***French Detailed Overview 2022-2023 Year 3***

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| **Autumn Terms**  **1 and 2** | Where is France?  How do you get there? | Capital city/ compare with London | Greetings | Classroom Commands | Numbers  0 – 12 | Classroom Objects | Description of what is in a pencil case | |
| **UNIT**  **1** |  |  | *Comment t’appelles-tu?*  *Je m’appelle*  *Ça va? Ça va bien/ ça va mal/ comme ci comme ça*  *Il/ elle s’appelle* | Verbs in the vous form  *Regardez!*  *Ecoutez! etc* | *Un - douze* | *Qu’est-ce que c’est?*  *C’est un une*  *mon, ma, mes* | *Qu’est-ce qu’il y a?*  *dans mon sac/ dans ma trousse il y a …*  *dans ma salle de classe il y a ..* | |
| **Skills**  **used** | Listening  Ask and answer questions | Listening  Ask and answer questions | Listening  Ask and answer questions  Speaking in sentences  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary | Listening  Ask and answer questions  Speaking in sentences  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |  |
| **Spring Terms**  **1 and 2** | Age | Where you live (town & country) | Numbers  13 – 20 | Days of the week | Describing the Weather |  |  |  |
| **UNIT**  **2** | *Quel âge as-tu?*  *J’ai … ans* | *Où habites-tu?*  *J’habite ---*  *à Paris*  *en France*  *à la campagne en ville* | *treize - vingt* | *lundi - dimanche* | *Quel temps fait-il?*  *Il fait beau etc*  *Il y a du soleil etc*  *Il pleut/ il neige* |  |  |  |
| **Skills**  **used** | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |  |  |  |
| Summer Terms 1 and 2 | The Hungry Caterpillar | Numbers  21 – 30 | Colours & preferences | Asking and answering questions | Describing members of the family | Writing about my family |  |  |
| **Unit 3** | *Lundi il mange etc …* | *vingt et un - trente* | *De quelle couleur est-ce?*  *De quelle couleur est le stylo?* | *Quelle est ta couleur préférée?* | *Tu as un frère ou une sœur?*  *J’ai*  *Je n’ai pas*  *Je suis enfant unique* | *Dans ma famille il y a---*  *Il/ elle est + adjectives grand, petit, joli, méchant* |  |  |
| **Skills**  **used** | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |  |  |

***French Overview 2021-22 Year 4***

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| **Autumn Terms 1 and 2** | Numbers  31 – 40 | Names of pets  Revision of masculine and feminine nouns | Opinions about pets  Revision of plural of nouns | Masculine and feminine of adjectives.  Adjectives: colour, size and quality | Writing a description of unusual pets | Stories: in the Pet shop/ ‘I haven’t got any friends’ | Story: The Three Little Pigs | Christmas  Traditions |
| **Unit 4/**  **Christmas** | Trente et un a quarante | *Tu as un animal?/ As-tu un animal?*  *Oui j’ai un /une* --- | Simple opinions:  *J’aime—*  *Je n’aime pas ---*  *J’adore*  *Je déteste ---* | Position of adjectives;  Agreement of adjectives: *noir/ noire*  *vert/verte*  *rouge/ rouge*  *blanc/ blanche*  *grand petit*  *méchant mignon* | *J’ai un chat*  *Il s’appelle maxi*  *Il a six ans*  *Il aime les mais chiens déteste les souris* | *Dans le magasin d’animaux*  *Il regarde*  *Il est trop …*  *Il refuse*  *Il achète* | *Les trois petits cochons, le loup, le magasin, monsieur, méchant, grand* |  |
| **Skills Used** | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |
| **Spring Terms 1 and 2** | Take part in a play | Reading & writing an animal colour poem | Telling time | Daily Routines  ER verbs | Reading and writing a letter about a typical day | Numbers  41 – 60 | Months of the year and Festivals |  |
| **Unit 5** |  |  | *Quelle heure est-il?*  *Il est …heures*  *du matin/ de l’après-midi/ du soir*  *Il est midi/ minuit*  *et demi(e)* | *Qu’est-ce que tu fais le matin?*  Daily Routine:  Reflexive verbs in 1st person  *Je me lève, je me lave etc* | Phrase + *à* + time eg *Je me lève à huit heures*  *le matin/ l’après-midi/ le soir* + sentences |  | *Au printemps/ en été/ en automne/ en hiver*  *Quelle saison préfères-tu?*  *Je préfère …, parce que* |  |
| **Skills Used** | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading    Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |  |
| **Summer Terms 1 and 2** | Seasons and revision of weather | Dates, birthdays and festivals | Read the story *L’année de Berthe* | Write own version of *L’année de Berthe* | Countries around France and location of French towns | Rev. of j*’habite*  *à* + town  *en* + country | Information about Paris | Points of the compass |
| **UNIT**  **6** | *Quel temps fait-il en hiver etc*  *Au printemps/ en été/ en automne/ en hiver +* weather phrases | *Quelle est la date de ton anniversaire?*  *Mon anniversaire, c’est le + date* |  |  |  | *à la campagne, en ville, à la montagne, au bord de la mer* |  | *dans le nord/ le sud/ l’est/ l’ouest* |
| **Skills Used** | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing | Listening  Ask and answer questions  Speaking in sentences  Appreciate stories, songs, poems and rhymes  Develop pronunciation    Understanding of words and phrases  Broaden vocabulary  Reading  Writing |

***French Overview 2021-22 Year 5***

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| **Autumn Terms 1 and 2** | Revision of numbers to 60 | Time: half past, quarter past and to; analogue and digital | Names of subjects and school in France | Conjunctions + time adverbs making longer sentences | Preferences & opinions about school  subjects | Creating a class timetable | Reading & writing letters with complex sentences | Christmas |
| **UNIT**  **7** |  |  | *Tu aimes quelles matières ?* | *Lundi à dix heures j’ai les maths etc* | *Opinions :*  *J’adore/ J’aime/ je n’aime pas/ je déteste*  *Je préfère ..*  *parce que c’est …..* |  | *parce que c’est intéressant/ ennuyeux! c’est super/ nul/ pas mal*  *Je suis nul/ fort en* |  |
|  | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understand words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing |
| **Spring Terms 1and 2** | How to ask for drinks & snacks | Understand and express likes/ dislikes about  drinks/ snacks | Learning how to shop using euros | Having a conversation to buy ice creams | Role play of cafe |  |  |  |
| **UNIT**  **8** | *Vous désirez ?*  *Je voudrais ..*  *Voilà, Merci*  Healthy eating :  *C’est bon/ mauvais pour la santé* | *Tu aimes ?*  *J’adore/ J’aime/ je n’aime pas/ je déteste + le/ la/*  *J’aime .., mais je n’aime pas …* | *C’est combien ? Ça fait combien ?* | *Je voudrais une glace*  *Quel parfum ?* | *Je voudrais* |  |  |  |
| **Skills Used** | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing |  |  |  |
| **Summer Terms 1 and 2** | Learning the names of body parts and Brain Gym | The Present Tense of the verb *avoir* | Writing a description of a monster | Learning the names of sports and about sport in France | Giving opinions of sports and agreeing and disagreeing | *er v*erbs in singular and plural and making silly sentences | Reading & writing a letter about sports | Revising animal names and creating a storyboard. |
| **UNIT**  **9** | Parts of the body  *Levez/ baissez/ touchez/ pliez/ tapez*  *Une fois/ deux fois/ trois fois*  *Gauche/ droite* | *J’ai/ tu as/ il a / elle a/ nous avons/ vous avez/ ils ont/ elles ont* | *Qui a .. ?*  *Il/ elle a ..*  *mon/ ma ; ton/ ta monstre ;*  Revision of colours, adjective agreements | *le football, le rugby etc* | *Tu aimes .. ?*  *c’est super!, c’est pas mal!, c’est nul!* *c’est barbant!, c’est génial! c’est moche !*  *Quel est ton sport préféré?* | *J’aime/ je n’aime pas* plus noun or verb;  Pronouns :*je, tu, il, elle ; Creating complex and negative sentences* | *Qu’est-ce qu’il aime faire dimanche ?* | *Tu as un animal?/ As-tu un animal?*  *Oui j’ai un /une* --- |
| **Skills Used** | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing |

***French Overview 2021-22 Year 6***

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| **Autumn Terms 1and 2** | Learning the names of clothes | Learning about fashion in France and differences between France and England | Revising adjectives of colour, size and quality and adjective agreement | Describing clothes and expressing opinions of them | The Present Tense of the verb *porter,* using positive and negative statements | Packing a suitcase | Trying on & buying clothes and developing the role play into a play script | Places in town and asking for directions using *au/ à la*; The Present Tense of *aller* |
| **UNIT**  **10/11** | *Qu’est-ce que tu portes ?*  *A l’école/ chez moi je porte ..*  *Il/ elle porte ..* |  | *De quelle couleur est-ce ?*  *long, court, cher* | *Ca ne va pas.*  *C’est trop* + adjective | *Je porte, tu portes, il porte, elle porte* | Complex sentences :  *Je prends des lunettes de soleil, parce qu’il fait du soleil* | *Je voudrais*  *Voilà*  *C’est combien ?*  *Je peux essayer .. ?* | *La banque, s’il vous plaît ?*  *à gauche/ à droite/ tout droit*  *première/ deuxième/ troisième*  *Où est .. ?*  *Où vas-tu ?*  *au/ à la*  *je vais*  *tu vas*  *il/ elle va*  *je voudrais visiter ..* |
| **Skills Used** | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing |
| **Spring Term 1**  **NB No French to be taught in Spring 2 due to SATs preparation** | Creating a passport with personal details | Mapwork on St Lucia using coordinates to locate places  (CC: Geography) | Creating a leaflet on St Lucia  (CC: Geography) |  |  |  |  |  |
| **UNIT**  **12** | *Je voudrais aller/ je ne voudrais pas aller*  Role play ;  *Le passeport, s’il vous plaît/ Voilà/ Comment t’appelles-tu ? Quel âge as-tu ? Où habites-tu ?*  *Tu parles français ?* |  |  |  |  |  |  |  |
| **Skills Used** | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing  Work in English should represent current literacy levels |  |  |  |  |  |
| **Summer Terms 1 and 2** | Cocktails and tropical fruits, an instruction text. Following and writing a recipe.  (CC: Technology, Literacy, Art) | Creating a booklet/dictionary of useful information for secondary school  Numbers/time | Days/months/weather | Colours as adjectives.  Family/pets | School subjects | Parts of the body/clothes | Food and drink |  |
| **UNIT**  **12**  **Consolidation and transition unit** | *Coupez*  *Saupoudrez*  *Ajoutez*  *Mélangez*  *Versez*  *Goûtez*  *C’est délicieux/ dégoûtant* | *Un – douze*  *Quelle heure est-il?*  *Il est …heures*  *du matin/ de l’après-midi/ du soir*  *Il est midi/ minuit*  *et demi(e)* | *lundi – dimanche*  *janvier-decembre*  *Quel temps fait-il?*  *Il fait beau etc*  *Il y a du soleil etc*  *Il pleut/ il neige* | *Rouge, vert, jaune etc*  *Tu as un frère ou une sœur?*  *J’ai*  *Je n’ai pas*  *Je suis enfant unique* | *Les maths, l’anglais etc* | *Le corps, le bras etc* | *Les glaces, les frites etc* |  |
| **Skills Used** | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing | Listening  Engage in conversations  Speaking in simple language  Develop pronunciation    Understanding of words and phrases  Adapt known language to create new ideas  Describe people, places and things  Understand basic grammar  Reading  Writing |  |