



St Alban & St Stephen Catholic Primary & Nursery



French Curriculum Coverage Years 2 – 6

2021-2022

French – Skills progression						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	N/a	N/a	N/a	N/a	Phonics 1. J'apprends le français Where speak French – locate France on a map, and Paris and key cities, as well as some pays francophones. Introductions and greetings. Say our name, how we are feeling, learn up to 10 colours and to count from 1-10 in French. Grammar: Subject pronouns: 'je'. Je m'appelle; j'ai.	Les animaux Name and recognise up to 10 animals in French. Attempt to spell some of the nouns with their indefinite article. Revisit phonics 1. Pretend to be a particular animal using the 1 st person singular of the verb être – to be (je suis = I am). Grammar: Nouns and indefinite articles. Exposure to gender. Revisiting 'je' with the verb to be.

					'tu'. Comment tu t'appelles? Quel âge as-tu?	
Year 3	<p>Phonics 1. J'apprends le français Where speak French – locate France on a map, and Paris and key cities, as well as some pays francophones. Introductions and greetings. Say our name, how we are feeling, learn up to 10 colours and to count from 1-10 in French. Grammar: Subject pronouns: 'je'. Je m'appelle; j'ai. 'tu'. Comment tu t'appelles? Quel âge as-tu?</p>	<p>Les animaux Name and recognise up to 10 animals in French. Revise number 1-10. Attempt to spell some of the nouns with their indefinite article. Revisit phonics 1. Pretend to be a particular animal using the 1st person singular of the verb être – to be (je suis = I am). Revisit colours to describe the animals (je suis noir/ je suis marron) Grammar: Nouns and indefinite articles. Exposure to gender via indefinite article and adjective agreement (not explicit). Revisiting 'je' with the verb to be. Cross-curricular: Pneumatic monsters.</p>	<p>Les instruments Name and recognise up to 10 instruments in French. Attempt to spell some of the nouns with their definite article (determiner). Revisit phonics 1. Learn how to say I play an instrument in French. Grammar: Nouns and definite article (revise indefinite article + animals). Exposure to gender via definite article and instrument and via partitive article - je joue du / de la + instrument.</p>	<p>Les fruits Revision: Numbers 1-10 10 animals 10 instruments Name, recognise and remember up to 10 fruits. Reflect on phonics 1. Attempt to spell some of these nouns with the correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like / don't like in French, including a simple opinion (c'est X) Grammar: Subject pronouns je and tu (question and answer, including negative):</p>	<p>Je peux Recognise, use and remember 10 common French verbs and activities. Use these verbs in the infinitive to make a short sentence starting with 'je peux'. Revisit phonics 1. Grammar: Modal verb plus infinitive. Revising subject pronoun 'je' and what a verb is, and what an infinitive form is. Opportunity for dictionary work to create interesting and unique sentences.</p>	<p>Petit Chaperon Rouge Sit and listen to a familiar story being told in French. Emphasis on phonics 1. Learn new language learning skill of using picture and word cards to recognise and help retain new language. Remember key parts of the body. Key focus on becoming effective language detectives. Using strategies to access a text in French. E.g. using prior knowledge of story, scanning for cognates / near cognates, as well as using pictures, facial expressions and</p>

			Revisiting subject pronouns je and tu with the verb to play.	Tu aimes X? Oui, j'aime X Je n'aime pas X Gender and impact on articles / determiners and plural form (un / une / les) Extension opportunities: mais je préfère Cross-curricular: fruit skewers and tarts.		intonation when listening to the story. Grammar: Revisiting definite, indefinite and partitive articles and determiners, learnt from previous units, in the context of the story. Cross-curricular: Strategies used in English to access new texts are valid in French too!
Year 4	Phonics 2 Je me présente Know how to count up to 20 in French; revise 1-10, add in 11-20. Revise meeting and greeting conversation (Y3 A1). Ask someone how they are feeling and give an appropriate response back. Ask someone their age, name, where	En famille Remember the nouns for family members in French from memory. Describe our own, or a fictitious family, in French by name, age and relationship. Count up to 100 in French (revise 1-20). Revise Phonics 2 . Grammar: Revise first and second person of high frequency verbs (as-tu? / j'ai).	Boucle d'Or et Les Trois Ours Listen attentively to a whole familiar fairy tale in French. Revising techniques and strategies we used when reading Petit Chaperon Rouge (Y3 Summer 2). Using picture, word and phrase cards to	Quel temps fait-il? Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France in French, using a weather map with symbols. Emphasis	Chez moi Say and write in French whether we live in a house or an apartment. Say what rooms we have / don't have at home using 'chez moi, il y a ...' and 'chez moi, il n'y a pas de/d'...' Revisit Phonics 2 . Revision of negative from 'les fruits' (Y3 Sp2) and 'en famille' (Y4 A2).	Au café Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drinks and / or snacks in a French café. Revise useful meeting and greeting language (Y3 A1 and Y4 A1).

	<p>they live and reply to same questions.</p> <p>Grammar: Revise and consolidate high frequency first person verbs (je suis, j'habite, j'ai) and recognise second person verbs (tu es, tu habites, tu as) Adjectival agreement (revise concept from Les animaux – Y3 A2) revisit via nationality (anglais/anglaise; français / française). Reinforces gender.</p>	<p>Explore possessive adjectives in French, with a focus on 'my'. Understanding that there are 3 words for 'my' in French (mon/ma/mes) and understanding why: gender and number.</p> <p>Grammar extension: Introduce / revise 'je peux' + infinitive; extend to include 'il peut' and 'elle peut' + infinitive to talk about what you, and your family members can do.</p>	<p>remember new language. Focus on reading and listening for gist. Using strategies such as looking at facial expressions, listening to intonation, finding (near) cognates. Using prior knowledge of story to help access and understand gist of French version. Attempt to re-tell a familiar fairy tale in French using a mini book for support. Revisit Phonics 2.</p> <p>Grammar: Implicit in this unit. Explicit exploration of language learning strategies.</p> <p>Cross-curricular: World Book Day Thursday 3rd March.</p>	<p>on speaking (weather report) and hence revising Phonics 2.</p> <p>Grammar: Recognising that structures can be unique to a language. Revise: J'ai 8 ans - I have 8 (Y3 A1 and Y4 A1). Similarly, Il fait chaud – It is doing hot. Understanding that language learning is not about word for word translation. Use of 'il y a' and 'faire' in weather phrases, along with 'il neige' and 'il pleut'.</p> <p>Cross-curricular: Our European Neighbours. Use weather map to understand France's proximity to the UK. Identify key cities in France. Use</p>	<p>Explicit use of connectives: 'et' and 'mais'. Revision and extension of structures met in 'les fruits' (Y3 Sp2).</p> <p>Grammar: Revision of indefinite articles (un/une – Y3 A2), negative (Y3 Sp2) and high frequency verbs (je m'appelle, j'ai, je suis, j'habite – Y3 A1 and Y4 A1). Focus on regular 'er' verbs using 'habiter'. Use of negative structure with 'il y a' and 'il n'y a pas de / d'".</p>	<p>Produce key structures / useful language from memory such as 'Can I have...?', 'I would like...' and 'The bill please' Revisit Phonics 2 to assist pronunciation in role play. Revise fruits from Y3 Sp2, linking to gender and definite and indefinite articles.</p> <p>Grammar: Raise awareness that articles/determiners will change from definite to indefinite and partitive depending on what you want to say. E.g. I would like a croissant but some butter. And remembering that gender and number will change the version of the determiner</p>
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				<p>directions to orientate and locate cities.</p> <p>Virtual visit of key monuments in Paris (La Tour Eiffel, Le Louvre, L'Arc de Triomphe, La Grande Arche.</p>		<p>(un/une/du/de la/des...)</p> <p>Learning that 'je voudrais' is the first person meaning 'I would like' from the verb 'vouloir – to want'.</p> <p>Link back to: je peux (Y3 S1)</p> <p>Extension: 'avoir' structures - J'ai soif / j'ai faim – different from English (link to weather Y4 Sp2)</p> <p>Cross-curricular:</p> <p>Talk about French bread recipes (link to D&T). Laws about bread making in France.</p>
Year 5	<p>Phonics 3.</p> <p>As-tu un animal?</p> <p>Know the nouns and indefinite articles for 8 common pets. Ask someone if they have a pet and give an answer back. Say in French what pet</p>	<p>Quelle est la date aujourd'hui?</p> <p>Recognise and recall the 12 months of the year.</p> <p>Ask what the date is, and say the date in French – including the day (revision).</p> <p>Ask somebody when their birthday is and</p>	<p>Chez moi</p> <p>Say and write in French whether we live in a house or an apartment.</p> <p>Say what rooms we have / don't have at home using 'chez moi, il y a ...' and 'chez</p>	<p>Les vêtements</p> <p>Revise 21 items of clothing.</p> <p>Explore the regular 'er' whole verb present tense conjugation of the verb 'porter', to describe what you and other people are wearing.</p>	<p>Au café Au café</p> <p>Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.</p> <p>Perform a simple role play ordering food, drinks and / or</p>	<p>Les Jeux-Olympiques</p> <p>Understand the key facts of the ancient and modern Olympics recounted in French.</p> <p>Language learning strategies to help decode and access</p>

	<p>we have / do not have, and give our pet's name. Revision of the negative and the structure 'je n'ai pas de / d'' (Y3 Sp2 and Y4 A2). Revise and consolidate use of simple connectives (et / mais) to make more complex and interesting sentences. Class survey on pets, linking in to Phonics 1-3, to assist with accurate pronunciation. Grammar: Indefinite articles, high frequency verbs and negative (revision and consolidation). Introduction of relative clause 'qui s'appelle' – revision of</p>	<p>say when their own birthday is in French. Revision of numbers 1-31 (Y4 A2). Revision of key structures and vocabulary via production of Carte d'Identité (extended writing) and oral presentation (Je me présente). Link to Phonics 1-3. Grammar: Ordinal and cardinal numbers different in French re dates. No capital letters for days or months. Cross-curricular: Link to 11/11/1918. Significance of this date? WW1 from the perspective of un Bleuet. Link to watercolours of poppies in Art and Design. Les Bleuets de France. Significance of wearing un bleuet on 11/11.</p>	<p>moi, il n'y a pas de/d'...' Revisit Phonics 2. Revision of negative from 'les fruits' (Y3 Sp2) and 'en famille' (Y4 A2). Explicit use of connectives: 'et' and 'mais'. Revision and extension of structures met in 'les fruits' (Y3 Sp2). Grammar: Revision of indefinite articles (un/une – Y3 A2), negative (Y3 Sp2) and high frequency verbs (je m'appelle, j'ai, je suis, j'habite – Y3 A1 and Y4 A1). Focus on regular 'er' verbs using 'habiter'. Use of negative structure with 'il y a' and 'il n'y a pas de / d''.</p>	<p>Revisit the use of the possessive adjective 'my' in French (Y4 A2) and describe clothes in terms of colour (Y3 A1 and A2) Extension: add in other adjectives of size. Revisit Phonics 1-3. Grammar: Verbs - conjugation of whole regular –er verb in present tense. Extrapolate from 'porter' to include 'jouer' (Y3 Sp1) and 'habiter' (Y5 Sp1). Possessive adjectives; gender; number; definite, indefinite and partitive articles; adjective agreement.</p>	<p>snacks in a French café. Revise useful meeting and greeting language (Y3 A1 and Y4 A1). Produce key structures / useful language from memory such as 'Can I have...?', 'I would like...' and 'The bill please' Revisit Phonics 2 to assist pronunciation in role play. Revise fruits from Y3 Sp2, linking to gender and definite and indefinite articles. Grammar: Raise awareness that articles/determiners will change from definite to indefinite and partitive depending on what you want to say. E.g. I would like a croissant but some butter.</p>	<p>longer, unfamiliar texts in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb 'faire', with sports. (Make reference to weather expressions that use 'faire' – Y4 Sp2. Revisit the full present tense conjugation of the regular 'er' verb 'jouer', with sports. (Make reference to 'porter' – Y5 Sp2). Look at the adjectival changes involved when you describe a male or a female Olympian. Grammar: Adjectival agreement and irregular verb 'faire'. To learn that when you use 'faire de' + sport, the</p>
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	<p>meeting and greeting (Je m'appelle – Y3 A1 and Y4 A1).</p>				<p>And remembering that gender and number will change the version of the determiner (un/une/du/de la/des...) Learning that 'je voudrais' is the first person meaning 'I would like' from the verb 'vouloir – to want'. Link back to: je peux (Y3 S1) Extension: 'avoir' structures - J'ai soif / j'ai faim – different from English (link to weather Y4 Sp2).</p>	<p>definitive article follows, creating a partitive article (je fais du cyclisme / je fais de la gymnastique). When you use 'jouer à' + sport, the definitive article follows, creating a partitive article (je joue au tennis, je joue au rugby). Opportunity for cross-curricular work with PE and independent research: role model athletes and their qualities – practise adjective agreements, and look forward to 'Les JO à Paris 2024'. How many French speaking countries will be represented?</p>
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<p>Year 6</p>	<p>Phonics 4 (recap Phonics 1-3) Manger et Bouger Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape, including physical activities. Revise time expressions (le lundi, le week-end, le matin, le soir, à 17h etc.). Revise opinions (c'est extra, c'est cool, c'est barbant, c'est difficile, c'est bon /mauvais pour la santé). Link our ideas together using conjunctions to create longer</p>	<p>La Seconde Guerre Mondiale Group and order words to decode unknown language. Understand key facts from WW2 when described in French. Link back to prior work on WWI and armistice. Say and write in French the key countries and languages involved in WW2. Use reading texts and a scaffold to write a short letter in French to explain what life is like as an evacuee living in the countryside. Grammar: Exploiting language learning skills connected to recognising and categorizing nouns, verbs and adjectives (explicit links to SpAG) Explicit work on regular verbs – present tense conjugation. (habiter / jouer) Cross-curricular:</p>	<p>Quel temps fait-il? Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France in French, using a weather map with symbols. Emphasis on speaking (weather report) and hence revising Phonics 2. Practise weather structures and hobbies / activities by using the structure 'je peux + infinitive' and linking with the conjunction 'donc' = so. (Il fait chaud donc je peux aller au</p>	<p>Moi dans le monde Say and spell some of the different countries and relative capital cities in the French-speaking world and find them on a map. Say and write which places you would like to visit, and why, and how you would get there. (Revision of transport and opinions and justifications). Extend use of 'je voudrais': A l'avenir, je voudrais aller + preposition + country/ je voudrais visiter + country parce que... Say and write something we do to help the planet. Grammar:</p>	<p>N/a</p>	<p>N/a</p>
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	<p>more complex replies including an opinion. Grammar: First person singular conjugation of high frequency verbs (je mange, je bois, je joue, je fais etc.). Use of negative, followed by 'de'. (je ne mange pas de / je ne bois pas de). Recap concept of regular and irregular verbs, and mention of tense. Routine = present tense.</p>	<p>Link to Remembrance Day, 11/11.</p>	<p>parc. / Il neige donc je peux faire du ski. / Il fait beau donc je peux jouer au tennis). Opportunity for dictionary practice to find infinitive verbs. Grammar: Recognising that structures can be unique to a language. Revise: J'ai 8 ans - I have 8 (Y3 A1 and Y4 A1). Similarly, Il fait chaud – It is doing hot. Understanding that language learning is not about word for word translation. Use of 'il y a' and 'faire' in weather phrases, along with 'il neige' and 'il pleut'.</p>	<p>Je voudrais + infinitive Je vais + infinitive (je vais utiliser) to create the near future.</p>		
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Please note:

Details of the [Phonics 1 – 4](#) lessons content can be found either in the French Faculty Curriculum folder or at Language Angels.

Further details of the [vocabulary](#), [grammar](#) and [phonics and pronunciation](#) for each unit can be found in the specific unit Knowledge Organiser, in the French Faculty Curriculum folder or at Language Angels.

This curriculum map is unique to 2021-2022, taking account of topics covered during 2020-2021, and the impact of Covid upon coverage and selection of topics. The curriculum map will be revised for 2022-2023 to take account of the different units covered during 2021-2022, and in light of feedback via Pupil Voice and faculty lead review of the curriculum over the academic year 2021-2022.

French Faculty Notice Board 2021-2022

Autumn 1 – La France et les Pays Francophones. What is language? Why learn languages?

Autumn 2 – WW1, l'Armistice, Les Bleuets.

Spring 1 – Je suis le musicien (Y3) / Boucle d'Or et Les Trois Ours – mini books (Y4).

Spring 2 – La France / Paris et ses monuments célèbres.

Summer 1 – Les Jeux Olympiques – countdown to Paris 2024

Summer 2 – Au café