**Perryfields Primary PRU Curriculum Overview**

**MFL**

Due to us having mixed age classes we operate a two year cycle with our curriculum. This ensures that over time all the pupils get a full entitlement. We use the Salut! Scheme for our MFL curriculum and supplement this with enrichment days and studies of different countries, languages and cultures in KS1.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils’ learning habits in order to prepare them for a lifetime of learning. Developing our pupils’ learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



**Years 1 and 2: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Our World - France** | **French Cuisine** | **Our World – Europe and Asia** | **Art - Colour** | **French Cuisine** | **French Cuisine** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Name and locate France – continent and seas  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond.  I can repeat simple words/phrases.  I can introduce myself.  I can recognize and read familiar words/phrases aloud. | Become familiar with common French foods  Greet others in French.  Recognise and understand family words  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond.  I can repeat simple words/phrases.  I can introduce myself.  I can recognize and read familiar words/phrases aloud. | Identify countries and their flags  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words. | Recognise and use colour words  Create art work in various styles focusing on colour.  Look at work of French artists.  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words. | Be able to count to 20, and ask others their age.  Be able to name French foods and recipes  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words. | Be able to devise a priced menu of French food.  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words. |
| **Ongoing Objectives** | Classroom Language  Greetings:  Hello  How are you?  What is your name? | Classroom Language  Greetings:  How old are you?  My family | Classroom Language  Countries | Classroom Language  Colours | Classroom Language  Count up to 20  Greetings:  How old are you? | Classroom Language  Days of the week |
| **Enrichment** |  | French Food Day |  |  | Use the film “Ratatouille” as a focus | Use the film “Ratatouille” as a focus |
| **Significant Study** |  |  |  | Significant Artist:  Monet | Menus and recipes project | Menus and recipes project |

**Years 1 and 2: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Geographical Features** | **Our World – Africa and Americas** | **French Cuisine** | **Celebrations** | **All About Me** | **Art/DT** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Identify continents.  Know where France is on a world map.  Know the capital of France and where in France it lies.  Recognise and name key Paris landmarks.    I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond.  I can repeat simple words/phrases.  I can introduce myself.  I can recognize and read familiar words/phrases aloud. | Name more countries and identify their flags.  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words. | Follow recipes for French foods, saying/repeating numbers and simple ingredient words in French.  Be able to count to 31, and ask others their age.  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words.  I can recognize whether nouns are singular or plural. | Understand dates in French.  Know about key French celebrations and their dates.  Learn to sing “Happy Birthday” in French  I can join in with simple songs and rhymes, using actions.  I can understand some simple words, phrases.  I can recognize whether nouns are singular or plural.  I can read, and say simple words and phrases from memory with accurate pronunciation. | Be able to sing “Heads, shoulders, knees and toes” in French.  Recognise and use French words for basic body parts.  Be able to ask other’s names, and to communicate family members’ names.  I can join in with simple songs and rhymes, using actions.  I can understand some simple words, phrases.  I can recognize whether nouns are singular or plural.  I can recognize, read, and say simple words and phrases from memory with accurate pronunciation. | Learn words for items of clothing, and to name the colours.  I can join in with simple songs and rhymes, using actions.  I can understand some simple words, phrases.  I can recognize whether nouns are singular or plural.  I can recognize, read, and say simple words and phrases from memory with accurate pronunciation. |
| **Ongoing Objectives** | Classroom Language  Greetings:  Hello  How are you?  What is your name?  How old are you?  My family  Colours | Classroom Language  Countries | Classroom Language  Count up to 20  Count up to 30  Greetings:  How old are you? | Classroom Language  Days of the week  Months of the year | Classroom Language  Parts of the body  My family  Greetings:  What is your name? | Classroom Language  Clothes and colours |
| **Enrichment** |  |  |  |  |  |  |
| **Significant Study** | Map of France  World map | Significant Country: Ivory Coast |  |  |  |  |

**Years 3 and 4: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **How good are we?** | **How good are we?** | **Animals** | **Food** | **At School** | **Playtime** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Name some countries and identify their flags.  Introduce myself in French.  Be able to count to 31, and ask others their age.  I can join in with simple songs and rhymes.  I can understand some simple words, phrases and instructions.  I can recognize and understand simple questions and respond, and recognize negatives.  I can repeat simple words/phrases and ask questions.  I can recognize some written words.  I can recognize whether nouns are singular or plural. | Recite days of the week and months of the year.  Recognise and use French words for basic body parts.  Learn words for items of clothing, and to name the colours.  I can join in with simple songs and rhymes, using actions.  I can understand some simple words, phrases.  I can recognize whether nouns are singular or plural.  I can recognize, read, and say simple words and phrases from memory with accurate pronunciation. | Be able to respond to questions when given a spoken model to copy.  Repeat a simple phrase to say that they don’t understand something.  Hear a simple sentence and then repeat it orally.  Copy down a short, simple sentence.  Read a short rhyme with help.  Recognise some basic French adjectives such as colours.  I can I can answer questions to give basic information using simple words and phrases.  I can say that I don’t understand, and ask for help.  I can repeat a simple sentence from memory.  I can introduce myself, giving name and age.  I can read a simple rhyme.  I can write a short response.  I can write an answer to a simple written question. | Give a spoken response to a simple written question using a single word answer.  Pronounce some common letter strings correctly.  Give an opinion in French with a visual prompt.  Repeat a couple of sentences, including talking about what they would like, using the first person.  Copy the main vocabulary with some mistakes.  I can identify sounds in songs and rhymes.  I can ask and answer simple questions  I can prepare and recite a few simple sentences.  I can give a spoken response to a written question.  I can talk about myself using common verbs.  I can discuss likes and dislikes.  I can read and pronounce common letters and letter strings, and pronounce simple words correctly.  I can recognize some individual written words, and write some familiar words from memory. | Be able to respond to questions using one-word answers or gestures.  Use numbers in a sentence to tell the time with some support.  Repeat basic questions.  Pronounce vocabulary, including articles, correctly with some support and visual aid.  Copy down singular nouns with their article.  Pronounce some French sounds correctly.  Follow a story as it is read, with visual prompts.  Identify a sound in a song with some help.  Understand that plural nouns have a different article to singular nouns.  I can recognize common phonemes and identify sounds in songs and rhymes.  I can identify singular and plural nouns.  I can ask and answer simple questions.  I can pronounce ‘le/la’ and ‘un/une’ accurately.  I can read and pronounce common letters and letter strings.  I can follow and understand a familiar written text.  I can write some singular nouns with the correct article. | Recognise a familiar word in a spoken sentence, given a visual prompt.  Repeat and copy down a few short sentences about themselves.  Play a simple French playground game, when given visual or spoken prompts.  Repeat part of a simple French song.  Spell basic French words with some help.  Express an opinion with a simple phrase, given some assistance.  Follow some of a written text when listening to it read aloud.  I can pick out familiar words from spoken sentences.  I can talk about myself using simple verbs in the 1st person.  I can prepare and present simple instructions.  I can recite a simple song or rhyme from memory.  I can follow and understand a familiar written text.  I can use my knowledge of French phonics to spell familiar words.  I can express my opinion using simple sentences.  I can write a few sentences about myself including name and age from memory. |
| **Ongoing Objectives** | Classroom Language  Greetings:  Hello  How are you?  What is your name?  How old are you?  Countries  Count up to 30 | Classroom Language  Days of the week  Months of the year  Parts of the body  Clothes and colours | Classroom Language  Describing pets and animals  Habitats of animals | Classroom Language  Ingredients and preferences | Classroom Language  Modes of transport, timetables, subjects and equipment | Classroom Language  Playground songs, rhymes, equipment and games |
| **Enrichment** |  | Individual research project | Acton Mill Farm | Food technology  Menus and recipes project |  |  |
| **Significant Study** |  | Individual research project |  | French cafe day |  |  |

**Years 3 and 4: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **What do I know?** | **My Home** | **My Town** | **Describing People** | **The Body** | **Sport** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Recognise and name some French landmarks, eg buildings, geographical areas etc  I can name some famous French men and women and I can remember some facts about them.  I can prepare and recite a few simple sentences.  I can give a spoken response to a written question.  I can talk about myself using common verbs.  I can discuss likes and dislikes.  I can read and pronounce common letters and letter strings, and pronounce simple words correctly.  I can recognize some individual written words, and write some familiar words from memory. | Recognise a familiar sound when it is heard in a song.  Identify one or two key words from the story with support.  opy out or repeat sentences which use numbers in simple descriptions.  Be able to repeat aloud full sentences about their homes and daily routines.  Write a word in French to respond to a spoken question.  Recognise sentences where the word order is different to English.  Identify an article with some help.  I can recognize common phonemes and identify sounds in songs and rhymes.  I can recognize familiar words and phrases in a spoken story.  I can say and write a few sentences to describe where I live, hobbies, daily routine.  I can use simple sentences where French word order differs.  I can identify the gender of a written noun by its article.  I can write responses to spoken language using short phrases and simple sentences. | Understand simple directions when prompted with images or gestures.  Say and write something about where they live, with help.  Understand simple prices when given visual prompts.  Read along with a story as it is read out in class.  Play French word games, including forming simple sentences with verbal prompts.  I can understand some simple words, phrases and instructions.  I can say and write a few sentences to describe where I live, hobbies, daily routine.  I can prepare and present simple instructions.  I can recognize familiar words and phrases in a spoken story.  I can say and write a few sentences to describe where I live, hobbies, daily routine.  I can read a simple story/poem aloud.  I can recognize common sentence and word order patterns.  I can complete a written sentence by adding letters, and words. | Be able to recognise subject pronouns, given some visual prompts.  Repeat sentences using some common verbs.  Describe others using short phrases when given visual aids.  Copy down plural nouns with the correct articles.  Summarise in English a character from a story.  I can recognize who is being talked about by the pronoun.  I can recognize that French structure sentence structure can be different.  I can say sentences from memory.  I can give and write short descriptions of other people.  I can recognize subject pronouns, and 1st,2nd and 3rd person singular forms of common verbs in present tense.  I can write phrases to summarise content of stories.  I can write some phrases from memory. | Be able to recognise articles and understand that they signify the gender of a noun.  Pronounce articles clearly when speaking and spell them correctly when writing.  Read a French rhyme with some help with unfamiliar vocabulary.  Repeat sentences that use adjectives to describe things.  Pick out some subject pronouns when reading, with assistance.  I can identify the gender of a spoken and written noun by its article.  I can recite a simple rhyme/song from memory.  I can mostly use the correct article with a noun when speaking and writing.  I can describe things using simple adjectives.  I can recognize subject pronouns, | Identify an article in a spoken sentence, with some support.  Give words or phrases to say which sports they like.  Use a bilingual dictionary with guidance to look up words.  Follow a model with some assistance to write sentences in the first person.  Recognise some sentences which have a different word order.  I can identify the gender of a spoken noun by its article.  I can ask for simple opinions and give my own, and write about my opinions.  I can say a few sentences to describe where I live, hobbies, daily routine.  I can use a dictionary to look up the meaning of new words and to find the French translation of English words.  I can recognize common sentence and word order patterns.  I can use a model to write simple sentences in 1st person.  I can write the correct form of some common verbs in 1st person present tense. |
| **Ongoing Objectives** | Classroom Language  Project to show prior knowledge of French | Classroom Language  Types of home  Rooms and furniture  Routines | Classroom Language  Buildings  Directions  Shops and shopping | Classroom Language  Descriptions  Diversity  Clothes | Classroom Language  My face  Verbs  Aches and pains  Fairytale environments | Classroom Language  Preferences  Locations and stadia  Football and tennis |
| **Enrichment** | Individual research project |  |  |  |  |  |
| **Significant Study** | Individual research project |  | Local study – French fieldwork |  |  |  |

**Years 5 and 6: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **On Holiday** | **Eating Out** | **Hobbies** | **A School Trip** | **Seasons** | **The Environment** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Recognise some basic holiday vocabulary.  Understand some sentences about animals at the zoo.  Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.  Be able to translate French words using a bilingual dictionary with assistance.  I can pick out familiar words and understand the main points from a short spoken passage.  I can join in a short conversation.  I can adapt a spoken and written familiar sentence by changing a few words.  I can prepare and present a short talk about a person, place or thing.  I can use what I learned about sentence structure to build new ones using the same model.  I can accurately read unfamiliar words using knowledge of phonics.  I can use simple sentence structures that differ from English in my writing. | Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary.  Recognise subject pronouns, and begin using “*il*” and “*elle*” to form a few sentences about what someone is having to eat/drink, with help.  Take part in a simple role-play using prompts.  Know that formal language, e.g. the “*vous*” form, is used for talking to customers in restaurants etc.  I can understand the main points from a short spoken passage, story or poem.  I can join in a short conversation.  I can adapt a familiar sentence by changing a few words.  I can describe what other people do.  I can use 3rd person singular to to describe what others are doing.  I recognise ‘the difference between ‘vous’ and ‘tu’.  I can recognize subject pronouns.  I can understand the main points from a short written text which contains unfamiliar words.  I can write several sentences from memory.  I can correctly write the 3rd person singular form of some verbs. | Be able to express likes and dislikes using visual prompts, and understand that “*tu*” is often used to form a question.  Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted.  Be able to talk about what they do and like doing, giving simple opinions with help.  Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit.  Understand that some nouns have irregular plurals in French.  I can join in a short conversation.  I can say a few sentences about the things I do.  I can describe what other people do.  I can use ‘le/la’ and un/une appropriately.  I can ask questions using 2nd person singular form of present tense.  I can use simple sentence structures that differ from English in my writing.  I can read aloud a short story clearly, with expression.  I can recognise some nouns with irregular plurals.  I can express opinions using simple and complex sentences.  I can adapt familiar written sentences by changing words.  I can use the correct article for the gender of a noun. | Recognise and understand the difference between “*mon*”, “*ma*” and “*mes*” in the French story text.  Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences.  Recognise the future tense when prompted.  Form basic opinions about what they like to do in the context of school trips.  Join in with familiar French songs, pronouncing the majority of words clearly.  I can understand the meaning and the difference between ‘mon/ma/mes’.  I can sing songs clearly, with accurate pronunciation.  I can use what I learned about sentence structure to build new ones using the same model.  I can join in with longer conversations using longer sentences.  I can recognise common sentence and word order patterns.  I can recognize the past tense of some verbs.  I can express opinions using simple and complex sentences. | Recognise that the pronoun “*on*” is often used in sentences relating to the date. Respond to questions using simple opinions with help.  Understand French instructions to make a Chinese lantern with reference to English instructions and some help.  Recognise and write some adjectives after nouns with help.  Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.  I can understand the main points from a short spoken passage  I can join in short conversation and in longer, more complex conversations.  I can use what I learned about sentence structure to build new ones using the same model.  I can use simple sentence structures that differ from English in my writing.  I can understand the main points from a short written text which contains unfamiliar words.  I know that adjectives endings often change to match the noun, and I can write the correct form using an example sentence.  I can understand the basic meaning of ‘on’ in French. | Recognise and use some articles when prompted.  Recognise that the third person singular form of the present tense is used to describe what an animal eats.  Prepare and present a short weather report, using sentences provided that differ from English sentence structures  Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.  I can use ‘le/la’ and un/une appropriately and I understand the difference.  I can develop and perform a simple role play.  I can describe what other people do/like doing.  I can use articles confidently and accurately.  I can use 3rd person singular, present tense of verbs to describe actions.  I can recognise some nouns with irregular plurals.  I can write several sentences from memory to describe a place, person or thing, and construct a short text using more complex sentences.  I can write some regular nouns in singular and plural forms.  I can use simple sentence structures that differ from English in my writing. |
| **Ongoing Objectives** | Classroom Language  Destinations, accommodation and attractions | Classroom Language  Ordering  Quantities of fruit and vegetables  At the restaurant | Classroom Language  The seasons vocabulary  Seasonal events  Dates  Arts and crafts – China link | Classroom Language  The journey  At the museum  In the countryside | Classroom Language  My hobbies  Variety of hobbies  Music and instruments  Weekend activities  Types of films | Classroom Language  The weather  Pond dipping  Garden creatures and activities  Recycling |
| **Enrichment** |  | Role play |  | Museum trip - Worcestershire  Acton Mill Farm |  | Pond dipping  Woodland Wellies |
| **Significant Study** |  | French cafe day | Significant Country – Chinese New Year |  | Significant Study: French Musicians and Composers |  |

**Years 5 and 6: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Actions** | **In France** | **Family** | **A Weekend With Friends** | **The Future** | **Jobs** |
| **Objectives**  All pupils should be able to:  Target Learning Outcomes: | Begin to recognise and use perfect past tense sentences with help.  Recognise some adverbs from the lessons.  Recognise and use, with some help, third person singular verbs to describe what someone is doing.  Build on what they’ve learnt about sentences in French and begin to use model sentences to make new ones, with help.  I can describe what other people do/like doing.  I can use 3rd person singular, present tense of verbs to describe actions.  I can talk about what I have done using past tense.  I can use what I learned about sentence structure to build new ones using the same model.  I can recognize the past tense of some verbs, and that some verbs are irregular.  I can write several sentences from memory to describe what other people do.  I can write the correct form of some irregular verbs, (1st and 3rd person singular).  I can use the building sentences rules that I know to create new sentences with different vocab. | Read sentences in the perfect past tense about what they have eaten with some help.  Be able to understand the main points from the unit’s recipe with help.  Prepare and present a short presentation with some help.  Ask questions in the second person singular using the correct intonation when prompted.  Recognise that “*on*” has several meanings in French.  I can understand main points and some detail from a spoken story containing some unfamiliar language.  I can prepare and present a short talk.  I can ask questions using 2nd person singular form of present tense.  I can use a range of spoken language is confident with accurate pronunciation.  I can understand main points and some detail from short written text containing some unfamiliar language.  I can understand the basic meaning of ‘on’ in French.  With help, I can write simple sentences using the past tense. | Talk about what they have done using the perfect past tense when provided with a model sentence.  Identify third person plural forms of common verbs, with help.  Recognise the two different second person subject pronouns — “*tu*” and “*vous*”.  Use single words from the unit to substitute into model sentences, creating new sentences.  I can use familiar words and sentence structures to construct new sentences.  I can recognize that ‘vous’ is also used as a plural and in formal situations, and ‘tu’ is singular and used in informal situations.  I can talk about what I have done using past tense.  I can recognize the ‘vous/ils/elles’ forms of some common present tense verbs.  With help, I can write simple sentences using the past tense. | Understand the main points of the unit’s story in written form.  Develop and present a simple role-play, taking sentences from the **Question and Answer** screens as a basis.  Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help.  Take part in a continuous conversation with some verbal prompts.  I can understand the main points and some detail from a short spoken passage incuding more complex phrases.  I can understand main points and some detail from a spoken story containing some unfamiliar language.  I can join in with a longer conversation with longer and more complex sentences.  I can develop and perform a simple role play.  I can talk about what I have done using past tense.  I can understand main points and some detail from short written text containing some unfamiliar language.  I can use familiar words and sentence structures to write new sentences.  With help, I can write simple sentences using the past tense. | Recognise that adjectives change depending on the gender and number of the noun.  Recognise a comparative sentence from its structure when prompted.  Write and perform a role-play with help, incorporating basic future tense sentences.  Question why certain words might be have been used the unit’s story.  I can develop and perform a simple role play.  I can identify the future tense and use it to talk about what I am going to do.  I can write simple sentences using the future tense.  I realise why certain words are used in written stories, eg to create a rhyme.  I can write the correct form of some simple adjectives with a noun using an example sentence. | Recognise and begin using some job titles and their correct article in speech.  Identify some sentences that use the future tense with some help.  Write a short passage using sentences from the **Question and Answer** screens.  Change regular nouns into their plural forms with some help.  I can use articles confidently and accurately.  I can identify the future tense and use it to talk about what I am going to do.  I can write a short passage from memory including more complex sentences.  I can construct a short text to describe a place, person or thing using more complex sentences.  I can write some regular nouns in singular and plural form.  I can write the correct form of some irregular verbs, (1st and 3rd person singular). |
| **Ongoing Objectives** | Classroom Language  Grammar  Positional language  Verbs  Tenses  Adverbs | Classroom Language  Songs and dance  Compass directions  Cities and geography  Paris attractions  French speaking countries  French food | Classroom Language  Family members and descriptions  Household tasks  Holidays and events  Birthdays | Classroom Language  Weekend activities and choices  Opinions  Chronology  Night time snacks  Cinema | Classroom Language  Future tense  Comparisons and characteristics  Feelings | Classroom Language  Variety  Astronauts  Male and female  Workplaces  Space and fire stations |
| **Enrichment** | Treasure Hunt | Role play |  | Cinema trip/day |  |  |
| **Significant Study** |  | Significant Country: French Cities  French cafe day |  |  |  | Significant Person:  Tim Peake  Helen Sharman |