

Unit 1 : Je me présente	Unit context: first unit following language learning in first school	
In this unit pupils learn how to greet each other, respond when asked how they are and ask others, say their name and spell it correctly in French, give their age and ask others theirs, identify, say and write numbers 1-20 and understand, write and say the colours.	New language content: greetings, numbers to 20, names, alphabet, ages.	New contexts: meeting people for the first time, asking questions.
By the end of this unit pupils:		
most pupils will: understand most greetings taught, peoples names, numbers to 20 and most of the colours; they will be able to respond to a few questions, answering their name and age and spelling their own name as well as being able to say most of the alphabet in French, they should also be able to ask a few simple questions in French to others.	some pupils will not have made so much progress and will: understand simple greetings, peoples names, numbers to 10 and some of the colours especially the cognates; they will be able to respond to some simple questions and at least spell their own name in French.	some pupils will have progressed further and will: understand all greetings taught, peoples names, numbers to 20 and perhaps beyond, as well as all of the colours taught; they will be able to respond to many questions, answering their name and age and spelling their own name as well as being able to say most of the alphabet in French, they will also be very competent at asking questions to others and understanding the responses.
Prior learning: possibly some greetings and numbers.		
Resources required include: number and alphabet cards, worksheets, colour cards/chart.		
Out of School Learning: practise vocabulary learned.	Future Learning: pupils will reuse the language learned in this unit in many different contexts, being able to ask questions and understand what is asked of them, spelling words in French and using the colours to describe many different things.	
Teaching & Learning Activities: flash card games; guessing games, strategies for memorising vocabulary, spellings and genders; bingo games with numbers and words; hotter and colder games; number games, counting, chanting, maths activities, countdown, against the clock games; speed challenges; small whiteboard and pens to practise, learn and revise vocab, numbers and time; using worksheets to practise vocabulary and become familiar with the written word in French; listening activities from the cd; speaking activities with teacher, partner and group.		

Assessment Opportunites: Summative assessment - marking of worksheets, self marking of tasks and peer marking of work completed. Teacher observation during lessons and monitoring of progress made throughout class time. Mini tests on vocabulary studied for recall, understanding and spelling. Mini tests on recall and comprehension of numbers and alphabet. Ongoing assessment of listening and reading skills though use of cd and text tasks.

Assessment for Learning: success criteria decided upon and shared with the class; clear objectives set for each lesson; pupils to recall any prior learning which could support their learning in each lesson; target setting clear to pupils - pupil set own targets + teacher targets where appropriate for individuals, groups, whole class; effective questioning by teacher and pupils; peer/self assessment and feedback; pupils setting tasks/testsfor each other.

Special Educational Needs: Cloze activities rather than written sentences, close support on speaking and listening tasks, use of small whiteboards to reinforce vocabulary, and understanding.

Gifted and Talented: Extended writing tasks; use of dictionaries to promote independent thinking and learning; extra vocab work to practise and learn using the new language in different contexts.

Interventions: :Additional supported reading tasks to become more familiar with vocabulary. Aided writing to support progress. Specific worksheets tailored to improve comprehension.

Thinking Skills: Thinking maps activities, sequencing, questioning

Literacy Skills: Speaking and listening to basic questions and answers; writing and spelling name and colours; saying the alphabet in French.