



## French Curriculum map – Year 3 to Year 6

### Year 3

Taught in...	Unit of work	Prior learning	Intended learning (knowledge)
<b>Autumn 1</b>	Phonetics lesson 1 (C)	None	<ul style="list-style-type: none"> <li>Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: 'CH' 'OU' 'ON' 'OI'</li> </ul>
	<b>J'apprends le français</b> I'm Learning Fr/Sp/It (E)	None	<ul style="list-style-type: none"> <li>Pinpoint France and other French speaking countries on a map of the world</li> <li>Ask and answer the question 'How are you?' in French</li> <li>Say 'Hello' and 'Goodbye' in French</li> <li>Ask and answer the question 'What is your name?' in French</li> <li>Count to ten in French</li> <li>Say ten colours in French</li> </ul>
<b>Autumn 2</b>	<b>Les Saisons</b> Seasons (E)	None	<ul style="list-style-type: none"> <li>Recognise, recall and remember the four seasons in French.</li> <li>Recognise, recall and remember a short phrase for each season in French</li> <li>Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'</li> </ul>
<b>Spring 1</b>	<b>Les instruments</b> – Musical Instruments (E)	None	<ul style="list-style-type: none"> <li>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner</li> <li>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French</li> <li>Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments</li> </ul>
<b>Spring 2</b>	<b>Les Fruits</b> Fruits (E)	None	<ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French</li> <li>Attempt to spell some of these nouns</li> <li>Ask somebody in French if they like a particular fruit</li> <li>Say what fruits they like and dislike</li> </ul>
<b>Summer 1</b>	<b>Les Glaces</b>	None	<ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> </ul>

	Ice-creams (E)		<ul style="list-style-type: none"> <li>• Ask for an ice-cream in French using 'je voudrais'</li> <li>• Say what flavour they would like</li> <li>• Say whether they would like their ice-cream in a cone or a small pot/tub</li> </ul>
<b>Summer 2</b>	<b>Petit Chaperon Rouge</b> Little Red Riding Hood (E)	None	<ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story</li> <li>• Name and spell at least three parts of the body in French as seen in the story</li> </ul>

#### Year 4

<b>Taught in...</b>	<b>Unit of work</b>	<b>Prior learning</b>	<b>Intended learning (knowledge)</b>
<b>Autumn 1</b>	Phonetics lesson 2 (C) &	Phonetics lesson 1 (C)	<ul style="list-style-type: none"> <li>• Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are 1</li> </ul>
	<b>Je Me Présente</b> Presenting Myself (I)	<ul style="list-style-type: none"> <li>• The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 &amp; 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings)</li> <li>• What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have).</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Say their name and age</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</li> <li>• Tell you where they live</li> <li>• Tell you their nationality and understand basic gender agreement rules</li> </ul>
<b>Autumn 2</b>	<b>La Famille</b> Family (I)	<ul style="list-style-type: none"> <li>• Numbers 1-20 and basic personal details from the 'Presenting Myself' unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have)</li> </ul>
<b>Spring 1</b>	<b>Boucle D'Or Et Les Trois Ours</b> Goldilocks (I)	<ul style="list-style-type: none"> <li>• Pupils have already heard and revised the story in their own language and are familiar with the language. They are able to</li> </ul>	<ul style="list-style-type: none"> <li>• Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language</li> <li>• Increase their memory potential in French by using picture cards, word cards and phrase cards in French</li> </ul>

		<p>sit and listen to a familiar story in French.</p>	<ul style="list-style-type: none"> <li>• Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases</li> <li>• Attempt to spell in French</li> </ul>
<b>Spring 2</b>	<b>Les Habitats</b> Habitats (I)	None	<ul style="list-style-type: none"> <li>• Tell somebody in French the key elements animals and plants need to survive in their habitat</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats</li> <li>• Tell somebody in French which animals live in these different habitats</li> <li>• Tell somebody in French which plants live in these different habitats</li> </ul>
<b>Summer 1</b>	<b>En classe</b> Classroom (I)	<ul style="list-style-type: none"> <li>• The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 &amp; 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente</li> <li>• What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have).</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner</li> <li>• Replace an indefinite article/determiner with a possessive adjective</li> <li>• Say and write what they have and do not have in their pencil case</li> </ul>
<b>Summer 2</b>	<b>Chez moi</b> My Home (I)	<ul style="list-style-type: none"> <li>• Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French</li> <li>• Tell somebody in French what rooms they have or do not have in their home</li> <li>• Ask somebody else in French what rooms they have or do not have in their home</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>

Year 5

Taught in...	Unit of work	Prior learning	Intended learning (knowledge)
<b>Autumn 1</b>	Phonetics lesson 3 (C)	<ul style="list-style-type: none"> <li>- Children ideally need to complete the previous 2 phonics lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: 'É', 'E', 'È', 'EAU' and 'EUX' i</li> </ul>
<b>Autumn 1</b>	<b>As-Tu Un Animal?</b> Do You Have A Pet? (I)	<p>The phonics and phonemes from phonics and pronunciation lessons 1 &amp; 2.</p> <p>Vocabulary from a variety of the Early Learning units, personal details</p> <p>Numbers 1-20 from Intermediate unit Je me présente</p> <p>Vocabulary from the La famille unit.</p>	<ul style="list-style-type: none"> <li>• About the many countries in the Francophone world.</li> <li>• About different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country)</li> </ul>
<b>Autumn 2</b>	<b>Quelle est la date aujourd'hui ?</b> What is the date? (I)	<ul style="list-style-type: none"> <li>• The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 &amp; 2</li> <li>• Personal details</li> <li>• Numbers 1-20</li> <li>• Intermediate unit Je me présente</li> <li>• Vocabulary from the La famille unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember, recall and spell the seven days of the week.</li> <li>• Remember, recall and spell the twelve months of the year.</li> <li>• Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li> </ul>
<b>Spring 1</b>	<b>Quel Temps Fait-il?</b> The Weather (I)	None	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>
<b>Spring 2</b>	<b>Les Romains</b> Romans (I)	None	<ul style="list-style-type: none"> <li>• Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</li> </ul>

			<ul style="list-style-type: none"> <li>• Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</li> <li>• Tell somebody in French what the most famous Roman inventions were.</li> <li>• Learn what life was like for a rich and a poor child in Roman times.</li> <li>• Introduce the children to the concept of the negative form in French.</li> </ul>
<b>Summer 1</b>	<b>Les Jeux Olympiques</b> Olympics (I)	None	<ul style="list-style-type: none"> <li>• Tell somebody in French the key facts of the history of the Olympics.</li> <li>• Tell somebody in French the key facts of the modern Olympic games.</li> <li>• Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</li> <li>• Say the nouns in French for key sports in the current Olympic games.</li> <li>• Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when you say you play a sport in French.</li> </ul>
<b>Summer 2</b>	<b>Les Vêtements</b> Clothes (I)	None	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy.</li> </ul>

## Year 6

Taught in...	Unit of work	Prior learning	Intended learning (knowledge)
<b>Autumn 1</b>	Phonetics lesson 4 (C)	- Children ideally need to complete the previous 3 phonics lessons	<ul style="list-style-type: none"> <li>• Introduce the fourth and final set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: QU', 'GNE', 'Ç', 'EN' and 'AN'</li> </ul>
<b>Autumn 1</b>	<b>À L'École</b> At School (P)	None	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in French.</li> <li>• Say what time they study certain subjects at school.</li> </ul>
<b>Autumn 2</b>	<b>Les Verbes Irréguliers</b> Regular Verbs (P)	None	<ul style="list-style-type: none"> <li>• Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</li> <li>• Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs.</li> <li>• Conjugate in French a regular –ER verb.</li> <li>• Conjugate in French a regular –IR verb.</li> </ul>

			<ul style="list-style-type: none"> <li>• Conjugate in French a regular –RE verb.</li> </ul>
<b>Spring 1</b>	<b>Le Week-end</b> The Weekend (P)	<ul style="list-style-type: none"> <li>• Vocabulary for telling the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the time in French using quarter past, half past and quarter to.</li> <li>• Say and write in French what we do at the weekend using two or more sentences.</li> <li>• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences</li> </ul>
<b>Spring 2</b>	<b>Les Planètes</b> Planets (P)	<ul style="list-style-type: none"> <li>• Pupils will need to remember language learning strategies from previous units.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and recognise the planets in French on a solar system map.</li> <li>• Spell at least five of the planets in French. Say an interesting fact about at least four of the planets.</li> <li>• Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li> </ul>
<b>Summer 1</b>	<b>Les Vikings</b> The Vikings (P)	<ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from all four phonics and pronunciation lessons.</li> <li>• Language introduced from a variety of Early Language and Intermediate units.</li> <li>• How to give personal details from memory (name, age and where we live).</li> <li>• Some basic knowledge of the Viking period in English would provide context for the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Name in French, the key periods in ancient Britain, in chronological order.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. ☑ Use two irregular high frequency verbs ‘être’ (to be) and ‘avoir’ (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>• Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>
<b>Summer 2</b>	<b>Moi Dans Le Monde</b> Me In The World (P)	None	<ul style="list-style-type: none"> <li>• About the many countries in the Francophone world.</li> <li>• About different festivals (religious and non-religious) around the world.</li> <li>• That we are different and yet all the same.</li> <li>• That we can all help to protect our planet. How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country)</li> </ul>