

Curriculum Map - French - Key Stages 1 and 2 (Primary Curriculum)

Modern Foreign Languages - Primary Curriculum



Vision - All

For our children to have the widest access to the world through thought-provoking and challenging material in a range of foreign languages. This will enable them to be effective communicators, empathetic citizens, intellectually curious learners and economically mobile. An awareness of culture will help them see and experience a world without barriers and become global citizens.

Vision - KS1

To create culturally curious children, who enjoy discovering and experiencing a variety of cultures from around the world. Giving children a new perspective on the world, encouraging them to understand their own culture and those of others. An appreciation for different languages through the sounds, songs and playing with words.

Vision - KS2

Foster confident communicators with a focus on listening and speaking (oracy). Encourage learners to recognise patterns and sounds in the language studied. Develop their cultural understanding of the language studied. Learning poems, songs, plays and linking language skills across the curriculum.

Subject Intent Statement:

- To develop confidence and enjoyment in learning a foreign language, including playing with words, letters, groups of letters and sounds.
- To develop the four skills of listening, speaking, (oracy) reading and writing (literacy): focusing on oracy in Years 3 and 4 and adding in more literacy in Years 5 and 6.
- To use the opportunity to develop children's knowledge of grammar through looking at another language, using similarities and differences to develop understanding.
- To understand and develop skills of how to learn a language: vocabulary, grammar, skills
- To learn about the countries and cultures where the foreign language is spoken across the world.
- To break down barriers and develop intercultural understanding among the children through celebrating different languages and language learning.
- To review and develop language learnt through revisiting and extending at each stage – cyclical or spiral curriculum – each stage allows you to practise and extend what has gone before.

Years 1 and 2

Cultural Engagement and playing with language: Songs and Games/Resources - See 'Take 10'

Year1 - Spanish:

Alphabet Song: <https://www.youtube.com/watch?v=fporlAdys9A>

Greetings Song: <https://www.youtube.com/watch?v=tK0vp8LIDiM>

Number Song: <https://www.youtube.com/watch?v=8ydJr1ls8xl>

Year2 - Italian:

Alphabet Song: <https://www.youtube.com/watch?v=UBVHWcy855k>

Greetings Video : <https://www.youtube.com/watch?v=jYpBP4l4KaQ>

Number Song: <https://www.youtube.com/watch?v=5NPmh6CRWgM>

Year 3	Year 4	Year 5	Year 6
Key Grammar			
Nouns - Learn range of nouns - Recognise the two groups of nouns – masculine and feminine. (Food items)	Nouns and Articles - Pick out nouns and identify if they are masculine or feminine from the definite/indefinite article. - Identify words for ‘the’ (Year 3: food; Year 4: parts of the body, animals, family members) and ‘a/some’ (Year 4: clothes).	Nouns and Articles - Use nouns and recognise they are masculine or feminine, singular or plural. - Identify the different words for ‘the’: le/la/l’/les - Start to use the right word for ‘the’: le/la/l’/les - Identify the different words for ‘a/an/some’: un/une/des - Start to use the right word for ‘a/an/some’: un/une/des - Identify the different words for ‘my’: mon/ma/mes - Start to use the right word for ‘my’: mon/ma/mes This is done through the following topics: classroom objects, family members, places in town.	Nouns and Articles - Develop knowledge and understanding about nouns in French: masculine/feminine/singular/plural - Know that every noun has to have a determiner that reflects its gender and number. - State the French words for ‘the’. - Start to use the correct words for ‘the’: le/la/l’/les/les (definite article) - State the French words for ‘a/some’: un/une/des/des (indefinite article) - State the different words for ‘my’: mon/ma/mes/mes - Start to use the right word for ‘my’: mon/ma/mes in different contexts. - Identify the different words for ‘his/her’: son/sa/ses - Start to use the right word for ‘his/her’: son/sa/ses - Identify the different words for ‘your’: ton/ta/tes - Start to use the right word for ‘your’: ton/ta/tes
Adjectives Understand and use some simple adjectives with ‘c’est...’ (masculine/singular).	Adjectives Review and use increasing range of adjectives	Adjectives - Use adjectives in a range of situations: family/animals - Identify the different spellings of adjectives with the reasons why.	Adjectives - Recognise adjectives in French go after the noun they describe (unlike English). - Recognise adjectives of size go after the noun they describe (break the French rules but are like English).

	Recognise the difference between masculine and feminine.		- Put adjectives after the nouns they describe. - Put adjectives of size before the noun. - Recognise and explain the different spellings of adjectives (masculine/feminine, singular/ plural). Add an 'e' or add an 's' - Spell adjectives accurately so they match the noun they describe. - Pronounce adjectives accurately so they match the nouns they describe.
Verbs Understand instruction verbs (imperative) and how they sound when given to a group ('ay').	Verbs - Identify the spelling of instruction verbs (imperative) and match to the sound ('ay' = ez). - Use the verb 'avoir' in the first person: 'j'ai'. - Use the verb 'être' in the first person: 'je suis' - Use regular '-er' verbs in the first person with likes and dislikes: 'j'adore, j'aime, je n'aime pas, je déteste...'	Verbs - Recognise the personal pronouns: je/tu/il/elle/nous/vous/ils/elles - Pick out the verb 'avoir' in the 1st, 2nd and 3rd person singular. - Use the verb 'avoir' in the 1st, 2nd and 3rd person singular. - Pick out the verb 'avoir' in the 1st, 2nd and 3rd person plural. - Use the verb 'avoir' in the 1st, 2nd and 3rd person plural.	Verbs - Pick out the person doing the action: je, tu, il, elle, nous, vous, ils, elles - Pick out the verb in a sentence - Review and use the present tense of 'avoir' - Learn: identify and use the present tense of 'être'. - Identify and find verbs in the 'infinitive' in the dictionary. - Classify the infinitive verbs: -er, -ir and -re (ending of the verb is the important part). - Explain that the verb changes when it goes in the sentence - Understand that the spelling of the verb changes according to who is doing the action (person) and when the action is happening (tense). - Learn the present tense endings of regular '-er' verbs. - Recognise the negative and how the 'ne...pas' goes around the verb.
		Conjunctions	Conjunctions

		et	et, mais
			Prepositions sur, sous, dans, devant, derrière, entre
Key Skills			
Listening - Respond to single words and short phrases of spoken language with mimes and identifying the correct picture or object. - Look at the person speaking and respond with non-verbal communication. - Understand key questions - Respond to simple stories	Listening - Understand and respond to longer phrases and a series of instructions/nouns with the right mimes, pictures, action – do what is asked from instructions in French. - Identify main points from something you hear spoken at near normal speed. - Identify key verb phrases when used: c'est, j'ai, je suis, il y a...	Listening - Identify and respond to a wider range of nouns, instructions, numbers, questions and conversation prompts, including pauses, formal and informal tone in spoken language (tu/vous). - Understand deduce feelings / opinions from tone of voice. - Identify and pick out key points when using a range of vocabulary from different topics.	Listening - Pick out main points and details from a description / longer section of spoken French. - Understand positive and negative feelings from the tone of voice, non-verbal clues and key vocabulary. - Use non-verbal clues to help you deduce the meaning of unknown French. - Understand opinions and simple reasons in a range of topics.
Speaking - Give a few simple instructions. - Answer a few simple questions. - Ask key questions: greetings - Perform simple, prepared dialogues, with prompts. - Mimic and repeat key words and phrases.	Speaking - Give a series of instructions with accurate pronunciation of 'ay=ez' with mimes as prompts. - Ask for and give information about the current topic being learnt. - Give simple opinions. - Perform simple dialogues from memory. - Repeat sentences modelled by the teacher. - Join in with story-telling.	Speaking - Give instructions from memory and some without mimes as prompts. - Name a wide range of vocabulary. - Give opinions with the tone of voice and non-verbal clues to match the meaning. - Use 'tu' and 'vous' in the right situation - friends and teacher/stranger. - Ask and answer a range of key questions from the topics covered.	Speaking - Give descriptions using a range of nouns and adjectives (main points and details). - Use connectives to add detail to a description. - Use prepositions to add detail to a description. - Give opinions with simple reasons and use the appropriate tone of voice. - Use the present tense. - Ask and answer questions and give a presentation – from memory with some prompts.

Reading ● Match nouns (single words) with pictures. ● Recognise familiar/high frequency words in the written form. ● Read aloud taught vocabulary, paying particular attention to the phonemes: oi, eu, ou, ch	Reading ● Match single words and short phrases to pictures / mimes from topics covered. ● Recognise / pick out a range of familiar phrases. ● Read aloud taught vocabulary paying particular attention to the phonemes: an, in, on, au and the pronunciation of the vowels.	Reading ● Match phrases and a wide range of vocabulary from several topics with pictures / mimes. ● Pick out main points from sentences and short texts. ● Read aloud known and unknown words using knowledge of phonemes and the alphabet. ● Recognise and don't pronounce silent letters at the ends of words (s, t, d, x) when reading. ● Pronounce letters when followed by a vowel.	Reading ● Pick out main points from a short paragraph/ description. ● Pick out some details from paragraphs. ● Deduce meaning of unknown language from context and what is known / cognates. ● Read aloud longer passages with a good degree of accuracy – using mainly known but some unknown language. ● Pronounce the following phonemes accurately: ai, ui, th.
Writing ● Label single nouns accurately – copying the words from a list.	Writing ● Label key vocabulary accurately – nouns and verbs	Writing ● Label key nouns, including articles, some from memory. ● Fill in a form about yourself. ● Copy sentences, adapting key information so it is true about yourself. ● Write the verb 'avoir' from memory in the verb challenge.	Writing ● Write key vocabulary from memory. ● Write a short paragraph using a model and vocabulary as support. ● Use key verbs, nouns, adjectives, prepositions and conjunctions to write more extended French. ● Write the verb 'avoir' and 'être' from memory in the verb challenge. ● Spell regular '-er' verbs correctly in the verb challenge.
Language Learning Strategies			
● Use mimes, pictures, games to help memorise vocabulary. ● Pick out and recognise cognates. ● Sort words into groups / categories.	● Use mimes, pictures, games, labels and songs to help memorise vocabulary. ● Use mental associations to help remember words: sound and meaning.	● Use mimes, pictures, games, labels, songs and testing to help memorise vocabulary. ● Use vocabulary lists and glossaries to find new words and check meanings.	● Find verbs in the dictionary and identify the problem of looking up verbs. ● Use raps and gestures to help learn key vocabulary and grammar points. ● Find and use different spellings of adjectives in glossaries and dictionaries.

	● Apply knowledge of phonics to aid understanding. ● Use flashcards to help learn meanings.	● Develop personal systems of recording information of personal interest. ● Find nouns in a dictionary. ● Use web-based (Linguascope) and other applications to support and extend personal learning.	● Seek and use opportunities to speak French in 'real' situations. ● Use previously learnt vocabulary in new situations. ● Demonstrate knowledge of verbs in the verb challenges.
Key Knowledge (Intercultural understanding)			
● Locate a few European countries where French is spoken. ● Identify social conventions in France: greetings ● Know some facts about French foods. ● Experience / appreciate some stories, poems, songs in French.	● Explain how people in France celebrate different occasions. ● Identify different social conventions – formal and friendly. ● Know some key towns in France. ● Compare some traditional tales with English ones.	● Name a wide range of key towns in France. ● Identify key geographical features of France: mountains, rivers, seas. ● Recognise different shops and cultures in towns. ● Recite / sing a nursery rhyme. ● Know and say a tongue twister.	● Name a wide range of countries across the world where French is spoken with the reasons why. ● Identify similarities and differences with French homes and reasons why. ● Know about key French-speaking cartoon characters: Asterix, Tintin, Lucky Luke etc. ● Name key French Christmas traditions.
Key Vocabulary			
● Greetings, name, age. ● Simple classroom instructions ● Numbers 0-10 ● Days of the week, ● Months of the year ● Food ● Zoo animals	● Weather ● Clothing ● Brothers and sisters ● Leisure activities ● Likes and dislikes ● Numbers up to 31 ● Parts of the body	● Classroom objects and instructions ● Personal details: name, age, birthday. ● Dates: celebrations and daily ● Numbers 0-31 in various contexts. ● Animals and Family members – focus on reading / writing and plurals, negatives, opinions. ● Places in town. ● Asking for and giving directions.	● Wide range of 'parts of the body', including facial features. ● Colours, size, character traits. ● Connectives ● Prepositions ● Clothing and saying what you wear: nouns and colours. ● Describing where you live: buildings, rooms, furniture. ● Opinions with reasons – positive and negative. ● Free-time activities with '-er' verbs.

Where key vocabulary is repeated in upper Key Stage 2, this is to reinforce learning and develop understanding as the focus in lower Key Stage 2 is on listening and speaking and in upper Key Stage 2 reading and writing is added to the way of learning the vocabulary. It is also part of the process of recall and developing easy retrieval of information so as to deepen and reinforce understanding.

Curriculum Implementation and Impact

Subject: French – Year 3	
Term 1	
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)	Evaluating Learning/Milestones to be achieved (Impact)
• Introductions: greetings, how you are, name • Classroom instructions • Numbers 0-12 • Classroom instructions • Colours • Nativity Play	• Role Play • Nativity Play: Scene 1 (Mary, Joseph, Innkeeper) • Ask and answer questions – repeat or memory. • Respond to quizzes and questions on Early Start DVD ‘Salut’.
Term 2	
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)	
• Days of the week • Food: general • Food: fruit • Phonemes: oi, ou, eu, ch - using in words for foods • Easter Activities - Making Pancakes	• Say the date each day • Name food from pictures and identify pictures from spoken French. • Divide nouns into masculine and feminine (blue and red).
Term 3	
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)	
• Months of the year • Phonemes: oi, ou, eu, ch - identify in new words encountered • La Chenille Qui Fait Des Trous	• Memorise and tell the key part of the story • Create your own story using days of the week, months, seasons, numbers, food, animals.

Subject: French – Year 4		
Term 1		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		Evaluating Learning/Milestones to be achieved (Impact)
- Alphabet - Parts of the body - Nursery rhyme - Je veux ma banane - Christmas: Bonhomme de Neige		- Show correct animal flashcard for French – ‘Footfoot tu as un animal à la maison’ song. - Song, hangman transcribe words on WOWO from spelling.
Term 2		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
- Alphabet - focus on vowels - Main family members – definite article - Pets - Follow a French story: Le Radis Géant - Phonemes: an, in, on, au - Numbers: review 0-10 and learn 11-31 - Easter		Sing, recall and spell words using accurate reproduction of the alphabet.
Term 3		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
- Hear and understand alphabet so you can hear and note down/spell words - Playground song - Hobbies - Opinion phrases - Opinions with nouns and verbs - Seasons and Clothes		

Subject: French – Year 5		
Term 1		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		Evaluating Learning/Milestones to be achieved (Impact)
- Classroom instructions - Classroom objects: nouns (masculine, feminine, singular, plural, articles) - Spelling - alphabet - Greetings, how you are with reasons, name and age: all four skills. - Numbers up to 31 and used in a range of situations. - Days and Months – give the date, including special occasions - Christmas presents (objects/nouns) / Twelve days of Christmas / Christmas decorations		- See assessments and APP grids Topic Component Map - French - Year 5 - Autumn Term.docx
Term 2		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
- Wider range of family members and use mon, ma, mes. - Review and learn a wide range of animals and think about how you learn them independently. - Identify and start to use the present tense of the verb 'avoir' - personal pronouns and the concept of the verb paradigm - Ask and answer questions and adapt what you learn to your own situation. - Understand and give your opinion with reasons. - Conjunctions		- See assessments and APP grids Topic Component Map - French - Year 5 - Spring Term.docx
Term 3		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
- Learn shops and places in town. - Say what there is and isn't - il y a ... / il n'y a pas de ... - Understand and give simple directions (review and extend the imperative). - Look at some key French towns and say what it is like - new situation to use adjectives - previously learned with animals and saying how you are. - Learn key weather phrases: il fait... / il pleut/il neige/il gèle - Review and extend knowledge of free time activities and say what you would do in a particular type of weather. - Phonemes: au, silent last letters - Traditional French songs		- See assessments and APP grids Topic Component Map - French - Year 5 - Summer Term.docx

Subject: French – Year 6		
Term 1		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)	Evaluating Learning/Milestones to be achieved	(Impact)
• Parts of the body including lots of detail. • Adjectives of colour – talk about eyes and hair • Adjectives of style – talk about hair • Adjectives of size – talk about appearance / parts of the body. • Adjectives of character • Use key verbs: avoir, être. • Clothing and accessories and use with the verb ‘porter’ and the adjectives (spelling and word order)	• See assessments and APP grids • Mr Men enrichment • Topic Component Map - French - Year 6 - Autumn Term.docx	
Term 2		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
• Describe where you live: country (including French speaking countries), buildings, rooms, furniture. • Use prepositions to describe a room – saying where things are. • Use the negative to say what you don’t have. • Give opinions with reasons to do with where you live/your room.	• See assessments and APP grids • Topic Component Map - French - Year 6 - Spring Term.docx	
Term 3		
Themes & Teaching Sequence (including enrichment opportunities) (Implementation)		
• Talk about leisure activities using regular ‘-er’, ‘-ir’ and ‘-re’ verbs • Learn how verbs work in the present tense in French • Develop understanding of verbs • Find out about famous French person or cartoon character and then use all vocabulary you know to talk about the person/character: third person singular (Name, age, birthday, physical appearance, character, where lives and free-time activities: likes and dislikes)	• See assessments and APP grids • Tour de France • Topic Component Map - French - Year 6 - Summer Term.docx	