By the end of Lower Key Stage 2

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|  | About Me | Hobbies and Pets | Where I live | How I look | Animals, colours and sizes | Food and drink | Going to school | Going to work | Around the world | Healthy Lifestyles | Clothes and shopping | Weather |
|  | Unit 1 LKS2 Autumn 1 Cycle A | Unit 2 LKS2 Autumn 2 Cycle A | Unit 3 LKS2 Spring 1 Cycle A | Unit 4 LKS2 Spring 2 Cycle A | Unit 5 LKS2 Summer 1 Cycle A | Unit 6 LKS2 Summer 2 Cycle A | Unit 7 LKS2 Autumn 1  Cycle B | Unit 8 LKS2 Autumn 2  Cycle B | Unit 9 LKS2 Spring 1 Cycle B | Unit 10 LKS2 Spring 2 Cycle B | Unit 11 LKS2 Summer 1 Cycle B | Unit 12 LKS2 Summer 2 Cycle B |
| Outcome | To know how to introduce themselves.  To give basic information about themselves. For example, I am a boy/girl, I am tall/short and how old they are.  To know how to greet someone. To say hello, goodbye and ask how they are.  To count from one to ten.  To say their age and ask others their age.  To describe which family members they have.  To describe their nationality and which languages they speak.  To form sentences of their own based on the structures and vocabulary they know. | To greet others and respond politely.  To count from 11-20.  To describe when and how they like to play.  To describe what they do at breaktime.  To describe their hobbies.  To describe which pets they have.  To form sentences of their own based on the structures and vocabulary they know. | To say which country they live in.  To describe their town or village.  To describe their house.  To describe what they eat and where.  To learn some furniture items.  To describe what they do in the lounge.  To describe the furniture in their bedroom.  To form sentences of their own based on the structures and vocabulary they know. | To be able to name 10 body parts.  To be able to name 10 facial features.  To describe themselves physically.  To describe other people.  To be able to name 10 extra body parts.  To learn the days of the week.  To learn 3 time phrases. For example, today, tomorrow and yesterday.  To form sentences of their own based on the structures and vocabulary they know. | To say which pets they have.  To be able to name 10 farm animals.  To be able to name 10 zoo animals.  To be able to name 10 wild animals.  To learn 10 colours.  To be able to describe the size of a person or objects.  To form sentences of their own based on the structures and vocabulary they know. | To learn 10 words for food and drink.  To be able to say what they eat and drink for different meals.  To describe what they like to eat and drink.  To learn 10 vegetable words.  To learn 10 words for fruits.  To learn vocabulary related to grocery shopping.  To form sentences of their own based on the structures and vocabulary they know. | Describe your morning routine.  Describe how you get to school.  Learn words related to transport.  To learn school subjects and parts of the school day.  To describe what is in their classroom.  To give their opinion about school subjects.  To form sentences of their own based on the structures and vocabulary they know. | To say what job a person does.  To be able to describe where people work.  To be able to describe earning money.  To describe what they spend their money on.  To learn numbers 21-30.  To be able to tell the time (o’clock only).  To say what time they do different activities.  To form sentences of their own based on the structures and vocabulary they know. | To say which country they come from.  To describe whereabouts in the country they live.  To learn nine more words for languages.  To learn vocabulary related to airports and air travel.  To learn some holiday items.  To describe where they stay on holiday.  To form sentences of their own based on the structures and vocabulary they know. | To learn 10 sports.  To say which sports they like and dislike.  To describe which sports they do outside and where.  To describe healthy eating habits.  To describe what they do to keep fit and healthy.  To describe an unhealthy lifestyle.  To compare different foods, sports and lifestyles.  To form sentences of their own based on the structures and vocabulary they know. | To learn 10 items of clothing.  To learn 10 more clothes items.  To be able to describe what they wear.  To describe clothes.  To learn useful phrases for clothes shopping.  To describe how they put away their clothes.  To form sentences of their own based on the structures and vocabulary they know. | To describe the weather.  To learn the numbers 31-40.  To be able to describe the temperature.  To describe suitable clothing for different weather types.  To give a weather report.  To describe extreme weather.  To form sentences of their own based on the structures and vocabulary they know. |

By the end of Upper Key Stage 2

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|  | Useful Phrases | Food and Mealtimes | Around the house | Music and Celebrations | On the way to school | Seasons and Holidays | More about school | Our World | Describing people and things | Technology | The Environment | Hygiene and Healthcare |
| Unit 1 LKS2 Autumn 1 Cycle A | Unit 13 UKS2 Autumn 1 Cycle A | Unit 14 UKS2 Autumn 2 Cycle A | Unit 15 UKS2 Spring 1 Cycle A | Unit 16 UKS2  Spring 2  Cycle A | Unit 17 UKS2 Summer 1 Cycle A | Unit 18 UKS2 Summer 2 Cycle A | Unit 19 UKS2 Autumn 1  Cycle B | Unit 20 UKS2 Autumn 2 Cycle B | Unit 21 UKS2 Spring 1 Cycle B | Unit 22 UKS2 Spring 2  Cycle B | Unit 23 UKS2 Summer 1 Cycle B | Unit 24 UKS2 Summer 2 Cycle B |
| Outcome | To be able to ask WH-questions.  To describe pairs of opposites.  To use connectives to join sentences.  To be able to say what they will do in the future.  To be able to explain when they don’t understand.  To describe what belongs to different people.  To form sentences of their own based on the structures and vocabulary they know. | To revise time and be able to tell the time more specifically.  To describe what they have for lunch at school.  To describe lunchtime at school.  To be able to describe the school cafeteria.  To describe how they help with cooking.  To describe growing food.  To be able to describe food.  To form sentences of their own based on the structures and vocabulary they know. | To describe what there is in a kitchen.  To describe furniture in a living room.  To describe furniture in the bathroom.  To describe what is in the garden.  To learn more useful phrases to describe a house.  To say what you do and where in the house.  To describe how you help at home.  To form sentences of their own based on the structures and vocabulary they know. | To describe what music they listen to.  To describe what music others listen to.  To give their opinion about music.  To describe what instruments people play.  To be able to say what they do or do not like.  To describe different ways of making music.  To learn the names of different festivals.  To form sentences of their own based on the structures and vocabulary they know. | To be able to give directions.  To describe how you get to school.  To be able to buy a bus or train ticket.  To learn different places in a town.  To describe how to cross a road safely.  To ask for directions.  To form sentences of their own based on the structures and vocabulary they know. | To learn the summer and spring months.  To learn the autumn and winter months.  To learn time phrases.  To describe when their birthday is and how they celebrate it.  To talk about buying a gift.  To describe who they spend time with.  To form sentences of their own based on the structures and vocabulary they know. | To describe places in the school.  To describe where things are.  To learn more school subjects.  To say when you learn each subject.  To describe what they do at school.  To describe what they do at break time.  To create complex sentences about school.  To form sentences of their own based on the structures and vocabulary they know. | To learn the different continents.  To describe what other countries are like.  To describe the landscape of different countries.  To describe where they would like to go on holiday.  To describe a city.  To describe what they do on the beach.  To form sentences of their own based on the structures and vocabulary they know. | To describe people’s personalities.  To be able to describe a person’s hairstyle.  To describe patterns of clothes.  To describe other people.  To be able to name more colours and with more detail.  To describe quantities.  To form sentences of their own based on the structures and vocabulary they know. | To talk about using a mobile phone.  To talk about using computers.  To talk about using the internet.  To talk about playing games.  To talk about listening to music.  To talk about videos.  To form sentences of their own based on the structures and vocabulary they know. | To describe what and why they recycle.  To describe how the climate is changing.  To talk about pollution and its effects.  To talk about green energy.  To describe environmental problems and solutions.  To be able to say the first ten ordinal numbers.  To form sentences of their own based on the structures and vocabulary they know. | To describe hygienic activities.  To describe being unwell.  To describe going to the doctor.  To describe going to the dentist.  To describe an accident.  To be able to use connectives to make more complex sentences.  To form sentences of their own based on the structures and vocabulary they know. |