

**Intent:**

To build on learnt prior language. To develop pupil's enjoyment, understanding and communication skills within a new language, linked to their interests and own life.

		CYCLE A 2025-2026	CYCLE B 2026-2027	Running throughout each cycle
Autumn	1	Theme – Writing/Reading: Greetings and communicating personal details. <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Writing/Reading: Me, My family and friends <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	<p><b>Numbers, alphabet, days &amp; months should be taught throughout, as starters and mini activities.</b></p> <p>Throughout each cycle pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (When developmentally ready)</li> </ul>
	2	Theme – Speaking/Listening: Education and Employment <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Speaking/Listening; Technology and Social media. <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	
Spring	1	Theme – Writing/Reading – Social Activities <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Writing/Reading – Social and global issues (the environment and healthy/unhealthy food) <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	
	2	Theme – Speaking/Listening – Travel and Tourism (in French Speaking countries) <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Speaking/Listening – Free time activities <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	
Summer	1	Theme – Writing/Reading – Food and Eating out <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Writing/Reading – My home and town – Where I live <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	
	2	Theme – Speaking/Listening – Festivals and celebrations <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	Theme – Speaking/Listening – Current and future studies, including jobs, careers choices and ambitions. <b>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</b>	

				<ul style="list-style-type: none"><li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>• Describe people, places, things and actions orally and in writing.</li><li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (When developmentally ready at Step 17)</li></ul>
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