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| Curriculum Map: **FRENCH 4 year Plan (Reviewed August 2023)** |
| Year 1/3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Greetings.****Ma famille et Moi** | **Le corps****Noël en France** | **Quel temps fait-il?****Les vệtements** | **Le petit déjeuner****Les fruits** | **Les sports****Holidays/Birthdays** | **Les sports et le passe-temps****Quel mois? (KS 1)** |
| **YEAR 1** |
| **EYFS** |
| GreetingsNumbers 1 – 5Colours | Numbers 1 – 5ColoursChristmas vocabulary | WeatherRevisit colours and numbers | FruitRevisit colours and numbersFrench café – breakfast items | SportsColoursNumbers | SportsColoursNumbers |
| **KS1** |  |  |  |  |  |
| GreetingsNumbers 1 – 12Days of the weekColours  | ColoursFace and Body Parts Christmas -vocabulary | WeatherSeasonsMonths | FruitLikes and DislikesMasculine and feminineFrench café – breakfast items | SportsVerbs: jouer; faire; aimer | MonthsBirthdays |
| **KS2** |
| Greetings, including different times of day.Introducing myself and my family.Facial features / Body parts | Facial features Body partsChristmas in France - traditions | WeatherCompass pointsClothesMonthsVerbs: porter; avoirAdjectives + endings affected by gender (colours, sizes.) | Food – revise fruit.Breakfast itemsVerbs: manger; boire.Likes/ dislikeOpinions and reasonsUKS2 perfect tense | SportsVerbs: jouer; faire; aimerDays of the weekOpinions and reasons | SportsVerbs: jouer; faire; aimerHobbiesMusicUKS2 future tense |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Greetings.****Ma famille et Moi** | **Le corps****Noël en France** | **Quel temps fait-il?****Les vệtements** | **Le petit déjeuner****Les fruits** | **Les sports****Holidays/Birthdays** | **Les sports et le passe-temps****Quel mois? (KS 1)** |
| Curriculum Map: **FRENCH YEAR 3** |
| **EYFS** |
| GreetingsNumbers 1 -5 ColoursDays of the Week | Numbers 1 – 5ColoursChristmas vocabulary | Weather (3 types)SeasonsClothes (link to each weather) | FruitColoursNumbersI like… | SportsColoursNumbers | SportsColoursNumbers |
| **KS1** |
| GreetingsNumbers 1 – 12Days of the weekColours | ColoursFace and Body Parts Christmas -vocabulary | WeatherSeasonsMonths | FruitLikes and DislikesMasculine and feminineFrench market – fruit and vegetables | SportsVerbs: jouer; faire; aimerMusic | MonthsBirthdays |
|  | **KS2** |  |  |  |  |  |
|  | French AlphabetNumbersGreetings (recap)Me and my Family – include age and where I live(recap)Body parts | Christmas in France - traditionsNumbers | Days of the week Weather forecastClothes – le loupAdjectives | Food – Au marché – fruit and vegetablesBuying foodLikes and dislikes with reasonsHealthy eating | Holidays – beach.European countriesYear 5/6 future tense | European CountriesBirthdaysMonths |
| Year Y2/4 | **Greetings.****Moi and Times of Year** | **Noël en France****Les cadeaux** | **Les animaux** | **Les animaux** | **Les vacances** | **Vivre en France** |
| **Curriculum Map French YEAR 2** |
| **EYFS** |
| GreetingsNumbers 1 – 5Days of the weekColoursMy name is… | ChristmasColoursNumbers | AnimalsColours Numbers | AnimalsColours Numbers | Beach objectsParis | Ice cream – link to coloursParis |
| **KS1** |
| Numbers 1 – 12GreetingsMy name is…Days of the weekColours | ChristmasMonthsColoursNumbers | PetsNamesColoursNumbers | Farm animalsColoursNumbers | France – capital | French culture – living in France |
| **KS2** |
| French AlphabetName, age, birthday and where live.Seasons – include French festivalsMonthsNumbers | PresentsOpinionsY5/6 Future tenseChristmas traditions | Animals – jungle and zooAdjectivesYear 5/6 past tense inc. Time | Animals – petsNamesCher Zoo.AdjectivesUse intensifiers | European countriesFuture tense y5/6France/ Paris postcard | French culture – living in France |
| **Greetings.****Moi and Times of Year** | **Noël en France****Les cadeaux** | **Les animaux** | **Les animaux** | **Les vacances** | **Vivre en France** |
| **Curriculum Map FRENCH YEAR 4** |
| **EYFS** |
| GreetingsNumbers 1 – 12Days of the weekColours | ChristmasColoursNumbers | AnimalsColoursNumbers | AnimalsColoursNumbers | ParisBeach objects | Ice cream – link to coloursParis |
| **KS1** |
| NumbersGreetingsMy name is…Days of the weekColours | Christmas in FranceChristmas vocabulary | PetsNamesColoursNumbers | Farm animalsColoursNumbers | Travelling to FrancePlaces to visit in France | Ice cream – flavoursColoursFrench Culture – famous French people |
|  | **KS2** |
|  | NumbersMoi – name age and familyMonths/ French festivals  | Christmas – symbolism (link to Alphabet)Christmas in France | Animals and habitatsRecap zoo and jungle animalsDescribe animalsYear 5/6 past tense inc. Time | PetsGender and agreementNamesAdjectives and intensifiers | France – different areasHoliday vocab linked to a journey across France | Ice cream – flavours, colours, ordering.French Culture – famous French people |

French- Subject Content EYFS and KEYSTAGE 1

In the Early Years and Keystage 1 settings, activities include learning through songs and games. They will be encouraged to participate in lots of repetition often matching words to pictures orally. Year 2 will be introduced to basic written tasks through labelling. Year 1 and 2 will complete some reading tasks matching labels to images, for example.

We hope to develop an interest in learning languages, introducing young children to another language in a stimulating and enjoyable way.

French- Subject Content

Key stage 2: Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

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

 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.