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**Heathcoat Primary School**

**French Curriculum – Progression of Key Skills and Knowledge**

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| Date | Review date | Subject leaders |
| 16.7.2021 | July 2022 | Louise Addy  Anna Davis |
| It is our intention that pupils will be taught to:   * enjoy learning a different language and understand that different people have different cultures and ways of life, as well as a different language * understand and respond to spoken and written French from a variety of authentic sources * speak with increasing confidence and fluency and spontaneity, continually improving the accuracy of their pronunciation and intonation * read carefully and show understanding of words, phrases and simple writing * write for different purposes and audiences, using a range of grammatical structures   Through our engaging and progressive French curriculum based on the'Language Angels’ scheme of work, pupils are taught to know more, remember more and understand more French. | | |

**Curriculum Organisation**:

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| **Year / Term** | **Autumn** | | **Spring** | | **Summer** | |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** | Phonetics lesson 1 & I'm Learning French | | Musical instruments | | Ice cream | |
| **4** | Phonetics lesson 2 & Presenting Myself | | Family | | Classroom | |
| **5** | Phonetics lesson 3 & Do You Have A Pet? | | The Weather | | Clothes | |
| **6** | Phonetics lesson 4 & At School | | The Weekend | | Me In The World | |

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| Progression Map | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Speaking | | | | | |
|  |  | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate |
| Listening | | | | | |
|  |  | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Reading | | | | | |
|  |  | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Writing | | | | | |
|  |  | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | | | | | |
|  |  | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…' | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have…' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |
| Vocabulary | | | | | |
| List the vocab per topic | | | | | |
|  |  | **I’m Learning French**  Bonjour - Hello  Ça va? - How are you?  Ça va bien – I am fine  Ça va mal – I am not very well  Comme ci, comme ça - so, so  Au revoir – Goodbye  Comment tu t’appelles? - What is your name?  Je m’appelle... - My name is...  Un – One  Deux – Two  Trois – Three  Quatre – Four  Cinq – five  Six – six  Sept – Seven  Huit – Eight  Neuf – Nine  Dix - Ten  Rouge – Red  Bleu – Blue  Jaune – Yellow  Vert – Green  Noir – Black  Blanc – White  Gris – Grey  Orange – Orange  Violet – Purple  Marron – Brown  **Musical Instruments**  Le - “The” (masculine)  La - “The” (feminine)  L' - “The” (before a vowel)  Les - “The” (plural)  La clarinette - The clarinet La harpe - The harp  Le piano - The piano  Le triangle - The triangle  La trompette - The trumpet Le violon - The violin  La batterie - The drums  Les cymbales - The cymbals La guitare - The guitar  La flûte à bec - The flute  Je joue (du, de la, des) - I play…  **Ice cream**  Une glace - An ice-cream  à la vanille - vanilla flavour  à la fraise - strawberry flavour  à la banane – banana flavour  à la pistache- pistachio flavour  au chocolat - chocolate flavour  à la menthe - mint flavour  au café - coffee flavour  au citron - lemon flavour  au caramel - caramel flavour  au cassis - blackcurrant flavour  Je voudrais – I would like  Et – And  Un cornet - cone  Un petit pot - A small tub/pot  Une boule - One scoop Deux boules - Two scoops Trois boules - Three scoops S'il vous plaît - Please Bonjour – Hello  Quel parfum? - Which flavour?  Combien de boules? How many scoops?  C'est combien?- How much?Merci - Thank you  Au-revoir - Goodbye | **Presenting Myself**  Comment tu t'appelles?What is your name?  Je m'appelle - My name is  Bonjour – Hello  Ça va? - How are you?  Ça va bien - I am fine  Ça va mal - I am not very well  Comme ci, comme ça - So, so  Au revoir- Goodbye  Quel âge as-tu? - How old are you?  J'ai…..ans - I am… years old  Où habites –tu? - Where do you live?  J’habite à … - I live in...  Je suis français - I am French (male)  Je suis française - I am French  Je suis anglais - I am English (male)  Je suis anglaise - I am English (female)  Un - One  Deux – Two  Trois – Three  Quatre – Four  Cinq – Five  Six – Six  Sept – Seven  Huit – Eight  Neuf – Nine  Dix – Ten    Rouge – Red  Bleu – Blue  Jaune – Yellow  Vert – Green  Noir – Black  Blanc – White  Gris – Grey  Orange – Orange  Violet – Purple  Marron – Brown  **Family**  La famille - The family  La mère - The mother  La grand-mère - The grand-mother  La tante - The aunty  La soeur - The sister  Le frère - The brother  L’oncle - The uncle  Le père - The father  Les parents - The parents  Les grandparents - The grand-parents  Il s'appelle - He is called  Elle s'appelle - She is called  As-tu un frère? - Do you have a brother?  As-tu une soeur? - Do you have a sister?  Oui, j'ai un frère - Yes, I have a brother  Oui, j'ai une soeur - Yes, I have a sister  Oui, j'ai deux frères - Yes, I have two brothers  Oui, j'ai deux soeurs - Yes, I have two sisters  Non, je suis fils unique - No, I am an only son  Non, je suis fille unique - No, I am an only daughter Dix - 10  Vingt - 20  Trente - 30  Quarante - 40  Cinquante - 50  Soixante 60  Soixante-dix - 70  Quatre-vingts - 80  Quatre-vingt-dix - 90  Cent - 100  Mon - My (masculine singular)  Ma - My (feminine singular) Mes - My (masculine and feminine plural)  **Classroom**  Un taille crayon - A pencil sharpener  Un cahier - An exercise book  Un crayon - A pencil  Un bâton de colle - A glue stick  Un stylo - A pen  Une trousse - A pencil case  Un cartable - A school bag  Un livre - A reading book  Une gomme – A rubber  Une règle - A ruler  Une calculatrice - A calculator  Des ciseaux – A pair of scissors  J’ai - I have  Je n’ai pas de / d’– I do not have  Qu’est-ce qu’il y a dans ta trousse? - What do you have in your pencil case?  Dans ma trousse j’ai.. In  my pencil case I have..  Dans ma trousse je n’ai pas de.. - In my pencil case I do not have..  Écoutez - Listen  Écrivez - Write  Répétez - Repeat  Silence - Silence  Ouvrez vos cahiers - Open your books  Fermez vos cahiers - Close your books  Pensez - Think  Lisez - Read  Demandez - Ask  Levez la main - Raise your hand | **Do You Have a Pet?**  Un chien - A dog  Un chat - A cat  Un lapin - A rabbit  Un hamster - A hamster  Un poisson rouge - A gold fish  Un oiseau - A bird  Une souris - A mouse  Une tortue - A tortoise  J'ai - I have  Je n'ai pas de / d' - I do not have  J'ai un - I have a (masculine) J'ai une - I have a (feminine)  Qui s'appelle - That is called Et - And  Mais - But  **The Weather**  Quel temps fait-il? - What weather is it?  Il pleut - It is raining  Il neige - It is snowing  Il y a un orage - There is a storm  Il y a du soleil - It is sunny  Il y a du vent - It is windy  Il fait beau - The weather is fine  Il fait mauvais - The weather is not good  Il fait chaud - It is hot  Il fait froid - It is cold  Dans le nord de la France - In the north of France Dans le sud de la France - In the south of France  Dans le centre de la France - In the centre of France Dans l'ouest de la France - In the west of France I Dans l'est de la France - In the east of France  Le temps - The weather  **Clothes**  Les vêtements - The clothes  Un pantalon – A pair of trousers  Un maillot de bain - Swim wear  Un pull - A jumper  Un tee shirt - A tee shirt  Un manteau - A coat  Un short - A pair of shorts  Une robe – A dress  Une cravate – A tie  Une écharpe - A scarf  Une jupe – A skirt  Une veste – A jacket  Une chemise – A shirt  Une casquette – A cap  Des gants - A pair of gloves  Des bottes – Boots  Des collants – Tights  Des sandales – Sandals  Des lunettes – Sunglasses  Un chemisier – blouse  Des chaussures – A pair of shoes  Des chaussettes - A pair of socks  Je porte – I wear  Tu portes – You wear  Il porte – He wears  Elle porte – She wears  Nous portons – We wear  Vous portez – You all wear  Ils portent - They wear (masculine or mixed group)  Elles portent - They wear (feminine group)  lundi - (on) Monday  mardi - (on) Tuesday mercredi - (on) Wednesday jeudi - (on) Thursday vendredi - (on) Friday samedi - (on) Saturday dimanche - (on) Sunday  À l'école je porte.. - For school I wear..  Quand il fait beau je porte.. When it is nice weather I wear..  Quand il neige je porte -  When it snows I wear… Quand je suis en vacances je porte… When I am on holiday I wear..  Mon - My (masculine singular)  Ma - My (feminine singular) Mes - My (plural) | **At School**  À l'école - At school  Le français - French  L'anglais - English  Le dessin - Art  Le sport - P.E  La musique – Music  La géographie - Geography  L'histoire - History  Les maths - Maths  Les sciences - Science  L'informatique - ICT  Est-ce que tu aimes…? - Do you like…?  Oui, j'aime … - Yes, I like …  Oui, j'adore … - Yes, I love …  Non, je n’aime pas - No, I do not like...  J’aime - I like  J’adore - I love  Je n’aime pas – I do not like  Je déteste - I hate  Amusant – Fun  Utile – Useless  Intéressant - Interesting  Facile – Easy  Ennuyeux – Boring  Difficile – Difficult  Inutile - Pointless  Parce que - Because  Car - Because  Et - And  C'est - It is…  Cependant - However  Mais - But  Quelle est ta matiere préférée? - What is your favourite subject?  Ma matiere préférée c'est… - My favourite subjects is...  **The Weekend**  Le week-end -  The weekend  Quelle heure est-il? - What time is it?  Et quart - Quarter past  Et demie - Half past  Moins le quart - Quarter to  Il est une heure - It is one o'clock  Il est deux heures - It is two o'clock  Il est trois heures - It is three o'clock  Il est quatre heures - It is four o’clock  Il est cinq heures - It is five o’clock  Il est six heures - It is six o’clock  Il est sept heures - It is seven o’clock  Il est huit heures - It is eight o’clock  Il est neuf heures - It is nine o’clock  Il est dix heures - It is ten o’clock  ll est onze heures It is eleven o’clock  Il est douze heures - It is twelve o’clock  Il est midi - It is midday  Il est minuit - It is midnight Je me lève - I get up  Je prends mon petit déjeuner - I have my breakfast  Je regarde la télé - I watch television  Je lis des bandes dessinées -I read comics  J’écoute de la musique - I listen to music  Je joue à l’ordinateur - I play computer games  Je joue au foot - I play football  Je vais à la piscine - I go to the swimming pool  Je vais au cinéma - I go to the cinema  Je me couche - I go to sleep Et - And  Après - After  Aussi - Also  Plus tard - Later on Finalement - Finally  **Me in The World**  Je m'appelle... - I am called…  J’habite… - I live...  Je parle… - I speak  le français - French  l'anglais - English  Ma fête préférée est le Mardi Gras. My favourite festival is Mardi Gras.  Ma fête préférée est Noël. My favourite festival is Christmas.  Ma fête préférée est Pâques. My favourite festival is Easter.  Ma fête préférée est le jour de l’an. My favourite festival is New Year's day.  Ma fête préférée est le 14 juillet. My favourite festival is the 14th of July (Bastille Day).  Ma fête préférée est la Fête du Canada. My favourite festival is Canada Day.  Ma fête préférée est l’Aïd. My favourite festival is Eid.  Parce que… - because…  Il y a des défilés de chars. There are parades of floats.  Il y a des feux d’artifice. There are fireworks.  Il y a des plats spéciaux. There are special dishes.  Il y a des défilés militaires. The are military parades.  À plus tard! - See you later! / See you soon!  À la prochaine! - Until next time!  Qu’est-ce que tu vas faire pour protéger notre planète? What are you going to do to protect our planet?  Je vais utiliser moins de papier. I am going to use less paper.  Je vais utiliser moins de carton. I am going to use less cardboard.  Je vais utiliser moins de plastique. I am going to use less plastic.  Je vais utiliser moins d'eau. I am going to use less water. |