

|                           | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---------------------------|---|---|---|---|---|--|
| Topic(s)                  | -revision of basics<br>-TV programmes<br>-films genres  | -reading/types of books<br>-internet/social media   | -Paris monuments<br>-trip to Paris  | -describing places you have visited<br>-how you travelled   | -your area/ landscapes<br>-types of housing<br>-rooms in the house  | -places in town<br>-directions   |
| Topic Objectives          | - talk and give an opinion about TV programmes using the <b>present tense of -er verbs</b> including negative forms<br>- use a range of opinion phrases to <b>discuss film genres</b> in extended and justified opinions. | - use <b>-re and -ir verbs</b> in the present tense to talk about <b>reading</b> .<br>- talk about what you do on the <b>internet (and how often)</b> using <b>irregular verbs</b> in the present tense.<br>- <b>use the perfect tense</b> to talk about <b>what you did last night</b> . | - use the perfect tense to talk about and <b>ask questions</b> about a trip to Paris.<br>- use the <b>perfect tense</b> and <b>time phrases</b> to talk about places you visited.                         | - use the <b>perfect</b> and <b>imperfect tenses</b> to talk about places you visited and <b>what they were like</b> .<br>- use the perfect tense with <b>être</b> to talk about places you visited and <b>how</b> you got there. | - <b>describe</b> your area and where you live<br>-use the <b>conditional</b> to say where you would like to live<br>-challenge: use the <b>imperfect</b> to say where you used to live<br>-use <b>prepositions</b> to describe your room | - name places in town using the correct <b>gender article</b><br>-use <b>prepositions</b> to say where something is located<br>-use the <b>imperative form</b> to give directions<br>-use the <b>conditional</b> to suggest possible improvements to your town |
| Acquired Knowledge/Skills | Memorizing vocab<br>Using resources successfully<br>Power of music and songs<br>Translation task<br>Present tense –er verb endings + negative form<br>Opinions/reasons  | Reading: finding key words<br>Listening skills to decode meaning<br>Conversation: opinions<br>Role plays: forming questions<br>Writing with extended opinions<br>Introduction to past tense   | Simple past (perfect tense) with avoir/ je<br>Speaking: asking questions (3 ways)<br>Descriptive language/ speaking: describing a photo (PALMO)<br>Time indicators (COWPAT)<br>Forming questions (3 ways) | Perfect/imperfect tense endings for key –er, -ir and –re verbs<br>Descriptive language. With c’était...<br>Transports (preceded by en/à)<br>Reading skills: how to tackle longer texts.<br>Planning for writing.                  | Conditional tense<br>Imperfect tense<br>Gender<br>Prepositions<br>Comparative form<br>Planning for extended writing with 4+ tenses<br>Adjectival agreement<br>Word order  | Negative form<br>Understanding/ giving directions<br>Asking/ understanding questions<br>Extended writing with 3time frames(present/ past/ future) and sub tenses (perfect/imperfect, near future/conditional)  |
| Assessments               | Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback   | Summative: 4 skills: End of TERM 1 assessment listening, reading, writing and speaking (role play)  | Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback   | Summative: 4 skills: End of TERM 2 assessment listening, reading, writing and speaking (photo description)  | Formative: 4 skills throughout lessons + one written task marked in book with thorough feedback   | Summative: 4 skills: End of TERM 3 assessment listening, reading, writing and speaking (conversation)  |