

*“Learning another language is not only learning different words for the same things,  
but learning another way to think about things”*

*Flora Lewis*

**How is this subject taught and why?** French is taught weekly which allows recall of and building on prior knowledge over time, which learning theory suggests strengthens over time when compared to ‘blocking’ units.

**Rationale for using a “scheme of learning”:** Language Angels is used to support staff subject knowledge and pronunciation. As a scheme it provides a suite of teaching resources for every lesson as well as interactive teaching materials. Their aim is to develop the confidence and competence of each child in the foreign language they are learning. Their goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning:

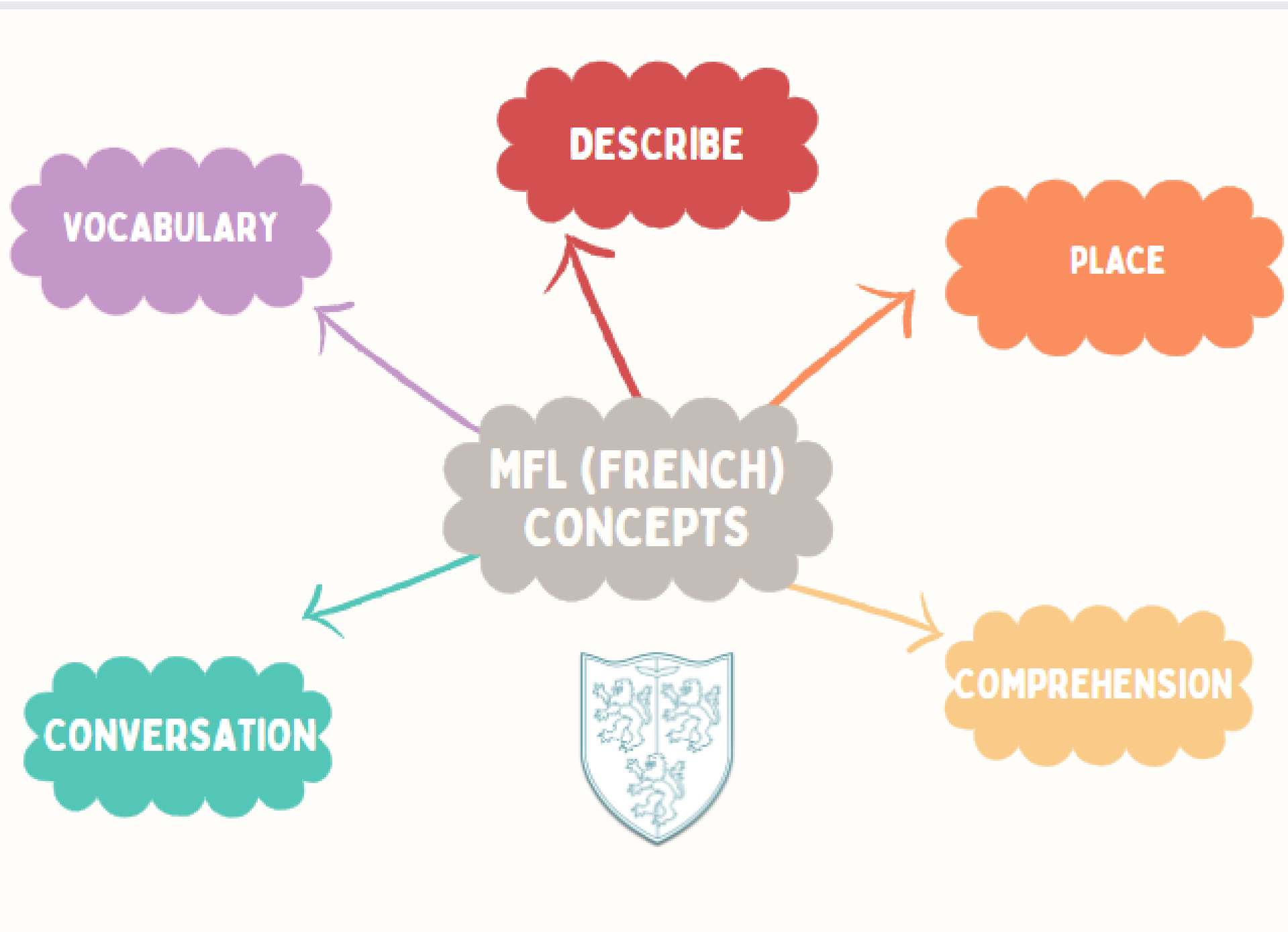
- Speaking
- Listening
- Reading
- Writing
- Grammar

Language Angels whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



**Pembroke Park Primary School**

**Adaptations made to the scheme:** Children in Years 4 will be learning the Year 3 objectives. Years 5 and 6 will be learning year 4 as there are gaps in learning French from previous years. See long term Plan for the next few academic years.

**Long term plan 2022 -2023**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1 & I am Learning	Animals	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom
Y5	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom
Y6	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom

**Long Term plan 2023 - 2024**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1	I am Learning	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & I am learning French	Phonics Lesson 2 & Vegetables	Seasons	Family	My Home	In the classroom
Y5	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats
Y6	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats





**Long Term Plan 2024 - 2025**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1 & I am Learning	Animals	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & Presenting Myself	Phonics Lesson 2 & Vegetables	Seasons	Family	My Home	In the classroom
Y5	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats
Y6	Phonics Lesson 4 & At school	Regular verbs	Irregular verbs	Weekend	Healthy lifestyle	Me in the world


## UNIT OVERVIEWS 2023 - 2024

<b>Year 3</b>	
<b>Phonics lesson 1 &amp; I am learning</b>	Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this unit are: ch ou on oi Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French
<b>Animals</b>	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).
<b>Musical instruments</b>	Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
<b>Colours and numbers</b>	Name and recognise up to ten colours in French. Count from 1-10 in French.
<b>Fruits</b>	Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.
<b>Year 4</b>	
<b>Phonics lesson 1 &amp; seasons</b>	Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.
<b>Phonics lesson 2 &amp; vegetables</b>	Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.
<b>Presenting Myself</b>	Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality.
<b>Family</b>	Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only)
<b>My Home</b>	Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d' ... Use the connective/conjunction et to link two sentences together.
<b>In The Classroom</b>	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack.
<b>Year 5 and 6</b>	
<b>Phonics Lesson 3 &amp; Do you have a pet?</b>	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.
<b>Weather</b>	Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols.
<b>The Date</b>	Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question 'when is your birthday?' in French.
<b>Clothes</b>	Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
<b>At the Cafe</b>	Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.
<b>Habitats</b>	Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.

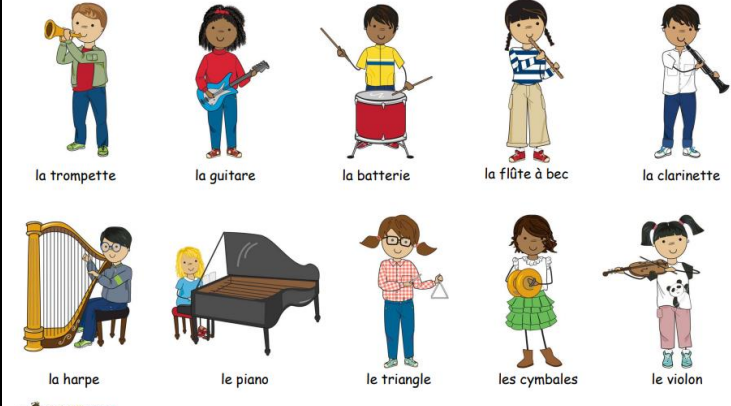
## Year 3

<p><b>Phonics Lesson 1</b></p> <p><b>I am learning</b></p>	<p><b>By the end of this unit we will be able to:</b>          Locate France, and a few cities on a map          Understand the Francophone world better          Ask somebody how they are feeling and what their name is          Say how we are feeling and our names          Count to 10          Read, write, say and recall ten different colours</p> <p><b>Phonics &amp; pronunciation we will see:</b></p> <p>Recommended phonics focus: CH OU ON OI                      OI sound in trois &amp; noir</p> <p>ON sound in marron                      OU sound in rouge</p> <p>Silent letters. The 's' in Paris, appelle, gris and trois, the 't' in comment, violet, vert and the 'x' in deux. This is often the case when these letters are at the end of words. However there are some rare occasions where the rule does not apply e.g pronunciation of 't' at the end of Sept.</p>	
<p>Session 1</p>	<p>To introduce the Francophone world and French as a subject to the children.          To have a better understanding of France and the French speaking world</p>	
<p>Session 2</p>	<p>To say basic greetings          To ask someone how they are feeling as well as answer the question themselves in French</p>	
<p>Session 3</p>	<p>To consolidate language from last week and to learn how to ask and answer the question          Comment tu-t'appelles (What is your name?) in French</p>	
<p>Session 4</p>	<p>To introduce numbers 1-10 in French</p>	
<p>Session 5</p>	<p>To introduce colours in French with the objective of learning how to say 'my favourite colour is.....'</p>	
<p>Session 6</p>	<p>To revise language covered so far and to complete the end of unit assessment</p>	































<p><b>Animals</b></p>	<p><b>By the end of this unit we will be able to:</b>          Name and recognise up to 10 animals in French          Attempt to spell some of these nouns with their correct indefinite article/determiner          Pretend we are a particular animal using 1<sup>st</sup> person singular form of the verb etre (to be), je suis (I am)</p> <p><b>Phonics &amp; pronunciation we will see:</b></p> <p>Recommended phonics focus CH OU ON OI                      CH in cheval                      OU sounds in souris &amp; mouton                      ON sounds in cochon &amp; mouton                      OI sound in oiseau</p> <p>Silent Letters. The 'D' is not pronounced in canard and the last s's is not pronounced in souris</p> <p>Nasal sounds – starting to explore the four French nasal sounds (on, un, in and an) This sound does not exist in English and is made through the nose not the mouth</p> <p><b>Grammar we will learn &amp; revisit:</b>          Nouns, gender, article/determiners and verbs. To learn that nouns in French can have different articles/ determiners based on their gender          Learning how to categorise nouns by gender (un or une) Introduction of 1<sup>st</sup> person singular conjugation of the high frequency irregular verb etre (to be) in French</p>	
<p>Session 1</p>	<p>To introduce the unit 'Les animaux'. In this lesson pupils will learn how to name (with accurate pronunciation) and remember five animals in French</p>	
<p>Session 2</p>	<p>Learn how to name (with accurate pronunciation) and remember 5 more animals with the correct indefinite article/determiner</p>	
<p>Session 3</p>	<p>Consolidate all ten nouns for animals in French and will start to attempt to spell these words</p>	

Session 4	Explore and understand better the role of indefinite article/determiner and to understand that there are more indefinite articles in French compared to English	<h3 style="text-align: center;">Les animaux</h3>  <p style="text-align: center;"> un cheval    une souris    un cochon    un lion    un lapin  un oiseau    un mouton    une vache    un singe    un canard </p>
Session 5	To become more familiar with the 1 <sup>st</sup> person high frequency irregular 'je suis' (I am) from the verb être (to be)	
Session 6	Revise all language covered so far to complete end of unit assessment	










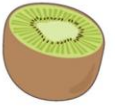
<p><b>Instruments</b></p> <p><u>Prior Learning Links</u></p>	<p><b>By the end of this unit we will be able to:</b>  Recognise, recall and spell up to ten instruments in French with the correct definite articles/determiner.  Start to understand articles/determiners better in French  Learn to say and write 'I play an instrument' in French using the high frequency 1<sup>st</sup> person regular verb 'je joue' (I play) with up to 10 different instruments.  <b>Phonics &amp; pronunciation we will see:</b>  OU sound in joue    ON sound in vibration  Contractions &amp; silent letters. When the preposition de is followed by the definite article les becomes des but the 's' in des is silent.  Nasal sounds – starting to explore the four French sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth. Words like violin and instrument  <b>Grammar we will learn &amp; revisit:</b>  Nouns, definite article/ determiners and high frequency 'jouer' in 1<sup>st</sup> person singular only. Using a noun (instrument) with the correct definite article and 1<sup>st</sup> person singular form of the verb 'jouer' (to play) 'je joue' (I play)  Learning that nouns in French can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to three definite articles le, la and les (l' not seen in this unit)  Learning how to categorise nouns in French by their article/determiner, gender and plurality</p>
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Session 1	To introduce the unit 'Les instruments'. In this lesson pupils will learn how to name (with accurate pronunciation) and remember five instruments in French with the correct definite article/determiner	<h3 style="text-align: center;">Les instruments</h3>  <p style="text-align: center;"> la trompette    la guitare    la batterie    la flûte à bec    la clarinette  la harpe    le piano    le triangle    les cymbales    le violon </p>
Session 2	Learn how to name (with accurate pronunciation) and remember five more instruments in French with the correct article/determiner	
Session 3	Consolidate all ten nouns for instrument in French and will start to attempt to spell these words in French	
Session 4	Revise and consolidate all ten instruments' nouns and learn more about the role of articles/determiners in French	
Session 5	Learn how to conjugate the regular -ER verb 'jouer' (to play) in the first-person singular 'je joue' (I play) and will use this knowledge to form short sentences in French about what instrument they play	
Session 6	Revise all language covered so far and to complete end of unit assessment	

<b>Colours &amp; Numbers</b>	<b>By the end of this unit we will be able to:</b>
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<p><b>Prior Learning Links</b> Revisiting first unit. Childrne will have briefly introduced to colours and numbers. This unit si a chance to embed that learning.</p>	<p>Say 10 common colours in French</p> <p>Count form 1-10 in French</p> <p><b>Phonics &amp; pronunciation we will see:</b></p> <p>ON sound in marron</p> <p>OU sound in couleurs &amp; rouge</p> <p>OI sound in noir &amp; trois</p> <p>Silent letters. We will see that the letter ‘s’ is not pronounced in couleurs, gris and trois. Some final consonants like ‘s’ are nearly always silent letters in French. • Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front.</p>																					
<p>Session 1</p>	<p>Introduce the unit ‘Les coloeurs et les nombres’. In this lesson pupils willll earn how to name and remember the first five colours in French.</p>	<p style="text-align: center;"><u>Les couleurs et les nombres</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> rouge</td> <td style="text-align: center;"> gris</td> <td style="text-align: center; border-left: 1px dashed black;">1 un</td> <td style="text-align: center;">6 six</td> </tr> <tr> <td style="text-align: center;"> jaune</td> <td style="text-align: center;"> noir</td> <td style="text-align: center; border-left: 1px dashed black;">2 deux</td> <td style="text-align: center;">7 sept</td> </tr> <tr> <td style="text-align: center;"> blanc</td> <td style="text-align: center;"> vert</td> <td style="text-align: center; border-left: 1px dashed black;">3 trois</td> <td style="text-align: center;">8 huit</td> </tr> <tr> <td style="text-align: center;"> bleu</td> <td style="text-align: center;"> violet</td> <td style="text-align: center; border-left: 1px dashed black;">4 quatre</td> <td style="text-align: center;">9 neuf</td> </tr> <tr> <td style="text-align: center;"> orange</td> <td style="text-align: center;"> marron</td> <td style="text-align: center; border-left: 1px dashed black;">5 cinq</td> <td style="text-align: center;">10 dix</td> </tr> </table>	 rouge	 gris	1 un	6 six	 jaune	 noir	2 deux	7 sept	 blanc	 vert	3 trois	8 huit	 bleu	 violet	4 quatre	9 neuf	 orange	 marron	5 cinq	10 dix
 rouge	 gris		1 un	6 six																		
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 blanc	 vert		3 trois	8 huit																		
 bleu	 violet		4 quatre	9 neuf																		
 orange	 marron		5 cinq	10 dix																		
<p>Session 2</p>	<p>How to say 5 more colours in French</p>																					
<p>Session 3</p>	<p>Consolidate the words in French for the 10 colours (rouge, jaune, bleu, vert, gris, blanc, violet, orange, marron &amp; noir)</p>																					
<p>Session 4</p>	<p>Learn how to count form1 –5 in French</p>																					
<p>Session 5</p>	<p>Consolidate previous learnt language in week 4 and how to count to 10 in French</p>																					
<p>Session 6</p>	<p>Consolidate previous learnt language in week 4 and how to count to 10 in French</p>																					

<p><b>Fruits</b></p> <p><b>Prior Learning Links</b></p>	<p><b>By the end of this unit we will be able to:</b></p> <p>Name, recongise and remember up to 10 fruits</p> <p>Attempt to spell some of these nouns</p> <p>Ask somebody in French if they like a particular fruit</p> <p>Say what fruits we like and dislike</p> <p><b>Phonics &amp; pronunciation we will see:</b></p> <p>Recommended phonics focus: CH OU ON OI</p> <p>OI sound in poire</p> <p>Silent letters. We will see that the letter ‘s’n is not pronounced in ‘les’ or the plural version of the fruits as final consonants are nearly always silent letters in French</p> <p><b>Grammar we will learn &amp; revisit:</b></p> <p>Liaison. Understanding better liaison is the word to explain what happens with pronunciation when a word that normally ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent ‘s’ is les is pronounced in les oranges and les abricots as both those fruits start with a vowel</p>	
<p>Session 1</p>	<p>Introduce unit ‘Les fruits’</p> <p>Pupils will learn hw to name and remember the first 5 fruits in French</p>	

		<h2>Les fruits</h2>
Session 2	To Learn, recognise and say 5 more common fruits.	    
Session 3	To move from singular noun to plural noun and consolidate all tens fruits in French	une pomme   une cerise   une prune   une banane   une poire
Session 4	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using J'aime (I like) plus a fruit	    
Session 5	Introduced to a negative option @Je n'aime pas...' (I do not like) with the extra opportunity to also learn the question "Est-ce que tu aimes...?" (Do you like?)	une fraise   une pêche   une orange   un abricot   un kiwi
Session 6	To revise all language covered in this unit and complete assessment materials	

## Year 4

<p><b>I am learning French</b></p> <p><u>Prior Learning Links</u> Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10.</p>	<p><b>By the end of this unit we will be able to:</b> To locate France, Paris and a few key cities on a map. • Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French</p> <p><b>Phonics &amp; pronunciation we will see:</b> OI sound in trois &amp; noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois &amp; quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</p>
Session 1	introduced to the Francophone world and French as a subject on their curriculum.






<p>-The letter sounds (phonics &amp; phoneme from phonics and pronunciation lesson 1 Vocabulary from the 'j'apprends le français unit What a noun/article/determiner is in English</p>	<p>Name, recognise and remember all four seasons in French. Say why it is our favourite season in French. <b>Phonics &amp; pronunciation we will see:</b> N sound in saison                      OU sound in poussent                      OI sound in oiseaux</p>	<p>Say which is our favourite season in French. Start to recognise and use the conjunction 'et' (and) in our spoken and written responses</p> <p>Silent letters. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to notice that this sound is made from the back of the mouth, not the front</p>	
<p>Session 1</p>	<p>Recognise, recall and spell the four different seasons in the foreign language.</p>		
<p>Session 2</p>	<p>About what happens in winter and will also learn how to say and/or write a short sentence about this season.</p>	<p style="text-align: center;"><b>Les saisons</b></p> <p>l'hiver      le printemps      l'été      l'automne il neige      il fait froid      les fleurs poussent      les oiseaux chantent il y a du soleil      il fait chaud      les arbres perdent leurs feuilles</p>	
<p>Session 3</p>	<p>Consolidate all knowledge from last lesson and will progress to learning about what happens in spring with the aim of saying and/or writing a short sentence about this season.</p>		
<p>Session 4</p>	<p>Consolidate all knowledge from last lesson and will progress to learning about what happens in summer with the aim of saying and/or writing a short sentence about this season.</p>		
<p>Session 5</p>	<p>Consolidate all knowledge from last lesson and will progress to learning about what happens in autumn with the aim of saying and/or writing a short sentence about this season in the foreign language. Pupils will also be given the tools to be able to ask and answer (with justification) the question 'what is your favourite season?' in the foreign language.</p>		
<p>Session 6</p>	<p>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>		

<p><b>My family</b> <b>Prior Learning Links</b> The letter sounds (phonics &amp; phonemes) from 'Phonics &amp; Pronunciation' lessons 1 and 2. • Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). • What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).</p>	<p><b>By the end of this unit we will be able to:</b> Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age and relationship. • Count up to 100 in French. • Understand possessive adjectives better in French ('my' form only). <b>Phonics &amp; pronunciation we will see:</b> IN sound in cinq &amp; cinquante • I sound in famille, Lisa, Jacqueline, petite &amp; fille • ILLE sound in famille &amp; fille • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h <b>Grammar we will learn &amp; revisit:</b> Exploring possessive adjectives in French with a focus only on 'my.' Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.</p>	
<p>Session 1</p>	<p>recognise, recall and spell different family members with the correct definite article/determiner</p>	
<p>Session 2</p>	<p>consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' with increasing accuracy.</p>	
<p>Session 3</p>	<p>how to ask and answer the question 'do you have any siblings?'</p>	
<p>Session 4</p>	<p>introduce their own/ fictitious family members. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'.</p>	
<p>Session 5</p>	<p>introduced to numbers 1-70 and will use this knowledge to be able to say how old their own/ fictitious family members are.</p>	

<p>Session 6</p>	<p>revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p style="text-align: center;"><b>Ma famille</b></p> 
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<p><b>My home</b></p> <p><b>Prior Learning Links</b> The letter sounds (phonics &amp; phonemes) from 'Phonics &amp; Pronunciation' lessons 1 and 2. • Vocabulary from the Early Learning units. • Vocabulary from the 'Je me présente, '' Ma famille' and 'As-tu un animal ?' Intermediate units to be able to present ourselves, talk about our/a family and pets</p>	<p><b>By the end of this unit we will be able to:</b> Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi n'y a pas de/d'... • Use the conjunction 'et' (and) to link two sentences together. <b>Phonics &amp; pronunciation we will see:</b> E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French <b>Grammar we will learn &amp; revisit:</b> Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure</p>	
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<p>Session 1</p>	<p>how to say whether they live in a house or an apartment and where they live based on a choice of five different locations.</p>	<p style="text-align: center;"><b>Chez moi</b></p> 
<p>Session 2</p>	<p>consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house</p>	
<p>Session 3</p>	<p>how to recognise, recall and spell a further five different rooms in the house</p>	
<p>Session 4</p>	<p>revisit negative structures to allow them to say which rooms they do not have in their houses.</p>	
<p>Session 5</p>	<p>encouraged to put all their new language into context by integrating it with previously learnt language including personal details.</p>	
<p>Session 6</p>	<p>revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	

<p><b>In the classroom</b></p> <p><b>Prior Learning Links</b> The letter sounds (phonics &amp; phonemes) from 'Phonics &amp; Pronunciation' lessons 1 and 2.  Vocabulary from the 'Early learning' units.  That j'ai means I have and comes from the verb to have avoir in French.</p>	<p><b>By the end of this unit we will be able to:</b> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. <b>Phonics &amp; pronunciation we will see:</b> I sound in lisez, silence, calculatrice, livre &amp; ciseaux Ille sound in taille Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French <b>Grammar we will learn &amp; revisit:</b></p>	
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What a noun and article/determiner is in English.	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...'('I do not have') in French.	
Session 1	recognise, recall and spell seven different classroom items with their indefinite articles/determiners	<p style="text-align: center;"><b>En classe</b></p>
Session 2	recognise, recall and spell a further five different classroom items with their indefinite articles/determiners	
Session 3	how to ask and answer the question: 'what is in your pencil case?'	
Session 4	revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.	
Session 5	revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.	
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.	

## Year 5 & 6

<p><b>Phonics Lesson 3 &amp; Do you have a pet?</b></p> <p><b>Prior Learning Links</b> It will help if we already know: -The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units. -Vocabulary from 'Je Me Présente' and 'Ma Famille' units. -The difference between a definite and indefinite article/determiner. -That nouns in French have gender and this has an impact on the determiner.</p>	<p><b>By the end of this unit we will be able to:</b> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p> <p><b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: É E È EAU EUX É sound in Cécile E sound in je &amp; de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' &amp; 'T' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</p> <p><b>Grammar we will learn &amp; revisit:</b> Indefinite articles, high frequency verbs &amp; negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d'...</p>	
Session 1	To introduce the aim of the unit As-tu un animal? (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in French).	
Session 2	Consolidation of new 'Pets' vocabulary. Use of "J'ai..." ("I have...") plus a pet and we will also introduce the connective "et" ("and")	
Session 3	Further development of our French knowledge by introducing, learning and using the structure "qui s'appelle..." ("that is called...")	
Session 4	Further linguistic progress by learning how to use the negative structure "je n'ai pas de / d'..."	







Session 2	To revise the new vocabulary from last week and start the presentation of foods that may be ordered for breakfast at a French café.	<p style="text-align: center;"><b>Au salon de thé</b></p>
Session 3	To revise the new vocabulary from last week and to now integrate the food and drinks together as a café role play.	
Session 4	To complete a class survey and hopefully use the data for numeracy!	
Session 5	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available at a French café.	
Session 6	To consolidate all the language by creating a real French Café in the class room and completing the 'I can do...' grid for the unit.	

<b>Habitats</b>	<b>By the end of this unit we will be able to:</b>	
<b>Prior Learning Links</b>	Say and write the key elements that animals and plants need to survive.	Name the 5 most common types of habitats.
<p>It will help if we already know:</p> <ul style="list-style-type: none"> <li>-The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2.</li> <li>-Vocabulary from the Early Learning units.</li> <li>-Different strategies on how to decode unknown text from units such as 'Petit Chaperon Rouge', 'Tudors' and/or 'Boucle D'Or'.</li> </ul>	Name an animal and a plant that live and grow in each type of habitat.	
<b>Phonics &amp; pronunciation we will see:</b>	Recommended phonics focus: É E È EAU EUX	É sound in désert & océan
<b>Grammar we will learn &amp; revisit:</b>	Verbs. Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs.	E sound in le
<b>Phonics &amp; pronunciation we will see:</b>	EAU sound in chameau & eau	
<b>Grammar we will learn &amp; revisit:</b>	Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and grands arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words.	
<b>Grammar we will learn &amp; revisit:</b>	Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, requin, national and singe.	
Session 1	Introduce the new unit Les Habitats. In this lesson we will: Learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English). Use simple French supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in French.	<p style="text-align: center;"><b>Les habitats</b></p>
Session 2	Learn about some of the key habitats in our world. Use graded listening and reading activities to help consolidate the new language we introduce.	
Session 3	To learn in French which plants grow in specific habitats.	
Session 4	In this lesson we will: ☑ Learn about which animals live in specific habitats and look at some of their adaptations.	
Session 5	Consolidate which animal and which plant lives in a particular habitat. ☑ Present to the class on the above.	
Session 6	To consolidate all the language learnt in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat. Complete end of unit assessments.	

### UNIT OVERVIEWS 2024 –2025

<b>Year 3</b>	
<b>Phonics lesson 1 &amp; I am learning</b>	<p>Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this unit are: ch ou on oi</p> <p>Pinpoint France and other French speaking countries on a map of the world</p> <p>Say 'Hello' and 'Goodbye' in French</p> <p>Count to ten in French</p> <p>Ask and answer the question 'How are you?' in French</p> <p>Ask and answer the question 'What is your name?' in French</p> <p>Say ten colours in French</p>
<b>Animals</b>	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner.

	Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).
Musical instruments	Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
Colours and numbers	Name and recognise up to ten colours in French. Count from 1-10 in French.
Fruits	Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.
<b>Year 4</b>	
Phonics lesson 1 & seasons	Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.
Phonics lesson 2 & vegetables	Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.
Presenting Myself	Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality.
Family	Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only)
My Home	Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction et to link two sentences together.
In The Classroom	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to use the negative in French. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Describe what we have and do not have in our pencil case/rucksack.
<b>Year 5</b>	
Phonics Lesson 3 & Do you have a pet?	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.
Weather	Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols.
The Date	Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question 'when is your birthday?' in French.
Clothes	Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
At the Cafe	Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.
Habitats	Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.
<b>Year 6</b>	
Phonics Lesson 4 & At school	Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.
Regular verbs	Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like JOUER. Conjugate easily and with clear understanding regular -ir verbs like FINIR. Conjugate easily and with clear understanding regular -re verbs like VENDRE
Irregular Verbs	Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding irregular verbs like AVOIR. Conjugate easily and with clear understanding irregular verbs like ÊTRE.



	Conjugate easily and with clear understanding irregular verbs like FAIRE. Conjugate easily and with clear understanding irregular verbs like ALLER
Weekend	Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.
Healthy lifestyle	Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French.
Me in the world	Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet.

<b>Phonics Lesson 4 &amp; At school</b>	<b>By the end of this unit we will be able to:</b> Name the subjects we study in school in French with the correct definite article/determiner.
<b>Prior Learning Links</b>  -The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.  -Language introduced from Early Learning and Intermediate units.  -How to give our personal details from memory (name, age and where we live).	Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.  Start to tell the time by learning how to say time by the hour.  Say at what time we study certain subjects at school. <b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: QU Ç GNE EN AN                      QU sound in informatique & musique                      Ç sound in français                      AN sound in anglaise, français, amusant & intéressant EN sound in sciences Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <b>Grammar we will learn &amp; revisit:</b> Nouns, gender, definite articles & high frequency regular verb étudier. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.
Session 1	To introduce the aim of the unit À L'École and to introduce the vocabulary for school subjects.
Session 2	To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.
Session 3	To revise numbers 1-12 and learn how to tell the time (by the hour) in French.
Session 4	To consolidate all the language covered so far by learning how to say what time you study a particular subject.
Session 5	To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.



Session 2	Learn about the French irregular verb ALLER ('to go'). Use graded writing activities to help consolidate our learning of the French irregular verb ALLER.	
Session 3	Learn about the French irregular verb AVOIR (to have). Use graded writing activities to help consolidate our learning of the French irregular verb AVOIR.	
Session 4	Learn about the French irregular verb ÊTRE ('to be'). Use graded writing activities to help consolidate our learning of the French irregular verb ÊTRE.	
Session 5	Learn about the French irregular verb FAIRE ('to do'). Use graded writing activities to help consolidate our learning of the French irregular verb FAIRE.	
Session 6	To consolidate all the language learnt in the unit by completing the Irregular Verbs Booklet (provided in your resources pack). Use the Irregular Verbs Booklet to prepare a PowerPoint or oral/written presentation all about French irregular verbs to present back to the class. Use AFL grid (in your resources pack) to assess the different presentations.	

<b>Weekend</b>	<b>By the end of this unit we will be able to:</b> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. <b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: QU Ç GNE EN AN QU sound in quelle, informatique & musique ANsound in bandes, amusant, intéressant & fatigant ENsound in prends & finalement Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <b>Grammar we will learn &amp; revisit:</b> Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.	
<b>Prior Learning Links</b> -The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. -Language introduced from Early Learning and Intermediate units. -Time on the hour as presented in the À L'École Progressive unit. -How to give our personal details from memory (name, age and where we live)		
Session 1	To introduce the aim of the unit Le Week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.	
Session 2	To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.	
Session 3	To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.	
Session 4	To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.	
Session 5	To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.	
Session 6	To revise all language covered so far and complete assessment for the unit.	

<b>Healthy lifestyle</b>	<b>By the end of this unit we will be able to:</b> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. <b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: QU Ç GNE EN AN QU sound in électroniques AN sound in manger, santé, viande & mélangez Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words. <b>Grammar we will learn &amp; revisit:</b> First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative form to give instructions.	
<b>Prior Learning Links</b> -The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. -Language introduced from a wide range of Early Learning and Intermediate units. -How to give our personal details from memory (name, age and where we live). -How to tell the time as seen in 'À L'École' & 'Le Week-end'		
	To introduce the aim of the unit Manger et Bouger. The children will improve their range of vocabulary by learning ten new words for healthy foods and drinks in this lesson	

Session 1		
Session 2	To learn ten new words for unhealthy foods in French helping to create wider vocabulary and improve memory skills	
Session 3	To consolidate the children's learning of the new vocabulary by using PowerPoint and snap card activities. They will also analyse the grammar rule for the correct use of 'some' in French.	
Session 4	To improve their range of vocabulary by learning key phrases for activities they may do to keep fit and using this new language to interview each other in a class survey.	
Session 5	To improve their reading skills by learning the instructions for how to follow a healthy recipe in French.	
Session 6	To revise all language covered so far and complete assessment for the unit.	

<p><b>Me in the world</b></p> <p><b>Prior Learning Links</b></p> <p>-The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</p> <p>-Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).</p> <p>-How to give our personal details from memory (name, age and where we live).</p>	<p><b>By the end of this unit we will be able to:</b></p> <p>Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</p> <p>Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</p> <p>Say and write something we do to help the planet.</p> <p><b>Phonics &amp; pronunciation we will see:</b></p> <p>Recommended phonics focus: QU Ç GNE EN AN</p> <p>QU sound in quel, qu'est-ce que, quelle &amp; plastique</p> <p>Ç sound in ça &amp; français</p> <p>GNE sound in montagnes</p> <p>EN sound in commence, Valentin &amp; environnement</p> <p>AN sound in dans, Merwan, Canada &amp; franc</p> <p>Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</p> <p>-ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.</p> <p><b>Grammar we will learn &amp; revisit:</b></p> <p>Verbs &amp; near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</p>	
Session 1	To introduce the aim of the unit Moi Dans le Monde ("Me in the world"). This lesson will introduce our four characters and their locations in the Francophone World.	
Session 2	To learn more about a key celebration/festival in each of the four countries we learnt last week.	
Session 3	To consolidate their cultural knowledge and understanding as two of the characters (Jasmina and Edouard) give more detailed information on two different religious celebrations.	
Session 4	Develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au- Prince (Haiti).	
Session 5	The four characters in this unit will discuss how they are going to be more responsible global citizens by doing more to protect our planet.	
Session 6	To revise all language covered so far and complete assessment for the unit.	