



Curriculum Progression Map - French

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- 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.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>I'm Learning French</u></p> <p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p> <p>Find France on a map and be able to recall at least 1 Francophone country.</p> <p>Use key greetings.</p> <p>Ask and answer the question 'How are you?' in French.</p> <p>Ask and answer the question 'What is your name?' in French.</p> <p>Count to 10 in French.</p>	<p><u>Ancient Britain</u></p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Ages.</p> <p>By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases. Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</p>	<p><u>Little Red Riding Hood</u></p> <p>In this unit pupils will learn to listen carefully to be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills. Sit and listen attentively to a familiar fairy tale in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least four parts of the</p>	<p><u>Vegetables</u></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall. Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as carottes and tomates). Having enough language from</p>	<p><u>Fruits</u></p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like. Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p>	<p><u>Ice Creams</u></p> <p>In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in the foreign language. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like. Name and recognise up to 10 different flavours for ice creams in French. Order an ice-cream in French using 'je voudrais' (I would like). Say whether they would like a</p>



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	<p>Read, write, say and recognise 10 colours in French.</p>	<p>Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain.</p> <p>Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone, bronze and iron ages.</p>	<p>body in French as seen in the story.</p>	<p>memory to perform a short role-play. Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>		<p>cone or a cup of ice-cream in French. Specify the number of ice-cream scoops in French.</p>
<p>Year 4</p>	<p><u>Presenting Myself</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focusing on a variety of topics and themes.</p>	<p><u>What's the date?</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focusing on a variety of topics and themes.</p>	<p><u>As-tun un animal</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focusing on a variety of topics and themes.</p>	<p><u>Les Romains</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focusing on a variety of topics and themes.</p>	<p><u>What's the weather?</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focussing on a variety of topics and themes.</p>	<p><u>Au Cafe</u></p> <p>Develop speaking, listening, reading, grammar and writing skills. Focussing on a variety of topics and themes.</p>



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	<p>By the end of this unit we will be able to: Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall numbers 1-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express my nationality in French and understand basic gender agreement rules.</p>	<p>By the end of this unit we will be able to: Recognise and recall the 7 days of the week in French. Recognise and recall the 12 months of the year in French. Recognise and recall numbers 1-31 in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when our own birthday is in French.</p>	<p>By the end of this unit we will be able to: Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</p>	<p>By the end of this unit we will be able to: Understand the key facts of the history of ancient Rome in French. Recall and spell the days of the week in French, and their relation to Roman gods. Name some/all of the most famous Roman inventions in French. Make a presentation as a rich and/or poor child in Roman times, including what life would have been like, in French.</p>	<p>By the end of this unit we will be able to: Ask what the weather is like and respond in French. Recognise and recall the conjunctions 'et' (and) & 'mais' (but). Recognise and recall the 4 core compass points in French. Recognise and recall numbers 1-31 in French to express the temperature. Recognise and recall the 7 days of the week and the time of day in French. Present a weather forecast in French.</p>	
Year 5	<p><u>Ma Famille</u></p> <p>Pupils will learn how to recognise, recall and spell different family members with</p>	<p><u>Les Planetes</u></p> <p>Pupils will learn 10 key elements in the Solar System in French, along with their</p>	<p><u>Les Vikings</u></p> <p>Pupils will learn how to decode and break down longer texts in French, learning to</p>	<p><u>En Classe</u></p> <p>Pupils will learn how to recognise, recall and spell 12 different classroom items with</p>	<p><u>Les Vêtements</u></p> <p>Pupils will learn how to recognise, recall and spell 15 clothing with their indefinite determiners in</p>	<p><u>Chez Moi</u></p> <p>Pupils will learn how to say in the foreign language whether they live in a house</p>



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<p>the correct definite determiner in the foreign language. Pupils will consolidate the nouns and definite determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy. Pupils will learn how to ask and answer the question 'do you have any siblings?' in the foreign language. They will further consolidate language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person singular 'my name is' to 3rd person singular</p>	<p>spelling and genders. They will consolidate these and progress to learning a set of 9 activities that will be used to describe each element in a sentence form applying adjectival agreement rules. They will consolidate this knowledge and progress to making more detailed and extended sentences using a conjunction and intensifiers. They will LASA Control IRoom and will learn 6 key questions in French under the guise of an astrophysicist preparing for an interview with an astronaut. They will put their knowledge</p>	<p>use language learning strategies to help decipher meaning. They will start to learn how to describe themselves physically in terms of height and character as well as their hair colour, length and type using the first person conjugation of the high-frequency irregular verb 'to be' in French.</p> <p>They will integrate the vocabulary for describing eye colour with the language from the rest of the unit to describe their physical appearance and character.</p> <p>They will further develop their</p>	<p>their indefinite determiners in French.</p> <p>They will learn how to ask and answer the question 'what is in your pencil case?' in French.</p> <p>The chn will revisit possessive adjectives in French and apply this to their knowledge of the 12 different classroom items they have learnt. They will revisit negative structures in French, in order to say what they do not have in their pencil cases. They will revise and consolidate their knowledge and complete the end of unit assessment.</p>	<p>French. They will learn how to describe what they are wearing by colour in French using the 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'. They will learn more about the changes involved in adjectival agreement in French when describing items of clothing by colour. They will integrate everything they have learnt so far to describe what they wear in 4 different scenarios/seasons.</p> <p>They will revise and consolidate their knowledge and</p>	<p>or an apartment and where they live based on a choice of five different locations. They will consolidate the language taught and progress to learning how to recognise, recall and spell 10 different rooms in French. They will revisit negative structures in French to allow them to say which rooms they do not have in their houses. They will be encouraged to put all their new language into context by integrating it with previously learnt language including personal detail. They will revise and consolidate their</p>
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	<p>'he/she is called'. They will be introduced to numbers 1-69 and will use this knowledge to say how old their family members are.</p> <p>Numbers 70-100 are explored in the Challenge section. The children will revise and consolidate all language covered in this unit and complete the end of unit assessment.</p>	<p>into practice in order to answer the 6 questions and make a presentation in French as an astronaut preparing to go into space. They will revise and consolidate their knowledge and complete the end of unit assessment.</p>	<p>decoding skills through exploring the daily routine of two typical Vikings. They will revise and consolidate their knowledge and complete the end of unit assessment.</p>		<p>complete the end of unit assessment.</p>	<p>knowledge and complete the end of unit assessment.</p>
Year 6	<p><u>French Phonics</u></p> <p>In these four sequential lessons pupils learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Every lesson includes</p>	<p><u>A L'Ecole</u></p> <p>Pupils learn the nouns and definite articles/determiners for 10 school subjects in French.. They learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions. By the end of the unit pupils</p>	<p><u>Au Weekend</u></p> <p>Pupils learn 10 phrases for activities they may do at the weekend. They are also presented with further extension on telling the time and opinions/justifications . Pupils will have the knowledge and skills to talk about what</p>	<p><u>Le deuxieme guerre mondiale</u></p> <p>Linked to the history topic, pupils are taught the skills to understand longer and more complicated text in French. Pupils will learn to 'gist' read, listen and understand more of French by using</p>	<p><u>Manger et Bouger</u></p> <p>In this unit pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of</p>	<p><u>Le jeux olympiques</u></p> <p>Linked to the history topic, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and</p>



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	<p>activities in speaking, listening, reading and writing.</p>	<p>should have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. Pupils should be able to create more detailed and personalised responses by the end of the unit. Every lesson includes activities in speaking, listening, reading and writing</p>	<p>they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit. Every lesson includes activities in speaking, listening, reading and writing.</p>	<p>cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. This unit links strongly to transferable literacy skills. Every lesson includes activities in speaking, listening, reading and writing.</p>	<p>this unit, pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.</p>	<p>more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.</p>
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