

French Knowledge and Skills Map						
Culture Capital British Values KPIs						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>I’m Learning French/ Phonics 1</b></p> <p><i>Knowledge:</i> Know where France is on a world map; Know that Paris is the capital of France and locate the cities Lyon, Marseille, Bordeaux; Know there are 29 French speaking countries in the world; Know how to say My name is... Know how to count to 10; Say how I am feeling (çava?, çava mal, çava bien, comme-çi comme-ça; Know the first set of phonemes – ‘ch’, ‘ou’, ‘on’, and ‘oi’; Know some French inventions that have changed the world – Braille, hot air ballooning, fridges, metric system; Know some famous French people who are best in the world – Zidane (football), Monet/ Cezanne (art).</p> <p><i>Skills:</i> Use a map to locate France and the cities Paris, Bordeaux, Marseille and Lyon; Locate French speaking countries on a map; Answer the question, “Comment tu t’appelles?” Respond appropriately when asked how they are feeling (cava bien, cava mal, comme ci comme ca); Say and read numbers to 10 accurately; Use resources to research famous French inventions and people.</p>	<p><b>Animals</b></p> <p><i>Knowledge:</i> Know the names of 10 animals and the correct articles (un/une) – un lion, un oiseau, un lapin, un cheval, un mouton, un cochon, un canard, un singe, une souris, une vache; Know how to say ‘I am...’ in French – Je suis...</p> <p><i>Skills:</i> Develop phonic knowledge through the sounds ‘ch’, ‘ou’, ‘on’ and ‘oi’ Retain new vocabulary through taking part in speaking, reading, listening and written tasks; Write simple sentences such as ‘Je suis un mouton.’</p>	<p><b>Seasons</b></p> <p><i>Knowledge</i> Know the nouns and articles (le, l’, la) for the 4 seasons – l’été, l’automne, le printemps, l’hiver; Know ‘et’ and ‘car’ for ‘and’ and ‘because’; Know some vocabulary to describe the seasons – Il fait froid, il neige, les fleurs poussent, il fait chaud; Know how to say ‘My favourite season is...’ – Ma saison préférée est....</p> <p><i>Skills</i> Develop phonic knowledge through the sounds ‘on’, ‘ou’, ‘oi’; Use vocabulary lists and flashcards to support descriptive writing about each season; Repeat a short phrase about each season; Say which is their favourite season.</p>	<p><b>Fruits</b></p> <p><i>Knowledge</i> Know the names and correct articles of 10 fruits – une pomme, une fraise, une peche, une banana, une cerise, une orange, une prune, une poire, un kiwi, un abricot; Say which fruits they like/ dislike; Ask which fruit someone likes accurately; Know to use ‘les’ for plurals and add an ‘s’. Know nouns are either masculine or feminine.</p> <p><i>Skills</i> Develop phonic knowledge through the sounds ‘oi’ and silent ‘s’ and guttural ‘R’; Engage in conversations about fruit preferences; Write phrases from memory about fruits.</p>	<p><b>Little Red Riding Hood</b></p> <p><i>Knowledge</i> Know the names of different parts of the body – le corps, la tete, la bouche, le nez, les yeux, les pieds, les oreilles, les genoux, les épaules; Name the main characters and understand key words in the story – Petit Chaperon Rouge, La maison, La grandmere, le loup, le bucheron, la foret, les parents, des gateaux.</p> <p><i>Skills</i> Develop phonic knowledge through ‘ch’, ‘ou’, ‘on’; Be able to sing ‘Heads, shoulders, knees and toes’ in French; Listen attentively and understand the story of Little Red Riding Hood in French; Read key phrases with good pronunciation; Write key phrases from the story with some accuracy;</p>	<p><b>Ancient Britain</b></p> <p><i>Knowledge</i> Name the 6 key periods of ancient Britain in chronological order – L’age de la pierre, L’age du bronze, L’age du fer, La période des Romains, La période des Anglo-Saxons, La période des Vikings; Know 3 of the types of people who lived in ancient Britain, where they lived and what their hunting tool was; Know how to say ‘I am’, ‘I live’ and ‘I have’.</p> <p><i>Skills</i> Develop phonic knowledge through ‘ch’, ‘ou’, ‘on’ and ‘oi’; pronounce the final s in Je suis correctly when followed with a vowel; Speak in sentences using familiar phrases about ancient Britain; Write phrases from memory/using prompts and adapt these to write new sentences about ancient Britain.</p>
Vocabulary:						
Trips/visitors						
Key Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b>Presenting Myself/ Phonics 2</b></p> <p><i>Knowledge</i> Know Set 2 phonemes ‘i’, ‘in’, ‘ique’, ‘ille’ Know numbers to 20; Know how to say how you are feeling – çava mal, çava bien, ?, çava très mal, çava très bien, comme-çi comme-ça; Know how to ask and answer the questions ‘What is your name?’, ‘How old are you?’ and ‘Where do you live?’ Know how to say your nationality with correct adjectival agreement; Say ‘hello’ and ‘goodbye’.</p> <p><i>Skills</i> Develop phonic skills (‘in, ‘ique’, ‘ille’ and i);</p>	<p><b>Family</b></p> <p><i>Knowledge</i> Know numbers to 100 in tens; Know what family members are called and describe what relationship they are to them – la mere, la grandmere, la tante, la soeur, le frere, l’oncle, le pere, les parents, les grandparents; Know how to say ‘my’ in relation to family members – mon, ma, mes; Ask and answer the questions – Do you have a brother? Do you have a sister?</p> <p><i>Skills</i> Continue to develop phonic skills (‘in’, ‘i’, ‘ille’, and ‘ique’, the final silent consonant; Write 2/3 sentences with increasing fluency, accuracy and confidence about</p>	<p><b>My Home</b></p> <p><i>Knowledge</i> Know the vocabulary to describe homes (house, apartment, 10 rooms in homes – une cuisine, une salle a manger, une salle de bains, une chamber, une buanderie, un sous-sol, un bureau, un salon, un garage, un jardin); Know the vocabulary for home locations (in town, in the countryside, by the sea, in the mountains); Use high frequency verbs in the 1<sup>st</sup> person – je m’appelle, J’ai, J’habite...; Use the phrase ‘there is’ in its negative form (il n’y a pas de).</p> <p><i>Skills</i> Continue to develop phonic skills – ‘eau’ and silent ‘s’;</p>	<p><b>Classroom</b></p> <p><i>Knowledge</i> Know 11 nouns and articles for common classroom objects – un cahier, un crayon, un baton de colle, un stylo, une trousse, un cartable, un livre, une gomme, une regle, une calculatrice, des ciseaux; Know 10 simple classroom commands – écoutez, écrivez, répétez, silence, ouvrez vos cahiers, fermez vos cahiers, pensez, lisez, demandez, levez la main; Know how to say ‘I have’ and ‘I don’t have’ and it comes from the verb ‘avoir’;</p> <p><i>Skills</i> Continue to develop phonic skills (i in lisez, ille in taille);</p>	<p><b>Goldilocks</b></p> <p><i>Knowledge</i> Know how to sequence the story of Goldilocks and the 3 Bears; Know the key vocabulary to the story, using picture prompts to help – Boucle D’Or et les trois ours, Boucle D’Or (Goldilocks), Papa ours (Father bear), Maman ours (Mother bear, Bébé ours, (Baby bear), une maison (a house), une foret (a forest), le grand bol (the big bowl), Le moyen bol (the medium bowl), le petit bol (the small bowl), la grand chaise (the big chair), la moyenne chaise (the medium chair), La petite chaise (the small chair), le grand lit (the big bed), le moyen lit, the medium bed, le petit lit (the small bed), sucré (sweet), sale (salty), grand (tall), basse (low), dur</p>	<p><b>The Romans</b></p> <p><i>Knowledge</i> Know how to say and spell the days of the week; Name some famous Roman inventions in French – Les thermes romains (The Roman Baths), Le chauffage central (the central heating), les aqueducs (the aqueducts, Les routes romains (the Roman roads), La sculpture romaine (The Roman sculptures), La mosaïque (The Roman mosaics); Know key facts of Ancient Rome in French – built by Romulus around 750BC, The Legend of Romulus and Remus, The Roman monarchy, The Roman Republic, The Roman Empire and Julius Caesar.</p>

	Begin to understand the concept of adjectival agreement by adding an ‘e’ to the end of an adjective if the person is female; Write simple sentences to describe a person’s name and age; Take part in a conversation to find out about each other.	family.	Speak and write longer, more interesting sentences using a word bank about different homes.	Recall all new vocabulary and spell with increasing accuracy; Follow instructions in French accurately; Use taught vocabulary to build sentences.	(hard), mou (soft).  <i>Skills</i> Continue to develop phonic skills – i in petit, ille in fille; Listen attentively and understand the story of Goldilocks and the 3 Bears in French; Learn strategies to help decode longer pieces of spoken and written text containing unknown language (looking for grammar clues, picture clues and meaning clues, using a word bank).	<i>Skills</i> Use their knowledge to write a diary as a rich or poor child in Roman times; Continue to develop phonic/ grammar skills – é in légende, Jésus, eau in jumeau, eux in deux, dieux.
Vocabulary:						
Trips/visitors						
Key Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>Do you have a pet?/ Phonics 3</b> <i>Knowledge</i> Know the phonemes é, e, eau and eux in words; Know the names of 8 pets and spell them correctly; Know how to ask and answer the question ‘Do you have a pet?’ in French; Know how to use ‘mais’ (but) and ‘et’ (and) correctly. Know the negative structure for ‘I do not have...’  <i>Skills</i> Create longer, accurate pieces of spoken and written French using ‘mais’ and ‘et’; Recall high frequency verbs previously taught – je m’appelle, J’ai, Je suis, J’habite and the negative Je n’ai pas de...	<b>What is the Date?</b> <i>Knowledge</i> Say and recognise the months of the year; Ask when someone has a birthday and say when they have a birthday; Know how to say the date in French. Know numbers to 100.  <i>Skills</i> Use known vocabulary to create a French calendar. Continue to practice words with the phonemes é, e, eau and eux.	<b>The Weather</b> <i>Knowledge</i> Know 9 weather expressions; Know how to ask what the weather is today; Describe the weather in different parts of France.  <i>Skills</i> Describe the weather using different learnt phrases; Read and understand a French weather map and use this to locate key cities; Continue to practice words with the phonemes é, e, eau and eux.	<b>Clothes</b> <i>Knowledge</i> Know 21 items of clothing and recall from memory; Conjugate the verb ‘porter’ correctly; Know how to use mon, ma, mes correctly for ‘my’.  <i>Skills</i> Create interesting, extended sentences, to say what we wear in different weathers; Continue to practise taught phonemes – ‘é’, ‘e’ and ‘eau’, silent ‘s’ at the end of words.  (Conjugate a verb – change the verb so the sentence makes sense.)	<b>At the Café</b> <i>Knowledge</i> Know the 12 nouns and articles taught for food and drink; Know how to order foods and drinks from a French menu; Know how to ask for the bill; Name some world famous French food – crepes, soupe a l’oignon, and beouf bourguignon.  <i>Skills</i> Use the learnt vocabulary from this unit and previous learning, to create a role play; Recall from memory, the language needed for ordering drinks, food and snacks; Continue to practice words with ‘in’ (orangina), ‘I’ (petit, citron, frites) and the silent ‘s’ at the end of words.	<b>Olympics</b> <i>Knowledge</i> Know 10 nouns and articles for common Olympic sports; Know some key facts of ancient and modern Olympic games, recounted in French; Know how to conjugate the verb ‘faire’ with support; Know there is a different adjectival agreement when describing a male or female Olympian; Know some famous French Olympians and their achievements – Clarisse Agbegnenou (Judo) – Nikola Karabatic – (Handball)  <i>Skills</i> Improve decoding skills of longer, unfamiliar texts to help long term memory retention and future language learning through story ordering, shared reading, word based activities; Review the phonemes ‘qu’ in olympiques and ç in français.
Vocabulary:						
Trips/visitors						
Key Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<b>At School/ Phonics 4</b> <i>Knowledge</i> Know the phonemes qu, gne, ç, en and an; Name the subjects we study at school in French; Know how to give an opinion on these subjects; Know how to tell the time to half past the hour; Know how to say ‘I go’ and ‘we go’ in French.  <i>Skills</i> Be able to provide positive and negative opinions and justifications to questions	<b>Regular Verbs</b> <i>Knowledge</i> Know the pronouns I, you, s/he, we, you all, they in French; Cojugate with clear understanding regular -er, -ir, and -re verbs; Know how to pronounce the pronouns and verb conjugations accurately.  <i>Skills</i> Be able to use regular ‘er’ verbs with increasing confidence; Complete the verb activities with high accuracy and use this for reference.	<b>Habitats</b> <i>Knowledge</i> Know 5 common habitats in French; Know what plants and animals need to survive; Name a plant and an animal that live in each habitat; Name adaptations of the plants and animals for their habitat.  <i>Skills</i> Use learning from the last unit to correctly use the verbs habiter (live) and pousser (grow) in written and spoken work; Continue to practise the phonemes qu	<b>Healthy Eating</b> <i>Knowledge</i> Know 10 food and drinks that are considered good for your health; Know 10 foods and drinks that are considered bad for your health; Know what activities they do to keep in shape; Know in general what they do to have a healthy lifestyle.  <i>Skills</i> Say and write about what they eat and drink to have a healthy lifestyle; Say and write about what activities they do and what time they do them;	<b>The Vikings</b> <i>Knowledge</i> Know the key periods, in French, of Ancient Britain in chronological order; Know how to describe appearance (building on Y4 and Y5 units) as a Viking character; Know how to describe a daily routine in Viking times.  <i>Skills</i> Use conjunctions, pronouns, and topic vocabulary with increasing accuracy; Be able to decode more complex texts using a dictionary and a word bank; Continue to practise the phonemes ‘ç’	<b>Me in the World</b> <i>Knowledge</i> Know and name (in French) the French-speaking countries of the world; Know some key celebrations in the French speaking world; Know some differences between these countries in terms of geography and historical sites; Know some things we can do to help the planet (eg. Use less plastic, paper etc.).  <i>Skills</i> Work on longer, more accurate and authentic writing based on a better understanding of other countries in the

	on school subjects; Learn ways to extend sentences;		(arctique) and ‘an’ (ocean) and the silent verb ending -ent.	Link ideas using conjunctions ‘et’, ‘mais’ and ‘car’ to create more interesting sentences, including opinions.	(garçon), ‘en’ (violent) and ‘an’ (terrifiant)	French-speaking world; Consolidate shared core values – importance of cultural celebrations, environmental issues.
Vocabulary:						
Trips/Visitors						
Key Texts						