

Subject Curriculum Map 2023-24

Subject: FRENCH	Leader: ANTHIA POLEVIUO	Date: 2023-24
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	EYFS	YEAR 1	YEAR 2	YEAR 3 (PFP scheme Stage I)	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	N/A	N/A	N/A	<p>On Apprend le français! Let's learn French! Geography based introduction to France and Francophone countries around the world. Simple greetings Introduction to Physical French Phonics scheme using colours vocabulary (bleu, vert, rouge, gris, jaune)</p> <p>Song: Bonjour, salut ça va ?</p>	<p>Mon Corps</p> <p>My body Parts of the body Masculine and feminine nouns Le/la/les – definite article Un/une/des – indefinite article Spellings and pronunciation focus Songs, rhymes to practise the new vocabulary</p> <p>Song: Savez vous planter les choux</p>	<p>Au café At the café</p> <p>Reference to France's café culture Using and understanding vocabulary relevant for a conversation at the café (between waiter and customer) Forming opinions Using connectives to link sentences Basic money</p>	<p>Dans ma ville il y a.... In my town there is.... Places in a town Reviewing understanding of definite (le/la/les) and indefinite (un/une/des) articles with nouns</p> <p>Developing a good bank of fronted adverbials, connectives and opinions to create more complex descriptions</p> <p>Understanding basic positional phrases</p>
AUTUMN 2	N/A	N/A	N/A	<p>On continue! Let's continue! Making connections</p>	<p>J'ai un nez bleu! I have a blue nose! Vocabulary for the head and</p>	<p>On va parler de la nourriture ! Let's talk about food!</p>	<p>Quand je vais à l'école... When I go to school.</p>

				<p>between sounds and written form Imperatives verbs Christmas vocabulary and traditions: learning about Père Noel, design a Père Noel and Christmas shoe</p> <p>PoS targets met by this unit: S+L A, B, Songs stories and rhymes R+W: B, E</p>	<p>face Recap and Deepening understanding of masculine / feminine / plural nouns. Recap colours Introduction to colour adjective agreements with parts of the body/face</p> <p>Colour and size adjectives with agreements. Plural nouns.</p> <p>Christmas – designing and describing your Christmas jumper (incorporating recent learning – colours).</p>	<p>Writing and performing dialogues at the café. Evaluating our performance. <i>Formative Assessment on learning so far</i></p> <p>Understanding 1st person – manger and boire with partitive article du / de la / des to describe what you eat / drink is</p> <p>Christmas - describing what you eat / drink at Christmas, Cross cultural links: comparing food and drink in France/ UK</p> <p>PoS Targets met by this unit: S+L: A, B, C, D Songs, Stories and Rhymes R+W: A, B, C, E, Grammar: 2a, 4a,</p>	<p>Describing where something is in relation to something else. Simple directions</p> <p>Listening to authentic material set in Martinique and ordering a text. Cultural reference to Martinique and other francophone countries.</p> <p>Using the verb aller à – revision of the rule in new context. Listening to song, performing from memory and then adapting and writing your own version.</p> <p>Christmas: culture and design/describe a Christmas jumper</p>
SPRING I	N/A	N/A	N/A	<p><u>Spring Term 1+2</u> On parle plus! <i>Let's talk some more!</i></p> <p>Epiphany festival – language and traditions Developing more confidence in classroom commands / language Numbers 0-6</p> <p>Story: Roule Galette</p>	<p>Va-t'en Grand Monstre Vert ! <i>Go away Big Green Monster!</i></p> <p>Recap – all learning of body/face so far Recap – colour adjective agreements Deepening understanding of adjective colour agreements with m/f/pl noun forms. Word order Spelling from memory/using</p>	<p>J'adore la Musique! <i>I love music!</i></p> <p>Vocabulary for genres of music Expressing opinions and expressing contrasting opinions and qualifying them using car c'est.</p>	<p>J'habite ici! <i>I live here!</i></p> <p>Consolidation of learning in term 1 Further practice of word order – listening / reading/ writing skills practice <i>Writing creative task to consolidate learning from term</i> <i>Summative assessment reading/speaking/writing</i></p>

				<p>Rhyme/Song: 2 petits oiseaux</p>	<p>phonic knowledge.</p> <p>Developing an understanding of size adjective agreements</p> <p>Dictionary skills</p> <p>Reading story together (Va t'en grand monstre vert) <i>Creating written descriptions of monster for others to draw.</i></p> <p><i>PoS targets met by this unit: S+L: A, B Songs, stories and rhymes R+W: A, B, C, E Grammar: 2a, 2b, 3a, 4a,</i></p>		<p><i>PoS targets met by this unit: S+L: A, B, C, D, Songs stories and rhymes R+W: A, B, C, D, E Grammar: 2a, 4a,</i></p>
SPRING 2	N/A	N/A	N/A	<p>On parle et on écrit plus ! <i>Let's talk and write even more!</i></p> <p>Linking phonics to writing more through numbers, classroom commands</p> <p>Understanding terms Consonne / Voyelle Question words Understanding je (I) and tu (you)</p> <p>Rhymes: Monsieur Pouce Voici ma main Que fait ma main</p> <p>Je/Tu song</p>	<p>Je me présente! Introductions refresher !</p> <p>Review of introductions vocabulary and grammar structures focusing on all 4 skills areas – ca va / je m'appelle / Numbers / J'ai...ans / J'habite..</p> <p>Incorporating questions – Comment t'appelles tu / Quel age as-tu ? Ca va ? Ou habites tu ?</p> <p>Phonics focus Recycling key language / structures from y3</p> <p>Speaking p/wk</p> <p>Song: Deux petits oiseaux</p>	<p>La musique, c'est cool! Music, it's cool !</p> <p>Looking at francophone song "On Ecrit Sur les Murs" and considering history and views on French graffiti (reusing opinion language used earlier in unit)</p> <p>Vocabulary for musical instruments Using jouer de followed by le/la/les (du / de la / des and link with this and talking about what you eat from previous unit) Saying what you would like to play – Je voudrais jouer du / de la /des... (link to je voudrais in previous unit)</p>	<p>Je vais en France! I am going to France!</p> <p>Preparing for French trip in March. Key areas will include: General intro to where the children are going (incl Vimy Ridge / Wellington Quarry) Numbers review 0-100 with money Food - ingredients for making bread / baking instructions (bread, flour, yeast, oven). Plus some waffle vocab - sweet / salty / flour / taste. Plus basic food vocab (breakfast / lunch / dinner) Basic day to day transactional vocab</p>

					<p>(with adaptations / variations) PoS Targets met by this unit: S+L: A, B, C, D, Stories, songs and rhymes R+W, A, B, C, D, E Grammar: 2a, 2b, 3a, 4a</p>	<p>Creative task to finish this unit of work</p> <p>Songs: On écrit sur les Murs</p> <p>PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+L: A, B, C, E Grammar: 1a, 1b, 2a, 4a,</p>	<p>(bonjour / merci / s'il vous plait / je voudrais/ c'est combien etc) (review)</p> <p>PoS targets met by this unit:</p>
SUMMER I	N/A	N/A	N/A	<p>Summer Term 1+2 On apprend bien! We are learning well!</p> <p>Numbers 0-10 Verbs x 3 Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait Merci Pencil case items x 6</p>	<p>Quel temps-fait-il aujourd'hui? What's the weather like today? Weather phrases Finding matching phonic sounds in different phrases and words with similar and different spelling patterns. Spelling from memory/using phonic knowledge. Linking sentences using commonly used connectives. Describing the weather in different regions on a map</p> <p><i>*(note – first 3 weeks start of this half term – finish off Je me presente topic. Speaking role play focus Including creative task and self evaluation.</i></p>	<p>Les Planètes The planets The Planet names in French Descriptive phrases Colour and size adjectives with agreements Use of emphasis words to extend writing. Use of plus que to make comparisons between two or more planets.</p> <p>Cross curricular links with music – Composer</p> <p><i>*(note – start of this half term - finish off music topic, including futher opinions development on Eurovision Song Contest in May)</i></p>	<p>La Seconde Guerre Mondiale WW2 in France Personal accounts from children of WW2, items brought to the countryside, rations town vs countryside Focus on present tense – regular er verb Pronouns (je/tu/il/elle focus) , nouns conjugations, personal accounts in the present tense</p> <p>Near future tense + regular er verb formation je vais organiser...</p> <p>Cognates</p> <p><i>Playing aWW2 themed card game entirely in French</i></p>

SUMMER 2	N/A	N/A	N/A	<p>(continuation from Summer 1)</p> <p><i>Review of the Year's learning through songs / games / quizzes</i></p>	<p>Quand il fait beau je porte <i>When the weather is nice I wear</i></p> <p>Continue recognizing weather phrases Combining weather with clothing Revisiting adjective agreements covered in monster topic – eg Quand il fait beau je porte une chemise bleue Revisiting talking about myself topic</p> <p>Story: Loup y es-tu ?</p> <p>PoS Targets met by this unit:</p>	<p>Mon Voyage en Espace <i>My journey through space</i> Children to adapt a short story and improve upon it using the language and sentence structures learned in the previous half term. Create your own planet and label/describe the properties of this new planet.</p> <p>Some work also to be covered on Olympic Games (see reference in Y6)</p> <p>PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b</p>	<p>La Seconde Guerre Mondiale <i>Continuation of WW2 topic</i></p> <p>Further consolidation of present tense, near future tense, cognates</p> <p>Current culture – Bastille Day celebrations, significance</p> <p>For this year: Les Jeux Olympiques Cultural/current (Olympic Games, especially as set in Paris this year) Background, key words/phrases / teaching Olympics song to younger years...</p> <p>PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b</p>
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PoS Targets – listed at the end of a long unit of work A-E with grammar units as outlined in PoS Key Stage 2 and broken down by Sue Cave

Rationale of Topics: More time is spent on developing understanding within a unit.

Y3: Physical French phonics scheme Stage 1 (colours, numbers, verbs, commands, items in pencil case, connectives)

Y4: Unit 1 Describing a Monster (nouns, adjectives, agreements, sentences with verbs) (1 ½ terms) Unit 2: Presenting myself (almost 1 term) Unit 3: Weather (with clothes) 1 term

Y5: Unit 1 At the Café (nouns, transactional vocab) (1 term) Unit 2: Music (genres of music, opinions, history of French rap – song focus, musical instruments – verbs saying what you play, would like to play) (1 ½ term), Space (1 ½ term)

Y6: Unit 1 – In town (places in town, prepositions, present tense verbs connectives) (1 ½ term), Unit 2: Going to France – review numbers, transactional vocab (1/2 term). Unit 3 – Second World War with Story development – present tense verbs, tense manipulation, connectives and bringing together grammar points covered in KS2.

By end of KS2 PoS links have been addressed with regular opportunities for revisiting vocab/ grammar points