

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Core Vocabulary & Phonetics	I'm Learning French	Animals	Musical Instruments	Little Red Riding Hood	I Can ...
Year 4	Presenting Myself	Family	Habitats (intermediate Version)	At The Café	The Classroom	Golidlocks
Year 5	Do you have a pet?	The date	The weather	Clothes	The Romans	The Olympics
Year 6	Verbs and Grammar	At School	The Weekend	Healthy Lifestyles	World War II	The Planets

Coverage

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Core Vocabulary & Phonetics	I'm Learning French	Animals	Musical Instruments	Little Red Riding Hood	I Can ...
Speaking	Say all vocabulary including some simple rhymes with accurate pronunciation.	Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Activities in lessons 1-5. Be able to say "I am..." plus an animal in foreign language by end of unit.	Activities in lessons 1-5. Be able to say "I play..." plus an instrument in foreign language by end of unit.	Activities in lessons 1-5. Say words / parts of the story or retell the story in the target language.	Activities in lessons 1-5. Say "I am able to.." / "I can..." plus activity by end of unit.
Listening	Listen to and recognise all vocabulary in target language without written form.	Listen to model role-plays and infer meaning. Numbers listening exercise.	Activities in lessons 1-5. Match sound to animal picture / word / phrase. Activities in lessons 1-5.	Activities in lessons 1-5. Match sound to instrument sound / picture / word / phrase.	Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.	Activities in lessons 1-5. Match sound to picture / word / phrase.
Reading	Read all new vocabulary and simple rhymes without hearing first.	Match colours to written form. Match written form of numbers to digits.	Match word to animal picture / word / phrase in English.	Activities in lessons 1-5. Match word to instrument picture / word / phrase in English.	Read the story and understand meaning. Match picture, word and phrase cards.	Activities in lessons 1-5. Match key verb to picture / word / phrase in English.
Writing	Spell all new language as accurately as possible via tasks in each lesson.	Activities lessons 1-5. Create name labels. Worksheets in lesson 5	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Activities in lessons 1-5. Differentiated worksheets in lesson 5 including mind-mapping.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.
Grammar		N/A	Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	Definite articles with parts of the body (lessons 4-5).	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Presenting Myself	Family	Habitats (Intermediate Version)	At The Café	The Classroom	Goldilocks
Speaking	Activities in lessons 1-5. Perform role play with name, age, where they live and nationality in lesson 5.	Activities in lessons 1-5. Present orally on your / a family in lesson 5.	Activities in lessons 1-5. Present orally on an animal and its habitat in lesson 5 (framework provided).	Activities in lessons 1-5. Café role play in lesson 5.	Activities in lessons 1-5. 'What I have. / don't have.' in my pencil case in lesson 5.	Activities in lessons 1-5. Say words / parts of the story to retell the story in the target language.
Listening	Activities in lessons 1-5. Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.	Activities in lessons 1-5. Match sounds to picture / word / phrase.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout the unit.
Reading	Activities in lessons 1-5. Read role-plays and understand the content.	Activities in lessons 1-5. Longer reading task in lesson 5.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Activities in lessons 1-5. Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5
Writing	Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and I D card.	Activities in lessons 1-5. Lesson 5 contains a written presentation based on a /your family.	Activities in lessons 1-5. Written presentations on an animal and its habitat in lesson 5 (framework provided).	Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.	Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3.	Create story minibook in lesson 4-5 using picture, word and phrase cards.
Grammar	Nationalities and adjectival agreement based on gender.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	Introduction to the verbs 'to live' and 'to grow'	1st person singular 'I would like / have' when ordering food and drink.	Gender and indefinite article. Use of the negative when saying 'I do not have...'	

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Do you have a pet?	The date	The weather	Clothes	The Romans	The Olympics
Speaking	Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.	Activities in lessons 1-5. Say words / parts of the story to retell the story in the target language.	Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecast in Lesson 5.	Activities in lessons 1-5. Say what you wear in different situations in lesson 3.	Activities in lessons 1-5. Oral presentation of life as a Roman child in lesson 5.	Activities in lessons 1-5. Oral presentation of ancient and modern Olympic games (lessons 1-2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5).
Listening	Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout the unit	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Activities in lessons 1-5. Challenging clothes and days of the week listening exercise in lesson 5.	Various activities in lessons 1-5. Extended listening exercise in lesson 2.	Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.
Reading	Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Activities in lessons 1-5. Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5.	Various activities in lessons 1-5. Weather reading exercise in lesson 3.	Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5.	Variety of activities in lessons 1-5. Story re-ordering exercises in lessons 1 & 2.	Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.
Writing	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4.	Create story minibook in lesson 4-5 using picture, word and phrase cards.	Create weather map and written weather report in lesson 5.	Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3.	Activities in lessons 1-5. Written diary exercise of life as a Roman child in lesson 5.	Various activities in lessons 1-5. Variety of writing activities (including worksheets) in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.
Grammar	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.	N/A	N/A	In lesson 4 we present the verb 'to wear' in full (present tense) with consolidation activities also.	I am...' and negative 'I am not...' exercises in lesson 5	The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct adjectival agreement.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Verbs and Grammar	At School	The Weekend	Healthy Lifestyles	World War II	The Planets
Speaking	Activities in lessons 1-5	Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.	Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.	Activities in lessons 1-5. Healthy lifestyle diary in lesson 4 to facilitate oral presentation on healthy lifestyles in lesson 5.	Activities in lessons 1-5. Present orally on life as an evacuee in lesson 5.	Activities in lessons 1-5. Oral presentation on a planet/s.
Listening	Activities in lessons 1-5.	Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.	Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.	Variety of activities in lessons 1-5. Extended listening task in lesson 4.	Activities in lesson 1-5. Extended listening task in lesson 4	Various activities in lessons 1-5. Extended listening task in lesson 3
Reading	Activities in lessons 1-5.	Activities in lessons 1-5. Match words to picture / sounds / phrases throughout the unit.	Various activities in lessons 1-5. Reading exercise in lesson 3.	Activities in lessons 1-5. Extended reading task in lesson 4.	Activities in lessons 1-5. Story reordering task in lesson 3.	Activities in lessons 1-5. Extended reading task in lesson 3.
Writing	Activities in lessons 1-5. Create a regular verb booklet in lessons 5 & 6.	Activities in lessons 1-5. Written presentations on school subjects and opinions in lesson 5.	Activities in lessons 1-5. Written presentations on what they do at the weekend using connectives and time in lesson 5.	Various activities in lessons 1-5. Various worksheets including written diary exercise in lesson 6	Activities in lessons 1-5. Write a letter home on life as an evacuee in the target language in lesson 5.	Activities in lessons 1-5. Create written piece on a planet/s in lesson 3.
Grammar	Pronouns in lesson 1. Creating verb stem and look at endings in lesson 2. Regular verb endings in lessons 3-5. Worksheets in lessons 1-5.	Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4.	Using connectives to create extended and more sophisticated sentences in target language.	Quantitative article "some" in lessons 2 and 3.	Grouping target language nouns, adjectives and verbs in lesson 1. Introduction to past tense using 'I saw...' in lesson 4.	Rules of adjectival agreement with planets and particularly colours in lessons 4 and 5.

Skill Progression against National Curriculum Expectations

	National Curriculum strand	Year 3	Year 4	Year 5	Year 6
Listening	listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words				
Speaking	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	<ul style="list-style-type: none"> Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. □ Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.
	speak in sentences, using familiar vocabulary, phrases and basic language structures				
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*				

	present ideas and information orally to a range of audiences*				
Reading	read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. <input type="checkbox"/> Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
	appreciate stories, songs, poems and rhymes in the language				
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary				
Writing	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none"> Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) <input type="checkbox"/> Check spellings with a dictionary. 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and
	describe people, places, things and actions orally* and in writing				

					understand the concept of adjectival agreement (where relevant).
Grammar	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<ul style="list-style-type: none"> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like. 	<ul style="list-style-type: none"> Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

