



French

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Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children. At Fulfen Primary School, it is our intent that French is an inspiring, exciting and memorable subject. The children will develop a love and appreciation for the French language and will use a variety of authentic sources of spoken and written language for children to develop their full potential. It is our goal to ignite a love of learning and provide the children with a French toolkit of skills to use in lessons and beyond their time at primary school.

At Fulfen we have four big aims. Firstly, we want children to listen to the French spoken language and understand what is being said to them. Secondly, we aim for children to respond to spoken language with increasing confidence, fluency and spontaneity. Thirdly, we want the children to understand written language from a variety of sources. Finally, we want the children to confidently use a variety of grammatical structures in their writing. We place great emphasis on accepting and embracing other cultures and language in the hopes that our children will leave Fulfen with a deeper understanding of the world around them.

Our creative and confident linguists will acquire the skills to:

- develop a passion, love and appreciation for the French spoken and written language.
- *understand* and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity.
- find ways to communicate what they want to say, including questioning, with increasing accuracy of pronunciation and intonation.
- confidently use a variety of grammatical structures in their writing.
- write at varying length for different purposes and audiences.

CURRICULUM MAP

	Autumn		Spring		Summer	
Year 3	<u>A New Start</u> <ul style="list-style-type: none"> Getting to know you Numbers Colours 	<u>The Calendar & Celebrations</u> <ul style="list-style-type: none"> Bonfire night colours Commands, colours & Numbers Calendar time Christmas Starry night 	<u>Animals</u> <ul style="list-style-type: none"> Epiphany Celebrations Animals around us 	<u>Carnival & Playground Games</u> <ul style="list-style-type: none"> Carnival & Playground Games Easter Celebrations 	<u>Hungry Giant</u> <ul style="list-style-type: none"> Nouns for fruits, vegetables & breakfast foods 	<u>Map Explorers</u> <ul style="list-style-type: none"> Gingerbread Man story Going on a picnic
Year 4	<u>Welcome to School</u> <ul style="list-style-type: none"> Super learners 	<u>Local Area</u> <ul style="list-style-type: none"> Shops, signs & directions Commands Christmas Sparkle 	<u>Family Tree</u> <ul style="list-style-type: none"> Epiphany time again Meet the alien family 	<u>Body Parts</u> <ul style="list-style-type: none"> Carnival of animals Body parts/alien family Easter Egg hunt 	<u>Walking Through the Jungle</u> <ul style="list-style-type: none"> Identifying & describing jungle animals Feeling unwell 	<u>Summertime</u> <ul style="list-style-type: none"> Weather Ice creams
Year 5	<u>My School</u> <ul style="list-style-type: none"> All about us School subjects Opinions 	<u>Time in the City</u> <ul style="list-style-type: none"> In the city Christmas Shopping 	<u>Healthy Eating</u> <ul style="list-style-type: none"> Happy New Year Going to the Market Healthy recipes 	<u>Fashion Show</u> <ul style="list-style-type: none"> Colours Carnival Clothes Carnival clowns 	<u>Out of this World</u> <ul style="list-style-type: none"> Planets Identity 	<u>Going to the Seaside</u> <ul style="list-style-type: none"> Visiting the beach
Year 6	<u>Everyday Life</u> <ul style="list-style-type: none"> Revisiting me Time Daily life of a superhero 	<u>Where we Live</u> <ul style="list-style-type: none"> Spooky house Roles around the house Paddington's Christmas Sandwich 	<u>Sports</u> <ul style="list-style-type: none"> Happy New Year Investigating sports 	<u>Hobbies</u> <ul style="list-style-type: none"> Fun at the fair Favourites 	<u>Culture</u> <ul style="list-style-type: none"> Cafés and eating out 	<u>Performance Time</u> <ul style="list-style-type: none"> Tour de France Class performances Y6 presentations Creating a class newspaper

Progression Map

Year/Skills & Knowledge/ Concepts	Listening/ understanding	Speaking	Reading	Writing	Key Questions	Vocabulary
Year 3	<p>Listen to, and understand, familiar spoken words and phrases - greetings, all about me, numbers, colours.</p> <p>Able to identify specific sounds, words and making links to meanings - calendar, celebrations, playground games, animals, stories.</p> <p>Able to understand some simple nouns - fruit.</p>	<p>Basic communication of simple words and phrases - greetings, family names, colours, numbers, describing me.</p> <p>Recognise and able to ask simple questions of others - como te llamas? Como estas?</p> <p>Able to say a variety of nouns.</p>	<p>To make links between some phoneme, spellings and read aloud familiar words - hola, adios, como estas, bien, hermana, hermano, madre, padre.</p> <p>To recognise how sounds are represented in written form.</p>	<p>Begin to write some familiar simple words accurately using a model and from memory.</p>	<p>What sounds can you hear? Do any sound familiar? What might he/she be saying? How do we greet someone in French? How do we say thank you? How do we say please? etc. What familiar phrase do you think it is? Can you say hello/goodbye/thank you etc in French? Can you ask your friend how they are? What words do you need to remember? Can you ask your friend what their name is? What is this ____ called? What familiar words can you see? What do they mean in English? How are they different? How do you think we would write that word?</p>	<p>Bonjour Bonne apres-midi A bientot Au revoir Comment ca va? Bien Tres bien Comme ci Mal Tres mal Je m'appelle Zero Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Bleu Blanc Rouge Noir Jaune Vert</p>

<p>Year 4</p>	<p>Continue to develop an understanding of categories of words (colours, body parts, jungle animals, feelings) and word classes.</p> <p>Listen to and identify words and short phrases - about my local area, my family tree, body parts, feeling unwell, weather.</p> <p>Recognise positive and negative statements.</p>	<p>Confident in asking questions.</p> <p>Use accurate pronunciation when saying simple words and phrases - shops, signs, directions, animals, easter, feelings, weather, summer.</p>	<p>To read a wider range of words, phrases and sentences aloud.</p> <p>Recognise categories of words (colours, body parts, jungle animals, feelings) and word classes.</p> <p>Recognise simple gender, plural/singular rules - la, el, los, las.</p>	<p>Write some familiar words and phrases (using gender and nouns accurately) from memory.</p> <p>To write some simple questions.</p>	<p>Did you recognise any colours? What colour do you think she said? Why do you think that? Which category do you think these words come from? What makes you think that? Did she like or dislike that colour/weather/animal etc? How do you know? So was it a positive or a negative statement? What words do you need to remember when asking your friends a question? Can you remember the order of the words? Is it singular or plural? How do you know? Is it a feminine or masculine word? How do you know? What sounds can you hear to help you write that word? Where is your punctuation going? How is it different to English?</p>	<p>Recreation Cantine Salle des profs Salle informatique Toilettes Bureau du directeur sac a dos crayon Stylo Livre Gomme Chaise Regle Ciseaux colle Regardez Ecoutez Repetez Levez-vous Comptez avec moi Chantex avec moi Trouvez moi Montrez moi</p>
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<p style="text-align: center;">Year 5</p>	<p>Understand and identify some main points from short passages including simple opinions.</p> <p>Join in and contribute to short conversations - my school my subjects, shopping, healthy eating, clothes, seaside.</p> <p>Recognise typical conventions of word order in sentences and compare that with English.</p>	<p>Communicate by asking a wider range of questions and express simple opinions.</p> <p>Develop an accuracy of pronunciation and intonation.</p> <p>Understand and use negative statements.</p>	<p>Read and understand some of the main points of a short text.</p> <p>Recognising and understanding sentences using the verb to be.</p> <p>Recognise typical conventions of word order in sentences and compare that with English.</p>	<p>Remembering simple sentence structures and applying in new contexts - my opinions, recipes, clothes, seaside.</p> <p>Beginning to extend sentences using conjunctions - y & pero.</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>What could you hear in that passage?</p> <p>Can you recall the main points?</p> <p>Were there any personal opinions included?</p> <p>Were they negative or positive?</p> <p>How is the order of words different to English?</p> <p>Why do you think that is?</p> <p>What is your favourite subject/shop/food etc?</p> <p>Can you ask your friend what their favourite is?</p> <p>What do they need to remember?</p> <p>Could you hear correct pronunciation?</p> <p>How could he/she improve?</p> <p>How is this sentence different to an English sentence?</p> <p>Why do you think that is?</p> <p>What would happen if we changed the order of words?</p> <p>Could you extend your ideas by using a conjunction?</p> <p>What conjunction will you choose?</p> <p>Do you think it is written in 1st, 2nd or 3rd person?</p> <p>What changes in your writing if we change between 1st, 2nd or 3rd person?</p>	<p>Je suis Heureux Triste Perdu Fatigue Plein forme Faim Soif Chaud Froid Pantalon Pull Short Sweat Tee-shirt Chapeau Robe Jupe Chemise Chaussettes Chaussures Baskets Grand Petit Vieux Beau</p>
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<p>Year 6</p>	<p>Listen to, understand and identify main points from spoken passages as well as understanding and recalling some detail from short spoken passages - hopes and roles, sports, class performance.</p>	<p>Confidently joining in conversations in a clear audible voice using correct intonation and pronunciation - revisiting me, time, favourite things.</p>	<p>Read, understand and identify main points from written passages as well as understanding and recalling some detail from short passages.</p> <p>Identify and read different text types - class newspapers.</p>	<p>Know how to use a bilingual dictionary to check for spelling and gender accuracy of words.</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p> <p>Writing several sentences (from memory or following a template) to create short passages - class newspaper.</p>	<p>What were the main points/arguments you could hear in that passage?</p> <p>Can you tell me about the beginning part?</p> <p>Can you tell me about the middle part?</p> <p>Can you tell me what happened in the end?</p> <p>Which sport were they talking about?</p> <p>How did you know?</p> <p>How will you respond to your friend's point/question?</p> <p>Did you use correct pronunciation?</p> <p>Was it a clear what your friend was saying?</p> <p>How could they improve?</p> <p>Which text type do you think this is?</p> <p>How is it different to English?</p> <p>What can you tell me about it?</p> <p>What could you use to check your spelling?</p> <p>Can you show me how to use it?</p>	<p>Je me reveille a...</p> <p>Je me leve a...</p> <p>Je m'habille a...</p> <p>Je mange mon petit déjeuner a...</p> <p>Je me douche a...</p> <p>Cricket</p> <p>Tennis</p> <p>Foot</p> <p>Basket</p> <p>Danse</p> <p>Gymnastique</p> <p>Rugby</p> <p>Natation</p> <p>Cyclisme</p> <p>Handball</p> <p>Rapide</p> <p>Difficile</p> <p>Calme</p> <p>Genial</p> <p>Nul</p>
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