**Curriculum Progression Map – French 2024/25**

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| French Intent: The national curriculum outlines that students should be given the opportunity to make significant progress in a foreign language. The language of choice here at Krishna Avanti Primary is French and we strive to deliver our teaching of this subject to a high standard and create a passion for language learning amongst the pupils.  Our focus of study in French lessons will be on practical communication however pupils will also 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. | | | | | | | |
| Term | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Aut 1 | Greetings  - Say ‘hello’ (formally and informally).  - Say their name.  - Ask how somebody is feeling and give a reply.  - Say ‘goodbye’ and ‘see you soon’ | Minibeasts  -Recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation. - Recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French. - Learn to listen attentively to a story in French.  -Follow simple instructions in French. | Vegetables  -Name and recognise up to 10 vegetables in French.  -Attempt to spell some of these nouns (including the correct article) ·--  -learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. ·  - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. | Fruits  · Name and recognise up to 10 fruits in French.  · Attempt to spell some of these nouns  · Ask somebody in French if they like a particular fruit.  · Say what fruits they like and dislike. | Classroom  Remember and recall 12 classroom objects with their indefinite article/determiner.  Replace an indefinite article/determiner with a possessive adjective.  Say and write what they have and do not have in their pencil case. | Dictionary skills  Numbers 1-100  My Home  Say whether they live in a house or an apartment and say where it is.  Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home.  Ask somebody else in French what rooms they have or do not have in their home.  Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). | Dictionary skills  Numbers 1-100  La date   Repeat and recognise the months of the year in French.   Ask when somebody has a birthday and say when they have their birthday.   Say the date in French.   Create a French calendar.   Recognise key dates in the French calendar |
| Aut 2 | French nursery rhymes-  twinkl, twinkl,  Le vieux MacDonald a une ferme  Tourne, tourne, petit moulin  Un éléphant se balançait    Christmas in France | Superheroes  In this unit the children will learn how to:  Recognise, recall, and remember the 6 colours presented in French.  Recognise and remember the high frequency verbs: ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I am able’.  Present and describe themselves as a superhero. | Fruits  · Name and recognise up to 10 fruits in French.  · Attempt to spell some of these nouns  · Ask somebody in French if they like a particular fruit.  · Say what fruits they like and dislike. | I present myself  -Count to 20.  - Say their name and age.  -Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. -Tell you where they live. | Au café  Order from a selection of foods from a French menu.  Order from a selection of drinks from a French menu.  Order a French breakfast.  Order typical French snacks.  Ask for the bill.  Remember how to say hello, goodbye, please and thank you. | Family  Tell somebody the members, names and various ages of either their own or a fictional family in French.  Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.  Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.  Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). | School subjects  Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school.  Say why they like/ dislike certain school subjects.  Tell the time (on the hour) in French.  Say what time they study certain subjects at school |
| Spr 1 | Numbers  -Count from 1-10 in French. | Animals- ·Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. ·Understand better that articles/determiners have more options in French than they do in English.  ·Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be). | Musical instruments  Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.  Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French.  Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to ten different instruments. | Seasons  • Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French.  • Say which season is their favourite in French and attempt to say why using the conjunctions ‘et’ and ‘car’. | family  Tell somebody the members, names and various ages of either their own or a fictional family in French.  Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.  Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.  Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). | The weekened   Ask what the time is in French.   Tell the time accurately in French.   Learn how to say what they do at the weekend in French.   Learn to integrate connectives into their work.   Present an account of what they do and at what time at the weekend. |
| Spr 2 | Colours  -Name and recognise up to ten colours in French | Seasons  • Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French.  • Say which season is their favourite in French | School  Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school.  Say why they like/ dislike certain school subjects.  Tell the time (on the hour) in French.  Say what time they study certain subjects at school. | Pets  Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.  Tell somebody in French if they have or do not have a pet.  Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.  Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). |
| Sum 1 | The jungle  recognise, recall and remember up to 7 jungle animals in French. ---  Recognise, recall and remember a short phrase for each jungle animal in French.   Learn to listen attentively to,  understand and participate actively in a French song about animals that may live in the jungle | Je peux  Recognise, recall and spell 10 action verbs in French.  Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able).  Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but). | Ice cream   Name and recognise up to 10 different flavours for ice creams.  Ask for an ice-cream in French using ‘je voudrais’.  Say what flavour they would like.  Say whether they would like a cone or a small pot/tub of ice-cream. | Au café  Order from a selection of foods from a French menu.  Order from a selection of drinks from a French menu.  Order a French breakfast.  Order typical French snacks.  Ask for the bill.  Remember how to say hello, goodbye, please and thank you. | What is the weather?   Repeat and recognise the vocabulary for weather in French.  Ask and say what the weather is like today.  Create a French weather map.  Describe the weather in different regions of France using a weather map with symbols. | School Subjects  Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school.  Say why they like/ dislike certain school subjects.  Tell the time (on the hour) in French.  Say what time they study certain subjects at school. | Habitats   Give some key facts in French about things that animals and plants need to survive in their various habitats.  Give examples in French of the most common habitats for particular plants and animals and give an example of where these habitats can be found.  Say in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment.  Say in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment. |
| Sum 2 | Under the Sea  -Recognise, recall and remember up to 7 different sea creatures in French. -Recognise, recall and remember a short phrase for each sea creature in French.  -Learn to listen attentively to, understand and participate actively in a French song about creatures that live under the sea. | Shapes  - Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns  - Recognise that nouns are commonly associated with an article in French and in this case ‘UN’ or ‘UNE’. | J’apprends le francais  find France on a map and be able to recall at least 1 Francophone country.  use key greetings.  ask and answer the question ‘How are you?’ in French.  ask and answer the question 'What is your name?’ in French | My Home  Say whether they live in a house or an apartment and say where it is.  Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home.  Ask somebody else in French what rooms they have or do not have in their home.  Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). | The solar system   Name and label a map of the Solar System in French.  Apply the rules of adjectival agreement to describe the Solar System in French.  Use conjunctions and intensifiers to extend descriptions of the Solar System.  Ask key questions in French in order to conduct an interview with an astronaut.  Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character. |
|  |  |  |  |  | Family  Tell somebody the members, names and various ages of either their own or a fictional family in French.  Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.  Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.  Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). |  |  |