



| TERM | CONTEXT | GRAMMAR | PHONICS SSC - Sound-symbol correspondence | VOCABULARY |
|----------------------------------|---|---|---|--|
| TERM 1 La rentrée 1 Accès Studio | Register routineCognates | Essential verbs in the present tense To be, being - ÊTRE To have, having - AVOIR | Alphabet sounds | Learning what it means to know a word from recognition, to |
| | Classroom itemss | Adjective agreement (as | | pronouncing, spelling and using the word in a sentence. |
| | Meeting and greeting Numbers 1-31, days and months | complement to verb) Indefinite, singular articles and gender Definite articles (le, la, l', les) Regular plural nouns (-s) | | High-frequency vocabulary relevant to given context. |
| | AlphabetReading progress 1 | Yes/no questions with raised intonation | | AUTUMN TERM KO 1 |
| | Culture – the French Speaking world | | | |





| | | | PHONICS | |
|------------------------|--|---|-----------------------------|-------------------------|
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| | | | correspondence | |
| TERM 2 La rentrée 2 | Likes and dislikes | Using AIMER with definite article | Nasals – on, en/an | •Consolidation and |
| La rennee 2 | | | | extension of vocabulary |
| Dynamo 1 | Brothers and sisters | Essential verbs | Silent final consonants (p. | relevant to the given |
| Module 1 | | •To be, being - ÊTRE | s, t, x) | contexts. |
| Dynamo | Saying what people are like | To have, having – AVOIR | | |
| Phonics | | | Un/une | Beginning to build a |
| | Saying what you do | Adjective agreement | | verb lexicon |
| | | | j/ge | (-ER regular verbs) |
| | Time capsule | | | |
| | | | Silent final consonants vs | Deepening vocabulary |
| | Reading progress 2 | | silent final e | knowledge through |
| | | | | work with more |
| | Key assessment 1 | | | challenging texts. |
| | | | | |
| | Culture: Christmas traditions | | | AUTUMN TERM KO 2 |
| | | | | • SBs |





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|----------------------|---|--|---|--|
| TERM 3 Au collège | Talking about school subjects | | Oi | • Revisiting essential verbs in new contexts (ÊTRE , |
| Dynamo 1 Module 2 | Describing school uniform | (aimer, adorer, detester, porter)Giving and justifying opinions | H and th | AVOIR) |
| Dynamo Phonics | Talking about your school day | Agreement and position of adjectives, including | Silent final e Recap nasals – on, | •Plural nouns and adjectives |
| | Saying what there is and isn't | plural adjective agreement | en/an | SPRING TERM KO 1 |
| | Reading progress 3 | Sequencing expressions | Silent final consonants – p, s, t, x, d) | • SBs |
| | Culture : Comparing schools in France and UK | •Using il y a and il n'y a pas de | | |





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| TERM 4 Mon temps libre Dynamo 1 Module 3 Dynamo Phonics | Talking about weather and seasons Talking about the sports you play Talking about the activities you do Giving opinions Reading progress 4 Key assessment 2 Culture: Sport in France | •Regular –ER verbs present tense (jouer) •Essential verbs in the present tense •To do/to make - FAIRE • AIMER + infinitive | C U E (and contrating the pronounced "e" sound with silent final e Silent final consonants – d, p, s, t, x qu | Extending verb lexicon Deepening vocabulary and grammar knowledge through work with more challenging texts. SPRING TERM KO 2 SBs |





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| TERM 5 Ma vie de famille | Talking about animals | Higher number construction | Nasals – on, en/an, un/in | • Revisiting essential verbs in new contexts (ÉTRE, |
| Dynamo 1 | Describing your family | Possessive adjectives (my, your) | Ch | AVOIR, FAIRE) |
| module 4 Dynamo | Saying where you live | • Regular – ER verbs present tense – revist plus focus on 3 rd person plural | -ill/-ille | Deepening vocabulary knowledge to talk about |
| Phonics | Talking about what you eat | | Silent final consonants – d, p, s, t, x | self and others through work with more |
| | Reading progress 5 | | | challenging texts |
| | Culture: French breakfast | | | SUMMER TERM KO 1SBs |





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| TERM 6 Ma Ville | Talking about places in a town or a village | Essential verbs in the present tense To go – ALLER | É | Developing a verb lexicon |
| Dynamo 1 Module 5 Dynamo Phonics | Saying where you go at the weekend Making arrangements to go | Modal verb VOULOIR (present tense, 1st person sing Prepositions (au, à la, à l', aux) | Au/eau Eu R | Developing the use of modal verbs, including with negation |
| | outBuying drinks and snacksSaying what you are going | ALLER + infinitive (future intention) | -er endings | Deepening vocabulary and grammar knowledge through work with challenging texts. |
| | to doReading progress 6Key assessment 3 | | | • SUMMER TERM KO 2 • SBs |
| | Culture: Paris | | | |