

Key stage 2 scheme of work for languages: overview of French units 1–12

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 1 Moi (All about me)				
<ul style="list-style-type: none"> Greetings Introducing yourself 	<ul style="list-style-type: none"> Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1–10 	<ul style="list-style-type: none"> <i>s'appeler</i>: je and tu forms Questions: inversion of verb and subject Possessive adjectives: <i>mon, ma</i> 	<ul style="list-style-type: none"> <i>Bonjour! Salut!</i> <i>Ça va?</i> <i>Ça va bien/mal. Et toi?</i> <i>Au revoir</i> <i>Monsieur, Madame</i> <i>oui/non</i> <i>Je m'appelle</i> <i>Comment tu t'appelles?</i> <i>Voici ...</i> <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> <i>Quel âge as-tu?</i> <i>J'ai sept/huit ans</i> 	<ul style="list-style-type: none"> <i>on, u, je and ère</i>
Unit 2 Jeux et chansons (Games and songs)				
<ul style="list-style-type: none"> Responding to a song in French Understanding simple instructions Making a game 	<ul style="list-style-type: none"> Numbers 11–20 Simple instructions Expressing preference 	<ul style="list-style-type: none"> Singular and plural nouns 	<ul style="list-style-type: none"> <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> <i>Combien de ...?</i> <i>Je préfère</i> 	<ul style="list-style-type: none"> <i>é, er, ez</i> Silent -s (simple plurals) <i>on, oi</i>

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Unit 3 On fait la fête (Celebrations)				
<ul style="list-style-type: none"> Saying what you can do well Celebrating achievements and special occasions 	<ul style="list-style-type: none"> Making simple statements (about activities) Expressing praise Months of the year Writing an invitation Asking permission 	<ul style="list-style-type: none"> Regular -er verbs: <i>je</i> form Simple adverbs Position of simple adverbs <i>pouvoir</i>: <i>je peux</i> + infinitive (as a statement and as a question) <i>être</i>: <i>je suis, tu es</i> <i>en</i> + month 	<ul style="list-style-type: none"> <i>bien, très bien</i> <i>Je joue bien au football</i> <i>Je nage bien</i> <i>Je danse</i> <i>Je chante</i> <i>Je lis</i> <i>bravo, super, chouette, fantastique!</i> <i>Je suis / Tu es un génie!</i> <i>Joyeux anniversaire!</i> <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> <i>Je peux ...?</i> <i>s'il te plaît</i> 	<ul style="list-style-type: none"> <i>j/ge</i> <i>ère/aire</i> <i>é/er/ez</i> <i>oi, j, ère, é, on, u</i>
Unit 4 Portraits (Portraits)				
<ul style="list-style-type: none"> Parts of the body Colours Descriptions of people 	<ul style="list-style-type: none"> Making simple statements (about appearance) Giving a simple description (of a person) 	<ul style="list-style-type: none"> Adjectives: agreement and position <i>avoir</i>: <i>j'ai, il/elle a</i> <i>être</i>: <i>il/elle est</i> 	<ul style="list-style-type: none"> <i>les couleurs</i> <i>rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron</i> <i>J'ai ...</i> <i>Il/Elle a ...</i> <i>un nez bleu</i> <i>une bouche bleue</i> <i>les yeux/cheveux bleus</i> <i>Il/Elle est ...</i> <i>grand(e)</i> <i>petit(e)</i> 	<ul style="list-style-type: none"> <i>ou, eu</i>

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Unit 5 Les quatre amis (The four friends)				
<ul style="list-style-type: none"> • Responding to a story • Understanding simple instructions • Descriptions of animals 	<ul style="list-style-type: none"> • Giving a simple description (of an animal) • Making simple statements (about movement) 	<ul style="list-style-type: none"> • Regular -er verbs: <i>il/elle</i> form • <i>courir</i> (irregular): <i>il/elle court</i> • Pronouns: <i>il/elle</i> used for 'it' • Negatives (<i>ne ... pas</i>) 	<ul style="list-style-type: none"> • <i>le cheval, le mouton, le lapin, la souris</i> • ... <i>galope</i> (eg <i>Le cheval galope</i>) • ... <i>court</i> • <i>Il/Elle est ...</i> • <i>gris(e)</i> • <i>Non, le lapin ne galope pas, etc</i> 	<ul style="list-style-type: none"> • <i>on, ch</i>
Unit 6 Ça pousse! (Growing things)				
<ul style="list-style-type: none"> • Responding to a story • Buying things • Ordering in a restaurant 	<ul style="list-style-type: none"> • Expressing likes and dislikes (about food) • Saying what you would like 	<ul style="list-style-type: none"> • Questions: without inversion • Regular -er verbs: <i>tu</i> and <i>vous</i> forms 	<ul style="list-style-type: none"> • <i>Tu aimes ...?</i> • <i>J'aime ...</i> • <i>Je n'aime pas ...</i> • <i>beaucoup</i> • <i>Je voudrais ...</i> • <i>S'il vous plaît</i> • <i>Vous désirez?</i> • <i>Voilà</i> • <i>Merci</i> • <i>Au revoir</i> 	<ul style="list-style-type: none"> • Silent <i>h</i> before <i>a, i</i> • <i>è/ai</i> • <i>j</i> and <i>g(e)/g(i)</i>

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Unit 7 On y va (All aboard)				
<ul style="list-style-type: none"> • Travel • Weather 	<ul style="list-style-type: none"> • Making statements (about travel) • Describing the weather • Days of the week 	<ul style="list-style-type: none"> • <i>en/à</i> + transport • <i>à</i> + place • <i>aller: je vais, tu vas</i> • <i>en</i> + country • Question word (<i>Comment? Où?</i>) + inversion of verb and subject • <i>faire: il fait</i> 	<ul style="list-style-type: none"> • <i>Je vais à l'école</i> • <i>à pied</i> • <i>en voiture/vélo/bus</i> • <i>Où vas-tu?</i> • <i>Je vais ...</i> • <i>en Belgique/France</i> • <i>Il fait chaud/froid/beau/mauvais</i> • <i>Il fait du soleil / du vent</i> • <i>Il pleut</i> • <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> 	<ul style="list-style-type: none"> • <i>au/eau</i> • <i>qu</i> • <i>i</i> • <i>un</i> • Rhyming patterns
Unit 8 L'argent de poche (Pocket money)				
<ul style="list-style-type: none"> • Expressing opinions about likes and dislikes 	<ul style="list-style-type: none"> • Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices 	<ul style="list-style-type: none"> • <i>C'est</i> + adjective • <i>avoir: negative je n'ai pas</i> • <i>de</i> after negative 	<ul style="list-style-type: none"> • <i>J'adore</i> • <i>Je déteste</i> • <i>ça</i> • <i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc</i> • <i>C'est combien?</i> • <i>un euro</i> • <i>C'est super, magnifique, fantastique</i> • <i>Je n'ai pas de ...</i> 	<ul style="list-style-type: none"> • <i>in</i> • Revision of nasal sounds

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Unit 9 Raconte-moi une histoire! (Tell me a story!)				
<ul style="list-style-type: none"> • Responding to a song • Giving instructions 	<ul style="list-style-type: none"> • Instructions • Numbers in multiples of 10 up to 100 	<ul style="list-style-type: none"> • Imperatives: <i>vous</i> form • Adjectives: masculine and feminine singular agreement 	<ul style="list-style-type: none"> • <i>Regardez</i> • <i>Répétez</i> • <i>Ecoutez</i> • <i>quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</i> • <i>vrai, faux</i> 	<ul style="list-style-type: none"> • <i>r, an</i>
Unit 10 Vive le sport! (Our sporting lives)				
<ul style="list-style-type: none"> • Healthy foods and drinks 	<ul style="list-style-type: none"> • Making simple statements (about activities and diet) 	<ul style="list-style-type: none"> • Questions with <i>Qu'est-ce que ...?</i> • <i>faire: je fais, tu fais</i> • <i>jouer au (+ sport)</i> • <i>faire du/de la (+ sport)</i> 	<ul style="list-style-type: none"> • <i>Qu'est-ce que tu fais (lundi)?</i> • <i>Je joue au tennis / au cricket / au basket</i> • <i>Je fais du vélo / du skate / de la danse / de la natation</i> • <i>zéro</i> • <i>le jus d'orange, le yaourt, le poisson, une pomme, les carottes</i> • <i>le chocolat, le coca, les pommes frites, les bonbons</i> • <i>Oui, c'est bon pour la santé</i> • <i>Non, c'est mauvais pour la santé</i> 	<ul style="list-style-type: none"> • <i>on/om</i> compared with <i>onn/omm</i>

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Unit 11 Le Carnaval des animaux ('Carnival of the Animals')				
<ul style="list-style-type: none"> Animals and their habitats 	<ul style="list-style-type: none"> Giving a simple description (of animals and habitats) Telling the time on the hour Asking and answering simple questions 	<ul style="list-style-type: none"> Adverbs: formation with <i>-ment</i> Use of <i>l'</i> before a vowel 	<ul style="list-style-type: none"> <i>Où habites-tu?</i> <i>J'habite dans ...</i> <i>rapide, lent</i> <i>rapidement, lentement, doucement, fort</i> <i>Quelle heure est-il?</i> <i>une heure, deux heures, etc</i> 	<ul style="list-style-type: none"> <i>ou, ou/u</i>
Unit 12 Quel temps fait-il? (What's the weather like?)				
<ul style="list-style-type: none"> Weather Clothing 	<ul style="list-style-type: none"> Describing the weather Revision of numbers up to 40 Saying the temperature (plus and minus) Saying the date 	<ul style="list-style-type: none"> Complex sentences starting with a clause using <i>Quand ...</i> 	<ul style="list-style-type: none"> <i>Il neige, il gèle</i> <i>Quand ... il te faut ...</i> <i>moins</i> <i>lundi 5 juin, etc</i> <i>le 5 juin, etc</i> 	<ul style="list-style-type: none"> <i>an/en</i>

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Framework objectives	Units					
	1	2	3	4	5	6
Oracy						
03.1		●	●	●	●	●
03.2	●	●	●	●	●	●
03.3	●	●	●	●	●	●
03.4	●	●			●	●
Literacy						
L3.1	●	●	●	●	●	●
L3.2	●					●
L3.3		●	●	●	●	●
Intercultural understanding						
IU3.1	●					
IU3.2	●			●		●
IU3.3	●					●
IU3.4		●	●	●		●

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Framework objectives	Units					
	7	8	9	10	11	12
Oracy						
04.1	●		●	●	●	●
04.2	●	●	●	●	●	●
04.3	●	●	●		●	●
04.4	●	●		●	●	●
Literacy						
L4.1	●		●	●	●	●
L4.2	●					●
L4.3	●	●	●	●		●
L4.4	●		●	●	●	
Intercultural understanding						
IU4.1					●	
IU4.2	●	●		●		
IU4.3			●			
IU4.4	●					