

MFL Curriculum

Year 3

Unit/ No. Lessons	Knowledge Content What will the children know at the end of this unit that they didn't know before?	Skills development how will they show and apply their knowledge?	Why we teach this here? (prior learning to assess sticky knowledge and feed forward?)	Assessment opportunities of sticky knowledge
Unit 1 Core Vocabulary and Phonetics	Pupils will know: <ul style="list-style-type: none"> Numbers 1 - 10 10 common colours 	<ul style="list-style-type: none"> 10 colours and will learn how to correctly pronounce and spell each colour. All 4 key language learning skills are developed 	<ul style="list-style-type: none"> To begin to develop key vocabulary which can be applied to future units. 	Assessment opportunity for prior learning: <ul style="list-style-type: none"> None as this is a starter unit Assessment opportunity for end of unit: Say and recognise from listening- <ul style="list-style-type: none"> Numbers 1-10 10 common colours
Unit 2 I'm learning. ..	Pupils will know: <ul style="list-style-type: none"> Spanish/French speaking countries and where they are located Ask & say how you feel Ask & say your name 	<ul style="list-style-type: none"> There will be a number of different activities to improve our cultural awareness of the country/speaking countries. Finding and locating the country/capital on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. 	<ul style="list-style-type: none"> To begin to understand and take part in simple conversations. Feeding forward: <ul style="list-style-type: none"> The use of 'I am' in the next unit Animals. 	Assessment opportunity for prior learning: Say and recognise from listening- <ul style="list-style-type: none"> Numbers 1-10 Colours Assessment opportunity for end of unit: Speaking, listening, reading, writing: <ul style="list-style-type: none"> Numbers 0-10 I am... Colours
Unit 3 Animals	Pupils will know: <ul style="list-style-type: none"> Names of 10 animals Spelling of 10 animals I am (in an alternative context) 	<ul style="list-style-type: none"> Speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. 	<ul style="list-style-type: none"> Recap use of key vocabulary in context and use of I am in an alternative context 	Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons and vocabulary from 'I am learning' unit. 'I am' Assessment opportunity for end of unit: Speaking, listening, reading, writing: <ul style="list-style-type: none"> Identify key animals in language learnt from memory.

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<p>Unit 4 Fruit</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • 10 fruits in singular form • How to change fruits from singular to plural • How to use a positive opinion using - I like ... • How to use a negative opinion - I do not like 	<ul style="list-style-type: none"> • A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit. 	<ul style="list-style-type: none"> • Further embed the use of numbers 1-10 and introduction of negative and positive opinions. 	<p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1. • Vocabulary from the 'I am learning' unit. • What a noun and article/determiner is in English. • What a verb is in English. <p>Assessment opportunity for end of unit: Speaking, listening, reading, writing:</p> <ul style="list-style-type: none"> • Identify key fruits • Express likes or dislikes for the fruits given
<p>Unit 5 Little Red Riding Hood</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • be able to listen to a familiar story being told in French. • how to use picture and word cards to recognise and help retain new language. • key parts of the body in French/Spanish 	<ul style="list-style-type: none"> • To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this. 	<ul style="list-style-type: none"> • Applying listening, speaking and reading skills learnt so far in a familiar context of a known fairy tale. 	<p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation. • Language introduced from units like Animals, Instruments, Fruits & Vegetables. • Vocabulary from the 'I am' unit. <p>Speaking, listening, reading, writing:</p> <ul style="list-style-type: none"> • Recall, say and write key words and phrases from the story in given language • Recognise the names of 5 different body parts
<p>Unit 6 I can...</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use 10 verbs for daily activities • use I can 	<ul style="list-style-type: none"> • Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with I can. Being able to create longer sentences. Learning to expand, looking up other verbs not covered in 	<p>Build upon vocabulary learnt so far with general verbs for everyday activities and the use of 'I Can' to construct sentences.</p>	<p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation. • Language introduced from units like Animals, Instruments, Fruits & Vegetables. • Vocabulary from the 'I am learning' unit. • What a verb is in English. <p>Assessment opportunity for end of unit:</p>

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		the lesson using a dictionary.		Speaking, listening, reading, writing: <ul style="list-style-type: none"> Say, read, write and recognise key phrases and activities- I can...
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Year 4

Unit/ No. Lessons	Knowledge Content What will the children know at the end of this unit that they didn't know before?	Skills development how will they show and apply their knowledge?	Why we teach this here? (prior learning to assess sticky knowledge and feed forward?)	Assessment Activities
Unit 1 Presenting Myself	Pupils will know: <ul style="list-style-type: none"> numbers to 20 in French/Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	<ul style="list-style-type: none"> Activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords 	Builds upon basic conversational language from previous Year including numbers	End of Unit: Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular nos 1-10 and how you are feeling). What a verb is in English and knowledge of high frequency first person verbs such as I am, I have and I live. Assessment opportunity for end of unit: <ul style="list-style-type: none"> use prompt cards to help prepare for the final task of presenting ourselves.
Unit 2 Family	Pupils will know: <ul style="list-style-type: none"> the nouns for family members in French/Spanish from memory. How to describe our own or a fictitious family in French/Spanish by name, age and relationship. How to count up to 100 in French/Spanish. Possessive adjectives better in French/Spanish ('my' form only). 	<ul style="list-style-type: none"> Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots of activities to help understand better how to use a possessive adjective 	Builds upon conversational information about self from previous unit and extends numbers to 100	End of Unit: Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' 'Presenting Myself' units (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

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		(the word for 'my') accurately in French.		French/Spanish high frequency verbs in first person singular form I am, I have, I live and I am called. Assessment opportunity for end of unit: <ul style="list-style-type: none"> a written and/or oral presentation on our/a family.
Unit 3 Do you have a Pet?	Pupils will know: <ul style="list-style-type: none"> the nouns and indefinite articles for 8 common pets. How to ask somebody if they have a pet and give an answer back. How to say in French/Spanish what pet we have/do not have and give our pet's name. How to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. 	<ul style="list-style-type: none"> A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting 'I have' learning how to say 'I don't have' plus the pet in French. complete more demanding listening and reading tasks. 	Application of learnt grammar and vocabulary ,including numbers, in conversation	End of Unit: Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units. Vocabulary from 'Presenting Myself' and 'My Family' units. The difference between a definite and indefinite article/determiner. That nouns in French have gender and this has an impact on the determiner. Assessment opportunity for end of unit: <ul style="list-style-type: none"> There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.
Unit 4 At the cafe	Pupils will know how to: <ul style="list-style-type: none"> Order a selection of typical foods, drinks and snacks from a French/Spanish menu and order a French/Spanish breakfast. Perform a simple role play ordering food, drink and/or snacks in a French/Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. 	<ul style="list-style-type: none"> A number of different speaking, reading and writing activities to help learn the nouns and articles for foods, drinks and snacks typically served in a French café. In week 4 there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required 	Application of learnt grammar and vocabulary ,including numbers, in conversation	End of Unit: Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the Early Learning units. How to say 'hello', 'goodbye', 'please' and 'thank you' in French/Spanish. Assessment opportunity for end of unit:

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				<ul style="list-style-type: none"> • final task of the role play between a waiter and customer in a French speaking café. Perhaps creating a café in class. • Being able to say from memory the language needed for ordering drinks, food and snacks.
Unit 5 The Classroom	<p>Pupils will know:</p> <ul style="list-style-type: none"> • a selection of nouns and indefinite articles for common classroom objects. • the negative in French/Spanish. • How to describe what we have and do not have in our pencil case. • How to respond to simple classroom commands 	<ul style="list-style-type: none"> * Use a fun class 'follow on game' to learn new vocabulary. * There will be extended, longer writing, reading and listening tasks 	Application of learnt grammar and vocabulary ,including numbers, in conversation in a familiar environment.	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the 'Early learning Units' units. • What a noun and article/determiner is in English. • What a verb is in English. <p>Assessment opportunity for end of unit:</p> <ul style="list-style-type: none"> • interview others in class using a survey on what they have and do not have in their pencil case. • follow some simple classroom commands
Unit 6 Goldilocks	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Listen attentively to a whole familiar fairy tale in French. • Remembering new language using picture, word and phrases cards. • Improve gist reading and gist listening skills. • Attempt to re-tell a familiar fairy tale in French using a mini book for support 	<ul style="list-style-type: none"> • A number of different activities to help recall and retain longer pieces of spoken and written French. • Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. 	Applying listening, speaking and reading skills learnt so far in a familiar context of a known fairy tale.	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' units. Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning.* • Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

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				Assessment opportunity for end of unit: <ul style="list-style-type: none"> The final task will be to create a version of the story using a mini book/story board.
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Year 5				
Unit/ No. Lessons	Knowledge Content What will the children know at the end of this unit that they didn't know before?	Skills development how will they show and apply their knowledge?	Why we teach this here? (prior learning to assess sticky knowledge and feed forward?)	Assessment opportunities of sticky knowledge
Unit 1 My Home	Pupils will know: <ul style="list-style-type: none"> the first five rooms of the home the next five rooms of the home 	Be able to say: "in my home there is not.../there are no..." Apply knowledge using a variety of word puzzles, crosswords, word searches and true/false activities.	New content for vocabulary and the chance to consolidate and combine previous content.	Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics & pronunciation lessons 1 and 2. Vocabulary from Intermediate unit: to present ourselves, talk about our/a family and pets. Assessment opportunity for end of unit: <ul style="list-style-type: none"> A final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.
Unit 2 What is the date?	Pupils will know: <ul style="list-style-type: none"> twelve months of the year the date in French/Spanish 	<ul style="list-style-type: none"> Learn how to ask and say the date and finally ask and say when your birthday is. Listening- recognising dates Speaking- use key phrases with dates Reading and writing short phrases with dates 	New content to add to conversational knowledge	End of Unit: Assessment opportunity for prior learning: <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. Language introduced from Early Learning units. Numbers 1-31 Vocabulary from Presenting Myself unit (Intermediate), how to say your name, age, where you live and nationality. Assessment opportunity for end of this unit:

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				<p>Speaking, listening, reading, writing:</p> <ul style="list-style-type: none"> After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt knowledge on your personal details.
Unit 3 The weather	<p>Pupils will know:</p> <ul style="list-style-type: none"> the 9 weather expressions the key compass points 	<ul style="list-style-type: none"> ask what the weather is today and give a reply. Describe the weather in France/Spain, in French/Spanish using a weather map with symbols. 	New content to add to conversational knowledge	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3 Language introduced from Early Learning units. Vocabulary from Presenting Myself unit (Intermediate), how to say your name, age, where you live and nationality. <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> Create own French/Spanish weather map and forecast
Unit 4 Clothes	<p>Pupils will know:</p> <ul style="list-style-type: none"> 21 items of clothing. the verb to describe what you and possibly somebody else is wearing. 	<ul style="list-style-type: none"> Read a longer passage and identify colours Be able to say 'I do not' or 'I do' have... Be able to say-'I am wearing... Revisit the use of the possessive adjective 'my' and describe clothes in terms of colour. 	<p>New content to add to conversational knowledge</p> <p>Development of grammar understanding building on previous learning</p>	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in Presenting Myself). Understand better that nouns have gender and this has an impact on other words in a

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				<p>sentence – like the spelling of the adjective.</p> <ul style="list-style-type: none"> • Understand better the differences between definite and indefinite articles. • The vocabulary to describe weather. <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> • A final creative activity involving packing a suitcase for a holiday allowing pupils to revise the possessive adjective “my” and describing clothes by colour.’
Unit 5 The Romans	<p>Pupils will know:</p> <ul style="list-style-type: none"> • the key facts of the history of Ancient Rome in French/Spanish. • the days of the week in French/Spanish. • some/all of the most famous Roman inventions in French/Spanish. 	<ul style="list-style-type: none"> • A number of different activities in the first two lessons to help further improve decoding skills of longer text with less familiar language. Including story ordering and using picture and word cards. • We will then learn the 7 days of the week and see how these are connected to the Roman Gods. 	Application of content learnt so far in context- writing opportunities.	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the Early Learning units. • How to use the negative in French from units like The Classroom, and ‘Do you have a pet?’ and/or ‘My Home’. <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> • Write a diary of life as a rich and/or poor child in Roman times in French or Spanish.
Unit 6 The Olympics	<p>Pupils will know:</p> <ul style="list-style-type: none"> • the key facts of the ancient and modern Olympics recounted in French/Spanish. • 10 nouns and articles for common Olympic sports. • the verb ‘to do’. 	<ul style="list-style-type: none"> • describe a male Olympian or female Olympian. • A range of story ordering, true/false and word category worksheets based on 	New content for use of verb- to do which is used to develop ability to write more complex sentences.	<p>End of Unit:</p> <p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning and Intermediate units.

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		<p>the ancient and modern Olympics.</p> <ul style="list-style-type: none"> The verb 'to do' will be explored in full with listening, speaking, reading and written activities. 		<p>Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French/Spanish. How to decode longer, unknown texts in French/Spanish.</p> <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> Writing opportunity about the Olympics. a presentation on sport.
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Year 6

Unit/ No. Lessons	Knowledge Content What will the children know at the end of this unit that they didn't know before?	Skills development how will they show and apply their knowledge?	Why we teach this here? (prior learning to assess sticky knowledge and feed forward?)	Assessment opportunities of sticky knowledge
<p>Unit 1 Verbs and Grammar</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Opinions the concept of whole irregular verb conjugation. 	<ul style="list-style-type: none"> activities which focus on repeating the endings and understanding which ending goes on which stem. start to conjugate irregular verbs from memory paying attention to the many silent letters 	<p>Development of verb and grammar understanding in order to support learning within progressive units.</p>	<p>Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4. What a verb means in English. What a personal /subject pronoun is in English. What is meant by the term 'infinitive'. What is meant by a verb conjugation <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> completing the verb booklet with high accuracy so when necessary it can be used for reference.

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<p>Unit 2 WWII</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The key facts of history from WW2 when described in French/Spanish. • the key countries and languages involved in WW2. 	<ul style="list-style-type: none"> • completing a map-based activity on the countries and languages as presented in lesson 2. • In lessons 3, 4 and 5 learning all about Ralph, Vera and Daisy, the three children living in this period of history. • Learning what life was like in London and how life was different in the countryside. 	<p>Use of current knowledge and understanding applied to reading a more complex passage.</p>	<p>End of Unit: Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning and Intermediate units. • How to listen to and approach longer text in French/Spanish having completed units such as 'Little Red Riding Hood', 'Goldilocks' and 'The Olympics' <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> • Write a letter in French/Spanish home explaining what life is like as an evacuee living in the countryside
<p>Unit 3 At school</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • 10 school subjects with the correct definite article/determiner. • opinions on school subjects • the verb 'to go' • Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school. 	<ul style="list-style-type: none"> • justifying opinions using a survey. • guess who reading pair work activity. • role play activity 	<p>New content to add to conversational knowledge</p> <p>Development of grammar understanding building on previous learning</p>	<p>End of Unit: Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> • 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). <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> • Creating your own school timetable • A challenging listening task incorporating time and more challenging reading comprehensions and written tasks.

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<p>Unit 4 The Weekend</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Telling the time including quart 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. 	<ul style="list-style-type: none"> Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. 	<p>New content to add to conversational knowledge</p> <p>Development of grammar understanding building on previous learning</p>	<p>End of Unit: Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> 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 'School' Progressive unit. How to give our personal details from memory (name, age and where we live). <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> Write an email saying what you did at the weekend
<p>Unit 5 Healthy Lifestyles</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> 10 healthy foods and drinks 10 unhealthy foods and drinks 8 possible activities that help or hinder a healthy lifestyle How to follow a simple, healthy recipe in French. 	<ul style="list-style-type: none"> 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. 	<p>Application of all knowledge to a more advanced topic with conversation, reading and writing.</p>	<p>End of Unit: Assessment opportunity for prior learning:</p> <ul style="list-style-type: none"> 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' <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none"> Write instructions for a healthy recipe. activities to describe healthy and unhealthy lifestyles.
<p>Unit 6 Habitats</p>	<p>Pupils will know:</p>	<ul style="list-style-type: none"> listening and reading tasks to build up knowledge of the topic 	<p>Application of all knowledge to a more advanced topic with conversation, reading and writing.</p>	<p>End of Unit: Assessment opportunity for prior learning:</p>

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	<ul style="list-style-type: none">● 5 basic elements that plants and animals need to survive and thrive in a habitat● 5 different habitats and give examples of each in the world● plants that grow in each habitat and some of their adaptations● the verb push● the animals live in each habitat and some of their adaptations.● the verb to live.			<ul style="list-style-type: none">● The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4.● Language from Early Learning and Intermediate units. What a verb is in English● How to approach longer text in French having completed units such as 'Little Red Riding Hood', 'Goldilocks', 'The Olympics' <p>Assessment opportunity for end of this unit:</p> <ul style="list-style-type: none">● A written and oral presentation about a specific animal or plant and their habitats
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