

Key stage 2 scheme of work for languages

Overview of French units 13–24

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 13 Bon appétit! (Enjoy your meal!)				
<ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions 	<ul style="list-style-type: none"> • Talking about what has been eaten and drunk • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) 	<ul style="list-style-type: none"> • Perfect tense: <i>manger</i> (<i>j'ai mangé, tu as mangé</i>); <i>boire</i> (<i>j'ai bu</i>) • The use of <i>du, de la, de l', des</i> • Plural nouns with <i>les</i> and <i>des</i> • Compound sentences with connectives <i>et</i> and <i>mais</i> • Imperatives: <i>vous</i> form of some regular and irregular verbs 	<ul style="list-style-type: none"> • <i>J'ai mangé</i> • <i>J'ai bu</i> • <i>Tu as mangé (une banane)?</i> • <i>et</i> • <i>mais</i> • <i>un sandwich</i> • <i>un gâteau</i> • <i>une banane</i> • <i>une crêpe</i> • <i>du fromage</i> • <i>de la salade</i> • <i>de l'eau</i> (f) • <i>des chips</i> (m pl) 	<ul style="list-style-type: none"> • Revision of <i>an/en</i> and <i>au/eau</i>

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Unit 14 Je suis le musicien ('I am the Music Man')				
<ul style="list-style-type: none"> Responding to a song in French 	<ul style="list-style-type: none"> Expressing and qualifying opinions (about musical preferences) Expressing future intentions (about playing a musical instrument) 	<ul style="list-style-type: none"> <i>jouer + du, de la</i> (with a musical instrument) Immediate future: <i>aller + infinitive</i> (<i>Je vais jouer, Je vais chanter</i>) 	<ul style="list-style-type: none"> <i>un saxophone</i> <i>un piano</i> <i>un violon</i> <i>une guitare</i> <i>une clarinette</i> <i>une trompette</i> <i>la batterie</i> <i>Je vais jouer du ... / de la ...</i> <i>Je vais chanter</i> <i>C'est génial!</i> <i>C'est nul/affreux/ennuyeux!</i> 	

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Unit 15 En route pour l'école (On the way to school)				
<ul style="list-style-type: none"> • The alphabet • Places in the locality • Directions 	<ul style="list-style-type: none"> • Describing a journey (to school) • Simple directions • Using repair strategies to keep a conversation going 	<ul style="list-style-type: none"> • The alphabet • Adverbial phrases of time • <i>il y a</i> 	<ul style="list-style-type: none"> • <i>il y a ...</i> • <i>Quand je vais à l'école ...</i> • <i>Je passe devant ...</i> • <i>cinq minutes plus tard</i> • <i> finalement</i> • <i> puis</i> • <i> ensuite</i> • <i> à droite</i> • <i> à gauche</i> • <i> tout droit</i> • <i> Je ne comprends pas</i> • <i> Répétez, s'il vous plaît</i> 	

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Unit 16 Scène de plage (Beach scene)				
<ul style="list-style-type: none"> Responding to a painting Writing and performing a poem 	<ul style="list-style-type: none"> Giving a simple description (of a scene or place) Using adjectives to add interest and detail to a description Writing instructions 	<ul style="list-style-type: none"> Regular -er verbs (present tense): third person singular <i>dormir</i> (irregular): <i>il/elle dort</i> Imperatives: <i>tu</i> form of some regular and irregular verbs <i>C'est, Ce n'est pas</i> + noun 	<ul style="list-style-type: none"> <i>(Le chien) regarde</i> <i>(Le bateau) glisse</i> <i>(La petite fille) dort</i> <i>(La dame) brosse (les cheveux de la petite fille)</i> <i>C'est ...</i> <i>Ce n'est pas ...</i> <i>Prends</i> <i>Ajoute</i> <i>Mélange</i> <i>Décore</i> <i>Laisse</i> 	<ul style="list-style-type: none"> Revision of <i>au/eau</i> <i>il</i> and <i>ille</i>
Unit 17 Les quatre saisons (The four seasons)				
<ul style="list-style-type: none"> Responding to a poem Responding to a piece of classical music 	<ul style="list-style-type: none"> Making simple statements (about seasons) Describing the weather (with reference to the present and the past) Using adjectives as antonyms 	<ul style="list-style-type: none"> Prepositions <i>en, au</i> (with seasons) Imperfect tense, eg <i>Il faisait beau/chaud</i> Adjectives: agreement and position (revision) 	<ul style="list-style-type: none"> <i>l'hiver</i> (m) <i>le printemps</i> <i>l'été</i> (m) <i>l'automne</i> (m) <i>au printemps</i> <i>en été/automne/hiver</i> <i>Il faisait beau, etc</i> <i>clair</i> <i>sombre</i> <i>heureux</i> <i>triste</i> 	<ul style="list-style-type: none"> Using knowledge of phoneme–grapheme correspondence to aid writing

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Unit 18 Les planètes (The planets)				
<ul style="list-style-type: none"> Planets 	<ul style="list-style-type: none"> Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs 	<ul style="list-style-type: none"> Qualifier: <i>assez</i> Prepositions: <i>près de</i>, <i>loin de</i> Compound sentences with <i>parce que</i> 	<ul style="list-style-type: none"> <i>la Terre</i> <i>la lune</i> <i>un nom</i> <i>un nom propre</i> <i>un adjectif</i> <i>parce que</i> <i>elle</i> <i>près de</i> <i>loin de</i> <i>assez</i> 	<ul style="list-style-type: none"> Revision of common phonemes Hearing individual phonemes in words and using this to aid writing

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Unit 19 Notre école (Our school)				
<ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Telling the time 	<ul style="list-style-type: none"> • Making statements (about the school environment and everyday school routines) • Making statements about breaktime activities, with reference to the past • Telling the time using half-hours, quarter-hours and 24-hour clock notation 	<ul style="list-style-type: none"> • Definite and indefinite articles: <i>le/la; un/une</i> • Perfect tense: regular -er verbs with <i>avoir</i> (eg <i>J'ai joué, J'ai parlé</i>) 	<ul style="list-style-type: none"> • <i>Il est midi/minuit</i> • <i>Il est une heure et demie / Il est deux heures et demie, etc</i> • <i>Il est deux heures et quart / Il est deux heures moins le quart</i> • <i>Il est quatorze heures trente</i> • <i>le terrain de sport</i> • <i>la salle de classe</i> • <i>la cour</i> • <i>les toilettes (f pl)</i> • <i>la récré</i> • <i>J'ai joué</i> • <i>J'ai parlé</i> • <i>J'ai dansé</i> • <i>J'ai aidé</i> • <i>J'ai travaillé</i> • <i>J'ai chanté</i> • <i>le dessin</i> • <i>le sport</i> • <i>le français</i> • <i>la géographie</i> • <i>la technologie</i> • <i>l'anglais (m)</i> • <i>l'informatique (f)</i> • <i>l'histoire (f)</i> • <i>les sciences (f pl)</i> • <i>les maths (f pl)</i> 	<ul style="list-style-type: none"> • <i>qu</i>

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Unit 20 Notre monde (Our world)				
<ul style="list-style-type: none"> Continents and rivers of the world Study of a non-fiction text 	<ul style="list-style-type: none"> Understanding and naming continents Making statements (about rivers and their geographical features) Making a weather forecast 	<ul style="list-style-type: none"> Immediate future: <i>aller</i> + infinitive (eg <i>Il va faire beau</i>) Simple superlatives, eg <i>le/la plus grand(e)</i> Pronouns: <i>il/elle</i> 	<ul style="list-style-type: none"> <i>l'Europe</i> (f) <i>l'Afrique</i> (f) <i>l'Amérique du Sud</i> (f) <i>l'Amérique du Nord</i> (f) <i>l'Asie</i> (f) <i>l'Océanie</i> (f) <i>l'Antarctique</i> (f) <i>le plus grand / la plus grande</i> <i>Il va faire beau, etc</i> <i>Il va pleuvoir</i> <i>Il va neiger</i> 	<ul style="list-style-type: none"> <i>-ique; -gne</i> Revision of key phonemes

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Unit 21 Monter un café (Creating a café)				
<ul style="list-style-type: none"> • Drinks, snacks and ice creams 	<ul style="list-style-type: none"> • Quantities (of food and drink) • Transactional language for a café • Seeking clarification of meaning 	<ul style="list-style-type: none"> • Perfect tense: third person singular form (<i>il/elle a mangé; il/elle a bu</i>) • Prepositions: <i>au, à la</i> 	<ul style="list-style-type: none"> • <i>un coca</i> • <i>un milkshake</i> • <i>un chocolat chaud</i> • <i>un café</i> • <i>un café au lait</i> • <i>un paquet de chips</i> • <i>une limonade</i> • <i>une eau minérale</i> • <i>une tasse de thé</i> • <i>une portion de frites</i> • <i>une pizza</i> • <i>Il/elle a mangé</i> • <i>Il/elle a bu</i> • <i>une glace au chocolat / à la fraise / à la vanille</i> • <i>Je ne comprends pas</i> • <i>Répétez, s’il vous plaît</i> 	<ul style="list-style-type: none"> • Using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words • Revision of <i>-ill-</i>

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Unit 22 Le passé et le présent (Then and now)				
<ul style="list-style-type: none"> • Comparison of modern-day settlements with those from a period in the past • Descriptions (of a town) • Writing a guide for tourists 	<ul style="list-style-type: none"> • Making statements (about places in a town) • Asking questions (about places in a town) • Giving a description (of a town) • Saying the year (eg <i>mille neuf cent quarante-huit</i>) 	<ul style="list-style-type: none"> • Antonyms • Imperfect tense of <i>avoir</i> (<i>avait</i>) and <i>être</i> (<i>était</i>) • <i>beaucoup de ...</i> • <i>peu de ...</i> 	<ul style="list-style-type: none"> • <i>le/un supermarché</i> • <i>la/une charcuterie</i> • <i>la/une boulangerie</i> • <i>la/une boucherie</i> • <i>la/une pâtisserie</i> • <i>la/une poissonnerie</i> • <i>l'/une épicerie</i> • <i>Il y avait</i> • <i>C'était</i> • <i>aujourd'hui</i> • <i>soixante-et-onze, etc</i> • <i>quatre-vingt-un, etc</i> • <i>quatre-vingt-onze, etc</i> • <i>mille</i> • <i>beaucoup de</i> • <i>peu de</i> 	

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Unit 23 Au parc d'attractions (At the theme park)				
<ul style="list-style-type: none"> • Entertainment • Money 	<ul style="list-style-type: none"> • Making statements about a visit to a theme park, referring to the past • Expressing an opinion about what a theme park ride was like • Using adjectives to add interest and detail to a description 	<ul style="list-style-type: none"> • Perfect tense with <i>être</i>: <i>aller</i> (<i>je suis allé</i> (m); <i>je suis allée</i> (f)) • Perfect tense with <i>avoir</i>: <i>prendre</i> (<i>j'ai pris</i>); <i>voir</i> (<i>j'ai vu</i>); <i>entendre</i> (<i>j'ai entendu</i>) 	<ul style="list-style-type: none"> • <i>un parc d'attractions</i> • <i>passionnant</i> • <i>terrifiant</i> • <i>rapide</i> • <i>sensationnel</i> • <i>marrant</i> • <i>Je suis allé</i> (m); <i>Je suis allée</i> (f) • <i>J'ai pris</i> (<i>le train fantôme</i>) • <i>J'ai vu</i> • <i>J'ai entendu</i> 	<ul style="list-style-type: none"> • Revision of <i>u</i>
Unit 24 Quoi de neuf? (What's in the news?)				
<ul style="list-style-type: none"> • Celebration and consolidation of learning • Looking at French newspapers • Writing a newspaper article 	<ul style="list-style-type: none"> • Making statements (about columns in a newspaper) • Expressing and justifying opinions (using <i>car</i>) 	<ul style="list-style-type: none"> • Possessive adjective: <i>son</i> • Responding to questions with <i>Pourquoi?</i> 	<ul style="list-style-type: none"> • <i>la rubrique météo</i> • <i>la rubrique mode</i> • <i>la rubrique cuisine</i> • <i>la rubrique sport</i> • <i>C'est intéressant / beau / trop long</i> • <i>car</i> • <i>à mon/son avis</i> 	<ul style="list-style-type: none"> • Consolidation of phoneme–grapheme correspondence

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Framework objectives	Units					
	13	14	15	16	17	18
Oracy						
O5.1		●			●	
O5.2	●	●			●	
O5.3	●	●	●	●	●	●
O5.4		●	●		●	●
Literacy						
L5.1	●		●	●	●	
L5.2	●	●	●	●	●	●
L5.3	●	●	●	●	●	●
Intercultural understanding						
IU5.1	●		●			
IU5.2				●		
IU5.3	●	●				

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Framework objectives	Units					
	19	20	21	22	23	24
Oracy						
O6.1			●	●	●	
O6.2			●	●	●	●
O6.3	●	●		●	●	●
O6.4	●	●	●	●	●	●
Literacy						
L6.1	●	●	●	●	●	●
L6.2			●			●
L6.3		●	●	●	●	●
L6.4	●	●	●	●	●	●
Intercultural understanding						
IU6.1	●		●	●		
IU6.2		●	●			
IU6.3				●	●	