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Symbols key:





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| Culture | Vocabulary | Listening | Speaking | Reading | Writing | Phonics | Grammar | Singing | Watching | Collaborative learning |
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| Week | Learning Outcomes | KS2 Framework objectives | NC levels | Skills |
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| 1: Etre and Avoir | <p>Revise the conjugation of être and avoir and become more confident in using all parts of these irregular verbs.</p> <p>Learn how to pronounce parts of être and avoir correctly, especially silent letters.</p> | <p>O 6.1 Understand the main points and simple opinions in a spoken story</p> <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>KAL Recognise patterns in a foreign language</p> | <p>Reading: 3b</p> <p>Listening:3c</p> <p>PoS: pupils should be able to conjugate high frequency verbs</p> |  |
| 2: Etre and avoir | <p>Revise the conjugation of être and avoir and become more confident in using all parts of these irregular verbs.</p> <p>Learn how to listen carefully and distinguish between the different parts of être and avoir.</p> | <p>O 6.3 Understand longer and more complex phrases and sentences</p> <p>L 6.3 Match sound to sentences and paragraphs</p> <p>LLS Reflect on techniques for memorising language</p> | <p>Reading: 3b</p> <p>Listening:3a</p> <p>PoS: pupils should be able to conjugate high frequency verbs</p> |  |
| 3: Etre and avoir with questions | <p>Use a variety of conjugations of être and avoir to ask and answer a series of questions.</p> <p>Learn how ask questions in different ways using intonation</p> | <p>O 6.4 Use spoken language confidently to initiate and sustain conversations</p> <p>KAL Devise questions for authentic use</p> <p>LLS Listen for clues to meaning e.g. tone of voice</p> | <p>Reading: 3b</p> <p>Speaking: 3a</p> <p>Listening: 3a</p> <p>PoS: pupils should be able to conjugate high frequency verbs, engage in conversations, develop intonation</p> |  |





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| <p>4: The time: hour, quarter and half past</p> | <p>Learn how ask the time. Learn how to tell the time on the hour, quarter past and half past.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics KAL Use knowledge of word and text conventions to build sentences LLS Make predictions based on existing knowledge</p> | <p>Reading: 3a Listening: 3a Speaking: 3a Writing: 3a PoS: pupils ask and answer questions & broaden their vocabulary, adapt phrases to create new sentences</p> |  |
| <p>5: The time: minutes past the hour</p> | <p>Revise how to tell the time on the hour, quarter past and half past. Learn how to tell the time using minutes past the hour.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics KAL Use knowledge of word and text conventions to build sentences LLS Make predictions based on existing knowledge</p> | <p>Reading: 3a Listening: 3a Speaking: 3a Writing: 3a PoS: pupils ask and answer questions & broaden their vocabulary, adapt phrases to create new sentences</p> |  |
| <p>6: The time: minutes to the hour</p> | <p>Revise how to tell the time using minutes past the hour. Learn how to tell the time using minutes to the hour.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics KAL Use knowledge of word and text conventions to build sentences LLS Make predictions based on existing knowledge</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics KAL Use knowledge of word and text conventions to build sentences LLS Make predictions based on existing knowledge</p> |  |
| <p>7: Daily routine</p> | <p>Be able to understand and describe their daily routine. Revise the time.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics KAL Recognise patterns in the foreign language LLS Use context and previous knowledge to help understanding and reading skills</p> | <p>Reading: 3a Writing: 4c Speaking: 3a Listening: 3a PoS: pupils read carefully and show an understanding of phrases and sentences, describe people and actions orally and in writing</p> |  |





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| <p>8. Daily routine in other countries</p> | <p>Revise daily routine. Learning about children's daily routine in another culture.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics IU 6.2 Recognise and understand the differences between people IU 6.3 Present information about an aspect of culture LLS Practise new language with a friend</p> | <p>Reading: 3a Writing: 4c Speaking: 4c PoS: pupils present information orally to an audience & write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> |  |
| <p>9: Houses</p> | <p>Learn to give opinions about houses. Be able to make comparisons using adjectives.</p> | <p>O 6.3 Understand more complex sentences and phrases L 6.4 Write sentences on a range of topics IU 6.2 Recognise and understand the differences between people IU 6.3 Present information about an aspect of culture LLS Practise new language with a friend</p> | <p>Reading: 3a Writing: 4c Speaking: 4c PoS: pupils present information orally to an audience & write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> |  |
| <p>10: Comparatives and preferences</p> | <p>Revise comparatives Be able to talk about their favorite house/ hobby/ subject.</p> | <p>O 6.3 Understand longer and more complex phrases and sentences; understand and express reasons L 6.4 Write sentences on a range of topics KAL Recognise patterns in a foreign language LLS Use a dictionary</p> | <p>Reading: 3a Writing: 3a Speaking: 3a PoS: pupils ask and answer questions and express opinions and write phrases from memory and adapt them to create new sentences.</p> |  |
| <p>11: The three little pigs</p> | <p>Appreciate a story and understand the main points Perform a play to an audience</p> | <p>O 6.1 Understand the main points and simple opinions in a spoken story L 6.1 Read and respond to a story IU 6.3 Perform a story LLS Plan and prepare to carry out a task</p> | <p>Reading: 4a Listening: 4a Speaking: 4b PoS: pupils listen attentively to spoken language and show understanding by joining in and responding, present to an audience and appreciate stories.</p> |  |




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| <p>12: Rooms in the house</p> | <p>Learn vocabulary to describes rooms in the house Be able to describe one's own house</p> | <p>O 6.3 Understand longer and more complex sentences e.g. descriptions L 6.1 Read and respond to a story IU 6.1 Compare attitudes towards aspects of everyday life LLS Use context and previous knowledge to help understanding and reading skills</p> | <p>Reading: 3a Listening: 4a Writing: 3a Speaking: 3a PoS: pupils listen attentively to spoken language and broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> |  |
| <p>Christmas: Christmas presents</p> | <p>Learn about children's favourite toys around the world. Be able to describe what Christmas presents they got/didn't get/hope to get. Be able to give their opinion on their presents/favourite toys.</p> | <p>IU 5.1 Reflect on cultural issues using empathy and imagination to understand other people's experiences. IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country learn about symbols and products from another. LLS Use context and previous knowledge to determine meaning</p> | <p>Listening: 5c Reading: 5c Writing: 5c Speaking: 5c</p> |  |
| <p>13: The best place in the world: home</p> | <p>Revise vocabulary to describes rooms in the house Build phrases using je peux plus an infinitive Learn avoir phrases and appreciate a story</p> | <p>O 6.3 Understand longer and more complex sentences e.g. descriptions L 6.1 Read and understand the main points and some detail from a short written passage L6.4 Write sentences on a range of topics using a model KAL Use knowledge of word and text conventions to build sentences and short texts LLS Use a dictionary</p> | <p>Reading: 4a Listening: 4a Writing: 4b Speaking: 3a PoS: pupils develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> |  |
| <p>14: My bedroom</p> | <p>Revise vocabulary to describes items in the bedroom Revise here is/are and possessive adjectives</p> | <p>O 6.3 Understand longer and more complex phrases or sentences L 6.4 Write sentences on a range of topics using a model KAL Notice and match agreements. LLS Listen for clues to meaning e.g. tone of voice, key words.</p> | <p>Reading: 4b Listening: 4c Writing: 4b PoS: pupils listen attentively to spoken language and show understanding by joining</p> |  |

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| | | | in and responding; write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | |
| 15: Bedrooms around the world | Revise vocabulary to describes what children have in their bedroom Learn and present about what children around the world have in their room | O 6.2 Perform to an audience L 6.2 Read short, authentic texts for information L 6.4 Write sentences on a range of topics using a model IUC 6.1 Compare attitudes towards aspects of everyday life IUC 6.3 Present information about an aspect of culture LLS Use a dictionary | Reading: 5c Listening: 5c Writing: 4a PoS: pupils broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; describe people, places, things and actions orally |  |
| 16: Places in a town | Learn vocabulary for places in a town Learn about a French city and research and present information about a city | O 6.2 Perform to an audience L 6.2 Read short, authentic texts for information L 6.4 Write sentences on a range of topics using a model IUC 6.1 Compare attitudes towards aspects of everyday life IUC 6.3 Present information about an aspect of culture LLS Use a dictionary | Writing: 4a PoS: pupils broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; describe people, places, things and actions orally |  |
| 17: Revision of aller and places in town | Revise vocabulary for places in a town Revise the conjugation of aller (to go) | O 6.1 Understand the main points and simple opinions in a spoken story, song or passage O 6.3 Understand longer and more complex phrases or sentences KAL Recognise patterns in the foreign language KAL Use knowledge of words, text and structure to build simple spoken and written passages. LLS Make predictions based on existing knowledge | Reading: 4c Writing: 4a PoS: pupils understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms |  |
| 18: Directions | Learn language relating to directions Revise language for places in a town | O 6.1 6.1 Understand the main points in a song O 6.3 Understand longer and more complex phrases or sentences LLS Practise new language with a friend | Reading: 4c Listening: 4c PoS: pupils listen attentively to spoken |  |

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| | | LLS Listen for clues to meaning e.g. tone of voice, key words. | language and show understanding by joining in and responding; pupils broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. |  |
| 19: Directions part 2 | Learn more language relating to directions Be able to understand and give directions orally | O 6.3 Understand longer and more complex phrases or sentences O 6.4 Use spoken language confidently to initiate and sustain conversations KAL Use knowledge of words, text and structure to build simple spoken passages. LLS Practise new language with a friend LLS Listen for clues to meaning e.g. tone of voice, key words. | Reading: 4b Listening: 4b PoS: pupils listen attentively to spoken language and show understanding by joining in and responding; pupils broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. |  |
| 20: Buying food | Revise vocabulary for buying food Learn how to buy food in a shop | O 6.1 Understand the main points and simple opinions in a spoken story, song or passage O 6.4 Use spoken language confidently to initiate and sustain conversations L 6.4 Write sentences on a range of topics using a model KAL Recognise patterns in the foreign language IUC 6.1 Compare attitudes towards aspects of everyday life | Reading: 4c Listening: 4a Speaking: 4c PoS: pupils broaden their vocabulary and develop their ability to understand new words and speak in sentences, using familiar vocabulary, phrases and basic language structures |  |
| 21: Numbers 1-100 | Revise vocabulary for buying items Learn numbers 61-100 | O 6.1 Understand the main points and simple opinions in a passage KAL Recognise patterns in the foreign language LLS Listen for clues to meaning e.g. tone of voice, key words. | Reading: 4c Listening: 4a PoS: pupils broaden their vocabulary and develop their ability to understand new words and speak in sentences, using familiar vocabulary, phrases and basic language structures |  |

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| <p>Easter: April fool's day</p> | <p>Learn about the tradition of April Fool in France and Belgium. Learn about the factual information in France, Belgium and around the word. Learn further vocabulary.</p> | <p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> | <p>n/a</p> |  |
| <p>22: Numbers revision and cafe</p> | <p>Revise numbers 1-100 Conversations in a café</p> | <p>O 6.1 Understand the main points and simple opinions in a passage O 6.2 Perform to an audience O 6.4 Use spoken language confidently to initiate and sustain conversations ICU 6.1 Compare attitudes towards aspects of everyday life LLS Practise new language with a friend and outside the classroom.</p> | <p>Speaking: 4c Listening: 4c PoS: pupils broaden their vocabulary and develop their ability to understand new words and speak in sentences, using familiar vocabulary, phrases and basic language structures</p> |  |
| <p>23: French food and menus</p> | <p>Revise conversations in a café Learn about famous French food and French menus</p> | <p>O 6.4 Use spoken language confidently to initiate and sustain conversations L 6.1 Read and understand the main points and some detail from a short written passage L 6.2 Identify different text types and read short, authentic texts for enjoyment or information ICU 6.1 Compare attitudes towards aspects of everyday life IU 6.2 Recognise and understand some of the differences between people LLS Use a dictionary.</p> | <p>Reading: 4a Speaking: 4c PoS: pupils broaden their vocabulary and develop their ability to understand new words and speak in sentences, using familiar vocabulary, phrases and basic language structures</p> |  |
| <p>24: The past (perfect) tense</p> | <p>Learn how to form the perfect tense Differentiate between the present and perfect tenses</p> | <p>O 6.3 Understand longer and more complex phrases or sentences L 6.1 Read and understand the main points and some detail from a short written passage L 6.4 Write sentences on a range of topics using a model LLS Recognise patterns in the foreign language LLS Use knowledge of word order and sentence</p> | <p>Reading: 5c Writing: 5c Listening: 5c Speaking: 4a PoS: pupils understand basic grammar appropriate to the language being studied.</p> |  |

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| | | <p>construction to support the understanding of the written text</p> <p>KAL Apply a range of linguistic knowledge to create simple, written production</p> | | |
| <p>25: The past (perfect) tense part 2</p> | <p>Practise the perfect tense</p> <p>Learn how to say I/he/she went</p> | <p>O 6.3 Understand longer and more complex phrases or sentences</p> <p>L 6.4 Write sentences on a range of topics using a model</p> <p>LLS Use knowledge of word order and sentence construction to support the understanding of the written text</p> <p>LLS Notice and match agreements</p> <p>KAL Apply a range of linguistic knowledge to create simple, written production</p> <p>KAL Evaluate work.</p> | <p>Reading: 5c</p> <p>Writing: 5c</p> <p>Listening: 5c</p> <p>PoS: pupils understand basic grammar appropriate to the language being studied.</p> |  |
| <p>26: Speaking assessments</p> | <p>Practise their speaking assessment questions</p> <p>Complete their speaking assessments</p> <p>Prepare a presentation on a famous dish from France</p> | <p>O 6.3 Understand longer and more complex phrases or sentences</p> <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L 6.4 Write sentences on a range of topics using a model</p> <p>KAL Use knowledge of word and text conventions to build sentences and short texts.</p> <p>LLS Plan and prepare – analyse what needs to be done in order to carry out a task</p> <p>LLS Ask for repetition and clarification</p> <p>LLS Compare and reflect on techniques for memorising language</p> | <p>Reading: 5c</p> <p>Writing: 5c</p> <p>Listening: 5c</p> <p>PoS: pupils understand basic grammar appropriate to the language being studied.</p> |  |
| <p>27:</p> | <p>Revise the simple future tense</p> | <p>O6.3 Listen attentively and understand more complex phrases and sentences.</p> <p>L6.2 Make simple sentences and short texts</p> <p>KAL Recognise patterns in simple sentences.</p> <p>LLS Apply grammatical knowledge to make sentences.</p> <p>KAL Develop accuracy in pronunciation and intonation.</p> | <p>Reading: 3c-4c</p> <p>Writing: 3c-4c</p> <p>Speaking: 3c-4c</p> |  |
| <p>28:</p> | <p>Revise numbers, the time, daily routine and descriptions of bedroom</p> <p>Practice listening assessment</p> | <p>O6.3 Listen attentively and understand more complex phrases and sentences.</p> <p>L6.2 Make simple sentences and short texts</p> <p>KAL Recognise patterns in simple sentences.</p> <p>LLS Apply grammatical knowledge to make</p> | <p>Reading: 3c-4c</p> <p>Writing: 3c-4c</p> <p>Speaking: 3c-4c</p> |  |

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| | | sentences. | |  |
| 29: | Complete an assessment in the different language skills. | <p>O6.1 Understand the main points and opinions of a passage.</p> <p>O6.3 Understand longer and more complex phrases and sentences</p> <p>L6.1 Read and understand the main points and some detail of a short written passage.</p> <p>L6.4 Write sentences on a range of topics.</p> <p>KAL Use knowledge of word order and sentence construction to support the understanding of a written text.</p> <p>LLS Use language known in one context or topic in another context or topic.</p> <p>LLS Apply a range of linguistic knowledge to create simple, written production.</p> | <p>Listening: 1a-3a</p> <p>Speaking: 1a-3a</p> <p>Reading: 1a-3a</p> <p>Writing: 1a-3a</p> |  |
| 30: | <p>Pronounce the letters of the French alphabet</p> <p>Be able to spell out words given in separate letters</p> <p>Listen to words spelt out accurately write them down</p> | <p>L3.2 Pronounce accurately letters</p> <p>Understand how far letters/letters strings are both similar to and different from English.</p> <p>O4.3 listen for sounds, identify specific letters</p> <p>PoS: explore the patterns and sounds of language</p> | <p>Listening: 4b</p> <p>Reading: 4b</p> <p>Speaking: 3c</p> |  |