

 **French Curriculum Knowledge Map – Year 3 and 4 Year A**

|  |  |  |  |
| --- | --- | --- | --- |
| Units to be covered |  |  |  |
| **Revision/consolidation** | **Key facts, knowledge and skills** | **Key composite tasks** | **vocabulary** |
|  | * Children can locate France on a map and talk about the capital city and start to think about similarities between a French and an English classroom.
* Children are able to have a simple conversation looking carefully at the speaker and responding confidently with the appropriate gesture and phrase.
* Chn are able to talk about their own or other people’s feelings : Linking actions or pictures to the new language, both in spoken and written form.
* Chn can describe a number of classroom objects using adjectives of size and colour.
* Chn begin to recognise how some sounds are represented in written form.
 | * Children have a simple conversation using an appropriate greeting, introducing themselves, finding out someone else’s name and can do this using the correct pronunciation

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/ks2-year-3-french-lesson-on-greetings-and-introductions/>* Children are able to find out about how others are feeling and can explain how they are feeling using games and conversation. Children can sing a simple French rhyme as a class or in a small group.
* Write simple words and phrases to convey simple information about themselves

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/ks2-year-3-french-lesson-on-saying-how-you-are-feeling/> * Chn can recognise some colours when playing splat game and begin to pronounce accurately. They can begin to describe objects by colour and shape.
* Children can count up to 12 and state il y a ----to describe a number of objects.

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/> * Children can begin to describe classroom objects and describe how many. They begin to write notation in French, developing good pronunciation.
 | **Bonjour** - Hello/Good morning**Salut** - Hi**Je m’appelle**… - My name is…**Et toi?** - And you?**Comment tu t’appelles?** (**or** **Comment t’appelles-tu?**) - What’s your name?**Au revoir** - Goodbye**Ça va?/Comment ça va?** - How are you?**Ça va bien** - I’m well**Ça va très bien** - I’m very well**Ça va mal** - I’m not well**Oui** – Yes**Non** - NoExamples of further vocab may be found below. |
| **End Point – Expectation** |
| * Children can introduce themselves and ask simple questions. Chn are able to talk about their own or other people’s feelings and are beginning to be able to write about this
* Children can sing a simple French rhyme using actions.
* Children can recognise the words for some colours and repeat the pronunciation
* Chn can describe objects by shape and colour naming classroom objects with un/une.
* Children can talk about the similarities and differences between English and French greetings and classrooms (bisous, uniform, handshaking, school week, more predominant religion – Sunday rest day.)
 |
| **Assessment opportunities:*** French books – quizzes and mind maps
* Pupil interviews
* Presentation evidence e.g.PP or video
 |

**French Curriculum Knowledge Map – Year 3 and 4 Year B**

|  |  |  |  |
| --- | --- | --- | --- |
| Units to be covered |  |  |  |
| **Revision/consolidation** | **Key facts, knowledge and skills** | **Key composite tasks** | **vocabulary** |
| * Children can introduce themselves and ask simple questions.
* Chn are able to talk about their own or other people’s feelings and are beginning to be able to write about this
* Children can sing a simple French rhyme using actions
* Children can reflect on what they have learned about a French classroom and experienced so far re the cultural similarities and differences.
 | * Describe people, places, things and actions orally and in writing
* Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine neuter forms…how to apply these, for instance, to build sentences recognition that in french, the adjective follows the noun.
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
* Trial some French foods and role play ordering in a shop using basic phrases.
 | 1. Children can begin to write simple sentences to describe themselves and their friends.

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/lesson-1-portraits-getting-french-adjectives-to-agree/> 1. Children can build on prior learning to describe friend’s feelings and personality traits through speaking and simple written sentences.

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/lesson-3-describing-people-in-french/> 1. Children can talk about days of the week and months of the year, children can write simple sentences describing their birthday and a party.
2. Children can describe a range of clothing, expressing an opinion.
3. Children can describe the weather and discuss how the weather is different in parts of France eg. The alps through the seasons.

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/french-weather-and-water-cycle/> 1. Children can order some simple foods in a restaurant or shop scenario.- use role play and real foods to deliver this session. Children learn about bday celebrations in France and compare with English traditions

<https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/miam-miam/>  | Il s’appelle – he is calledElle s’appelle – she is calledIl a sept ans – he is 7 years oldIl a hui tans – he is 8 years oldElle a sept ans – she is 7 years oldElle a huit ans – she is 8 years oldIl habite a – he lives in…Elle habite a – she lives in …Mon anniversaire est le \_\_\_ Janvier* My birthday is the \_\_\_ of january.

Aujourd hui – todayHier – yesterdayDemain – tomorrowIl fait… the weather isExamples of further vocab may be found below. |
| **End Point – Expectation** |
| * Children can describe appearance and personality of themselves or another person
* Children can write about and discuss days of the week, months of the year and age, including their birthday.
* Children can describe and discuss the weather in spoken and written form.
* Children can order a range of food from a shop or restaurant, using numbers to specify quantity and compare French foods with English foods – frogs legs, snails, croissants, baguette, brioche, cheeses, croque monsieur, frangipani tart, apple tart
 |
| **Assessment opportunities:*** French books – quizzes and mind maps
* Pupil interviews
* Presentation evidence e.g.PP or video
 |

**French Curriculum Knowledge Map – Year 5 and 6 Year A**

|  |  |  |  |
| --- | --- | --- | --- |
| Units to be covered |  |  |  |
| **Revision/consolidation** | **Key facts, knowledge and skills** | **Key composite tasks** | **Vocabulary** |
| * Children can describe appearance and personality of themselves or another person
* Children can write about and discuss days of the week, months of the year and age, including their birthday.
* Children can describe and discuss the weather in spoken and written form.
* Children can order a range of food from a shop or restaurant, using numbers to specify quantity.
 | * Present ideas and information orally to a range of audiences
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 | 1. Children can discuss and begin to write sentences about animals, describing body parts, colours and behaviours.

<https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/lesson-2-body-parts-in-french-nouns-gender-and-number/> 1. Children will write a poem about space using adjectives.

<https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/lesson-3-comparing-planets-in-french/> 1. Children create a shopping list and role play shopping for a range of foods (including some found in a dictionary). They will consolidate amounts and money, asking ‘how much?’
2. Children can begin to describe their family and home through words and pictures and simple phrases. Comparing word order and create paragraph using rainbow building blocks.

<https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/meet-my-french-family/>  | J’aime – I likeJe n’aime pas – I don’t likeJe deteste – I hateJ’adore – I loveJe prefere – I preferMais – butEt - andJe voudrais – I wantS’il vous plait – pleaseMerci – thank youExamples of further vocab may be found below. |
| **End Point – Expectation** |
| * To know the words for the parts of the body and recognise the gender of the noun (la, le, l’ or les)
* To consolidate work done on adjectives through a written poem.
* To be able to role play shopping and restaurant scenarios
* Children can describe their family and home through simple written and spoken phrases.
 |
| **Assessment opportunities:*** French books – quizzes and mind maps
* Pupil interviews
* Presentation evidence e.g.PP or video
 |
|  |

 **French Curriculum Knowledge Map – Year 5 and 6 Year B**

|  |  |  |  |
| --- | --- | --- | --- |
| Units to be covered |  |  |  |
| **Revision/consolidation** | **Key facts, knowledge and skills** | **Key composite tasks** | **vocabulary** |
| * To know the words for the parts of the body and recognise the gender of the noun (la, le, l’ or les)
* To consolidate work done on adjectives through a written poem.
* To be able to role play shopping and restaurant scenarios
* Children can describe their family and home through simple written and spoken phrases.
 | * Engage in conversations, read carefully and show
* Discuss similarities and differences between cultures
* Listen attentively to spoken language and show understanding by joining in and responding;engage in conversations.
* Ask and answer questions.
* Broaden their vocabulary and develop their ability to understand new words.
* Understand the main points and simple opinions, listen attentively, retell and discuss the main ideas.
* Write sentences on a range of topics using a model
 | 1. Children can begin to recognise simple vocabulary relating to sports – explaining their likes and dislikes with some children explaining why. They can ask and respond to simple questions.
2. Children build on work done in Y5 to describe rooms in a house, particularly bedroom and what is in there using prepositions.

<https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/in-my-french-house/lesson-3-describing-my-french-room/> 1. Children can discuss holiday types and can begin to describe their family holidays including what sports this will involve and what they will wear – comparing the activities available in France with other holiday destinations and expressing preferences.
2. Chn can plan a holiday to suit their hobby and sport of choice.
3. Begin to learn directions and routes to school.

<https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/visiting-a-town-in-france/lesson-2-directions-to-places-in-a-french-town/>  | Chez moi – my houseDans ma chamber –in my bedroomIl y a - there isUn lit – a bedUne armoire – a wardrobeUne coiffeuse- dressing tableUn bureau – a deskUne mirroir – a mirrorUne lampe – a lampMes vetements – my clothesPres de- near toA cote de – besideDessous – aboveAu dessous de - belowEn vacances – on holidayTournez – TurnA gauche – leftA droite – rightToute droit – straight onExamples of further vocab may be found below. |
| **End Point – Expectation** |
| * Discuss likes and dislikes in sport.
* Be confident in describing their house and their bedroom – begin to explain where the house is (town, village etc)
* Compare holiday types, planning a holiday to suit their hobbies and sport preference.
* Begin to be able to give and follow directional instruction (Turn right after the traffic lights).
 |
| **Assessment opportunities:*** French books – quizzes and mind maps
* Pupil interviews
* Presentation evidence e.g.PP or video
 |

|  |
| --- |
| **Additional vocabulary** |
| **Year 3 and 4 class** | **Year 5 and 6** |
| * Bonjour - Hello/Good morning
* Salut - Hi
* Je m’appelle… - My name is…
* Et toi? - And you?
* Comment tu t’appelles? (or Comment t’appelles-tu?) - What’s your name?
* Au revoir - Goodbye
* Ça va?/Comment ça va? - How are you?
* Ça va bien - I’m well
* Ça va très bien - I’m very well
* Ça va mal - I’m not well
* Oui – Yes
* Non - No
* Bien - Good
* \*Très bien - Very good
* \*Super - super
* \*Un, deux, trois - One, two, three
* \*Regardez-moi - Look at me
* \*Le professeur (masculine)/La professeure (feminine) - the teacher (used for secondary school teachers in France)
* \*Le maître (masculine)/ La maîtresse (feminine) - the teacher (used for primary school teachers in France)
* un cercle – a circle
* un triangle – a triangle
* un rectangle – a rectangle
* un carré – a square
* rouge - red
* bleu - blue
* vert - green
* jaune - yellow
* blanc - white
* noir - black
* orange - orange
* brun - brown
* violet - violet
* rose - pink
* c’est – it is
* petit – small
* grand – big
* C’est un grand cercle - it's a big circle
* C’est un petit cercle - it's a little circle
* C’est un cercle bleu - it's a blue circle
* C'est un triangle rouge - it's a red triangle
* \*Qu’est-ce que c’est ? – What is it?
* \*C’est un grand cercle, ou un petit cercle ? - Is it a big circle or a little circle?
* \*énorme – enormous
* \*minuscule – tiny
* \*dessinez – draw
* \*cherchez – look for
* \*les formes - the shapes
 | * Il est sérieux  he is serious
* elle est sérieuse – she is serious
* Il est heureux – he is happy
* Elle est heureuse – she is happy
* Henri a les cheveux châtains – Henri has chestnut brown hair
* Zach a les cheveux blonds – Zach has blond hair
* Charlotte a les cheveux châtains – Charlotte has chestnut brown hair
* Grace a les cheveux blonds – Grace has blond hair
* orange – orange
* marron – chestnut
* turquoise – turquoise
* sable – sand
* abricot – apricot
* noir – noire – black
* vert – verte – green
* grand – grande – big
* petit –petite – small
* fort – forte – strong
* poli – polie – polite
* Max est grand. Max is tall.
* Max est bleu. Max is blue.
* Max a les cheveux noirs.
* Evelyn est petite. Evelyn is small.
* Evelyn est  orange. Evelyn is orange.
* Elle a les cheveux roux. She has red hair.
* Nicole est grande. Nicole is tall.
* Nicole a les cheveux blonds. Nicole has blond hair.
* Nicole est verte. Nicole is green.
* Sophie est grande et elle as les cheveux blonds. Sophie is tall and she has blond hair.
* Elle est grande et rose. She is tall and pink.
* Pascal est violet et il a les cheveux châtains. Pascal is violet and he has brown hair.
* Il est petit. He is small.
* Les vêtements - the clothes
* J’aime - I like
* Je n’aime pas - I don’t like
* il porte
* elle porte
* un T- shirt - a T-shirt
* un chapeau - a hat
* un maillot de bain - a swimsuit
* un maillot de foot - a football shirt
* un manteau - a coat
* un pantalon - trousers
* un pull - a jumper
* un short - shorts
* une chemise - a shirt
* une robe - a dress
* une jupe - a skirt
* une veste - a jacket
* une culotte - pants
* des chaussettes - socks
* des baskets - trainers
* des chaussures - shoes
* des bottes - boots
* des lunettes - glasses
* À pois - spotted
* À carreaux - checked
* À rayures - striped
* brillant(s), brillante(s) - sparkly
* bleu(s), bleue(s) – blue
* noir(s), noire(s) – black
* vert(s), verte(s) – green
* blanc(s), blanche(s) – white
* rouge(s) – red
* jaune(s) – yellow
* rose(s) – pink
* orange – orange
* marron – brown
* violet(s), violette(s) -
 | * un carnivore – a carnivore
* un prédateur – a predator
* un reptile – a reptile
* un insecte – an insect
* un mammifère – a mammal
* a tête - The head
* Les épaules - The shoulders
* Les genoux - The knees
* Les pieds - The feet
* Les yeux - The eyes
* Les oreilles - The ears
* La bouche - The mouth
* Le nez - The nose
* Le bec - The beak
* Les cornes - The horns
* Les dents - The teeth
* Les jambes - The legs
* Le poil - The fur
* La queue - The tail
* Court(s) (m) / Courte(s) (f) - short
* Grand(s) (m) / Grande(s) (f) - big
* Long(s) (m) /Longue(s) (f) - long
* Petit(s) (m) / Petite(s) (f) - small
* Pointu(s) (m) / Pointue(s) (f) - Pointed or sharp
* il a - he/it has
* elle a - she/it has
* beau/beaux (m) belle(s) (f) - beautiful
* vert(s) (m) verte(s) (f) - green
* rouge(s) (m), rouge(s) (f) - red
* jaune(s) (m), jaune(s) (f) - yellow
* Noir(s) (m), noire(s) (f) - black
* le Soleil - the Sun
* la Lune - the Moon
* est - is
* un ballon - a ball
* une tomate - a tomato
* une banane - a banana
* une orange - an orange
* un lion - a lion
* Un bébé - a baby
* petit(e) – small
* grand(e) – big
* énorme – enormous
* minuscule – tiny
* fragile – fragile
* tranquille – peaceful
* Mon (Mercure)
* Vaisseau (Vénus)
* Te (Terre)
* Mène (Mars)
* Jusque (Jupiter)
* Sur (Saturne)
* Une (Uranus)
* Nouvelle (Neptune)
* Planète (Pluton)
* J’aime - I like
* J’aime beaucoup - I really like
* J’adore - I love
* Je n’aime pas - I don’t like
* Un ananas - a pineapple
* Un abricot - an apricot
* Un citron - a lemon
* Une pomme - an apple
* Une poire - a pear
* Une pêche - a peach
* Une banane - a banana
* Une orange - an orange
* Une cerise - a cherry
* Une fraise - a strawberry
* Une pastèque - a watermelon
* Des raisins - some grapes
* Un raisin - a grape
* Et - and
* Mais - but
* Il a - he has
* Elle a - she has
* Les cheveux - hair
* Châtains - chestnut
* Blonds - blonde
* Noirs - black
* Roux - ginger
* Les yeux - eyes
* Bleus - blue
* Verts - green
* Marron - brown
* mon - my (and a masculine noun)
* ma - my (and a feminine noun)
* mes - my (and a plural noun)
* mon père - my father
* ma mère - my mother
* mes parents - my parents
* mon frère - my brother
* ma sœur - my sister
* mon grand-père - my grandfather
* ma grand-mère - my grandmother
* mes grandparents - my grandparents
* le fils - the son
* la fille - the daughter
* mon oncle - my uncle
* ma tante - my aunt
* mon cousin - my cousin (boy)
* ma cousine - my cousin (girl)
* J’ai un frère – I have a brother
* J’ai une sœur – I have a sister
* Je n’ai pas de frère – I haven’t got a brother
* Je n’ai pas de sœur – I haven’t got a sister
* Je suis fils unique – I am an only child (boy)
* Je suis fille unique – I am an only child (girl)
 | * je joue- I play
* je fais - I do
* je joue au basket - I play basketball
* le basket - basketball
* le football/ le foot - football
* le hockey - hockey
* le tennis - tennis
* le rugby - rugby
* le ski - skiing
* c'est quel sport? - what sport is that?
* c'est le... - it's...
* tu aimes le sport? - do you like sports?
* j'adore - I love
* j'aime - I like
* je n'aime pas - I don't like
* je déteste - I hate
* L'Angleterre (f) - England
* L'Écosse (f) - Scotland
* Le Pays de Galles (m) - Wales
* L'Irlande du Nord (f) - Northern Ireland
* L'Irlande (f) - Ireland (the Republic of Ireland)
* La France (f) - France
* La Belgique (f) - Belgium
* Les Pays-Bas (m) - The Netherlands
* L'Allemagne (f) - Germany
* L'Italie (f) - Italy
* L'Espagne (f) - Spain
* Les États-Unis d'Amérique (m) - The United States of America
* Le Canada (m) - Canada
* L'Australie (f) - Australia
* aller - to go
* je vais - I go
* tu vas - you go (you singular/informal)
* il va/elle va - he/she goes
* nous allons - we go
* vous allez - you go (plural/formal)
* ils/elles vont - they go
* sauter - to jump
* marcher - to walk
* courir - to run
* danser - to dance
* nager - to swim
* patiner - to ice skate
* plonger - to dive
* pédaler - to pedal
* la bicyclette/le vélo – bicycle
* le frein - brake
* les freins - brakes
* le maillot jaune - the yellow jersey
* le départ - the start/departure
* la fin - the end
* dépasser - overtake
* ralentir - slow down
* à droite - right
* à gauche - left
* tout droit - straight on
* vite - fast
* lentement - slow
* n lit - a bed
* un poster - a poster
* un ordinateur - a computer
* les rideaux - the curtains
* un tapis - the rug
* une armoire - a wardrobe
* le mur - the wall
* une chaise - a chair
* une lampe - a lamp
* un bureau - a desk
* les jouets - the toys
* les livres - the books
* sur - on
* sous - under
* devant - in front
* derrière - behind
* à côté de - next to
* dans - in
* où est le crayon? - where is the crayon?
 |