








Whipton Barton Federation French Long Term Curriculum Map

Bienvenue à Whipton Barton Federation!

Our Key Stage 2 (Year 3 to Year 6) pupils take part in weekly French lessons and our KS1 pupils develop an understanding of basic greetings throughout their time in Years 1 and 2.

We use Language Angels as an engaging and structured scheme that empowers the children with all of the skills and knowledge to feel confident to read, write, listen to and speak French.

In lessons, children are taught to:

-  read, write and speak French words, phrases and sentences to communicate meaning
-  develop an appreciation of the French language and culture
-  develop awareness of global citizenship
-  develop an understanding of etymology and the relevance of this and the words we use in modern English
-  increase their knowledge and understanding of English grammar and spelling.

In Year 3, children start off their French learning by being introduced to some initial key phonics; they then progress onto exploring about France, the language and the French culture. Basic greetings and introductions, for example saying your name, are taught in the first half term too. Following an initial introduction into French as a language, Year 3 study fruit names, musical instruments, vegetables, animals and they even explore the cross-curricular History topic of Ancient Britain in French. Throughout these units, key vocabulary, reading skills, listening skills, grammar and writing skills are explicitly taught. Children will learn how to read, write and speak key words, phrases and sentences linked to these topics.

In Year 4, children start the year with a recap of some key phonics knowledge as well as learning some new phonics to progress their understanding further. Key French skills, for example counting up to 20, are covered in Year 4 as well as the following units: Family, At the Café, Classroom and My Home. Children will also have the opportunity to apply their knowledge and skills to Science learning about different habitats in French.



In Year 5, children start the year with a recap of some key phonics knowledge as well as learning some new phonics to progress their understanding further. Children learn about pets, the weather, time and dates and clothes. They also explore two cross-curricular units which enable the children to apply their knowledge, understanding and skills to the Romans and the planets.

In Year 6, children further enhance their understanding of phonics as well as covering units exploring school, the weekend and the environment. At the end of KS2, children are explicitly taught about regular verbs to ensure that the children have the skills ready to access KS3 French. Year 6 study interesting cross-curricular topics about the Vikings and World War II.



| Year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 3 | <p>Phonetics (1)</p> <p>To introduce the first set of phonics sounds / phonemes: ch/ou/on/oi</p> <p>I'm Learning French</p> <p>To learn about France and other French-speaking countries.</p> <p>To ask and say how you feel.</p> <p>To ask and say your name.</p> <p>To know numbers 1-10 and begin to learn some colours.</p> | <p>Fruits</p> <p>To name 10 fruits in a singular form.</p> <p>To learn how to change fruit nouns from singular form to plural form.</p> <p>To begin to learn how to say a positive opinion, "J'aime..." (I like...)</p> <p>To begin to learn how to say a negative opinion, "Je n'aime..." (I do not like...)</p> | <p>Musical Instruments</p> <p>To learn nouns and articles for 10 instruments.</p> <p>To begin to learn, "Je joue..." (I play...)</p> | <p>Vegetables</p> <p>To name 10 vegetables.</p> <p>To learn how to add a weight to our vegetable phrase.</p> <p>To learn to add extra phrases to make up longer related sentences about vegetables.</p> | <p>Animals</p> <p>To learn how to say and read 10 animals names.</p> <p>To begin to learn, "Je suis..." (I am...)</p> <p>To learn animal names with related articles.</p> | <p>Ancient Britain</p> <p>To learn about the Stone Age, Bronze Age and Iron Age in a historical context.</p> <p>"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain.</p> <p>"I have..." plus a typical tool from each of the age of Ancient Britain.</p> <p>"I live..." plus a typical dwelling from each of the age of Ancient Britain.</p> |
| | <p>Phonetics (2)</p> <p>To introduce the second set of phonics sounds / phonemes: i/in/iq/ue/ille</p> <p>Presenting Myself</p> <p>To revise France and French-speaking countries.</p> | <p>Family</p> <p>To learn how to say family members.</p> <p>To learn to use possessive adjectives.</p> <p>To learn how to say siblings.</p> <p>To learn to use, "s'appeler" (to be called).</p> <p>To learn how to use numbers to say age.</p> | <p>At the Café</p> <p>To introduce vocabulary for a range of drinks with articles.</p> <p>To introduce vocabulary for a range of foods with articles.</p> <p>To learn how to order something to eat and drink in a French café.</p> <p>To conduct a class survey about breakfast.</p> | <p>Habitats</p> <p>To learn about the five basic elements that plants and animals need to survive in a habitat.</p> <p>To name five different habitats in the world.</p> <p>To learn which plants grow in each habitat.</p> <p>To learn which animals live in each habitat.</p> | <p>In Class</p> <p>To learn 11 classroom objects.</p> <p>To use "J'ai" (I have...) and "Je n'ai pas de..." (I do not have...)</p> <p>To learn basic classroom commands.</p> | <p>My Home</p> <p>To learn types of homes and different locations.</p> <p>To be introduced to 10 rooms of the home plus "chez moi il y a" (in my home there is/are)</p> <p>To learn the phrase "chez moi il n'y a pas de..." (in my home, there is not/there are not)</p> |



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| | <p>To revise numbers 1-10 and asking, "How are you?"</p> <p>To say your name and ask someone their name.</p> <p>To learn numbers 1-20.</p> <p>To ask, "How old are you?", "Where do you live?"</p> <p>To learn how to say your nationality.</p> | | | | | |
| <p>Year 5</p> | <p>Phonetics (3)</p> <p>To introduce the third set of phonics sounds / phonemes: É E È EAU EUX</p> <p>Do you have a pet?</p> <p>To learn 8 common pets (nouns and articles).</p> <p>To use the phrase, "J'ai" (I have...) plus the connective "et" (and) to talk about the pets.</p> <p>To use the phrase "qui s'appelle" (that is called).</p> | <p>What is the date?</p> <p>To learn the 12 months of the year.</p> <p>The say the date in French.</p> <p>To say your birthday in French.</p> <p>To create a French calendar.</p> | <p>The Weather</p> <p>To learn some basic vocabulary for weather.</p> <p>To learn how to undertake weather map work.</p> <p>To create your own weather forecast in French.</p> | <p>Romans</p> <p>To learn about Roman history and the story of Romulus and Remis.</p> <p>To learn about key people in Roman history.</p> <p>To learn about Roman Gods and Goddesses and their links to the days of the week.</p> <p>To learn about famous Roman inventions.</p> <p>To learn about being a child in Roman times.</p> | <p>Planets</p> <p>To name and label a map of the Solar System in French.</p> <p>To apply the rules of adjectival agreement to describe the Solar System in French.</p> <p>To use conjunctions and intensifiers to extend descriptions of the Solar System.</p> <p>To ask key questions in French in order to conduct an interview with an astronaut.</p> <p>To answer the questions in French in order to present themselves as</p> | <p>Clothes</p> <p>To learn 21 items of clothing and the related articles.</p> <p>To use the verb "porter" (to wear...)</p> |



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| | <p>To use the negative "Je n'ai pas de" (I do not have the...)</p> <p>To use the connective "mais" (but).</p> | | | | <p>an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.</p> | |
| Year 6 | <p>Phonetics (4)</p> <p>To introduce the fourth set of phonics sounds / phonemes: QU GNE Ç EN AN</p> <p>At School</p> <p>To learn the vocabulary for 10 school subjects.</p> <p>To learn to express an opinion on school subjects.</p> <p>To start to learn to tell the time in French.</p> <p>To work with the verb "aller" (to go).</p> <p>To create your own school timetable in French.</p> | <p>The Weekend</p> <p>To learn to tell the time.</p> <p>To learn ten complex phrases describing weekend activities.</p> <p>To learn to use connectives</p> | <p>The Vikings</p> <p>To learn about the Viking age.</p> <p>To learn how to describe the Vikings.</p> <p>To learn about the Vikings' daily routine.</p> | <p>Me in the World</p> <p>To be introduced to 4 characters.</p> <p>To learn about festival celebrations.</p> <p>To learn about similarities and differences between cities: Port-au-Prince and Paris.</p> <p>To learn about what people might do to protect the planet.</p> | <p>World War II</p> <p>To group/order unknown vocabulary to help decode texts in French.</p> <p>To improve listening and reading skills.</p> <p>To name the countries and languages involved in WW2.</p> <p>To say what the differences were in city and country life during the war.</p> <p>To learn to integrate all their new and previous language writing a letter.</p> | <p>Regular Verbs</p> <p>To use French pronouns.</p> <p>To learn about verb stems and endings.</p> <p>To learn about regular -ER verbs.</p> <p>To learn about regular -IR verbs.</p> <p>To learn about regular -RE verbs.</p> |

Please note: The highlighted units ensure that the appropriate listening, speaking, reading, writing and grammar skills and progression are covered for Years 3-6. The remaining units are complementary to broaden the children's knowledge and understanding of French.



| Language Learning Skills Progression by Year Group | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening | <p>Listen to and enjoy short stories, nursery rhymes and songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p> | <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in the current and previous units.</p> | <p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> | <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> |
| Speaking | <p>Communicate with others using simple words and short phrases covered in the units.</p> | <p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> | <p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> | <p>Listen to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> |
| Reading | <p>Read familiar works and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> | <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p> | <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1-3'.</p> | <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p> |



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| <p style="text-align: center;">Writing</p> | <p>Write familiar words and short phrases using a model of vocabulary list.</p> <p>EG: I play the piano. I like apples.</p> | <p>Write some short phrases based on familiar topics and begin to use connectives / conjunctions and the negative form where appropriate.</p> <p>EG: My name, where I live and my age.</p> | <p>Write a paragraph using familiar language incorporating connectives / conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>EG: My name, my age, where I live, a pet and my pet's name.</p> | <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives / conjunctions, adjectives and possessive adjectives.</p> <p>EG: A presentation or description of a typical school day including subjects, time and opinions.</p> |
| <p style="text-align: center;">Grammar</p> | <p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs.</p> <p>EG: I like... I play... I am called...</p> | <p>Better understand the concept of gender and which articles to use for meaning.</p> <p>Introduce simple adjectival agreement, the negative form and possessive adjectives.</p> | <p>Revision of gender and nouns and learn to use and recognise the terminology of articles.</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation and also be able to describe clothes in terms of colour.</p> | <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives.</p> <p>Become familiar with a wider range of connectives / conjunctions and more confident with full verb conjugation – both regular and irregular.</p> |