

French Curriculum Map

In Y6, I recall and pronounce language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. I engage in longer conversations on a much wider range of topics, recognising that I can transfer language learnt across different units and contexts. I use a variety of positive and negative opinions in spoken form and am able to justify and explain my opinions in French. I attempt to pronounce unknown words I come across by applying my speaking and pronunciation knowledge. I am exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics.

By Y5, I use more expanded speaking structures to create longer spoken sentences using first person verb conjugations and will also learn to accurately use conjunctions and adjectives with increased oral fluency. I learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. I give simple opinion in spoken form with natural fluency and quick recall.

I move on to reading short passages of text in Y4, learning how to decode passages of text by finding the language I am familiar with and using a dictionary where I am not familiar. I now develop my writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. I use 1st and 3rd person in my written sentences e.g. 'He is called...', 'she is called...', 'they are called...' etc. I improve my sentence structure and length by learning to use simple conjunctions like "and" and "but", understanding that adjectives change depending on the gender and plurality of the noun.

I listen to short, familiar stories and songs in French in Y3. I learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text by spotting words that I have learnt. I start to attempt to write a short simple sentence with an article, noun and verb e.g. I like strawberries, supported by vocabulary banks and writing frames. I begin to understand the concept of nouns and articles.

Y6

I make my written work more interesting, authentic and sophisticated in Y6 by using a greater variety of conjunctions, opinions and justifications within a variety of writing tasks, creating multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic French text. I use a dictionary to confirm the gender and plurality of nouns and for whole irregular verb conjugation.

I understand most of what I read and use a French dictionary confidently when I am not sure, using this to support spelling. I develop my reading skills further by tackling and understanding longer passages of written text and completing tasks based on these. I begin to understand the concept of whole regular verb conjugation

Y5

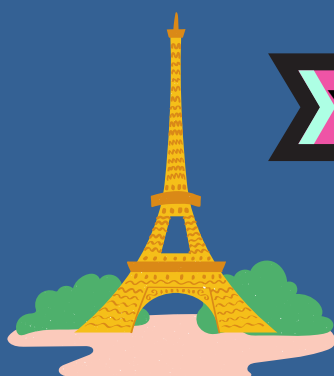


Y4

In Y4, I will build a larger bank of spoken vocabulary, learning a larger number in each lesson as my language memory skills develop. The nouns I learn are now taught with the appropriate definite, indefinite and/or partitive articles and I create longer and more complex spoken sentences, including verbs, adjectives and conjunctions in their spoken sentences. I engage in longer conversations asking & answering questions using accurate pronunciation. I listen for longer periods of time and begin to understand very short passages of spoken language, based on taught language with more new language weaved in.

In Y3, I start to speak in French and build up a bank of core vocabulary by repeating and then recalling a variety of nouns & articles from memory with good pronunciation. As I progress, I build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I like apples'. We begin to move from saying single words to short, simple phrases. I learn to both ask and answer a variety of simple key questions in French: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.' I will start to be able to give a simple positive and/or negative opinion in spoken form e.g. 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'

Y3





Autumn Term 1 – Core vocabulary and phonetics

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn how to say letters of the alphabet with correct pronunciation. They learn how to pronounce different types of accents and say them correctly in selected words. They pronounce the different types of letter strings, the common French nasal sounds and stay them correctly in selected words and learn to pronounce personal pronouns, using them in the correct context. They learn and practice verb stems and endings; as well as practicing the words they hear verbally and in written form to support their understanding.	In this unit pupils are introduced to the French alphabet and the common French sounds. They will start to learn the personal pronouns. The introduction to French that they receive in this unit will form the base for all future French words and phrases .



Autumn Term 2 – I'm learning French

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit pupils will learn to pronounce the regular verbs and discover how personal pronouns can alter the ending of the verb. They gain a basic understanding of key features of France – location, flag, key cities, people and monuments. Pupils will locate France on their blank map and identify where the key cities are using an atlas. They will learn how to ask how someone is feeling in French and reply with an answer and to say their name in French and how to ask others what their name is as well as learning the numbers and the colours.	This unit builds on the previous unit. Pupils develop their understanding of the letter sounds and apply them to new words. In this unit pupils learn about France, its people and customs. They learn numbers and colours as well as learning some basic phrases and questions/answers The pupils will use numbers and colours in phrases and sentences in year 4 when they are used in context. The children learn to ask other their age and answer using their known numbers



Spring Term 1 – Pen pals

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils will be writing a pen pal in French. Pupils will begin their letter with the phrase 'cher ami'. They will introduce themselves including their name and age. Pupils will be asking question such as 'what is their favourite colour' and 'what is their favourite animal.' Pupils will be writing full sentences in French using correct accents, spelling and punctuation.	This unit builds on the pupil's language acquisition from previous units and the basic language structures and the personal pronouns used. In this unit that begin to use simple phrases and start to ask and answer some simple questions – developing accurate pronunciation. This introduction to basic conversations is revisited in the summer term when pupils role play animals and communicate with their partner telling them what animal the are using 'je suis..'



Spring Term 2 – Pen Pals

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• 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 • 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 • 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	In this unit, pupils will continue to write a letter to their pen pal. Pupils will identify key landmarks in their area and write sentences on how to find them. Pupils will learn to name the weather and seasons in French. Finally, Pupils will respond to other pen pal letters and provide the relevant information using full sentences with the correct accent, spelling and punctuation.	This unit builds on previous units where children are forming basic sentences. In this unit they learn how to use the negative phrases used in French and how this can be used to make comparisons – what is the same and what is different The words relating to making comparisons and the French negative phrasing will develop in years 4 and 5 when pupils are encouraged to engage in French conversation



Summer Term 1 – Animals

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• 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 • 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 • 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	In this unit, pupils will learn the names of 10 common animals and be able to say and spell their names in French. They will be able to identify the animal based on their partner's acting. They will use je suis to say what animal they are. They will learn to use un or une correctly in the same sentence. They will be able to tell their partner what animal they are and write this in their books.	Pupils are continuing to learn more French vocabulary. They are listening to the sounds of the French words and they are joining in or responding. In this unit they are learning the French animals and using the phrase 'je suis'. They are introduced to the female and male nouns through un and une and learn these in context to the animals. In all future units they will increase their vocabulary and learn whether nouns are un or une – which is in focus throughout year 4.



Summer Term 2 – Fruits To check

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• 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 • 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 • 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	In this unit, pupils will learn to pronounce the correct names for the 10 fruits in French and will learn to match the names of the fruits when they hear them. They will record the names of the fruits in their books linked to the English names. They will identify singular and plural fruits and say what fruits they do and do not like in plural with the correct pronunciation. They will ask others the questions of what do you like and verbally reply to their partner.	Pupils will continue to explore the patterns and sounds in French, developing accurate pronunciation and increasing the number of known words. They will further develop their use of negatives, using the language of comparison from the Spring 2 unit, to highlight fruits they do not like. In this unit pupils will look at plurals and how this differs the words and phrases that are used. They will identify single and plural fruits. In year 4 they will continue to increase their vocabulary and will develop their spoken phrases into full sentences.



Autumn Term 1 – Presenting Myself

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to confidently recap information on France as a country and speak in French the numbers from 1-10 without hesitation. Pupils learn to ask 'How are you?' in French and respond with the correct answer confidently. They will ask using comment tu t'appelles what someone's name is and reply with je m'appelle and their name. They will learn to do this confidently and understand the language used. They learn to listen and say numbers from 11-20 confidently and when asked for a particular number in English. Pupils learn to be confident in saying the numbers 1-20 in French in and out of order. Pupils learn and understand what the question quel âge as-tu? means and answer it with the correct response.	In this unit the pupils revisit their previous learning about France, first introduced in year 3, Autumn 2. They are also continuing to develop understanding of basic questions and answers first introduced in year 3, spring 1. In this unit pupils learn new questions and answers – asking 'How are you?', 'What is your name?' and 'How old are you?' They also increase their numbers to 20.



Autumn Term 2– Presenting Myself

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to confidently recap information on France as a country and speak in French the numbers from 1–10 without hesitation. Pupils continue to ask ‘How are you?’ in French and respond with the correct answer confidently. They ask using comment tu t’appelles what someone’s name is and reply with je m’appelle and their name. They learn to do this confidently and understand the language used. They learn to confidently ask the question of où habites-tu? in French and use the correct pronunciation. They learn to confidently respond to the question using j’habite... and complete the rest of it based on where they live in French. Pupils respond to where they live using j’esuis anglais/anglaise and consider their response based on gender.	This unit builds on previous conversation in French – with the asking and answering of questions. They will continue to develop their skills in pronunciation and increase their vocabulary. In this unit they consider gender in their replies, which is essential in all aspects of the French language. They will continue to focus of female and masculine nouns in the next unit when partaking in French conversation relating to their families



Spring Term 1 – Family

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to talk about their family members confidently using the feminine or masculine nouns to describe them, showing an understanding of the difference between these. They learn to ask and answer the questions in French on their family, to understand the phrases and reply with the correct pronunciation based on male and female nouns. They ask the question of having a brother or sister in French and respond to it using the correct vocabulary and nouns depending on male or female, confidently adding how old they are. Throughout the unit, pupils learn to talk about their family members using the correct vocabulary of mon (male), ma (female) and mes (plural). They have a full understanding of what mon, ma and mes means and be able to use them correctly for the given people.	Using knowledge from previous units the pupils continue to develop their understanding of French masculine and feminine nouns, using both with increasing accuracy. In this unit they are introduced to the possessives mon, ma and mes when discussing female and male family members. They will also learn numbers to 100 so they are able to discuss the ages of family members. In the next unit they are introduced to 'et' and 'mais' (and and but) which means they are able to develop their spoken, conversational French further using more complex sentences.



Spring Term 2 – Rooms of the Home

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• 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 • 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 • 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	In this unit, pupils learn to say the words in French for house and apartment. They learn to say the phrase in French of where they live and ask the question – where do you live? They will say what rooms there are in their homes and say the correct phrase in French to describe this, using the correct pronunciation. They learn to extend their sentences using <i>et</i> and <i>mais</i> for ‘and’ and ‘but’. By the end of the unit, pupils will be able to write about themselves – their name, age, where and what they live in, what is in their home and what isn’t. They will use the key words learnt and write simple sentences in French to answer all these points.	This unit builds on previous learning about homes and where we live, first introduced in year 3, spring 1 “J’habite...” (I live...) In this unit pupils learn to describe their homes and about each room. They learn to extend sentences and converse and write about themselves using key words. Key conversational skills and French vocabulary about themselves is developed further in year 5, autumn 1 when they describe what they wear and understand the verb changes depending on who they are describing (I, he, she, they etc)



Summer Term 1 – The Weather

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• 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 – • 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 • 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	In this unit, pupils learn to name the types of weather in French and talk to their partner about the names of the types of weather and the days of the week are. They will discuss what the weather is like for each location – N, E, S, W and the centre of France and will prepare and present a weather report in French.	This unit uses previous knowledge of France and the cities in the N, S, E and W – first introduced in year 3, autumn 2. In this unit they are introduced to the vocabulary relating to weather and will prepare a written weather forecast that they will present verbally. In the year 5 and 6 units they will continue to develop their understanding of sentence construction and apply key features and patterns into their sentence construction



Summer Term 2 – At the Cafe

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to name common café foods and drinks and record these into their books. They learn to talk to each other about their choice of food and drink when at a café with their partners verbally. They say what items they would eat for breakfast and confidently ask other using <i>Qu'est-ce que tu prends pour le petit déjeuner?</i> What they would have for breakfast. They role-play trips to the cafe and ask the key question of what would you like to order and reply with that they want. They learn to verbally say this in role play to their partners and then write it in their books using the correct vocabulary and spelling.	Pupils have previously worked on conversations using questions and answering, developing accurate pronunciation and intonation. In this unit pupils ask and answer questions that express opinions and seek clarification. They role play a cafe visit, where they answer questions with multiple options in their answer. This is developed in year 5 autumn 1 when they describe the clothes that they and others are wearing, where the verb changes according to who is wearing the items of clothing



Autumn Term 1 – Clothes and Fashion

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to name 10 common items of clothing in French confidently and say what they are in English. They learn to use the correct pronunciation and spelling the words correctly. Pupils learn to verbally use the verb <i>je porte</i> with the correct pronunciation and say what item of clothing they are wearing and understand how the verb <i>porter</i> is changed when talking about different people (I, you, he, she etc.) They learn to verbally say their sentence with the item of clothing said as well. They learn to write sentences using the different form of <i>porter</i> with the item of clothing listed. Pupils learn to discuss verbally what clothes they wear on different days of the week (school days, weekend etc.) and write this as sentences in French.	In previous units pupils have been developing their vocabulary and their conversational French, using questions and answers. In this unit pupils are introduced to the verb '<i>porter</i>' and describe what they and others are wearing using the verb as it changes according to who they are talking about. In further units in year 5 they will be introduced to other verbs, '<i>pousser</i>' for example, in year 5 spring 2, where they will have to again consider the changes to the verb according to I, he, she etc



Autumn Term 2 – The Classroom

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Spring Term 1 – Do You Have a Pet?

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to repeat, recognise and spell the names of the pets in French. They learn to use the phrases j'ai for I have and je n'ai pas de for I do not have. They are able to ask others if they have any pets using the phrase, as-tu un animal? They learn to consolidate the names of pets in French and their pronunciation and sentence structure using j'ai (I have) and the introduction of 'et' for and to extend their sentences and be introduced to 'qui s'appelle' for giving the name of the pet to further extend their sentences – verbally and written. Pupils record their sentences with the correct structure and extension in their books and write the English translation next to it.	Pupils have learnt and used conversational French with increasing confidence in in previous units and have increased their known vocabulary. They have been introduced to negative forms and this is further developed in this unit. In this unit they are introduced to the phrase 'je n'ai pas de' and et to extend their sentence. The expectation is now that all French should be spoken and written. The writing and speaking of more complex sentences is in focus in year 6 spring 2 when pupils describe their weekends using phrases containing 'et'



Spring Term 2 – Habitats (Progressive Version)

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit ,pupils learn to say what plants and animals need in order to survive in English and then identify the French translation. They learn to identify key habitats in the world and link previous knowledge. They learn to say what plants grow in specific habitats and why – how they have adapted for survival. They are introduced to the verb ‘pousser’ (to grow) and will be able to verbally say what grows and write this correctly too. Children learn to say what animals live in specific habitats and why – how they have adapted for survival. They are introduced to the verb ‘habiter’ (to live) and are able to verbally say what lives where and write this correctly too. They prepare a presentation to the class on one specific habitat and explain in French what the habitat is, what animals and plants live there and why they live there.	Pupils have explored vocabulary, phrases and language strucyures in previous units. They have been introduced to different verbs and verb endings as well as negative verb forms. In this unit they are learning a new verb and using in context with factual information that they are researching. They will then present their information orally, to the class. Pupils will consolidate their understanding of negative forms in the Olympics unit in the summer term when they learn to use the verb ‘faire’ – how to say ‘I play’ and ‘I do not play’ a sport using the verb and the negative option



Summer Term 1 – What is the Date?

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit the pupils learn how to repeat and recognise the months of the year in French. They learn how to ask when somebody has a birthday and say when they have their birthday, saying various dates in French. They create a French calendar and research and find out all the key dates in France. They are able to say and the days and months in French using good pronunciation, and a to spell them from memory. They will ask the date in French (Quelle Est La Date Aujourd’hui’) and answer the question giving the date in French . They can also ask somebody when their birthday is and reply to this question accurately	In years 3 and 4 pupils have learned the numbers in French through the singing of songs and the reciting and counting of the numbers to reinforce their use. This term pupils learn the months of the year and match these to the numbers that they have previously learned so that they can answer questions relating to dates – their own personal important dates and those from the French national calendar. In year 6, spring 1 they will be looking at important festivals and the celebrations from some of these – they will make comparisons between French Traditions and those in the UK. Many of these occasions will have been highlighted when the pupils looked at the French National calendar



Summer Term 2- The Olympics

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	This unit covers Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games). Pupils learn the names of 10 Olympic sports in French, looking at the gender verb agreement, how to say 'I play' and 'I do not play' a sport using the verb 'faire', again using the negative option for not doing a sport, to create more complex and interesting sentences. Pupils are also introduced to a selection of famous Olympians (examining how we express sports and nationality using correct grammar).	In previous units pupils have been developing their vocabulary based around a certain subject area - cafe, habitats, classrooms etc. This unit further develops vocabulary around sports. Pupils are introduced to the verb 'faire' and apply this verb to sports they take part in and apply the negative form when it is a sport they do not play. Pupils also learn to use de la, de l' and du correctly depending on the sport. In year 6 autumn 2 pupils are introduced to foods as 'some' rather than 'a' or 'the'. Using the four versions - des / de l' / de la and du.



Autumn Term 1 – World War II

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils find out key information about World War II in French and decipher what it means in English. They name the countries involved in French and English. They listen to and read the story of an evacuee in French and identify key words to decipher meaning. They use French vocabulary to talk and write about the experiences of evacuees and what they saw. They write (in French) a comparison between the town and countryside.	In previous units pupils have been introduced to the idea of making comparisons – for example looking at the differences between different habitats in year 5. In this unit the concept is developed and pupils are making 'real life' comparisons between life in the countryside and the town – using the language from each and being introduced to language used for comparison. In the spring term 1 unit pupils are once again making comparisons. They will listen to French children speak about their lives and make comparisons with their own. This writing will require complex sentences using the language of comparison



Autumn Term 2 – Healthy Lifestyles

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn key vocabulary for healthy foods and unhealthy food and drinks in French and confidently say what they are in English. They learn to use the correct pronunciation and spell the words correctly. They learn to say what foods and drinks they like and do not like from the healthy and unhealthy foods and drinks they have learnt. They learn to understand and use the phrase for some and understand that it changes based on the noun. They follow recipes written in French, identifying key words from the instructions linked to ingredients used and actions. They learn the names of some healthy and unhealthy activities and talk and write about those that we do and do not enjoy doing.	This unit builds on the pupils knowledge of vocabulary and increases their bank of known words. They will once again be engaging in conversations using the new vocabulary and asking and answering questions This unit requires pupils to express opinions and respond to the opinions of others. They are introduced the foods as ‘some’ rather than ‘a’ or ‘the’. Using the four versions – des / de l’ / de la and du. The concept of agreement will be investigated further in The Planets unit when pupils have to explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural



Spring Term 1 – Me in the World

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn to locate and name countries which they hear children are from. They realise all 4 countries have the common language of French and, using previous French knowledge, they decipher what the children are telling them about themselves. They record the name, age, where they live and what language they speak and hold conversations in French in which they ask questions about a character to find out more about them. They find out about celebrations and festivals held in each of the French speaking countries and say what happens during these times, making comparisons between how they may be celebrated in England. They learn more about each of these characters as they read emails between them discussing climate change and translate these.	In previous units pupils have had to listen to spoken language and pick out key words in order to understand the majority of the content. In this unit they have to develop this concept as they need to write down the important details from each excerpt and draw comparisons between different accounts, asking questions to find out additional information and translating emailed answers into English. The skills of writing questions to gather information and translating French text into English are key skills required in KS3



Spring Term 2 – The Weekend

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn the French pronunciation of weekend activities linked with pictures. They write about their weekend activities using 'et' for and. They learn and be confident in saying the times for quarter past, to and half past: Et quart = quarter past Et demie = half past Moins le quart = quarter to They move onto ten to and twenty-five past. They verbally say what time they do the activities and link two together using one of the given conjunctions. They are introduced to positive and negative opinions. They verbally say what activities they have a positive feeling towards and the ones they have negative feelings towards. They write down in their books their sentences.	This unit brings together previous learning relating to numbers and language used for conjunctions to create more complex sentences. This unit requires pupils to tell the time in connection to activities they have undertaken over the weekend. They revisit the negative options regarding things they did that they didn't enjoy – further reinforcing the rules for negative sentence construction. Conjunctions are essential in using complex phrases and these will be further reinforced in the summer term units and in KS3. In addition pupils will revisit telling the time in French in the next unit, when they describe their day at school.



Summer Term 1 – At School

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit pupils are introduced to the vocabulary associated with school and revisit some previous vocabulary that they have encountered in previous units. They will be introduced to all the school subjects in French and will use these to describe their days at school. This will also be explained using the specific times that they do particular subjects throughout the day. They will describe each subject and say which they like and which they dislike. The focus is on the article/determiner (LE, LA, L', LES) as they must learn both the noun and article together, which assists in future language learning.	The pupils have already learned the difference between l', la, le and les. They need to continue to learn these for all new language acquisition. In this unit pupils learn how to say 'I study + (a school subject)' in French: 'J'étudie' (I study) followed by the subject (including the article) e.g., J'étudie l'informatique, j'étudie l'anglais. They are developing knowledge of new verbs and using the negative form. In the next unit and in KS3 pupils will continue to be introduced to new verbs and all new nouns will be learned using the gender – as each noun is masculine or feminine , and any article accompanying it has to be masculine or feminine too. In English, these articles are 'the', 'a' (or 'an') and 'some'



Summer Term 2 – The Planets

National Curriculum Coverage	What I learn	Progression pathway
• 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 • 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 • 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	In this unit, pupils learn the planets in the solar system. They repeat them using the correct pronunciation and discuss the similarities verbally between the names of the English spelling to the French spelling. They listen to facts about the planets in French and determine whether these are true or false. They discuss which words are feminine and masculine, singular and plural and begin to build an understanding of adjectival agreement. Pupils listen to a list of clothing items suitable for space exploration and say if they are feminine/masculine, singular/plural and explain why clearly.	Pupils have been introduced to the concept of male or feminine and singular or plural and the changes that are made to the words that are used in French to demonstrate this – to ensure that there is gender agreement in the phrase used In this unit they are introduced to the concept of adjectival agreement. In French, adjectives must agree with their noun, which means that they have to show whether they are masculine or feminine and singular or plural to match the noun. In French most adjectives go after the noun they describe. All these concepts will be developed further in KS3 where pupils will be introduced to more language features and vocabulary including nouns, verbs and adjectives and the way they are used differently