



Prior Learning	
<p>In this 'All About Ourselves' unit, children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position and agreement of adjectives. Children will develop their conversational skills, learning to talk about emotions and health.</p>	
Key vocabulary for this unit	
<p>Les parties du corps [parts of the body], les cheveux (m) [hair], le cou (m) [neck], les dents (f) [teeth], les bras (m) [arms], les mains (f) [hands], les jambes (f) [legs], Qu'est-ce que tu as ? [What do you have?], j'ai [I have], tu as [you have]</p> <p>courts [short (m. pl.)], mi-longs [mid-length (m. pl.)], longs [long (m. pl.)], raides [straight (m. pl.)], ondulés [wavy (m. pl.)], bouclés [curly (m. pl.)], châains [light brown (m. pl.)], blonds [blonde (m. pl.)], roux [red (m)], bruns [dark (m. pl.)], gris [grey (m. pl.)], blancs [white (m. pl.)], bleus [blue (m. pl.)], verts [green (m. pl.)], marron [brown]</p> <p>Qu'est-ce que tu fais ? [What are you doing?], je lève [I raise/put up], je croise [I cross], j'ouvre [I open], je ferme [I close], je range [I tidy], je lis [I read], j'écris [I write], j'aide [I help]</p>	<p>Une jupe (f) [skirt], un pantalon (m) [trousers], un pull (m) [jumper], un tee-shirt (m) [T-shirt], une chemise (f) [shirt], une robe (f) [dress], des chaussures (f) [shoes], des chaussettes (f) [socks], Qu'est-ce qu'il/elle porte ? [What is he/she wearing?], Il/elle porte... [He/She is wearing...], aussi [also], et [and].</p> <p>Comment te sens-tu aujourd'hui ? [How are you (feeling) today?], Je suis [I am], content/contente [pleased (m/f)], fatigué/ fatiguée [tired (m/f)], énervé/énervée [annoyed (m/f)], surpris/surprise [surprised (m/f)], désolé/désolée [sorry (m/f)], triste [sad (m/f)], fâché/fâchée [angry (m/f)], fier/ fière [proud (m/f)].</p> <p>Qu'est-ce qui ne va pas ? [What's the matter?], J'ai mal à la/au/aux... [I've got a sore + feminine singular/masculine singular/plural noun], le ventre (m) [tummy], la gorge (f) [throat]</p>

Learning Sequence	
The Body	<ul style="list-style-type: none"> • I can name different body parts in French. • I can understand the key vocabulary about body parts in a description. • I can create my own description including body parts and the verb 'avoir'.
What do I look like?	<ul style="list-style-type: none"> • I can describe my hair and eyes in French. • I can correctly place an adjective in a sentence. • I can make a noun and adjective 'agree'.
What are you doing?	<ul style="list-style-type: none"> • I can identify a range of verbs. • I can compare a sentence in French and in English and point out similarities. • I can ask and answer the question 'Qu'est-ce que tu fais ?'
Fashion	<ul style="list-style-type: none"> • I can name different clothes in French. • I can make an adjective and noun 'agree'. • I can use 'il/elle porte' to say what someone is wearing.
How are you feeling today?	<ul style="list-style-type: none"> • I can identify a range of adjectives that describe feelings. • I can ask and answer a question about feelings. • I can alter an adjective to match the person it applies to.
What's the matter?	<ul style="list-style-type: none"> • I can name parts of the body. • I know when to use 'à la', 'au' or 'aux'. • I can ask and answer the question 'Qu'est-ce qui ne va pas ?'
Assessment milestones	
By the end of this unit pupils should be able to :	
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding in the context of body parts. • Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself. 	<ul style="list-style-type: none"> • understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing. • understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings. • understand basic grammar appropriate to the language being studied in the context of talking about ailments.

- describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.