



# French Y3/4 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 1</b> (W1-7)	<b>Describing me and others</b> <ul style="list-style-type: none"> <li>in class</li> <li>in Haiti and in France</li> </ul>	<b>Talking about being</b> <ul style="list-style-type: none"> <li>Essential verb: to be, being – <b>ÊTRE</b> <ul style="list-style-type: none"> <li>I am – <b>je suis</b></li> <li>you are – <b>tu es</b></li> <li>he is – <b>il est</b></li> <li>she is – <b>elle est</b></li> <li>it is, it's – <b>c'est</b></li> </ul> </li> <li>Adjective agreement for masculine/feminine (as complement to verb)</li> <li>Yes/no questions with raised intonation</li> </ul>	<ul style="list-style-type: none"> <li>Vowels [a] [e] [i] [o] [u]</li> <li>Silent final consonants [SFC] – t, s, d</li> <li>SSC [an/en]</li> <li>SSC closed [eu]</li> </ul>	<ul style="list-style-type: none"> <li>Simple greetings</li> <li>Verb <b>être</b></li> <li>Range of adjectives</li> <li>Days of the week</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>respond confidently to greetings and register (L1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>say short sentences to describe people (S2/3)</li> <li>ask and answer simple yes/no questions about being (S1(a)/G4)</li> <li>use regular singular m/f adjectives after être(G3)</li> </ul>
<b>Unit 2</b> (W8-12)	<b>Saying what I and others have</b> <ul style="list-style-type: none"> <li>at home</li> <li>with friends</li> </ul>	<b>Talking about having</b> <ul style="list-style-type: none"> <li>Essential verb: to have, having – <b>AVOIR</b> <ul style="list-style-type: none"> <li>I have – <b>j'ai</b></li> <li>you have – <b>tu as</b></li> <li>he has – <b>il a</b></li> <li>she has – <b>elle a</b></li> </ul> </li> <li>Indefinite, singular articles and gender</li> </ul> <b>Talking about identifying</b> <ul style="list-style-type: none"> <li><b>C'est un/une...</b></li> <li>Intonation questions with <b>quoi</b> ?</li> </ul>	<ul style="list-style-type: none"> <li>Liaison (t)</li> <li>SSC [ch]</li> <li>SSC [on]</li> <li>SSC [au/eau/o]</li> <li>SSC [ou] [u]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>avoir</b></li> <li>Range of singular masculine and feminine nouns</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others have (S2/3)</li> <li>ask and answer simple questions to identify things and say what I and others have (S1(a)/G4)</li> <li>write memory (W1), adapt (W2)</li> <li>use singular m/f nouns with indefinite articles (G1)</li> </ul>
<b>Unit 3</b> (W13-14)	<ul style="list-style-type: none"> <li>Revision</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y3/4 scheme of work overview: Term 2



UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4</b> (W1-5)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>• in class</li> <li>• at home</li> <li>• Menton carnival</li> <li>• French club</li> <li>• at home</li> <li>• Nice carnival</li> </ul>	<b>Talking about doing</b> <ul style="list-style-type: none"> <li>• Infinitive – regular ER verbs (singular)</li> <li>• Definite articles – <b>le, la, l'</b></li> </ul> <b>Talking about possession</b> <ul style="list-style-type: none"> <li>• Possessive adjectives – <b>mon, ma, ton, ta</b></li> <li>• 'de' for possession</li> </ul>	<ul style="list-style-type: none"> <li>• SSC [é] [er]</li> <li>• SSC [ez] &amp; <b>et</b> (and)</li> <li>• SSC open [eu]</li> <li>• SSC [è] [ê]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Family members</li> <li>• Range of nouns, adjectives and adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• say short sentences to describe actions (S2/3)</li> <li>• ask and answer simple yes/no questions about doing (S1(a)/G4)</li> <li>• use singular m/f nouns with definite articles and possessive adjectives (G2)</li> <li>• use regular singular m/f adjectives after <b>être</b> (G3)</li> </ul>
<b>Unit 5</b> (W6-7)	<b>Saying what I and others like</b> <ul style="list-style-type: none"> <li>• family &amp; friends</li> <li>• at home</li> <li>• family &amp; friends</li> <li>• travelling</li> </ul>	<b>Talking about liking, preferring</b> <ul style="list-style-type: none"> <li>• Essential verb: to like – <b>AIMER</b>, to prefer – <b>PRÉFÉRER</b></li> </ul> <b>Joining ideas together</b> <ul style="list-style-type: none"> <li>• Conjunctions <b>et, mais, aussi</b></li> </ul>	<ul style="list-style-type: none"> <li>• SSC [ai]</li> <li>• SSC [oi]</li> </ul>	<ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Range of singular masculine and feminine nouns</li> </ul>	I can... <ul style="list-style-type: none"> <li>• listen and read simple sentences and show understanding (L1/R1)</li> <li>• match target SSC sounds to print (L2)</li> <li>• sound out new words with target SSC (R3)</li> <li>• say short sentences to say what I and others like (S1(b)/S2/3)</li> <li>• ask and answer simple questions to say what I and others like (S1(a)/G4)</li> <li>• write from memory (W1), adapt (W2), describe things, actions (W3)</li> <li>• use singular m/f nouns with definite articles (G2), connectives (G5)</li> </ul>
<b>Unit 6</b> (W8-9)	<ul style="list-style-type: none"> <li>• Saying how many and describing things</li> <li>• my monster</li> </ul>	<b>Talking about more than one</b> <ul style="list-style-type: none"> <li>• Essential verb: there is/are – <b>il y a</b></li> <li>• Plural indefinite article – <b>des</b></li> <li>• Regular plural marking on nouns [-s]</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison (s), (x)</li> <li>• SSC [(a)in]</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-12</li> <li>• Parts of the body (Jaune only)</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer simple questions to say how many things there are (S1(a)/G4)</li> <li>• use singular and plural m/f nouns with indefinite articles (G2)</li> </ul>
<b>Unit 7</b> (W10-11)	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G3, G4</li> <li>• listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y3/4 scheme of work overview: Term 3



UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 8</b> (W1-6)	<b>Describing things and people</b> <ul style="list-style-type: none"> <li>Mother's day</li> <li>at the zoo</li> <li>Tintin</li> <li>favourites</li> <li>favourites</li> <li>birthdays</li> </ul>	<b>Talking about being (2)</b> <ul style="list-style-type: none"> <li>Postnominal adjective agreement</li> <li>Subject pronouns – <b>il, elle</b> – meaning 'it'</li> <li>Noun + <b>préfé(e)</b></li> <li><b>Avoir</b> meaning 'be' for age and states</li> </ul>	<ul style="list-style-type: none"> <li>Silent final 'e' [Sfe]</li> <li>SSC [ç], soft [c]</li> <li>SSC [ien]</li> <li>SSC [qu]</li> <li>SSC [j], soft [g]</li> </ul>	<ul style="list-style-type: none"> <li>Range of nouns</li> <li>Range of adjectives</li> <li>Months of the year (J)</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to describe things and people (S2/3)</li> <li>ask and answer simple information questions about what things are like and when (S1 (a))/G4)</li> <li>use singular m/f nouns with definite &amp; indefinite articles, and possessive adjectives (G2)</li> <li>use regular singular m/f adjectives after <b>être</b> (G3)</li> <li>use a dictionary (R5)</li> </ul>
<b>Unit 9</b> (W7-9)	<b>Expressing likes and saying what I and others do</b> <ul style="list-style-type: none"> <li>at school</li> <li>friendship</li> <li>at school</li> <li>end of term show</li> </ul>	<b>Talking about liking doing</b> <ul style="list-style-type: none"> <li>2-verb structures: <b>AIMER, DÉTESTER</b> + infinitive</li> <li>Plural definite article <b>les</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [-tion]</li> <li>SSC [r]</li> </ul>	<ul style="list-style-type: none"> <li>Range of regular –ER verbs</li> <li>Please, thank you, you're welcome</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others like and like doing (S1 (b)/S2/3)</li> <li>ask and answer simple questions to say what I and others like and like doing (S1 (a))/G4)</li> <li>write from memory (W1), describe actions, things (W3)</li> <li>use plural m/f nouns with definite articles (G2)</li> </ul>
<b>Unit 10</b> (W10-11)	<ul style="list-style-type: none"> <li>Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1 (a), S2, S3, W1, G2, G3, G4</li> </ul>
<b>Unit 11</b> (W12-13)	<ul style="list-style-type: none"> <li>The Hungry Caterpillar</li> <li>Un poème</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>listen and join in with simple songs and rhymes (L1/R2)</li> <li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> <li>use a dictionary (R5)</li> </ul>



Vocabulary and contexts are different in the **Bleu** and **Vert** years; grammar and phonics are the same.

# French Y5/6 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 1</b> (W1-7)	<b>Describing me and others (B)</b> <ul style="list-style-type: none"> <li>back to school in France</li> <li>teachers</li> <li>dates, birthdays</li> </ul> <b>Interactions (V)</b> <ul style="list-style-type: none"> <li>back to school (Haiti)</li> <li>online exchange</li> <li>dates, festivals and concerts</li> </ul>	<b>Talking about being (we, you (all), they)</b> <ul style="list-style-type: none"> <li>Essential verb: to be, being – <b>ÊTRE</b> <ul style="list-style-type: none"> <li>we are – <b>nous sommes</b></li> <li>you (all) are – <b>vous êtes</b></li> <li>they are (m) – <b>ils sont</b></li> <li>they are (f) – <b>elles sont</b></li> </ul> </li> <li>Adjective agreement for m/f plural (as complement to verb)</li> <li>raised intonation + WH-word questions</li> </ul>	<ul style="list-style-type: none"> <li>Silent final consonants [SFC] – t, s, d, x</li> <li>Liaison (t), (s)</li> <li>SSC [ɑ] vs [an/en/am/em]</li> <li>SSC [i] vs [(a)in/im]</li> <li>SSC [u] vs [ou]</li> <li>SSC [on/om]</li> <li>SSC closed [eu] vs open [eu]</li> </ul>	<ul style="list-style-type: none"> <li>Simple greetings</li> <li>Verb <b>être</b></li> <li>Range of adjectives</li> <li>Numbers 16-31</li> <li>Time adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short sentences to describe people (S2/3)</li> <li>ask and answer simple yes/no questions about being (S1(a)/G4)</li> <li>write from memory (W1), adapt (W2) and describe people (W3)</li> <li>use regular singular and plural m/f adjectives after <b>être</b> (G3) and time adverbs (G5)</li> </ul>
<b>Unit 2</b> (W8-12)	<b>Saying what I and others have (B)</b> <ul style="list-style-type: none"> <li>in school</li> <li>comparing schools and homes</li> <li>physical description</li> </ul> <b>Interactions (V)</b> <ul style="list-style-type: none"> <li>describing town/village</li> <li>comparing</li> <li>physical description (celebrities)</li> </ul>	<b>Talking about having</b> <ul style="list-style-type: none"> <li>Essential verb: to have, having – <b>AVOIR</b> <ul style="list-style-type: none"> <li>we have – <b>nous avons</b></li> <li>you (all) have – <b>vous avez</b></li> <li>they have (m) – <b>ils ont</b></li> <li>they have (f) – <b>elles ont</b></li> </ul> </li> <li>Pre- and postnominal adjectives</li> </ul>	<ul style="list-style-type: none"> <li>SFe</li> <li>SSC [(e)au/o]</li> <li>Liaison</li> <li>SSC [ch]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>avoir</b></li> <li>Range of singular and plural m/f nouns</li> <li>places in town (V)</li> <li>items at home (B)</li> <li>place prepositions (V)</li> <li>adjectives for face and hair</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others have (S2/3)</li> <li>write memory (W1), adapt (W2)</li> <li>use singular and plural m/f nouns (G2) with indefinite and definite articles (G1)</li> <li>use prepositions of place (G5)</li> </ul>
<b>Unit 3</b> (W13-14)	<ul style="list-style-type: none"> <li>Revision</li> </ul> <b>Christmas in Haiti (B),</b> <b>Canada (V)</b>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

# French Y5/6 scheme of work overview: Term 2



UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4</b> (W1-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>Christmas activities</li> <li>New Year in France and Haïti</li> <li>1<sup>st</sup> January in Haïti</li> <li>La Fête des Rois</li> <li>Activities in school</li> <li>Québec Carniva</li> <li>La Fête des Lumières</li> <li>La Chandeleur</li> <li>Mardi gras</li> </ul>	<b>Talking about doing</b> (we, you (all), they) <ul style="list-style-type: none"> <li>regular ER verbs (plural)</li> <li>des + plural nouns (-s)</li> <li>plural nouns (-eux/aux, -al→aux)</li> <li><b>Est-ce que</b> questions</li> <li>negation: <b>n'/ne...pas</b></li> <li>negation: <b>il n'y a pas de</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [é] [er]</li> <li>SSC [ez] &amp; <b>et</b> (and)</li> <li>SSC [è] [ê]</li> <li>SFe</li> <li>SSC [oi]</li> </ul>	<ul style="list-style-type: none"> <li>Range of -ER verbs</li> <li>Range of high-frequency nouns related to festivals and celebrations</li> <li>Adverbs of frequency</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short sentences to say what people do (plural persons) (S2/3)</li> <li>ask and answer longer yes/no questions about doing (S1(a)/G4)</li> <li>write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>use plural -ER verb forms in questions, in affirmative and negative statements (G4)</li> </ul>
<b>Unit 5</b> (W7-9)	<b>Saying where you're going and what there is there</b> <ul style="list-style-type: none"> <li>describing school</li> <li>in Canada</li> <li>describing town/village</li> <li>in Haïti</li> </ul>	<b>Talking about going</b> <ul style="list-style-type: none"> <li>Essential verb: to go, going – <b>ALLER</b> <ul style="list-style-type: none"> <li>I go – <b>je vais</b></li> <li>you go – <b>tu vas</b></li> <li>he goes – <b>il va</b></li> <li>she goes – <b>elle va</b></li> </ul> </li> <li>Simple and continuous present</li> <li><b>Où est-ce que</b> questions</li> <li>Preposition <b>à</b> (at, in, to)</li> </ul>	<ul style="list-style-type: none"> <li>SSC [oi] &amp; SSC [(a)in]</li> <li>SSC [ai] &amp; SSC [(a)in]</li> <li>SSC [ai] &amp; SSC [a]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>aller</b></li> <li>Numbers 1-31 (revisit)</li> <li>cardinal points</li> <li>nouns and proper nouns for places</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say where I and others go (S2/3)</li> <li>write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>use prepositions of place (G5) accurately with articles (G1)</li> </ul>
<b>Unit 6</b> (W10-11)	<ul style="list-style-type: none"> <li>Revision / assessment</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>



# French Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 7</b> (W1-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"><li>activities at home</li><li>a surprise party</li><li>weather</li><li>sports and instruments</li><li>at the kite festival</li><li>a weekend at home</li><li>sports and instruments</li></ul>	<b>Talking about doing (I, you, s/he)</b> <ul style="list-style-type: none"><li>Essential verb: to do, make – <b>FAIRE</b><ul style="list-style-type: none"><li>I do, make – <b>je fais</b></li><li>you do, make – <b>tu fais</b></li><li>he does – <b>il fait</b></li><li>she does – <b>elle fait</b></li></ul></li><li><b>Il fait</b> (weather)</li><li><b>faire de</b> (sports), <b>jouer à</b> (sports) <b>jouer de</b> (instruments)</li><li><b>Est-ce que</b> questions + WH-words</li></ul>	<ul style="list-style-type: none"><li>Silent final consonants [SFC] – t, s, d, x or SFe</li><li>SSC [ç] (and soft 'c')</li><li>SSC [-tion]</li><li>SSC [-ien]</li><li>SSC [-s-]</li><li>SSC [qu]</li></ul>	<ul style="list-style-type: none"><li>Verb <b>faire</b> (singular)</li><li>activity nouns</li><li>seasons</li><li>sports</li><li>adjectives</li><li>Numbers 16-31</li><li>Time adverbs</li></ul>	<ul style="list-style-type: none"><li>I can...</li><li>transcribe (L2) and sound out (R3) new words with target SSC</li><li>listen and read sentences and show understanding (L1/R1)</li><li>say short and some longer sentences to describe actions (S2/3)</li><li>ask and answer short and longer information questions (S1(a)/G4)</li><li>Write from memory (W1), adapt (W2) and describe weather and actions (W3)</li><li>use singular forms of <b>faire</b> in questions and statements (G4)</li></ul>
<b>Unit 8</b> (W7-9)	<b>Expressing likes and actions</b> <ul style="list-style-type: none"><li>what we do</li><li>what we like / dislike doing</li><li>food for a picnic</li><li>what I want / would like to do</li><li>at a café</li></ul>	<b>Talking about doing (we, you (all), they)</b> <ul style="list-style-type: none"><li>Essential verb: to have, having – <b>FAIRE</b><ul style="list-style-type: none"><li>we do, make – <b>nous faisons</b></li><li>you (all) do, make – <b>vous faites</b></li><li>they do, make (m) – <b>ils font</b></li><li>they do, make – <b>elles font</b></li></ul></li><li>2-verb structures: <b>vouloir (veux, veut, voudrais, voudrait)</b></li><li>Partitive <b>du, de la, de l', des</b></li></ul>	<ul style="list-style-type: none"><li>SSC [j] (and soft 'g')</li><li>SSC [h]</li><li>Revisit several SSC</li></ul>	<ul style="list-style-type: none"><li>Verb <b>faire</b> (plural)</li><li>Verb <b>vouloir</b> (singular)</li><li>food and drink</li></ul>	<ul style="list-style-type: none"><li>I can...</li><li>listen and read sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>say short and longer sentences to say what I and others do, like/dislike doing and want to do (S2/3)</li><li>write memory (W1), adapt (W2), describe actions, likes and dislikes, wants (W3)</li><li>use partitive (G5) accurately with articles (G1)</li></ul>
<b>Unit 9</b> (W10-13)	<ul style="list-style-type: none"><li>Revision/assessment</li><li>Ton Christ est juif poem</li><li>Dans Paris poem</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5</li><li>listen and join in with simple songs and rhymes (L1/R2)</li><li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li><li>use a dictionary (R5)</li></ul>