



Long Term Progression in MFL- French Overview 2021-2022

To see how Computing will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

Year 3

Year 4

Year 5

Year 6

Year Three			
Term & theme	Autumn	Spring –	Summer
Big question/key concept	A1: A New Start <ul style="list-style-type: none"> • Getting to know you • Numbers • Colours A2: Calendar and Celebrations <ul style="list-style-type: none"> • Command, colours, numbers • Bonfire Night Colours • Calendar time • Christmas Starry Night 	Sp1: Animals I like and don't like <ul style="list-style-type: none"> • Epiphany celebrations • Animals Around us Sp2: Carnival colours, playground games <ul style="list-style-type: none"> • Carnival and playground games • Easter celebrations 	S1: Breakfast, fruit nouns & a hungry giant <ul style="list-style-type: none"> • A hungry giant story S2: Going on a picnic <ul style="list-style-type: none"> • Where does the gingerbread man live? • Going on a picnic (story)
Prior knowledge	Know about the country of France, some children may have visited and be able to recall facts, cultural knowledge.	Ask and answer name & simple feelings Count 0-11 6 colours Days/months-responding to and asking	Names of animals Ask and answer like/dislike questions Colours & ask what colour something is Giving a response/ Likes/dislikes
Prior Skills	Good listening and speaking skills.	Exploration of recognising and answering a question	Recognising nouns asking a question
Key vocabulary	/	French words for colour/number/days/months	French words for animals/likes/ dislikes/ colours
Statutory Requirements	<p>Listen attentively to spoken language and show understanding by joining in and responding listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases</p> <p>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures perform simple communicative tasks using single words/phrases and sentences</p> <p>Develop accurate pronunciation and intonation, so that others understand recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation</p>		

	<p>Present ideas and information orally to a range of audiences perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text</p> <p>Read carefully and show understanding of words, phrases and simple writing recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases</p> <p>Appreciate stories, songs, poems and rhymes in the language listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference</p> <p>Describe people, places, things and actions orally and in writing perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences</p> <p>Understand basic grammar Use question forms Begin to explore nouns Identify and understand command</p>		
<p>Skills covered</p>	<p>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skills levels described:</p> <p>Sound spelling: can identify specific phonic sounds</p> <p>Listening: Can understand a few spoken words and phrases</p> <p>Speaking: Can say/repeat a few short words and phrases and would be understood by a native speaker.</p> <p>Reading: Can recognise and read out a few familiar words and phrases.</p> <p>Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of French</p>		
<p>Content</p>	<p>Ask and answer name Ask and answer simple feelings Count 0-11 6 colours Days/months-responding to and asking Birthday months Celebrating Christmas</p>	<p>Celebrating epiphany Names of domestic animals Ask and answer like/dislike questions Colours/ Ask what colour something is Giving a response Likes/dislikes Celebrating Easter</p>	<p>Fruits and Vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely/ picnic foods Colours Commands Ask and answer where you live 0-15 (0-20)</p>
<p>Phonics</p>	<p>Key listen out activity based on key sounds:</p> <ul style="list-style-type: none"> • numbers • lx • Days of the week • i 	<p>Key listen out activities based on key sounds</p> <ul style="list-style-type: none"> • key sounds in animal nouns • ch/oi • sounds/words in questions & answers • ez 	<p>Key listen out activities based on key sounds</p> <ul style="list-style-type: none"> • Fruit & vegetable nouns • Une/un • Key sounds/words in picnic story • ons

Grammar	Exploration of recognising and answering: <ul style="list-style-type: none"> • a question • simple commands 	Exploration of : <ul style="list-style-type: none"> • recognising nouns asking a question 	Exploration of: <ul style="list-style-type: none"> • Nouns and beginning to recognise masculine and feminine nouns • Practising forming and structuring a polite response.
End Point	I can ask and answer my name I can count to 11 I can recognise and name colours I can recall days and months	I can name common domestic animals I can describe colours I can state my likes/dislikes	I can ask for various foods politely I can recognise and recite numbers 1-20 I can ask and answer where I live

Year Four			
Term & theme	Autumn	Spring –	Summer
Big question/key concept	A1 Welcome to school <ul style="list-style-type: none"> Welcome A2 My Local Area, your local area <ul style="list-style-type: none"> Robots, commands, actions Shops, signs, directions Let's Sparkle Xmas Poem 	Sp1 Family Tree and Faces <ul style="list-style-type: none"> Epiphany tome again Meet the Alien Family Sp2 Celebrating Carnival and Body Parts <ul style="list-style-type: none"> Carnival of animals Body parts and Aliens Alien Family "Easter Egg Hunt" 	S1 Feeling unwell/jungle animals <ul style="list-style-type: none"> I don't feel well Walking through the jungle (story and Rhyme) plus dragons and unicorns and fantastical animal descriptions S2 Summer Time <ul style="list-style-type: none"> Weather & the Enormous Turnip Ice creams and simple ice cream role play
Prior knowledge	Ask and answer where you live Practising forming and structuring a polite response. Ask and answer name	Asking who someone is Have you...? I have... Numbers 0-31 There is/ there are	Parts of the face: I have ... Eye colour/hair colour Parts of the body and simple descriptions colour/small/big etc Asking: have you...? I have... There is / there are..
Prior Skills	Exploration of: <ul style="list-style-type: none"> Nouns and beginning to recognise masculine and feminine nouns Practising forming and structuring a polite response 	Exploration of <ul style="list-style-type: none"> nouns – masculine and feminine Recognising and using commands Recognising and using there is/there are 	Exploration of <ul style="list-style-type: none"> Identifying parts of the language which are adjectives Recognising and using "I have.." Identifying/producing singular and plural use of nouns
Key vocabulary	Numbers/ words in question and answers	Colour/size/family members/I have	Colours/size/ I have/
Statutory Requirements	Listen attentively to spoken language and show understanding by joining in and responding listen attentively and understand more complex phrases and sentences Long term planning overview Identify specific sounds, phonemes and words listen for specific words and phrases Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)		

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences</p> <p>Develop accurate pronunciation and intonation, so that others understand Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation</p> <p>Present ideas and information orally to a range of audiences perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>Read carefully and show understanding of words, phrases and simple writing read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrase</p> <p>Appreciate stories, songs, poems and rhymes in the language listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading Long term planning overview aloud from the text read and understand a range of familiar phrase</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference</p> <p>Describe people, places, things and actions orally and in writing write word, phrases and short sentences using a reference write simple words and phrases using a model and some words from memory</p> <p>Understand basic grammar nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form “have you ..?” and give a positive response “I have construct simple sentences using nouns, verb (to be) and an adjective</p>		
Skills covered	<p>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skills levels described:</p> <p>Sound Spelling: Can identify specific sounds/phonemes</p> <p>Listening: Can understand a few familiar spoken words and phrases</p> <p>Speaking: Can say/repeat a few short and phrases and would be understand by native speaker</p> <p>Reading: Can recognise and read out a few familiar words and phrases</p> <p>Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of the target</p>		
Content	<p>Asking who someone is Asking someone’s age Have you...? I have... Numbers 0-31 Classroom objects Where is...? (+shops) Here is (+shops_ Left/right/straight ahead</p>	<p>Asking who someone is This is...mum/brother/sister/dad/ grandma/grandad/friend Parts of the face: I have ... Eye colour/hair colour Parts of the body and simple descriptions colour/small/big etc Asking: have you...? I have...</p>	<p>How are you feeling today? Simple everyday illness statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb, adjective) Asking/answering simple weather phrases Ice creams- asking for flavours</p>

	There is/ there are	There is / there are..	Asking the price/ Asking politely for an item Instructions to make a fantastical ice cream
Phonics	Key Listen out activities based on key sounds: <ul style="list-style-type: none"> • Numbers • colours • Oi/eu/ou • Shop nouns • Ou/ch 	Key listen out activity based on key sounds: <ul style="list-style-type: none"> • Numbers • In • Parts of the body • e/ou/oi 	Key listen out activity based on key sounds: <ul style="list-style-type: none"> • illnesses • en • ice creams • ch/en/on
Grammar	Exploration of <ul style="list-style-type: none"> • nouns – masculine and feminine • Recognising and using commands • Recognising and using there is/there are 	Exploration of <ul style="list-style-type: none"> • Identifying parts of the language which are adjectives • Recognising and using “I have..” • Identifying/producing singular and plural use of nouns 	Exploration of <ul style="list-style-type: none"> • Identifying/producing singular/plural • Masculine/feminine nouns • Identifying verbs in simple present tense sentences • Polite requests: “I would like..”
End Point	I can ask who someone is and their age I can recognise and say numbers 0-31 I can name classroom objects I can ask “Where is...? (+shops)” I can answer “Here is (+shops) “ I can respond and understand directions Left/right/straight ahead Begin to use sentence starters: “There is/ there are”	I can asking who someone is and use the vocabulary I know to explain: This is mum/dad/ brother/sister/ grandma/grandad/friend I can describe my face “ I have Eye/hair colour” I can name parts of the body and start to describe (colour/small/big etc) I can ask – “have you...? I have...” Use sentence starter “There is / there are..”	I can ask/answer how I am feeling I can name jungle animals I can use body part nouns and colours in simple sentences (noun, verb, adjective) I can ask/answer about the weather. I can ask politely for Ice creams, incl flavours & price.

Year Five			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>A 1 :My school, my subjects</p> <ul style="list-style-type: none"> Talking all about us School subjects, my opinions Back to school with the aliens animated story, creative reading and writing Witch's day at school- talk and write story <p>A2: Time in the city</p> <ul style="list-style-type: none"> In the city Christmas shopping (roleplay) 	<p>Sp 1: Healthy eating & going to the market</p> <ul style="list-style-type: none"> Happy New Year Pantomime and verb to be Going to the market / Healthy recipe Jack & Beanstalk: read/ write/ perform <p>Sp 2: Carnival clowns & clothes</p> <ul style="list-style-type: none"> Carnival clowns/fancy dress characters and clothes Pirate's Lost Treasure story Fancy dress fashion show 	<p>S 1: Out of this World</p> <ul style="list-style-type: none"> Traveller's survival guide Fly me to the moon story and planets /simple descriptions Intergalactic dialogues/design outer space characters and own plants and languages <p>S 2: Going to the seaside</p> <ul style="list-style-type: none"> Going to the seaside
Prior knowledge	<p>I can recognise and say numbers 0-31</p> <p>I can name classroom objects</p> <p>I can ask "Where is...? (+shops)"</p> <p>I can answer "Here is (+shops) "</p> <p>I can respond and understand directions</p> <p>Left/right/straight ahead</p>	<p>Ask and answer likes/dislikes</p> <p>Ask for a food item politely/ picnic foods</p>	<p>Body parts and Aliens</p> <p>Alien Family "Easter Egg Hunt"</p> <p>Prior work from Meet the Alien Family</p>
Prior Skills	<p>Use nouns – masculine and feminine</p> <p>Recognise and use commands</p> <p>Recognise and use there is/there are</p>	<p>identify parts of the language which are adjectives</p> <p>Recognise and use "I have.."</p> <p>Identify/produce singular & plural use of nouns</p>	<p>Identify/produce singular/plural/Masc/fem nouns</p> <p>Identify verbs in simple present tense sentences</p> <p>Use the sentence starter: "I would like..."</p>
Key vocabulary	<p>Numbers/class objects names/ name of shops/ directions</p>	<p>Fruits and vegetable names/clothing./</p>	<p>Space/travel/planets/ seaside words</p>
Statutory Requirements	<p>Listen attentively to spoken language and show understanding by joining in and responding Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage</p> <p>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays</p>		

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions</p> <p>Develop accurate pronunciation and intonation, so that others understand recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation</p> <p>Present ideas and information orally to a range of audiences prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text</p> <p>Read carefully and show understanding of words, phrases and simple writing read and understand the main points and some detail from a short written passage (mainly familiar words) identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases</p> <p>Appreciate stories, songs, poems and rhymes in the language listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary recognise and respond to sound patterns and words read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p> <p>Describe people, places, things and actions orally and in writing construct a short text e.g create a ppt/ presentation or short passage to give a description attempt to memorise and present a written text as a spoken text</p> <p>Understand basic grammar Use verbs in 3rd person singular to describe someone else explore the verb to be in the present tense explore and practise a regular present tense verb:“to wear” explore and practise the present tense verb “to have“ practise accurate use of adjectives in agreement with nouns</p>		
Skills covered	<p>Listening Can understand the main points from a series of spoken sentences (incl questions) may require some repetition</p> <p>Speaking Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role play</p> <p>Reading Can understand the main point(s) from a short written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words</p> <p>Writing Can write two or three short sentences as a personal response, using reference materials with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of commonly used and regular verbs in the present tense</p>		
Content	<p>Asking and answering what school subjects we learn</p> <p>Expressing a simple opinion</p> <p>Likes and dislikes</p> <p>Asking and answering information about the day and subjects</p> <p>Adjectives to give opinion</p>	<p>Shopping at the market</p> <p>Fruit</p> <p>Vegetables</p> <p>Transactional language at the shops Numbers</p> <p>0-50/</p> <p>Euros</p> <p>Instructions to make a healthy dish</p>	<p>Personal information at passport control</p> <p>Countries</p> <p>Ways to travel</p> <p>Planets and simple adjectives</p> <p>Dialogues and conversations</p> <p>You can Play + sports</p> <p>Eat + foods</p>

	<p>Places around the school Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p>What are you wearing? I am wearing What's it like? It's + colour and size It has...</p>	<p>Wear +beach clothes</p>
Phonics	<p>Key Listen out activities based on key sounds on</p> <ul style="list-style-type: none"> • Key sounds in school subjects/opinions • qu/in • Key sounds in buying a gift role play structures • eu/eau 	<p>Key Listen out activities based on key sounds on</p> <ul style="list-style-type: none"> • Key sounds in fruits/vegetables/ class survey questions • que/qu • Key sounds in clothes descriptions • au/ou 	<p>Key Listen out activities based on key sounds on</p> <ul style="list-style-type: none"> • Key sounds new personal info • special questions • ille/é • Key sounds in beach language • ge/jou
Grammar	<p>Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences Exploration of: Commands Verb to have-present tense</p>	<p>Exploration of: Verb to be – present tense Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	<p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences. Exploration of: Using the modal verb structure : You can + ver</p>
End Point	<p>I can ask and answer Q about school subjects I can express a simple opinion I can describe places around the school and buildings/ places of interest I can ask/answer Where is (+ shops) Here is (+ shops) I can give/understand simple directions I can use There is / there are; What would you like?/ I would like; How much does it cost?/ It costs..... I can recognise and recite the numbers 0-50</p>	<p>I can ask for fruit / vegetables I can recognise and recite numbers 0-50 with reference to Euros I can follow Instructions to make a healthy dish I can ask/answer questions: What are you wearing? I am wearing (and describe it): What's it like? It's + colour and size It has...</p>	<p>I can describe my appearance I know the names of familiar Countries =and modes of transport I can understand statements: You can Play + sports / Eat + foods / Wear +beach clothes</p>

Year Six			
Term & theme	Autumn	Spring	Summer
Big question/key concept	A1 Everyday Life <ul style="list-style-type: none"> Revisiting Me Time Daily Life of a Superhero A2 Where I live, Where you Live <ul style="list-style-type: none"> Spooky house/space house Hopes and aspirations Paddington's Xmas Sandwiches 	Sp 1 Playing and Enjoying Sport <ul style="list-style-type: none"> Happy New Year forfeit game Investigating sports Sp2 This Is me, hobbies and fun <ul style="list-style-type: none"> All the fun of the fair Favourites (independent presentation) 	S1 Café culture and Restaurant <ul style="list-style-type: none"> Café culture (performance) Eating out (role play) S2 Performance Time <ul style="list-style-type: none"> Tour de France Class performance and presentations Create your own class newspaper sheet Y6 Presentations
Prior knowledge	Dialogues and conversations: You can Play + sports/ Eat + foods Vocab: time/rooms/sandwich fillings	Dialogues and conversations: You can Play + sports/ Vocab: sports/descriptions of sport/	Dialogues and conversations: You can Eat + foods Vocab: foods/veg/fruit
Prior Skills	Explain opinions/likes and dislikes		
Key vocabulary	Times/o clock/ time of day/room names/types of sandwiches	Words linked to sports and descriptions of equipment/ opinions and feelings	Food/snack and drink items Basic personal information Opinions I like/dislike
Statutory Requirements	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions</p> <p>Present ideas and information orally to a range of audiences prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text</p> <p>Appreciate stories, songs, poems and rhymes in the language listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p> <p>Understand basic grammar Use verbs in 3rd person singular to describe someone else explore the verb to be in the present tense explore and practise a regular present tense verb: "to wear" explore and practise the present tense verb "to have"practise accurate use of adjectives in agreement with nouns.</p>		
Skills covered	Each half term the children can complete a Puzzle It Out activities where the core language is assessed at the skill levels described: Sound Spelling: generally accurate pronunciation and familiar word reading skills		

	<p>Listening: Can understand the main points and some detail from a short spoken passage</p> <p>Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation</p> <p>Reading: can understand the main points and simple opinions of a longer passage (eg letter, recipe, poem, story, an account) Can use a bilingual dictionary to access unfamiliar language</p> <p>Writing Can write short text attempting to use accurately nouns, adjectives and commonly used and regular verbs in the present tense on a familiar topic using reference materials and support if necessary.</p>		
content	Revisiting and extending personal information Asking the time/Giving the time Describing simple daily routine Describing a house/room/naming rooms Asking "is there + house language" Responding with "Here is ..." Talking about "What I Want to be in the future" Asking for and designing sandwiches	You can/to play sports Ask how to play a sport Simple explanation of a sport (equipment/terrain/team/indv) Opinions/Likes/Dislikes Ask and answer preferences/feelings/characteristics Fair ground rides	Transactional Language to order a meal You can eat +foods Buying snacks and drinks Revisit and consolidate basic transactional language/ basic personal information/expressing preferences and simple opinions. Use questions and answers
Phonics	Key Listen out activities based on key sounds in <ul style="list-style-type: none"> • Daily routines • ais • Nouns and adjectives linked to house • ai/an/am 	Key Listen out activities based on key sounds in <ul style="list-style-type: none"> • Sports and hobbies • ais/oue • opinions • eux/i/e 	Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud
Grammar	Exploration of time phrases extended sentences with conjunctions and opinions Exploration of verb: <i>to have/ to be</i> Adjectival agreement to nouns	Exploration of verb <i>to play</i> in present tense. Exploration of expressing likes and dislikes with nouns and verbs Descriptive sentences using 1 st , 2 nd and 3 rd person regular present tense	Consolidation of prior learning- nouns, adjectives, verbs, questions and answers
End Point	TO ask/give the time To describe a simple daily routine TO name the common rooms in a house TO describe future self To ask for sandwiches	To talk about sport and how to play it. To express opinion/likes/dislikes To explain preferences/feelings and characteristics	To be able to order a range of foods/snacks and drinks TO be able to confidently express opinion, To be able to share basic information about self.