








Key Stage 2 French- Progression Mapping:

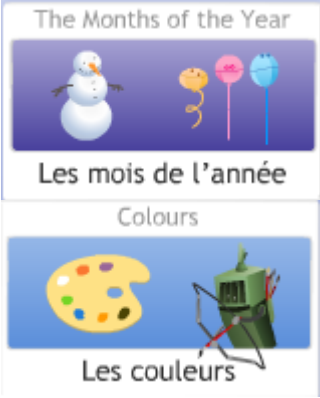
	Year 3	Year 4	Year 5	Year 6
<p>Family and Greetings: <i>Ma famille et moi</i></p> <p style="color: blue;">Purple Mash :</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; font-size: small;">My Family</p>  <p style="text-align: center; font-size: small;">Ma famille</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">The Human Body</p>  <p style="text-align: center; font-size: small;">Le corps humain</p> </div>	<p><u>1. Moi (A1)</u> 1. Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...</p>	<p><u>7. Les monstres (A1)</u> Touche le nez/pied; la bouche/tête; l'oreille; les: épaules/genoux/yeux 1-10 Qu'est-ce que c'est...? C'est ... J'ai + number + body part <i>Plurals of nouns</i> <i>Avoir:j'ai, il/elle a</i></p>	<p><u>13.Ma famille (A1)</u> Revise Comment t'appelles-tu? Tu as des frères et des soeurs? J'ai/je n'ai pas de... Il/elle s'appelle... Voici... qui s'appelle... <i>Present tense of</i> <i>s'appeler</i></p>	<p><u>19. Les portraits (A1)</u> Facial features Est ce qu'il / elle a...? Qui est-ce? C'est... <i>Indefinite articles:</i> <i>un/une/des</i> <i>Present tense:</i> <i>avoir/être porter</i> <i>(je, tu, il, elle)</i> <i>Compound</i> <i>sentences :</i> <i>et/avec/mais</i></p>
	<ul style="list-style-type: none"> ✓ Learn to greet others ✓ Learn to say how they are ✓ Learn how to ask and answer questions about names ✓ Learn that French is spoken in France and elsewhere in the world Discuss linguistic diversity within their class 	<ul style="list-style-type: none"> ✓ Learn the names for the main parts of the body ✓ Revise numbers to 10 ✓ Use newly learnt vocabulary to describe themselves and others Learn a traditional French song and dance 	<ul style="list-style-type: none"> ✓ Learn to talk about their family ✓ Give an oral presentation 	<ul style="list-style-type: none"> ✓ Learn to describe themselves and other people ✓ Use their developing language skills to understand clues in a guessing game ✓ Write a paragraph about a famous person

	Year 3	Year 4	Year 5	Year 6
<p>Free Time <i>Le temps libre</i></p> 	<p>5. Vive le sport (Su2) 5. Days of the week Qu'est-ce que tu fais le + day? Quel est ton sport préféré? <i>jouer au + sport</i> <i>faire du/de la + sport</i> Present tense (je/tu) Using <i>jouer</i> and <i>faire</i></p>		<p>17. Vive le temps libre (Sp2)</p> <p>Revise sport and introduce other hobbies such as watching TV, etc. Qu'est ce que tu vas faire? <i>Introduction to future tense : je vais + infinitive</i></p>	
	<ul style="list-style-type: none"> ✓ Learn the days of the week ✓ Learn the names for some sports ✓ Learn to say what activities they play/ do on particular days ✓ Learn some poems and songs ✓ Revise Which is your favourite? Further option: revise likes/dislikes 		<ul style="list-style-type: none"> ✓ Learn to talk about more hobbies ✓ Learn to use the future tense ✓ Design a poster about themselves ✓ 	

	Year 3	Year 4	Year 5	Year 6
<p>Food/ Café Bon appétit</p> 		<p>4. Tutti frutti (Sp2) 4. C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste Quel est ton fruit préféré? (In)definite articles Singular/plural nouns mon/ton (Covered firstly in Y3 in relation to animas)</p> <p>10. Au marché (alternative unit- The hungry Caterpillar) (Sum1) Vegetables/ fruit bon/mauvais pour la santé Qu'est-ce que tu as? Je voudrais... s'il vous plaît C'est combien? ... euros Quantities + de les/des + noun</p>	<p>16. Le petit déjeuner (Sp1) Breakfast items Je mange/je bois Tu aimes + le/la/les/l' + food? C'est bon/délicieux Ce n'est pas bon Numbers 10 - 60 Ce matin Perfect tense: j'ai mangé /j'ai bu Use of some: du/de la de l'/des</p>	<p>22. Au café (Sp2) Drinks and snacks sucré/sale/gras C'est combien? Ça fait ... Mathematical vocab: plus/moins/divisé/ multiplié par Qualifying opinions parce que c'est + adjective</p>
		<ul style="list-style-type: none"> ✓ Compare shopping in French markets with their own experiences ✓ Learn names for vegetables in French ✓ Learn how to buy some vegetables Extra lesson ideas and resources to explore healthy/ unhealthy foods based on The very hungry caterpillar ✓ Learn the names of some fruits ✓ Read descriptions ✓ Express likes and dislikes about fruit ✓ Creating their own story base on the text 	<ul style="list-style-type: none"> ✓ Develop their awareness of typical breakfast food and drink in France ✓ Learn to order a range of food and drink ✓ Learn to express and understand likes and dislikes with regard to food/drink Learn to express and understand opinions 	<ul style="list-style-type: none"> ✓ Learn to order a range of snacks and drinks ✓ Understand and justify likes and dislikes ✓ Learn to understand prices

	Year 3	Year 4	Year 5	Year 6
<p>Animals Le monde des animaux</p>  <p>Animals Les animaux</p>	<p>3. La jungle (SP1) Qu'est-ce que c'est? C'est... Je suis + un/une + animal petit/grand <i>Introduction to gender + adjectival agreement</i> Accents <i>Indefinite article un/une</i></p> <p>4. Les Animaux (Sp2) 4. C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste <i>(In)definite articles</i> <i>Singular/plural nouns</i> <i>mon/ton</i> Based on which animals do you prefer- extended to which food you prefer in Y4)</p>	<p>9. Les animaux (sp1) Qu'est ce que c'est? C'est ... As-tu un animal? J'ai/je n'ai pas de Il y a... qui s'appelle... <i>Agreement/position of adjectives</i> <i>Inversion of verb in question</i> <i>Affirmative/negative sentences</i></p>	<p>15. Cher zoo (A2) Il a une queue/une tête/des pattes Il était + adjectives Il y a... <i>Intensifiers très, trop</i> <i>Connectives mais</i> à + time <i>Introduction to perfect tense: j'ai vu/je suis allé(e)</i> <i>Prepositions: dans/à la</i></p>	
	<ul style="list-style-type: none"> ✓ Learn the names of some jungle animals ✓ Recognise that some words occur in both English and French, although they may sound different ✓ Use numbers to count animals ✓ Begin to use adjectives of size (Unit 4- adapted to animals) ✓ Learn the names of some animals ✓ Read descriptions ✓ Write simple sentences to describe an animal ✓ Express likes and dislikes about animals 	<ul style="list-style-type: none"> ✓ Learn the names for some pet animals ✓ Learn to talk about their pets ✓ Learn to write simple/complex sentences about their pets ✓ Learn animal songs 	<ul style="list-style-type: none"> ✓ Learn names for zoo animals ✓ Learn and use some adjectives to describe zoo animals ✓ Use past tenses to recount a zoo visit ✓ Prepositions (Position of animals) 	

	Year 3	Year 4	Year 5	Year 6
<p>Holiday Destinations <i>Destination vacances</i> (CC geography)</p> <div data-bbox="206 391 521 595"> <p>Weather</p>  <p>Le temps</p> </div> <div data-bbox="206 630 521 826"> <p>Transport</p>  <p>Le transport</p> </div>	<p><u>6. La météo (Su1)</u> 6. Weather Quel temps fait-il? Il fait... Revise days à + French towns <i>Present tense of faire il fait + weather</i></p>	<p><u>12. Loup y es-tu? Story (Su2)</u> Clothes + weather + seasons Je mets... Je porte ... Quand il fait <i>Possessive adjectives: mon/ma/mes</i> <i>Complex sentences with Quand</i></p>		<p><u>18. À la plage (sum 1 and 2)</u> Beach vocab Ice creams Revise colours Je voudrais + ice cream flavours Il y a... <i>être present tense (est/sont)</i> <i>Agreement and position of adjectives</i> <i>Use of à la/au + flavours</i> <u>24. Destinations (su 2)</u> European countries + capital cities Ici on parle... Je suis + nationality Où vas-tu? <i>Future tense:</i> <i>Je vais voir/manger/ ramener</i> <i>Je vais en/au/aux + country</i> <i>Je vais à + city</i></p>
	<ul style="list-style-type: none"> ✓ Learn the names and locations of some towns in France ✓ Learn some phrases about the weather 	<ul style="list-style-type: none"> ✓ Learn vocabulary for a range of clothes ✓ Learn to say what they and others wear in different weathers/seasons 		<ul style="list-style-type: none"> Learn some nouns and verbs to describe a beach scene Learn to read, understand and write instructions to create a beach scene Learn how to order and pay for ice creams Learn names of countries in French ✓ Learn shape names ✓ Learn to describe nationality, where they are from + the language they speak ✓ Learn to describe holiday plans ✓ Become more aware of stereotypes ✓ Develop awareness of francophone countries Explore other European languages

	Year 3	Year 4	Year 5	Year 6
<p>Celebrations <i>Les fêtes</i> (CC SMSC)</p> 	<p>2. Les couleurs (A2) C'est (de) quelle couleur? C'est... Addition vocab Quelle est ta couleur préférée? J'aime/je n'aime pas le + colour Sequencing language Imperatives (</p>	<p>8. Le calendrier des fêtes (A2) Date Months Revise days 1-31 Seasons Festivals Noël Use of ordinal/cardinal numbers Questions using quel(le) en + month</p>	<p>14. On fait la fête (A2) Birthdays Quelle est la date de ton anniversaire? C'est le... Quel âge as-tu? J'ai ...ans être present tense (je/il) Prepositions : en/au de (of)</p>	<p>20. Les cadeaux (A2) Revise family Je voudrais une/un/des... C'est trop cher/moins cher/joli Expressing opinions: je pense que c'est.... Future tense: je vais acheter/commander Comparative adjectives: plus/moins</p>
	<ul style="list-style-type: none"> ✓ Learn the colours in French ✓ Learn about games played in France e.g. la pétanque (includes fireworks and Bastille day) 	<ul style="list-style-type: none"> ✓ Most pupils will learn the months and dates in French ✓ They will study a range of different festivals celebrated in France As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France 	<ul style="list-style-type: none"> ✓ Learn how to ask and say when their birthday is in French Find out about birthday celebrations in French 	<ul style="list-style-type: none"> ✓ Learn some words for presents ✓ Learn how to ask for presents and be able to say what they will buy for other family members ✓ Be able to thank someone for a gift and write gift tags, lists and letters Use their previous knowledge, in a new context, to speak, read and write about family + hobbies

Whole School ongoing French consolidation and revisiting of knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Whole School-French number songs in singing assemblies.	Numbers 0-5 using songs	Numbers 0-5	Number 0-10	Number 0-20	Numbers up to 31	Numbers up to 100	Number up to and beyond 100. Calculations in French (Fraths!)
Greetings: Whole School French greetings songs in singing assemblies	Register in French and other languages	Register in French and other languages-developing confidence	Register in French and other languages-developing simple greetings.	All pupils learning simple phrases and greetings in languages known to other pupils in the class. (including register)			
				Register in French Simple Greetings: Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...	Register in French and other languages. Responding in a range of ways to Ca va	Register in French and other languages. Responding in a range of ways to Ca va	Register in French and other languages. Responding in a range of ways to Ca va. Discussion of the weather
Other language skills in class (consolidation from previous year groups) Please revisit these topics in your lessons	EYFS: ELG: People, Culture and communities Know some similarities and differences between different cultural communities in this country Explain some similarities and differences between life in this country and			Ongoing: Colour names (after it has been taught) Numbers Days of the week (after it has been taught)	Days of the Week (consolidated from Y3) Names of jungle animals. (from Y3) Colours	Names of vegetables and fruit (consolidation form Y4) . Naming parts of the body Simple classroom instructions. Sit down/ open books etc Dates	Consolidation of animal names Names of food (consolidation from y5) Range of greeting and responses. Discussion of weather. Extension of classroom instructions. Pupils give lengthier responses and can ask questions.

	life in other countries,						
Modelling Writing				Languages displays in classroom on key vocabulary (both for pupils and teachers as language prompts) Year 5 and Year 6- Date on Board in French as well as English.			