

Progression in the Curriculum: FRENCH

Year Group	Key Vocabulary/knowledge acquired/outcomes	SPEAKING	LISTENING	READING	WRITING	Year Group	Wider Opportunities and Experiences
KS3	Main focus on speaking and writing. Basic GCSE key topic vocabulary: technology, environment, home/area, etc. Expressing/justifying/ extending opinions. GRAMMAR: Present, perfect, future, conditional tenses. Research skills. Understanding of French culture, history, traditions, music, art, etc, as well as other cultures. Phonics. Decoding skills.						
6	GRAMMAR: Present, past, future, conditional (I would like) tenses. You can, you should. Connectives: and, but, however, furthermore. Quantifiers: quite, very, extremely. Opinions, because + justification/ adjective. Basic GCSE key topic vocabulary: food, technology, environment, home, area, etc. Numbers, time.	<p>FOOD: Role play—ordering / serving bakery food.</p> <p>COLOURS: systematically added to all nouns.</p> <p>OPINIONS: systematically added to all topics, eg technology, food, TV, freetime. Includes surveys.</p> <p>CULTURAL ENRICHMENT: compare and give opinions on works of art. Authentic adverts, films, poetry, etc. Perform a play: LRRH. New Yr celebrations around the world.</p> <p>SELF/OTHERS: Pen pal+</p>	<p>People in bakery ordering food. Authentic poem—Prévert.</p> <p>War poem and song.</p> <p>Freetime: TV, film, sport, technology.</p> <p>Authentic Black History Month poem. Clips in F&E of other French-speaking countries.</p> <p>SELF/OTHERS: Bingo—Madagascar /other film</p>	<p>Food / bakery adverts and menus. Trip advisor review. Humorous poetry. Prévert poem.</p> <p>Included in most topics, including: Model letter to Santa; war poetry; letter from soldier (comprehension).</p> <p>Letter to Santa. Descriptions of local area and bedroom, inc authentic advert.</p> <p>Authentic Black History Month poem. Play: LRRH. Art during SATs. Lrrh PLAY.</p> <p>SELF/OTHERS: War comprehension.</p>	<p>Creating own food / bakery adverts and menus using adjectives. Trip advisor review. Own humorous poetry.</p> <p>Colours: systematically added to all nouns across all topics, e.g. technology, war-themed writing.</p> <p>Colours: systematically added to all nouns, e.g. mobile phone, mud.</p> <p>Own Black History Month poem, building on y5 vocabulary. Record opinions on works of art. Art during SATs/paint.</p> <p>SELF/OTHERS: Diary of a soldier</p>	6	<p>Café: experience French food and music</p> <p>Trip to Tate Modern. Exposure to Magritte and Matisse.</p> <p>Kickboxing—focus groups.</p> <p>Friday languages club—all home languages, eg Lithuanian, Punjabi.</p>
5	GRAMMAR: Connectives: and, but, however. I + opinion, eg I like, I hate. I am + ; I have + I have not (HA). It is + adjective. Opinions, because + it is + justification/adjective. Quantifiers: quite, very, extremely. Numbers, time.	<p>FOOD: Wider range of nouns. Opinions and justified opinion.</p> <p>COLOURS: systematically added to nouns, eg clothing.</p> <p>OPINIONS: systematically added to all topics, eg technology, food, TV, freetime.</p> <p>CULTURAL ENRICHMENT: Discuss French music and topics within Congo project, eg art, music. New Year celebrations around the world.</p> <p>SELF/OTHERS: Loathly Lady description. Inspirational, disadvantaged people PLUS however.</p>	<p>Teacher talk. T to source resource.</p> <p>Systematically included in teacher talk/pair chat.</p> <p>Freetime: TV, film. Sport. Technology.</p> <p>Authentic Black History Month poem. War poetry/rap. French music. Authentic adverts, films, poetry, etc.</p> <p>TBC</p>	<p>Decode menus, packaging.</p> <p>Food / bakery adverts and menus. Trip advisor review.</p> <p>Letter to Santa. Descriptions of local area and bedroom, inc authentic advert.</p> <p>Authentic Black History Month poem. Congo/ Francophone research project. World of work: inspirational, disadvantaged people. Music lyrics.</p> <p>War comprehension. Loathly Lady description.</p>	<p>Healthy living—discuss / justify food choices.</p> <p>Creating own food / bakery adverts and menus using adjectives. Trip advisor review.</p> <p>Descriptions of own bedroom and ideal town.</p> <p>Create own Black History Month poem/ word cloud. Congo project. War poetry/ rap. Francophone project. Discuss F Music</p> <p>War diary. Loathly Lady description.</p>	5	<p>Visiting theatre was planned for June 2020.</p> <p>Art: Trip to National Portrait Gallery. Degas.</p> <p>art.</p> <p>Kickboxing—focus groups.</p> <p>Friday languages club</p>
4	GRAMMAR: Connectives: and, but. Express, justify/extend (HA) opinions. 'It is' + adjectives. Say what is and is not healthy. I have + family/pets. Introduce nouns, adjectives. I have not (HA). There is/ (HA there is not). Dictionary skills. Understanding of history leading up to Bastille Day. Exposure to Degas art. Link in to Van Gogh project for art.	<p>FOOD: Opinions and justified opinions. Survey: Tu aimes ...?</p> <p>COLOURS: animals, technology (letter to Santa) PLUS wider range of connectives; extended.</p> <p>OPINIONS: systematically added to all topics. Justified by more able chn = it is, PLUS because</p> <p>WIDER/CULTURAL ENRICHMENT: Black History Month choral repetition; Van Gogh. New Yr celebrations around the world.</p> <p>SELF/OTHERS: recap basic personal info; naming/describing pets and animals. PLUS but.</p>	<p>Song: Opinions and justified opinions.</p> <p>TBC</p> <p>Freetime: TV, film. Sport. Technology.</p> <p>Authentic Black History Month poem. French folk songs.</p> <p>Dog listening activity—family.</p>	<p>Decode menus, packaging. Healthy/unhealthy living topic: sorting food.</p> <p>Unpick model letter to Santa</p> <p>Letter to Santa. Descriptions of local area and bedroom, inc authentic advert.</p> <p>Authentic Black History Month poem. Van Gogh comprehension.</p> <p>Decode bizarre animal descriptions.</p>	<p>Create menus using adjectives and persuasive language. Healthy/unhealthy topic.</p> <p>technology (letter to Santa)</p> <p>Colours: systematically added to all nouns, e.g. mobile phone, mud, sky.</p> <p>Own Black History Month poem. Van Gogh art.</p> <p>Invent/describe a bizarre animal</p>	4	<p>Visiting theatre June 2020—postponed.</p> <p>French folk music/dance.</p> <p>Kickboxing—focus groups.</p> <p>Friday languages club</p>
3	GRAMMAR: Connectives- and. It is + adjective. Food nouns; opinions: I like/I love/I hate + noun. Describe self and others' physical appearances, and others' personalities. There is/ (HA there is not)	<p>FOOD: Identify fruit and vegetables, describe size and colour; give basic opinions. Hungry Caterpillar memory game.</p> <p>COLOURS: Use where appropriate in all contexts, eg describing food, animals, etc. PLUS connective, extra col-</p> <p>OPINIONS: Sport, Mothers' day, music. I like, I don't like PLUS I hate/prefer /love. HA: Start to justify = it is.</p> <p>CULTURAL ENRICHMENT: Discuss other cultures' foods (in English). Global New Year celebrations. Sing/dance traditional folk song.</p> <p>SELF/OTHERS: revisit personal information. Describe alien (partner draws it). Zoo animals.</p>	<p>Fruit and vegetables song. Tonton food video.</p> <p>Black History Month poem. Animals.</p> <p>La Fete de la Musique clips</p> <p>Authentic Black History Month poem. French folk songs. Global New Year celebrations.</p> <p>Black History Month poem. Selfish Giant story.</p>	<p>Unpick basic menus/food packaging using guesswork/dictionary/PL.</p> <p>Black History Month poem. Animals.</p> <p>Read/decode La Fete de la Musique adverts</p> <p>Authentic Black History Month poem. Global New Year celebrations.</p> <p>Black History Month poem. George's Marvellous Medicine comprehension.</p>	<p>Opinions on fruit and vegetables; Venn diagram. Labelling Arcimboldo painting.</p> <p>Poem inspired by Black History Month poem. Animals.</p> <p>Create La Fete de la Musique advert</p> <p>Own Black History Month poem. Drawing in style of Arcimboldo and using Pointillism technique</p> <p>Draw/label a) self portrait using Pointillism technique b) monster/alien. Poem inspired by Black History Month poem. Selfish giant activity. George's Marvellous Medicine comprehension. Mothers' Day.</p>	3	<p>Kickboxing—focus groups.</p> <p>Friday languages club</p>
2	Focus on speaking / listening—30 mins per session. Reading activities to be developed. Basic nouns: fruit, vegetables. Reinforce colours and numbers, basic personal information. Basic instructions: stand up, sit down, turn, lift leg, etc	<p>Choral repetition and memory games: fruit and vegetables—nouns only. HA = I like, I love + fruit/vegetable.</p> <p>Fruit and vegetables songs = I like + noun.</p> <p>COLOURS: Identify and use where appropriate in all contexts, eg describing animals, food, self, etc. Hungry Caterpillar.</p> <p>OPINIONS: I like, I don't like.</p> <p>CULTURAL ENRICHMENT: French history, culture, people. Degas paintings. Hungry Caterpillar. Kandinsky.</p> <p>SELF/OTHERS: hair colour song, greetings song, personal details</p>	<p>Fruit and vegetables song. Tonton food video.</p> <p>Teacher talk. Pop the dinosaur story. Petit-Bleu et Petit-Jaune story.</p> <p>French folk songs.</p> <p>OPINIONS: I like, I don't like. (react to teacher talk)</p> <p>French folk songs.</p> <p>SELF/OTHERS: hair colour song, greetings song</p>	<p>TBC</p> <p>Pop the dinosaur. Hungry Caterpillar.</p> <p>OPINIONS: I like, I don't like. (board)</p> <p>Hungry Caterpillar—fruits/colours, label up. Kandinsky.</p> <p>SELF/OTHERS: hair colour song, greetings song</p>	<p>Opinions on fruit and vegetables.</p> <p>COLOURS: Labelling dinosaur. Ext: spots, stripes.</p> <p>OPINIONS: I like, I don't like.</p> <p>Hungry Caterpillar—fruits/colours, label up. Kandinsky.</p> <p>Draw/label self and house.</p>	2	<p>New Year celebrations around the world.</p> <p>OUTSIDE LEARNING linking into science, colours, nature.</p> <p>Drawing self portraits.</p> <p>French folk music/dance.</p> <p>Kickboxing—focus groups.</p> <p>Friday languages club</p>
1	Focus on speaking / listening—30 mins per session. TO UPDATE—CHN HAVE FRENCH FORTNIGHTLY—FOCUS IS ON SPEAKING, LISTENING, SOME READING. Phonics. Basic colours, numbers 0 to 10, food nouns, basic personal information. Basic instructions: stand up, sit down, turn, lift leg, etc	<p>FOOD: Identify and name basic nouns (cognates, near cognates), fruit song</p> <p>COLOURS: Identify and name colours. Contexts: story, traditional tale and song. Hungry</p> <p>OPINIONS: Basic opinions on Degas 'Beach Scene'; fruit song</p> <p>CULTURAL ENRICHMENT: French geography. Discuss, give basic opinions on Degas 'Beach Scene. Singing. New Year celebrations around the world.</p> <p>SELF/OTHERS: my name is, age, I live in ..., greetings</p>	<p>FOOD: Basic nouns (TT); fruit song/video</p> <p>COLOURS: Identify and name colours. Contexts: story/video, traditional tale and song. Hungry Caterpillar.</p> <p>OPINIONS: TT; fruit song</p> <p>CULTURAL ENRICHMENT: French folk songs.</p> <p>SELF/OTHERS (song): my name is, age, I live in ..., greetings</p>	<p>FOOD: Basic nouns (TT); fruit song/video</p> <p>COLOURS: Contexts: story, song lyrics, traditional tale. Hungry Caterpillar.</p> <p>OPINIONS: TT; fruit song</p> <p>CULTURAL ENRICHMENT:</p> <p>Board.</p>	<p>FOOD: Basic nouns (TT); fruit song/video</p> <p>COLOURS: Labelling dinosaur?</p> <p>OPINIONS: TT; fruit song</p> <p>CULTURAL ENRICHMENT:</p> <p>Basic self portrait</p>	1	<p>Discuss Degas 'Beach Scene'.</p> <p>Act out 'Going on a Bear Hunt'.</p> <p>OUTSIDE LEARNING linking into science, colours, nature.</p> <p>French folk music/dance.</p> <p>Friday languages club</p>