

Year 1

Topics Covered:

Term 1: Names and Greetings/Age/Numbers/DOB/Alphabet

Term 2: Physical Description and Personality/Halloween/Christmas

Term 3: Weather and Easter

Term 4: Mes Affaires

Year 1 Term 1 Names and Greetings

Learning and Teaching Activities

Core Vocabulary

Bonjour
Salut.
Au revoir
Ca Va?
Oui ca va, et toi?
Ca va tres bien,merci.
Bof
Comment tu t'appelles?
Je m'appelle....
Et toi?

Learning Outcomes

- Introduce yourself to partner
- Interact with peer partner
- Participate in Circle Time activity in French
- Study how we greet each other in different parts of the World

- **KAL** :Last consonant is silent
- Intonation- Question/Answer

- BBC French is Fun unit 1 Intro with video clip of journey from London to Paris. Discussion of personal experiences and importance of learning languages to enhance cultural communications. Discuss varied languages spoken within class. Fun quiz to round off.
- Using a puppet/teddy who children are told is from France introduce new character to class to engage children to learn French greetings.
- Circle Time activities developing language of Greetings.
- Art activity to create drawings of cartoon pairs that will be used in find the pair game. Introduce basic class organisation e.g. Dessinez, Coloriez, Prenez.
- Metro CD and textbook/ Salut workbook
- Internet research to find greetings of other European countries to build up bank of vocabulary.
- **Miming /Using faces/hands (Greetings)**
- "Jacques a dit" game
- BBC French is Fun interactive games and video clip activities
- Walkie Talkie: Walk around the classroom find your partners in French eg Posh and Becks, Minnie & Mickey.
- Group Challenge - Puppet presentation
Each group makes puppets, writes a script in French and performs their play.

Resources

- Salut Module 1.3-1.6/Metro Module 1 .1
- Linguascope.com Francais Francais
- BBC Active 1 & 2
- www.ictgames.com/dateChartFrancais
- www.leclubfrancais.co.uk/babelzone/french/pages/gamezonefrench
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.bbc.co.uk/schools/primaryfrench
- www.ngfl-cymru.org.uk Unit 1
- <http://www.zut.org.uk> Primary
- www.wildfrench.co.uk Metro 1 Bienvenue
- www.educationcity.co.uk

Cross-Curricular Links

Art: Drawings of Cartoon pairs
P.S.D.: Circle Time games e.g. Fruit Salad
Social Studies: European countries and how they say hello/goodbye.
ICT: Using internet resource
Music: comptines, songs, rhyme and rap
Citizenship: Cultural appreciation/global citizenship
Literacy: Using skills in own language to further develop second language
Genre writing styles.

Homework Activities

Year 1 Term 1 Age and Numbers/Birthdays and dates

Core Vocabulary

Un, deux, trois.....trente et un
Plus/Moins
Avant/ Apres
Quel age as-tu?
J'ai ans.
Quelle est la date de ton anniversaire?
Mon anniversaire, c'est le.....
Bon anniversaire!
L'anniversaire de..... est.....

Les mois de l'annee
Janvier -Decembre
Les jours de la semaine
Lundi - dimanche
Combien y en a-t-il?
Il y aun/deux/trois etc.

Learning Outcomes

- Numbers 1-31
- Saying your age
- Asking someone their age
- Saying how many there are
- Saying when your birthday is
- Months and dates
- Days of the week

KAL

Avant/ après
Reinforcement of avoir

Learning and Teaching Activities

- Ball games/ Circle games.
- Mexican Wave.
- Levez-vous: Call out months at random; students stand up when their birth month is called out; alternatively or as a follow-up, you can call out numbers from 1 to 31.
- Plus/ Moins..
- Avant/ Apres.
- Plouf: Write a series of numbers on board in the form of stepping stones across a river. Ask the pupil to come up to the board and find his way across the stepping stones saying the number that he uses in French. When there is a mistake or a hesitation the class shouts out 'Plouf!'
- Choral games
- Circle the Number Relay: Various numbers are written clearly and firmly on the board. There are two teams and one member from each team stands at the board. Someone calls out a number and the first to circle the correct one scores a point.
- Use different websites to reinforce vocabulary.
- Salut/ Metro resource
- Number games e.g. lotto, snakes and ladders, l'arc en ciel
- Class birthday graph .
- Create presentation on celebrations - one for each month of year - group activity.

Resources

- Salut Module 1 Pages 16-25.
- Metro Module 1 Pages 12-15
- Linguascope.com
- Education City
- Edpax
- Francais Francais
- www.ictgames.com/dateChartFrancais
- www.leclubfrancais.co.uk/babelzone/frenchpages/gamezonefrench
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.acblack.com
- www.ltscotland.org.uk/mfle
- http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_02/unit_2.html

Cross-Curricular Links

P.E: Number Games
Maths: Counting/ number games/birthday graphs
Music: French songs
ICT: Using internet resource

Homework Activities

Year 1 Term 1 Alphabet

Core Vocabulary

L'alphabet Francais(A,B,C etc)
Comment ca s'ecrit
La prononciation
C'est quelle letter
Ecoute et trouve
Jouez au pendu
Quelle lettres manquent?
Posez des questions
Fais un alphabet de mots francais

Learning and Teaching Activities

- Alphabet song
- Spelling names (circle and ball)
- Spelling classroom objects
- Jouez au pendu (hangman)
- Writing names of people and objects, finding missing letters,
- Air writing or writing on the back to say how many brothers/ sisters that you have etc.
- Use different websites to reinforce vocabulary
- Salut/ Metro resource
- Letter bingo

Resources

- Edpax Disc 1 Alphabet
- Francais Francais (L'alphabet p8)
- Education City -Haunted chateau
- Alphabet flipchart
- The Alphabet Song (Game 1 and 2)
- Primary French is Fun2 (Toolbox 6)
- Salut (module 1) pages: 14,15
- Metro module 1 Unit 3 Page 10/11
- www.linguaprime.com-6 alaxie2-Planete 7
- www.atantot.com-French-ABC
- http://www.bbc.co.uk/schools/primary/french/spell/cartoon_flash.shtml
- <http://french.about.com/library/teachers/lods/bl-kids-alpha.ht>

Learning Outcomes

- Being able to correctly pronounce French letter names
- Saying the French alphabet - following the correct order
- Spelling in French
- Asking how a word id spelt in French

KAL

- Accents - grave , acute , cédille - changing sounds of letters.

Cross-Curricular Links

P.E: Circle and ball games
Music: French song, rhymes, comptines
ICT: Using internet resource

Homework Activities

Year 1 Term 1 Names and Greetings/Age/Numbers/DOB/Alphabet

<p>Topic Title</p>			
<p>Self-Evaluation</p>			
<p>Evaluation and Assessment of Pupils</p>			
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems

<p>Core Vocabulary</p> <p>J'ai les..... Les yeux bleus/ bruns/ verts/ noisette</p> <p>J'ai les..... Les cheveux blonds/ bruns/ chatains/ roux/ longs/ courts/ mi-longs</p> <p>Je suis Il/ elle est..... Grand(e) Petit(e) De taille moyenne Bavard(e) Ennuyeux/ ennuyeuse Marrant(e) Paresseux/ paresseuse Sportif/ sportive timide</p>	<p>Learning and Teaching Activities</p> <ul style="list-style-type: none"> • Ordering, Sequencing and Reading: Each team/ table has a set of letter cards, teacher says a word, pupils must spell out words each holding a letter and stand in correct order. Do the same for sentences. • Chain questions - a set of questions and answers are printed and cut out so that each pupil has an answer and a next question. • Work in pairs to gather information from a text. • Identifying known words using a highlighter to check off. • Grands pas, petit pas - giant steps, baby steps - listening and responding to instructions e.g. si vous avez les cheveux blonds/ roux/ bruns - un grand pas en arriere/ en avant. • Cartoon characters - draw and write descriptions. • Talking through puppets - make sock puppets. • Use different websites to reinforce vocabulary. • Describe your favourite personality - e.g. Simon Cowell. 	<p>Resources</p> <ul style="list-style-type: none"> • Salut Module 2 Unit 4 Pages 51-55 • Metro Module 2 Unit 4 Pages 30/31 • Linguascope.com • Education city • Edpax: How we Look • www.Linguascope.com • www.tolearnfrench.com • www.linguaprime.com • www.lexiquefle.free.fr/learn-french • www.ltscotland.org.uk/mfle • www.bbc.co.uk/schools/primaryfrench • http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_09/unit_9.html and units 10,11,12
<p>Learning Outcomes</p> <ul style="list-style-type: none"> • To say what colour of eyes you have got • To say what colour of hair you have got • To say how long your hair is • To be able to describe a friend's hair and eyes • To say how tall you are • To say how tall a friend is • To say what sort of person you are • To describe someone else <p>KAL Revisiting avoir , être, adjective agreements</p>		<p>Cross-Curricular Links</p> <p><u>ICT</u>: Using different websites to reinforce vocabulary <u>Art</u>: Drawing cartoons/ making puppets <u>P.E</u>: Giant steps/ baby steps activity <u>Drama</u>: Using puppets</p> <p>Homework Activities</p>

Year 1 Term 2 Physical Description + Halloween/Christmas

<p>Topic Title</p>			
<p>Self-Evaluation</p>			
<p>Evaluation and Assessment of Pupils</p>			
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems

Year 1 Term 3 Weather and Easter

<ul style="list-style-type: none"> • Core Vocabulary • <i>Il fait beau,</i> • <i>il fait mauvais,</i> • <i>il y a du soleil,</i> • <i>il ya du vent,</i> • <i>il pleut,</i> • <i>il neige,</i> • <i>il gel,</i> • <i>il grêle,</i> • <i>il fait gris,</i> • <i>il y a des nuages, il fait froid,</i> • <i>il fait chaud.</i> <p>Quel temps fait-il ? C'est de quel saison ? Voici la météo</p>	<p align="center">Learning and Teaching Activities</p> <ul style="list-style-type: none"> • Flashcards and pictures - introduction • Pairs matching words and pictures • Daily date and weather. • BBC French is Fun 2 unit 1 interactive activities and song • Describe the weather in different seasons • Weather bingo • Build sentences from cut up phrases or word bank prompts • Write brief description of weather - use map and word bank prompts • Create a weather recording chart • Weather report - watch video clip , discuss map and weather described • Traditional story - Aesop's fable "The Wind and The Sun" • Use knowledge of own language to work out what is happening in the story • Create TV style report - group challenge 	<p align="center">Suggested resources</p> <p>Large outline maps of France with weather symbols IWB resources eg power point presentations BBC French is Fun 2 unit 1 Weather, ,What terrible weather and Let's Sing http://france.meteofrance.com/france/accueil (online weather map) http://www.bbc.co.uk/schools/primaryfrench/pf2/weather/cartoon_flash.shtml http://www.education.vic.gov.au/languagesonline/french/sect28/index.htm http://www.primaryresources.co.uk/mfl/mfl.htm] http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_15/unit_15.html</p>
<p align="center">Learning Outcomes</p> <ul style="list-style-type: none"> • Use weather phrases • Know the seasons • Ask/ tell what the weather is like • Describe weather conditions on pictures or maps • Listen carefully and follow instructions <p>KAL- Grammatical différences - l'hiver, le printemps En hiver, au printemps</p>		<p align="center">Cross-Curricular Links</p> <p>Literacy: Using skills in own language to further develop second language Genre writing styles. E.g. The wind and the Sun story ICT: Interactive exercises Word processing skills Art and Design: Create daily weather chart Drama: Mime / role play</p> <p align="center">Homework Activities</p>

Year 1 Term 3 Weather and Easter

<p>Topic Title</p>			
<p>Self-Evaluation</p>			
<p>Evaluation and Assessment of Pupils</p>			
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems

Year 1 Term 4 Mes Affaires

- **Core Vocabulary**
 - *Il fait beau,*
 - *il fait mauvais,*
 - *il y a du soleil,*
 - *il ya du vent,*
 - *il pleut,*
 - *il neige,*
 - *il gel,*
 - *il grêle,*
 - *il fait gris,*
 - *il y a des nuages, il fait froid,*
 - *il fait chaud.*
- Quel temps fait-il ?
C'est de quel saison ?
Voici la météo

- Learning and Teaching Activities**
- Flashcards and pictures - introduction
 - Pairs matching words and pictures
 - Daily date and weather.
 - BBC French is Fun 2 unit 1 interactive activities and song
 - Describe the weather in different seasons
 - Weather bingo
 - Build sentences from cut up phrases or word bank prompts
 - Write brief description of weather - use map and word bank prompts
 - Create a weather recording chart
 - Weather report - watch video clip , discuss map and weather described
 - Traditional story - Aesop's fable "The Wind and The Sun"
 - Use knowledge of own language to work out what is happening in the story
 - Create TV style report - group challenge

- Suggested resources**
- Large outline maps of France with weather symbols
IWB resources eg power point presentations
BBC French is Fun 2 unit 1 Weather , ,What terrible weather and Let's Sing
<http://france.meteofrance.com/france/accueil> (online weather map)
http://www.bbc.co.uk/schools/primaryfrench/pf2/weather/cartoon_flash.shtml
<http://www.education.vic.gov.au/languagesonline/french/sect28/index.htm>
<http://www.primaryresources.co.uk/mfl/mfl.htm>]
http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_15/unit_15.html

- Learning Outcomes**
- Use weather phrases
 - Know the seasons
 - Ask/ tell what the weather is like
 - Describe weather conditions on pictures or maps
 - Listen carefully and follow instructions
- KAL-**
Grammatical différences -
l'hiver, le printemps
En hiver, au printemps

- Cross-Curricular Links**
- Literacy:**
Using skills in own language to further develop second language
Genre writing styles. E.g. The wind and the Sun story
- ICT:** Interactive exercises
Word processing skills
- Art and Design:** Create daily weather chart
- Drama:** Mime / role play

- Homework Activities**

Year 1 Term 4 Mes Affaires - My Things

<p>Topic Title</p>			
<p>Self-Evaluation</p>			
<p>Evaluation and Assessment of Pupils</p>			
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems

Year 2

Topics Covered:

Term 1 : Names and Greetings/Age/Numbers/DOB/Alphabet

Term 2: Where you live and Nationality/Halloween/Christmas

Term 3: Family and Easter

Term 4: Clothes

Year 2 Term 1 Names and Greetings

Learning and Teaching Activities

Core Vocabulary

Bonjour
Salut.
Au revoir
Ca Va?
Oui ca va, et toi?
Ca va tres bien,merci.
Bof
Comment tu t'appelles?
Je m'appelle....
Et toi?

Learning Outcomes

- Introduce yourself to partner
- Interact with peer partner
- Participate in Circle Time activity in French
- Study how we greet each other in different parts of the World
- **KAL** :Last consonant is silent
- Intonation- Question/ Answer

- BBC French is Fun unit 1 Intro with video clip of journey from London to Paris. Discussion of personal experiences and importance of learning languages to enhance cultural communications. Discuss varied languages spoken within class. Fun quiz to round off.
- Using a puppet/teddy who children are told is from France introduce new character to class to engage children to learn French greetings.
- Circle Time activities developing language of Greetings.
- Art activity to create drawings of cartoon pairs that will be used in find the pair game. Introduce basic class organisation e.g. Dessinez, Coloriez, Prenez.
- Metro CD and textbook/ Salut workbook
- Internet research to find greetings of other European countries to build up bank of vocabulary.
- Miming /Using faces/hands (Greetings)
- "Jacques a dit" game
- BBC French is Fun interactive games and video clip activities
- Walkie Talkie: Walk around the classroom find your partners in French eg Posh and Becks, Minnie & Mickey.
- Group Challenge - Puppet presentation
Each group makes puppets, writes a script in French and performs their play.

Resources

- Salut Module 1.3-1.6/Metro Module 1.1
- Linguascope.com Francais Francais
- BBC Active 1 & 2
- www.ictgames.com/dateChartFrancais
- www.leclubfrancais.co.uk/babelzone/frenchpages/gamezonefrench
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.bbc.co.uk/schools/primaryfrench
- www.ncfl-cymru.org.uk Unit 1
- <http://www.zut.org.uk> Primary
- www.wildfrench.co.uk Metro 1 Bienvenue
- www.educationcity.co.uk

Cross-Curricular Links

- Art:** Drawings of Cartoon pairs
- P.S.D.:** Circle Time games e.g. Fruit Salad
- Social Studies:** European countries and how they say hello/goodbye.
- ICT:** Using internet resource
- Music:** comptines, songs, rhyme and rap
- Citizenship:** Cultural appreciation/global citizenship
- Literacy:** Using skills in own language to further develop second language
Genre writing styles.

Homework Activities

Year 2 Term 1 Age and Numbers/Birthdays and dates

Core Vocabulary

Un, deux, trois.....trente et un
 Plus/Moins
 Avant/ Apres
 Quel age as-tu?
 J'ai ans.
 Quelle est la date de ton anniversaire?
 Mon anniversaire, c'est le.....
 Bon anniversaire!
 L'anniversaire de..... est.....
 Les mois de l'annee
 Janvier -Decembre
 Les jours de la semaine
 Lundi - dimanche
 Combien y en a-t-il?
 Il y aun/deux/trois etc.

Learning and Teaching Activities

- Ball games/ Circle games.
- Mexican Wave.
- Levez-vous: Call out months at random: students stand up when their birth month is called out; alternatively or as a follow-up, you can call out numbers from 1 to 31.
- Plus/ Moins..
- Avant/ Apres.
- Plouf: Write a series of numbers on board in the form of stepping stones across a river. Ask the pupil to come up to the board and find his way across the stepping stones saying the number that he uses in French. When there is a mistake or a hesitation the class shouts out 'Plouf!'
- Choral games
- Circle the Number Relay: Various numbers are written clearly and firmly on the board. There are two teams and one member from each team stands at the board. Someone calls out a number and the first to circle the correct one scores a point.
- Use different websites to reinforce vocabulary.
- Salut/ Metro resource
- Number games e.g. lotto, snakes and ladders, l'arc en ciel
- Class birthday graph .
- Create presentation on celebrations - one for each month of year - group activity.

Learning Outcomes

- Numbers 1-31
 - Saying your age
 - Asking someone their age
 - Saying how many there are
 - Saying when your birthday is
 - Months and dates
 - Days of the week
- KAL
 Avant/ après
 Reinforcement of avoir

Resources

- Salut Module 1 Pages 16-25.
- Metro Module 1 Pages 12-15
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- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.acblack.com
- www.ltsotland.org.uk/mfle
- http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_02/unit_2.html

Cross-Curricular Links

P.E: Number Games
 Maths: Counting/ number games/birthday graphs
 Music: French songs
 ICT: Using internet resource

Homework Activities

Year 2 Term 1 Alphabet

Core Vocabulary

L'alphabet Francais(A,B,C etc)
 Comment ca s'écrit
 La prononciation
 C'est quelle lettre
 Ecoute et trouve
 Jouez au pendu
 Quelle lettres manquent?
 Posez des questions
 Fais un alphabet de mots francais

Learning and Teaching Activities

- Alphabet song
- Spelling names (circle and ball)
- Spelling classroom objects
- Jouez au pendu (hangman)
- Writing names of people and objects, finding missing letters,
- Air writing or writing on the back to say how many brothers/sisters that you have etc.
- Use different websites to reinforce vocabulary
- Salut/ Metro resource
- Letter bingo

Resources

- Edpax Disc 1 Alphabet
- Francais Francais (L'alphabet p8)
- Education City -Haunted chateau
- Alphabet flipchart
- The Alphabet Song (Game 1 and 2)
- Primary French is Fun2 (Toolbox 6)
- Salut (module 1) pages: 14,15
- Metro module 1 Unit 3 Page 10/11
- [www.linguaprime.com-6-alaxie2-Planete 7](http://www.linguaprime.com-6-alaxie2-Planete-7)
- www.atantot.com-French-ABC
- http://www.bbc.co.uk/schools/primary-french/spell/cartoon_flash.shtml
- <http://french.about.com/library/teachers/loads/bl-kids-alpha.ht>

Learning Outcomes

- Being able to correctly pronounce French letter names
- Saying the French alphabet - following the correct order
- Spelling in French
- Asking how a word is spelt in French

KAL

- Accents – grave , acute , cédille - changing sounds of letters.

Cross-Curricular Links

P.E: Circle and ball games
 Music: French song, rhymes, comptines
 ICT: Using internet resource

Homework Activities

<p>Core Vocabulary</p> <p>L'alphabet Francais(A,B,C etc) Comment ca s'écrit La pronunciation C'est quelle letter Ecoute et trouve Jouez au pendu Quelle lettres manquent? Posez des questions Fais un alphabet de mots francais</p>	<p>Learning and Teaching Activities</p> <ul style="list-style-type: none"> • Alphabet song • Spelling names (circle and ball) • Spelling classroom objects • Jouez au pendu (hangman) • Writing names of people and objects, finding missing letters, • Air writing or writing on the back to say how many brothers/sisters that you have etc. • Use different websites to reinforce vocabulary • Salut/ Metro resource • Letter bingo 	<p>Resources</p> <ul style="list-style-type: none"> • Edpax Disc 1 Alphabet • Francais Francais (L'alphabet p8) • Education City -Haunted chateau • Alphabet flipchart • The Alphabet Song (Game 1 and 2) • Primary French is Fun2 (Toolbox 6) • Salut (module 1) pages: 14,15 • Metro module 1 Unit 3 Page 10/11 • www.linguaprime.com -6 alaxie2-Planete 7 • www.atantot.com-French-ABC • http://www.bbc.co.uk/schools/primary • french/spell/cartoon_flash.shtml • http://french.about.com/library/teachers/lods/bl-kids-alpha.ht
<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Being able to correctly pronounce French letter names • Saying the French alphabet - following the correct order • Spelling in French • Asking how a word is spelt in French <p>KAL</p> <ul style="list-style-type: none"> • Accents - grave , acute , cétille - changing sounds of letters. 		<p>Cross-Curricular Links</p> <p>P.E: Circle and ball games Music: French song, rhymes, comptines ICT: Using internet resource</p> <p>Homework Activities</p>

Year 2 Term 1 Names and Greetings/Age/Numbers/DOB/Alphabet

<p>Topic Title</p>				
<p>Self - Evaluation</p>				
<p>Evaluation and Assessment of Pupils</p>				
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems 	

Core Vocabulary

Ou habites-tu?
J'habite a en Ecosse
Je suis ecossaise(e)

Different Countries/ Nationalities

- l'Angleterre/ anglais(e)
- l'Ecosse/ ecossaise(e)
- l'Ireland/ irlandais(e)
- l'Espagne/ espagnol(e)
- l'Allemagne
- l'Autriche
- l'Italie
- la Belgique/ belge
- la France/ francais(e)
- la Grande Bretagne/ britannique
- la Suisse
- le Pays de Galles/ gallois(e)
- le Luxembourg

Learning Outcomes

- The children will recognise the names of different countries in French
- The children will be able to say where they live
- The children will recognise and learn how different nationalities are pronounced
- The children will be able to tell you what nationality they are

KAL

Feminine country - en e.g. en France
Masculine country - au e.g. au Luxembourg.
Etre - je suis, tu es, il/elle est

Learning and Teaching Activities

- Guess Who? Take turns to choose a nationality - guess what nationality your partner is.
- Use an interactive map of Europe to guess the different countries.
- Which Flag Which Country? Identify names of different countries through recognising their flags.
- Make flags and print the country in French onto them.
- Matching pairs - using cards/ pictures match up countries to nationalities.
- Walkie Talkie: Give out country/ nationality cards and ask the children to walk round the classroom until they find the country which matches their nationality card and vice versa.
- Word searches/ crosswords to reinforce vocabulary.
- Hangman.
- Use different websites to reinforce vocabulary.
- Salut/ Metro resource.

Resources

- Salut Module 2 Unit 1 Pages 34-39
- Metro Module 2 Unit 1 Pages 24/25
- BBC ACTIVE Primary French is Fun 2
- Education City: Backpacking
- Edpax: Countries/ Nationality
- [www.Linguascope.com](http://www.linguascope.com)
- www.tolearnfrench.com
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.itscotland.org.uk/mfle
- www.bbc.co.uk/schools/primaryfrench
- http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_05/unit_5.html
- http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_06/unit_6.html

Cross-Curricular Links:

Social Studies: Mapping Skills: Identifying countries on a map of Europe.
Art: Making flags.
ICT: Using different websites to reinforce vocabulary

Homework Activities

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Year 2 Term 3 Family and Easte

<p>Core Vocabulary</p> <p>Tu as/ as-tu des frères/soeurs? Je n'ai pas de frères/ soeurs? J'ai n'ai pas de frères/ soeurs. J'ai un frère/ une soeur Je suis fils/ fille unique Le demi-frere/ la demi-soeur</p>	<p>Learning and Teaching Activities</p> <ul style="list-style-type: none"> • Drawing cartoons of your family - adding language to support. • Walkie Talkie: Find someone in your class who has the same family members as you. • Air writing or writing on the back to say how many brothers/ sisters that you have etc. • Interactive whiteboards - draw cartoons of family members - support with short sentences. • Make short sentences to describe your family - magnetic letters onto whiteboards. • Half sentences - matching pairs. • Talking through puppets - make sock puppets. • Use different websites to reinforce vocabulary. • Family tree. • Salut/ Metro resource. 	<p>Resources</p> <ul style="list-style-type: none"> • Salut Module 2 Unit 2 Pages 40-45 • Metro Module 2 Unit 2 Pages 26&27 • Linguascope.com • Francais Francais • BBC ACTIVE: Primary French is Fun 1 • Education City: Nine lives; Edpax: Family • www.Linguascope.com • www.tolearnfrench.com • www.linguaprime.com • www.lexiquefle.free.fr/learn-french • www.itscotland.org.uk/mfle • www.bbc.co.uk/schools/primaryfrench • http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_03/unit_3.html • Chez mimi
<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Talking about the brothers and sisters that you have • Being able to ask - Do you have any brothers or sisters? • Saying if you have any brothers or sisters • Saying that you do not have any brothers or sisters • Saying that you are an only child • Saying that you have a half sister/ brother <p>KAL Pronouns - mon, ma, mes</p>	<p>Cross-Curricular Links</p> <p><u>Art</u>: Drawings of Cartoon pairs/ making sock puppets <u>Drama</u>: Using puppets <u>ICT</u>: Using different websites to reinforce vocabulary <u>PE</u>: Linking pairs game</p> <p>Homework Activities</p>	

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Year 2 Term 4 Clothes

<p>Core Vocabulary</p> <p>le pantalon; le pull; le gilet; les chaussettes; les chaussures; le manteau; la robe; la jupe; la chemise</p> <p>rouge; orange; jaune; vert; verte ; bleu; bleue ; blanc; blanche ; noir; noire ; rose; gris; grise ; multicolore</p> <p>Qu'est-ce que tu mets ? Pour aller à l'école, je mets....; Pour rester à la maison, je mets...</p>	<p>Learning and Teaching Activities</p> <ul style="list-style-type: none"> • BBC French is Fun 2 Unit 4 "Looking Good" Video clip of two children in a shop revising colours (notepad 2), likes and dislikes (notepad 5) and introduces and practises items of clothing (notepads 3 and 4). • In pairs, pupils draw a picture of their ideal outfit and label the clothes in French. • Discuss what pupils feel about French children not wearing a school uniform. • Brain training type activity revising colours - pupils say colour of the word not read word brain training style. • Video clip discussing clothing and colours - intro position of adjective and agreement. • Memory games using coloured clothing. • Role play - social occasion - what are you wearing? • Adding speech bubbles to picture representation of role plays or Paired working, create a cartoon story of two friends getting ready for a party. • Interactive activities - Wild French. • Songs/ rhymes. • Crosswords, puzzles. 	<p>Resources</p> <p>Flashcards - words and pictures BBC French is Fun 2 Unit 4 Metro Module 3 unit 5 pages 48-49 http://www.wildfrench.co.uk/ http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/ks3_content.htm http://www.guia.com/mc/612211.html http://www.enchantlearning.com/themes/french.shtml</p>
<p>Learning Outcomes</p> <p>To be able say what you are wearing.</p> <p>To be able to describe clothing.</p> <p>To reinforce being able to state preferences, likes, dislikes and colours</p> <p>KAL</p> <p>The position and the agreement of adjectives when writing a description.</p> <p>Jeans, trousers, shorts are singular in French.</p> <p>Pronunciation of non French words - le jean</p>		<p>Cross-Curricular Links</p> <p>Literacy Franglais - language connections</p> <p>Art and Design: Create poster, cartoon strip</p> <p>Drama: Mime / role play</p> <p>Homework Activities</p>

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Year 3

Topics Covered:

Term 1 : Names and Greetings/ Age/Numbers/DOB/Alphabet

Term 2: Colours and Classroom Language/Halloween/Christmas

Term 3: Pets and Easter

Term 4: Sports

Year 3 Term 1 Names and Greetings

Learning and Teaching Activities

Core Vocabulary

- Bonjour
- Salut.
- Au revoir
- Ca Va?
- Oui ca va, et toi?
- Ca va tres bien, merci.
- Bof
- Comment tu t'appelles?
- Je m'appelle....
- Et toi?

- BBC French is Fun unit 1 Intro with video clip of journey from London to Paris. Discussion of personal experiences and importance of learning languages to enhance cultural communications. Discuss varied languages spoken within class. Fun quiz to round off.
- Using a puppet/teddy who children are told is from France introduce new character to class to engage children to learn French greetings.
- Circle Time activities developing language of Greetings.
- Art activity to create drawings of cartoon pairs that will be used in find the pair game. Introduce basic class organisation e.g. Dessinez, Coloriez, Prenez.
- Metro CD and textbook/ Salut workbook
- Internet research to find greetings of other European countries to build up bank of vocabulary.
- Miming /Using faces/hands (Greetings)
- "Jacques a dit" game
- BBC French is Fun interactive games and video clip activities
- Walkie Talkie: Walk around the classroom find your partners in French eg Post and Becks, Minnie & Mickey.
- Group Challenge - Puppet presentation
- Each group makes puppets, writes a script in French and performs their play.

Learning Outcomes

- Introduce yourself to partner
- Interact with peer partner
- Participate in Circle Time activity in French
- Study how we greet each other in different parts of the World
- KAL :Last consonant is silent
- Intonation - Question/ Answer

Resources

- Salut Module 1.3-1.6/Metro Module 1.1
- Linguascope.com Francais Francais
- BBC Active 1 & 2
- www.ictgames.com/dateChartFrancais
- www.leclubfrancais.co.uk/babelzone/frenchpages/gamezonefrench
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.bbc.co.uk/schools/primaryfrench
- www.ngfl-cymru.org.uk/Unit1
- <http://www.zut.org.uk/Primary>
- www.wildfrench.co.uk/Metro1Bienvenue
- www.educationcity.co.uk

Cross-Curricular Links

- Art:** Drawings of Cartoon pairs
- P. S. D. :** Circle Time games e.g. Fruit Salad
- Social Studies:** European countries and how they say hello/goodbye.
- ICT:** Using internet resource
- Music:** comptines, songs, rhyme and rap
- Citizenship:** Cultural appreciation/global citizenship
- Literacy:** Using skills in own language to further develop second language
Genre writing styles.

Homework Activities

Core Vocabulary

Un, deux, trois.....trente et un
 Plus/Moins
 Avant/ Apres
 Quel age as-tu?
 J'ai ans.
 Quelle est la date de ton anniversaire?
 Mon anniversaire, c'est le.....
 Bon anniversaire!
 L'anniversaire de..... est.....
 Les mois de l'annee
 Janvier -Decembre
 Les jours de la semaine
 Lundi - dimanche
 Combien y en a-t-il?
 Il y aun/deux/trois etc.

Learning and Teaching Activities

- Ball games/ Circle games.
- Mexican Wave.
- Levez-vous: Call out months at random; students stand up when their birth month is called out; alternatively or as a follow-up, you can call out numbers from 1 to 31.
- Plus/ Moins..
- Avant/ Apres.
- Plouf: Write a series of numbers on board in the form of stepping stones across a river. Ask the pupil to come up to the board and find his way across the stepping stones saying the number that he uses in French. When there is a mistake or a hesitation the class shouts out 'Plouf!'
- Choral games
- Circle the Number Relay: Various numbers are written clearly and firmly on the board. There are two teams and one member from each team stands at the board. Someone calls out a number and the first to circle the correct one scores a point.
- Use different websites to reinforce vocabulary.
- Salut/ Metro resource
- Number games e.g. lotto, snakes and ladders, l'arc en ciel
- Class birthday graph .
- Create presentation on celebrations - one for each month of year - group activity.

Learning Outcomes

- Numbers 1-31
 - Saying your age
 - Asking someone their age
 - Saying how many there are
 - Saying when your birthday is
 - Months and dates
 - Days of the week
- KAL
 Avant/ après
 Reinforcement of avoir

Resources

- Salut Module 1 Pages 16-25.
- Metro Module 1 Pages 12-15
- Linguascope.com
- Education City
- Edpax
- Francais Francais
- www.ictgames.com/dateChartFrancais
- www.leclubfrancais.co.uk/babelzone/frenchpages/gamezonefrench
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.acblack.com
- www.ltsotland.org.uk/mfle
- http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_02/unit_2.html

Cross-Curricular Links

P.E: Number Games
 Maths: Counting/ number games/birthday graphs
 Music: French songs
 ICT: Using internet resource

Homework Activities

Year 3 Term 1 Alphabet

Core Vocabulary

L'alphabet Francais(A,B,C etc)
 Comment ca s'ecrit
 La prononciation
 C'est quelle letter
 Ecoute et trouve
 Jouez au pendu
 Quelle lettres manquent?
 Posez des questions
 Fais un alphabet de mots francais

Learning and Teaching Activities

- Alphabet song
- Spelling names (circle and ball)
- Spelling classroom objects
- Jouez au pendu (hangman)
- Writing names of people and objects, finding missing letters,
- Air writing or writing on the back to say how many brothers/sisters that you have etc.
- Use different websites to reinforce vocabulary
- Salut/ Metro resource
- Letter bingo

Resources

- Edpax Disc 1 Alphabet
- Francais Francais (L'alphabet p8)
- Education City -Haunted chateau
- Alphabet flipchart
- The Alphabet Song (Game 1 and 2)
- Primary French is Fun2 (Toolbox 6)
- Salut (module 1) pages: 14,15
- Metro module 1 Unit 3 Page 10/11
- [www.linguaprime.com-6 alaxie2-Planete 7](http://www.linguaprime.com-6-alaxie2-Planete-7)
- www.atantot.com-French-ABC
- [http://www.bbc.co.uk/schools/primary french/spell/cartoon_flash.shtml](http://www.bbc.co.uk/schools/primary-french/spell/cartoon_flash.shtml)
- <http://french.about.com/library/teachers/loads/bl-kids-alpha.ht>

Learning Outcomes

- Being able to correctly pronounce French letter names
- Saying the French alphabet - following the correct order
- Spelling in French
- Asking how a word is spelt in French

KAL

- Accents - grave , acute , cedille - changing sounds of letters.

Cross-Curricular Links

P.E: Circle and ball games
 Music: French song, rhymes, comptines
 ICT: Using internet resource

Homework Activities

Year 3 Term 1 Names and Greetings/Age/Numbers/DOB/Alphabet

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Core vocabulary

Qu'est-ce que c'est?
C'est de quelle couleur?

J'ai un/ une + colour

bleu/bleue

noir/noire

vert/verte

gris/grise

blanc/blanche

rouge, rose, jaune, marron, orange

violet, multi-couleur

C'est un/une.....

C'est a qui?

Qu'est-ce que tu as dans ta trousse?

Classroom Language

Ecoutez, lisez, Parlez, Taisez-vous, Ecrivez

Ouvrez vos livres

Rangez vos affaires

Travaillez a deux

Learning Outcomes

- Identifying the different colour names in French
- Saying what colour something is
- Asking what something is and responding by saying what the object is and describing the colour
- To listen carefully and follow classroom instructions in French

KAL

Position of adjective - after the noun

Le ballon rouge

Learning and Teaching Activities

- Interactive Whiteboard activities
- BBC Primary French is Fun- sequence of pictures presents the colours. Pupils listen and repeat. Play game 'Colour the stars'. Complete worksheet by colouring by numbers following a key or pupils design own picture and key.
- Francais! Francais! - Les couleurs. Listen to and perform songs.
- Match words and pictures. Flashcards.
- Language Lab - What colour is it? Listen to and repeat vocabulary. Play game to help Dodu find the coloured bone. Listen to and perform song/ Adapt song in pairs/trios. En France - Listen to French children having a conversation - Follow up with effective questioning/Role play.
- Chez Mimi - Rainbow Room. Follow instructions to successfully complete the activities (differentiated levels).
- Metro/Salut! - C'est de quelle couleur? Saying and asking what colour something is. Listening and repeating, focusing on correct pronunciation. Working in pairs/groups to describe classroom items, pictures of everyday items etc...
- Singing in French - 'La machine a laver', 'Arc en Ciel'. Listen to then sing songs. Focus on core vocabulary. Pupils devise dance/actions to perform as they sing.
- Game - Play Colour Bingo.
- Use different websites to reinforce vocabulary.
- Simon says.....

Suggested resources

- BBC Primary French is Fun: Let's Begin - Unit 6
 - Metro p.16 +17/ Salut! P26-29
 - Singing in French (A+C Black London)
 - Francais! Francais! (on South Ayrshire network)
 - www.bbc.co.uk/schools/primaryfrench
- Language Lab - Primary French 2 - What colour is it?
- www.itscotland.org.uk/mfle/c4modernlangages
 - Chez Mimi - Rainbow Room
 - Colour Bingo cards.

Cross-Curricular Links

Art and Design - design a picture to be completed using a key for colours using paint/collage.

Music - perform/adapt songs including dance/actions.

Drama - Role Play - conversation in French.

Citizenship - Cultural Awareness - 'En France' (Language Lab), 'Destination France' and cultural information (Primary French is Fun)

P.E. Simon says.....

Homework Activities

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<p>Self- Evaluation</p>				
<p>Evaluation and Assessment of Pupils</p>				
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems 	

Core Vocabulary

- As tu/ tu as un animal?
- J'ai.....
- Je n'ai pas de (d').....
- Je prefere le/ la/ l'/ les
- Un chat les/ des chats
- Un chien les/ des chiens
- Un hamster les/ des hamsters
- Un lapin les/des lapins
- Un oiseau les/ des oiseaux
- Un poisson les/ des poissons
- Une araignee les/ des araignees
- Une souris les/ des souris

Learning and Teaching Activities

- Mime for vocabulary items - e.g. cat, dog.
- Work in pairs to gather information from a text.
- Identifying known words using a highlighter to check off.
- Cartoon animals - draw and write.
- Matching pairs/ Match pictures to words.
- Word searches/ crosswords to reinforce vocabulary.
- Hangman.
- Walkie talkie: each pupil has a piece of paper and has to find someone who likes cats, dogs etc. Walk around asking questions in French till they can fill in all answers or time is up.
- Pass the parcel: Sitting in groups pass round objects or flashcard pics/ words and when the music stops have to come up with a sentence to include pic/ word.
- Use different websites to reinforce vocabulary.
- Dictionary skills for finding unusual pets.

Resources

- Salut Module 2 Unit 3 Pages 46-50
- Metro Module 2 Unit 1 Pages 28-29
- Education City: nature Trail, Pet Shop.
- Edpax: Pets
- Linguascope.com
- Francais Francais
- BBC ACTIVE: Primary French is Fun 1
- www.Linguascope.com
- www.tolearnfrench.com
- www.linguaprime.com
- www.lexiquefle.free.fr/learn-french
- www.tscotland.org.uk/mfle
- www.bbc.co.uk/schools/primaryfrench
- http://www.ngfl-nch/unit_04/unit_4.html
- www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_04/unit_4.html
- Bilingual dictionaries

Learning Outcomes

- Saying what pets you have
- Asking someone if they have a pet
- Being able to say which pets they prefer

KAL

Plurals - un chien , des chiens
Un oiseau, des oiseaux

Cross-Curricular Links

- Drama:** Miming
- Art:** Drawing cartoons
- ICT:** Using different websites to reinforce vocabulary
- Language :Dictionary skills for finding unusual pets/ gather information from a text

Homework Activities

<p>Topic Title</p>				
<p>Self-Evaluation</p>				
<p>Evaluation and Assessment of Pupils</p>				
<p>Successful learners</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident individuals</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity 	<p>Responsible citizens</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective contributors</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams (again, are you sure this isn't teams?) • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems 	

Core Vocabulary

J'aime... / Je n'aime pas...jouer à la plage; jouer avec mes amis; faire du cheval; le matin , je ;Je n'aime pas ça ; Je m'ennuie; Je déteste; J'adore

Qu'est-ce que tu aimes comme sport?
 Mon sport préféré estle footing;
 le tennis; la natation; la gymnastique;
 le football; le rugby; la danse ,le judo;
 le ski, le basket; le tennis; le patin à roulettes; la bicyclette : la karaté ; l'athlétisme ; le skate ;

Learning Outcomes

- Speak about sports they like and dislike, using *aimer*, as well as to express degrees of likes and dislikes using *adorer* and *détester*.
 - To link sporting activity with good health.
 - To investigate sporting heroes.
 - To compare/contrast sporting activities in France and Scotland
- KAL To know when to use faire and jouer.

Learning and Teaching Activities

- Watch sporting video - Olympics will give variety/ Football/Rugby World Cup/Tour de France.
- Brainstorm: Identify involvement/ interest in sports. What do the pupils feel they need to learn to be able to speak about / discuss sports.
- Use graphics, equipment etc to introduce and name sports.
- Mime - Give each group a sport for which they must make a tableau. Every child has to be involved. Countdown in French 10 to zero. On zéro each group 'freezes' their tableau.
- Children create a rota of playground games for each day, with the days written in French for p6&7 only unless French taught in lower classes.
- Songs/ rhymes/raps.
- Children write a sentence for every day of the week using a word bank for support, eg Lundi, je fais du skate.
- Star profile - writing about their favourite sports star.
- Develop understanding of why exercise is good for health.
- Investigations into the effect exercise has on the pulse rate can include counting in French.
- Children work in groups to design a poster on, sports, using the language that they have learnt so far. Activities: labelling pictures with single words, write longer phrases, express opinions about food, drink and sporting activities.(Use word banks and bilingual dictionaries) When the posters are finished, allow children to present them to the class before displaying them around the school.

Resources

BBC French is Fun 2 Unit 5 "Having Fun"
 Metro Module 4 unit 2 pages 58-59
www.educationcity.co.uk (primary 7 section)
<http://www.zut.org.uk/misc/primary/20234.html> mixed page
<http://www.zut.org.uk/misc/primary/21638.html> matching stars and sports
<http://www.kilschool.org/interactive/french/metro/unit4/sports.htm>
http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_13/unit_13.html
http://www.ngfl-cymru.org.uk/vtc/ngfl/french/primary_french/unit_14/unit_14.html

Cross-Curricular Links

Literacy: Using skills in own language to further develop second language.
 Use of bilingual dictionary.
Maths: Information handling - gather, display and interpret data.
Music: composites, songs, rhyme and rap
HWB: Personal health - lifestyle choices.
 Healthy eating, Body fuels
ICT: Interactive exercises
 Word processing skills Database
 Spreadsheet - making charts
 Use of technology - recording devices.
Art and Design: Create poster
 Drama: Mime / role play

Homework Activities

Weekly diary of activities.
 Web search sporting heroes - personal and professional information

<p>Topic Title</p>				
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<p>Evaluation and Assessment of Pupils</p>				
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Primary 5/6/7

Programme of Study

Ballantrae Primary



Modern Languages Outcomes - Tracking Sheets + Framework for Assessment (P5/6/7)

Listening and Talking																			
Listening for Information										Listening and Talking with Others									
I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. <p style="text-align: right;">MLAN 2-01a</p> Focus for Learning: P6: P7:					I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. <p style="text-align: right;">MLAN 2-01b</p> Focus for Learning: P6: P7:					I can listen to and show understanding of familiar instructions and language from familiar voices and sources. <p style="text-align: right;">MLAN 2-01c</p> Focus for Learning: P6: P7:					I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. <p style="text-align: right;">MLAN 2-02a</p> Focus for Learning: P6: P7:				
	T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4
P5					P5					P5					P5				
P6					P6					P6					P6				
P7					P7					P7					P7				
Listening and Talking with others cont.																			
I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. <p style="text-align: right;">MLAN 2-05a</p> Focus for Learning: P6: P7:					When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. <p style="text-align: right;">MLAN 2-03a</p> Focus for Learning: P6: P7:					I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. <p style="text-align: right;">MLAN 2-03b</p> Focus for Learning: P6: P7:					I can ask for help confidently using learned phrases and familiar language. <p style="text-align: right;">MLAN 2-04a</p> I can participate in familiar collaborative activities including games, paired speaking and short role plays. <p style="text-align: right;">MLAN 2-05b</p> Focus for Learning: P6: P7:				
	T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4
P5					P5					P5					P5				
P6					P6					P6					P6				
P7					P7					P7					P7				
Organising and Using Information										Using knowledge about language									

<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases.</p> <p style="text-align: right;">MLAN 2-06a</p>				<p>I have worked with others using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken.</p> <p style="text-align: right;">MLAN 2-06b</p>				<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.</p> <p style="text-align: right;">MLAN 2-07a</p>				<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.</p> <p style="text-align: right;">MLAN 2-07b</p>							
Focus for Learning:				Focus for Learning:				Focus for Learning:				Focus for Learning:							
P5:				P5:				P5:				P5:							
P6:				P6:				P6:				P6:							
P7:				P7:				P7:				P7:							
	T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4
P5					P5					P5					P5				
P6					P6					P6					P6				
P7					P7					P7					P7				

Listening and Talking

Organisers	Es and Os	Developing	Consolidating	Secure	Evidence
<p>Listening for information</p>	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.</p> <p style="text-align: center;">MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.</p> <p style="text-align: center;">MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources.</p> <p style="text-align: center;">MLAN 2-01c</p>	<p>I can act out the words of a song or poem as I hear it.</p> <p>I enjoy participating in simple songs and rhymes.</p> <p>I can follow verbal instructions given with actions or gestures.</p> <p>I can respond to simple questions.</p> <p>I can follow a story with pictures.</p>	<p>I can act out the meaning of sentences.</p> <p>I can perform simple songs and rhymes.</p> <p>I am beginning to respond to verbal instructions relying less on actions or gestures.</p> <p>I can understand and engage in simple conversation.</p> <p>I can recognise key words in a story.</p>	<p>I can take part in a role play.</p> <p>I can independently perform known songs and rhymes.</p> <p>I can respond to verbal instructions.</p> <p>I can follow someone else's conversation.</p> <p>I can follow a short story</p>	
<p>Listening and talking with others</p>	<p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations</p>	<p>I can identify a change of tone to indicate question and answer.</p> <p>I know that gesture and</p>	<p>I can recognise the difference between a statement and a question.</p> <p>I can use eye contact to engage</p>	<p>I can ask and answer questions confidently.</p>	

<p>Listening and talking with others (continued)</p>	<p>using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.</p> <p>MLAN 2-02a</p>	<p>verbal cues, make text easier to understand.</p> <p>I can accurately repeat simple phrases.</p>	<p>a listener.</p> <p>I can use expression to convey meaning.</p> <p>I am beginning to use simple language in a conversation.</p>	<p>I can use gestures and expression to enhance my discussions.</p> <p>I can engage an audience using gestures and expression.</p> <p>I can confidently hold a short conversation.</p>	
<p>MLAN 2-03a</p> <p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.</p> <p>MLAN 2-03b</p>	<p>When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.</p> <p>MLAN 2-03a</p> <p>I can respond to simple greetings and questions.</p> <p>I can say my name and how I am feeling.</p>	<p>I can recognise the need to take turns during a conversation.</p> <p>I can respond to simple greetings and questions.</p> <p>I can say my name and how I am feeling.</p>	<p>I can recognise instructions and follow them.</p> <p>I am beginning to engage in dialogue.</p> <p>I can say more about myself -my name, age, birthday and where I live.</p>	<p>I can confidently respond to verbal cues.</p> <p>I can engage in transactional conversations.</p> <p>I can participate in a short conversation, sharing personal details.</p>	

<p>Listening and talking with others (continued)</p>	<p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p>	<p>I can use single words and /or actions to ask for help.</p>	<p>I can use short phrases to ask for help in the target language.</p>	<p>I can confidently ask for help in the target language.</p>
<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p>	<p>I enjoy learning simple songs rhymes and oral texts in the target language. (reciting only e.g. alphabet song)</p>	<p>I can use simple songs, texts and rhymes as a strategy for learning the language. (e.g. alphabet song – spelling)</p>	<p>I can use the language from learned songs, rhymes etc in a different context.</p>	
<p>Organising and using information</p>	<p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<p>I can work or play a game with a partner to reinforce my learning.</p>	<p>I can contribute to cooperative group learning activities.</p>	<p>I can take on any role within the group and contribute effectively to the learning activity.</p>
	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p>	<p>I can say my name, age and where I live in the target language.</p>	<p>I can talk about myself and my family in the target language.</p>	<p>I can talk confidently in the target language on a familiar topic.</p>

<p>Using knowledge about language</p>	<p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken.</p> <p>MLAN 2-06b</p>	<p>I can talk about lifestyle and culture of a French speaking region.</p> <p>I know that there are many French speaking countries in the world.</p>	<p>I can deliver a short presentation, mainly in English, about an aspect of a country where the language spoken is French.</p>	<p>I can deliver a presentation in the media of my choice, using more complex phrases in the target language, about a country where that language is spoken.</p>	
	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.</p> <p>MLAN 2-07a</p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.</p> <p>MLAN 2-07b</p>	<p>I can recognise the alphabet of the language being learned.</p> <p>I recognise similarities and differences in language pronunciation.</p>	<p>I can spell using single sounds from the language being learned.</p> <p>I am beginning to apply the sounds of the language being learned.</p>	<p>I can recognise more complex sounds from the language being learned e.g. eau = o</p> <p>I can speak with good pronunciation and make myself understood in the language being learned.</p>	

Reading and using Information					Reading to appreciate other cultures					Reading for interest and enjoyment									
<p>I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.</p> <p>MLAN 2-08a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</p> <p>MLAN 2-08b</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.</p> <p>MLAN 2-09a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.</p> <p>MLAN 2-10a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>				
T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4						
P5				P5				P5					P5						
P6				P6				P6					P6						
P7				P7				P7					P7						
<p>Using knowledge about Language</p> <p>I can understand how a bilingual dictionary works and use it with support.</p> <p>MLAN 2-11a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p>MLAN 2-11b</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.</p> <p>MLAN 2-11c</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.</p> <p>MLAN 2-11d</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>				
T1	T2	T3	T4		T1	T2	T3	T4		T1	T2	T3	T4						
P5				P5				P5					P5						
P6				P6				P6					P6						
P7				P7				P7					P7						

Reading

Organisers	Es and Os	Developing	Consolidating	Secure	Evidence
<p>Finding and using information</p>	<p>I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.</p> <p style="text-align: center;">MLAN 2-08a</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</p> <p style="text-align: center;">MLAN 2-08b</p>	<p>In response to a text, I can build a phrase using given words.</p> <p>I can match pictures to words/ simple phrases.</p> <p>I understand and can respond to text containing words and pictures.</p>	<p>In response to a text, I can build a sentence using given vocabulary.</p> <p>I can create an accurate pictorial response to a simple passage. (e.g. She is wearing a blue jumper, green skirt and red shoes)</p> <p>I can understand and respond to text containing familiar words.</p>	<p>I respond to text by writing sentences independently.</p> <p>I can create a simple written presentation on a given topic.</p> <p>I can use strategies and knowledge of my own language to understand new texts.</p>	
<p>Reading to appreciate other cultures</p>	<p>I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.</p> <p style="text-align: center;">MLAN 2-09a</p>	<p>I know and can talk about aspects of life in France (daily life, school, customs, fetes)</p>	<p>I know and can talk about similarities and differences between aspects of life in France and my life in Scotland. (school uniform, the school day, celebrations)</p>	<p>I know and can talk about life in Francophone countries– (eg Canada, Senegal there are 32) and compare them with my life in Scotland</p>	
<p>Reading for interest and</p>	<p>I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short</p>	<p>I can use picture cues to help me understand text.</p>	<p>I can read simple or adapted texts with support.</p>	<p>I can read simple or adapted texts independently.</p>	

<p>enjoyment</p>	<p>imaginative accounts, prose and poetry, which may have been adapted.</p> <p>MLAN 2-10a</p>				
<p>Using knowledge about language</p> <p>I can understand how a bilingual dictionary works and use it with support.</p> <p>MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p>MLAN 2-11b</p> <p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.</p> <p>MLAN 2-11c</p> <p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.</p> <p>MLAN 2-11d</p>	<p>I know that a bilingual dictionary has two sections – English and target language.</p> <p>I can identify letter sounds like in French.</p> <p>I can work out the general meaning of a mainly pictorial text.</p> <p>I can identify some English words used in French and some French words used in English.</p>	<p>I know which section to use to support my reading.</p> <p>I can reconstruct familiar words from scrambled letters.</p> <p>I can work out the meaning of a simple written text with pictures.</p> <p>I can recognise similarities in vocabulary of the language I am learning.</p>	<p>I can use a bilingual dictionary to translate from my native language to target language and vice versa.</p> <p>I can listen to words being spelled and select the correct word.</p> <p>I can work out the meaning of a simple written text.</p> <p>I can use decoding strategies to understand written text.</p>		

Writing: Organising and using information		Using Knowledge about language						
<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.</p> <p>MLAN 2-12a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>	<p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.</p> <p>MLAN 2-13a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>	<p>I can use familiar language to describe myself and to exchange straightforward information.</p> <p>MLAN 2-13b</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>	<p>I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.</p> <p>MLAN 2-14a</p> <p>Focus for Learning:</p> <p>P5:</p> <p>P6:</p> <p>P7:</p>					
	T1	T2	T3	T4	T1	T2	T3	T4
P5					P5			
P6					P6			
P7					P7			

Organisers	Es and Os	Developing	Consolidating	Secure	Evidence
Organising and using information	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.</p> <p>MLAN 2-12a</p>	<p>I can write simple phrases with teacher support.</p>	<p>I can write sentences using vocabulary sheets, templates and word walls.</p>	<p>I can write a paragraph using a checklist or success criteria to improve accuracy.</p>	
	<p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.</p> <p>MLAN 2-13a</p> <p>I can use familiar language to describe myself and to exchange straightforward information.</p> <p>MLAN 2-13b</p>	<p>I can write words and simple phrases to give information.</p> <p>I can match words and phrases to appropriate pictures.</p> <p>I can use a bilingual dictionary to help me spell words.</p>	<p>I can use support materials to change words in sentences to say something new.</p> <p>I can use a bilingual dictionary to find unfamiliar vocabulary.</p>	<p>I can write a simple email, letter or story using support materials to improve my writing.</p> <p>I can use a bilingual dictionary to check and improve my writing.</p>	
Using knowledge about language	<p>I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.</p> <p>MLAN 2-14a</p>	<p>I can recognise masculine and feminine vocabulary.</p> <p>With support, I can access materials to check the accuracy of my writing.</p>	<p>I can recognise and use adjective agreements.</p> <p>I can access materials to check the accuracy of my writing.</p>	<p>I can use the correct form of a verb to match the pronoun.</p> <p>I can confidently use resources, including ICT, to check the accuracy of my writing.</p>	