

Key stage 2 scheme of work for languages: overview of French units 13–24

NOTE: Units 13–24 are in draft form and are subject to trialling and further development. They have not been printed but can be viewed and downloaded at: www.standards.dfes.gov.uk/schemes3/

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 13 Bon appétit, bonne santé (Healthy eating)				
- Food and drink - Understanding instructions - Giving instructions	- Expressing likes, dislikes and preferences (about food and drinks) - Making simple statements (about food and drinks) - Following and writing instructions (as in a recipe)	- Plural nouns with <i>les</i> and <i>des</i> - Compound sentences with connectives <i>et</i> and <i>mais</i> - Adjectives: masculine and feminine plural agreement - Imperatives: <i>tu</i> form of regular -er verbs	<i>Dans le sac il y a ...</i> <i>et</i> <i>mais</i> <i>Il est bon/mauvais (pour la santé)</i> <i>Elle est bonne/mauvaise</i> <i>Ils sont bons/mauvais</i> <i>Elles sont bonnes/mauvaises</i> <i>Il te faut ...</i>	- Revision of <i>on</i> compared with <i>onne</i> - Segmenting words into phonemes - Synthesising regular words
Unit 14 Je suis le musicien ('I am the Music Man')				
Responding to a song in French	- Expressing and qualifying opinions (about musical preferences) - Making simple statements (about musical instruments) - Adjectives: used in metaphors	<i>jouer + du, de la</i> (with a musical instrument)	<i>Tu joues ...?</i> <i>Je joue du (saxophone/piano/violon)</i> <i>Je joue de la (guitare/clarinette/batterie)</i> <i>C'est génial!</i> <i>C'est nul/affreux/ennuyeux!</i> <i>comme</i>	Revision of the phoneme <i>qu</i> and the word ending <i>-ique</i>

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Unit 15 En route pour l'école (On the way to school)				
- The alphabet - Places in the locality - Directions	- Describing a journey (to school) - Telling the time on the half-hour - Simple directions - Using repair strategies to keep a conversation going	- The alphabet <i>il y a</i> - Adverbial phrases of time	<i>Quand je vais à l'école</i> <i>Je passe devant ...</i> <i>cinq minutes plus tard</i> <i> finalement</i> <i>vrai</i> <i>faux</i> <i>Il est une heure et demie, etc</i> <i>à huit heures et demie, etc</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>	Using knowledge of phoneme–grapheme correspondence to synthesise words
Unit 16 Scène de Plage (Beach scene)				
- Responding to a painting - Writing and performing a poem	- Giving a simple description (of a scene or place) - Using adjectives to add interest and detail to a description - Writing instructions	- Regular -er verbs: <i>ils/elles</i> form <i>dormir</i> (irregular): <i>il/elle</i> dort <i>C'est, Ce n'est pas</i> + noun	<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>Les gens marchent/parlent/jouent</i> <i>C'est ...</i> <i>Ce n'est pas ...</i> <i>Prends</i> <i>Laisse</i>	- Revision of <i>au/eau</i> <i>il</i> and <i>ille</i>

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Unit 17 Le Retour du Printemps ('The Return of Spring')				
- Responding to a poem - Responding to a Greek myth	- Making statements (about seasons and weather) - Adjectives used as antonyms	- Prepositions <i>en, au</i> (with seasons) - Adjectives: agreement and position (revision)	<i>au printemps</i> <i>en été/automne/hiver</i> <i>la fille</i> <i>clair</i> <i>sombre</i> <i>heureux</i> <i>triste</i> <i>Viens/Reste chez moi</i> <i>Les couleurs sont ...</i>	Using knowledge of phoneme–grapheme correspondence to aid writing
Unit 18 Les planètes (The planets)				
Planets	- Giving a description (of a planet) - Making statements (about the position of a planet) - Classifying nouns, adjectives and verbs	- Prepositions: <i>près de, loin de</i> - Qualifiers: <i>assez, très</i> - Compound sentences with <i>parce que</i>	<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> <i>très</i>	- 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)				
- Places around the school - Everyday school routines - School subjects	- Making statements (about everyday school routines) - Telling the time using quarter-hours and minutes - Making statements (about people in school)	<i>courir</i> (irregular): <i>je cours</i> - Verbs, regular and irregular: <i>je</i> form of present tense (revision) - Adjectives: masculine plural agreement and position (revision)	<i>la salle de classe</i> <i>l'entrée principale</i> (f) <i>la cour</i> <i>le terrain de sport</i> <i>Je cherche</i> <i>Je cours</i> <i>Je travaille</i> <i>ici</i> <i>là</i> <i>Il est deux heures et quart, moins le quart</i> <i>Il est deux heures cinq, dix, vingt, vingt-cinq</i> <i>Il est deux heures moins vingt-cinq, vingt, dix, cinq</i> <i>le déjeuner</i> <i>le/la professeur</i> <i>le maître / la maîtresse</i> <i>Il/Elle a ...</i>	<i>en/enne</i> compared with <i>on/onne</i>
Unit 20 Notre monde (The world about us)				
- A contrasting, French-speaking locality - Travel - Weather reports	Making statements (about travel to another country, the weather, animal habitats and geographical features)	- Plural indefinite article (<i>des</i>) - Adverbial phrases for times of day	<i>l'Europe</i> (f) <i>l'Afrique</i> (f) <i>Où est ...?</i> <i>des ...</i> <i>le matin</i> <i>l'après-midi</i> (m or f)	<i>-gne</i> - Revision of key phonemes

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Unit 21 Le passé et le présent (Then and now)				
• Comparison of modern-day settlements with those in the late 1940s • Clothes • Descriptions (of people)	• Making statements (about a town) • Asking questions (about a town) • Giving a description (about what someone is wearing) • Following instructions (for a dance)	• Definite and indefinite article: <i>le/la; un/une</i> (revision) • <i>avoir: il y avait</i> • Adjectives: using two adjectives to describe a noun (position and agreement)	• <i>le/un supermarché</i> • <i>la/une boulangerie</i> • <i>la/une boucherie</i> • <i>l'/une épicerie</i> • <i>Il y avait ...</i> • <i>maintenant</i> • <i>Qu'est-ce que c'est?</i> • <i>Il/Elle porte ...</i> • <i>Il/Elle s'appelle ...</i> • <i>Il/Elle a ...</i>	• Revision of common phonemes • Discriminating between phonemes
Unit 22 Ici et là (Out and about)				
• Entertainment • Telling the time (24-hour clock) • Money	• Numbers 71–99 • Prices with higher numbers • Expressing and justifying an opinion • Making statements (about forms of entertainment) • Telling the time using the 24-hour clock	• Imperatives: <i>nous</i> form • <i>vouloir: je veux, tu veux</i> • <i>vouloir + infinitive</i> • <i>vouloir: negative je ne veux pas</i>	• <i>soixante-et-onze, soixante-douze, soixante-treize, etc</i> • <i>quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc</i> • <i>quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc</i> • <i>un homme</i> • <i>une femme</i> • <i>Qu'est-ce que tu aimes/détestes?</i> • <i>Tu veux jouer au rugby/netball/ping-pong?</i> • <i>Oui, je veux jouer</i> • <i>Non, je ne veux pas jouer</i>	• Revision of phonemes <i>qu</i> and <i>eu</i> • Word endings <i>-ique</i>, <i>-ier</i> and <i>-eur</i>

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Unit 23 Monter un café (Creating a café)				
Drinks, snacks and ice creams	- Quantities (of food and drink) - Expressing preferences (about food and drink)	- Qualifying opinions with <i>parce que</i> - Prepositions: <i>au, à la</i>	<i>une limonade</i> <i>une eau minérale</i> <i>un jus d'orange</i> <i>un verre de coca</i> <i>un chocolat chaud</i> <i>un café</i> <i>un café au lait</i> <i>une tasse de thé</i> <i>un paquet de chips</i> <i>une portion de frites</i> <i>une glace au chocolat / à la fraise / à la vanille</i> <i>Vous désirez?</i> <i>C'est combien?</i> <i>Bon appétit!</i>	- Using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words - Revision of <i>-ill-</i>
Unit 24 Quoi de neuf? (What's in the news?)				
Celebration and consolidation of learning	- Making statements (about sections in a newspaper) - Making statements (about what's on TV)	Expressing and justifying opinions using <i>car</i> as an alternative to <i>parce que</i>	<i>la météo</i> <i>la mode</i> <i>la cuisine</i> <i>C'est intéressant, ennuyeux, beau, dégueulasse, trop long</i> <i>car</i> <i>à mon/son avis</i>	- Revision of common phonemes - Using knowledge of phoneme–grapheme correspondence to help pronounce new words

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Framework objectives	Units					
	13	14	15	16	17	18
Oracy						
05.1	●	●			●	
05.2	●	●		●	●	
05.3	●	●	●	●	●	●
05.4		●	●		●	●
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						
06.1	●	●	●	●	●	
06.2	●	●	●	●	●	●
06.3	●	●	●	●		●
06.4	●	●	●	●	●	●
Literacy						
L6.1	●	●	●	●	●	●
L6.2		●				●
L6.3		●	●		●	●
L6.4	●	●	●	●		●
Intercultural understanding						
IU6.1	●			●	●	●
IU6.2				●	●	●
IU6.3		●	●			