by a noun Use a dictionary independently for nouns</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of new language</p>
--	--	---	---




<p>Cycle 2 (Red) Each cycle runs through stages each child starts with</p>	<p>Autumn</p> 	<p>Spring</p> 	<p>Summer</p> 
<p>Stage 1-2 EYFS/YRs 1 & 2</p>	<p>Unit 1 Ici et la</p> <p>Children: Culture Look at and discuss pictures of places in urban and rural France Begin to identify words in an authentic source</p>	<p>Unit 2 A la mode</p> <p>Children: Culture Look at and discuss pictures of French fashions for men and women Begin to identify words in an authentic source</p>	<p>Unit 3 Je pars en vacances</p> <p>Children: Culture Look at and discuss pictures of children on camping holidays in France Begin to identify words in an authentic source</p>

	<p>Understanding Understand questions about place likes and respond using opinion phrases and/or adjectives Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some sound-letter links</p>	<p>Understanding Understand, say and write some clothes nouns and colour adjectives in phrases/short sentences Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some letter sound links</p>	<p>Understanding Build and understand short sentences about backpack contents Understand some questions and personal details and respond with appropriate information, some in sentences Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some letter sound links</p>
<p>Stage 1-2 + Stage 2-3</p> <p>Year 3/4</p>	<p>Unit 1 Ici et la</p> <p>Children: Culture Look at and discuss pictures of places in urban and rural France and compare them Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand questions about place likes and respond in</p>	<p>Unit 2 A la mode</p> <p>Children: Culture Discuss pictures of French fashions for men and women and compare them Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand, say and write clothes nouns with correctly</p>	<p>Unit 3 Je pars en vacances</p> <p>Children: Culture Discuss and compare pictures of children on camping holidays in France Begin to identify words in an authentic source</p> <p>Understanding Build and understand sentences giving details about backpack</p>

	<p>sentences using opinion phrases and adjectives</p> <p>Begin to build and understand more complex sentences with appropriate conjunctions</p> <p>Ask questions about place likes</p> <p>Understand why there are masculine and feminine articles and know ways of checking which one to use</p> <p>Use a dictionary with support for nouns and adjectives</p> <p>Fluency</p> <p>Begin to apply phonic knowledge to support L/S/R/W</p>	<p>placed adjectives in short sentences</p> <p>Begin to build and understand longer sentences using the third person</p> <p>Understand there are masculine and feminine articles and know ways of checking which one to use</p> <p>Recognise a feminine noun requires an adjective to match</p> <p>Fluency</p> <p>Begin to apply phonic knowledge to support L/S/R/W</p>	<p>contents and personal information</p> <p>Understand questions about personal details and respond in sentences</p> <p>Ask some questions about personal details</p> <p>Understand there are masculine and feminine articles and know ways of checking which one to use</p> <p>Use a dictionary with support for nouns</p> <p>Fluency</p> <p>Begin to apply phonic knowledge to support L/S/R/W</p>
<p>Stage 1-2 + Stage 2-3 Stage 3-4</p> <p>Year 5/6</p>	<p>Unit 1 Ici et la</p> <p>Children: Culture</p> <p>Look at and discuss pictures of places in urban and rural France and compare them to equivalent settings in Britain</p> <p>Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p>	<p>Unit 2 A la mode</p> <p>Children: Culture</p> <p>Discuss pictures of French fashions for men and women and compare them, identifying similarities and differences</p> <p>Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p>	<p>Unit 3 Je pars en vacances</p> <p>Children: Culture</p> <p>Discuss and compare pictures of children on camping holidays in France and Britain</p> <p>Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding</p>

	<p>Understanding</p> <p>Understand questions about place likes and preferences respond using a range of language</p> <p>Begin to build and understand longer and/or more complex sentences including some using the third person</p> <p>Ask questions about place likes and preferences</p> <p>Understand the term 'infinitive' in relation to verbs</p> <p>Use a dictionary independently for nouns and adjectives and with support for infinitives of verbs</p> <p>Fluency</p> <p>Apply phonic knowledge to support L/S/R/W including of a new language</p>	<p>Understanding</p> <p>Understand, say and write clothes sentences applying knowledge of m/f/pl/adj placement and agreement</p> <p>Begin to build and understand longer and/or more complex singular, plural, negative and third person sentences</p> <p>Understand the term 'infinitive' in relation to verbs</p> <p>Recognise patterns in -er conjugation</p> <p>Use a dictionary independently for nouns and adjectives</p> <p>Fluency</p> <p>Apply phonic knowledge to support L/R/S/W including of a new language</p>	<p>Build and understand a variety of sentences giving details about backpack contents and personal details</p> <p>Understand questions about backpack contents and respond using a range of language</p> <p>Understand a variety of questions about personal details and respond using a range of language</p> <p>Ask a variety of questions about backpack contents and personal details</p> <p>Apply knowledge of masculine and feminine agreement of adjectives to sentences about the nationality of others</p> <p>Begin to understand how to use a negative phrase followed by a noun</p> <p>Use a dictionary independently for nouns</p> <p>Fluency</p> <p>Apply phonic knowledge to support L/R/S/W including of a new language</p>
--	---	---	---




Cycle 2 (Blue)	Autumn	Spring	Summer
----------------	--------	--------	--------

<p>Each cycle runs through stages each child starts with</p>			
<p>Stage 1-2</p> <p>EYFS/YRs 1 & 2</p>	<p>Unit 1 Un monster aimable</p> <p>Children: Culture Label body parts in French and English using pictures of people in French contexts Begin to identify words in an authentic source</p> <p>Understanding Understand, say and write some body nouns and colour adjectives in phrases/short sentences Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some letter- sound links</p>	<p>Unit 2 Une famille de super-heros</p> <p>Children: Culture Label members of families of superheroes in French (The Incredibles) Begin to identify words in an authentic source</p> <p>Understanding Understand, say and write some family nouns and adjectives in phrases/short sentences Understand questions about superhero likes and respond to opinion phrases Recognise the difference between masculine and feminine articles and begin to select correctly</p> <p>Fluency Begin to make some letter- sound links</p>	<p>Unit 3 Je suis super-heros/superheroine</p> <p>Children: Culture Look at and discuss pictures of French cartoon superheroes Create and describe attributes in French, choosing from given list Begin to identify words in an authentic source</p> <p>Understanding Build and understand short sentences about superhero attributes Understand some questions about personal details and respond with appropriate information, some in sentences</p> <p>Fluency Begin to make some letter- sound links</p>
<p>Stage 1-2</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>

<p>+ Stage 2-3</p> <p>Year 3/4</p>	<p>Un monster aimable</p> <p>Children: Culture Label body parts of monsters in French Identify words and phrases in an authentic source</p> <p>Understanding Understand, say and write monster sentences applying knowledge of m/f/pl adj placement and agreement Begin to build and understand longer and/or more complex singular, plural and negative sentences Begin to understand how to use a negative phrase followed by a noun Begin to use the third person to replace nouns in sentences Build and understand sentences using pour+ infinitive Understand the term 'infinitive' in relation to verbs Use a dictionary independently for nouns and adjectives with support for infinitive of verbs</p> <p>Fluency</p>	<p>Une famille de super-heros</p> <p>Children: Culture Label members of families of superheroes in French (The Incredibles) and their costumes Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand, say and write short sentences using family nouns Understand, say and write short sentences using adjectives and masculine/feminine pronouns Understand questions about superhero likes and respond in sentences using opinion phrases Ask questions about superhero likes Begin to build and understand some longer sentences with conjunctions Understand there are masculine and feminine articles and know ways of checking which one to use Use a dictionary with support for nouns</p> <p>Fluency</p>	<p>Je suis super-heros/superheroine</p> <p>Children: Culture Discuss and compare pictures of French cartoon superheroes Create and describe attributes in French, choosing from given list Identify a number of words and phrases in an authentic source</p> <p>Understanding Build and understand sentences giving details about and describing a superhero persona Understand questions about superhero attributes and details and respond in sentences Ask some questions about the personal details of a superhero persona Use a dictionary with support for adjectives</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>
--	---	---	--

	Begin to apply phonic knowledge to support L/S/R/W	Begin to apply phonic knowledge to support L/S/R/W	
Stage 1-2 + Stage 2-3 Stage 3-4 Year 5/6	Unit 1 Un monster aimable Children: Culture Label body parts in French using pictures of people in French contexts adding adjectives Identify a number of words and phrases in an authentic source and apply strategies to work out meaning Understanding Understand, say and write body nouns with correctly placed adjectives in short sentences Begin to build and understand some longer sentences with conjunctions Understand, say and write plural sentences with numbers and body nouns Understand that there are masculine and feminine articles and know ways of checking which one to use Use a dictionary with support for nouns Recognise that a feminine noun requires the adjective to match	Unit 2 Une famille de super-heros Children: Culture Label members of families of superheroes in French (The Incredibles) and their costumes and setting Independently identify a number of words and phrases in an authentic source and apply strategies to work out meaning Understanding Build and understand sentences about family, including some using a negative or third person information Build and understand longer and/or complex sentences using m/f pronouns and adj agreement Begin to understand how to use a negative phrase followed by a noun Understand a variety of questions about superhero likes and respond using a range of language Ask a variety of questions about superhero likes	Unit 3 Je suis super-heros/superheroine Children: Culture Discuss and compare pictures of French and American cartoon superheroes Create and describe attributes in French, choosing from given list Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning Understanding Build and understand a variety of sentences giving details about and describing a superhero persona Understand questions about superhero attributes and personal details and respond using a range of language Ask a variety of questions about a superhero persona including description and personal details Apply knowledge of masc/fem agreement of adjectives to sentences describing a superhero persona

	<p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>	<p>Recognise patterns in _er verb conjugation Use a dictionary independently for nouns and with support for infinitives of verbs</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of a new language</p>	<p>Use a negative phrase Use a dictionary independently for adjectives</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of a new language</p>
--	--	--	--

<p>Cycle 2 (Pink) Each cycle runs through stages each child starts with</p>	<p>Autumn</p> 	<p>Spring</p> 	<p>Summer</p> 
<p>Stage 1-2 EYFS/YRs 1 & 2</p>	<p>Unit 1 Mes activities de loisir</p> <p>Children: Culture Look at and discuss pictures of children and families engaged in leisure activities in France Begin to identify words in an authentic source</p> <p>Understanding</p>	<p>Unit 2 Au parc d'attractions</p> <p>Children: Culture Look at and discuss pictures of children at amusement parks in France Begin to identify words in an authentic source</p> <p>Understanding</p>	<p>Unit 3 Je suis athlete, je suis artiste</p> <p>Children: Culture Look at and discuss a selection of pictures of French artistes/sportspeople/celebrities and identify favourites Begin to identify words in an authentic source</p>

	<p>Fluency Begin to make some letter-sound links</p>	<p>Fluency Begin to make some letter-sound links</p>	<p>Understanding</p> <p>Fluency Begin to make some letter-sound links</p>
<p>Stage 1-2 + Stage 2-3</p> <p>Year 3/4</p>	<p>Unit 1 Mes activités de loisir</p> <p>Children: Culture Discuss and compare pictures of children and families engaged in leisure activities in France Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand questions about leisure likes and respond in sentences using opinion phrases and adjectives Begin to build and understand some more complex sentences with appropriate conjunctions Ask questions about leisure likes Understand that there are masculine and feminine articles and know ways of checking which one to use Use a dictionary with support for nouns and adjectives</p>	<p>Unit 2 Au parc d'attractions</p> <p>Children: Culture Discuss and compare pictures of children at amusement parks in France Identify a number of words and phrases in an authentic source</p> <p>Understanding Understand, say and write leisure park nouns in short sentences Understand, say and write short sentences using correctly placed adjectives Begin to build and understand some longer sentences with conjunctions Understand, say and write plural sentences with numbers and leisure park nouns Understand that there are masc/fem articles and know ways of checking which one to use</p>	<p>Unit 3 Je suis athlète, je suis artiste</p> <p>Children: Culture Discuss and compare a selection of pictures of French artistes/sportspeople/celebrities and identify favourites Identify a number of words and phrases in an authentic source</p> <p>Understanding Build and understand sentences giving personal details in the persona of a sportsperson/dancer/artist etc Understand questions about personal details and respond in sentences As some questions about personal details Understand there are masculine and feminine variations of many professions and know ways of</p>

	<p>Fluency Discuss and compare pictures of children and families engaged in leisure activities in France and the UK Begin to apply phonic knowledge to support L/S/R/W</p>	<p>Use a dictionary with support for nouns and adjectives Recognise that a feminine noun requires the adjective to match</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>	<p>checking in order to select correctly Use a dictionary with support for professional nouns</p> <p>Fluency Begin to apply phonic knowledge to support L/S/R/W</p>
<p>Stage 1-2 + Stage 2-3 Stage 3-4</p> <p>Year 5/6</p>	<p>Unit 1 Mes activités de loisir</p> <p>Children: Culture Discuss and compare pictures of children and families engaged in leisure activities in France and the UK Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Understand questions about leisure likes and preferences and respond using a range of language Build and understand longer and/or more complex sentences including some in the third person</p>	<p>Unit 2 Au parc d'attractions</p> <p>Children: Culture Discuss and compare pictures of children at amusement parks in France and the UK Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Understand, say and write longer and/or more complex singular, plural and negative leisure park sentences Understand, say and write sentences applying knowledge of m/f adjective placement and agreement</p>	<p>Unit 3 Je suis athlète, je suis artiste</p> <p>Children: Culture Discuss and compare a selection of pictures of French and British artistes/sportspeople/celebrities and identify favourites, giving reasons for selections Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning</p> <p>Understanding Build and understand a variety of sentences giving personal details as a sportsperson/artiste/dancer etc Understand questions about personal details and respond using a range of language</p>

	<p>Ask questions about leisure likes and preferences Understand the term 'infinitive' in relation to verbs Use a dictionary independently for nouns and adjectives with support with the infinitives of verbs</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of new language</p>	<p>Build and understand sentences using the second and third person Begin to understand how to use a negative phrase followed by a noun Understand the term 'infinitive' in relation to verbs Recognise patterns in -er verb conjugation Use a dictionary independently for nouns and adjectives with support for the infinitives of verbs</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of new language</p>	<p>Ask a variety of questions about personal details Apply knowledge of a range of m/f variations of professions Apply knowledge of m/f agreement of adjectives to sentences giving nationality Use a dictionary independently for professional nouns</p> <p>Fluency Apply phonic knowledge to support L/S/R/W including of new language</p>
--	--	---	---