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At Friarage, we are linguists. In Key Stage Two our children develop a curiosity about and understanding of the wider world by learning about the language and customs of France. Our children learn to communicate in French with growing confidence and knowledge of vocabulary. Our curriculum offers opportunities to appreciate stories, songs, poems, and rhymes in French and learn to read and write French with growing understanding and fluency, laying a strong foundation for further study at Key Stage 3.

We use the Scheme of Work and resources from NYCC

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|  | **FRENCH SUBJECT PROGRESSION** | | | |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| National Curriculum | **Pupils should be taught to:**   * **listen attentively to spoken language and show understanding by joining in and responding** * **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words** * **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*** * **speak in sentences, using familiar vocabulary, phrases and basic language structures** * **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*** * **present ideas and information orally to a range of audiences\*** * **read carefully and show understanding of words, phrases and simple writing** * **appreciate stories, songs, poems and rhymes in the language** * **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary** * **write phrases from memory, and adapt these to create new sentences, to express ideas clearly** * **describe people, places, things and actions orally\* and in writing** | | | |

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Numbers  to 10  Alphabet  Classroom language | *Numbers*  *10-20*  *Alphabet*  *Classroom language* | *Numbers*  *20-69 Alphabet*  *Classroom language* | Numbers  69-100+ Alphabet  Classroom language |
|  | ***Moi***  *Bonjour/salut*  *au revoir/bonsoir*  *Comment ça va?*  *Ça va/bien/mal*  *Et toi? Merci*  *C’est… Numéro*  *Comment tu t’appelles?*  *Je m’appelle...*  Can they greet others?  Can they say how they are?  Can they ask and answer questions about names?  Do they know that French is spoken in France and elsewhere in the world? | **Les monstres**  Touche le nez/pied;  la bouche/tête; l’oreille;  les: épaules/genoux/yeux  1-10  Qu’est-ce que c’est…? C’est …  J’ai + number + body part  *Plurals of nouns*  *Avoir:j’ai, il/elle a*  Can they learn the names for the main parts of the body?  Revise numbers to 10  Can they use newly learnt vocabulary to describe themselves and others?  Can they learn a traditional French song and dance? | **Ma Famille**  Revise Comment t’appelles-tu?  Tu as des frères et des soeurs?  J ‘ai/je n’ai pas de…  Il/elle s’appelle...  Voici...  qui s’appelle...  *Present tense of s’appeler*  Can they talk about their family in French?  Can they give an oral presentation? | **Les portraits**  Facial features  Est ce qu’il / elle a…?  Qui est-ce? C’est...  *Indefinite articles:*  *un/une/des*  *Present tense:*  *avoir/être porter*  *(je, tu, il, elle)*  *Compound sentences : et/avec/mais*  Can they describe themselves and other people in French?  Can they use their developing language skills to understand clues in a guessing game?  Can they write a paragraph about a famous person? |
|  | **Les Couleurs**  C’est (de) quelle couleur? C’est…  Addition vocab  Quelle est ta couleur préférée?  *J’aime/je n’aime pas le + colour*  *Sequencing language*  *Imperatives*  Can they name the colours in French  Can they describe games played in France e.g. la pétanque | **Le calendrier des fêtes**  *Date*  *Months*  *Revise days*  *1-31*  *Seasons*  *Festivals*  *Noël*  *Use of ordinal/cardinal numbers*  *Questions using quel(le)*  *en + month*  Do they know the months and dates in French?  Can they name different festivals celebrated in French?  *As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France* | **On fait la fete**  Birthdays  Quelle est la date de ton anniversaire?  C’est le…  Quel âge as-tu?  J’ai …ans  *être present tense*  *(je/il)*  *Prepositions : en/au*  *de (of)*  Can they ask and say when their birthday is in French?  *Find out about birthday celebrations in French* | **Les cadeaux**  Revise family  Je voudrais  une/un/des...  C’est trop cher/moins cher/joli  *Expressing opinions:*  *je pense que c’est….* *Future tense: je vais acheter/commander*  *Comparative adjectives: plus/moins*  Can they learn some words for presents?  Can they learn how to ask for presents and be able to say what they will buy for other family members?  Can they thank someone for a gift and write gift tags, lists and letters?  *Use their previous knowledge, in a new context, to speak, read and write about family + hobbies* |

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|  | **La Jungle**  Qu’est-ce que c’est? C’est…  Je suis + un/une + animal  petit/grand  *Introduction to gender + adjectival agreement*  *Accents*  *Indefinite article un/une*  Can they name some jungle animals in French?  Can they recognise that some words occur in both English and French, although they may sound different?  Can they use numbers to count animals?  Can they use adjectives of size? | **Les animaux**  Qu’est ce que c’est? C’est …  As-tu un animal?  J’ai/je n’ai pas de  Il y a...  qui s’appelle...  *Agreement/position of adjectives*  *Inversion of verb in question*  *Affirmative/negative sentences*  Can they say the names for some pet animals in French?  Can they talk about their pets?  Can they write simple/complex sentences about their pets?  Can they sing animal songs? | **Cher zoo**  Il a une queue/une tête/des pattes  Il était + adjectives  Il y a*...*  *Intensifiers très, trop*  *Connectives mais*  *à + time*  *Introduction to perfect tense:*  *j’ai vu/je suis allé(e)*  Can they say the names for zoo animals in French?  Can they use some adjectives to describe zoo animals?  Can they use past tenses to recount a zoo visit? | **Le carnaval des animaux**  C’est quel animal?  C’est un/une…  savane, forêt  mer, ferme  lentement/vite  comme un/une  adjectives  D’accord/pas d’accord  *Questions using quel/qui/où*  *Prepositions: dans/à la*  Listen to a piece of music by a French composer  Can they remember new animal names taught?  Can they talk about animal habitats in French?  Can they design a poster in French?  *Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures* |
|  | **Tutti Frutti**  C’est un/une  J’aime le/la/les  J’adore...  Je n’aime pas....  Je déteste ....  Quel est ton fruit préféré?  *(In)definite articles*  *Singular/plural nouns mon/ton*  Can they name some fruits in French?  Can they read descriptions?  Can they write simple sentences to describe their own fruit kebab?  Can they express likes and dislikes about fruit? | **Au marché**  Vegetables  bon/mauvais pour la santé  Qu’est-ce que tu as?  Je voudrais...  s’il vous plaît  C’est combien?  ... euros  *Quantities + de*  *les/des + noun*  Can they compare shopping in French markets with their own experiences?  Can they say names for vegetables in French?  Do they know how to buy some vegetables in French?  *Extra lesson ideas and resources to explore healthy/ unhealthy foods based on The very hungry caterpillar* | **Le petite dejeuner**  Breakfast items  Je mange/je bois  Tu aimes + le/la/les/l’  + food?  C’est bon/délicieux  Ce n’est pas bon  Numbers 10 - 60  Ce matin  *Perfect tense:*  *j’ai mangé /j’ai bu*  *Use of some: du/de la de l’/des*  Develop their awareness of typical breakfast food and drink in France  Can they order a range of food and drink?  Can they express and understand likes and dislikes about food/drink?  *Learn to express and understand opinions* | **Au café**  Drinks and snacks  sucré/sale/gras  C’est combien?  Ça fait …  Mathematical vocab: plus/moins/divisé/  multiplié par  *Qualifying opinions* *parce que c’est*  *+ adjective*  Can they order a range of snacks and drinks in French?  Can they understand and justify likes and dislikes in French?  *Learn to understand prices* |
|  | **Vive le sport**  Days of the week  Qu’est-ce que tu fais le + day?  Quel est ton sport préféré?  *jouer au + sport*  *faire du/de la + sport*  *Present tense (je/tu)*  *Using jouer and faire*  Can they say the days of the week?  Can they say the names for some sports?  Can they say what activities they play/ do on particular days?  Can they learn some poems and songs in French? | **Je suis le musicien**  Musical instruments  J’aime/j’adore  Je n’aime pas  Je déteste  Je joue du/de la/des  + instruments  *Use of de*  *Questions using Qu’est-ce que? and Qui?*  Can they say which instrument they play?  Can they focus on the rhythm in sentences?  Can they use the language and structures to write a rap? | **Vive le temps libre**  Revise sport and introduce other hobbies such as watching TV, etc.  Qu’est ce que tu vas faire?  *Introduction to future tense : je vais + infinitive*  Can they talk about their hobbies in French?  Can they use the future tense?  Can they design a poster about themselves? | **Tour de France**  Compass points  Geographical features  Numbers 1 - 100  *Modal verb: on peut visiter/voir/manger/ faire*  Can the children talk about France, Paris and Le Tour de France ?  Can they make an oral and written presentation in French? |
|  | **La météo**  Weather  Quel temps fait-il?  Il fait…  Revise days  *à + French towns*  *Present tense of faire il fait + weather*  Do they know the names and locations of some towns in France?  Can they use phrases about the weather? | **À la mode**  Loup y es-tu? story  Clothes + weather  + seasons  Je mets…  Je porte …  Quand il fait  *Possessive adjectives: mon/ma/mes*  *Complex sentences with Quand*  Do they know vocabulary for a range of clothes?  Can they say what they and others wear in different weathers/ seasons? | **A la plage**  Beach vocab  Ice creams  Revise colours  Je voudrais + ice cream flavours  Il y a...  *être present tense*  *(est/sont)*  *Agreement and position of adjectives*  *Use of à la/au*  *+ flavours*  Can they learn some nouns and verbs to describe a beach scene?  Can they read, understand, and write instructions to create a beach scene?  Can they order and pay for ice creams? | **Destinations**  European countries + capital cities  Ici on parle…  Je suis + nationality  Où vas-tu?  *Future tense:*  *Je vais voir/manger/ ramener*  *Je vais en/au/aux*  *+ country*  *Je vais à + city*  Can they say the names of countries in French?  Can they say some shape names?  Can they describe their nationality, where they are from and the language they speak?  Can they describe holiday plans?  *Become more aware of stereotypes*  *Develop awareness of francophone countries*  *Explore other European languages* |