



Whole School Curriculum Map: French

French	KS2 A	KS2 B	KS2 C	KS2 D
NC objectives	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. ▪ Explore the patterns and sounds of French 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. ▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ▪ Understand basic grammar appropriate of French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Identify and introduce some of their relations ▪ Name some common pets ▪ Recognise some rooms in their home ▪ Consider whether nouns are masculine or feminine ▪ Introduce the phonetic sounds: CH, OU, ON, OI, I, IN, IQUE, ILLE, É, E, È, EAU, EUX, QU, GNE, Ç, EN, AN. ▪ Learn the phonetic alphabet in French. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. ▪ Explore the patterns and sounds of French 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. ▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ▪ Understand basic grammar appropriate of French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Introduce the phonetic sounds: CH, OU, ON, OI, I, IN, IQUE, ILLE, É, E, È, EAU, EUX, QU, GNE, Ç, EN, AN. ▪ Learn the phonetic alphabet in French. ▪ Find France on a map and be able to recall at least 1 Francophone country. ▪ Use key greetings. ▪ Ask and answer the question 'How are you?' in French. ▪ Ask and answer the question 'What is your name?' in French. ▪ Count to 10 in French. ▪ Read, write, say and recognise 10 colours in French. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. ▪ Explore the patterns and sounds of French 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. ▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ▪ Understand basic grammar appropriate of French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Introduce the phonetic sounds: CH, OU, ON, OI, I, IN, IQUE, ILLE, É, E, È, EAU, EUX, QU, GNE, Ç, EN, AN. Learn the phonetic alphabet in French. ▪ Use basic greetings in French, ask somebody how they are feeling and reply ▪ when asked. ▪ Ask somebody their name in French and reply when asked. ▪ Recall the numbers 1-10 and count from 11-20 in French. ▪ Ask somebody how old they are in French and reply when asked. ▪ Ask somebody where they live in French and reply when asked. ▪ Express their nationality in French and understand basic gender agreement rules. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. ▪ Explore the patterns and sounds of French 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. ▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ▪ Understand basic grammar appropriate of French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Introduce the phonetic sounds: CH, OU, ON, OI, I, IN, IQUE, ILLE, É, E, È, EAU, EUX, QU, GNE, Ç, EN, AN. Learn the phonetic alphabet in French. ▪ Give and respond to simple classroom instructions appropriately ▪ Name parts of the body from a song ▪ Identify colours ▪ Name items of clothing
Autumn <i>(6 lessons taught on a fortnightly timetable)</i>	Overview unit: Phonetics and pronunciation. (LA) Family and Friends	Overview unit: Phonetics and pronunciation. I am learning French (LA)	Overview unit: Phonetics and pronunciation. Presenting myself (LA)	Overview unit: Phonetics and pronunciation. All about me
NC objectives	<ul style="list-style-type: none"> ▪ 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 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 French. ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. ▪ Describe people, places, things and actions orally. ▪ Understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Say whether they live in a house or an apartment and say where it is. ▪ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. ▪ Tell somebody in French what rooms they have or do not have in their home. ▪ Ask somebody else in French what rooms they have in their home. ▪ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their pets or relatives). 	<ul style="list-style-type: none"> ▪ 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 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 French. ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. ▪ Describe people, places, things and actions orally. ▪ Understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Repeat and recognise the months of the year in French. ▪ Ask when somebody has a birthday and say when they have their birthday. ▪ Say the date in French. ▪ Create a French calendar. ▪ Recognise key dates in the French calendar. ▪ Recognise, recall and remember the 4 seasons in French. ▪ Recognise, recall and remember a short phrase for each season in French. ▪ Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<ul style="list-style-type: none"> ▪ 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 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 French. ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. ▪ Describe people, places, things and actions orally. ▪ Understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Remember and recall 12 classroom objects with their indefinite article/determiner. ▪ Replace an indefinite article/determiner with a possessive adjective. ▪ Say and write what they have and do not have in their pencil case. 	<ul style="list-style-type: none"> ▪ 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 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 French. ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. ▪ Describe people, places, things and actions orally. ▪ Understand basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. ▪ To understand better how to change a singular noun to plural form. ▪ Perform a short role-play ordering what they would like to eat and drink.
Spring <i>(6 lessons taught on a fortnightly timetable)</i>	Go Deeper unit: My home (LA)	Go Deeper unit: Seasons/ The Date	Go Deeper unit: In the classroom	Go Deeper unit: At the Tea Room

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key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. ▪ Tell somebody in French if they have or do not have a pet. ▪ Ask somebody else in French if they have a pet. ▪ Tell somebody in French the name of their pet. ▪ Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken French and show understanding by joining in and responding ▪ Explore the patterns and sounds of French 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 ▪ Appreciate stories, songs, poems and rhymes in the French ▪ 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 ▪ Understand basic grammar appropriate to the French being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Repeat and recognise the vocabulary for weather in French. ▪ Ask and say what the weather is like today. ▪ Create a French weather map. ▪ Describe the weather in different regions of France using a weather map with symbols. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken French and show understanding by joining in and responding ▪ Explore the patterns and sounds of French 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 ▪ Appreciate stories, songs, poems and rhymes in the French ▪ 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 ▪ Understand basic grammar appropriate to the French being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Repeat and recognise the vocabulary for school subjects. ▪ Say what subjects they like and dislike at school. ▪ Say why they like/ dislike certain school subjects. ▪ Tell the time (on the hour) in French. ▪ Say what time they study certain subjects at school. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken French and show understanding by joining in and responding ▪ Explore the patterns and sounds of French 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 ▪ Appreciate stories, songs, poems and rhymes in the French ▪ 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 ▪ Understand basic grammar appropriate to the French being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ▪ Ask what the time is in French. ▪ Tell the time accurately in French. ▪ Learn how to say what they do at the weekend in French. ▪ Learn to integrate connectives into their work. <p>Present an account of what they do and at what time at the weekend.</p>
<p>Summer <i>(6 lessons taught on a fortnightly timetable)</i></p>	<p>Go Deeper unit: Do you have a pet?</p>	<p>Go Deeper unit: What is the Weather?</p>	<p>Go Deeper unit: At School</p>	<p>Go Deeper unit: Weekend</p>

EYFS/KS1 To introduce basic French language during registration time and during song time.

EYFS – Begin with good morning and good afternoon using Makaton. Progress onto using French and Makaton together. Nursery rhymes to continue to show Makaton where applicable.

KS1 – Greetings, numbers 1 - 20, colours, please and thank you.