



Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Introducing verbs and gender agreement	Exploring the topics of: <ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Distinguishing between having and being • Talking about a thing or person • Talking about doing and making 	<ul style="list-style-type: none"> • Indefinite and Definite articles (singular) – un, une and le, la • Adjectival agreement • Position of adjectives 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-test (Vocab, Grammar, Reading and Writing)
Using ‘faire’ and –ER verbs	Exploring the topics of: <ul style="list-style-type: none"> • Talking about doing and making things • Saying what people do • Saying what you do with other people • Saying what other people do (one and more than one other person) • Distinguishing between 'you' meaning one person and 'you' meaning more than one person 	<ul style="list-style-type: none"> • Using faire with English equivalents other than 'do/make' • Present simple used with its continuous meaning • à with certain verbs (at) • two-verb structures: <i>aimer + infinitive</i> • intonation questions 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.
Using ‘il y a’, ‘être’, and ‘avoir’	Exploring the topics of: <ul style="list-style-type: none"> • Saying how many there are • Describing people • Saying what people have • Saying what people do 	Using: <ul style="list-style-type: none"> • regular plural marking on nouns (-s) • des (plural indefinite article) • regular adjective gender agreement • <i>indefinite articles (un, une, and des)</i> 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.

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	<ul style="list-style-type: none"> Talking about what belongs to you and what belongs to someone else 	<ul style="list-style-type: none"> intonation questions 	
Using the verb 'aller'	<p>Exploring the topics of:</p> <ul style="list-style-type: none"> Saying where people go Talk about yourself, to and about someone else 	<p>Using:</p> <ul style="list-style-type: none"> forms of 'à' with 'to' English equivalent meaning (à la/au) intonation questions with question words 'comment', 'où' and 'quand' use of the preposition 'à' meaning 'to' with towns and cities use of 'chez' use of 'en' meaning 'to' with feminine countries and in certain expressions 	<ul style="list-style-type: none"> Weekly vocab tests Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.
Common irregular 'IR' verbs in the present tense	<ul style="list-style-type: none"> Asking questions Using question words 	<p>Using:</p> <ul style="list-style-type: none"> inversion questions (il/elle) inversion questions with two-verb structures <i>inversion questions</i> with question words 'comment', 'où', 'quand', 'quoi', 'pourquoi' 	<ul style="list-style-type: none"> Weekly vocab tests Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. End of Year Assessment (Phonics/Speaking, Listening/Vocab, Grammar/ Reading and Writing)
<p>Ongoing Developing all skills Developing independent learners (e.g. Weekly homework with a phonics and vocabulary focus) Weekly vocab tests</p>			

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Sharing learning techniques e.g. memorisation
Use of target language