

St Peter's VC Academy

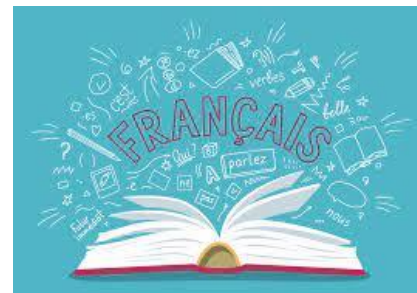
French Curriculum



ST PETER'S
VC ACADEMY

Intent

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our 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 French:

Speaking

Listening

Reading

Writing

Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing.

We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Implementation



French is taught in a whole-class setting.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)

- Songs & raps
- Differentiated desk-based consolidation activities
- Task sheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach. This allows teachers to ensure curriculum coverage which they can then personalise to meet the needs of their individual class.

Impact

The intended impact of the MFL Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the MFL Curriculum and want to learn more.
- show the progression in their skills, knowledge and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.
- learn about the country France and what it is like to live in this country.

Study Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery Rhymes (SO)		Colours and Numbers (SO)		Under the Sea (SO)	
Y1	Greetings (MO)		In My Town (MO)		Superheroes (MO)	Minibeasts (MO)

Y2	I am able (MU)	Shapes (MU)	Animals (MU)	Instruments (MU)	Little Red Riding Hood (EL)	Seasons (MO)
Y3	Phonics 1 (E) I am learning (EL)	Vegetables (EL)	Fruits (EL)	Ice Creams (EL)	Presenting myself (I)	My Family (I)
Y4	Phonics 2 (E) What is the weather? (I)	The Date (I)	In the Classroom (I)	At the Tea Shop (I)	Do you have a pet? (I)	Goldilocks and the Three Bears (I)
Y5	Phonics 3 (E) Tudors (I)	My Home (I)	Olympics (I)	Clothes (I)	Habitats (I)	Planets (P)
Y6	Phonics 4 (P) At school (P)	The weekend (P)	Healthy Lifestyles (P)	World War 2 (P)	Me in the World (P)	Vikings (P)

Progression

	EYFS/Key Stage 1		Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Lesson Sequence

EYFS

Nursery Rhymes (SO)	Colours and Numbers (SO)	Under the Sea (SO)
<p>L1: I will learn how to sing Twinkle Twinkle Little Star in French.</p> <p>L2: I will learn how to sing The Little Chicks in French.</p> <p>L3: I will learn how to sing Old MacDonald Had a Farm in French. L4: I will learn how to sing An Elephant Was Swinging in French. L5: I will learn how to sing Incy Wincy Spider in French.</p> <p>L6: I will learn how to sing The Wheels on the Bus in French.</p>	<p>L1: I will learn 5 colours in French.</p> <p>L2: I will learn another 5 colours in French.</p> <p>L3: I will revise and consolidate all 10 colours in French.</p> <p>L4: I will learn numbers 1-5 in French.</p> <p>L5: I will learn numbers 6-10 in French.</p> <p>L6: I will learn how to count from 1-10 in French.</p>	<p>L1: I will learn 2 sea creatures in French with their determiners.</p> <p>L2: I will learn 3rd sea creature in French with its determiner.</p> <p>L3: I will learn a 4th sea creature in French with its determiner.</p> <p>L4: I will learn a 5th sea creature in French with its determiner.</p> <p>L5: I will learn a 6th sea creature in French with its determiner.</p> <p>L6: I will learn a 7th sea creature in French with its determiner.</p>

Y1

Greetings (SO)	Superheroes (MO)	In My Town (MO)	Minibeasts (MO)
<p>L1: I will learn how to greet people in French.</p> <p>L2: I will learn how to say my name in French.</p> <p>L3: I will learn how to ask somebody how they are feeling in French.</p> <p>L4: I will learn how to reply with how I am feeling in French.</p> <p>L5: I will learn how to say 'goodbye' in French.</p>	<p>L1: I will be introduced to the superhero character Veritas.</p> <p>L2: I will be introduced to the superhero character Bleuty.</p> <p>L3: I will be introduced to the superhero character Jaunie.</p>	<p>L1: I will learn a phrase about 2 key places in the town.</p> <p>L2: I will be introduced to a 3rd key place in the town.</p> <p>L3: I will be introduced to a 4th key place in the town.</p>	<p>L1: I will be introduced to 2 minibeasts.</p> <p>L2: I will be introduced to another 2 of the minibeasts.</p> <p>L3: I will be introduced to a 5th and 6th minibeast.</p>

<p>L6: I will learn how to say ‘see you later’ in French.</p>	<p>L4: I will be introduced to the superhero character Orion.</p> <p>L5: I will be introduced to the superhero character Rouquette.</p> <p>L6: I will be introduced to the superhero character Vionin.</p>	<p>L4: I will be introduced to a 5th key place in the town.</p> <p>L5: I will be introduced to a 6th key place in the town.</p> <p>L6: I will be introduced to a 7th key place in the town.</p>	<p>L4: I will be introduced to a 7th and an 8th minibeast</p> <p>L5: I will be introduced to a 9th and a 10th minibeast</p> <p>L6: I will listen to the story of the sports day race in French and find out who wins!</p>
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Y2

I am able (MU)	Shapes (MU)	Animals (MU)	Instruments (MU)	Little Red Riding Hood (EL)	Seasons (EL)
<p>L1: I will learn 5 high frequency infinitive verbs in French.</p> <p>L2: I will learn 5 more high frequency infinitive verbs in French.</p> <p>L3: I will learn how to use the structure ‘je peux’ with the infinitive verbs in French.</p> <p>L4: I will learn how to use the negative structure ‘je ne peux pas’ followed by infinitive verbs in French.</p> <p>L5: I will learn how to use conjunctions ‘et’ (and) & ‘mais’ (but) in French.</p>	<p>L1: I will learn and become familiar with 5 shapes nouns and their determiners in French.</p> <p>L2: I will learn and become familiar with 5 more shapes nouns and their determiners in French.</p> <p>L3: I will learn more about the 2 determiners for ‘a’ in French.</p> <p>L4: I will revise numbers 1-5 in French and express how many of each shape I can see.</p> <p>L5: I will learn how to use my new knowledge on</p>	<p>L1: I will learn 5 animal nouns in French with their correct determiner.</p> <p>L2: I will learn 5 more animal nouns in French with their correct determiner.</p> <p>L3: I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings.</p> <p>L4: I will explore and understand better the role of the indefinite article/determiner in French.</p>	<p>L1: I will learn 5 instruments in French with their correct determiner.</p> <p>L2: I will learn 5 more instrument nouns in French with their correct determiner.</p> <p>L3: I will revise all 10 instrument nouns with their determiners in French and start to attempt the spellings.</p> <p>L4: I will explore and understand better the role of the definite article/determiner for ‘the’ in French.</p>	<p>L1: I will listen to the familiar fairy tale Little Red Riding Hood in French and understand the meaning using picture cards.</p> <p>L2: I will relisten to the familiar fairy tale and understand the meaning using picture & word cards.</p> <p>L3: I will be introduced to and start to learn 8 parts of the body in French.</p> <p>L4: I will consolidate the parts of the body in</p>	<p>L1: I will learn the 4 seasons in French with their determiners.</p> <p>L2: I will learn a short phrase about winter in French.</p> <p>L3: I will learn a short phrase about spring in French.</p> <p>L4: I will learn a short phrase about summer in French.</p> <p>L5: I will learn a short phrase about autumn in French.</p>

	shapes in a variety of creative tasks in French.	L5: I will learn how to use the first person conjugated verb 'je suis' (I am) in French.	L5: I will learn how to use the first person conjugated verb 'je joue' (I play) in French.	French with a creative task. L5: I will demonstrate all my new knowledge in a mind mapping exercise.	
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Y3

Phonics 1 (E) I am learning (EL)	Vegetables (EL)	Fruits (EL)	Ice creams (EL)	Presenting myself (I)	Family (I)
L1: Introduced to the set of phonics sounds from the Early Language Teaching Type.	L1: I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.	L1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.	L1: I will learn and become more familiar with 5 ice-cream flavours in French. L2: I will learn and become more familiar with 5 more	L1: I will revise/learn basic greetings in French, ask how somebody is feeling and reply when asked to me.	L1: I will learn the nouns and determiners for several family members in French.

<p>L1: I will learn more about the Francophone world. L2: I will learn how to use basic greetings in French. L3 I will learn how to ask and answer the question 'Comment tu t'appelles ?' in French.</p> <p>L4: I will learn the numbers 1-10 in French. L5: I will learn 10 colours and how to say which is my favourite colour in French.</p>	<p>L2: I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.</p> <p>L3: I will learn how to ask for a kilo or half a kilo of a vegetable in French.</p> <p>L4: I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables.</p> <p>L5: I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option.</p>	<p>L2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.</p> <p>L3: I will learn how to move singular nouns to plural form in French.</p> <p>L4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.</p> <p>L5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.</p>	<p>ice-cream flavours in French.</p> <p>L3: I will learn how to use the first person high frequency verb 'je voudrais' (I would like) in French.</p> <p>L4: I will learn how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.</p> <p>L5: I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream.</p>	<p>L2: I will revise/learn how to ask somebody their name in French and reply when asked to me.</p> <p>L3: I will revise numbers 1-10 in French and learn numbers 11-20 in French.</p> <p>L4: I will learn how to ask somebody their age in French and reply when asked to me.</p> <p>L5: I will learn how to ask somebody where they live in French and reply when asked to me.</p>	<p>L2: I will learn how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French. L3: I will learn to answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?)</p> <p>L4: I will learn how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).</p> <p>L5: I will use my knowledge of larger numbers to be able to describe the age of family members</p>
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Y4

Y4					
Phonics 2 What is the weather? (I)	The date (I)	In the Classroom (I)	At the Tea Room (I)	Do you have a pet? (I)	Goldilocks and the Three Bears (I)
<p>L1: Introduced to the first set of phonics sounds from the Intermediate Teaching Type.</p> <p>L1: I will be introduced to the new vocabulary for describing the weather in French.</p> <p>L2: I will start to learn how to recall, say and write the weather expressions from memory.</p> <p>L3: I will learn to improve my listening decoding skills.</p> <p>L4: I will learn how to read a weather map in French and describe weather in different parts of the country.</p> <p>L5: I will use all my new knowledge to present a</p>	<p>L1: I will learn the 7 days of the week in French.</p> <p>L2: I will learn the 12 months of the year in French.</p> <p>L3: To learn/revise/consolidate numbers 1-31 in French.</p> <p>L4: I will learn to ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?)</p> <p>L5: I will learn to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?)</p>	<p>L1: I will learn the nouns and determiners for 6 classroom objects in French.</p> <p>L2: I will learn 6 more nouns and their determiners for classroom objects in French.</p> <p>L3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?)</p> <p>L4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.</p> <p>L5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</p>	<p>L1: I will learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.</p> <p>L2: I will learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.</p> <p>L3: I will learn some key phrases to help me perform a role-play in the French salon de thé.</p> <p>L4: I will learn some more key phrases to help me perform a role-play in the French salon de thé.</p> <p>L5: I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French.</p>	<p>L1: I will revise 8 common pet nouns in French with their determiners.</p> <p>L2: I will learn how to say I have a pet in French.</p> <p>L3: I will also learn how to say what my pet is called in French.</p> <p>L4: I will learn how to say what pet I do not have in French.</p> <p>L5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.</p>	<p>L1: I will listen to the familiar fairy tale Goldilocks in French and understand the meaning using picture cards.</p> <p>L2: I will relisten to the familiar fairy tale and retain more new vocabulary using word cards.</p> <p>L3: I will relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.</p> <p>L4: I will use my new knowledge to re-write the story of Goldilocks in French.</p> <p>L5: I will present my version of the story to the class.</p>

weather forecast in French.					
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Y5

Phonics 3 Tudors (I)	My Home (I)	Olympics (I)	Habitats (I)	Clothes (I)	Planets (P)
<p>L1: Introduced to the second set of phonics sounds from the Intermediate Teaching Type.</p> <p>L1: I will listen attentively to a longer piece of French and learn how to decode language by looking out for cognates.</p> <p>L2: I will learn to decode a French text by looking</p>	<p>L1: I will learn how to say where I live using the first person high frequency verb 'j'habite' (I live).</p> <p>L2: I will learn 5 nouns and their determiners for rooms of the house.</p> <p>L3: I will learn 5 more nouns and their determiners for rooms of the house.</p> <p>L4: I will learn how to say I do not have a particular</p>	<p>L1: I will learn to listen attentively to longer passages in French, decoding the text using cognates.</p> <p>L2: I will learn to understand more of what I hear and read using story ordering to help me decode unknown language.</p>	<p>L1: I will learn the essential things plants and animals need to survive in French.</p> <p>L2: I will learn about 5 key habitats around the world in French.</p> <p>L3: I will learn to use the verb 'pousser' (to grow) to express which plants grow in these habitats. L4: I will learn to use the verb 'habiter' (to live) to</p>	<p>L1: I will learn 10 nouns for items of clothing and their determiners.</p> <p>L2: I will learn 11 more nouns for items of clothing and their determiners.</p> <p>L3: I will learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.</p>	<p>L1: I will improve my range of vocabulary by learning the planets in French.</p> <p>L2: I will expand my knowledge of language by using more complex sentence structures.</p> <p>L3: I will improve my listening and reading skills by listening to and reading more complex language.</p>

<p>out for verbs, adjectives and nouns.</p> <p>L3: I will learn to find particular words in longer texts based on the key facts of Henry VIII and his 6 wives in French.</p> <p>L4: I will revise and consolidate the language and text from last week, completing a true/false activity on Henry's wives.</p> <p>L5: I will demonstrate my new knowledge with a storyboard and a presentation to the class.</p>	<p>room in the house using a key negative structure.</p> <p>L5: I will use all my new knowledge in French to describe where I live.</p>	<p>L3: I will learn 10 nouns for Olympic sports with their correct determiners.</p> <p>L4: I will learn how to say I do and I do not do a particular sport using the verb 'faire' (to do) in French.</p> <p>L5: I will learn that adjectives can change spelling in French depending on the gender of the object being described.</p>	<p>express which animals live in these habitats.</p> <p>L5: I will use all my new knowledge to prepare a presentation for the class.</p>	<p>L4: I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.</p> <p>L5: I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.</p>	<p>L4: I will improve my knowledge of adjectival agreement.</p> <p>L5: I will learn how to apply my increasing knowledge of adjectival agreement.</p>
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Y6

<p>Phonics 4 At School (P)</p>	<p>The Weekend (P)</p>	<p>Healthy Lifestyles (P)</p>	<p>WWII (P)</p>	<p>Me in the World (P)</p>	<p>Vikings (P)</p>
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<p>L1: Introduced to the set of phonics sounds from the Progressive Teaching Type.</p> <p>L1: I will learn the nouns and determiners for 10 classroom objects in French.</p> <p>L2: I will learn how to create a short phrase in French in a subject using I like and I do not like.</p> <p>L3: I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.</p> <p>L4: I will learn how to say at what time I study a particular subject in French.</p> <p>L5: I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.</p>	<p>L1: I will learn how to tell the time around the clock in French.</p> <p>L2: I will learn 10 activities in French that I may do at the weekend.</p> <p>L3: I will consolidate my learning and focus on the spellings in French for the 10 activities.</p> <p>L4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities.</p> <p>L5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>	<p>L1: I will improve my range of vocabulary by learning 10 new nouns and determiners for healthy foods/drinks.</p> <p>L2: I will further improve my range of vocabulary by learning 10 more nouns and determiners for unhealthy foods/drinks.</p> <p>L3: I will consolidate all the new language and focus on the partitive article (some) in French as seen in this unit.</p> <p>L4: I will improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits.</p> <p>L5: I will learn to follow a healthy recipe in French and create my own using my new knowledge.</p>	<p>L1: I will improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.</p> <p>L2: I will learn the French for a selection of countries and languages involved in WWII.</p> <p>L3: I will improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.</p> <p>L4: I will improve my range of vocabulary by learning key words and phrases relating to the countryside and the city. L5: I will use all my new knowledge to compare life in the city and countryside during WWII.</p>	<p>L1: I will learn more about the 4 characters in the unit and the Francophone world.</p> <p>L2: I will learn more about the different celebrations celebrated in the Francophone world.</p> <p>L3: I will learn more about 2 different religious celebrations celebrated in the Francophone world. L4: I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.</p> <p>L5: I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.</p>	<p>L1: I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.</p> <p>L2: I will learn how to describe myself and others physically in terms of height using the verb 'être' (to be).</p> <p>L3: I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have).</p> <p>L4: I will learn how to describe myself by eye colour using the verb 'avoir' (to have).</p> <p>L5: I will learn how to describe a Viking's typical daily routine using time phrases.</p>
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