Hunstanton Primary School French Progression Map

WHOLE SCHOOL CURRICULUM INTENT				
To develop an interest and enthusiasm for learning another language	To develop an interest in the culture, customs and way of life of another country	To develop the essential skills of listening, speaking, reading and writing in another language	To develop a sound foundation for the learning of other languages in the future	To develop an international outlook on the world and our place within it and to foster an understanding and respect for diversity

YEAR 3		
Unit:		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
What we know about France, places in France and the French people	(K) France's location on a world map, where and why French is spoken in other parts of the world far distant from France	
Unit: Greetings		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Do we know any French words already?	(K) Identifying sounds which are the same in French and English and those which are different (S) Listening carefully and practising unfamiliar, key French sounds, e.g. "u" and "r"	
Unit: Asking and saying how we are		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Emphasis on correct pronunciation of key sounds	(K) Develop a knowledge of everyday conversational greetings (K) Understand how "ne...pas" makes a statement negative (S) Form a question by raising the pitch of the voice at the end of a sentence (S) Modelled writing - a simple conversation in speech bubbles, cartoon-style	
Unit: Asking and saying names		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Key French sounds Raising the pitch of the voice when asking a question Conversational greetings	(S) How to introduce yourself and ask someone their name (K) Understand that "je, tu and il/elle" are pronouns which go with the verb (K) Develop knowledge of other key French sounds, e.g. "en, an, in"	

Unit: Alphabet and Numbers 0-12		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Letters which sound the same or different in French Using accurate pronunciation	(K) Consolidate and extend knowledge of French pronunciation (S) Ask and say how words are spelled in French (K) Numbers 0-12 (S) Ask and say how many there are	
Unit: Family and Pets		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Introducing people and saying their name Using "je" and "tu" Revision of "il/elle"	(K) All French nouns have gender -un/le(m) and une/la (fem) (K) French plurals are usually silent (K) Possessive adjectives change according to the gender of the noun (mon,ma,mes) (S) Understand and apply the possessive adjectives correctly (K) Inverting verbs to form questions and using "t" between two vowels to aid smoothness ("il a" becomes "a-**t**-il?") (S) Asking people about family/pets using the above way of forming a question (S) Modelled writing - sentences to introduce and name family members/pets - Voici…. Il/Elle s'appelle…	
YEAR 4		
Unit: Colours		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
Key sounds which we recognise in French colour words Raising voice pitch to imply a question C'est bleu? Inverting the verb to form a question (i.e. Est-ce bleu?)	(K) Know French colour words (S) Ask and say what colour things are (K) Understand that "je suis, tu es and il/elle est" are all part of the verb **être -** to be (as in the English, I am, you are and he/she is)	
Unit: Months of the year Days of the week		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Identifying key sounds which we know Numbers 0-12 Asking and saying how many there are	(K) French months (no initial capital letter) (K) Days of the week no initial capital letter) (S) Asking and saying the month or day (K) Numbers 13-31, identifying the pattern in the way 17-19 are named (using ten and another number) (S) Asking and saying numbers	

	(K) Understand that "J'ai, tu as and il/elle a" are all part of the verb **avoir** - to have, (as in the English, I have, you have and he/she has)	
Unit: Birthdays		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Months of the year Numbers to 31 Mon,ma, mes (possessive adjectives)	(S) Saying when your birthday is and asking someone else when their birthday is (S) Modelled writing - Je m'appelle… Mon anniversaire est le...	
Unit: Dates		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Months of the year Numbers to 31 Key sounds Forming questions	(K) Cardinal numbers are used for the date in French (not ordinal) and "the" before the number is not needed (S) Asking and saying what the date is	
Unit: Weather		
Links to Prior Learning	WHOLE SCHOOL INTENT	WHOLE SCHOOL INTENT
What we know about France, the country,geography and climate Ways of forming questions	(K) Simple French weather sentences (K) "Running words together" to aid "smoothness" (i.e. il fait- **t** is silent, but fai**t**-il - **t** is sounded, so it sounds smoother (S) Asking and saying what the weather is like (S) Using "Est-ce que…?" to form a question (S) Modelled writing - describing weather pictures	
Unit: Christmas in France		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Dates French culture and customs	(K) How the French celebrate Christmas and how their traditions and customs differ from ours (S) Making a French Advent calendar and a Christmas card	
YEAR 5		
Unit: Where we live		

Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
The geography of France French culture - predominance of apartment-living in towns and cities	(K) Major French cities and their locations, mountain areas, holiday/coastal regions (K) Types of homes in France (S) Asking people where they live and saying where we live (S) Modelled writing - photos of children in different places to describe - name, age and where each one lives	
Unit: In Town		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Major towns and cities in France Gender of nouns	(K) Shops and public buildings in town (K) Understand that the spelling of many adjectives changes according to the gender of the noun eg. grand**(e)** petit**(e)** ,vieux/**vieille**, but that some stay the same, e.g. **moderne** and that adjectives with plural nouns are also pluralised (S) Spell adjectives correctly when describing a noun e.g. une grand**e** maison (S) Using "Il y a un/une…" to describe what is on a photo of a town (S) Modelled writing - drawing a postcard of Hunstanton and describing what is on it - "A Hunstanton, il y a un/une…"	
Unit: Directions		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Places in town	(K) Direction words and phrases (S) How to ask and give basic directions(left, right, straight ahead) (S) How to say "Please" both formally (vous form) and informally (tu form) (S) Giving more complex directions i.e. 1st, 2nd or 3rd street on the left/right (S) Modelled writing - a conversation asking and giving directions	
Unit: At School		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
French culture and daily life Key sounds of French Gender and plural of nouns Possessive adjectives - mon, ma,mes Ne...pas to make a negative sentence	(K) How French schools differ from British schools (K) School subjects and timetables (S) Interpreting a timetable and saying at what time lessons take place (S) Expressing likes/dislikes and preferences (K) Classroom objects (S) Asking to borrow something (K) Possessive adjectives for "you" - "ton, ta, tes" (K) Positioning colour words **after** the noun along with feminine endings and pluralisation	
Unit: Time and daily routines		

Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Numbers to 30 Gender School subjects How French verbs work	(S) To ask and tell the time (analogue - i.e. minutes past and to the hour) (K) Understand what a **reflexive verb** is (S) To describe what we do at various times of the day, including the use of some reflexive verbs e.g .Je me lave... (S) Modelled writing - a simple journal of our daily activities and the times at which we do them	
Unit: Numbers 40-200		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Numbers to 31	(K) How numbers change after 69 and the rules governing how they are formed (S) Asking and saying larger numbers up to 200	
YEAR 6		
Unit: The Euro		
Links to Prior Learning	WHOLE SCHOOL INTENT	WHOLE SCHOOL INTENT
What we know about France Cultural differences - currency Numbers to 200 formal/informal ways of saying "please" Key sounds	(S) Say and ask what numbers are up to 200 (S) Understand when they hear sums of money in Euros (S) Know how to ask the cost of something, count out the Euros and say how much change they have (S) Modelled written conversation between customer/shopkeeper, i.e. "Je voudrais…"	
Unit: Eating Out		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
French daily life, mealtimes, French foods which we enjoy Gender of nouns How to ask politely for something Calculating costs in Euros "Ne….pas" to make a verb negative Asking a question by raising the voice pitch at the end of the sentence	(K) French food and drink vocabulary (S) How to order food from a menu, express preferences and appreciation of food and request the bill (S) Know how to say "some" in French - "du, de la, de l' and des" depending on the gender of the noun and whether or not it is plural (S) Modelled written conversation between a diner and a waiter	
Unit: Leisure Activities/School Subjects extension		

Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Expressing likes/dislikes/preferences French culture - sporting superstars School subjects	(K) Hobbies and sports vocabulary (S) Expressing likes/dislikes and preferences about how we spend our leisure time (S) School subjects extension - subjects we prefer/ dislike and saying why (S) Modelled written conversation about ourselves and our hobbies	
Unit: Describing people		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Adjectives -grand, petit,mince etc and adjectival agreement Pronouns"" il/elle	(K) Vocabulary to describe physical appearance, personality and clothing (S) Describing people's appearance- height, hair, eyes, personality and clothing (S) Adding the correct ending(s) to adjectives and placing them correctly within the sentence (S) Modelled written paragraph describing someone in a photo	
Unit: Using a French/English Dictionary		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Comparing a French-English dictionary to an English-only dictionary	(S) How to use a French - English dictionary to find English and French translations and how to interpret the abbreviations after words	
Unit: Revision and Consolidation		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Geography of France Places in Town Leisure and Sports Adjectives Using French-English dictionaries	(S) Modelled writing - creating a brochure to advertise a region of France for a winter/summer holiday	