









Concept Map – French

Concept	Year 3	Year 4	Year 5	Year 6
Instructions 	-Classroom instructions	-Sort (m) (f) clothes -Memorise a short spoken text.	-Ask partner Qs to fill out timetable/survey -Use classroom instructions - how to make a sandwich	Giving directions
Describe 	-Use French alphabet to sound spell their name. Use adjectives to describe hair and eyes	-Describe things orally and in writing Describe people's appearance and personality What people do at parties -	-Write short text adapting language which they have already learnt, some from memory -Likes and dislikes at school -Describe things orally (food) -Describe own home	-Write a short text on a familiar topic, adapting language which they have already learnt -Write mainly from memory -Describe what you do at certain times during the day
Role Play & song/rhyme 	-Conversation role play to be performed -Songs of the term -Patterns and sounds of language through song	-Songs of the term -Dressing up in clothes -Practice pronunciation with mimes	-Songs of the term -Explore patterns and sounds through song	-Songs of the term Where are you going and what will you do on holiday
Everyday objects and vocabulary 	-Family members -Days of the week -Months of the year -Date Classroom objects Colour Body parts -Own vocabulary list	Time, Activities Directions Weather Clothing Party food and activities -Using a dictionary	Personal information School subjects Food Places in town Directions Time Holiday plans Rooms in the house and what people do where	Activities that you do/don't do Opinion Clothes and descriptions & cost Daily routine Where you go and what you do sport
Conversation 	-Simple greetings/salutations -Ask and answer questions -Develop accurate pronunciation -Give information about self -Listen attentively, engage in conversations	-Correct intonation when speaking in full sentences -Sentence structure -Extend sentences to say what we wear when the weather is... -Ask and answer simple questions	-Pronunciation and intonation -Ask and answer questions in full sentences -Simple opinion -Engage in conversations	-Model sentence structure, fill in gaps and engage in conversation -Asking politely for food -Talking about your typical day
Numbers 	-1-30 -age date	-31-60 -telling the time	-Numbers 60-80 -cost of food items	-Numbers to 100 Cost of clothing items Buying a ticket
Comprehension 	Understand key words	Understand key phrases	-Understand the main points of a short spoken text -Understand the main points from a short written text -Read postcards and decide if they are a positive or negative experience.	-Give opinions, orally and written -Use spoken language confidently to give information
Phonics/ grammatical understanding 	-Bi-lingual dictionary introduction. -Identify specific sounds, phonemes and words	-Explore patterns and sounds -Sentence structure -'ch' apply phonic knowledge Gender awareness	-Awareness of gender -Pronounce/read some unknown words -Basic grammar -Gender and adjective agreement	Using verbs in 3 rd person Talking about future plans Noticing and making agreements Applying rules to unfamiliar words when pronouncing


<p>Inter-cultural understanding</p>	<p>-Describe your school day and compare it to that of French children -Christmas traditions -Paques, flying bells/ poisson d'avril (Easter) -Bastille Day</p>	<p>-New year's celebrations -Easter -Bastille Day Francophone countries And their flags</p>	<p>-Compare and contrast school lunches & french attitudes to food -Noel -New year's celebrations -Bastille Day</p>	<p>- -Christmas / new year's traditions -How many other countries speak French? -Tour de France</p>
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Concept Curriculum Skills – French

Concept	LKS2 Curriculum Skills	UKS2 Curriculum Skills
<p>Instructions</p>	<p>-To read and pronounce correctly simple words/sentences</p>	<p>-To use spoken language confidently, including pronunciation and intonation. -To instruct using short sentences, including familiar vocabulary from memory.</p>
<p>Describe</p>	<p>-To write from a model/memory. -To read and pronounce correctly simple words/sentences -To memorise and present information orally. -To describe objects orally and in writing</p>	<p>-To use spoken language confidently, including pronunciation and intonation. -To write a short text on a familiar topic adapting language which they have already learnt. -To write mainly from memory.</p>
<p>Role Play & song/rhyme</p>	<p>-To explore authentic and traditional songs and stories.</p>	<p>-To use spoken language confidently to tell stories. -To speak confidently with consistently good pronunciation and intonation.</p>
<p>Everyday objects and vocabulary</p>	<p>-To broaden vocabulary to extend model sentences. -To fill words into a simple form, write some words from memory.</p>	<p>-To broaden vocabulary to create new sentences -To write a short text on a familiar topic adapting language which they have already learnt</p>
<p>Conversation</p>	<p>-To listen to and repeat new words/phrases. -To develop accurate pronunciation -To reproduce correct intonation when speaking in full sentences -To pose simple questions. -To give responses to simple questions. -To read and pronounce correctly simple words/sentences -To extend simple sentences to short phrases -To practise simple conversations, including opinion.</p>	<p>-To listen attentively to spoken language and respond. -To use spoken language confidently, including pronunciation and intonation. -To take part in a simple conversation and express opinions -To read aloud short texts containing some unknown words with a degree of accuracy -To use knowledge of structure to build simple spoken/written passages, engaging in conversation -To ask and answer questions -To seek clarification and help</p>
<p>Numbers</p>	<p>-To know numbers to 100 -To use simple number sentences.</p>	<p>-To use numbers to 100 within a given context.</p>
<p>Comprehension</p>	<p>-To use context and previous knowledge to determine basic meaning. -To understand and read out familiar written phrases.</p>	<p>-To understand the main points and some of the details from a spoken passage. -To use context, previous knowledge and an awareness of grammatical conventions to help understanding and reading skills.</p>
<p>Phonics/ grammatical understanding</p>	<p>-To listen for and identify sound patterns. -To show an understanding of sentence structure. -To apply phonic knowledge to unfamiliar words.</p>	<p>-To explore patterns and sounds and link to the spelling. -To identify gender. -To match sound to sentences and paragraphs.</p>





	-To understand basic grammar (m) (f)	-To understand basic grammar, gender, conjugation of high frequency words, and how to build sentences.
Inter-cultural understanding 	-To compare and contrast cultures.	-To understand cultural similarities and differences.