

MFL French (First year) Year 3 [Year 4/5/6 2020/2021]	
1. To greet people in different ways <ul style="list-style-type: none"> • Say Hello for different times of the day • Use formal or informal language appropriately • Use gestures to support conversation • Engage in conversations • Ask and answer questions in the context of greeting people. 	GETTING TO KNOW YOU: Assessment Statements: by the end of this unit... ...all children should be able to: <ul style="list-style-type: none"> • Say hello and goodbye. • Introduce themselves. • Say if they are feeling good/bad/so-so. • Count to 10. • Say how old they are. ...most children will be able to: <ul style="list-style-type: none"> • Use different greetings for different situations. • Ask and answer simple questions for each topic area. ...some children will be able to: <ul style="list-style-type: none"> • Use vocabulary they have learned elsewhere to develop their sentences. • Recognise there is a difference between formal and informal language https://www.twinkl.co.uk/resource/tp2-l-009-planit-french-year-3-getting-to-know-you-unit-pack
2. What's Your Name? <ul style="list-style-type: none"> • Engage in conversations • Ask and answer questions in the context of introducing yourself • Exchange names in French 	
3. How Are You? <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Engage in conversations, ask and answer questions; in the context of talking about how you are. • Discuss how I am feeling 	
4. Goodbye! <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Engage in conversations, ask and answer questions in the context of saying goodbye • To choose appropriate phrases for the situation 	
5. Numbers 0-10 <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Appreciate stories, songs, poems and rhymes in the language; in the context of counting. • Recognise and repeat sounds and words accurately. • Use songs to support learning. 	
6. How Old Are You? <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age. • Apply knowledge to make sentences. • Listen and respond to someone's question 	

<p>7. Classroom Instructions</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; In the context of giving and following classroom instructions. • Listen and respond to instructions. 	<p>All about me</p> <p>Assessment Statements: by the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • Give and respond to simple classroom instructions appropriately • Name parts of the body from a song • Identify colours • Name items of clothing <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions using the topic vocabulary
<p>8. My Body</p> <ul style="list-style-type: none"> • Read and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language; In the context of naming body parts. • Read, listen and respond to vocabulary. • Demonstrate understanding with actions 	
<p>9. Actions</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; In the context of everyday actions. • Understand and respond to action words. 	
<p>10. Colours</p>	

<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; In the context of naming colours. • Listen to and copy pronunciation of colour words accurately 	<ul style="list-style-type: none"> • Read and write simple words • Say that un/une relate to masculine & feminine nouns
<p>11 Clothes 1: What's in Your Wardrobe?</p> <ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Understand basic grammar of feminine and masculine noun; In the context of clothing. • Ask and answer what is 'there'. • Recognise masculine and feminine clothing nouns. 	<p>...some children will be able to:</p> <ul style="list-style-type: none"> • Use a dictionary to develop topic vocabulary further <p>https://www.twinkl.co.uk/resource/tp2-l-010-planit-french-year-3-all-about-me-unit-pack</p>
<p>12 Clothes 2: What Are You Wearing?</p> <ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • Understand basic grammar of feminine and masculine nouns; In the context of clothing. • Use simple conjunctions to link vocabulary for clothes and accessories. • Have a simple conversation about clothes. 	
<p>13. The Very Greedy Dog</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language in the context of food. • Follow a familiar story in French. 	<p>Food, Glorious Food</p> <p>Assessment Statements: by the end of this unit...</p>
<p>14. Please May I Have?</p> <ul style="list-style-type: none"> • Understand key features and patterns of basic grammar in the context of requesting something to eat. • Use determiners for identifying quantities in making polite requests. 	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something.
<p>15. Preferences</p> <ul style="list-style-type: none"> • Understand key features and patterns of basic grammar in the context of stating preferences about food. • Use the definite article when generalising. • Give a preference for or against things. 	<p>...most children will be able to:</p>
<p>16. What Colour Is It?</p>	

<ul style="list-style-type: none">Describe people, places, things and actions orally and in writing in the context of describing food by colour.Describe the colour(s) of an object by modifying adjectives.	<ul style="list-style-type: none">predict a repeated phrase;make a range of simple statements by substituting vocabulary;modify a colour adjective;respond appropriately to a polite request. <p>...some children will be able to:</p> <ul style="list-style-type: none">recognise the correct determiner depending on gender/number;select adjectives based on gender/number of nouns;order sentences correctly <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-3/planit-french-primary-teaching-resources-year-3-food-glorious-food</p>
<p>17. What Did He Eat?</p> <ul style="list-style-type: none">Describe people, places, things and actions orally and in writing in the context of describing objects by size.Begin to place adjectives appropriately before or after the noun they modify.Begin to understand that adjective spelling depends on number and gender.	
<p>18. I'm Hungry!</p> <ul style="list-style-type: none">Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.Use a range of grammar structures to practise a set of vocabulary groups	
<p>MFL French (Second year) Year 4 <i>[Year 5/6 2021/2022]</i></p>	
<p>19. Meet my family!</p> <ul style="list-style-type: none">Present ideas and information orally to a range of audiences; in the context of family.Present a picture of family members using possessive adjectives.	<p>Family and Friends Assessment Statements: by the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none">identify and introduce some of their relations;name some common pets;recognise some rooms in their home <p>...most children will be able to:</p> <ul style="list-style-type: none">consider whether nouns are masculine or feminine;
<p>20. Pets</p> <ul style="list-style-type: none">Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs; in the context of pets.Develop strategies for remembering new language.Match subject and verb correctly when talking about pets.	
<p>21. Alphabet</p> <ul style="list-style-type: none">Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet.	

<ul style="list-style-type: none"> Recognise and repeat sounds and words with increasing accuracy. Use songs or rhymes to help to remember new language 	<ul style="list-style-type: none"> make new sentences by substituting other vocabulary appropriately. <p>...some children will be able to:</p> <ul style="list-style-type: none"> use masculine/feminine articles and possessive pronouns. <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-3/planit-french-primary-teaching-resources-year-3-family-and-friends</p>
<p>22. What's his name?</p> <ul style="list-style-type: none"> Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people • I can make links between known and new structures. Use a range of vocabulary to create different sentences. 	
<p>23. How do you spell...?</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of spelling familiar words and names Use French pronunciation of the alphabet to spell words. 	
<p>24. My Home</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of rooms in the home Make new sentences about homes by substituting different vocabulary 	
<p>25. What's in the Classroom?</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions in the context of objects around the classroom. Read, listen and respond to vocabulary. Demonstrate my understanding with actions. Ask/answer questions (in short phrases). 	<p>Our School</p> <p>Assessment Statements: by the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary; demonstrate understanding with actions; write sentences converting le/la to un/une; answer questions using the topic vocabulary. <p>...most children will be able to:</p> <ul style="list-style-type: none"> ask and answer questions using the topic vocabulary; from memory, begin to know if nouns from the topic are masculine or feminine
<p>26. What's in your Pencil Case?</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of objects in a pencil case. Read, listen and respond to vocabulary. Demonstrate my understanding with actions. Ask/answer questions (in short phrases). Choose the appropriate indefinite article (un/une) 	
<p>27. School Subjects</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of subjects studied at school 	

<ul style="list-style-type: none"> • Read, listen and respond to vocabulary. • Ask/answer questions (in short phrases). • Express an opinion. 	<p>...some children will be able to:</p> <ul style="list-style-type: none"> • use a dictionary/the internet to develop topic vocabulary further; • write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'. <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-3/planit-french-primary-teaching-resources-year-3-our-school</p>
<p>28. PE Lesson</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson. • Listen to commands and follow instructions. 	
<p>29. Around School</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school. • Know the French for familiar places. • Ask and answer questions. 	
<p>30. What Do You Like to Do?</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school. • Know the French for familiar places. • Ask and answer questions. 	
<p>31. Counting 11-31</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting. • Recognise and repeat sounds and words with increasing accuracy. • Make links between known and new vocabulary using sound and spelling. 	<p>Time</p> <p>Assessment Statements: by the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • say and order the days of the week; • say and order the months of the year; • count on from 11-31; • say their own birthday. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • recognise how some larger numbers are made by combining words for smaller numbers; • ask other people for their birthday; • say today's date;
<p>32. Days of the Week</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week. • Recognise, say and respond to a set of vocabulary. 	
<p>33. Months of the Year</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. 	

<ul style="list-style-type: none"> • Listen, read and respond to a set of vocabulary. <p>34. Mon Anniversaire</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates. • Speak in sentences using known vocabulary and grammar. <p>35. What's the Date Today?</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences; in the context of talking about festivals. • Use known language to present information about French festival dates. <p>36. Yesterday, Today, Tomorrow</p> <ul style="list-style-type: none"> • Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date. • Begin to conjugate the verb 'to be' for past and future tense. 	<ul style="list-style-type: none"> • identify the correct language for 'yesterday' and 'tomorrow'. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions about dates; • use simple past and present tenses. <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-3/planit-french-primary-teaching-resources-year-3-time</p>
<p>MFL French (Third year) Year 5 <i>[Year 6 2021/2022]</i></p>	
<p>37. Where Do You Live?</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live. • Listen carefully and pronounce unfamiliar words with increasing accuracy. <p>38. In My Town</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town. • Listen carefully, repeating and responding to key words and phrases. <p>39. Counting in Tens</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens. 	<p>All Around Town</p> <p>Assessment Statements: by the end of this unit</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • name some of the major cities of France; • identify and say typical amenities to be found in French towns; • say and order multiples of ten; • ask and give a simple address in French; • locate the correct part of a bilingual dictionary to translate from French-English or vice versa.

<ul style="list-style-type: none"> Use familiar sounds and spelling 	<p>...most children will be able to:</p> <ul style="list-style-type: none"> locate some of France's key cities; say in French what amenities or features are found in their own town; use multiples of ten and number operations to do simple calculations; vary sentences about asking and giving simple addresses; use a bilingual dictionary with increasing confidence to translate French-English and vice versa. <p>...some children will be able to:</p> <ul style="list-style-type: none"> describe (in English) some features of the major cities; describe their own or a French city in terms of the amenities found there; count with confidence to 100 and do simple calculations; hold a short dialogue about where they live; suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary. <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-4/planit-french-primary-teaching-resources-year-4-all-around-town</p> <p>On the Move Assessment Statements: by the end of this unit</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> name some types of transport; use Je... and Tu... correctly in a simple sentence; respond to simple instructions for direction and movement; follow simple directions to find a place on a map. <p>...most children will be able to:</p> <ul style="list-style-type: none"> use the correct article to precede a noun according to gender;
<p>40. Counting to 100</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100. Apply knowledge to help predict, say and spell new language. 	
<p>41. My Address Is...</p> <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences, in the context of giving your address. Select and present information to other people. 	
<p>42. How Do You Say...?</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of researching vocabulary in categories. Use a bilingual dictionary to develop vocabulary around a given topic. 	
<p>43. Transport</p> <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences, in the context of types of transport. Tell other people about types of transport. 	<p>On the Move Assessment Statements: by the end of this unit</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> name some types of transport; use Je... and Tu... correctly in a simple sentence; respond to simple instructions for direction and movement; follow simple directions to find a place on a map. <p>...most children will be able to:</p> <ul style="list-style-type: none"> use the correct article to precede a noun according to gender;
<p>44. How Do You Go to School?</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language (conjugation of high-frequency verbs), in the context of types of transport. Use the verb 'to go' in a simple sentence 	
<p>45. Directions</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of directions. 	

<ul style="list-style-type: none"> Recognise and pronounce a familiar spelling pattern in different words. 	<ul style="list-style-type: none"> use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun; give and respond to simple movement/direction instructions; give simple directions by substituting vocabulary as necessary; follow simple directions to find a place on a map. <p>...some children will be able to:</p> <ul style="list-style-type: none"> talk about types of transport in full sentences; use correct subject/verb agreement for all parts of the verb 'to go'; recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'; give and respond to a sequence of movements; give 2-step directions by substituting vocabulary as necessary; follow 2-step direction instructions for finding places on a map. <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-4/planit-french-primary-teaching-resources-year-4-on-the-move</p>
<p>46. I Like to Move It!</p> <ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing, in the context of directions. Use my knowledge of actions and directions to give instructions 	
<p>47. How Do I Get to...?</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions, in the context of travelling round a town. Combine familiar language to create a new set of sentences. 	
<p>48. We All Go Together!</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language (conjugation of high-frequency verbs, in the context of talking about travel. Give a sentence subject-verb agreement. 	
<p>49. Fruit</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether they like certain fruit. Express and opinion in French Write phrases from memory and adapt these to create new sentences, to express ideas clearly in the context of completing and activity sheet. Write sentence answers to a question, using quantifiers. 	<p>Going Shopping</p> <p>Assessment Statements: by the end of this unit</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary Answer questions using the topic vocabulary Take part in role play as a shopper/shopkeeper, speaking in French Greet and respond <p>...most children will be able to:</p>
<p>50. Vegetables</p> <ul style="list-style-type: none"> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for some. Change the French word for 'the' to the French word for 'some'. 	
<p>51. Clothes</p>	

<ul style="list-style-type: none"> • Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences and how these differ from or are similar to English, in the context of describing the colour of clothes. • Use adjectives to describe nouns • Speak in sentences; using familiar vocabulary, phrases and basic language structures in the context of asking/answering questions in complete sentences about clothing. • Answer questions in a complete sentence. 	<ul style="list-style-type: none"> • Choose the correct form when changing le to du; la to de la and les to des • Use adjectives (colours) and place them after the noun <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Change adjectives to feminine when needed • Use the appropriate form for 'at' (au or à la) <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-4/planit-french-primary-teaching-resources-year-4-going-shopping</p>
<p>52. Where can I buy?</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of asking/answering questions about where you can buy certain items. • Answer questions in a complete sentence. 	
<p>53. French Money</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper • Ask and answer a question in French 	
<p>54. Let's Go Shopping!</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; in the context of role play – shopper and shopkeeper • Take part in role play, speaking in French. 	
<p>55. The United Kingdom</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of countries and capitals of the United Kingdom. • Speak in a sentence to answer a question. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet about the United Kingdom. • Write a sentence to answer a question. 	<p>Where in the World?</p> <p>Assessment Statements: by the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer in a sentence using the topic vocabulary; • use an English/French dictionary to translate from English to French. <p>...most children will be able to:</p>
<p>56. Where Do They Speak French?</p> <ul style="list-style-type: none"> • Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken. • Distinguish masculine and feminine nouns. • Use the correct masculine/feminine preposition. 	
<p>57. The Equator</p>	

<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators. • Use an English/French dictionary to translate from English to French. 	<ul style="list-style-type: none"> • understand that because a continent is always feminine the preposition 'en' is always used for 'in'; • use the correct masculine/feminine preposition.
<p>58. Continents</p> <ul style="list-style-type: none"> • Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents. • Understand that because a continent is always feminine the preposition 'en' is always used for 'in'. 	<p>...some children will be able to:</p> <ul style="list-style-type: none"> • use pronouns to replace the name of an animal; • combine two simple sentences to form a compound sentence.
<p>59. Animals</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of animals in a zoo. • Speak in a complete sentence. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of animals in a zoo. • Use the past tense in a sentence. 	<p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-4/planit-french-primary-teaching-resources-year-4-where-in-the-world</p>
<p>60. Which Continent are They From?</p> <ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world. • Write a sentence and adapt it to create a new sentence. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which continent animals are from. • Use pronouns. 	
<p>61. O'Clock and Half Past</p> <ul style="list-style-type: none"> • To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time. • I can say and write a sentence to tell the time <p>) 6. A Maths Lesson on Time To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time. • I can take part in a Maths lesson on counting and time, in French.</p>	<p>What's the Time?</p> <p>Assessment Statements By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • say and write a sentence to tell the time (o'clock); • count in fives to at least 30; • understand and use the terms avant and après; • answer questions about a TV schedule.
<p>62. My Day</p>	

<ul style="list-style-type: none"> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day. I can say and write at what time I do things. 	<p>...most children will be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock and half past).
<p>63. What's on Television?</p> <ul style="list-style-type: none"> To engage in conversations; ask and answer questions in the context of a TV schedule. I can answer and ask a question about a TV schedule. 	<p>...some children will be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); devise questions about a TV schedule.
<p>64. Quarter Past and Quarter To</p> <ul style="list-style-type: none"> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time. I can say and write a sentence to tell the time 	<p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-4/planit-french-primary-teaching-resources-year-4-whats-the-time</p>
<p>65. The School Day</p> <ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable. I can say and write a sentence to tell the time 	
<p>66. A Maths Lesson on Time</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time. I can take part in a Maths lesson on counting and time, in French. 	
67.	
68.	
69.	
70.	
71.	
72.	

Where in the World?
What's the Time?
Holidays and Hobbies
Getting to Know you
All about ourselves
That's tasty!
Family and Friends
School life
Time travelling

<https://content.twinkl.co.uk/resource/0a/57/T-HE-026-Pig-Latin-Secret-Language-Activity-Sheet.pdf?token=exp=1588423124~acl=%2Fresource%2F0a%2F57%2FT-HE-026-Pig-Latin-Secret-Language-Activity-Sheet.pdf%2A~hmac=636e20cbf8df8a2cfd06dfd7aa794be55f2e56ec4cb42a35f42191cc6d0a5c65>

<https://www.twinkl.co.uk/resource/t3-e-576-its-all-greek-and-latin-to-me-differentiated-reading-comprehension-activity>

[https://content.twinkl.co.uk/resource/94/c2/T2-H-045-Latin-Words-and-Their-Meanings-Visual-Aid.pdf? token =exp=1588423462~acl=%2Fresource%2F94%2Fc2%2FT2-H-045-Latin-Words-and-Their-Meanings-Visual-Aid.pdf%2A~hmac=b207a7314cdc97b0f03598993ef6564c381cd564bfa556e1acce254d1edd78e0](https://content.twinkl.co.uk/resource/94/c2/T2-H-045-Latin-Words-and-Their-Meanings-Visual-Aid.pdf?token=exp=1588423462~acl=%2Fresource%2F94%2Fc2%2FT2-H-045-Latin-Words-and-Their-Meanings-Visual-Aid.pdf%2A~hmac=b207a7314cdc97b0f03598993ef6564c381cd564bfa556e1acce254d1edd78e0)

<https://www.twinkl.co.uk/resource/t3-e-537-the-calendar-latin-origins-activity-sheet>

<https://www.twinkl.co.uk/resource/t-dc-283-free-british-sign-language-bsl-taster-resource-pack>
file:///C:/Users/JulieJago/AppData/Local/Temp/Temp1_t-dc-283-free-british-sign-language-bsl-taster-resource-pack.zip/BSL%20Greetings%20Flash%20Cards/BSL%20Greetings%20Flash%20Cards%20-%20Eco%20Black%20and%20White.pdf

Greek in English Language (Greek Latin folder) <https://www.tes.com/teaching-resource/unit-15-greek-ideas-greek-words-we-use-today-6080890>

Greek and Latin Roots (Greek Latin folder) <https://www.tes.com/teaching-resource/greek-and-latin-roots-and-prefixes-6442919>

<https://www.tes.com/teaching-resource/greek-and-latin-root-words-12147841>

file:///C:/Users/JulieJago/AppData/Local/Temp/Temp1_all-7028961.zip/Greek%20&%20Latin%20Roots%20-%20Lesson%20Plan.pdf

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

<https://www.readingrockets.org/sites/default/files/Latin-Roots-Chart.pdf>

<https://www.schoolsofkingedwardvi.co.uk/ks2-english-1c-reading-history-word/>