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**Long Term Mapping**

**FRENCH KS2**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** |
| **(2022-2023)** | **(2023-2024)** | **(2024 – 2025)** | **(2025-2026)** |
|  | | NUMBERS, ALPHABET, DAYS & MONTHS should be taught throughout, as starters and mini activities. | | | |
| **Autumn** | **1** | C’EST MOI  Moi, C’est Moi  (Me, It’s Me) | FAMILY  Mon papa/Ma Maman  (My Mum/My Dad) | C’EST MOI  Moi, C’est Moi  (Me, It’s Me) | HOUSES  Boucle d’or et les Trois Ours  (Goldilocks And The Three Bears) |
| **2** | AUTUMN/CHRISTMAS  Le nuit de noel  (The Night Before Christmas) | AUTUMN/CHRISTMAS  Silence Pere Noel!  (Quiet Father Christmas!) | AUTUMN/CHRISTMAS  24 Petites Souris Avant Noel  (24 Small Mice At Christmas) | AUTUMN/CHRISTMAS  Je m’habille et … je porte un cadeau!  (Je m’habille series – I bring a present) |
| **Spring** | **1** | ANIMALS – FARM  Trois Petites Cochons  (3 Little Pigs) | ANIMALS – ZOO  Trois Courageux Petits Gorilles  (3 Brave Gorillas) | ANIMALS – WILD  Au Carnaval des Animaux  (The Animal Carnival) | ANIMALS – PETS  Tu as un Animal?  (Have You Got An Animal) |
| **2** | FOOD – VEGETABLES AND SALAD  [Le Navet Géant](https://www.littleredlanguages.co.uk/story/fr/57/le-navet-geant-french-story-little-red-languages)  (The Enormous Turnip) | FOOD – CELEBRATIONS  Vive l’heure du goûter!  (Long Live Snack Time!) | FOOD – CAFÉ  Le tigre qui s’invita pour le thé  (The Tiger Who Came To Tea) | FOOD – FRUIT La Chenille Qui Fait Des Trous (The Very Hungry Caterpillar) |
| **Summer** | **1** | BODY PARTS  Pourquoi?  (Why?) | MY TOWN  Un Eléphant Dans la Ville  (Rosa Goes To The City) | CLOTHING  Je m’habille et … je te croque!  (Je m’habille series – I Get Dressed) | TRANSPORT  Les Vehicules  (Vehicles) |
| **2** | COLOURS  Les Couleurs d’Elmer  (Elmer) | MONSTERS  Va-t’en Grand Monster Vert!  (Go Away Green Monster!) | SPORTS/HOBBIES  C’est moi le champion  (I’m the Champion) | MY BIRTHDAY  M/Mme Anniversaire  (Little Miss Birthday) |

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| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiation, aspirational targets based on pupil’s individual needs. | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and known French vocabulary. | | | | ***Learning for Life*** | | | To develop understanding and language of different cultures. | | |
| **Cycle 1 (2022-23)** | To continuously build on knowledge learnt, linked to familiar stories to develop pupil’s enjoyment, understanding and communication of a new language. | **Autumn 1**  7 weeks | | | **Autumn 2**  7 weeks | | | **Spring 1**  7 weeks | | | **Spring 2**  7 weeks | | | **Summer 1**  7 weeks | | | **Summer 2**  7 weeks | |
| **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | |
| C’est Moi | | | Autumn/Christmas | | | Animals - Farm | | | Food – Vegetable & Salad | | | Body Parts | | | Colours | |
| **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | |
| Moi, C’est Moi | | | Le nuit de noel  (The Night Before Christmas) | | | Trois Petites Cochons  (3 Little Pigs) | | | [Le Navet Géant](https://www.littleredlanguages.co.uk/story/fr/57/le-navet-geant-french-story-little-red-languages)  (The Enormous Turnip) | | | Pourquoi? | | | Les Couleurs d’Elmer  (Elmer) | |
| ***SKILL FOCUS* & SUGGESTED ACTIVITIES** | | | | | | | | | | | | | | | | |
| *Broaden their vocabulary and develop their ability to understand new words.*  Greetings  Personal Profile  My name is…  I am from…  I like / I don’t like | | | *Appreciate stories, songs, poems and rhymes in the language.*  Christmas cards  Sleeping lions  Pass the parcel  Decorate the classroom | | | *Read carefully and show understanding of words, phrases and simple writing.*  Hide and seek animals  Animal masks  Animals noises  Bear hunt / follow foot prints | | | *Engage in conversations; ask and answer questions.*  Role play vegetable shop  Make a salad  Food tasting  French picnic  What’s your favourite? | | | *Speak in sentences, using familiar vocabulary.*  Heads, shoulders, knees & toes  Build a paper/card puppet  Simon says  Jabadao | | | *Describe people, places, things and actions orally and in writing.*  Paint own elephant  Paint by number  I spy something vert / bleu  Sort by colour  Rainbows | |
| **VOCABULARY - Please find additional vocabulary on** [french.kwiziq.com/learn/theme](https://french.kwiziq.com/learn/theme) | | | | | | | | | | | | | | | | |
| Bonjour  Je m’appelle…  Je veins de…  J’aime…  Je n’aime pas… | | Hello  My name is…  I am from…  I like…  I don’t  like… | l’automne  un arbre  une feuille  un renne  Joyuex Noël  une boule  une étoile  le Père Noël  un cadeau | Autumn  Tree  Leaf  Reindeer  Merry Christmas  Bauble  Star  Father Christmas  Present | | le cochon  le poulet  la vache  le mouton  la chèvre  le canard  un âne  le cheval  le coq | | Pig  Chicken  Cow  Sheep  Goat  Duck  Donkey  Horse  Rooster | un chou-fleur  le maïs  des épinards  un chou  une laitue  un poireau  une tomate  un concombre  un poivron | Cauliflower  Sweetcorn  Spinach  Cabbage  Lettuce  Leek  Tomato  Cucumber  Pepper | | la tête  le bras  la main  la jambe  le pied  l'oeil  l'oreille  la bouche  le nez | Head  Arm  Hand  Leg  Foot  Eye  Ear  Mouth  Nose | | Vert  Bleu  Blanc  Rouge  Noir  Orange  Rose  Gris  Jaune | Green  Blue  White  Red  Black  Orange  Pink  Grey  Yellow |
| **IMPLEMENTATION - – SUGGESTED (SOME CLASSES MAY BENEFIT FROM REPEATED LESSONS OR A CAROUSEL OF ACTIVITIES LISTED)** | | | | | | | | | | | | | | | | |
| **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create personal profiles  **Week 5 -6:** Share profiles and structured interactions  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create Christmas craft  **Week 5 -6:** Christmas activities and sensory story  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and animal craft  **Week 5 -6:** Match words to pictures/symbols  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and role play cafe  **Week 5 -6:** Structured interactions / conversations around creating  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and construct / label body parts  **Week 5 -6:** Songs and performances  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and use colours in art / craft  **Week 5 -6:** Games and art with colours  **Week 7:** Assessment | |
| **INTENT** |

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| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiation, aspirational targets based on pupil’s individual needs. | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and known French vocabulary. | | | | ***Learning for Life*** | | To develop understanding and language of different cultures. | | |
| **Cycle 2 (2023-24)** | To continuously build on knowledge learnt, linked to familiar stories to develop pupil’s enjoyment, understanding and communication of a new language. | **Autumn 1**  7 weeks | | | **Autumn 2**  7 weeks | | | **Spring 1**  7 weeks | | | **Spring 2**  7 weeks | | | **Summer 1**  7 weeks | | **Summer 2**  7 weeks | |
| **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | **Topic** | |
| Family | | | Autumn/Christmas | | | Animals - Zoo | | | Food - Celebrations | | | My Town | | Monsters | |
| **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | **Story linked to topic** | |
| Mon papa/Ma Maman  (My Mum/My Dad) | | | Silence Pere Noel!  (Quiet Father Christmas!) | | | Trois Courageux Petits Gorilles  (3 Brave Gorillas) | | | Vive l’heure du goûter!  (Long live snack time!) | | | Un Eléphant Dans la Ville  (Rosa Goes To The City) | | Va-t’en Grand Monster Vert!  (Go Away Green Monster!) | |
| ***SKILL FOCUS* & SUGGESTED ACTIVITIES** | | | | | | | | | | | | | | | |
| *Broaden their vocabulary and develop their ability to understand new words.*  Family Tree  Family portrait  Baby shark  Spelling Names  Alphabet names | | | *Appreciate stories, songs, poems and rhymes in the language.*  Santa craft  Christmas songs  Christmas treasure hunt  Christmas tree craft  Sensory sleigh ride | | | *Read carefully and show understanding of words, phrases and simple writing.*  Hide and seek animals  Animal masks  Animals noises  Bear hunt / follow foot prints | | | *Engage in conversations; ask and answer questions.*  Café role play (dine & serve)  Snack time Goûter theme  Baking  Pancake day  Easter picnic | | | *Describe people, places, things and actions orally and in writing.*  Create a map  Building towers  Role play visit (shops etc.)  Write postcards  Create poster for the town | | *Listen attentively to spoken language and show understanding by joining in and responding.*  Create a monster (HKL)  Sensory story  Monster Hunt  Listen and find monster | |
| **VOCABULARY - Please find additional vocabulary on** [french.kwiziq.com/learn/theme](https://french.kwiziq.com/learn/theme) | | | | | | | | | | | | | | | |
| la famille  **le père/papa**  **la mère/maman**  **le frère**  **la sœur**  **le grand-père**  **la grand-mère**  **la tante**  **l’oncle** | | Family  Father/dad  Mother/mum  Brother  Sister  Grandmother  Grandfather  Aunt  Uncle | l’automne  un arbre  une feuille  le gland  Joyuex Noël  une boule  une étoile  le Père Noël  un cadeau | Autumn  Tree  Leaf  Acorn  Merry Xtmas  Bauble  Star  Santa Claus  Present | | un animal  le zoo  le zèbre  le lion  le tigre  l'éléphant  la girafe  le singe  le serpent | | An animal  The zoo  Zebra  Lion  Tiger  Elephant  Giraffe  Monkey  Snake | un sandwich  un gateau  la patisserie  le chocolat  les bonbons  un biscuit pain au chocolat | sandwich  cake  pastry  chocolate  sweets  biscuit  chocolate bread | | le centre-ville  le marché  le parc  le café  le supermarché  la boucherie  la boulangerie  la pharmacie  le magasin | Town centre  Market  Park  Café  Supermarket  Butchers  Bakery  Pharmacy  Shop | la tête  le bras  la main  la jambe  le pied  Vert  Bleu  Blanc  Rouge | Head  Arm  Hand  Leg  Foot  Green  Blue  White  Red |
| **IMPLEMENTATION - SUGGESTED (SOME CLASSES MAY BENEFIT FROM REPEATED LESSONS OR A CAROUSEL OF ACTIVITIES LISTED)** | | | | | | | | | | | | | | | |
| **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create family tree  **Week 5 -6:** Share profiles and structured interactions  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create Christmas craft  **Week 5 -6:** Christmas activities and sensory story  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and animal craft  **Week 5 -6:** Match words to pictures/symbols  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and role play cafe  **Week 5 -6:** Structured interactions / conversations around creating  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create map or building  **Week 5 -6:** Create postcards / letters focused on description  **Week 7:** Assessment | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the sensory story  **Week 5 -6:** Create own monsters and listening activities  **Week 7:** Assessment | |
| **INTENT** |

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| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiation, aspirational targets based on pupil’s individual needs. | | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and known French vocabulary. | | | | ***Learning for Life*** | To develop understanding and language of different cultures. | | |
| **Cycle 3 (2024-25)** | To continuously build on knowledge learnt, linked to familiar stories to develop pupil’s enjoyment, understanding and communication of a new language. | **Autumn 1**  7 weeks | | | **Autumn 2**  7 weeks | | **Spring 1**  7 weeks | | | | **Spring 2**  7 weeks | | **Summer 1**  7 weeks | | | **Summer 2**  7 weeks | |
| **Topic** | | | **Topic** | | **Topic** | | | | **Topic** | | **Topic** | | | **Topic** | |
| C’est Moi | | | Autumn/Christmas | | Animals - Wild | | | | Food - Cafe | | Clothing | | | Sports/Hobbies | |
| **Story linked to topic** | | | **Story linked to topic** | | **Story linked to topic** | | | | **Story linked to topic** | | **Story linked to topic** | | | **Story linked to topic** | |
| Moi, C’est Moi | | | 24 Petites Souris Avant Noel  (24 Small Mice At Christmas) | | Au Carnaval des Animaux  (The Animal Carnival) | | | | Le tigre qui s’invita pour le thé  (The Tiger Who Came To Tea) | | Je m’habille et … je te croque!  (Je m’habille series – I get dressed) | | | C’est moi le champion | |
| ***SKILL FOCUS* & SUGGESTED ACTIVITIES** | | | | | | | | | | | | | | | |
| *“Broaden their vocabulary and develop their ability to understand new words.”*  Greetings  Personal Profile  My name is…  I am from…  I like / I don’t like | | | *Appreciate stories, songs, poems and rhymes in the language.*  Decorate a Christmas tree  Make Christmas decorations  Choose presents for everyone  Make Christmas food | | *Read carefully and show understanding of words, phrases and simple writing.*  Hide and seek animals  Animal masks  Animals noises  Bear hunt / follow foot prints | | | | *Engage in conversations; ask and answer questions.*  Café role play (dine & serve)  Tea party  Make a cake for a tea party  Tiger craft  Snack time requests | | *Speak in sentences, using familiar vocabulary.*  Fancy dress / costumes  My favourite clothes  Tie dye socks  Sequence dressing  Clothes treasure hunt | | | *Present ideas and information to a range of audiences.*  Mini Olympics  Favourite team PowerPoint  What do you dream of?  Weekend news | |
| **VOCABULARY - Please find additional vocabulary on** [french.kwiziq.com/learn/theme](https://french.kwiziq.com/learn/theme) | | | | | | | | | | | | | | | |
| Bonjour  Je m’appelle…  Je veins de…  J’aime…  Je n’aime pas… | | Hello  My name is…  I am  from…  I like…  I don’t  like… | l’automne  un arbre  une feuille  le gland  Joyuex Noël  une boule  une étoile  le Père Noël  un cadeau | Autumn  Tree  Leaf  Acorn  Merry Xmas  Bauble  Star  Santa Claus  Present | un animal  le zoo  le zèbre  le lion  le tigre  l'éléphant  la girafe  le singe  le serpent | | An animal  The zoo  Zebra  Lion  Tiger  Elephant  Giraffe  Monkey  Snake | | le café  un café  le thé  un sandwich  un gateau  la patisserie  le lait  le chocolat chaud | Café  Coffee  Tea  Sandwich  Cake  Pastry  Milk  Hot  Chocolate | la chemise  la robe  le pantalon  la jupe  les chaussures  le manteau  les chaussettes  le slip  le pull | | Shirt  Dress  Trousers  Skirt  Shoes  Coat  Socks  Underpants  Jumper | J’aime…  le foot  le rugby  le golf  le basket  le cricket  la lecture  la peinture  danser | I like…  Football  Rugby  Golf  Basketball  Cricket  Reading  Painting  to dance |
| **IMPLEMENTATION – SUGGESTED (SOME CLASSES MAY BENEFIT FROM REPEATED LESSONS OR A CAROUSEL OF ACTIVITIES LISTED)** | | | | | | | | | | | | | | | |
| **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create personal profiles  **Week 5 -6:** Share profiles and structured interactions  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create Christmas craft  **Week 5 -6:** Christmas activities and sensory story  **Week 7:** Assessment | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and animal craft  **Week 5 -6:** Match words to pictures/symbols  **Week 7:** Assessment | | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and role play cafe  **Week 5 -6:** Structured interactions / conversations around creating  **Week 7:** Assessment | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create own outfits / items of clothing  **Week 5 -6:** Speaking exercising describing outfits  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and experience sports / hobbies  **Week 5 -6:** Present and share information  **Week 7:** Assessment | |
| **INTENT** |

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| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiation, aspirational targets based on pupil’s individual needs. | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and known French vocabulary. | | | | ***Learning for Life*** | | To develop understanding and language of different cultures. | | |
| **Cycle 4 (2025-26)** | To continuously build on knowledge learnt, linked to familiar stories to develop pupil’s enjoyment, understanding and communication of a new language. | **Autumn 1**  7 weeks | | | **Autumn 2**  7 weeks | | | **Spring 1**  7 weeks | | | **Spring 2**  7 weeks | | | **Summer 1**  7 weeks | | **Summer 2**  7 weeks | |
| **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | | **Topic** | | **Topic** | |
| Houses | | | Autumn/Christmas | | | Animals - Pets | | | Food - Fruit | | | Transport | | Birthday | |
| **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | | **Story linked to topic** | | **Story linked to topic** | |
| Boucle d’or et les Trois Ours  (Goldilocks And The Three Bears) | | | Je m’habille et … je porte un cadeau!  (Je m’habille series – I bring a present) | | | Tu as un Animal?  (Have You Got An Animal) | | | La Chenille Qui Fait Des Trous (The Very Hungry Caterpillar) | | | Les Vehicules  (Vehicles) | | M/Mme Anniversaire  (Little Miss Birthday) | |
| ***SKILL FOCUS* & SUGGESTED ACTIVITIES** | | | | | | | | | | | | | | | |
| *Present ideas and information to a range of audiences*  Hide and seek  Draw / create your house  Lego houses  Tidy the bedroom  Match item to room | | | *Appreciate stories, songs, poems and rhymes in the language.*  Wrapping presents  Choosing presents  Make a present  Make Christmas cards  Sensory story | | | *Read carefully and show understanding of words, phrases and simple writing.*  What animal sound is that?  I have a pet…  Counting animals  Create a pet (sensory)  Categorise animals | | | *Engage in conversations; ask and answer questions.*  Role play shop  Favourite fruit  Snack time choice  Picking fruit  Fruit salad  Fruit kebabs | | | *Listen attentively to spoken language and show understanding by joining in and responding.*  Road Safety  Building train tracks  Paper planes  Bike craft | | *Explore patterns and sounds of language through songs and rhymes and link to spelling, sound and meaning of words.*  My birthday is…  Birthday games (pass the parcel etc.) | |
| **VOCABULARY - Please find additional vocabulary on** [french.kwiziq.com/learn/theme](https://french.kwiziq.com/learn/theme) | | | | | | | | | | | | | | | |
| la maison  une pièce  la cuisine  la salle à manger  la chambre  la salle de bains  le jardin | | House  Room  Kitchen  Dining room  Bedroom  Bathroom  Garden | l’automne  un arbre  une feuille  le gland  Joyuex Noël  une boule  une étoile  le Père Noël  un cadeau | Autumn  Tree  Leaf  Acorn  Merry Xtmas  Bauble  Star  Santa Claus  Present | | un animal  le chien (m)  le chat (m)  la souris  le poisson  un oiseau  Un  Deux  Trois | | Animal  Dog  Cat  Mouse  Fish  Bird  One  Two  Three | le fruit  la orange  la pomme  la banane  la fraise  la pêche  le ananas  le raisin  le citron | Fruit  Orange  Apple  Banana  Strawberry  Peach  Pineapple  Grape  Lemon | | les transports  les Vehicules  une voiture  un train  un avion  un vélo  le bateau  le bus  un taxi | Transport  Vehicles  Car  Train  Plane  Bicycle  Boat  Bus  Taxi | Bon anniversaire  les jours de la semaine  les mois  onze – trente et un  un  gâteau  un cadeau | Happy Birthday  Days of the week  Months  Eleven  – Thirty One  Cake  Present |
| **IMPLEMENTATION - – SUGGESTED (SOME CLASSES MAY BENEFIT FROM REPEATED LESSONS OR A CAROUSEL OF ACTIVITIES LISTED)** | | | | | | | | | | | | | | | |
| **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create a house  **Week 5 -6:** Share creation and information about house  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create Christmas craft  **Week 5 -6:** Christmas activities and sensory story  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and animal craft  **Week 5 -6:** Match words to pictures/symbols  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and role play cafe  **Week 5 -6:** Structured interactions / conversations around creating  **Week 7:** Assessment | | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and create own vehicle  **Week 5 -6:** Listening and matching activities  **Week 7:** Assessment | | **Week 1 & 2:** Introduce Story and Key Vocab  **Week 3 - 4:** Follow the story and play birthday games  **Week 5 -6:** Birthday games and songs  **Week 7:** Assessment | |
| **INTENT** |