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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)**  **And/or catch up if topics over-run** |
| **YEAR 1** | | | | | | | | | |
| **EYFS** | | | | | | | | | |
| Greetings  Numbers 1 – 5  Colours | | Numbers 1 – 5  Colours  Christmas vocabulary | Weather  Revisit colours and numbers | | Fruit  Revisit colours and numbers  French café – breakfast items | Sports  Colours  Numbers | | | Sports  Colours  Numbers |
| **KS1** | |  |  | |  |  | | |  |
| Greetings  Numbers 1 – 12  Days of the week  Colours | | Colours  Face and Body Parts  Christmas -vocabulary | Weather  Seasons  Months | | Fruit  Likes and Dislikes  Masculine and feminine  French café – breakfast items | Sports  Verbs: jouer; faire; aimer | | | Months  Birthdays |
| **KS2** | | | | | | | | | |
| Greetings, including different times of day.  Introducing myself and my family.  Facial features / Body parts | Facial features Body parts  Christmas in France - traditions | | Weather  Compass points  Clothes  Months  Verbs: porter; avoir  Adjectives + endings affected by gender (colours, sizes.) | Food – revise fruit.  Breakfast items  Verbs: manger; boire.  Likes/ dislike  Opinions and reasons  UKS2 perfect tense | | | Sports  Verbs: jouer; faire; aimer  Days of the week  Opinions and reasons | Sports  Verbs: jouer; faire; aimer  Hobbies  Music  UKS2 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** | **Les fruits**  **Au marché(les légumes) (ks2)** | | | **Les sports**  **Holidays/Birthdays** | **Les sports et le passe-temps**  **Quel mois? (KS 1)**  **And/or catch up if topics over-run** | |
| Curriculum Map: **FRENCH YEAR 3** | | | | | | | | | |
| **EYFS** | | | | | | | | | |
| Greetings  Numbers 1 -5  Colours  Days of the Week | | Numbers 1 – 5  Colours  Christmas vocabulary | Weather (3 types)  Seasons  Clothes (link to each weather) | | Fruit  Colours  Numbers  I like… | Sports  Colours  Numbers | | | Sports  Colours  Numbers |
| **KS1** | | | | | | | | | |
| Greetings  Numbers 1 – 12  Days of the week  Colours | | Colours  Facial features  Christmas -vocabulary | Weather  Seasons  Months | | Fruit  Likes and Dislikes  Masculine and feminine  French market – fruit and vegetables | Sports  Verbs: jouer; faire; aimer  Music | | | Months  Birthdays |
|  | **KS2** | |  |  | |  |  | | |  |
|  | French Alphabet  Numbers  Greetings (recap)  Me and my Family – include age and where I live(recap)  Body parts | | Christmas in France - traditions  Numbers | Days of the week  Weather forecast  Clothes – le loup  Adjectives | | Food – Au marché – fruit and vegetables  Buying food  Likes and dislikes with reasons  Healthy eating | Holidays – beach.  European countries  Year 5/6 future tense  ?? sports?? | | | European Countries  Birthdays  Months |
| 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** | | | | | | | | | |
| Greetings  Numbers 1 – 5  Days of the week  Colours  My name is… | | Christmas  Colours  Numbers | Animals  Colours  Numbers | | Animals  Colours  Numbers | Beach objects  Paris | | | Ice cream – link to colours  Paris |
| **KS1** | | | | | | | | | |
| Numbers 1 – 12  Greetings  My name is…  Days of the week  Colours | | Christmas  Months  Colours  Numbers | Pets  Names  Colours  Numbers | | Farm animals  Colours  Numbers | France – capital | | | French culture – living in France |
| **KS2** | | | | | | | | | |
| French Alphabet  Name, age, birthday and where live.  Seasons – include French festivals  Months  Numbers | | Presents  Opinions  Y5/6 Future tense  Christmas traditions | Animals – jungle and zoo  Adjectives  Year 5/6 past tense inc. Time | | Animals – pets  Names  Cher Zoo.  Adjectives  Use intensifiers | European countries  Future tense y5/6  France/ 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** | | | | | | | | | |
| Greetings  Numbers 1 – 12  Days of the week  Colours | | Christmas  Colours  Numbers | Animals  Colours  Numbers | | Animals  Colours  Numbers | Paris  Beach objects | | | Ice cream – link to colours  Paris |
| **KS1** | | | | | | | | | |
| Numbers  Greetings  My name is…  Days of the week  Colours | | Christmas in France  Christmas vocabulary | Pets  Names  Colours  Numbers | | Farm animals  Colours  Numbers | Travelling to France  Places to visit in France | | | Ice cream – flavours  Colours  French Culture – famous French people |
|  | **KS2** | | | | | | | | | |
|  | Numbers  Moi – name age and family  Months/ French festivals | | Christmas – symbolism (link to Alphabet)  Christmas in France | Animals and habitats  Recap zoo and jungle animals  Describe animals  Year 5/6 past tense inc. Time | | Pets  Gender and agreement  Names  Adjectives and intensifiers | France – different areas  Holiday 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.