

*East Sheen Primary School*  
*French Curriculum Map*

**Intent (from School French policy and National Curriculum)**

At *East Sheen Primary* school we aim to foster curiosity and a deeper understanding of the world, to provide pupils with an opportunity to communicate for practical reasons, learn new ways of thinking as well as lay the foundation for further foreign language teaching at key stage 3 and for learning further languages.

Pupils will have opportunities to study various aspects of French culture, grasp French grammatical concepts, increase their vocabulary and develop the four key skills of language learning: reading, writing, listening and speaking in equal measure for KS2 children.

We believe that learning a foreign language is a liberation from insularity, provides an opening to other cultures and enables children to have a better understanding of their own language(s).

It is our aim that all children will:

- understand and respond to spoken and written language from a variety of authentic sources,
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

We also aim to further enrich pupils learning by providing opportunities for pupils to celebrate their own cultures, learn about France and other countries through international activities. We encourage children to value language as part of culture and recognise and celebrate the languages within our own community. Children have opportunities to sing songs and count or answer the register in different languages from Reception to Y6. To enhance our pupils' understanding of a different culture and ensure their study of French is purposeful, we have established links and correspondence with a French School in the Paris area.

**Implementation (from school French policy and National Curriculum)**

At *East Sheen Primary* School French is taught as a discrete subject in KS2, by a specialist teacher as part of the Fab Friday curriculum. Children are taught French fortnightly for an hour in KS2, as this facilitates the implementation of writing at a greater length and reading longer texts.

French is taught in a variety of methods including through whole class games, songs, interactive activities, and pair work and acting out a scene from a real life situation and physical co-ordination through miming.

Speaking in the target language is encouraged outside the classroom and is practised by the French teacher informally in the playground and corridors. This reflects our focus on practical communication and ensures children are aware a language is an empowering tool to understand and communicate ideas, facts and feelings.

Enrichment activities to further support pupils understanding of the world in which we live, respect for different cultures and beliefs and provides our pupils with opportunities to celebrate the different cultures we have within our own school community. We have established links and a correspondence with two schools in the Paris area which gives pupils in Year 4 the opportunity to write for a purpose.

Planning is arranged into long, medium and short term units. Planning is used to set clear learning objectives and achievable goals, work is matched to pupils' abilities, experience and interests to ensure continuity, progression and subject coverage throughout the school. Pupils have home access to an interactive resource to support the teaching and learning of French.

Assessment and record keeping is an integral part of our teaching and learning. Children's written work provide records/evidence of pupils' achievements and progress which is subsequently reported to parents. At the end of the year pupil's attainment is reported to parents based on whether they are working towards criteria for the expected standard, working at the expected standard or working at a greater depth within the expected standard. The French subject lead monitors the subject regularly through planning, book scrutiny and pupil discussion in order to ensure coverage and progression year on year.

### **Impact**

We want all pupils to leave *East Sheen Primary* School having met the French aims outlined above; having reached age related expectations and having fostered a curiosity and interest in the subject as they move onto secondary school. In addition we hope that effective French teaching will have contributed to our whole school vision that children become happy, curious, resilient and kind.

Year 3	Autumn	Spring	Summer
Speaking	1) Ask and answer questions on several topics 2) Memorise and present a short spoken presentation		
Listening	1) Listen for specific words and phrases 2) Listen for sounds and rhyme		
Reading	1) Read and understand a range of familiar written phrases 2) Read some familiar words and phrases aloud and pronounce them accurately		

Writing	Write simple words and phrases using a model and some words from memory		
Phonics sound	Sounds r and q		
Intercultural Understanding	Challenging stereotypes	Mardi Gras, Poisson d'Avril	14 juillet French Revolution
Learning objectives	Saying hello and goodbye, saying and asking your name, saying and asking how you are, numbers 1-10 and musical instruments.	Classroom objects, colours, saying your age, classroom instructions.	Introducing parts of the body, describing eyes and hair appearance, days of the week, character descriptions.
Grammar	Masculine and feminine nouns and indefinite (un/une). Masculine, feminine and plural definite articles (le/la/les) Adjectives in the masculine and feminine: basic notion of adjectival agreement Basic word order		
Content	<p><b>Greetings:</b> <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye), <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...) Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)</p> <p><b>Instruments:</b> <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder)</p> <p><b>Miscellaneous:</b> <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)</p> <p><b>Numbers 1–10:</b> <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p>	<p><b>Classroom objects:</b> <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)</p> <p><b>Colours:</b> <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange).</p> <p><b>Giving your age:</b> <i>J'ai ... ans</i></p> <p><b>Classroom instructions:</b> <i>écoutez</i> (listen), <i>regardez</i> (look), <i>lisez</i> (read), <i>asseyez-vous</i> (sit down), <i>levez-vous</i> (stand up), <i>Écrivez</i> (write), <i>chantez</i> (sing)</p>	<p><b>Parts of the body:</b> <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head) <i>J'ai les cheveux/les yeux + [adjective]</i> (I have + [adjective] hair/eyes)</p> <p><b>Parts of the body:</b> <i>les yeux</i> (eyes), <i>les cheveux</i> (hair)</p> <p><b>Colours:</b> <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue)</p> <p><b>Adjectives:</b> <i>long</i> (long), <i>court</i> (short)</p> <p><b>Days of the week:</b> <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p> <p><b>Adjectives describing character:</b> <i>Je suis...</i> (I am) <i>grand(e)</i> (big), <i>petit(e)</i> (small), <i>timide</i> (shy), <i>bavard(e)</i> (chatty), <i>drôle</i> (funny), <i>sympa</i> (friendly).</p>



Year 4	Autumn	Spring	Summer
Speaking	1) Ask and answer questions on several topics 2) Memorise and present a short spoken presentation		
Listening	1) Listen for specific words and phrases 2) Listen for sounds and rhyme		
Reading	1) Read and understand a range of familiar written phrases 2) Read some familiar words and phrases aloud and pronounce them accurately		
Writing	1) Write simple words and phrases using a model and some words from memory 2) Write for a purpose (penpals)		
Phonics sound	Sounds ou and a	Sounds u and on	
Intercultural Understanding	Letter to Père Noel	Cuisine française and facts about France	Comparing Cultures and how French culture is incorporated into our everyday life
Learning objectives	Animals and pets, numbers 11-20, give someone's name and describing someone.	Identifying members of your family, the alphabet, household items, using basic prepositions <i>sur</i> and <i>dans</i> to describe position	Recognize and ask for different snacks, give opinion about food, numbers 21-31, months of the year, dates and birthdays.
Grammar	Masculine and feminine nouns and indefinite (un/une). Masculine, feminine and plural definite articles (le/la/les and l') Adjectives in the masculine and feminine My: Masculin, feminine and plural (mon, ma, mes) Negative form: I don't have (Je n'ai pas de), It isn't (Ce n'est pas)		
Content	<i>j'ai</i> (I have)+ [animal] <i>je n'ai pas d'animal</i> (I don't have any animals)  <b>Animals:</b> <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon)	<b>Family members:</b> <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma soeur</i> (sister), <i>mes parents</i> (my parents)  <b>Letters of the alphabet a-z, plus some accented letters</b>	<i>Qu'est-ce que tu veux?</i> (What would you like?) <i>Je voudrais...</i> (I would like)  <b>Snacks:</b> <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake)

	<p><b>Numbers 11–20:</b> <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i>  <i>Il/Elle s'appelle...</i> (S/he's called...)  <i>Il/Elle est...</i> (S/he's ...)</p> <p><b>Adjectives describing character:</b>  <i>grand(e)</i>  (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny),  <i>sévère</i> (strict), <i>timide</i> (shy)</p>	<p><b>Household objects:</b> <i>le CD</i> (CD), <i>le lecteur de CD</i> (CD player), <i>l'ordinateur</i> (computer),  <i>le jeu vidéo</i> (video game), <i>le DVD</i> (DVD),  <i>la machine</i> (machine), <i>la table</i> (table), <i>la chaise</i> (chair)  <i>Le CD est dans le lecteur de CD</i> (The CD is in the CD player)  <i>Le jeu vidéo est sur la table</i> (The video game is on the table)</p> <p><b>Prepositions:</b> <i>dans</i> (in), <i>sur</i> (on)</p>	<p><b>Simple opinions (about food):</b> <i>C'est délicieux</i> (it's delicious), <i>C'est bon</i> (it tastes nice), <i>Ce n'est pas bon</i> (it doesn't taste nice), <i>C'est mauvais</i> (it tastes bad)</p> <p><b>Numbers 21–31:</b> <i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.</i></p> <p><b>Months:</b> <i>janvier</i> (January), <i>février</i> (February), <i>mars</i> (March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December)  <i>C'est quand, ton anniversaire?</i> (When is your birthday?)</p> <p><b>Dates:</b> [<i>C'est</i>] <i>le...</i>[<i>mars, etc.</i>] ([It's] the... [March, etc.]])</p>
Enrichment activities	Letter to penpals (introducing oneself, regular activities and Christmas plans)	Letter to penpals (Animals, family, descriptions)	Letter to penpals (food and birthdays)

Year 5	Autumn	Spring	Summer
Speaking	1) Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts 2) Prepare a short presentation on a familiar topic		
Listening	Listen attentively and understand more complex phrases and sentences		
Reading	Read a variety of short texts		
Writing	1) Write words, phrases and short sentences, using a reference book 2) Write simple sentences and short texts		
Phonics sound		Sound oi	Sound au
Intercultural Understanding	Schools in France	Galette des Rois	(Planning a holiday in France)
Learning objectives	Greet people and give personal information, ask and talk about sisters and brothers, say what people have and have not using 3 <sup>rd</sup> person <i>avoir</i> , say what people are like using <i>etre</i> including negatives.	Places in town, ask the way and give directions, say where you are going and give the time.	Ask and say where you're going on holiday, express opinions about holidays, talk about what you're going to do on holiday, talk about holiday plans.
Grammar	Recognise and use plural forms Use a negative Use 3 <sup>rd</sup> person <i>avoir</i> in positive and negative statements Use 3 <sup>rd</sup> person <i>etre</i> in positive and negative statements Understand and use agreements of adjectives Use <i>le/la/l'</i> with places Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences Give instructions using the <i>vous</i> form Use prepositions <i>au/a la/a l'</i> with places Use <i>au/a la/a l'</i> correctly with places Use <i>je vais +infinitive</i> to talk about future plans		
Content	<b>Greetings and personal information:</b> <i>Bonjour/Salut!</i> <i>Comment t'appelles-tu? Je m'appelle...</i> <i>Ça va ? Oui, ça va bien/Non, ça ne va</i>	<i>Qu'est-ce que c'est?(What is it?) C'est (It is...) la</i> <i>boulangerie (bakery), le centre sportif</i> <i>(sports centre), le château (castle),</i>	<i>Où vas-tu en vacances? (Where are you going on holiday?)</i> <i>Je vais à la campagne. ( I am going to the countryside)</i>

	<p><i>pas/Comme ci comme ça</i>  <i>Tu es (Are you) français(e)/britannique ?</i>  (French/British?) <i>Oui/Non</i>  <i>je suis...</i> (I am...)  <i>Quel âge as-tu ?</i> (How old are you?)  <i>J'ai... ans</i> (I am ... years old)  <i>Tu as des frères ou des soeurs?</i> (Do you have brothers or sisters?)  <i>J'ai un( e) /deux/trois frères/soeurs</i>  <i>Je n'ai pas de frères ou de soeurs</i>  <i>Il a/Elle a...</i> (He has/She has...)  <i>Il/Elle n'a pas de...</i> (He/she doesn't have any ...)  <b>Revised nouns:</b> <i>une soeur, un frère, un vélo, une guitare</i>  <i>Il/Elle est...,</i> (He/She is...) <i>Il/Elle n'est pas...</i>(He/She isn't...) <i>drôle, sportif(ve), sympa, timide, beau/belle (beautiful), sévère, grand( e), petit(e), intelligent(e), français(e), britannique</i>  (all revised apart from <i>beau/belle</i>)</p>	<p><i>l'école</i> (school), <i>le jardin public</i> (public garden), <i>le marché</i> (market), <i>la piscine</i> (swimming pool), <i>le supermarché</i> (supermarket)  <i>[La piscine] s'il vous plaît?</i> (<i>The swimming pool</i>] please?)  <i>Tournez à droite/à gauche.</i> (Turn right/left). <i>Allez tout droit.</i> (Go straight)  <i>D'abord...</i> (First) <i>ensuite...</i> (then) <i>enfin...</i> (finally)  <b>Directions:</b>  <i>Où vas-tu?</i> (Where are you going?) <i>Je vais</i> (I am going to the) <i>au château/centre sportif/jardin public/marché/supermarché</i>  <i>Je vais à la boulangerie/piscine</i>  <i>Je vais à l'école</i>  <i>Il est [deux] heures.</i> (<i>It's [two] o'clock</i>). <i>Je vais au/à la/à l'</i> (I am going to the) + places</p>	<p><i>Je vais à la montagne.</i> ( I am going to the mountains)  <i>Je vais au bord de la mer.</i> ( I am going to the seaside)  <i>Je vais au camping.</i> ( I am going to the campsite)  <i>Je vais au parc d'attractions.</i> ( I am going to the theme park)  <i>J'aime ça.</i> (I like it) <i>Je n'aime pas ça.</i> (I don't like it)  <i>J'adore ça.</i> (I love it) <i>Je déteste ça.</i> (I hate it)    <i>Qu'est-ce que tu vas faire en vacances?</i>  (What are you going to do on holiday?)  <i>Je vais faire du bateau.</i> (I am going to go boating)  <i>Je vais faire du ski.</i> (I am going to ski)  <i>Je vais nager.</i> (I am going to swim)  <i>Je vais faire du sport.</i> (I am going to do some sport)  <i>Je vais faire du vélo.</i> (I am going to cycle)  <i>Je vais voir mes grands-parents.</i>(I am going to see my grands-parents)  <i>Je vais faire les manèges.</i> (I am going to go on the rides)</p>
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Year 6	Autumn	Spring	Summer
Speaking	1) Perform to an audience 2) Speaking to convey information 3) Speaking and interacting with others 4) Speaking about feelings and opinions 5) Speaking to convey information		
Listening	1) Understand the main points and simple opinions in a spoken story, song or passage 2) Understand longer and more complex phrases or sentences 3) Listening for information and instructions 4) Listening and reacting to others		
Reading	1) Read and understand the main points and some detail from a short written text 2) Match sounds to sentences and paragraphs 3) Identify different text types and read short, authentic texts for information 4) Reading for information		
Writing	1) Write sentences on a range of topics using a model 2) Writing to exchange information and ideas 3) Writing to establish personal contact		
Phonics sound			
Intercultural Understanding	French Christmas food and compare French/British Christmas traditions	Schools + Easter in France	
Learning objectives	Ask and talk about regular activities, talk about what you like/dislike doing.	Ask and talk about daily routine, talk about times of daily routine, ask and talk about breakfast, talk about details of a typical day.	Talk about which sports you like, say what you think of different sports, give reasons for preferences, talk about a sporting event.
Grammar	Use several verbs in 1 <sup>st</sup> person singular Use negatives Use verbs in 3 <sup>rd</sup> person Use j'aime/je n'aime pas etc with infinitives Use 1 <sup>st</sup> person present tense including some reflexive Use et to join sentences together Use adverbs and time expressions to make longer sentences		

	<p>Use the definite article with sports  Use conjunctions et and mais  Give reasons using parce que</p>		
<p>Content</p>	<p>Qu'est-ce que tu fais le samedi ? Le lundi j'écoute de la musique, je joue au basket, je mange du gateau, je regarde la télé, je bois du chocolat chaud, je fais du vélo, je fais du roller.  Je n'écoute pas ... je ne regarde pas... je ne joue pas... je ne bois pas de .. je ne mange pas de ...  Qu'est-ce qu'elle/il fait le week end ? la lundi matin/apres-midi/soir il/elle fait du sport/du vélo, écoute des CD/la radio, mange un sandwich/une pizza, boit di jus d'orange, regarde la télé, joue au football/tennis  Est-ce que tu aimes faire/écouter/jouer/regarder... ? J'aime, je n'aime pas, j'adore/je déteste ...faire du vélo/écouter la radio</p>	<p>Je me leve, je prends mon petit-déjeuner, je vais á l'école, je prends mon déjeuner, je quitte l'école, je prends mon diner, je me couche.  Daiky routine phrases + a une heure, deux heures (moins) cinq, dix, et quart, et demi, moins le quart.  Qu'est-ce que tu prends au petit-déjeuner ? Je prends un café, un croissant, un chocolat chaud, un pain au chocolat, des céréales, une tartine, un jus de pomme.  Normalement, d'abord, ensuite, enfin, apres l'école</p>	<p><i>Tu aimes quels sports? (Which sport do you like?) J'aime (I like) la Natation (swimming), le vélo (cycling), la danse (dancing), le football, le tennis, l'équitation (horseriding), la gymnastique (gymnastics), le roller (rollerskating)</i>  <i>Qu'est-ce que tu préfères? What do you prefer?) J'aime (I like) Je n'aime pas (I don't like), Je déteste (I hate) J'adore (I love) Je préfère...(I prefer) [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que (because) c'est (it is) amusant (fun) , facile (easy), passionnant (exciting) Je n'aime pas [le football] parce que c'est ennuyeux (.</i></p>