

Year	Autumn 1	Spring 1	Summer 1
3	<p><b>Salut 3 / 4</b></p> <p><b><u>Beginning of Core Unit 1</u></b></p> <p><b>L1:</b>  <b>Introduction to France lesson</b>  <i>Classroom Language:</i> listen, look, thank you</p> <p><b>L2:</b>  <i>Classroom language:</i> repeat, yes, no  <i>Salut ¼ Core Unit 1 – lesson 1:</i> Hello</p> <p><b>L3:</b>  <i>Salut ¼ Core Unit 1 - lesson 2:</i> How are you?  <i>Phonics:</i> ç (complicated consonants)</p> <p><b>L4:</b>  <i>Classroom language:</i> very good  <i>Phonics:</i> alphabet            Youtube: French alphabet songs  <a href="https://www.youtube.com/watch?v=5xuZxGirWQI">https://www.youtube.com/watch?v=5xuZxGirWQI</a></p> <p><b>L5:</b>  <i>Salut ¼ Core Unit 1 - lesson 3:</i> What's your name?  <i>Phonics:</i> Silent letters: -ent</p> <p><b>L6:</b>  <i>Salut ¼ Core Unit 1 - lesson 4:</i> How old are you?  <i>Grammar:</i> forming questions</p>	<p><b>Salut 3 / 4</b></p> <p><b><u>Continuing Core Unit 2</u></b></p> <p><b>L1:</b>  <i>Classroom language:</i> stand up, sit down  <i>Salut ¼ Core Unit 2 – lesson 3:</i> Let's count up to 20</p> <p><b>L2:</b>  <i>Classroom language:</i> show me  <i>Salut ¼ Core Unit 2 – lesson 4:</i> Countries</p> <p><b>L3:</b>  <i>Salut ¼ Core Unit 2 – lesson 5:</i> I like part 1: Focus only on 'I like' (<i>J'aime</i>) and the use of the apostrophe in <i>J'aime</i></p> <p><b>L4:</b>  <i>Salut ¼ Core Unit 2 – lesson 5:</i> I like part 2: Focus on 'I don't like' (<i>Je n'aime pas</i>) and the sentence structure of a negative sentence (ne pas around the verb <i>aimer</i>)  <i>Grammar:</i> Verbs – negative sentences</p> <p><b>L5:</b>  <i>Salut ¼ Core Unit 2 – lesson 6:</i> Nicholas the monster  <i>Grammar:</i> Adjectives – Adjective position / adjective agreement</p>	<p><b>Salut 3 / 4</b></p> <p><b><u>Beginning of Unit A – Animals</u></b></p> <p><b>L1:</b>  <i>Classroom language:</i> I don't understand.  <i>Salut ¼ Unit A – animals – lesson 1:</i> On the farm  <i>Grammar:</i> Revisit 'Questions – question words / forming questions'</p> <p><b>L2:</b>  <i>Classroom language:</i> Can you repeat that please?  <i>Salut ¼ Unit A – animals – lesson 2:</i> Pets  <i>Grammar:</i> Revisit 'Verbs – negative sentences'</p> <p><b>L3:</b>  <i>Classroom language:</i> Can you help me please?  <i>Salut ¼ Unit A – animals – lesson 3:</i> What's your dog like?</p> <p><b>L4:</b>  <i>Classroom language:</i> Revisit L1-3  <i>Salut ¼ Unit A – animals – lesson 4:</i> Where is the cat?</p> <p><b>L5:</b>  <i>Salut ¼ Unit A – animals – lesson 5:</i> Where is the elephant?            Youtube song:  <a href="https://www.youtube.com/watch?v=A5YCZh4ggu8">https://www.youtube.com/watch?v=A5YCZh4ggu8</a></p>

	<p><b>L7:</b>  <i>Salut ¼ Core Unit 1 - lesson 5:</i> My family  <b>Phonics:</b> simple vowels: er – mere, pere, frere</p>	<p><b>L6:</b>  <b>End of Core Unit 2 assessment:</b>  <b>Speaking:</b> Do a Mexican wave with the children to practise any lists of vocabulary that follow a specific order (such as days of the week or numbers). Start by standing up and waving your arms in the air while saying the first item on the list, then the child next to you does the same but says the next item. The Mexican wave passes throughout the classroom – the children can repeat the list so that everyone gets a turn.  <b>Writing:</b> Ask the children to draw their own cartoon strip to illustrate the story of “Nicolas the Monster”.</p>	<p><b>L6:</b>  <i>Salut ¼ Unit A – animals – lesson 6:</i> Henry looks for his mother  <b>Shorter lesson. Stick to key activities and finish with</b></p> <p><b>End of Unit A assessment:</b>  <b>Speaking:</b>  Pair Work: White Boards: Get pupils to take turns drawing an animal on the board. They must draw the animal a few lines at a time. After each few lines, the partner of the class can try to guess what animal it is in French.  <b>Listening:</b>  Give the children an instruction to draw a particular animal in French, e.g. “<i>un chat vert</i>” (“a green cat”) – this will be good listening practice.  <b>Speaking:</b>  Put the animal pictures from Lesson 2 on the whiteboard. Get one pupil to think of an animal and the rest of the class can ask questions such as “<i>Il est gris?</i>” or “<i>Il est à côté du chien?</i>” (they must be questions that can be answered with “<i>oui</i>” or “<i>non</i>”) until they work out which animal it is.</p>
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
<b>3</b>	<p><b>L1:</b>  <i>Classroom language:</i> great, please  <i>Salut ¼ Core Unit 1 – lesson 6:</i> My fantastic family</p> <p><b>L2:</b>  Revise some of the vocabulary from lesson 2 and 3, and 5,6 and 7 for end of unit assessment</p>	<p><b>Beginning of Core Unit 3</b></p> <p><b>L1:</b>  <i>Salut ¼ Core Unit 3 – lesson 1:</i> Head, shoulders, knees and feet  <b>Grammar:</b> Nouns and articles – masculine and feminine nouns / articles for plural nouns</p> <p><b>L2:</b>  <i>Salut ¼ Core Unit 3 – lesson 2:</i> Parts of the body</p>	<p><b>Beginning of Unit B - Food</b></p> <p><b>L1:</b>  <i>Classroom language:</i> Revise some of the previous classroom language  <i>Salut ¼ Unit B –food – lesson 1:</i> Food</p> <p><b>L2:</b>  <i>Salut ¼ Unit B –food – lesson 2:</i> I like to eat  <b>Grammar:</b> Revisit ‘<i>Verbs – negative sentences</i>’</p>

**End of Core Unit 1 assessment:**

**Writing:** Make a poster about themselves. Ask them to draw a picture of themselves and label it in French with a greeting from Lesson 1, their name from Lesson 3, and their age from Lesson 4. For example, the text on their poster might read "*Salut! Je m'appelle Melissa. J'ai huit ans.*" ("Hi! My name is Melissa. I'm eight years old.").

An extra challenge could be to draw their family as well and add for example: "Voici, mon pere." (Here is my dad.)

**Speaking:** Children can present their work to each other (pair work) and to the class.

**Beginning of Core Unit 2**

**L3:**

*Salut ¼ Core Unit 2 – lesson 1:* Hello Mrs Monday (Days of the week)

- Youtube song:  
<https://www.youtube.com/watch?v=pc7wjOm7Anc>
- <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

**L4:**

La chenille qui fait des trous (The very hungry caterpillar)

<https://www.youtube.com/watch?v=xBpHkMgWld8>

Phonics: i / y / is (lundi, mardi, six, dix)

**L5:**

*Salut ¼ Core Unit 2 – lesson 2:* Colours

Phonics: Simple Vowels: e / é / è / ê

**L3:**

*Salut ¼ Core Unit 3 – lesson 3:* Let's count up to 31

**L4:**

*Salut ¼ Core Unit 3 – lesson 5:* Months / birthday

**Grammar:** Questions: Question words / Forming questions

**L5:**

*Salut ¼ Core Unit 3 – lesson 6:* Geneviève's birthday

**Shorten this lesson (see lesson plan) and add**

**End of Core Unit 3 assessment:**

Test the children on vocabulary from **lessons 7-10**. Call out a selection of French words and ask them to draw pictures / write the English word to match on a piece of paper / white boards and hold it up. You could let them self-assess with a tally system.

**L3:**

*Salut ¼ Unit B – food – lesson 3:* What are you eating?

**Grammar:** Revisit Grammar – forming questions

**L4:**

*Salut ¼ Unit B – food – lesson 4:* Cutlery

**Phonics:** More Vowels: ou and ui

**L5:**

*Classroom language:* Useful little words: thank you, please, great,

*Salut ¼ Unit B – food – lesson 5:* Ingredients

**L6:**

*Salut ¼ Unit B – food – lesson 6:* French toast

**End of Unit B – Food - assessment:**

**Listening:**

"*Jacques a dit*" ("*Simon Says*") — Make up actions to match the cooking vocabulary from the story and use these actions to play a cookery version of "*Jacques a dit*".

**Speaking:**

Have a French style "*goûter*" (an afternoon snack most commonly associated with children) or "*un petit déjeuner*" ("breakfast"). You could bring in some French foods like *pains au chocolat*, *croissants* or *crêpes* with jam or chocolate spread. Set up a buffet like station and encourage children **to ask** for things in French ("*Je voudrais une cuillère à café, s'il vous plaît.*")

	<p><b><u>L6:</u></b> Elmer in French (youtube: <a href="https://www.youtube.com/watch?v=Vhf2m9Rncww">https://www.youtube.com/watch?v=Vhf2m9Rncww</a></p> <p><b><u>L7:</u></b> <i>Christmas lesson</i></p>		
--	---	--	--

Year	Autumn 1	Spring 1	Summer 1
4	<p>Salut 3 / 4</p> <p><b>Beginning of Unit C – At School</b></p> <p><b>L1:</b> Quick revision of some of the vocab from Y3:</p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Numbers 1-12 for telling the time</li> <li>• “Il y a...”</li> </ul> <p>Using “voici” to introduce a noun <i>Phonics: Simple Vowels: a / à</i> <i>Salut ¾ Unit C – lesson 1:</i> How do you go to school?</p> <p><b>L2:</b> <i>Classroom language:</i> repeat, yes, no <i>Grammar:</i> Nouns and articles le / la / les <i>Salut ¾ Unit C – lesson 2:</i> Rooms</p> <p><b>L3:</b> <i>Salut ¾ Unit C – lesson 3:</i> In your pencil case <i>Phonics:</i> More vowels - ou (trousse)</p> <p><b>L4:</b> <i>Classroom language:</i> very good <i>Salut ¾ Unit C – lesson 4:</i> What time is it?</p>	<p>Salut 3 / 4</p> <p><b>Beginning of Unit E – My Home</b></p> <p><b>L1:</b> Revise:</p> <ul style="list-style-type: none"> <li>• Using “c’est” (This is)</li> <li>• Using “il y a” (There is/are)</li> <li>• Colours and numbers</li> </ul> <p><i>Salut ¾ Unit E – lesson 1:</i> Where do you live?</p> <p><b>L2:</b> Revise: <b>Je suis: = I am</b> <i>Grammar:</i> Nouns and articles – feminine and masculine <i>Salut ¾ Unit E – lesson 2:</i> Your home</p> <p><b>L3:</b> <i>Grammar:</i> Nouns and articles – making nouns plural <i>Salut ¾ Unit E – lesson 3:</i> Your bedroom <b>Ask pupils to bring in photos of their own kitchen for next week’s lesson.</b></p> <p><b>L4:</b> <i>Phonics:</i> Complicated Consonants – ll (as in <i>poubelle, bouilloire, lave-vaisselle</i>) <i>Salut ¾ Unit E – lesson 4:</i> The kitchen</p>	<p>Salut 3 / 4</p> <p><b>Beginning of Unit G – Describing People</b></p> <p><b>L1:</b> Revise:</p> <ul style="list-style-type: none"> <li>• Oui (yes); non (no)</li> <li>• Basic colours</li> </ul> <p><i>Teach:</i> “Je suis” (I am) and “J’ai” (I have) and “Tu es” (You are) <b>Grammar FOCUS: (Pronouns):</b> Je = 1<sup>st</sup> person singular Tu = 2<sup>nd</sup> person singular <i>Salut ¾ Unit G – lesson 1:</i> What are you like?</p> <p><b>L2:</b> <i>Teach:</i> “Il a” (He has) and “Elle a” (She has) <b>FOCUS: Il / Elle = 3<sup>rd</sup> person singular (Grammar: Pronouns)</b> <i>Salut ¾ Unit G – lesson 2:</i> Hair</p> <p><b>L3:</b> <i>Grammar:</i> Pronouns – Subject Pronouns <i>Salut ¾ Unit G – lesson 3:</i> We are all different</p> <p><b>L4:</b> <i>Teach:</i> “assez” (“quite”) and “très” (“very”) <i>Salut ¾ Unit G – lesson 4:</i> The fairy and the pirate</p> <p><b>L5:</b> <i>Salut ¾ Unit G – lesson 5:</i> I’m wearing...(clothes)</p>

<p><b>L5:</b>  <i>Grammar:</i> Quick revision - Nouns and articles  le / la / les  <i>Phonics:</i> Quick revision – Complicated  Consonants - ç  <i>Salut ¾ Unit C – lesson 5:</i> Subjects</p> <p><b>L6:</b>  <i>Classroom language:</i> Can I go to the toilet please?  <i>Salut ¾ Unit C – lesson 6:</i> The magic bag</p> <p><b>L7:</b>  Use half of the lesson to revise. Children can use their own books for revision to encourage independence but you could also choose a couple of lessons to revise that they found particularly difficult, e.g. time is quite a tricky one. Use the other half for the  <b><u>End of Unit C – At School - assessment:</u></b></p> <p><b>Listening:</b>  Split the class into teams or have them play individually. Give each of them a bag of building blocks or lego. Set a timer and ask questions to test them on the vocabulary from the unit — when they get a question right, they get to add one block to their tower. When the timer goes off (you can choose the length of time) the team with the highest tower are the winners. Warn the children that if their tower falls down they'll have to build it from scratch by answering more questions — this might make them build their tower more strategically!  <i>You could have them test each other in their teams to save time and make it more efficient, so others are not waiting around.</i></p>	<p><b>L5:</b>  <i>Revise:</i> numbers 1-24 for time (heures)  <i>Salut ¾ Unit E – lesson 5:</i> Daily Routine</p> <p><b>L6:</b>  <b><u>End of Unit E – My Home - assessment:</u></b></p> <p><b>Speaking:</b>  Revise the vocabulary from this unit.  Split the class into teams. Place a box at the front of the classroom with a bowl inside it. A player from each team must come forward to answer a question. When you ask the question, the player who raises their hand (or rings a buzzer or a bell) first can answer. If they answer the question correctly, they win one point and the chance to try throwing a small ball into the bowl. If the ball lands in the box they get 5 points, if it lands in the bowl, they get ten points. The team with the most points at the end wins.</p>	<p><b>L6:</b>  <b><u>End of Unit G – Describing People – assessment</u></b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Lessons 1-5 contain a variety of first, second and third person singular forms of some common verbs in the present tense. Ask pupils to write “first person” on one sheet of paper, “second person” on another sheet, and “third person” on a third sheet. Show pupils a variety of French sentences from the lessons in this unit and get them to hold up the relevant sheet of paper according to the form shown on-screen. E.g. “<i>Je suis petit.</i>” (“I’m short.”) is first person, “<i>Tu es comment?</i>” (“What are you like?”) is second person and “<i>Il a des lunettes.</i>” (“He has glasses.”) is third person.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Show the class a selection of portraits by well-known artists and ask them to describe them using vocabulary from this unit.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Call out some descriptions and ask your pupils to draw what they hear. Their drawings may look quite different — it's just a fun way to practise simple descriptions. Describing strange characters, e.g. pirates with pink hair and fairies with orange eyes.</li> </ul>
--	---	---

	Autumn 2	Spring 2	Summer 2										
4	<p><b>Beginning of Unit D – Play Time</b></p> <p><b>L1:</b>  <b>Revise:</b>  <i>“J’aime...”</i> (I like);  <i>“c’est”</i> (This is)  <i>“Qu’est-ce que c’est?”</i> (What is that)  <i>Salut ¾ Core Unit D – lesson 1:</i> The farmer in his meadow</p> <p><b>L2:</b>  <i>Classroom language:</i> stand up, sit down  <i>Salut ¾ Core Unit D – lesson 2:</i> Simon says...</p> <p><b>L3:</b>  <b>Phonics:</b> Nasal Sounds – ‘an’ (as in ‘toboggan’) and ‘on’ (as in balloon)  <i>Salut ¾ Core Unit D – lesson 3:</i> I play...</p> <p><b>L4:</b>  <i>Salut ¾ Core Unit D – lesson 4:</i> In the playground            Play the game (see lesson plan) video link from minute: 1:09  <a href="https://www.youtube.com/watch?v=ITJ2zEPEEuE">https://www.youtube.com/watch?v=ITJ2zEPEEuE</a></p> <p><b>L5:</b>  <i>Salut ¾ Core Unit D – lesson 5:</i> What do you like to play?</p> <p><b>L6:</b>  <i>Salut ¾ Core Unit D – lesson 6:</i> Luc the dreamer</p> <p><b>L7:</b> <i>Christmas lesson</i></p>	<p><b>Beginning of Unit F – My Town</b></p> <p><b>L1:</b>  <i>Salut ¾ Core Unit F – lesson 2:</i> In your town</p> <p><b>L2:</b>  <i>Salut ¾ Core Unit F – lesson 3:</i> Where is...?</p> <p><b>L3:</b>  <i>Salut ¾ Core Unit F – lesson 4:</i> Shops</p> <p><b>L4:</b>            Numbers 1-100</p> <p><b>L5:</b>  <b>Phonics:</b> ‘c’ makes a ‘s’ sound  <i>Salut ¾ Core Unit F – lesson 1:</i> How much does it cost?</p> <p><b>If you have capacity to do a lesson in week 6:</b></p> <p><b>L6:</b>  <i>Salut ¾ Core Unit F – lesson 5:</i> At the shop</p> <p>The classroom activity* (see lesson plan) could be used as the  <b>End of Unit F – My town – assessment</b></p> <p><b>Speaking/Writing:</b>            Distribute some items that the children can pretend to sell (ideally they’ll have price tags on them), and some toy money.            Ask the children to work in small groups and plan and write a role play.            One person is the shopkeeper, and the others are customers. The customers ask for something in</p>	<p><b>Beginning of Unit I - Sports</b></p> <p><b>L1:</b>  <i>Classroom language</i>  <i>Salut ¾ Core Unit I – lesson 1:</i> Sports  <b>Grammar 1:</b> In this lesson all sports are masculine. Focus on the contraction of the preposition <i>à</i> and <i>le</i> to <i>au!</i>  <b>Grammar 2:</b> Note that <i>jouer</i> means <i>to play</i> a sport. Like in English, you don’t <i>play</i> all sports, e.g. horse riding. This info will be important to understand in the following lessons.</p> <p><b>L2:</b>  <i>Salut ¾ Core Unit I – lesson 2:</i> Which sport do you like doing?  <b>Grammar:</b> Verbs – Conjugating (regular) Verbs</p> <p><b>aimer (to like) (infinitive)</b></p> <table> <tr> <td>J’aime</td> <td rowspan="3">}</td> <td rowspan="3">1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person Singular</td> </tr> <tr> <td>Tu aimes</td> </tr> <tr> <td>Il / elle aime</td> </tr> <tr> <td>Nous aimons</td> <td rowspan="3">}</td> <td rowspan="3">1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person plural</td> </tr> <tr> <td>Vous aimez</td> </tr> <tr> <td>Ils / elles aiment</td> </tr> </table> <p><b>L3:</b>  <b>Grammar:</b> Revise conjugation of <i>aimer</i>  <i>Salut ¾ Core Unit I – lesson 3:</i> At the stadium  <b>Grammar:</b> Revise Questions – question words / forming questions</p>	J’aime	}	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person Singular	Tu aimes	Il / elle aime	Nous aimons	}	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person plural	Vous aimez	Ils / elles aiment
J’aime	}	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person Singular											
Tu aimes													
Il / elle aime													
Nous aimons	}	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person plural											
Vous aimez													
Ils / elles aiment													

French — “*Je voudrais un livre, s’il vous plaît.*” (If they don’t know the word for any of the items, ask pupils to look them up in a dictionary and write them on the board).  
See Lesson 1 for pricing vocabulary.  
The shopkeeper can say “*voilà*” as they hand over the item.  
Encourage the children to be polite by saying “*excusez-moi*” (“excuse me”), “*s’il vous plaît*” (“please”) and “*merci*” (“thank you”) — which are all in the ‘Useful Little Words’ lesson of the Classroom Language Unit.

**L4:**  
**Grammar:** Revise nouns and articles (feminine and masculine)  
*Salut ¾ Core Unit I – lesson 4:* Wimbledon  
**Grammar:** Focus on C’est (There is – singular) and Ce sont (There ARE – plural)

**L5:**  
**Grammar:** Revise Verbs – negative sentences (ne ...pas goes around the verb like a sandwich. 😊)  
**Grammar 2:** Remind them that *jouer* means *to play* a sport. Like in English, you don’t *play* all sports, e.g. horse riding. This info will be important to understand in the following lessons. Today they’ll look at *faire* as well (to do a sport)  
*Salut ¾ Core Unit I – lesson 5:* Can you...?

**L6:**  
**End of Unit I – Sports – assessment**

**Listening**

- Play a sports version of “*Jacques a dit*” (“Simon Says”), where the actions are all sport-related.

**Writing**

- Ask the children to research a famous sports person and write a few lines about them in French. It’ll be easier if they write it in the first person — e.g. “*Je m’appelle X. J’habite... J’ai X ans. Je joue...*” — encourage them to look back at the Core Units for help.

**Cultur**

- Teach the children / let them research about popular French sports that they might not be familiar with. For example, “*le handball*” (“handball”) or “*la pétanque*” (“bowls”) — you’ll be able to find pictures and information about how the games are played on the internet.



Year	Autumn 1	Spring 1	Summer 1
5	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit J –On holiday</u></b></p> <p><b><u>L1:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Revise feminine (la) and masculine (le) articles for nouns: Nouns and articles  <i>Salut 5/6 Unit J – lesson 1:</i> Where do you go on holiday?</p> <p><b><u>L2:</u></b>  Quick revision of numbers 1-10  <i>What is a gite?</i>  <a href="https://en.wikipedia.org/wiki/G%C3%A0te">https://en.wikipedia.org/wiki/G%C3%A0te</a>  <i>Salut 5/6 Unit J – lesson 2:</i> Where are you staying?</p> <p><b><u>L3:</u></b>  <i>Grammar:</i> Inform children that you are using the perfect past tense in this lesson  <i>Salut 5/6 Unit J – lesson 3:</i> At the zoo</p> <p><b><u>L4:</u></b>  Quick revision of numbers 10-20 (more able to 31)  <i>Grammar:</i> Revise question words / forming questions  <i>Salut 5/6 Unit J – lesson 4:</i> At the beach</p>	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit L – Hobbies</u></b></p> <p><b><u>L1:</u></b>  <b><u>Revise</u></b>  <i>Grammar:</i> Nouns and Articles – Plurals &amp; Making basic negative sentences  <i>Salut 5/6 Unit L – lesson 1:</i> My Hobbies</p> <p><b><u>L2:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit L – lesson 2:</i> Music</p> <p><b><u>L3:</u></b>  <i>Revise:</i>  - articles <i>le</i> (masculine <i>the</i>) and <i>la</i> (feminine <i>the</i>)  - Grammar: Verbs – negative sentences  <i>Salut 5/6 Unit L – lesson 3:</i> Musical Instruments</p> <p><b><u>L4:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit L – lesson 4:</i> The Weekend</p> <p><b><u>L5:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit L – lesson 5:</i> Films</p> <p><b><u>L6:</u></b>  <i>Classroom language:</i> No problem, sorry  <i>Salut 5/6 Unit L – lesson 6:</i> Étienne's new friend</p>	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit N – Seasons</u></b></p> <p><b><u>L1:</u></b>  <i>Phonics:</i> Silent letters – ‘h’ (as in ‘hiver’)  <i>Salut 5/6 Unit N – lesson 1:</i> The seasons</p> <p><b><u>L2:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit N – lesson 2:</i> Spring and Summer</p> <p><b><u>L3:</u></b>  <i>Revise:</i> colours (Core Unit 2, Lesson 2)  <i>Grammar:</i> Adjectives – Adjective agreement  <i>Salut 5/6 Unit N – lesson 3:</i> Autumn and Winter</p> <p><b><u>L4:</u></b>  <i>Revise:</i> numbers to 31  <i>Grammar:</i> Pronouns – ‘On’  <i>Salut 5/6 Unit N – lesson 4:</i> The Date</p> <p><b><u>L5:</u></b>  <i>Ask children for the <u>date</u> in French</i>  <i>Salut 5/6 Unit N – lesson 5:</i> Arts and Crafts</p> <p><b><u>L6:</u></b>  <i>Ask children for the <u>date</u> in French</i>  <i>Salut 5/6 Unit N – lesson 6:</i> Make Chinese Laterns</p>

	<p><b>L5:</b> <i>Classroom language</i> <i>Salut 5/6 Unit J – lesson 5:</i> At the theme park</p> <p><b>L6:</b> <i>Classroom language</i> <i>Salut 5/6 Unit J – lesson 6:</i> The theme park</p> <p><b>L7:</b> <b>End of Unit J – On holiday - assessment:</b> <b>Writing:</b> Ask the pupils to write about their perfect holiday in French using sentences from the different lessons in this unit. Challenge</p> <ul style="list-style-type: none"> <li>- LA to write 5-6 sentences</li> <li>- Average to write 6-9 sentences</li> <li>- MA to write 9-12 sentences</li> </ul>	<p><b>End of Unit L assessment:</b> <b>Speaking:</b> Lesson 6 can be used as an end of unit assessment with the green highlighted key activity in the lesson plan.</p> <p><b>Reading:</b> Additionally, the children can act out the story in small groups, reading the text.</p>	<p><b>End of Unit N assessment</b></p> <p>L6 builds on L5 Decide if you want to do these lessons OR if you'd prefer this instead of L5 and L6</p> <ol style="list-style-type: none"> <li>1.) Get the pupils to make a display about the four seasons in French: leaf paintings, Easter eggs, collect some flowers and press them and snowflakes etc. to decorate. They can then label the colours of the flowers in French.</li> <li>2.) Discuss other celebrations with the pupils such as Halloween, Easter or Harvest Festival. Ask each of them to choose a celebration and get them to look up how to say it in French and let them research how they are celebrated in France. Children can create a display with essential information of this, such as similarities and differences between e.g. English Easter and French Easter.</li> </ol>
	Autumn 2	Spring 2	Summer 2
5	<p><b>Beginning of Unit K – Eating Out</b></p> <p><b>L1:</b> <b>Quick Revision:</b></p> <ul style="list-style-type: none"> <li>- Numbers 1 – 10</li> <li>- Pronouns “il” (he) and “elle”(she)</li> <li>- “S’il vous plaît” (please) and “merci” (thank you)</li> <li>- Familiarity with the euro symbol (€)</li> </ul> <p><i>Salut 5/6 Unit K – lesson 1:</i> I’m ordering a drink</p> <p><b>L2:</b> <i>Classroom language</i> <i>Salut 5/6 Unit K – lesson 2:</i> At the ice cream shop</p>	<p><b>Beginning of Unit M – A School Trip</b></p> <p><b>L1:</b> <i>Revise:</i> Numbers 1-5, colours <i>Salut 5/6 Unit M – lesson 1:</i> The wheels on the bus</p> <p><b>L2:</b> <i>Classroom language</i> <i>Salut 5/6 Unit M – lesson 2:</i> On the way</p> <p><b>L3:</b> <i>Grammar:</i> Tell children that part of their Q &amp; A will be in the past tense today. You don’t have to go into detail though. <i>Salut 5/6 Unit M – lesson 3:</i> Through the window</p>	<p><b>Beginning of Unit O – The environment</b></p> <p><b>L1:</b> <i>Revise:</i> Grammar – Verbs - negative sentences (‘ne...pas’) <i>Revise:</i> ‘Il y a...’ (There is...) <i>Revise:</i> Days of the week (Core Unit 2, L1) <i>Salut 5/6 Unit O – lesson 1:</i> The Weather</p> <p><b>L2:</b> <i>Grammar:</i> Nouns and Articles – masculine and feminine nouns <i>Salut 5/6 Unit O – lesson 2:</i> The Pond</p>

<p><b>L3:</b> <i>Revise: numbers up to 100</i> <i>Salut 5/6 Unit K – lesson 3:</i> At the market</p> <p><b>L4:</b> <i>Salut 5/6 Unit K – lesson 4:</i> At the restaurant</p> <p><b>L5:</b> <i>Grammar:</i> Pronouns – Subject Pronouns <i>Salut 5/6 Unit K – lesson 5:</i> I'll have</p> <p><b>L6:</b> <i>Salut 5/6 Unit K – lesson 6:</i> A fly in the orange juice</p> <p><b>L7:</b> <i>Christmas lesson</i></p>	<p><b>L4:</b> <i>Salut 5/6 Unit M – lesson 4:</i> At the museum <i>Some research ideas:</i> <a href="https://www.nhm.ac.uk/discover/collections.html">https://www.nhm.ac.uk/discover/collections.html</a> <a href="https://www.birminghammuseums.org.uk/thinktank">https://www.birminghammuseums.org.uk/thinktank</a> <a href="https://www.birminghammuseums.org.uk/jewellery/see-inside/the-galleries">https://www.birminghammuseums.org.uk/jewellery/see-inside/the-galleries</a> <a href="https://www.birminghammuseums.org.uk/bmag/virtual-tour">https://www.birminghammuseums.org.uk/bmag/virtual-tour</a></p> <p>Leave lesson 5 out</p> <p><b>L5:</b> <i>Grammar:</i> possessive adjectives: mon (masculine 'my'); ma (feminine 'my'); mes (plural 'my') <i>Salut 5/6 Unit M – lesson 6:</i> A trip to the museum</p> <p><b>L6: if it fits in this half term</b> <b>End of Unit M – A school trip - assessment</b></p> <ol style="list-style-type: none"> <li>1. Ask the pupils to make a colourful display, which includes all the French words / sentences that they have learnt in this unit. Encourage to add any other language knowledge.</li> <li>2. Get pupils to prepare and present short presentations to the rest of the class about school trips. Ask them to describe what they like doing on the journey, and what they can see from the bus (using Lessons 2 and 3), before moving on to what type of museum exhibition they like (Lesson 4)</li> </ol>	<p><b>L3:</b> <i>Grammar:</i> Nouns and Articles – masculine and feminine nouns <i>Salut 5/6 Unit O – lesson 3:</i> The Garden</p> <p><b>L4:</b> <i>Ask children for the date in French</i> <i>Teach:</i> 'dans' = in ; 'avec' = with <i>Salut 5/6 Unit O – lesson 4:</i> In the Garden</p> <p><b>L5:</b> <i>Ask children for the date in French</i> <i>Teach:</i> 'dans' = in ; 'avec' = with <i>Salut 5/6 Unit O – lesson 5:</i> Rubbish</p> <p><b>L6:</b> <i>Ask children for the date in French</i> <i>Salut 5/6 Unit O – lesson 6:</i> Problems in the Pond</p> <p><b>You can choose</b> <b>End of Unit M – A school trip – assessment INSTEAD of L6</b> To revise the vocabulary from this unit, split the class into teams. Place a box at the front of the classroom with a bowl inside it. Ask a question, and the player who raises their hand first can try to answer it. If they answer the question correctly, they win one point and the chance to try throwing a small ball into the bowl. If the ball lands in the box they get 5 points, if it lands in the bowl, they get ten points. At the end of the game, the team with the most points wins.</p>
--	---	---

Year	Autumn 1	Spring 1	Summer 1
6	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit Q – In France</u></b></p> <p><b><u>L1:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Verbs – conjugated verbs: look at the regular verb endings for –er verbs. There is also a table in the Autumn 1 folder that you can print out for the children.  <i>Salut 5/6 Unit Q – lesson 1:</i> On the bridge of Avignon</p> <p><b><u>L2:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit Q – lesson 2:</i> Where in France</p> <p><b><u>L3:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Pronouns – ‘on’  <i>Salut 5/6 Unit Q – lesson 3:</i> In Paris</p> <p><b><u>L4:</u></b>  <i>Classroom language</i>  <i>Phonics:</i> Complicated consonants – ‘ç’ (like in français)  <i>Grammar:</i> verbs – negative sentences  <i>Salut 5/6 Unit Q – lesson 4:</i> They speak French</p> <p><b><u>L5:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Perfect Past Tense (see lesson plan)  <i>Salut 5/6 Unit Q – lesson 5:</i> French food</p>	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit R – Family</u></b></p> <p><b><u>L1:</u></b>  <i>Classroom language</i>  <i>Phonics:</i> è and œ  <i>Salut 5/6 Unit R – lesson 1:</i> My Family  La famille doigts song:  <a href="https://www.dailymotion.com/video/x4qfr0r">https://www.dailymotion.com/video/x4qfr0r</a>  <a href="https://www.youtube.com/watch?v=wu_mFxZiyIQ">https://www.youtube.com/watch?v=wu_mFxZiyIQ</a>  Song lyrics in folder for this link</p> <p><b><u>L2:</u></b>  <i>Grammar:</i>  Inform children, you are using the past tense today.  <i>Salut 5/6 Unit R – lesson 2:</i> Describe your family</p> <p><b><u>L3:</u></b>  <i>A lot of grammar in this lesson. Be prepared! 😊</i>  <i>Revise:</i> Days of the week  <i>Grammar:</i> Verbs – conjugating verbs (focus on ‘tu’ and ‘vous’) when using ‘avoir’!  <i>Salut 5/6 Unit R – lesson 3:</i> Household tasks</p> <p><b><u>L4:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Past tense again – see L3  <i>Salut 5/6 Unit R – lesson 4:</i> A family weekend</p>	<p>Salut 5 / 6</p> <p><b><u>Beginning of Unit T – The Future</u></b></p> <p><b><u>L1:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Verbs – Future Tense  <i>Salut 5/6 Unit T – lesson 1:</i> I’m going...</p> <p><b><u>L2:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit T – lesson 2:</i> This weekend</p> <p><b><u>L3:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit T – lesson 3:</i> Tomorrow</p> <p><b><u>L4:</u></b>  <i>Classroom language</i>  <i>Grammar:</i> Adjectives – Adjective Agreement  <i>Salut 5/6 Unit T – lesson 4:</i> Comparisons</p> <p><b><u>L5:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit T – lesson 5:</i> I am...</p> <p><b><u>L6:</u></b>  <i>Classroom language</i>  <i>Salut 5/6 Unit T – lesson 6:</i> The three Billy Goats Gruff</p>

	<p><b>L6:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit Q – lesson 6: Croque-monsieur</i>  <a href="https://en.wikipedia.org/wiki/Croque_monsieur">https://en.wikipedia.org/wiki/Croque_monsieur</a></p> <p><b>End of Unit Q – In France - assessment</b></p> <ol style="list-style-type: none"> <li>1. Get your class to think about cultural differences in different countries, e.g. in France people greet friends with a kiss on each cheek. They could use the internet to research different greetings from around the world.</li> <li>2. Have “<i>un goûter</i>” (an afternoon snack most commonly associated with pupils) or “<i>un petit déjeuner</i>” (“breakfast”). You could bring in some French foods like pains au chocolat, croissants or crêpes. You could also make the croque-monsieur from Lesson 6. Encourage pupils to ask for things in French — “<i>Je voudrais une boisson, s’il vous plaît.</i>” (“I would like a drink, please.”).</li> <li>3. Get your pupils to work together in small groups to make a display all about France, using vocabulary from the whole unit.</li> </ol>	<p><b>L5:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit R – lesson 5: My birthday party</i></p> <p><b>L6:</b>  <i>Classroom language</i>  <i>Grammar: Verbs – conjugating verbs: ‘on’ (3<sup>rd</sup> person singular and plural use)</i>  <i>Salut 5/6 Unit R – lesson 6: Cinderella</i></p>	<p><b>End of Unit T – The Future - assessment ???</b></p> <p>Ask the pupils to work in pairs to write a conversation that uses as many of the French sentences from this unit as possible.</p>
	Autumn 2	Spring 2	Summer 2
5	<p><b>Beginning of Unit P – Actions</b></p> <p><b>L1:</b>  <i>Classroom language</i>  <i>Grammar: Review: Perfect Past Tense</i>  The perfect tense is formed with the <b>present tense</b> of <b>avoir</b> or être and a past participle. Most verbs take <b>avoir</b> in the perfect tense. All <b>reflexive</b></p>	<p><b>Beginning of Unit S – A Weekend with Friends</b></p> <p><b>L1:</b>  <i>Grammar Revision: Adjectives – Adjective agreement</i>  <i>Salut 5/6 Unit S – lesson 1: What would you like to do?</i></p>	<p><b>Beginning of Unit U – Jobs</b></p> <p><b>L1:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit U – lesson 1: I want to be an astronaut</i></p>

<p>verbs and a small group of verbs referring to movement or change take <b>être</b>. The past participle ends in <b>-é</b> for <b>-er</b> verbs, in <b>-i</b> for <b>-ir</b> verbs, and in <b>-u</b> for <b>-re</b> verbs.  <i>Salut 5/6 Unit P – lesson 1:</i> I'm looking for the pirate</p> <p><b>L2:</b>  <i>Classroom language</i>  <i>Grammar:</i> Verbs – Conjugating Verbs and see document 'verb conjugating endings'  <i>Salut 5/6 Unit P – lesson 2:</i> Actions</p> <p><b>L3:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit P – lesson 3:</i> In the cupboard</p> <p><b>L4:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit P – lesson 4:</i> More Actions</p> <p><b>L5:</b>  <i>Classroom language:</i> yes, no  <i>Grammar:</i> questions  <i>Salut 5/6 Unit P – lesson 5:</i> Treasure Hunt</p> <p><b>L6:</b>  <i>Classroom language</i>  <i>Grammar:</i> conjugating verbs &amp; tricky verbs  <i>Salut 5/6 Unit P – lesson 5:</i> A Treasure Hunt</p> <p><b>L7:</b> <i>Christmas lesson</i></p>	<p><b>L2:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit S – lesson 2:</i> Would you like ...?</p> <p><b>L3:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit S – lesson 3:</i> Sleepover</p> <p><b>L4:</b>  <i>Classroom language</i>  <i>Grammar:</i> Tell children that you will be using the past tense again today. They should be a little familiar with it now. See if they can make it out and explain it.  <i>Salut 5/6 Unit S – lesson 4:</i> Midnight feast</p> <p>Leave lesson 5 out</p> <p><b>L5:</b>  <i>Classroom language</i>  <i>Grammar:</i> Phonics – nasal sounds – 'on' and 'an'  <i>Salut 5/6 Unit S – lesson 6:</i> The sleepover</p> <p><b>L6: if it fits in this half term</b>  <b><u>End of Unit S – A weekend with friends - assessment</u></b></p> <p>Play a game of pass the parcel where there is a flashcard from this unit hidden in each layer. You could have the French text and a picture, and ask the pupil to read the French and then give the English translation — this exercise is a good opportunity to practise pronunciation.</p>	<p><b>L2:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit U – lesson 2:</i> Jobs</p> <p><b>L3:</b>  <i>Classroom language</i>  <i>Salut 5/6 Unit U – lesson 3:</i> Workplaces</p> <p><b>L4:</b>  <i>Classroom language</i>  <i>Phonics:</i> Simple Vowels – è (grave accent; see lesson plan)  <i>Salut 5/6 Unit U – lesson 4:</i> The Space Station</p> <p><b>L5:</b>  <i>Classroom language</i>  <i>Grammar:</i> Using present and future tense today  <i>Salut 5/6 Unit U – lesson 5:</i> At the Fire Station</p> <p><b>L6:</b> Skip lesson plan 6 and do the assessment instead if it suits you</p> <p><b><u>End of Unit U – Jobs – assessment</u></b></p> <p>Show the pupils how to make some paper aeroplanes, and draw a target on the board. Then ask them questions on the vocabulary from this unit to see how much they remember. If they get a question right, they can try flying their plane into the target (different parts of the target / board can be worth different points). The player (or team) with the most points at the end wins.</p>
---	--	--

--	--	--	--