Languages (French) Long Term Plan

Cycle B 2026 to 2027 and Cycle A 2027 to 2028

French is organised into three taught units each year, in Autumn 2, Spring 2 and Summer 2. Venus is a separate Year 3 group. Saturn (Years 4 and 5), and Jupiter (Years 5 and 6). Saturn and Jupiter teach the same topic at the same time, with distinct Year 4, Year 5 and Year 6 outcomes.

Cycle and half term	Venus Year 3	Saturn Years 4 and 5 and Jupiter Years 5 and 6
Cycle B 2026–27 Autumn 2	French greetings with puppets	Portraits – describing in French
Cycle B 2026–27 Spring 2	French adjectives of colour, size and shape	French numbers, calendars and birthdays
Cycle B 2026–27 Summer 2	French playground games – numbers and age	French food – Miam, miam !
Cycle A 2027–28 Autumn 2	French greetings with puppets	Clothes – getting dressed in France
Cycle A 2027–28 Spring 2	French adjectives of colour, size and shape	French-speaking world
Cycle A 2027–28 Summer 2	French playground games – numbers and age	Planning a French holiday

How the two cycles work

Year 3 repeats the same foundation sequence for each new intake. Years 4 to 6 follow the shared two-year rotation. Cycle letters name the content, not a level of difficulty. A Year 6 pupil revisiting a Year 4 topic uses more demanding texts, questions, grammatical choices and independent communication.

Short, regular retrieval, phonics, songs and classroom language between the taught blocks help children retain learning. These are practice routines, not additional units. The progression guide maps all five supplied strands and gives a common Year 5 standard for both mixed age classes.

Cycle B 2026 to 2027

Three units per teaching group | Autumn 2 Spring 2 Summer 2

Half term	Venus Year 3 annual foundation	Saturn and Jupiter shared older topic
Autumn 2	French greetings with puppets Greet people, introduce yourself and ask how someone is. Link sounds and spelling through puppets, songs and short exchanges.	Portraits – describing in French Describe a person or fictional portrait using appearance and personality. Revisit noun gender, adjective agreement and avoir or être.
Spring 2	French adjectives of colour, size and shape Name colours and shapes; describe size and build short noun and adjective phrases. Use Matisse inspired cut-outs to communicate meaning.	French numbers, calendars and birthdays Use numbers to 31, days, months and dates; ask about age or birthdays. Read a calendar and compare selected celebrations.
Summer 2	French playground games – numbers and age Count from 1 to 12, recognise number words and ask or give an age. Practise through songs and French playground games.	French food – Miam, miam ! Express food preferences, interpret a simple menu and order politely. Revisit numbers for prices and use appropriate articles.

Progression within the shared older lesson

Year 4 understands and adapts short modelled sentences. Year 5 selects key information, links sentences and sustains a short purposeful exchange, with the same expectation in Saturn and Jupiter. Year 6 extracts more detail, transfers known language, justifies opinions and checks an increasingly independent spoken or written response.

Cycle A 2027 to 2028

Three units per teaching group | Autumn 2 Spring 2 Summer 2

Half term	Venus Year 3 annual foundation	Saturn and Jupiter shared older topic
Autumn 2	French greetings with puppets Greet people, introduce yourself and ask how someone is. Link sounds and spelling through puppets, songs and short exchanges.	Clothes – getting dressed in France Name and describe clothing, express an opinion and explain choices. Revisit colour, article and adjective agreement and porter.
Spring 2	French adjectives of colour, size and shape Name colours and shapes; describe size and build short noun and adjective phrases. Use Matisse inspired cut-outs to communicate meaning.	French-speaking world Locate selected French-speaking places, describe weather or climate information and give directions. Compare with evidence and recognise diversity.
Summer 2	French playground games – numbers and age Count from 1 to 12, recognise number words and ask or give an age. Practise through songs and French playground games.	Planning a French holiday Plan and present a French holiday using destinations, travel and activities. Recycle familiar language and develop aller plus infinitive for future plans.

Progression within the shared older lesson

Year 4 understands and adapts short modelled sentences. Year 5 selects key information, links sentences and sustains a short purposeful exchange, with the same expectation in Saturn and Jupiter. Year 6 extracts more detail, transfers known language, justifies opinions and checks an increasingly independent spoken or written response.

French knowledge and skills progression

Years 3 to 6 | Cycle B 2026 to 2027 and Cycle A 2027 to 2028

Children develop practical communication through connected knowledge of sounds, words and grammar. This guide maps phonics, grammar, comprehension, production and cultural awareness to the two-cycle programme. It shows what changes when Years 4, 5 and 6 share a topic: the depth of understanding, range of language, independence and response to new information.

Teaching group	Programme	Progression principle
Venus Year 3	Same three foundation units for each new Year 3 intake.	Establish greetings, core sound-spelling links, descriptions, numbers and age before older learning.
Saturn Years 4 and 5	Same topic sequence and timing as Jupiter.	Year 4 uses models and short sentences; Year 5 selects, links and adapts language with growing independence.
Jupiter Years 5 and 6	Same topic sequence and timing as Saturn.	Year 5 meets the same standard in either class; Year 6 transfers, justifies, checks and responds more independently.

The cycles name content, not difficulty. Pupils can encounter either older cycle first. A topic revisited in Year 6 has new texts, tasks and audiences with greater grammatical choice; it is not the same Year 4 lesson repeated.

Reading route: the five strand summaries on pages 2 to 6; Year 3 on page 7; the six older units on pages 8 to 13; shared teaching and the returning cycle on page 14; assessment on page 15; sources and accuracy on page 16. Taught units are in Autumn 2, Spring 2 and Summer 2, supported by regular retrieval.

Phonics and pronunciation progression

Phonics connects spoken sounds with written forms. Teach a small set through the current words, using reliable French audio, then revisit and transfer it. Letter names and sounds are different; a letter's sound can depend on its neighbours.

Year group	Knowledge and application	Examples in this programme
Year 3	Hear and repeat key sounds; begin matching spelling and sound. Notice familiar final letters that are not sounded and practise question intonation.	ou and on in bonjour; u in salut; oi in trois; ui in huit; eu in bleu. Read or repeat a familiar rhyme and recognise matching words.
Year 4	Recognise common patterns, including in, ou, on, en, eau, eu and ez, in taught vocabulary. Use a model to read short phrases and compare adjective forms.	Compare grand and grande in portraits; eau in gâteau or chapeau; read a short taught sentence with understandable pronunciation.
Year 5	Apply known patterns and selected accent distinctions when encountering new words. Use clear intonation and rehearse extended sentences with less support.	Read a new menu item or place description with a dictionary or audio check; distinguish a statement from a question in an exchange.
Year 6	Predict and check pronunciation using spelling, grammar and context. Use a range of modelled question forms and repair unclear communication.	Read an unfamiliar short itinerary or descriptive text; ask a follow-up using intonation, est-ce que or a taught inverted form.

Keep sound-spelling practice active in every block and in retrieval routines. Check listening discrimination as well as repetition.

Accuracy: é and è commonly signal different e sounds; à and ù often distinguish written meanings rather than changing pronunciation. A cedilla in ç makes c sound like s before a, o or u. Final consonants are often silent in familiar words, but this is not an exception-free rule; teach the actual word and any relevant liaison from a model.

Grammar knowledge and sentence building

Grammar develops through meaningful sentence choices. Recycle high-frequency language in both cycles so pupils can enter either one. Introduce a structure through modelling before asking pupils to explain or transfer it.

Year group	Knowledge developed and revisited	What pupils learn to do
Year 3	Noun gender; un and une; c'est; je or j' and tu in familiar phrases; size and colour adjective order. Use avoir for age as a taught pattern.	Build and adapt a short model, such as un petit cercle bleu; ask an age question and give an answer; recognise that French order can differ from English.
Year 4	Definite and indefinite articles, familiar singular and plural agreement, avoir and être in descriptions, porter and aimer where taught; et or mais and a modelled negative.	Choose a familiar article, form a short sentence with an adjective, change a noun or person using support and check the result.
Year 5	Agreement across gender and number; selected present verb forms, pronouns, possessives and plus or moins…que; link clauses and use ne…pas or n'…pas.	Adapt several related sentences, use a comparison or reason where taught and check unfamiliar noun gender in a dictionary. Year 5 expectations are identical across both older classes.
Year 6	Manipulate familiar persons and high-frequency verbs; use prepositions, partitive request phrases and parce que; extend to aller plus infinitive and more varied questions in the planned contexts.	Choose and justify a form, distinguish a statement from a plan or question and edit a short coherent text for agreement, verb form and meaning.

Both cycles provide descriptions and opinions; Cycle B develops dates and food transactions, while Cycle A develops clothes, places and future plans. Year 6 can transfer a future phrase into a Cycle B calendar or food task

A verb changes form to match its subject, called conjugation. An article introduces a noun; an adjective describes it. Partitive forms such as du, de la and de l' express an unspecified amount, while a preposition can locate something. These are different functions.

Language comprehension listening and reading

Children progress from recognising words to selecting details and using context, grammar and text type to interpret unfamiliar language. Include songs, rhymes, stories and short authentic texts alongside teacher-created models.

Year group	Listening progression	Reading and language detective strategies
Year 3	Respond to single words and short phrases; join in with a song or rhyme and notice repeated sounds.	Recognise familiar written words, use pictures and cognates, and begin using the layout of a bilingual dictionary.
Year 4	Understand a full modelled sentence and follow a short text while listening.	Find familiar words in short phrases; combine visual context and cognates and use a dictionary for meaning, spelling or gender.
Year 5	Select key information from a short audio passage and respond appropriately.	Find information in short authentic menus, notices or descriptions; combine context, text type and dictionary checking rather than rely on one guessed word.
Year 6	Find the gist and relevant details in a longer passage using familiar language patterns.	Extract and compare information from several short resources; use grammatical clues and select useful dictionary alternatives independently.

Cycle B contexts include portraits, invitations or calendars and menus. Cycle A contexts include clothing descriptions, place information and itineraries. Share the same core text; vary the detail pupils extract, amount of support and reasoning expected. Reading aloud and reading for meaning need separate checks.

Language production speaking and writing

Progression moves from repeating and adapting phrases to purposeful exchanges and independent sentence building. Every unit includes both spoken and written communication, with some familiar language recalled from memory and then checked.

Year group	Speaking progression	Writing progression
Year 3	Ask or answer a simple question; introduce a character or self, repeat a rhyme and use short information phrases.	Copy carefully, recall selected familiar words and build short descriptions using a model.
Year 4	Use a model to form a sentence, express an opinion and perform a rehearsed short exchange.	Select and adapt phrases; use familiar adjectives with appropriate placement and agreement.
Year 5	Ask for information, sustain a short purposeful dialogue and link factual sentences with a reason or comparison where taught.	Construct a short text from adapted phrases with decreasing use of frames; use a dictionary or organiser to check accuracy.
Year 6	Plan and respond to extended questions, justify and compare opinions, and give a short presentation drawing on previous learning.	Create a coherent short text for an audience, choosing familiar structures and vocabulary independently and editing for meaning and accuracy.

Examples include a description someone can identify, an invitation, a café transaction, an outfit choice, a place presentation and a holiday itinerary.

Cultural awareness progression

Language learning opens access to people, places and viewpoints. Compare specific examples, recognise variation within communities and avoid presenting one food, greeting, climate or image as representative of all French speakers.

Year group	Knowledge and thinking	Programme examples
Year 3	Recognise formal and informal greetings, identify France and Paris, encounter a French artist and playground games, and know French is used beyond France.	Puppets, a map or landmark image, Matisse inspired cut-outs and a taught playground game.
Year 4	Compare a cultural example with a familiar experience; identify selected celebrations, euros, food or clothing contexts.	A birthday or menu comparison in B; context-dependent clothing choices and selected places in A.
Year 5	Use maps, images and selected information to compare practices or places with evidence. Recognise multilingual communities.	An evidenced comparison of celebrations or menus in B; a simple climate or locality comparison in the French-speaking world in A.
Year 6	Explain diversity, evaluate a generalisation and justify choices for an audience using suitable evidence.	A reasoned café or celebration comparison in B; a checked locality comparison or itinerary in A.

Use France, Belgium, Canada and Senegal as selected examples where relevant, recognising that countries and communities use more than one language. A country label is not a claim that everyone there speaks French or shares a single culture. Climate comparisons need appropriate records; one day's weather is not climate.

The strands mapped to the Cycle B & Cycle A topics in teaching order

Venus Class (Year 3) annual foundation in both cycles

Each new Year 3 cohort receives the same three-unit sequence. Pupils do not spend two years in the separate Year 3 teaching group, so the foundation is not split across alternating years. All five strands are taught through these contexts.

Half term and source unit	Core knowledge and model language	Phonics and grammar	Communication and culture evidence
Autumn 2 **French greetings with puppets**	Greet, introduce and ask how someone is. Bonjour. Salut. Je m'appelle… Comment ça va ? Ça va bien. Ça ne va pas.	Hear ou, on and u in model words. Notice question intonation and familiar silent final letters. Rehearse je or j' in useful phrases.	Listen and select a greeting; ask and answer with a puppet; recognise and write a familiar phrase. Discuss greeting choices; locate France, Paris and one other French-speaking place.
Spring 2 **French adjectives of colour, size and shape**	Name a small core of colours, shapes and sizes; describe a cut-out. C'est un petit cercle bleu. C'est une grande forme rouge.	Revisit eu in bleu and taught colour sounds. Introduce un or une, size before the noun and colour usually after it; model agreement without demanding a full rule system.	Match a spoken description, read familiar labels and adapt a short written phrase. Use an illustrated dictionary page to check one word. Compare a Matisse cut-out with pupils' artwork and explain a choice.
Summer 2 **French playground games – numbers and age**	Count and recognise numbers 1 to 12; ask and give age using a fictional character if preferred. Quel âge as-tu ? J'ai huit ans.	Practise oi in trois, in in cinq and ui in huit. Age uses avoir, literally "have", not être. Retrieve greetings and question patterns.	Listen for a number, read number words, play a taught counting game and exchange an age question. Write selected familiar words from memory and compare playground games.

Cycle B autumn 2: portraits and descriptions

Portraits – describing in French | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: J'ai les yeux bleus. Elle est grande. Il est calme.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Revisit ou, eu, an and en in taught words; compare grand and grande and listen to the final consonant change. Use accurate model audio.	Repeat and identify the taught sounds in short descriptions.	Apply known sound and spelling patterns to read a new description aloud.	Predict pronunciation in an unfamiliar short text and explain a pattern or exception.
Grammar	Use avoir for features and être for description; noun gender and number affect articles and adjective forms. Recycle first and third person; extend with possessives or comparisons as appropriate.	Adapt il/elle a or est and a familiar adjective with a frame.	Choose avoir or être and apply familiar agreement; link descriptions with et or mais.	Vary person, agreement and comparison, explaining and correcting a grammatical choice.
Comprehension	Listen to and read portrait descriptions using images, cognates, word patterns and a bilingual dictionary. Include a short descriptive rhyme or story extract.	Match a modelled sentence to a portrait and find a stated detail.	Select key details from a short passage and check an unfamiliar word.	Infer the portrait from several clues and distinguish a stated detail from a deduction.
Production	Communicate a description that another person can understand; rehearse, write some familiar language from memory and edit against a model.	Describe a fictional portrait in short modelled sentences orally and in writing.	Present linked sentences and ask or answer a descriptive question with reduced support.	Create a short coherent profile, justify a comparison and respond to a follow-up question.
Cultural awareness	Explore a selected portrait or artwork from France and compare how people are represented. Discuss variation without stereotyping appearance or identity.	Name the artwork or artist and make a simple comparison.	Explain a similarity and difference using evidence from two images.	Discuss how one image represents a particular person or viewpoint rather than a whole country.

On returning to this topic: Revisit with new portraits, fewer prompts, third person and plural descriptions, a comparison and a short unfamiliar text. Do not repeat the same copied profile.

Cycle B spring 2: numbers, calendars and birthdays

French numbers, calendars and birthdays | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: Quel âge as-tu ? J'ai dix ans. Mon anniversaire est le dix juin.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Revisit oi in trois, in in cinq and ui in huit; distinguish familiar number words in speech. Practise rhythm and linked speech from a reliable model.	Recognise and repeat numbers or dates accurately within a model.	Distinguish similar sounding dates and apply a known pattern when reading.	Understand dates within longer speech and correct an ambiguous spoken or written form.
Grammar	Use avoir for age; extend numbers to 31, days and months. Months and days normally begin with lower-case letters in French. Use le with a date and model le premier for the first.	Build an age or birthday sentence from a frame.	Ask and answer about dates; use mon and familiar verb forms accurately.	Vary persons and questions; extend a calendar plan with a modelled future phrase such as je vais fêter.
Comprehension	Read calendars, birthday information and a short dated invitation or event notice; listen for a date and relevant detail rather than translating every word.	Locate a stated date or age using a calendar and word support.	Select several key details from a short message and check a date.	Extract and compare details from a longer message and explain how the text helped resolve uncertainty.
Production	Use a purposeful interview, class calendar or fictional invitation. Write selected familiar language from memory and check it, rather than copying an entire model.	Give an age and birthday and write a short modelled message.	Sustain a short exchange, ask a related question and link sentences in an invitation.	Adapt an invitation for an audience and respond to an unrehearsed follow-up about the plan.
Cultural awareness	Compare birthday customs and selected French celebrations using dated, reliable resources. There is variation within families and communities; one tradition is not universal.	Describe a taught celebration and a similarity with a familiar example.	Compare two examples and identify a source for the information.	Explain variation and distinguish a cultural example from a claim about all French speakers.

On returning to this topic: Use a new invitation or festival calendar, an information gap and a follow-up question. Year 6 can connect the calendar with a future plan without adding a separate holiday unit.

Cycle B summer 2: food preferences and café communication

French food – Miam, miam ! | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: J'aime les pommes. Je n'aime pas le fromage. Je voudrais du pain, s'il vous plaît.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Practise taught food words, including on in bon, eau in gâteau and é in café. Revisit question intonation in a café exchange.	Repeat a short order and read familiar food words clearly.	Apply known patterns to a new menu item with a model or dictionary check.	Use pronunciation and intonation to make a longer transaction clear and repair a misunderstanding.
Grammar	Contrast a general preference with a request: j'aime le fromage and je voudrais du fromage. Model du, de la and de l' for unspecified amounts. Revisit negatives, number and price language.	Use a taught article and a modelled positive or negative preference.	Select a suitable article, link preferences with et or mais and build an order.	Explain an article or negative choice and extend an order with a reason or a near-future plan.
Comprehension	Use a short menu, prices and a spoken order. Extend numbers towards 100 through price language; use context and familiar words to identify meaning.	Find an item and price and match a short spoken order.	Extract key information from a menu and short dialogue.	Compare information from two menus or accounts and infer an unfamiliar item cautiously from context.
Production	Hold a polite transaction and communicate preferences. Treat je voudrais as a useful taught phrase rather than requiring the full conditional tense.	Use a model to order and express one preference orally and in writing.	Sustain a short café role-play and write linked preference sentences.	Adapt an order, respond to a changed option and justify a choice; write a short review with checked language.
Cultural awareness	Explore selected food and café examples from France and compare menus and practices. France uses the euro; food preferences and ordering practices vary by venue and person.	Identify a food or currency example and a simple comparison.	Compare menu or ordering examples without assuming one practice is universal.	Explain how evidence supports a comparison and recognise diversity within French food cultures.

On returning to this topic: Use a different menu, audience and unexpected change of order. Ask for reasons, a comparison and an independent short response rather than repeating the same scripted café dialogue.

Cycle A autumn 2: clothes and opinions

Clothes – getting dressed in France | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: Je porte un pull bleu. Elle porte une robe verte. Je n'aime pas ce pantalon.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Revisit eau in chapeau, ou in rouge and on in pantalon. Compare a pronounced feminine consonant in selected adjective pairs with the model.	Identify and repeat the taught sounds in short clothing phrases.	Apply familiar sound patterns to an unfamiliar clothing phrase.	Predict and check pronunciation in a longer description and explain an agreement-related sound change.
Grammar	Use porter, articles and colour or size adjectives. Model une robe verte and un petit pull bleu. Rouge changes in the plural; ordinary colour adjectives orange and marron are normally unchanged.	Adapt a short clothing sentence with a familiar article and adjective.	Change subject and verb form, apply familiar agreement and link an opinion to a description.	Vary person, number and adjective choices; use a reason and proofread an extended response.
Comprehension	Listen to and read outfit descriptions and a simple clothing label or catalogue text. Use visual context, cognates and dictionary gender information.	Match a short sentence to an outfit and identify a stated colour.	Select key details and compare two described outfits.	Extract details from a longer description, infer an unfamiliar word and justify the inference.
Production	Describe a fictional outfit, express a preference and respond to someone else. Recycle known language and check some independently recalled spelling.	Give and write a short modelled description and opinion.	Sustain a brief exchange and write linked descriptions with reduced scaffolding.	Justify an outfit choice for a situation, respond to a follow-up and create a coherent short text.
Cultural awareness	Explore clothing examples from different settings in France. Compare practical choices for activities or weather without presenting one style as national dress.	Make a simple comparison based on selected images.	Explain how a context could affect clothing choices.	Evaluate whether an image or description represents a particular context or an unsupported stereotype.

On returning to this topic: Use new contexts and unfamiliar catalogue text; add plural or contrasting descriptions and explain a choice for weather or a planned activity. Retain taught grammar while increasing independence.

Cycle A spring 2: the French speaking world

French-speaking world | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: On parle français au Canada. Il fait chaud. Tourne à droite.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Revisit nasal patterns an, en and on in taught place and weather words; compare known and new spellings with audio. Recognise that accents may affect sound or distinguish words.	Repeat and recognise selected place or weather phrases.	Use known patterns to read a new phrase and check its pronunciation.	Read a short unfamiliar passage aloud with increasing accuracy and explain a useful strategy.
Grammar	Model au Canada, au Sénégal, en France and en Belgique as checked place phrases. Recycle weather language, simple directions and comparisons with plus or moins…que where meaningful.	Substitute a place into a supported sentence and follow a short direction.	Build a comparison from selected data and adapt a direction or place phrase.	Choose and justify a comparison, vary a question form and check a preposition in independent writing.
Comprehension	Read maps, flags, a short place description and selected climate information. French is used in many countries and communities; it is not the only language in each place.	Locate a selected place and extract a stated fact.	Identify key information from a short passage or simple dataset and use a dictionary.	Compare sources, separate stated information from inference and use grammatical clues to interpret new language.
Production	Give information about a selected place and follow or give directions. Combine a familiar factual sentence with a comparison or opinion at an appropriate level.	Give a short modelled place description and a simple direction.	Present linked information and respond to a question about a comparison.	Give a short informative presentation, justify a choice and write an adapted paragraph for an audience.
Cultural awareness	Use selected examples from France, Belgium, Canada and Senegal. Recognise multilingual communities and differences within countries; compare climate only with suitable evidence.	Name or locate examples and recognise that French is spoken beyond France.	Explain a similarity or difference using a map or climate resource.	Explain diversity and the limits of country-wide generalisations; distinguish daily weather from climate.

On returning to this topic: Use a new locality, more independent source selection and an evidence-based comparison. Keep a small core of places; deepen language and cultural interpretation rather than adding many country names.

Cycle A summer 2: planning a holiday

Planning a French holiday | Saturn Years 4 and 5 | Jupiter Years 5 and 6

Model language to teach and adapt: Je vais visiter Paris. Nous allons voyager en train. Il y a un musée.

Strand	Shared learning	Year 4	Year 5 in either class	Year 6
Phonics	Revisit en in en France, oi in voiture and eau in chapeau. Model sentence rhythm and clear question intonation.	Say familiar travel phrases clearly using a model.	Transfer known patterns to a new travel phrase and read it intelligibly.	Pronounce new language using sound-spelling knowledge and repair a spoken misunderstanding.
Grammar	Use present information and aller plus an infinitive for a future plan. Teach the needed forms of aller; recycle place and transport phrases, clothing, numbers and opinions. Extend with parce que.	Use a short modelled travel sentence and recognise a future plan phrase.	Adapt je vais or nous allons plus infinitive and link a plan with familiar detail.	Vary subject and question form, distinguish present from a future plan and justify a grammatical choice.
Comprehension	Read a short itinerary, packing list or visitor text and listen for the destination, activity and travel detail. Use context, a bilingual dictionary and previously learned grammar.	Identify a destination and one planned activity in a supported text.	Select key details from a short itinerary or spoken plan.	Combine information from short authentic resources, compare options and explain a deduction.
Production	Plan a fictional holiday for an audience using selected evidence. Recycle and adapt known phrases; rehearse, present and write from memory with checking rather than rely on an unchanged script.	Present a short supported itinerary orally and in writing.	Sustain a brief planning exchange and write linked plans with a reason.	Create and present a coherent itinerary, justify choices and respond to a changed constraint or follow-up.
Cultural awareness	Choose a real locality in France and compare selected activities, travel and visitor information. Use current sources for changing facts; no live prices or timetables are assumed in the language models.	Locate the destination and identify a cultural example.	Explain a choice using a checked visitor resource.	Evaluate alternatives for an audience and distinguish an evidenced local feature from a generalisation.

On returning to this topic: Use a new destination or constraint, reduced scaffolding, a follow-up conversation and a clearly justified itinerary. Require transfer from earlier units rather than reuse of a previous holiday booklet.