

Warwick Bridge School French Planning



| Teaching Type | Unit Name | Description | Suitability |
|-------------------------|---|--|--|
| Early Language Teaching | J'apprends le français (I Am Learning French) | By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken. | This unit is most suitable for young language learners who are just starting out on their language learning journey. No previous knowledge of the foreign language is required. |
| Early Language Teaching | L'ancienne histoire de la Grande-Bretagne (Ancient Britain) | In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Ages. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases. | This unit is a cross-curricular unit which is suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type. Some basic general knowledge of this period of history in English is useful but not essential. |
| Early Language Teaching | Les glaces (Ice-Creams) | In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type including Animals or Instruments and Fruits or Vegetables. |
| Early Language Teaching | Les formes (Shapes) | In this unit pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French |
| Early Language Teaching | Les saisons (Seasons) | In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type including Animals or Instruments. |
| Early Language Teaching | Les animaux (Animals) | In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French |
| Early Language Teaching | Les instruments (Instruments) | In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French |

| | | | |
|-------------------------|---|--|---|
| Early Language Teaching | Petit Chaperon rouge (Little Red Riding Hood) | In this unit pupils will learn to listen carefully to be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type including Animals or Instruments. Some knowledge of the well-known fairy tale in English would also be helpful but is not essential. |
|-------------------------|---|--|---|

| Teaching Type | Unit Name | Description | Suitability |
|-------------------------|------------------------------------|---|---|
| Early Language Teaching | Je peux... (I Am Able...) | In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions | This unit is most suitable for young language learners who are just starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type such as Animals or Instruments and Fruits or Vegetables. |
| Early Language Teaching | Les fruits (Fruits) | In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type, including Animals or Instruments. |
| Early Language Teaching | Les légumes (Vegetables) | In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall. | This unit is most suitable for young language learners who are starting out on their language learning journey. However, prior to this unit it is recommended to teach: Early Language: I Am Learning French Also at least two further units from the Early Language teaching type including Animals or Instruments. |
| Intermediate Teaching | Je me présente (Presenting Myself) | By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). It is recommended to teach this unit at the very start of this Intermediate teaching type. |
| Intermediate Teaching | Chez moi (My Home) | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself, My Family, In the Classroom. |
| Intermediate Teaching | Ma famille (My Family) | By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself |

| | | | |
|------------------------------|---|--|--|
| <p>Intermediate Teaching</p> | <p>As-tu un animal ? (Do You Have a Pet?)</p> | <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p> | <p>This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself, My Family, In The Classroom.</p> |
|------------------------------|---|--|--|

| Teaching Type | Unit Name | Description | Suitability |
|-----------------------|--|--|---|
| Intermediate Teaching | Les Romains (Romans) | Through the medium of this familiar period of history, pupils will be taught the skills to understand slightly longer and more complicated text in French. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills. | This unit is a cross-curricular unit most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Also at least two further units from the Intermediate teaching type. Some basic general knowledge of this period of history in English is useful but not essential. |
| Intermediate Teaching | Les habitats (Habitats) | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary. | This unit is a cross-curricular unit most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Also at least two further units from the Intermediate teaching type. Some basic general knowledge of habitats in English is useful but not essential. |
| Intermediate Teaching | La maison Tudor (Tudors) | Through the medium of this familiar period of history, pupils will be taught the skills to understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills. | This unit is a cross-curricular unit most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Also at least two further units from the Intermediate teaching type. Some basic general knowledge of this period of history in English is useful but not essential. |
| Intermediate Teaching | Boucle d'or et les Trois Ours (Goldilocks and the Three Bears) | In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Some knowledge of the well-known fairy tale in English would also be helpful but is not essential. |
| Intermediate Teaching | Quel temps fait-il ? (What is the Weather?) | By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself |

| | | | |
|-----------------------|-------------------------|---|---|
| Intermediate Teaching | Les vêtements (Clothes) | By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be |
|-----------------------|-------------------------|---|---|

| Teaching Type | Unit Name | Description | Suitability |
|-----------------------|--|---|---|
| | | person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday. | beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate:Presenting Myself. Also at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom or The Date. |
| Intermediate Teaching | Les Jeux olympiques (The Olympic Games) | Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit. | This unit is a cross-curricular unit most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Also at least two further units from the Intermediate teaching type. Some basic general knowledge of The Olympics in English is useful but not essential. |
| Intermediate Teaching | La date (The Date) | Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate:Presenting Myself |
| Intermediate Teaching | En classe (In the Classroom) | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate:Presenting Myself, My Family |
| Intermediate Teaching | Au salon de thé (At the Tea Room) | By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: Intermediate:Presenting Myself, My Family, In the Classroom. |
| Intermediate Teaching | Traditions et Célébrations (Traditions & Celebrations) | By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the French-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture. | This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type and some one-hat units from the Intermediate teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this |

| | | | |
|----------------------|-----------------------|---|--|
| | | | unit it is highly recommended to teach: Intermediate: Presenting Myself |
| Progressive Teaching | À l'école (At School) | In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a | This unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they |

| Teaching Type | Unit Name | Description | Suitability |
|----------------------|--|---|---|
| | | justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit. | should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb. Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Also at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom |
| Progressive Teaching | Le week-end (The Weekend) | In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit. | This unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also, the Progressive unit: At School |
| Progressive Teaching | La Seconde Guerre mondiale (World War 2) | Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. This unit links strongly to transferable literacy skills. | This cross-curricular unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb. Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also, the Progressive unit: At School Some basic general knowledge of this period of history in English would be useful but is not essential. |

| | | | |
|-----------------------------|---|---|--|
| <p>Progressive Teaching</p> | <p>Manger et Bouger(Healthy Lifestyles)</p> | <p>In this unit pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.</p> | <p>This cross-curricular unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb. Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Then at least two further units from the Intermediate teaching type. Also, the Progressive unit: At School</p> |
|-----------------------------|---|---|--|

| Teaching Type | Unit Name | Description | Suitability |
|----------------------|-------------------------------------|---|--|
| Progressive Teaching | Les planètes (Planets) | In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition. | This cross-curricular unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also, the Progressive unit: At School Some basic general knowledge of the Solar System in English would be useful but is not essential. |
| Progressive Teaching | Les habitats (Habitats) | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat. | This cross-curricular unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself. Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also, the Progressive unit: At School Some basic general knowledge of habitats in English would be useful but is not essential. |
| Progressive Teaching | Moi dans le monde (Me in the World) | In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types. | This unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types. Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also the Progressive unit: At School |

| | | | |
|----------------------|-----------------------|---|---|
| Progressive Teaching | Les Vikings (Vikings) | Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves in the foreign language. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit. | This cross-curricular unit is most suitable for language learners who have completed a wide variety of units from the Early Language and Intermediate teaching types Pupils should be recalling and remembering a wider range of core vocabulary in the foreign language (at the very least colours, numbers, days of the week, months of the year, greetings and personal details) and they should be gaining a greater understanding of |
|----------------------|-----------------------|---|---|

| Teaching Type | Unit Name | Description | Suitability |
|---------------|---|--|--|
| | | | some key concepts of grammar (gender, determiners, plurality, adjectival agreement, use of the negative, possessive adjectives, use of conjunctions and the move from 1st person to 3rd person conjugation of a verb). Prior to this unit it is highly recommended to teach: Intermediate: Presenting Myself. Then at least two further units from the Intermediate teaching type such as My Family, My Home, In the Classroom Also, the Progressive unit: At School No knowledge of Viking history is required. |
| Extras | Regular Verbs | In this purely grammar-based unit pupils will learn how to conjugate regular verbs. They will learn the terminology and patterns involved in regular whole verb conjugation. | This unit is most suitable for language learners that have a good understanding of grammar and are ready to explore whole verb conjugation in the foreign language. This unit should not replace another unit when curriculum time is limited as it is purely based on verb conjugation. |
| Extras | Irregular Verbs | In this purely grammar-based unit pupils will learn how to conjugate the four key high frequency irregular verbs 'to have', 'to be', 'to do' and 'to go'. They will learn the terminology and patterns involved in irregular whole verb conjugation. | This unit is most suitable for language learners that have a good understanding of grammar and are ready to explore whole verb conjugation in the foreign language. This unit should not replace another unit when curriculum time is limited as it is purely based on verb conjugation and should only be taught after the unit 'Regular Verbs'. |
| Extras | Joyeux Noël (Merry Christmas) | 4 lessons about Christmas, exploring key vocabulary and important cultural traditions. | A series of 4 lessons about the Christmas period, ideally suited to be taught towards the end of the Autumn term. No previous knowledge is expected. Each lesson is designed for each of the 4 year groups in Key Stage 2. |
| Extras | La phonétique (Phonics & Pronunciation) | In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video. | These 4 sequential individual lessons are most suited to pupils in KS2/junior years. They are aimed at pupils that have some phonetic awareness in their first language. |
| Extras | Cultural Lessons | These are 5 'one off' non sequential lessons that explore key traditions and celebrations in the foreign country, designed to enthuse and excite the pupils but also deepen their historical and cultural awareness of both the country and the language. | These 5 colourful and engaging lessons exploring the key traditions and celebrations in countries that speak the foreign language are designed as 'one off' lessons. No previous knowledge is expected and they are suitable for all teaching types and year groups. |
| Extras | Language Days & Assemblies | Lessons designed to support foreign language subject leads and staff organising whole school language events and celebrations. | Material suitable for foreign language days and assemblies that tie in with other areas of the curriculum. No previous knowledge is expected and they are suitable for all teaching types and year groups. |
| Extras | Les instructions (Classroom Instructions) | A series of two lessons exploring key classroom instructions and language to be used by both teachers and pupils. In the first lesson pupils will learn to recognise, understand and respond to key classroom instructions in the foreign language, and are encouraged to actively participate in the accompanying song. The second lesson is aimed at teachers to enhance their classroom-related vocabulary in the foreign language. | Teachers may choose when to teach the lessons but it may be useful to use them at the start of the school year/term after the appropriate phonics lesson has been taught. No previous knowledge is expected. |
| Extras | Indefinite Articles | A single explicit grammar lesson fully exploring the indefinite article in the foreign language. Understanding better why there are more options for the indefinite article in the foreign language. Not linked to any teaching type or individual unit. | This single explicit grammar lesson is suited to classes that already have a basic grammatical awareness of nouns and gender in the foreign language and are looking to achieve a greater depth of grammatical knowledge with their classes. |

| | | | |
|--------|-------------------|---|--|
| Extras | Definite Articles | A single explicit grammar lesson fully exploring the definite article in the foreign language. Understanding better why there are more options for the definite article and why in the foreign language. Not linked to any teachingtype or individual unit. | This single explicit grammar lesson is suited to classes that already have a basic grammatical awareness of nouns and gender in the foreign language and are looking to achieve a greater depth of grammatical knowledge with their classes. |
|--------|-------------------|---|--|

| Teaching Type | Unit Name | Description | Suitability |
|---------------|--|--|---|
| Extras | Nouns | A single explicit grammar lesson fully exploring nouns and gender in the foreign language. Not linked to any teaching type or individual unit. | This single explicit grammar lesson is suited to classes that already have started to learn nouns with the associated article in a variety of Early Learning and Intermediate units and are looking to achieve a greater depth of grammatical knowledge with their classes. |
| Extras | Adjectival Agreement | An explicit grammar lesson in 2 sequential parts fully exploring adjectives and adjectival agreement in the foreign language. Not linked to any teaching type or individual unit. | This explicit grammar lesson in 2 parts is suited to pupils who already have a basic grammatical awareness of articles, nouns and gender in the foreign language and are looking to fully explore adjectival agreement rules. |
| Extras | Possessive Adjectives | A single explicit grammar lesson fully exploring possessive adjectives in the foreign language. Not linked to any teaching type or individual unit. | This single explicit grammar lesson is suited to classes that already have a basic grammatical awareness of articles, nouns and gender in the foreign language and are looking to achieve a greater depth of grammatical knowledge with their classes. |
| Extras | Les couleurs (Colours) | In this lesson pupils will learn 10 common colours with the opportunity, in the Super Grammar Challenge section, to fully explore how colours can change spelling when used as adjectives in French. | This single lesson introduces the pupils to 10 common colours and is most suited to classes that wish to revise colours but also those who wish to fully explore adjectival agreement in the foreign language. No previous knowledge is expected - although the Super Grammar Challenge is not suited to beginners. |
| Extras | Les jours de la semaine (Days of the Week) | An opportunity in this single lesson for pupils to learn the 7 days of the week in the foreign language and then use them in context with a variety of activities in all 4 skills. The lesson is accompanied by a song that pupils will be encouraged to participate in. | This single lesson introduces the pupils to the 7 days of the week in the foreign language and is most suited to classes that wish to learn and/or revise this core vocabulary. No previous knowledge is expected and it is suitable for all teaching types and year groups. |
| Extras | Les mois (Months of the Year) | An opportunity in this single lesson for pupils to learn the 12 months of the year in the foreign language and then use them in context with a variety of activities in all 4 skills. This lesson is accompanied by a song that pupils will be encouraged to participate in. | This single lesson introduces the pupils to the 12 months of the year and is most suited to classes that wish to learn and/or revise this core vocabulary. No previous knowledge is expected and it is suitable for all teaching types and year groups. |
| Extras | Les nombres (Numbers) | In this series of 4 lessons pupils will learn numbers 1-100 in the foreign language. Starting with 1-10, then 11-20, 21-31 and finally 10-100, focusing on multiples of 10. | These 4 lessons introduce the pupils to numbers 1-100 and are most suited to classes that wish to learn and/or revise this core vocabulary. No previous knowledge is expected and it is suitable for all teaching types and year groups. |
| Extras | Le calcul (Mental Maths) | A series of two lessons where pupils can attempt simple maths challenges using numbers 1-20 as well as using addition, subtraction, multiplication and division. | These two lessons using simple mental maths challenges are suited to pupils that already know their numbers 1-20 in the foreign language. |
| Extras | Quelle heure est-il ? (What Time Is It?) | A series of 3 sequential lessons that will teach the pupils how to tell the time in the foreign language. They will learn how to say what time it is and, by the final lesson, they will learn how to say what they are doing 'at' a particular time whilst also exploring the twenty-four-hour clock. | A series of 3 lessons ideally suited to classes that have completed a good variety of Early Language and Intermediate units. The pupils should also know how to read a clock and tell the time in English. |
| Extras | Partitive Articles | A single explicit grammar lesson fully exploring the partitive article in the foreign language. Understanding better why there are more options for the partitive article and why in the foreign language. Not linked to any teaching type or individual unit. | This single explicit grammar lesson is suited to classes that already have a basic grammatical awareness of nouns, gender, indefinite and definite articles in the foreign language and are looking to achieve a greater depth of grammatical knowledge with their classes. |

| | | | |
|--------|-------------------------------|--|---|
| Extras | Joyeuses Pâques(Happy Easter) | A series of 2 lessons that explore the topic of Easter. Key Easter vocabulary in the foreign language is explored in structured lessons accompanied by a great song. Designed to be used in the final weeks of Spring term before theEaster holiday. | These lessons are ideally suited to the weeks just before Easter towards theend of Spring term. Suitable for all teaching types and year groups. No previous knowledge is expected. |
| Extras | European Day of Languages | This is a single lesson created for European Day of Languages, observed on 26th September every year. | Material suitable for all young language learners. No previous knowledge is expected and the PowerPoint is suitable for all teaching types and year |

| Teaching Type | Unit Name | Description | Suitability |
|---------------|--------------------|--|--|
| Extras | Literature Lessons | A series of two literature lessons that explore various French authors and writers as well as famous literary works in French. Aside from this contextual learning, across the two lessons pupils will have the opportunity to read and study two famous French literary works in greater depth. They will focus on key aspects of the texts, such as the moral message, form, and key vocabulary before learning how to express their opinion about them in French using the high frequency verb 'aimer', key adjectives, and conjunctions. | Material suitable for all young language learners. No previous knowledge is expected and the lessons are suitable for all teaching types and year groups. |
| Extras | Dictionary Skills | A series of 3 sequential lessons based around the same video-guide exploring what a bilingual dictionary is and how to use it. The video-guide is designed to be self-explanatory and revises some of the key features of a monolingual dictionary as well as highlighting the specific details and differences of a bilingual dictionary. Each lesson is designed for the 3 teaching types (Early Language, Intermediate, and Progressive), and is accompanied by a range of level-appropriate desk-based activities. | No previous knowledge is expected, and the lessons are suitable for all teaching types and year groups. Knowledge of how to use a monolingual dictionary would be helpful. |