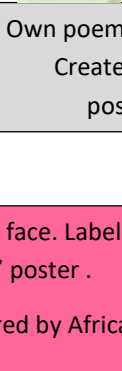
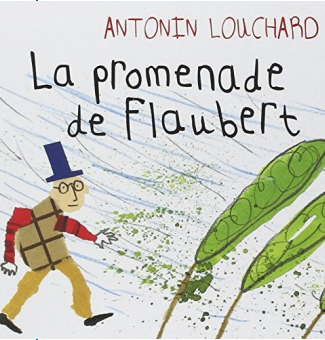


Progression in the Curriculum: French

Not a definitive list of topics or vocabulary. **Focus:** developing cultural capital and a love of languages, providing wider experiences, and preparing children for future language learning. National Curriculum (NC) for languages is followed. The 12 key NC requirements as they begin to be fulfilled are illustrated as NC1, 2, etc. Older children are consulted with regards content, where appropriate. All skills are developed; main focus is on speaking and writing.

	Key Vocabulary/knowledge acquired	Progression in the Curriculum: French					
		Not a definitive list of topics or vocabulary. Focus: developing cultural capital and a love of languages, providing wider experiences, and preparing children for future language learning. National Curriculum (NC) for languages is followed. The 12 key NC requirements as they begin to be fulfilled are illustrated as NC1, 2, etc. Older children are consulted with regards content, where appropriate. All skills are developed; main focus is on speaking and writing.					
KS3	Describing people, places & things. GCSE topics: me, sport, town & local area, technology, freetime, environment, charities, family. Expressing/justifying opinions. GRAMMAR: Present, perfect, future, conditional tenses.	SPEAKING includes plays, phonics, physical phonics, pair work, surveys, choral repetition, poetry recital, singing. FOOD: Bakery role play. Je voudrais svp (I would like), vous désirez (what would you like), c'est tout? 18th century food ADJ: As below + topic-related. Dictionary.	LISTENING includes dictation, teacher/pair chat, videos/ authentic clips, songs, poems. Bakery ordering food. <i>Poem: Prévert.</i> Embedded into most topics where appropriate.	READING includes authentic sources (extracts from books, etc), worksheets, food labels, etc. Food / bakery adverts and menus. Trip advisor review. Humorous poetry. Prévert poem: Tu es ___ sur/dans/avec ___. French Revolution food. Most topics, including: Model letter to Santa.	WRITING includes poetry, letters, labelling, with/without support, adapting model texts, translate, describing people, places, things. Creating food / bakery adverts and menus using adjectives. Trip advisor review. Own humorous poetry. Dialogues. Royal menu. Colours: systematically added to all nouns across all topics, e.g. technology, Idéale.	Year Group	Wider Opportunities and Experiences
6	Recap of key language, phonics & grammar. GRAMMAR: HF verbs: present & past tenses (Je regarde/mange/bois/fais/joue/habite/dessine/vais, je ne fais rien); some past (inc mangé/joué), future, conditional: I would like (je voudrais). Some 3rd person present. Quantifiers & connectives below + furthermore (en outre). Près de, loin du. Prepositions. Basic GCSE topic vocabulary, inc sport (Y4); technology (y5) Asking questions (weak area UK-wide for GCSE) Increasing TL in class over the years. Plays include Fantome, LRRH,	OPINIONS: systematically added to topics, eg technology, food, TV, freetime. Surveys. FREETIME: Miming game (HF verbs); One pen, one dice (HF verbs & rooms of house) HOME/TECHNOLOGY: Rooms of house; robot shelved 2023). 1 pen, 1 dice. Memory work CULTURAL ENRICHMENT: opinions on art. LRRH play. Choice of country: Quebec (history, animals, carnival, festival survey), Morocco or Martinique. French Revolution: famine/tue/pain/prison. Revisit key vocab inc musique, danse, visiter, danse, singe.	HOME: Rooms of house song. (Authentic African story Chicken & caterpillar). Clips of Francophone countries. SELF/OTHERS: Past tense: j'ai mangé/regardé/fait, joué au/sur; je suis allé/e; c'était.Ukrainien/ne. Je soutiens/Quelle équipe soutiens-tu? Ils habitent/mangent/sont. Revise all about self.	HOME/TECHNOLOGY: Rooms of house; story; design robot. Play: LRRH. Authentic adverts: countries & food. French Revolution play & scenes: famine/tue/pain/prison SELF/OTHERS: Past tense/witch, Halloween characters, traveller/rapper, inc j'ai mangé, j'ai regardé; c'était.	SELF/OTHERS: Revise x 2. Penpal letters. Past tense/witch, inc j'ai mangé, j'ai regardé; c'était.	6	Café: experience French food and music Magritte, Matisse, Derain, Gao Xinjiang. Pen pal exchange with French schools. Written pieces sent off to be published. 2023: Spelling Bee at Cambridge University. Focus on Francophone countries inc Quebec.
5	GRAMMAR: Connectives as below; however (cependant), with (avec). I am + ; I have + (HA) I have not. J'ai mangé/vu/fait (months play). On peut. Completely, really, extremely, quite. I am not; There is not. Quantifiers: extremely (extrêmement). Prepositions: sur, dans. Basic GCSE topic vocabulary. Colonisation. Invaded. Jouer/faire added to SOW Covered end y3/beginning y4 and y5. Tu aimes: 1. Congolese food 2. Haitian/Roma art 3. Paintings Food problems: worms, maggots, fly	FOOD: Congolese: nourriture, le Poulet à la Moambé, la chèvre grillée, la viande, le porc grillé (fufu, fwamba) Soupe. Probablement. Local area/holiday: name/describe: musée, parc, zoo, piscine, cinema, école, gare, hôtel, église, mosquée. Plage (beach), mer, rochers, bateau, nouveau, falaise, nuages, restaurant, coquillage (seashell). SONG. <i>Silent x; é.trip: directions/places</i> ADJECTIVES: Below + difficile, intéressant, cool, propre, préféré, timide, gros, mince, moche, musclé, généreux, marrant, sympa, annoying tetu creepy genial & diction- Clothes: bikini Jeans T-shirt shoes blouse shorts Cap jumper skirt dress coat Scarf trainers trousers football shirt j OPINIONS: All topics. More ADJ than..... FREETIME: jouer/faire + sports below. CULTURAL ENRICHMENT: Congolese art, music, food. Matisse. Haitian art. Roma art. African/French poem recital. Un lion à Paris (landmarks).	Listening activities, including gapfill and bingo, and poem. Description of Beach scene (Euro Stars). Song (QJVAL)/game. Systematically included in teacher talk/pair chat. All topics. Authentic African/French poetry. French music. Authentic adverts, films, poetry, etc. Technology song. Je regarde,télécharge, tchate, contacte, écoute. SONG <i>é an -ble. Trapdoor.</i>	Unpick basic menus/packaging using decoding skills/dictionary/PL. Descriptions of beach scene, local area and bedroom, inc authentic advert. (Lion à Paris story.) <i>trip: directions/places</i> All topics., inc describe self/others Clothes: Unpick Berthe story (clothes & weather) All topics. Authentic African poetry . Congo/Francophone research project. World of work: Inspirational, disadvantaged people. Music lyrics. Les vacances poem. Un lion à Paris story. Model letter to Santa Authentic phone advert	Create menus using adjectives and persuasive language. Food problems. Describe ideal holiday resort: triarama. Postcard from Paris. (Write story based on Lion à Paris, naming landmarks.) Create map. All topics., inc describe self/others Clothes: Own scenes of story (+ weather) All topics. FREETIME REVISION: jouer/faire + sports below. Poem/word cloud based on other cultures' poetry. Opinions on Congolese art and Matisse . Francophone. French music. Un lion à Paris.	5	NC 10, 11, 12: * Dscribe things orally and in writing NC 3: * Seek clarification and help.
4	GRAMMAR: Noun/ adjective word order rules & agreement. Quantifiers: very (très); too (trop) assez (quite). Conditional tense: Je voudrais...svp (I would like...please). There is/ (G&T : introduction to on peut & simple negative sentences). Du/de la/des. Il / elle est Connectives: et, mais; ; HA: car Dictionary skills taught. Quand je suis..., j'étais... (when I was ..., I was...) Tu aimes ...?/j'aime: 1 food 2 sport 3 music Tu as...?/j'ai/je n'ai pas de: 1. Pet/animal 2. Brothers/sisters DOW & months explicitly taught	ADJECTIVES: As below+ topic , inc delicious(délicieux), fantastique, incroyable, horrible, terrible, bizarre, gr-tuit, stressant, calme, fort, hors de ce monde, bruyant, amusant, extraordinaire, creepy HA: because (car) parce que + adjective). <i>In é</i> FOOD: Below + le curry, les pâtes, lait, cereal, potatoes, beurre?, jambon, coca, sandwich, limonade, noodles. Pizza song. Survey: Tu aimes ?Shopping: Vous désirez? C'est tout? S'il vous plait, aussi. Café play PL vous désirez + <i>Eau ch on Mardi Gras food: Carnival:</i> OPINIONS: As below + c'est pas mal/nul. HA = c'est parce que/car. Justify and extend. SELF/OTHERS: recap personal info; using 'but. Family: I have (j'ai) + (mother (mère), father (père), sister (sœur), brother (frère) etc. Grand-parents. As-tu? <i>S é Finger poem.</i>	Gapfill, dictée and other listening activities. Town Rat, Country Rat. FOOD: Dictation. Bad food clip. Pizza song. Shopping role play. Café play.. <i>Mardi Gras food/carnival</i> Systematically added to all topics. Extended/justified Dog listening activity—family. Finger rhyme. Body as below. African/French poetry. French folk songs. Mardi Gras; le carnaval clip. Town Rat, country Rat.	All topics. Town Rat, Country Rat.  FOOD: Sentence builders. Tu es poem. Café play. Dictionary Berthe supermarket book& wordsearch Systematically added to all topics. Extended/justified Decode bizarre animal descriptions in magazine. Authentic African/French poetry. Mardi Gras. Town Rat, country Rat.	All topics. Town Rat, Country Rat. Family/ characters. FOOD: Bad food. Tu es poem. <i>Mardi Gras food/ carnival poster.</i> Dictionary. Own shopping list. Systematically added to all topics. Extended/justified Invent/describe bizarre animal. Self portrait. Hallowe'en potion. Il/elle est to describe others African/French poetry. Mardi Gras/le carnaval poster. Town Rat, country Rat Weather: il pleut/ neige/fait beau/froid/chaud; il y a du vent FREETIME: Including sport. Jouer/faire	4	Poetry by African/French writers. Written pieces sent for external publication. French Revolution /Bastille Day: clip & Les Misérables musical clip
		Pets/animals : Have you (Tu as...?) survey. I have/ not (j'ai) + pets. More animals: unicorn, cow, fish, snake, rat, guinea pig, dog, pig adjectives inc bizarre. Trop. Les poissons song. R4W. Je voudrais. <i>Ou Il wing beak feather</i> Santa clothing/song: un manteau, des bottes, une ceinture, une tuque <i>eau</i>	Pets : les poissons song. Pet shop story. + Alouette song: bec, ailes, queue, plumes, tete. Pick correct one. Santa clothing/song	Pets : Les poissons song.Pet shop story. L'oiseau bleu (dictionary) Santa clothing/song	Pets : Have you (Tu as...?) I have/have not (j'ai) + pets. Other animals requin (shark)(licorne (unicorn); adjectives to describe them. Own pet shop story. Broth. santa clothing/song		NC 9: * Broaden vocabulary through using a dictionary

3	<i>Adjectives embedded in most topics**</i> GRAMMAR: Elision/use of apostrophe. Connectives: et. There is (il y a); it is (c'est) + adjective Connectives: and (et), but (mais). Quantifiers: trop (too). <i>First and 3rd person present tense (il a).</i> <i>Prepositions: dans, sur, avec</i> <i>Months/DOW</i> <i>Plurals</i> <i>Tu aimes/j'aime:</i> <i>music</i> <i>Sport</i> <i>Animal</i> <i>Food</i>	Food: Cheese, cake, snails, pizza, meat, chicken, chocolate, coke, lemonade, tomatoes, chips, crisps., sandwich, fruit, sweets, sausages. Hungry Caterpillar: cake, icecream, pickle, sausage, lolly, cherry tart, melon, pear, apple, banana, cherries. Christmas: la dinde, la buche. Choral repetition, memory games, surveys, poetry recital. Je suis une crepe song. Fruit song ADJECTIVES**: As below. grand, petit, délicieux, minuscule, énorme malingre, bon, fantastique, magnifique, ennuyeux, extraordinaire, grognon, effronté, méchant, parfait. effrayant . HA end y3: hors de ce monde,Adj position & agreement . Silent d t; é, c Colours survey: Intro tu aimes/ revisit j'aime je prefere OPINIONS: Below + I don't like, I prefer. HA: Start to justify = it is. Tu aimes? HA: car. Surveys, inc food, Haitian art. U (tu), silent s, Colours survey: Intro tu aimes/revisit j'aime, prefere CULTURAL ENRICHMENT: Discuss other cultures' foods (in English). Sing/dance traditional French song. Hungry Caterpillar story; Name music genres: le rock, le reggae, la pop, la musique, La fete de la musique, la musique classique, la pop, la musique de danse, que l a SELF/OTHERS: revisit personal info Describe zombie (partner draws). Flaubert story. Traditional and modern body parts songs, inc Jean Petit. <i>Tu as... body parts song.</i> Bouge comme...(legs, feet, arms, eyes, head). See body below + doigt, main, chapeau, moustache, masque, lunettes, barbe. Grand-mère long è Tu as... body parts song. SPORTS inc le foot, la natation l'équitation, le netball, le hockey/ sur glace, la boxe, (+1: tir à la corde, saut en longueur, passer le baton, course à pied)Survey: Tu aimes + ...? End y3 Introdure jouer faire tio h q i ANIMALS: Licorne, requin, chien, chat, vache, grenouille, les lapins/oiseaux/poissons, lion, singe, tigre, girafe, serpent, souris. R Ch in oi silent s i n (Shelved Mon ane song.) Tu aimes/préféres	Fruit song. Pancake song. Galette des rois story. Hungry Caterpillar story memory African/French poem (Cher Frere Blanc). Animals. African/French poem. Animals. Sport African/French poem. Animals. Sport. Embedded in most topics. Embedded in topics as appropriate. Embedded in topics as appropriate. Own poem inspired by African/French poetry. Create La Fete de la Musique advert/poster. Hungry Caterpillar story; Flaubert story. Poetry. Traditional and modern body parts songs, inc Jean Petit. <i>Tu as... body parts song.</i> Bouge comme...(legs, feet, arms, eyes, head). Tingi/cow African story. Promenade de Flaubert story. Wanted poster. Chapeau story. Bouge comme... (legs, feet, arms, eyes, head). Draw/label face. Label zombie face & body. Describe villain on 'wanted' poster . Poem inspired by African/French poetry.	Opinions on fruit and vegetables; Lunchbox food. Healthy/unhealthy. Labelling Matisse painting. Hungry Caterpillar label.     	Year Group Wider Opportunities and Experiences Poetry by African/French writers. Haitian art Written pieces sent for external publication. Jean Petit songs. (Mon ane on hold) Act out scenes from Promenade de Flaubert. Cher Zoo (Dear Zoo) story. Virtual art gallery tours, including Musée D'Orsay.
		ANTONIN LOUCHARD La promenade de Flaubert 	SPORTS inc Peppa Pig sports day video, Mr Innes Olympics 2024 SPORTS inc Aliens sports day SPORTS inc sports day poster. & adjectives opinions Opinions. Concept map. Shape poem. ANIMALS: Dear Zoo. (Mon ane) & Les poissons songs. Tingi et les vaches African story. ANIMALS: Dear Zoo. ANIMALS: Dear ANIMALS: Own version of Dear Zoo. Concept map. FOOD: Opinions on le fromage, le gâteau, les escargots. Shape poem + opinion. COLOURS: Identify and name colours. Contexts: story/video, traditional tale and song. Stories: Pop le dinosaur. COLOURS: Contexts: story, song lyrics, traditional tale. COLOURS: Labelling dinosaur and Eiffel Tower Ext: spots, stripes. Shape poem (food, opinions) OPINIONS: Fruit song OPINIONS: Food. OPINIONS: Food and art. CULTURAL ENRICHMENT: French, French/Canadian and French/African poems and songs. Chasse a l'ours (Bear Hunt): <i>Rivière (river), sea (la mer), plain (la prairie), l'herbe</i>. Francophone geography, culture, art, inc Rousseau. Poetry. (Sh: Mardi Gras.Danse, mange) LRRH play: grand/grand-mère, petit, loup, chasseur,Petit Chaperon Rouge, ou vas-tu? <i>Ou, silent s;</i> Apples, cheese, cake. French Revolution play: J'ai faim, c'est horrible, mon bébé, payez-moi. SELF/OTHERS (song): my name is, age, I live in ..., greetings song; hair colour song. Head, shoulders song. Grand SELF/OTHERS: Bonjour, j'habite à, j'ai + ans, je suis, je m'appelle, ça va. Face/body: la tête (head), nez (nose), bouche (mouth), dents (teeth), oreilles (ears), épaules (shoulders), genoux, pieds, yeux, cheveux. Hair colour. Introductions: Je m'appelle SELF/OTHERS: Draw/label self and monster. Describe monster's	2020 only—kept for reference. Focus: speaking / listening. Phonics, start to sound out and blend. Numbers 0 to 10. <i>Basic instructions: stand up (levez-vous), sit down (asseyez-vous).</i> EYFS: FRENCH NOT TAUGHT UNTIL YEAR 2.	Read and act out Chasse à l'ours ('Going on a Bear Hunt', revisit colours. French folk music/dance. Poetry, inc Cocorico, by African/French writers. Art: Virtual gallery tours, the Louvre and the Eiffel Tower. Seurat. Colour Eiffel Tower using Pointillism technique. Sample French food/give opinions.
				NC 4, 9, 10, 11, 12: * Engage in conversations in sentences, express opinions. * Write phrases from memory (start to W basic phrases) * Broaden vocabulary and develop ability to understand new words introduced into familiar written material * Describe people things and actions orally and in writing. Describe places = year 5. * Understand basic grammar, including gender; key features	

Early Learning Goals

Literacy—comprehension, reading and writing

Communication and language—listening, attention, understanding and speaking

Personal, Social and Emotional Development; Physical development

Expressive Arts and Design inc art, nursery rhymes and songs

Understanding the World, inc different cultures

- NC 1, 2, 5, 6, 7 and 8:**
- Listen, join in to show understanding; explore patterns and sounds.
 - Develop pronunciation.
- * Reading carefully, show understanding