

National criteria

KS2 Framework objectives

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.3 Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 Recognise some familiar words in written form
- L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- L3.3 Experiment with the writing of simple words

QCA Scheme of Work

Unit 1 Je parle français

Language ladder levels

Listening: Breakthrough, Grade 1
Reading: Breakthrough, Grade 1
Speaking: Breakthrough, Grade 1
Writing: Breakthrough, Grade 1

5–14 guideline strands

Levels A–C

Listening

Listening for information and instructions A, C
 Listening and reacting to others A, B, C

Reading

Reading for information and instructions A, C
 Reading aloud A, C

Speaking

Speaking to convey information A, C
 Speaking and interacting with others B, C
 Speaking about experiences, feelings and opinions A, B

Writing

Writing to exchange information and ideas A, C
 Writing to establish and maintain personal contact A, C
 Writing imaginatively/to entertain n/a

Unit objectives

- greet and say goodbye to someone
- ask someone's name and give your own
- ask how someone is and respond to the same question
- count numbers 1–10
- identify musical instruments

Key language

- greetings: *bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle*
- say and ask names: *Comment t'appelles-tu?; Je m'appelle...*
- say and ask how you are: *Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça*
- numbers 1–10: *un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix*
- musical instruments: *une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon*

Grammar and skills

- first notions of gender
- ask and answer questions
- recognise cognates

Unit outcomes

Most children will be able to:

- use spoken French to greet others and introduce themselves
- understand and use numbers 1–10
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- identify nouns using the correct gender
- combine numbers and nouns together in a short phrase

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QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente

Language ladder levels

- Listening:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–2
- Speaking:* Breakthrough, Grade 1–2
- Writing:* Breakthrough, Grade 1–2

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, C
- Reading aloud A, C

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- identify classroom objects
- identify colours, and describe an object's colour
- say your age
- recognise and repeat classroom instructions

Key language

- classroom objects: *une trousse* (pencil case), *un stylo* (pen), *une règle* (ruler), *un crayon* (pencil), *un cahier* (exercise book), *un livre* (text book), *un sac* (bag), *une gomme* (rubber)
- colours: *rouge* (red), *rose* (pink), *bleu* (blue), *jaune* (yellow), *marron* (brown), *orange* (orange)
- give your age: *J'ai... ans.*
- classroom instructions: *écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez*

Grammar and skills

- gender of different nouns
- ask and answer questions

- simple word order
- use context to determine meaning
- compare different languages
- take part in a simple dialogue

Unit outcomes

Most children will be able to:

- use spoken French to identify objects in the classroom
- understand and identify the different colours in French
- use spoken French to give their age
- respond to a range of instructions in French
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- recognise different genders in French
- use colour adjectives together with nouns
- produce several simple phrases using *j'ai...*

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QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 9 Les sports

Language ladder levels

- Listening:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–2
- Speaking:* Breakthrough, Grade 1–2
- Writing:* Breakthrough, Grade 1–2

5–14 guideline strands

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- Reading aloud A, C

Speaking

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- Speaking about experiences, feelings and opinions A, B

Writing

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- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- identify parts of the body
- describe eyes and hair
- recognise days of the week
- give basic character descriptions

Key language

- parts of the body: *les yeux* (eyes), *le nez* (nose), *la bouche* (mouth), *les oreilles* (ears), *les cheveux* (hair), *la jambe* (leg), *le bras* (arm), *la tête* (head)
- colours: *vert* (green), *rouge* (red), *marron* (brown), *jaune* (yellow), *bleu* (blue)
- adjectives: *long* (long), *court* (short)
- days of the week: *lundi*, *mardi*, *mercredi*, *jeudi*, *vendredi*, *samedi*, *dimanche*
- adjectives describing character: *Je suis... grand(e)*, *petit(e)*, *timide*, *bavard(e)*, *drôle*, *sympa*

Grammar and skills

- gender of different nouns
- the definite article
- simple word order
- simple facial and character descriptions
- simple adjectival agreement (for more able pupils)

Unit outcomes

Most children will be able to:

- use spoken French to identify parts of the body
- recognise and copy out the days of the week
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- describe hair and eyes with a limited range of adjectives in simple phrases
- describe character with one-word adjectives
- appreciate simple adjectival agreement (for more able pupils only)

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- Unit 1 Je parle français
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 4 Les animaux

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- Writing imaginatively/to entertain n/a

Unit objectives

- identify animals and pets
- recognise and use numbers 11–20
- give someone's name
- describe someone

Key language

- animals: *un chien* (dog), *un chat* (cat), *une tortue* (tortoise), *un lapin* (rabbit), *un oiseau* (bird), *une souris* (mouse), *un dragon* (dragon)
- numbers 11–20: *onze*, *douze*, *treize*, *quatorze*, *quinze*, *seize*, *dix-sept*, *dix-huit*, *dix-neuf*, *vingt*
- *il/elle s'appelle...* (s/he's called...)
- adjectives describing character: *grand(e)* (tall), *petit(e)* (small), *drôle* (funny), *sévère* (strict), *timide* (shy)

Grammar and skills

- gender of different nouns
- recognise negative form
- count numbers 11–20
- give names and descriptions in the third person (he/she)

Unit outcomes

Most children will be able to:

- use spoken French to identify different animals
- recognise and use numbers 11–20 orally and in writing
- reply when asked someone's name
- describe someone using set phrases
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- describe character with one-word adjectives
- appreciate simple adjectival agreement (for more able pupils only)

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- Unit 3 En famille

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Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- identify family members
- recognise and spell with letters of the alphabet
- list household items
- use basic prepositions *sur* and *dans* to describe position

Key language

- family members: *ma mère* (mother), *mon père* (father), *mon frère* (brother), *ma sœur* (sister), *mes parents* (my parents)
- letters of the alphabet a–z, plus some accented letters
- household objects: *le CD* (CD), *le lecteur de CD* (CD player), *l'ordinateur* (computer), *le jeu vidéo* (video game), *le DVD* (DVD), *la machine* (machine), *la chaise* (chair), *la table* (table)
- prepositions: *dans* (in), *sur* (on)

Grammar and skills

- gender of different family members and nouns
- spell words using the French alphabet

- describe position using basic prepositions *sur* and *dans* and familiar language

Unit outcomes

Most children will be able to:

- use spoken French to identify family members, using *mon/ma/mes*
- recognise and use French alphabet, not necessarily including accented letters
- recognise the meaning of prepositions *dans* and *sur* in sentences

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- use all letters of alphabet, including accented letters where appropriate
- create phrases and sentences using prepositions to describe position

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QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 8 Qu'est-ce que tu veux?

Language ladder levels

- Listening:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–2
- Speaking:* Breakthrough, Grade 1–2
- Writing:* Breakthrough, Grade 1–2

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, C
- Reading aloud A, C

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- recognise and ask for snacks
- give basic opinions about food
- use numbers 21–31
- recognise and use the months
- form dates

Key language

- snacks: *une pomme* (an apple), *une banane* (a banana), *un jus d'orange* (an orange juice), *un sandwich* (a sandwich), *une pizza* (a pizza), *un gâteau* (a cake)
- simple opinions (about food): *C'est délicieux!* (It's delicious.), *C'est bon!* (It tastes nice.), *Ce n'est pas bon!* (It doesn't taste nice.), *C'est mauvais!* (It tastes bad.)
- numbers 21–31
- months: *janvier* (January), *février* (February), *mars* (March), *avril* (April), *mai* (May), *juin* (June), *juillet* (July), *août* (August), *septembre* (September), *octobre* (October), *novembre* (November), *décembre* (December)
- dates: *le... [mars, etc.]* (the... [March, etc.])

Grammar and skills

- gender of different nouns for food
- understand and reply to questions on food wanted
- count numbers up to 31
- use numbers up to 31 together with months to form dates

Unit outcomes

Most children will be able to:

- understand when they are being asked what they want
- use spoken French to identify various snacks
- recognise and count numbers 1–31
- recognise French months and combine with numbers to form dates

Some children will also be able to:

- have short question and answer dialogue asking others what they want and replying to same question
- form dates using a short phrase, e.g. *c'est le 5 mars*

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KS2 Framework objectives

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds, rhyme and rhythm
- O4.4 Ask and answer questions on several topics
- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.4 Learn about ways of travelling to the country/countries

QCA Scheme of Work

- Unit 2 Je me présente
- Unit 3 En famille
- Unit 4 Les animaux
- Unit 6 Le monde

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
- Reading:* Breakthrough, Grade 1–3
- Speaking:* Breakthrough, Grade 1–2
- Writing:* Breakthrough, Grade 1–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, C
- Listening and reacting to others A–C

Reading

- Reading for information and instructions A, C
- Reading aloud A, C

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- revise ways to describe people, using *avoir* and *être* phrases
- describe people's nationality

Key language

- descriptive vocabulary: *il/elle a* (he/she has)... *les cheveux courts/longs* (short/long hair), *les yeux bleus*, etc. (blue eyes, etc.), *un chien* (a dog), *un frère/une sœur* (brother/sister); *il/elle a sept ans* (he/she is seven years old),
- nationalities: *français(e)* (French), *canadien(ne)* (Canadian), *britannique* (British)
- character adjectives: *intelligent(e)* (clever), *sportif/sportive* (sporty), *sévère* (strict)

Grammar and skills

- revision of a variety of *avoir* phrases
- use *être* phrases with adjectives
- recognise and the use third person singular (*il/elle*) with both *avoir* and *être*
- recognise different adjective endings

Unit outcomes

Most children will be able to:

- use a variety of expressions to describe people in third person singular
- recognise different nationalities

Some children will also be able to:

- use and recognise different adjective endings, both singular and plural

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- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.2 Know about some aspects of everyday life and compare them to their own

QCA Scheme of Work

- Unit 1 Je parle français
- Unit 5 Mon anniversaire
- Unit 9 Les sports

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
- Reading:* Breakthrough, Grade 1–3
- Speaking:* Breakthrough, Grade 1–2
- Writing:* Breakthrough, Grade 1–2

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions
- Listening and reacting to others

A, C
A–C

Reading

- Reading for information and instructions
- Reading aloud

A, C
A, C

Speaking

- Speaking to convey information
- Speaking and interacting with others
- Speaking about experiences, feelings and opinions

A, C
B, C
A, B

Writing

- Writing to exchange information and ideas
- Writing to establish and maintain personal contact
- Writing imaginatively/to entertain

A, C
A, C
n/a

Unit objectives

- talk about free-time activities
- learn to tell the time
- say what activities you do at certain times

Key language

- activities: *je regarde* (I am watching)... *la télé* (TV), *un DVD* (a DVD); *j'écoute* (I am listening to)... *mes CD* (my CDs), *la radio* (the radio); *je joue* (I'm playing)... *au football* (football), *au tennis* (tennis)
- telling the time: *il est... heure(s)*
- activities at certain times: *Je regarde la télé à cinq heures*, etc.

Grammar and skills

- use several present tense verbs to describe activities
- produce short phrases orally and in writing
- express the time separately or in phrases with other verbs

Unit outcomes

Most children will be able to:

- recognise and repeat various activities
- learn to tell the time in a simple phrase (*Il est cinq heures*, etc.)

Some children will also be able to:

- produce phrases about various activities
- tell the time separately, or in combination with above phrases to create full sentences, e.g. *Je joue au football à cinq heures*.

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- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.1 Learn about festivals and celebrations in different cultures

QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me presente
- Unit 3 En famille
- Unit 4 Les animaux
- Unit 5 Mon anniversaire
- Unit 8 Qu'est-ce que tu veux?
- Unit 9 Les sports

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
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5–14 guideline strands

Levels A–C

Listening

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- Listening and reacting to others A–C

Speaking

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- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Reading

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- Reading aloud A, C

Writing

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- Writing imaginatively/to entertain n/a

Unit objectives

- say the names and dates of several French festivals
- identify and ask for certain presents at festivals
- recognise and use numbers 31–60
- give and understand more instructions

Key language

- festivals: *le Nouvel An* (New Year), *la Fête des Rois* (Feast of Kings/Epiphany), *la Saint-Valentin* (St Valentine's day), *Pâques* (Easter), *la Fête Nationale* (Bastille Day), *Noël* (Christmas)
- presents: *un vélo* (bike), *un jeu* (a game), *un livre* (a book), *un ballon* (a ball), *un Père Noël en chocolat* (chocolate Father Christmas), *un œuf de Pâques* (Easter egg)
- numbers 31–60
- instructions: *touchez le nez/les pieds!* (touch your nose/feet!), *comptez!* (count!), *sautez!* (jump!), *levez les bras!* (raise your arms!), *tournez!* (turn around!), *hochez la tête!* (nod your head!)

Grammar and skills

- give more dates for festivals through the year
- ask for various presents
- count up to 60
- understand and give imperative instructions
- recognise plural forms

Unit outcomes

Most children will be able to:

- recognise names of French festivals, and list their dates separately
- identify names of various presents suitable for festivals
- count up to 60
- understand more instructions

Some children will also be able to:

- produce fuller phrases giving dates of festivals, e.g. *Le nouvel an, c'est le premier janvier.*
- create sentences asking for gifts, using *je voudrais...*

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- IU4.2 Know about some aspects of everyday life and compare them to their own
- IU4.4 Learn about ways of travelling to the country/countries

QCA Scheme of Work

- Unit 2 Je me présente
- Unit 6 Le monde
- Unit 11 J'habite

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
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- Writing:* Breakthrough, Grade 1–2

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Unit objectives

- name and recognise various French cities
- give and understand basic directions
- talk about the weather
- talk about the weather in a particular city

Key language

- saying where you are going: *Je vais à* (I'm going to)... *Paris/Bordeaux/Strasbourg/Nice/Grenoble.*
- directions: *tournez à droite* (right), *tournez à gauche* (left), *allez tout droit* (straight on), *arrêtez* (stop)
- weather: *Quel temps fait-il?* (What's the weather like?), *Il fait beau.* (It's sunny), *Il fait froid.* (It's cold), *Il fait chaud.* (It's hot), *Il pleut.* (It's raining), *Il neige.* (It's snowing)
- weather in a particular town: *À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige.* (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)

Grammar and skills

- recognise various French cities
- ask and answer where you are going, using *je vais à...*
- understand and give imperative instructions for directions
- form weather expressions using impersonal *il...* expressions
- describe the weather in a certain location in a short sentence

Unit outcomes

Most children will be able to:

- recognise names of various French cities
- use *je vais à...* to say which city they are going to
- understand and use weather expressions
- understand and use direction expressions
- understand descriptions of weather in certain locations

Some children will also be able to:

- produce phrases describing weather in certain locations

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- Unit 4 Les animaux
- Unit 5 Mon anniversaire
- Unit 8 Qu'est-ce que tu veux?

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- Reading aloud A, C

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- ask for food in a shop
- ask for and understand how much something costs
- talk about activities at a party
- give opinions about activities and food

Key language

- asking and answering what you want: *Qu'est-ce que tu veux?* (What do you want?); *Je voudrais* (I'd like)...
- food items: *du pain* (bread), *du fromage* (cheese), *de la limonade* (lemonade), *de la crème* (cream), *des fraises* (strawberries), *des tomates* (tomatoes)
- using money: *C'est combien?* (How much is it?); *C'est [cinq] euros.* (It's [five] euros.)
- party activities: *On boit.* (We are drinking.), *On mange.* (We are eating.), *On danse.* (We are dancing.), *On chante.* (We are singing.), *On s'amuse.* (We are having fun.)
- opinions: *c'est chouette* (it's great), *c'est nul* (it's rubbish), *c'est bizarre* (it's weird)

Grammar and skills

- ask what someone wants
- say what you want
- talk about food using the partitive article
- use *on* to talk about first-person plural activities
- give basic opinions about activities and food

Unit outcomes

Most children will be able to:

- identify various food items
- describe various party activities, using *on* expressions
- give various opinions in isolation

Some children will also be able to:

- ask and answer what others/they want
- give opinions in a sentence: *Le football, c'est chouette*, etc.

National criteria

KS2 Framework objectives

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds, rhyme and rhythm
- O4.4 Ask and answer questions on several topics
- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.2 Know about some aspects of everyday life and compare them to their own
- IU4.4 Learn about ways of travelling to the country/countries

QCA Scheme of Work

- Unit 3 En famille
- Unit 6 Le monde
- Unit 10 Les vêtements

Language ladder levels

- Listening:* Breakthrough, Grade 1–3
- Speaking:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–3
- Writing:* Breakthrough, Grade 1–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, C
- Listening and reacting to others A–C

Reading

- Reading for information and instructions A, C
- Reading aloud A, C

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- identify various francophone countries
- talk about which languages you speak
- identify different items of clothing
- describe the colour of items of clothing

Key language

- Francophone countries: *la France* (France), *la Suisse* (Switzerland), *le Canada* (Canada), *la Martinique* (Martinique), *le Maroc* (Morocco), *le Sénégal* (Senegal)
- talking about languages: *Je parle anglais/français* (I speak English/French), *Je ne parle pas anglais/français* (I don't speak English/French)
- clothes: *un pantalon* (trousers), *une veste* (jacket), *une chemise* (shirt), *un t-shirt* (t-shirt), *un chapeau* (hat), *une jupe* (skirt)
- describing colour of clothes: colours met so far, plus *blanc(he)* (white) and *noir(e)* (black)

Grammar and skills

- give the names of various French-speaking countries
- use positive and negative phrases to talk about speaking languages
- describe various items of clothing, using colour adjectives

Unit outcomes

Most children will be able to:

- identify various French-speaking countries
- use single set phrases to say which languages they can speak
- describe colour of items of clothing, with some support

Some children will also be able to:

- use positive and negative phrases to talk about which languages they can speak
- apply the correct forms of colour adjectives to both masculine and feminine nouns

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places

QCA Scheme of Work

- Unit 1 Moi
- Unit 4 Portraits
- Unit 8 L'argent de poche
- Unit 21 Le passé et le présent

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.2–3, AT4.2–3

Language ladder levels

- Listening:* Breakthrough, Grades 1–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 1–3
- Writing:* Breakthrough, Grades 2–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C
- Speaking and interacting with others A, B, C
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, B, C
- Writing to establish and maintain personal contact A, B
- Writing imaginatively to entertain A, B, C

Unit objectives

- Greet people and give personal information
- Ask and talk about sisters and brothers
- Say what people have and have not using 3rd person *avoir*
- Say what people are like using 3rd person *être* including negatives.

Key language

- *Bonjour, Salut*
Comment t'appelles-tu? Je m'appelle...
Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça
Tu es français(e)/britannique? Oui/Non, je suis...
Quel âge as-tu? J'ai... ans
- *Tu as des frères ou des sœurs?*
J'ai un(e)/deux/trois... frères/sœurs
Je n'ai pas de frères ou de sœurs
- *il/elle a... il/elle n'a pas de... + revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare*
- *il/elle est... il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e) français(e), britannique*

Grammar and skills

- Ask and answer questions
- Recognise and use plural nouns
- Understand and use *avoir* and *être* in 1st, 2nd and 3rd person
- Understand and use negatives with *avoir* and *être*
- Understand agreement of adjectives (feminine singular)
- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences

Unit outcomes

Most children will be able to:

- Use spoken French to greet people and say their name, age and how they are
- Ask and say how many brothers and sisters they have
- Say what someone else has and hasn't got
- Say what someone is like

Some children will also be able to:

- Take part in short conversations, giving appropriate answers and asking questions
- Use plural forms accurately when talking about sisters and brothers
- Manipulate sentences by changing an element
- Use negatives in spoken and written French with *avoir* and *être*

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.2 Understand and express simple opinions
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places
- IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

QCA Scheme of Work

- Unit 2 Jeux et chansons
- Unit 8 L'argent de poche
- Unit 15 En route pour l'école

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.1–3, AT4.1–2

Language ladder levels

- Listening:* Breakthrough, Grades 1–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 1–3
- Writing:* Breakthrough, Grades 1–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C
- Speaking and interacting with others A, B, C
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, B, C
- Writing to establish and maintain personal contact A, B
- Writing imaginatively to entertain A, B, C

Unit objectives

- Name school subjects
- Talk about likes and dislikes at school
- Ask and say the time
- Talk about timings of the school day

Key language

- *C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique*
- *J'aime/Je n'aime pas + subjects*
- *C'est bien/cool/nul*
- *Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit*
- *La récré, le déjeuner, l'école commence à... heure(s) et finit à...*

Grammar and skills

- Understand and use the definite article correctly: *le/lal'/les*
- Express opinions
- Use correct intonation when asking a question
- Understand that there is not always a direct equivalent to each English word in French
- Use song to help memorise language
- Form longer sentences

Unit outcomes

Most children will be able to:

- Understand and say school subjects
- Say which subjects they like and don't like
- Say the time on the hour, half-hour and quarter-hour

Some children will also be able to:

- Write accurately a range of vocabulary
- Express opinions about a range of things
- Use longer sentences in spoken and written French to talk about timings of the school day

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.2 Understand and express simple opinions
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

QCA Scheme of Work

- Unit 6 Ça pousse!
- Unit 10 Vive le sport!
- Unit 13 Bon appétit, bonne santé
- Unit 23 Monter un café

National Curriculum attainment levels

AT1.1–3, AT2.2–3, AT3.1–3, AT4.2–3

Language ladder levels

- Listening:* Breakthrough, Grades 2–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 2–3
- Writing:* Breakthrough, Grades 2–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C
- Speaking and interacting with others A, B, C
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, B, C
- Writing to establish and maintain personal contact A, B
- Writing imaginatively to entertain A, B, C

Unit objectives

- Ask politely for food items
- Describe how to make a sandwich
- Express opinions about food
- Talk about healthy and unhealthy food

Key language

- *Je voudrais... s'il vous plaît.*
un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate
une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille
- *les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez*
- *J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots*
- *[Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.*

Grammar and skills

- Understand and use *au/à la/à l'* when referring to flavours of foods
- Give instructions in the *vous* form
- Understand and use negatives
- Use the plural form of some food vocabulary
- Use known language in a new context

Unit outcomes

Most children will be able to:

- Ask politely for sandwiches and ice-creams
- Give simple instructions to make a sandwich
- Say what foods they like/don't like
- Say which foods are healthy/unhealthy

Some children will also be able to:

- Use *au/à la/à l'* accurately when referring to food items
- Understand and use plural nouns in the correct context
- Use known language in a new context
- Adapt phrases to talk about different things

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places
- IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

QCA Scheme of Work

- Unit 15 En route pour l'école
- Unit 21 Le passé et le présent

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.1–3, AT4.1–3

Language ladder levels

- Listening:* Breakthrough, Grades 1–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 1–3
- Writing:* Breakthrough, Grades 1–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C
- Speaking and interacting with others A, B, C
- Speaking about experiences, feelings and opinions A, B

Writing

- Writing to exchange information and ideas A, B, C
- Writing to establish and maintain personal contact A, B
- Writing imaginatively to entertain A, B, C

Unit objectives

- Name places in the town
- Ask the way and give directions
- Say where you are going
- Give the time and say where you are going

Key language

- *Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché*
- *[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions*
- *Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école.*
- *Il est [deux] heure(s). Je vais au/à la/à l' + places*

Grammar and skills

- Use *le/la/l'* correctly with places
- Use sequencers *d'abord, ensuite, enfin* to say longer sentences
- Give instruction using the *vous* form
- Use prepositions *au/à la/à l'* with places
- Recognise language patterns and deduce rules
- Incorporate known language into new structures

Unit outcomes

Most children will be able to:

- Name places in a town
- Ask the way and give simple directions
- Say where they're going
- Give the time and say where they're going

Some children will also be able to:

- Say longer sentences using sequencers
- Use prepositions *au/à la/à l'* correctly with places
- Recognise patterns in language
- Incorporate known language into new structures

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.2 Understand and express simple opinions
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places

QCA Scheme of Work

- Unit 7 On y va
- Unit 20 Notre monde
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–3, AT2.2–3, AT3.2–3, AT4.2–3

Language ladder levels

- Listening:* Breakthrough, Grades 2–3
- Reading:* Breakthrough, Grades 2–3
- Speaking:* Breakthrough, Grades 2–3
- Writing:* Breakthrough, Grades 2–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Reading

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C
- Speaking and interacting with others A, B, C
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, B, C
- Writing to establish and maintain personal contact A, B, C
- Writing imaginatively to entertain A, B, C

Unit objectives

- Ask and say where you're going on holiday
- Express opinions about holidays
- Talk about what you're going to do on holiday
- Talk about holiday plans

Key language

- *Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.*
- *J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça.*
- *Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.*
- Consolidation of all the above

Grammar and skills

- Use *au/à la/à l'/à* correctly with places
- Recognise patterns and apply knowledge of rules
- Express opinions
- Say what you're going to do using *Je vais* + infinitive
- Apply grammatical knowledge to make sentences

Unit outcomes

Most children will be able to:

- Name holiday destinations
- Express opinions about different holidays
- Say what they're going to do

Some children will also be able to:

- Use *au/à la/à l'/à* correctly
- Recognise patterns and apply knowledge of rules
- Apply rules to talk about future plans
- Make longer sentences about holiday plans

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.2 Understand and express simple opinions
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.2 Recognise similarities and differences between places
- IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

QCA Scheme of Work

- Unit 16 Scène de plage
- Unit 18 Les planètes

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.1–3, AT4.1–3

Language ladder levels

- Listening:* Breakthrough, Grades 1–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 1–3
- Writing:* Breakthrough, Grades 1–3

5–14 guideline strands

Levels A–C

Listening

- Listening for information and instructions A, B, C
- Listening and reacting to others A, B, C

Speaking

- Reading for information and instructions A, B, C
- Reading aloud A, B, C

Speaking

- Speaking to convey information A, B, C, D
- Speaking and interacting with others A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B
- Writing imaginatively to entertain A, B, C

Unit objectives

- Name rooms in the house
- Describe rooms in the house
- Say what people do at home
- Say what people do and where

Key language

- *Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres*
- *C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge*
C'est petit et rouge
- *Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...*
- Activities as above + *dans le salon/les WC, etc.*

Grammar and skills

- Use *il y a* [+ indefinite article]
- Prepare a short presentation
- Use *c'est* [+ adjective]
- Join sentences with *et*
- Practise new language with a friend
- Use 3rd person verbs
- Manipulate language by changing an element in a sentence
- Use and understand both the definite and indefinite articles
- Make longer sentences

Unit outcomes

Most children will be able to:

- Name places in a home
- Give simple descriptions using *c'est* [+ adjective]
- List some activities using *il* and *elle*

Some children will also be able to:

- Use definite and indefinite articles correctly
- Join sentences with *et*
- Adapt sentences by changing elements
- Make longer sentences

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people

QCA Scheme of Work

- Unit 16 Scene de plage
- Unit 20 Notre monde
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

5–14 guideline strands

Levels A–D

Listening

- Listening for information and instructions
- Listening and reacting to others

Reading

- A, B, C, D Reading for information and instructions
- A, B, C, D Reading aloud

- A, B, C, D
- A, B, C, D

Speaking

- Speaking to convey information
- Speaking and interacting with others
- Speaking about experiences, feelings and opinions

Writing

- A, B, C, D Writing to exchange information and ideas
- A, B, C, D Writing to establish and maintain personal contact
- A, B, C Writing imaginatively to entertain

- A, B, C, D
- A, B, C, D
- A, B, C

Unit objectives

- Ask and talk about regular activities
- Say what you don't do
- Ask and say what other people do
- Talk about what you like/dislike doing

Key language

- *Qu'est-ce que tu fais [le mercredi/le samedi]?*
Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller
Tu fais... ? joues... ? regardes... ?
- *Je n'écoute pas... Je ne regarde pas... Je ne joue pas ...*
Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)
- *Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir?*
Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde(la télé), joue [au tennis/au foot]
- *Est-ce que tu aimes faire/écouter/jouer/regarder... ?*
J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport

Grammar and skills

- Use several verbs in 1st person
- Use negatives
- Use verbs in 3rd person
- Using *j'aime/je n'aime pas*, etc. with an infinitive
- Recognise patterns in French
- Build longer sentences
- Adapt sentences to say different things
- Listen for clues
- Plan and prepare a task and evaluate others

Unit outcomes

Most children will be able to:

- Say what they do using the 1st person
- Say what they don't do using set phrases
- Say what other people do using *il/elle*
- Say what they like/dislike doing

Some children will also be able to:

- Adapt language to say different things
- Build longer sentences
- Apply negatives to most phrases
- Use verbs with different pronouns

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

QCA Scheme of Work

- Unit 18 Les planètes
- Unit 19 Notre école
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.1-4, AT2.1-4, AT3.1-4, AT4.2-4

Language ladder levels

- Listening:* Breakthrough, Grades 1-4
- Reading:* Breakthrough, Grades 1-4
- Speaking:* Breakthrough, Grades 1-4
- Writing:* Breakthrough, Grades 2-4

5-14 guideline strands

Levels A-D

Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

Reading

- Reading for information and instructions A, B, C, D
- Reading aloud A, B, C, D

Speaking

- Speaking to convey information A, B, C, D
- Speaking and interacting with others A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C, D

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

Unit objectives

- Ask and say what clothes you'd like
- Give opinions about clothes
- Say what clothes you wear
- Ask and talk about prices (including 60-80)

Key language

- *Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et*
- *C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...*
- *Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil...*
rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)
- *C'est combien? Ça coûte [soixante-douze] euros*
Numbers 60 to 80

Grammar and skills

- Using *des* with plural words
- Giving opinions using *c'est...*
- Using *et* and *mais* to make longer sentences
- Agreement of adjectives
- Practising new language with a friend
- Techniques for memorising language

Unit outcomes

Most children will be able to:

- Say what clothes they'd like
- Give opinion about clothes
- Say what clothes they're wearing
- Use numbers 60 to 80

Some children will also be able to:

- Use *et* and *mais* to make longer sentences
- Understand and use agreement of adjectives
- Understand and use *des* with plural words

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

QCA Scheme of Work

- Unit 10 Vive le sport!
- Unit 19 Notre école
- Unit 15 En route pour l'école

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

5–14 guideline strands

Levels A–D

Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

Reading

- Reading for information and instructions A, B, C, D
- Reading aloud A, B, C, D

Speaking

- Speaking to convey information A, B, C, D
- Speaking and interacting with others A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C, D

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

Unit objectives

- Ask and talk about daily routine
- Talk about times of daily routine
- Ask and talk about breakfast
- Talk about details of a typical day

Key language

- *Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche*
- Daily routine phrases (Lesson 1) + *à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq*
- *Qu'est-ce que tu prends au petit déjeuner?*
Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine
- *normalement, d'abord, ensuite, enfin, après l'école* + language from Lesson 3

Grammar and skills

- Use 1st person present tense including some reflexives
- Make longer sentences with times

- Use *et* to join sentences together
- Use adverbs and time expressions to make longer paragraphs
- Formulate questions
- Cope with longer reading texts
- Reflect and share ideas about language learning

Unit outcomes

Most children will be able to:

- Talk about their daily routine
- Say what time they do things
- Say what they have for breakfast
- Use *et* to join sentences together

Some children will also be able to:

- Formulate questions
- Write longer paragraphs using adverbs and time expressions
- Cope with longer reading texts

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

QCA Scheme of work

- Unit 6 Ça pousse!
- Unit 7 On y va
- Unit 17 Le retour du printemps
- Unit 21 Le passé et le présent
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

5–14 guideline strands

Levels A–D

Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

Reading

- Reading for information and instructions A, B, C, D
- Reading aloud A, B, C, D

Speaking

- Speaking to convey information A, B, C, D
- Speaking and interacting with others A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C, D

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

Unit objectives

- Talk about forms of transport
- Talk about where you're going and how you get there
- Talk about plans for a trip
- Buy tickets at the station

Key language

- Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau
- Où vas-tu? Comment vas-tu... ?
Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école... en voiture, etc.
- Samedi, à 10 heures... D'abord, ensuite, enfin...
Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire des manèges, regarder un film
- Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets?
[Quatre] billets: [un] adulte et [trois] enfants.
Aller-retour ou aller simple? [Aller-retour] s'il vous plaît.
C'est combien? C'est [trente-cinq] euros.
Le train part à quelle heure? [Dix heures et demie.]

Merci [Monsieur]. Au revoir...

Bon voyage!

Grammar and skills

- Use prepositions *en* and *à* with transports
- Listen for clues to meaning
- Use prepositions *au/à la/à l'* with places
- Using knowledge of word, text and structure to build texts
- Use *on va* + infinitives to talk about future plans
- Use time indicators
- Use context and previous knowledge to help reading
- Ask politely for things

Unit outcomes

Most children will be able to:

- Name some forms of transport
- Say how they get to various places
- Ask for tickets at a train station

Some children will also be able to:

- Use prepositions correctly with transports and places
- Start to write short texts
- Use *on va* + infinitive to talk about future plans
- Use strategies to deal with authentic reading texts

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

QCA Scheme of work

- Unit 8 Argent de poche
- Unit 14 Je suis le musicien
- Unit 18 Les planètes
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

5–14 guideline strands

Levels A–D

Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

Reading

- Reading for information and instructions A, B, C, D
- Reading aloud A, B, C, D

Speaking

- Speaking to convey information A, B, C, D
- Speaking to convey information A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C, D

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

Unit objectives

- Talk about which sports you like
- Say what you think of different sports
- Give reasons for preferences
- Talk about a sporting event

Key language

- *Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller*
- *Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère...*
- *J'aime [le football] parce que c'est amusant, facile, passionnant*
Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile
- *Le samedi on va au match de foot.*
On mange un sandwich et on boit un chocolat chaud.
On regarde [Bordeaux] contre [Lyon].
Le match commence à trois heures.
X marque un but. C'est passionnant!
Lyon gagne 2–0.

Grammar and skills

- Use the definite article with sports
- Spot patterns in French
- Use conjunctions *et* and *mais*
- Devise and ask questions
- Give reasons for opinions
- Use known language in new contexts
- Read and write longer texts
- Present information about sports

Unit outcomes

Most children will be able to:

- Talk about sports they like
- Express their preferences about different sports
- Ask questions about sports
- Say one or two sentences about a sporting event

Some children will also be able to:

- Give reasons for preferences
- Use conjunctions to make longer sentences
- Understand and write longer texts

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

QCA Scheme of work

- Unit 4 Portraits
- Unit 6 Ça pousse!
- Unit 7 On y va
- Unit 21 Le passé et le présent
- Unit 23 Monter un café
- Unit 24 Quoi de neuf?

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.3–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 3–4

5–14 guideline strands

Levels A–D

Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

Reading

- Reading for information and instructions A, B, C, D
- Reading aloud A, B, C, D

Speaking

- Speaking to convey information A, B, C, D
- Speaking and interacting with others A, B, C, D
- Speaking about experiences, feelings and opinions A, B, C, D

Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

Unit objectives

- Revise forms of transport, places and future plans
- Revise descriptions of people and clothes
- Revise opinions of food and clothes
- Order food in a cafe

Revision of key language

- Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne
Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo
Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents

- *Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]*
- *J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille.
C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé*
- *Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir*