

Year 3 Autumn 1 French

Theme: Getting to know you

Cross Curricular Links: PSHE – feelings and emotions

Key vocabulary

Prior learning

Next steps

Greetings  
Numbers to 10  
Feelings  
Key questions

N/A

Application of learned vocabulary into short sentences and use in games etc

Key assessment questions

- say hello and goodbye;
- introduce themselves;
- say if they are feeling good/bad/so-so;
- count to 10;
- say how old they are.

Knowledge to be taught

Useful pictures / diagrams / weblinks

This **'Getting to Know You'** unit will teach the basics of the French language. Children will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.

Definitions / technical vocabulary for teachers.

There are sound files of all key vocabulary plus available for each unit as well as knowledge organisers.

Numbers 0 to 10		
zéro 0	un 1	deux 2
trois 3	quatre 4	cinq 5
six 6	sept 7	huit 8
neuf 9	dix 10	



Key Questions and Answers	
Comment t'appelles-tu ?	What's your name?
Je m'appelle...	My name is...
(Comment) ça va ?	How are you doing?
Quel âge as-tu ?	How old are you?
J'ai ... ans.	I am ... years old.
Et toi ?	And you?



**Key Knowledge**  
In French, the phrase 'J'ai ... ans' literally means 'I have ... years' rather than 'I am ... years old'.

Key Vocabulary		
f = feminine m = masculine		
Bonjour ! Hello!	Salut ! Hi!	Au revoir ! Goodbye!
Bonsoir ! Good evening!	Bonne nuit ! Good night!	Bon week-end ! Have a nice weekend!
À bientôt ! See you soon!	À demain ! See you tomorrow!	À tout à l'heure ! See you later!
Monsieur (m) Mr	Madame (f) Mrs	Mademoiselle (f) Miss



[Unit pack](#)

Medium term plan – Year 3 – Autumn 1 – French						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Identify any previous knowledge of French. Share any travel experiences.					
Key learning focus for the lesson (s)	<b>Hello!</b> Engage in conversations, ask and answer questions in the context of greeting people. To greet people in different ways. <ul style="list-style-type: none"> <li>• I can say hello for different times of day.</li> <li>• I can use formal or informal language appropriately.</li> <li>• I can use gestures to support my conversation.</li> </ul>	<b>What’s Your Name?</b> Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in French. <ul style="list-style-type: none"> <li>• I can introduce myself to someone else.</li> <li>• I can ask another person their name.</li> <li>• I can use gestures to support my conversation.</li> </ul>	<b>How Are You?</b> Listen attentively to spoken language and show understanding by joining in and responding; <ul style="list-style-type: none"> <li>• I can use ‘Comment ça va?’ as a question.</li> <li>• I can choose the appropriate phrase to say how I feel.</li> </ul>	<b>Goodbye!</b> Listen attentively to spoken language and show understanding by joining in and responding; <ul style="list-style-type: none"> <li>• I can say goodbye in a variety of ways.</li> <li>• I can use formal and informal language.</li> </ul>	<b>Counting 0-10</b> Develop accurate pronunciation and intonation so that others understand <ul style="list-style-type: none"> <li>• I can say the numbers 0-10 in French.</li> <li>• I can listen and repeat carefully.</li> <li>• I can join in when the numbers are in a song.</li> <li>• I can use music to help me remember new words.</li> </ul>	<b>How Old Are You?</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures <ul style="list-style-type: none"> <li>• I can use number words in my sentences.</li> <li>• I can make up new sentences.</li> <li>• I can ask how old someone is.</li> <li>• I can say my own age.</li> </ul>
Potential amendments for SEND	Use of visuals and knowledge organisers Opportunity to revisit and consolidate Use of mixed ability pairings Verbal scaffolds and prompts					

Year 3 Autumn 2 French

Theme: All about me	Cross Curricular Links: PSHE/science naming body parts	
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Key vocabulary	Prior learning	Next steps
Colours Clothing Body parts Classroom instructions	Greetings Numbers to 10 Feelings	Application of learned vocabulary into short sentences and use in games etc Apply classroom instructions into everyday scenarios

- Key assessment questions**
- give and respond to simple classroom instructions appropriately;
  - name parts of the body from a song;
  - identify colours;
  - name items of clothing;
  - say that un/une relate to masculine & feminine nouns;

**Knowledge to be taught**      **Useful pictures / diagrams / weblinks**

This All About Me unit will teach your class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.

Definitions / technical vocabulary for teachers.

Nouns in French are either masculine or feminine. See knowledge organiser.

<p><b>Key Vocabulary - Classroom Instructions</b></p> <table border="1"> <tr> <td>asseyez-vous sit down </td> <td>levez-vous stand up </td> <td>rangez vos chaises put your chairs under </td> <td>taisez-vous be quiet </td> <td>écoutez listen </td> </tr> <tr> <td>regardez look </td> <td>allez-y off you go </td> <td>venez au tapis come to the carpet </td> <td>répétez repeat </td> <td>rangez vos affaires tidy up your things </td> </tr> </table>	asseyez-vous sit down 	levez-vous stand up 	rangez vos chaises put your chairs under 	taisez-vous be quiet 	écoutez listen 	regardez look 	allez-y off you go 	venez au tapis come to the carpet 	répétez repeat 	rangez vos affaires tidy up your things 	<p><b>Key Vocabulary - My Body</b></p>	<p><b>Key Vocabulary - Clothes</b></p> <table border="1"> <thead> <tr> <th colspan="2">f = feminine</th> <th colspan="2">m = masculine</th> </tr> </thead> <tbody> <tr> <td>une jupe (f)</td> <td></td> <td>un pantalon (m)</td> <td></td> </tr> <tr> <td>une chemise (f)</td> <td></td> <td>un pull (m)</td> <td></td> </tr> <tr> <td>un maillot de corps (m)</td> <td></td> <td>une robe (f)</td> <td></td> </tr> <tr> <td>des chaussettes (f)</td> <td></td> <td>un slip (m)</td> <td></td> </tr> <tr> <td>des gants (m)</td> <td></td> <td>une écharpe (f)</td> <td></td> </tr> <tr> <td>un imperméable (m)</td> <td></td> <td>des lunettes (f)</td> <td></td> </tr> <tr> <td>un chapeau (m)</td> <td></td> <td>des bottes (f)</td> <td></td> </tr> <tr> <td></td> <td></td> <td>un sweat (m)</td> <td></td> </tr> <tr> <td></td> <td></td> <td>un manteau (m)</td> <td></td> </tr> <tr> <td></td> <td></td> <td>une ceinture (f)</td> <td></td> </tr> <tr> <td></td> <td></td> <td>une montre (f)</td> <td></td> </tr> </tbody> </table>	f = feminine		m = masculine		une jupe (f)		un pantalon (m)		une chemise (f)		un pull (m)		un maillot de corps (m)		une robe (f)		des chaussettes (f)		un slip (m)		des gants (m)		une écharpe (f)		un imperméable (m)		des lunettes (f)		un chapeau (m)		des bottes (f)				un sweat (m)				un manteau (m)				une ceinture (f)				une montre (f)		<p><b>Key Vocabulary - Colours</b></p>
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<p><b>Key Knowledge and Grammar</b></p> <p>Nouns in French are either masculine or feminine. The concept of 'masculine' and 'feminine' is usually unpredictable, so simply remember that all nouns are either <b>une</b> [feminine] or <b>un</b> [masculine] words e.g. <b>une jupe</b> [a skirt], <b>un pull</b> [a coat]. Use <b>des</b> [some] for plural (both masculine and feminine) nouns.</p> <table border="1"> <tr> <td>oui yes</td> <td>non no</td> <td>et and</td> </tr> </table>				oui yes	non no	et and																																																							
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[Unit pack](#)

Medium term plan – Year 3 – Autumn 2 – MFL						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Review numbers, greetings and feelings	Review numbers, greetings and feelings	Review numbers, greetings and feelings	Review numbers, greetings and feelings	Requires clothing resources	Requires clothing resources
Key learning focus for the lesson (s)	<b>Classroom Instructions</b> Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions. To listen and respond to instructions.	<b>My Body</b> Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts. To read, listen and respond to vocabulary. To demonstrate my understanding with actions.	<b>Actions</b> Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions. To understand and respond to action words.	<b>Colours</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours. To listen to and copy pronunciation of colour words accurately.	<b>Clothes 1: What's in Your Wardrobe?</b> Understand basic grammar of feminine and masculine noun in the context of clothing. To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns.	<b>Clothes 2: What Are You Wearing?</b> To use simple conjunctions to link vocabulary for clothes and accessories. To have a simple conversation about clothes.
Potential amendments for SEND	Use of visuals and knowledge organisers, opportunity to revisit and consolidate, use of mixed ability pairings, verbal scaffolds and prompts					



Year 4 Autumn 1 French

Theme: All around town	Cross Curricular Links: PSHE – feelings and emotions
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Key vocabulary	Prior learning	Next steps
Shops and amenities Numbers to 100 Asking/answering where people live		Application of learned vocabulary into short sentences and use in games etc Application of numbers into simple calculations

Key assessment questions

- locate some of France’s key cities;
- say in French what amenities or features are found in their own town;
- use multiples of ten and number operations to do simple calculations;
- vary sentences about asking and giving simple addresses;
- use a bilingual dictionary with increasing confidence to translate French-English and vice versa.

Knowledge to be taught Useful pictures / diagrams / weblinks

In this ‘**All Around Town**’ unit, children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.

Definitions / technical vocabulary for teachers.

There are sound files of all key vocabulary plus available for each unit as well as knowledge organisers.

Key Vocabulary	Numbers	Key Language in Context	Key Knowledge and Grammar																																										
<p>f = feminine m = masculine</p>	<table border="1"> <tr><td>un 1</td><td>quinze 15</td><td>soixante-dix 70</td></tr> <tr><td>deux 2</td><td>seize 16</td><td>soixante-et-onze 71</td></tr> <tr><td>trois 3</td><td>dix-sept 17</td><td>quatre-vingts 80</td></tr> <tr><td>quatre 4</td><td>dix-huit 18</td><td>quatre-vingt-un 81</td></tr> <tr><td>cinq 5</td><td>dix-neuf 19</td><td>quatre-vingt-dix 90</td></tr> <tr><td>six 6</td><td>vingt 20</td><td>quatre-vingt-onze 91</td></tr> <tr><td>sept 7</td><td>vingt-et-un 21</td><td>cent 100</td></tr> <tr><td>huit 8</td><td>vingt-deux 22</td><td>plus +</td></tr> <tr><td>neuf 9</td><td>trente 30</td><td>moins -</td></tr> <tr><td>dix 10</td><td>trente-et-un 31</td><td>fois x</td></tr> <tr><td>onze 11</td><td>trente-deux 32</td><td>divisé par ÷</td></tr> <tr><td>douze 12</td><td>quarante 40</td><td>zéro 0</td></tr> <tr><td>treize 13</td><td>cinquante 50</td><td></td></tr> <tr><td>quatorze 14</td><td>soixante 60</td><td></td></tr> </table>	un 1	quinze 15	soixante-dix 70	deux 2	seize 16	soixante-et-onze 71	trois 3	dix-sept 17	quatre-vingts 80	quatre 4	dix-huit 18	quatre-vingt-un 81	cinq 5	dix-neuf 19	quatre-vingt-dix 90	six 6	vingt 20	quatre-vingt-onze 91	sept 7	vingt-et-un 21	cent 100	huit 8	vingt-deux 22	plus +	neuf 9	trente 30	moins -	dix 10	trente-et-un 31	fois x	onze 11	trente-deux 32	divisé par ÷	douze 12	quarante 40	zéro 0	treize 13	cinquante 50		quatorze 14	soixante 60		<p>Qu'est-ce qu'il y a dans ta ville ? What is there in your town?</p> <p>À Bordeaux, il y a une gare. À Nantes, il n'y a pas de piscine.</p> <p>Quelle est ton adresse ? What is your address? Mon adresse est 23 rue de la Ferme, à Nice. My address is 23 Farm Road, in Nice.</p> <p>Où habites-tu ? Where do you live? J'habite à Marseille. I live in Marseille.</p>	<p>Il y a means there is or there are. You can use it before a singular or plural noun:</p> <ul style="list-style-type: none"> <li>• Il y a un parc/une gare. (There is a park/train station.)</li> <li>• Il y a des magasins. (There are some shops.)</li> </ul> <p>Il n'y a pas means there isn't or there aren't. You can use it before a singular or a plural noun (always introduced by 'de'):</p> <ul style="list-style-type: none"> <li>• Il n'y a pas de cinéma. (there isn't a cinema.)</li> <li>• Il n'y a pas de magasins (there aren't any shops).</li> </ul> <p>Note that Il n'y a pas is followed by 'de' instead of un/une/des.</p> <p>du/de la/des l'/des are used to say of the in addresses.</p> <ul style="list-style-type: none"> <li>• Use du before a masculine noun, e.g. rue du Soleil (road of the Sun).</li> <li>• Use de la before a feminine noun, e.g. allée de la Plage (lane of the Beach).</li> <li>• Use de l' before a noun which starts with a vowel or the letter 'H', e.g. boulevard de l'Hôpital (boulevard of the Hospital).</li> <li>• Use des before a plural noun, e.g. place des Fleurs (square of the Flowers).</li> </ul> <p>mon/ma (my) ton/ta (your) are possessive adjectives and they agree with the noun they go with.</p> <ul style="list-style-type: none"> <li>• Use mon and ton with a masculine singular noun, e.g. mon père (my dad), ton frère (your brother).</li> <li>• Use ma and ta with a feminine singular noun, e.g. ma ville (my town), ta ville (your town).</li> </ul> <p>Exception: With a feminine noun that starts with a vowel or the letter 'h', you must use mon/ton instead of ma/ta, e.g. mon/ton adresse (my/your address).</p> <p>dans/à are prepositions meaning in.</p> <ul style="list-style-type: none"> <li>• Dans means in/inside, e.g. Dans ma ville, il y a deux boulangeries. (In my town, there are two bakeries.)</li> <li>• Before the name of a town/city, we use à to say in, e.g. J'habite à Paris.</li> </ul>
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[Unit pack](#)

Medium term plan – Year 4 – Autumn 1 – French						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.			Review numbers to 10	Review counting in tens	Know own address Review numbers	
Key learning focus for the lesson (s)	<b>Where Do You Live?</b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live. To listen carefully and pronounce unfamiliar words with increasing accuracy.	<b>In My Town</b> To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town. To listen carefully, repeating and responding to key words and phrases.	<b>Counting in Tens</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens. To use familiar sounds and spellings to help me recognise and learn new language.	<b>Counting to 100</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100. To apply my knowledge to help me predict, say and spell new language.	<b>My Address Is...</b> To present ideas and information orally to a range of audiences, in the context of giving your address. To select and present information to other people.	<b>How Do You Say...?</b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of researching vocabulary in categories. To use a bilingual dictionary to develop my vocabulary around a given topic.
Potential amendments for SEND	Use of visuals and knowledge organisers Opportunity to revisit and consolidate Use of mixed ability pairings Verbal scaffolds and prompts					

Year 4 Autumn 2 French

Theme: On the move	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Directions Transport Modes of travel	Greetings Numbers to 10 Feelings	Application of learned vocabulary into short sentences and use in games etc Apply classroom instructions into everyday scenarios

- Key assessment questions**
- use the correct article to precede a noun according to gender;
  - use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
  - give and respond to simple movement/direction instructions;
  - give simple directions by substituting vocabulary as necessary;
  - follow simple directions to find a place on a map.

<b>Knowledge to be taught</b>	<b>Useful pictures / diagrams / weblinks</b>														
<p>In this 'On the Move' unit, children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.</p>	<p><b>Key Vocabulary – Transport</b></p> <p>f = feminine    m = masculine</p>	<p><b>Key Vocabulary – Body and Actions</b></p>	<p><b>Key Vocabulary – Directions</b></p> <table border="1"> <tr> <td>allez go</td> <td>tournez turn</td> <td>tout droit straight on</td> <td>à droite to the right</td> </tr> <tr> <td>à gauche to the left</td> <td>c'est it is</td> <td>la première first</td> <td>la deuxième second</td> </tr> <tr> <td>la troisième third</td> <td>voilà there you are</td> <td>bien sûr of course</td> <td>Pour le/la/l'..., s'il vous plaît ? How do I get to the..., please?</td> </tr> </table> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• The last <b>s</b> in the word <b>gauche</b> is silent and the <b>ch</b> is pronounced /sh/.</li> <li>• The last <b>e</b> in <b>à droite</b> makes the <b>t</b> voiced but in <b>tout droit</b> the <b>t</b> is silent as usual.</li> </ul>	allez go	tournez turn	tout droit straight on	à droite to the right	à gauche to the left	c'est it is	la première first	la deuxième second	la troisième third	voilà there you are	bien sûr of course	Pour le/la/l'..., s'il vous plaît ? How do I get to the..., please?
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<p><b>Definitions / technical vocabulary for teachers.</b></p> <p>There are sound files of all key vocabulary plus available for each unit as well as knowledge organisers.</p>	<p><b>Key Language in Context</b></p> <p>Comment vas-tu à l'école ? How do you get to school?</p> <p>Je vais à l'école <b>en</b> autobus. Ils vont à l'école <b>à</b> pied.</p>	<p><b>Verb – aller (to go)</b></p> <table border="1"> <tr> <td>je vais I go</td> <td>tu vas you go</td> <td>il/elle va he/she/it goes</td> </tr> <tr> <td>nous allons we go</td> <td>vous allez you (plural) go</td> <td>ils/elles vont they (m/f) go</td> </tr> </table>	je vais I go	tu vas you go	il/elle va he/she/it goes	nous allons we go	vous allez you (plural) go	ils/elles vont they (m/f) go	<p><b>Key Knowledge and Grammar</b></p> <p>The prepositions <b>en</b> and <b>à</b> are used to introduce the type of transport you use to travel to places. Use <b>en</b> for any kind of vehicle (it means <b>by</b>). Use <b>à</b> for anything involving human/animal power (it means <b>on</b>). Just like in English, you will not need the determiner <b>une/une</b> before the transport name.</p> <ul style="list-style-type: none"> <li>• e.g. Je vais à l'école <b>en</b> voiture [I go to school <b>by</b> car].</li> <li>• e.g. Je vais à l'école <b>à</b> pied [I go to school <b>on</b> foot].</li> </ul> <p>The preposition <b>à</b> is used to say where you are going and it means to, e.g. Je vais à la piscine [I go to the swimming pool], Je vais à l'école [I go to the school].</p> <p>However, remember that when using the preposition <b>à</b> before <b>le</b> (definite article in the masculine singular), <b>à + le</b> becomes <b>au</b>: e.g. <b>le</b> marché is a masculine noun, so you would say Je vais <b>au</b> marché [I go to the market].</p> <p>In the plural form of French verbs, <b>ils</b> means 'they' for plural males or a group of males/females together. You only use <b>elles</b> for a group consisting purely of females.</p> <p><b>Pour la piscine, s'il vous plaît ?</b> How do I get to the swimming pool, please? C'est la troisième à gauche. It's the third on the left.</p> <p><b>Pour la gare, s'il vous plaît ?</b> How do I get to the station, please? C'est tout droit. It's straight on.</p>						
je vais I go	tu vas you go	il/elle va he/she/it goes													
nous allons we go	vous allez you (plural) go	ils/elles vont they (m/f) go													

[Unit pack](#)



Medium term plan – Year 4 – Autumn 2 – FRENCH						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.		Review transport vocabulary		Requires dice/music Review body parts	Review directions language	
Key learning focus for the lesson (s)	<b>Transport</b> To present ideas and information orally to a range of audiences, in the context of types of transport. To tell other people about types of transport.	<b>How Do You Go to School?</b> To understand basic grammar appropriate to the language (conjugation of high-frequency verbs), in the context of types of transport. To use the verb 'to go' in a simple sentence.	<b>Directions</b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of directions. To recognise and pronounce a familiar spelling pattern in different words.	<b>I Like to Move It!</b> To describe people, places, things and actions orally and in writing, in the context of directions. To use my knowledge of actions and directions to give instructions.	<b>How Do I Get to...?</b> To engage in conversations; ask and answer questions, in the context of travelling round a town. To combine familiar language to create a new set of sentences.	<b>We All Go Together!</b> To understand basic grammar appropriate to the language (conjugation of high-frequency verbs, in the context of talking about travel. To give a sentence subject-verb agreement.
Potential amendments for SEND	Use of visuals and knowledge organisers Opportunity to revisit and consolidate Use of mixed ability pairings Verbal scaffolds and prompts					

