



Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Introducing verbs and gender agreement	Exploring the topics of: <ul style="list-style-type: none">• Describing a thing or person• Saying what people have• Distinguishing between having and being• Talking about a thing or person• Talking about doing and making	<ul style="list-style-type: none">• Indefinite and Definite articles (singular) – un, une and le, la• Adjectival agreement• Position of adjectives	<ul style="list-style-type: none">• Weekly vocab tests• Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.• Mini-test (Vocab, Grammar, Reading and Writing)
Using 'faire' and –ER verbs	Exploring the topics of: <ul style="list-style-type: none">• Talking about doing and making things• Saying what people do• Saying what you do with other people• Saying what other people do (one and more than one other person)	<ul style="list-style-type: none">• Using faire with English equivalents other than 'do/make'• Present simple used with its continuous meaning• à with certain verbs (at)• two-verb structures: <i>aimer + infinitive</i>• intonation questions	<ul style="list-style-type: none">• Weekly vocab tests• Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.

	<ul style="list-style-type: none">Distinguishing between 'you' meaning one person and 'you' meaning more than one person		
Using 'il y a', 'être', and 'avoir'	Exploring the topics of: <ul style="list-style-type: none">Saying how many there areDescribing peopleSaying what people haveSaying what people doTalking about what belongs to you and what belongs to someone else	Using: <ul style="list-style-type: none">regular plural marking on nouns (-s)des (plural indefinite article)regular adjective gender agreement<i>indefinite articles (un, une, and des)</i>intonation questions	<ul style="list-style-type: none">Weekly vocab testsListening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.

<p>Using the verb 'aller'</p>	<p>Exploring the topics of:</p> <ul style="list-style-type: none"> • Saying where people go • Talk about yourself, to and about someone else 	<p>Using:</p> <ul style="list-style-type: none"> • forms of 'à' with 'to' English equivalent meaning (à la/au) • intonation questions with question words 'comment', 'où' and 'quand' • use of the preposition 'à' meaning 'to' with towns and cities • use of 'chez' • use of 'en' meaning 'to' with feminine countries and in certain expressions 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.
<p>Common irregular 'IR' verbs in the present tense</p>	<ul style="list-style-type: none"> • Asking questions • Using question words 	<p>Using:</p> <ul style="list-style-type: none"> • inversion questions (il/elle) • inversion questions with two-verb structures • <i>inversion questions</i> with question words 'comment', 'où', 'quand', 'quoi', 'pourquoi' 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • End of Year Assessment (Phonics/Speaking, Listening/Vocab, Grammar/ Reading and Writing)

<p>Ongoing Developing all skills Developing independent learners (eg. Weekly homework with a phonics and vocabulary focus) Weekly vocab tests Sharing learning techniques eg. memorisation Use of target language</p>			