

ESL Lesson Plans – Short Course Pacing Guide (8–10 Weeks)

How to Use the Generator

1. Choose your pupils' Key Stage or Year.
2. Pick a topic like food, toys, hobbies, or the environment.
3. Select a language focus (reading, speaking, writing, phonics, etc.).
4. Decide on the lesson type (game, craft, story, song, drama, and more).
5. Set the duration to fit your timetable.
6. Click Generate.

That's it! You'll get a full lesson outline ready to use. It's not a finished lesson plan. It's a structure to save you time. You can then add your favourite worksheets, flashcards, or props to make the lesson your own.

Reception (Ages 4–5)

- Week 1: Colours. Vocabulary. Song/Rhyme
- Week 2: Numbers. Grammar. Sentence Construction
- Week 3: Family. Reading. Story
- Week 4: Food. Writing. Craft
- Week 5: Animals. Vocabulary. Game
- Week 6: Feelings. Grammar. Grammar Activity
- Week 7: Clothes. Reading. Reading Activity
- Week 8: Weather. Writing. Writing Activity
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KS1 Year 1 (Ages 5–6)

- Week 1: Food. Vocabulary. Role-Play
- Week 2: Family. Grammar. Grammar Activity
- Week 3: Daily Routine. Reading. Reading Activity
- Week 4: Clothes. Writing. Writing Activity
- Week 5: Animals. Vocabulary. Game
- Week 6: School. Grammar. Sentence Construction
- Week 7: Weather. Reading. Story
- Week 8: Transport. Writing. Writing Activity

KS1 Year 2 (Ages 6–7)

- Week 1: Daily Routine. Vocabulary. Speaking Activity
- Week 2: Numbers. Grammar. Grammar Activity
- Week 3: Clothes. Reading. Reading Activity
- Week 4: Food. Writing. Writing Activity
- Week 5: Family. Vocabulary. Story
- Week 6: Seasons. Grammar. Poetry Activity
- Week 7: Animals. Reading. Reading Activity
- Week 8: Plants. Writing. Writing Activity

KS2 Year 3 (Ages 7–8)

- Week 1: Animals. Vocabulary. Vocabulary Building
- Week 2: Food. Grammar. Grammar Activity
- Week 3: Places in Town. Reading. Reading Activity
- Week 4: Daily Routine. Writing. Writing Activity
- Week 5: Clothes. Vocabulary. Speaking Activity
- Week 6: Transport. Grammar. Debate/Discussion
- Week 7: Weather. Reading. Story
- Week 8: Plants. Writing. Research Project

KS2 Year 4 (Ages 8–9)

- Week 1: Family. Vocabulary. Speaking Activity
- Week 2: School. Grammar. Grammar Activity
- Week 3: Food. Reading. Reading Activity
- Week 4: Animals. Writing. Writing Activity
- Week 5: Clothes. Vocabulary. Vocabulary Building
- Week 6: Weather. Grammar. Grammar Activity
- Week 7: Daily Routine. Reading. Reading Activity
- Week 8: Places in Town. Writing. Research Project

KS2 Year 5 (Ages 9–10)

- Week 1: Food. Vocabulary. Vocabulary Building
- Week 2: Transport. Grammar. Grammar Activity
- Week 3: Animals. Reading. Comprehension Activity
- Week 4: Plants. Writing. Writing Activity
- Week 5: Seasons. Vocabulary. Poetry Activity
- Week 6: Clothes. Grammar. Sentence Construction
- Week 7: Family. Reading. Story
- Week 8: Weather. Writing. Research Project

KS2 Year 6 (Ages 10–11)

- Week 1: Places in Town. Vocabulary. Role-Play
- Week 2: School. Grammar. Grammar Activity
- Week 3: Daily Routine. Reading. Reading Activity
- Week 4: Animals. Writing. Writing Activity
- Week 5: Food. Vocabulary. Debate/Discussion
- Week 6: Clothes. Grammar. Sentence Construction
- Week 7: Weather. Reading. Reading Activity
- Week 8: Transport. Writing. Research Project

ESL LESSON PLAN
GENERATOR



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Teaching Terminology

- **Assessment activity:** A task a teacher gives to see what students have learned. It can be a quiz, a project, or a writing task.
- **Circle time:** A time when students sit in a circle to talk about a topic. It helps them listen to each other and share their feelings and ideas.
- **Collaborative group work:** When students work together in a small group to do a task or solve a problem. They must talk to each other and help each other.
- **Context clues:** Hints an author gives to help a reader understand a difficult word. The clues can be found in the words and sentences around the new word.
- **Core vocabulary:** A list of important words students need to know to understand a subject or to talk about a topic.
- **Creative application of learning:** When students use what they have learned in a new or different way. For example, after learning about animals, they might write a story about an imaginary animal.
- **Critical analysis:** When you look closely at something, like a story or a painting, and think about it in a deep way. You look at its parts and think about how they work together to create a meaning.
- **Critical thinking:** The process of thinking in a clear and smart way. It means you question ideas and facts instead of just accepting them. You use your brain to figure things out for yourself.
- **Cross-curricular:** When teachers connect topics from different school subjects. For example, a teacher might use a maths lesson to help students understand a science idea.
- **Emotional intelligence:** The ability to understand and manage your own feelings and to understand the feelings of other people.
- **Expanded noun phrases:** A group of words that gives more detail about a noun. For example, "the big, green dragon" is an expanded noun phrase because "big, green" gives more detail about the noun "dragon".
- **Flashcard race:** A game where students race to find the right flashcard. The teacher says a word or shows a picture, and students find the correct flashcard as quickly as they can.
- **Formative assessment:** A quick way for a teacher to check what students know during a lesson. It helps the teacher see what students need help with. It does not count towards a final grade.

- **Fronted adverbials:** A word or group of words that comes at the start of a sentence and acts like an adverb. It tells you where, when, or how something happens. For example, in the sentence "After a while, the girl ran home," "After a while" is the fronted adverbial.
- **Higher-order thinking:** When students use skills that go beyond just remembering facts. They must analyse, judge, create, and use what they know in new ways.
- **Independent practice:** When students work on their own to do a task. This helps them show that they can use a new skill or idea on their own.
- **Inference:** A smart guess you make using clues in a text.
- **K-W-L Chart:** A chart used by teachers to help students learn about a new topic. Students fill in three columns: Know, Want to know, and Learned.
- **Leadership opportunities:** Chances for students to be leaders. They can lead a group, help a classmate, or be in charge of a project.
- **Learning objectives:** Clear goals for a lesson. They tell students what they should be able to do by the end of the lesson.
- **Mind map:** A drawing that shows how ideas are connected. You write a main idea in the middle and then draw lines to other related ideas.
- **Modified success criteria:** Goals for a lesson that have been changed for a student. For example, a student might have a smaller list of things to do to finish a task.
- **Peer-led:** When students take the lead in a task or activity. They guide each other's learning instead of the teacher.
- **Peer support:** When students help each other with their school work or with personal issues. It can be a student helping another student, or a group of students helping each other.
- **Peer-to-peer learning:** A way of learning where students teach each other, work together to solve problems, or share their knowledge. This can be done in pairs or small groups.
- **Phonics:** A method for teaching children to read. They learn to connect sounds in words with letters or groups of letters. For example, they learn that the "k" sound is made by the letter 'k' or 'c'.
- **Picture walk:** When you look through a book's pictures without reading the text. You talk about what you see to get ready to read the story.

- **Plenary:** A part of a lesson where the whole class gets together to talk about what they have learned. It is a time to check that everyone understands the lesson and to wrap up the learning.
- **Props:** Items a teacher uses to make a lesson more fun and to help students learn better. For example, a teacher might use puppets to teach a story.
- **Question and Answer session:** A part of a lesson where students can ask questions and the teacher can ask questions. It helps everyone check what they know.
- **Question of the Day:** A question asked each day to get students thinking and talking about a topic. It is a good way to start a lesson or a class discussion.
- **Reflective writing:** When a student writes about their learning. They think about what went well, what was hard, and what they learned about themselves.
- **Scaffolding:** A way a teacher helps students do a task they could not do on their own. The teacher gives support and slowly takes it away as the student becomes more able.
- **Self-assessment:** When students look at their own work to see how they did. They think about what they did well and what they need to work on.
- **Self-reflection:** When students think about their own work and how they learn. They think about what they did well and what they need to work on.
- **Semantic mapping:** A way to build a map of a word. You put a main word in the middle and then add other words that are related to it. This helps you see how words connect to each other.
- **Shared writing:** An activity where a teacher writes a story or text and students help by giving ideas. The teacher writes what the students say.
- **Show and tell:** When a student brings something from home to show the class. The student tells the class about the item.
- **Summarise:** To tell about the main ideas of a text or lesson in a shorter way.
- **Think-Pair-Share:** A teaching plan where students first **think** about a question by themselves, then **pair** up with a classmate to talk about their ideas, and finally **share** their thoughts with the whole class.
- **Thought-provoking:** A question or idea that makes you think a lot and in a new way.
- **Thumbs Up/Thumbs Down:** A quick game or signal where students show if they agree or disagree with an idea. A thumbs up means "yes" or "I agree." A thumbs down means "no" or "I disagree."

- **TPR (Total Physical Response):** A way to teach a language by using physical actions. The teacher gives a command, and students respond with their bodies. For example, the teacher says, "Stand up," and students stand up.
- **Two Stars and a Wish:** A way to give feedback. A person gives two good things ("two stars") and one thing to improve ("a wish").
- **Visual aids:** Things a teacher uses to help students learn. They can be pictures, charts, or maps.
- **Word association:** A game where a teacher says a word, and students say the first word that comes to their mind.
- **Word families:** A group of words that share the same root word, prefix, or suffix. For example, "deforestation" and "forested" are in the word family of "forest."
- **Word pop:** A game where a teacher puts a lot of words into a bucket. One of the words is 'pop'. The students take turns picking a word. If they pick 'pop', they have to put all their words back.
- **Word parts:** The smallest pieces of a word that have meaning. Examples are prefixes and root words.
- **Word wall:** A visible display in a classroom that features a collection of words students are studying.

If you have any questions, please contact me at

butterflo1@gmail.com

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