



## French: Whole School Curriculum Map

### French

#### French Intent statement:

Having the opportunity to learn a foreign language is an important part of being a member of a multicultural community and provides an opening to learning about other cultures. A good foreign languages education fosters children's curiosity and deepens their understanding of the world. The teaching should enable children to express their opinions and ideas in another language and to understand and respond to its speakers, both orally and in writing. It should also provide opportunities for them to communicate for practical purposes, develop new ways of thinking, and to become confident in discussing their own abilities and identifying their own strengths. It is our intention to foster a love for learning a new language and to lay the foundation for future language learning, whilst developing an appreciation of the great benefits that language learning provides.

At Scott Wilkie Primary School, children have weekly 30-minute lessons in French in Year 3, 4 and 6 and one hour in Year 5 with a specialist language teacher. Familiar topics, plays, role-play, songs and stories are used to interest and engage the children. Areas covered include: greetings, numbers, colours, myself and my family, food and drink, clothes, pets, where I live, transports and physical descriptions.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 3	<p><b><u>Autumn 1</u></b> Introduction to the French language; how to greet someone politely, say our name and how we are feeling. Name some colours and sing a traditional rhyme.</p> <p><b><u>Autumn 2</u></b> Ask for a few items of breakfast food in French. Count to 10. Learn how Christmas is celebrated in France and learn some traditional French songs.</p>	<p><b><u>Spring 1</u></b> Name parts of the body and describe a monster. Cultural events – La Chandeleur and Mardi Gras, how to ask for a pancake (crêpe) with different toppings.</p> <p><b><u>Spring 2</u></b> Name some winter clothes and say what we are wearing. Count to 15.  Discuss how Easter is celebrated in France.</p>	<p><b><u>Summer 1</u></b> Name some pets and ask someone if they have a pet. Personal pronouns I / You and the verb To have. I have and I don't have (j'ai / je n'ai pas)</p> <p><b><u>Summer 2</u></b> Name some fruits and express likes and dislikes. Learn to order an ice cream and choose flavours. Count to 20.</p>
Year 4	<p><b><u>Autumn 1</u></b> Identify French speaking countries in Europe Discuss travel and transport, and say how we travel to school</p> <p><b><u>Autumn 2</u></b> Days of the week. Months of the year. Count to 31. To ask and say our birthday</p>	<p><b><u>Spring 1</u></b> Review parts of the body. Physical descriptions – describe myself and my friends.</p> <p><b><u>Spring 2</u></b> Going to the doctor's.</p>	<p><b><u>Summer 1</u></b> Where we live (town/country/seaside – in a house/flat) Rooms in the house.</p> <p><b><u>Summer 2</u></b> Buying a snack and ice cream. Express preferences for food and snacks.</p>
Year 5 & 6 (both in	<p><b><u>Autumn 1</u></b> Say which sport and activities we do and discuss our likes and dislikes</p>	<p><b><u>Spring 1</u></b> Music: Say whether we can play an instrument. Name and identify different styles of music, discuss likes</p>	<p><b><u>Summer 1</u></b> Describe a trip to the beach, including what to wear, the weather, things to do.</p>



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their 3 <sup>rd</sup> year of learning)	<p><b>Autumn 2</b> Identify French speaking countries around the world.</p>	<p>and dislikes.</p> <p><b>Spring 2</b> To name the different meals of the day and name items of food that might be eaten at that meal. To ask for food and drinks politely.</p>	<p><b>Summer 2</b> To recognise famous landmarks and monuments around Paris. Discuss cultural events in France: le Tour De France and Bastille Day.</p>
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	Year 3	Year 4	Year 5 & 6
<b>Listening</b>	<p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken questions and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action or verbal response)</p> <p>Identify key/known words in an ‘authentic’ conversation or a short story.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.</p> <p>Children can understand the main points and some of the detail of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>
	Year 3	Year 4	Year 5 & 6
<b>Spoken Language</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating words and phrases.</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can perform short role plays on a familiar topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (with or without written support) within a familiar topic, with good pronunciation. For example, they can conduct a short, prepared interview with a partner, for example discussing musical instruments and preferred musical genres.</p>



## French: Whole School Curriculum Map

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 &amp; 6</b>
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases which they have previously learnt.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of the main points and some of the detail of a piece of writing based on the current topic.</p> <p>Read simple short passages on the current topic and answer questions on what they have read.</p> <p>Children can recognise spelling patterns and accurately pronounce some unfamiliar words.</p>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 &amp; 6</b>
<b>Writing</b>	<p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p>	<p>Children can write simple words and several short phrases from memory using vocabulary and sentence models that they have first practised orally.</p> <p>Children use understandable spelling.</p>	<p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>Children can write compound sentences using conjunctions (because, and, but)</p>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 &amp; 6</b>
<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can understand that adjectives may have a different position in a sentence.</p> <p>Can use the high-frequency verb forms (I have, I want, I like, I wear, it is, there is/are).</p>	<p>Can recognise/use indefinite and definite articles with singular nouns.</p> <p>Use different pronouns when speaking (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Can form a negative sentence using familiar high frequency verbs (I don't have, I don't want, I don't like, there isn't/aren't any ..)</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>



## French: Whole School Curriculum Map

		Recognise and understand adjectival agreement.	
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 &amp; 6</b>
<b>Vocabulary</b>	<p>Can recognise/use numbers up to 20.</p> <p>Can recognise some questions words such as “what/where/how many?”</p> <p>Use polite greetings and forms of address.</p> <p>Ask politely for items of food Name and introduce family members and a few pets Name parts of the body/ winter clothes.</p> <p>Be able to express opinions and understand the opinions of others.</p>	<p>Can recognise and use numbers up to 31, days, months and say they birthday.</p> <p>Describe where they live.</p> <p>Say how they travel to school.</p>	<p>Can recognise numbers to 60.</p> <p>Discuss sports and hobbies including likes and dislikes.</p> <p>Discuss musical instruments/ styles, including giving and justifying opinions.</p> <p>Describe a trip to the beach including using a variety of verbs to say what they might do.</p> <p>Know days, months and some weather.</p> <p>Order food in a restaurant.</p> <p>Can discuss modes of transport including likes/advantages.</p> <p>Name few French speaking countries.</p>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 &amp; 6</b>
<b>Phonics</b>	<p>Teaching should enable pupils to understand and communicate using their knowledge of phonology</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Explore the patterns and sounds of language, link spelling, sound and meaning of words.</p>		