



## Cockerham Parochial CE Primary School

### French Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3/4</b></p> <p><b>Year A</b></p>	<p>Year 3 pupils start with the <b>phonics</b>, learning the <b>vowels</b> first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other <b>key phonic sounds</b>. They read <b>rhyming stories, sing songs, practise tongue twisters</b> and have further opportunities to make the <b>sound-written link</b> by listening to words and anticipating their spelling. They also learn some <b>nouns (pencil case items)</b>. They are made aware of gender through colour coding. They use the verb forms 'j'ai - I have', 'il/elle est - it is' and <b>implicitly encounter the negative forms of these</b>.</p>	<p>The theme is <b>animals</b> and <b>colours</b>. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of <b>9 animal nouns</b> and <b>6 colours</b> so nothing so becomes too difficult. The key verbs are 'il/elle est' (<b>he/she/it is</b>), 'ils sont' (<b>they are</b>), <b>il y a (there is/are)</b>. The negative is revisited and there is also a subtle introduction to 'aussi' (<b>also/too/as well</b>), 'mais' (<b>but</b>).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in French. Pupils are first introduced to useful vocabulary from the story - numbers, days of the week, fruits, foods - and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>			
<p><b>Year 3/4</b></p> <p><b>Year B</b></p>	<p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephiphany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.</p>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse ).</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une...qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --&gt; a (has), est (is), ont (have), sont (are).</p>			
<p><b>Year 5/6</b></p> <p><b>Year A</b></p>	<p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in France. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in French.</p>	<p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a ' for their peers to guess. They learn how to say which sports they like/dislike doing, using aimer' + infinitive verb.</p>	<p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because). They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources</p>			



### Cockerham Parochial CE Primary School

<p><b>Year 5/6</b></p> <p>Year B</p>	<p>Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places. They will study a French poem about Autumn and perform it in small groups.</p> <p>They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours.</p> <p>They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying where they live and where they come from.</p> <p>They will understand why French is spoken in so many different countries and be aware of La francophonie. They will watch a French film set in Senegal and learn some key vocabulary from the film.</p>	<p>Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'.</p> <p>They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version.</p> <p>Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.</p>	<p>This term should be approached flexibly. There are opportunities for revision and consolidation of essential KS2 language, but, if desired, there are new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams.</p>
--------------------------------------	--	---	---