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**Heathcoat Primary School**

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

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| Date | Review date | Subject leaders |
| July 2023 | July 2024 | Louise AddyAnna 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 A / Term** | **Autumn**  | **Spring**  | **Summer** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3/4** | Phonetics lesson 1 & I'm Learning French (E) | Presenting myself (I) | Family (I) |
| **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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| **Year B / Term** | **Autumn**  | **Spring**  | **Summer** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3/4** | Phonetics lesson 1 & I'm Learning French (E) | Animals (E) | Classroom (I) |
| **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 3/4** | **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 texts 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 fineÇa va mal – I am not very well Comme ci, comme ça - so, soAu revoir – GoodbyeComment tu t’appelles? - What is your name?Je m’appelle... - My name is...Un – One Deux – TwoTrois – ThreeQuatre – FourCinq – fiveSix – sixSept – SevenHuit – EightNeuf – NineDix - TenRouge – RedBleu – BlueJaune – YellowVert – GreenNoir – BlackBlanc – WhiteGris – GreyOrange – OrangeViolet – PurpleMarron – Brown **Animals**un – a (masculine)une – a (feminine)je suis – (I am)un cochon (pig)un lion (lion)un oiseau (bird)un cheval (horse)une souris (mouse)un lapin (rabbit)un mouton (sheep)une vache (cow)un singe (monkey)un canard (duck) | **Presenting Myself**Comment tu t'appelles?What is your name? Je m'appelle - My name isBonjour – HelloÇa va? - How are you?Ça va bien - I am fineÇa va mal - I am not very wellComme ci, comme ça - So, soAu revoir- GoodbyeQuel âge as-tu? - How old are you?J'ai…..ans - I am… years oldOù habites –tu? - Where do you live?J’habite à … - I live in...Je suis français - I am French (male)Je suis française - I am FrenchJe suis anglais - I am English (male)Je suis anglaise - I am English (female)Un - One Deux – TwoTrois – ThreeQuatre – FourCinq – FiveSix – SixSept – SevenHuit – EightNeuf – NineDix – Ten  Rouge – RedBleu – BlueJaune – YellowVert – GreenNoir – BlackBlanc – WhiteGris – GreyOrange – OrangeViolet – PurpleMarron – Brown**Family**La famille - The familyLa mère - The mother La grand-mère - The grand-motherLa tante - The auntyLa soeur - The sisterLe frère - The brotherL’oncle - The uncleLe père - The fatherLes parents - The parentsLes grandparents - The grand-parentsIl s'appelle - He is calledElle s'appelle - She is calledAs-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 brotherOui, j'ai une soeur - Yes, I have a sisterOui, j'ai deux frères - Yes, I have two brothersOui, 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 - 30Quarante - 40 Cinquante - 50 Soixante 60Soixante-dix - 70 Quatre-vingts - 80 Quatre-vingt-dix - 90 Cent - 100Mon - My (masculine singular) Ma - My (feminine singular) Mes - My (masculine and feminine plural) **Classroom** Un taille crayon - A pencil sharpener Un cahier - An exercise bookUn crayon - A pencilUn bâton de colle - A glue stickUn stylo - A penUne trousse - A pencil caseUn cartable - A school bagUn livre - A reading bookUne gomme – A rubberUne règle - A rulerUne calculatrice - A calculatorDes ciseaux – A pair of scissorsJ’ai - I haveJe n’ai pas de / d’– I do not haveQu’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 dogUn chat - A catUn lapin - A rabbitUn hamster - A hamsterUn poisson rouge - A gold fishUn oiseau - A birdUne souris - A mouseUne tortue - A tortoiseJ'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 rainingIl neige - It is snowingIl y a un orage - There is a stormIl y a du soleil - It is sunnyIl y a du vent - It is windyIl fait beau - The weather is fineIl fait mauvais - The weather is not goodIl 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 clothesUn pantalon – A pair of trousersUn maillot de bain - Swim wearUn pull - A jumperUn tee shirt - A tee shirtUn manteau - A coatUn short - A pair of shortsUne robe – A dressUne cravate – A tieUne écharpe - A scarfUne jupe – A skirtUne veste – A jacketUne chemise – A shirtUne casquette – A capDes gants - A pair of glovesDes bottes – BootsDes collants – TightsDes sandales – SandalsDes lunettes – SunglassesUn chemisier – blouseDes chaussures – A pair of shoesDes chaussettes - A pair of socksJe porte – I wearTu portes – You wearIl porte – He wearsElle porte – She wearsNous portons – We wearVous portez – You all wearIls 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 schoolLe français - FrenchL'anglais - EnglishLe dessin - ArtLe sport - P.ELa musique – MusicLa géographie - GeographyL'histoire - HistoryLes maths - MathsLes sciences - ScienceL'informatique - ICTEst-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 likeJ’adore - I loveJe n’aime pas – I do not likeJe déteste - I hateAmusant – FunUtile – UselessIntéressant - InterestingFacile – EasyEnnuyeux – BoringDifficile – DifficultInutile - PointlessParce que - BecauseCar - BecauseEt - AndC'est - It is…Cependant - HoweverMais - ButQuelle 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 pastEt demie - Half pastMoins le quart - Quarter toIl est une heure - It is one o'clockIl est deux heures - It is two o'clockIl est trois heures - It is three o'clockIl est quatre heures - It is four o’clockIl est cinq heures - It is five o’clockIl est six heures - It is six o’clockIl est sept heures - It is seven o’clockIl est huit heures - It is eight o’clockIl est neuf heures - It is nine o’clockIl est dix heures - It is ten o’clockll est onze heures It is eleven o’clockIl est douze heures - It is twelve o’clockIl 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 televisionJe lis des bandes dessinées -I read comics J’écoute de la musique - I listen to musicJe joue à l’ordinateur - I play computer gamesJe 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 speakle français - Frenchl'anglais - EnglishMa 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.   |