

Term 1 – Unit 1 *Salut, Gustave!*

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Greet people and give personal information.	Greetings and personal information: <i>Bonjour/Salut! Comment t'appelles-tu? Je m'appelle ...</i>	Ask and answer questions	Worksheets Teacher's notes
2	Ask and talk about sisters and brothers	<i>Tu as des frères ou des soeurs? J'ai un(e) /deux/trois frères/soeurs...</i>	Recognise and use plural forms and use a negative	
3	Say what people have and have not using 3 rd person avoir	<i>Il a/Elle a ... Il/Elle n'a pas de... Revised nouns: une, soeur, un frère...</i>	Use 3 rd person avoir in positive and negative statements. Manipulate language by changing an element in a sentence.	
4	Say what people are like using 3 rd person etre including negatives.	<i>Il/Elle est..., Il/Elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e),</i>	Use 3 rd person etre in positive and negative sentences, understand and use agreements of adjectives.	
Ext	Project work, descriptions of people or celebrities.	Summary of above language		

Term 2 – Unit 2 À l'école

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Name school subjects	<i>C'est...l'anglais, le français, le sport, l'histoire-géo...</i>	Understand and use the definite article correctly: le/la/l'/les	Worksheets Teacher's notes
2	Talk about likes and dislikes at school	<i>J'aime /Je n'aime pas + subjects, C'est bien/cool/nul</i>	Express opinions and use correct intonation when asking a question	
3	Ask and say the time	<i>Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il est trois heures</i>	Understand that there is not always a direct equivalent to each English word in French	
4	Talk about times of the school day	<i>La récré, le déjeuner, l'école commence à... heure(s) et finit à...</i>	Use song to help memorise language and form longer sentences	
Ext	Project work, school in France, sound/spelling activity for units 1-2.	Summary of above language	Use the internet to find information	

Rigolo certificate for Units 1 and 2 [here](#)

Term 3 – Unit 3 *La nourriture*

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Ask politely for food items	<i>Je voudrais... s'il vous plaît un sandwich au poulet, un sandwich au thon, ...</i>	Understand and use <i>au/à la/à l'</i> when referring to flavours of foods and learn gender when learning new words	Worksheets Teacher's notes
2	Describe how to make a sandwich	<i>les tomates, le thon, le fromage, une baguette, le beurre ...</i>	Give instructions in the <i>vous</i> form and prepare a short presentation	
3	Express opinions about food	<i>J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, ...</i>	Understand and use negatives, use the plural form of some food vocabulary and integrate new vocabulary into previously learned language	
4	Talk about healthy and unhealthy food	<i>C'est bon pour la santé, Ce n'est pas bon pour la santé...</i>	Use known language in a new context	
Ext	Project work, finding out about French lunches and writing instructions for favourite sandwich	Summary of above language	Use the internet to find information and use a dictionary for unknown words	

Term 4 – Unit 4 *En ville*

Rigolo certificate for Units 3 and 4 [here](#)

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Name places in the town	<i>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château...</i>	Use <i>le /la /l'</i> correctly with places	Worksheets Teacher's notes
2	Ask the way and give directions	<i>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit...</i>	Use sequencers <i>d'abord, ensuite</i> , to say longer sentences and give instruction using the <i>vous</i> form	
3	Say where you are going	<i>J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, ...</i>	Understand and use negatives, use the plural form of some food vocabulary and integrate new vocabulary into previously learned language	
4	Talk about healthy and unhealthy food	<i>C'est bon pour la santé, Ce n'est pas bon pour la santé...</i>	Use known language in a new context	
Ext	Project work, finding out about French lunches and writing instructions for favourite sandwich	Summary of above language	Use the internet to find information and use a dictionary for unknown words	

Term 5 – Unit 5 *En vacances*

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Ask and say where you're going on holiday	<i>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.</i>	Use <i>au/à la /à</i> correctly with places. Recognise patterns and apply knowledge of rules	Worksheets Teacher's notes
2	Express opinions about holidays	<i>J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça.</i>	Express opinions	
3	Talk about what you're going to do on holiday	<i>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.</i>	Use <i>je vais</i> + infinitive to talk about future plans. Apply grammatical knowledge to make sentences	
4	Talk about holiday plans	<i>Consolidation of all the above</i>	Make longer sentences	
Ext	Project work, finding out about French theme parks and presenting information to the rest of the class.	Summary of above language	Use the internet to find information and use a dictionary for unknown words	

Term 6 – Unit 6 *Chez Moi*

Lesson	Objective	Context	Skills	Worksheet & Planning
1	Name rooms in the house	<i>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</i>	Use <i>il y a</i> + indefinite Article and prepare a short presentation	Worksheets Teacher's notes
2	Describe rooms in the house	<i>C'est ... grand/petit/vert/blanc/bleu/ jaune/rose/rouge C'est grand et rouge</i>	Use <i>c'est</i> + adjectives Join sentences with <i>et</i> Practise new language with a friend	
3	Say what people do at home	<i>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</i>	Use 3rd person verbs Manipulate language by changing an element in a sentence	
4	Say what people do and where	<i>Activities in the home + dans le salon/ les WC, etc.</i>	Use and understand both the indefinite and definite articles Make longer sentences	
Ext	Project work: researching and making a display presentation of homes Assessment for Units 5– 6	Summary of above language	Use the internet to find information Prepare a presentation	