

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.	Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases.	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases.
Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words	Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.	Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation	Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a

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	and short simple phrases, using understandable pronunciation.			
Skill	Year 3	Year 4	Year 5	Year 6
Writing	Copy simple vocabulary Children can write some single words from memory, with plausible spelling.	Children can write simple words and several short phrases from memory Children use understandable spelling.	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas	Adapt taught phrases to create new sentences Children can write a short, simple text from memory, using simple vocabulary
Skill	Year 3	Year 4	Year 5	Year 6
Reading	Begin to recognise written vocabulary/ single words Begin to recognise written phrases	Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.	Can use all persons of several regular verbs in the present tense (with the support of a frame).	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
Skill	Year 3	Year 4	Year 5	Year 6
Grammar	Can use indefinite articles in the singular with masculine and feminine nouns. Can use the high-frequency verb forms (I have, it is, there is/are).	Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.	Can use all persons of several regular verbs in the present tense (with the support of a frame).	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences

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Y3	Moi (All about me)		On fait la fete (Celebrations)		Portraits		Les quatre amis (The four friends)		Ca pousse! (Growing things)		Chansons et Jeux	
V O C A B U L A R Y	<b>Bonjour!</b> <b>Salut!</b> <b>Ca va?</b> <b>Ca va bien/mal</b>  <b>Et toi?</b> <b>Au revoir!</b> <b>Oui/non</b> <b>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</b> <b>J'ai</b> <b>Quel age as-tu?</b> <b>J'ai sept/huit Ans</b>	Hello Hi How are you? I'm fine/ not very well And you? Goodbye! Yes/No  1-10  I have How old are you? I'm seven/eight years old	<b>(tres) bien</b> <b>Je joue bien au football.</b> <b>Je nage bien</b> <b>Je nage</b> <b>Je danse</b> <b>Je chante</b> <b>Bravo</b> <b>Super</b> <b>Fantastique</b> <b>Joyeux anniversaire!</b> <b>Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</b> <b>Je peux.../ Je peux</b>	(very) well/good Im good at playing football I'm a good swimmer I swim/ I'm swimming I dance/ I'm dancing I sing/ I'm singing Well done! Super! Fantastic! Happy Birthday Months of the year I can... Can I...?	<b>Rouge</b> <b>Rose</b> <b>Jaune</b> <b>Bleu(e)</b> <b>Vert(e)</b> <b>Noir(e)</b> <b>Blanc(he)</b> <b>Violet(te)</b> <b>Marron</b> <b>Orange</b>  <b>Un nez</b> <b>Une bouche</b> <b>Des yeux</b> <b>Un bras</b> <b>Une jambe</b>  <b>Il/ Elle a ...</b> <b>... le nez bleu</b> <b>... la bouche bleu</b> <b>Les yeux/cheveux bleus</b>      <b>Il/elle est grand(e)/ petit(e)</b>	The colours Red Pink Yellow Blue Green Black White Purple Brown Orange A nose A mouth The eyes An arm A leg He/She has ... ... a blue nose ... a blue mouth ... blue eyes/ hair  He/She is big/small	<b>Le chevel</b>  <b>Le mouton</b> <b>Le lapin</b>  <b>La souris</b> <b>Il galope</b> <b>Elle court</b> <b>Il/ Elle est Gris(e)</b>     <b>Non, le lapin ne galope pas</b>	The horse The sheep The rabbit The mouse  He/ It gallops She/ It runs He/ She/ It is ... Grey No, the rabbit doesn't gallop	<b>Tu aimes...?</b>  <b>J'aime ...</b> <b>Je n'aime pas...</b> <b>Beaucoup</b>  <b>Je voudrais</b>  <b>S'il vous plait</b> <b>Vous desirez?</b> <b>Voila</b>     <b>Merci</b>  <b>Dans mon panier</b> <b>Il y a</b>	Do you like...? I like ...  I don't like ... A lot  I would like ... Please  What would you like? There you are Thank you In my basket There ie/ there are	<b>la femm e</b> <b>l'enfant</b> <b>la nourrice</b> <b>le chien</b> <b>le chat</b> <b>la souris</b> <b>le fromage</b> <b>le singulier / au singulier</b> <b>la pluriel / au pluriel</b> <b>la mare</b> <b>le</b>	the wife the child the nurse the dog the cat the mouse the cheese the singular / in the singular the plural / in the plural the
Y 4	<b>On y va!</b> <b>(All aboard)</b>		<b>L'argent de poche</b> <b>(Pocket money)</b>		<b>Racone-moi une histoire!</b> <b>(Tell me a story!)</b>		<b>Vive le sport!</b> <b>(Our sporting lives)</b>		<b>Le Carnaval des Animaux</b> <b>(The Carnival of Animals)</b>		<b>Quel temps fait il?</b>	

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V O C A B U L A R Y	<b>Je vais a lecole</b> <b>A pied</b> <b>En voiture</b> <b>En velo</b> <b>En bus</b> <b>En train</b> <b>Ou vas-tu?</b> <b>Je Vais</b> <b>En Belgique</b> <b>En France</b> <b>Il Fait Chaud</b> <b>Il fait froid</b> <b>Il fait beau</b> <b>Il fait mauvais</b> <b>Il fait du soleil</b> <b>Il fait du vent</b> <b>Il pleut</b> <b>lundi, mardi,</b> <b>mercredi, jeudi,</b> <b>vendredi,</b> <b>Samedi,</b> <b>Dimanche</b>   
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V O C A B U L A R Y	Dans le sac, il y a .. Et Aussi Mais Il est bon/ mauvaise Elle est bonne/ mauvaise pour la sante Ils sont bons/ mauvais Elle sont bonnes/mauvaises	In the bag, there is... And Also But It is good/bad (m) It is good for your health (f) They are good/bad (m. pl) They are good/bad (f. pl)	La Terre La Lune Pres de Loin de Pres du soleil Loin du soleil Un nom (propere) Un adjectif Parc que Elle Assez tres	The Earth The Moon Near Far Near the sun Far from the Sun A (proper) noun An adjective Because If Quite, fairly very	Tu joues...? Je joues du saxophone/piano/ violon Je joue de la guitare/ clarinette/ batterie Je ne joue pas de/d' Il/Elle joue C'est genial! C'est nul!	Do you play ... I play the saxophone/ piano/ violin I play the guitar/clarinet/ drums I don't play He/ she plays It's brilliant It's rubbish	Quand je vais a l ecole, ... Je passe devant... Je traverse la rue Je tourne Je vais... Cinq minutes plus tard finalement Il est en tune here et demie, deux heures et demie, etc Je vais a l ecole a huit heures et demie A droite A gauche Tout droit Je ne comprend pas Repetes, s'il vous plait	When I go to school, ... I pass in front of... I cross the road I turn I go Five minutes later Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Au printemps En ete/automne d'hiver Clair Sombre Heureux Triste Viens/ Reste (chez moi) Les couleurs sont ... La fille Trop tres	In the spring In the summer/ autumn/ winter Bright/light Dark Happy Sad Come/Stay (with me) The colours are... The girl Too very	les couleurs ex. rouge jaune vert/ bleu/ marron le sable le ciel le bateau la plage la mer le chien ex. La mer est verte	colours e.g. red yellow green (m/f) blue (m/f) brown the sand the sky the boat the beach the sea the dog e.g. the sea is green
Y6	Notre école (Our school)		Notre monde (The world around us)		Passe et le present (Then and now)		Ici et là (Out and about)		Monter un café (Setting up a café)		Quoi de neuf	

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V O C A B U L A R Y	La sale de classe	The classroom	L'Europe (f.)	Europe	Un supermarche	A supermarket	Soixante-etonze,	71-79	Une lemonade	A lemonade	le sport	the sports
	L'entrée principale (f.)	The main entrance	L'Afrique (f.)	Africa	Une boulangerie	A baker's	soixantedouze,	81-89	Une eau minérale	e	la télé	(section)
	La cour	The playground	Ou est...?	Where is...?	Une boucherie	A butcher's	soixantetreize etc	91-99	Un jus d'orange	A mineral water	la	the
	Le terrain de sport	The sports field	Des...	Some	Une epicerie	A grocer's	Quatre-vingtun,	A man	Un verre de coca	An orange juice	la météo	the TV
	Je cherche...	I'm looking for	Le matin	(indefinite plural)	Une patisserie	A cake shop	quatre-vingt-deux,	What do you like/hate?	Un chocolat chaud	A glass of cola	o	(section)
	Je cours.	I run/ I'm running	L'après-midi (m or f.)	The morning/afternoon	Il y avait...	There was/were	quatre-vingttrois etc	Do you want to play rugby/netball/table tennis?	Un café	A hot chocolate	la mode	the weather
	Je travaille.	I work/ I'm working			Maintenant	Now	Quatre-vingtneuf	Yes I want to play.	Un café au lait	A (black) coffee	la cuisine	(section)
	Ici	Here			Qu'est-ce que c'est?	What is it?	Quatre-vingtonze,	No, I don't want to play	Une tasse de the	A coffee with milk	ne	the
	La	There			Il/ Elle porte..	He/ She is wearing...	quartervingt-douze etc		Un paquet de chips	A cup of tea	les actualités	fashion
	Voici	There it is			Il/Elle s'appelle	His/ Her name is ...	Quatre-vingtdix-neuf		Une portion de frites	A packet of crisps	C'est ...	(section)
	Il est deux heures et quart	It's quarter past two					Un homme		Une glace ay chocolat	A chocolate chip	génia	the
	Il est deux heures moins le quart	It's quarter to two					Une femme		Une glace a la fraise/ a la vanilla	A chocolate ice cream	l'intérêt	cooking
	Il est deux heures cinq/dix/vingt/vingt-cinq	It's five/ ten/ twenty/					Qu'est-ce que tu aimes/detestes?			A strawberry/ vanilla ice cream	essa	(section)
	Il est deux heures moins cinq, dix, vingt, vingt-cinq	It's twenty-five past two					Tu veux jouer au rugby/netball/pingpong?			What would you like?	nt	the current
	Le déjeuner	It's five/ten/twenty/twentyfive					Oui, je veux jouer.			How much is it?	ennuy	event
	Le professeur	five/ten/twenty/twentyfive					Non, je ne veux pas jouer.			Enjoy your meal/food	eux	s (section)
	Le maitre, la maitresse	Lunch(time)										It's... brilliant
	Il/Elle a	The teacher (general term)										interesting
		Primary school teacher										boring
		He/ She has...										
Term One			Term Two			Term Three						

<p>Yr 3 (Moi) – All about me Children learn to:</p> <ul style="list-style-type: none"> <li>• greet others</li> <li>• say how they are and introduce themselves.</li> <li>• begin to respond to and ask questions about name and age.</li> <li>• be introduced to the sound/spelling system of French.</li> <li>• discuss linguistic diversity, within their class.</li> <li>• understand that French is spoken in France and elsewhere.</li> </ul> <p>(Jeux et chansons) – Games and songs Children learn to:</p> <ul style="list-style-type: none"> <li>• listen and respond to a French version of a well-known song.</li> <li>• extend their knowledge of numbers to 12 and</li> </ul>	<p>Yr 3 (On fait la fete) – Celebrations Children learn to:</p> <ul style="list-style-type: none"> <li>• count to 31 and say the date of their birthday as well as asking the question <i>Quelle est la date de ton anniversaire?</i></li> <li>• transactional language for playing games and are able to use French independently in pairs and groups.</li> </ul> <p>(Portraits) – Portraits Children learn:</p> <ul style="list-style-type: none"> <li>• the names for main parts of the body and describe colours.</li> <li>• to ask and answer questions about physical appearance.</li> </ul>	<p>Yr 3 (Les Quatre Amis) – The four friends Children listen and respond to a story. Children learn to:</p> <ul style="list-style-type: none"> <li>• talk about animals and describe their colour and movement.</li> <li>• add to their repertoire of verbs and continue to gain confidence in using simple language for lassroom interaction.</li> </ul> <p>(Ca pousse) – Growing things Children learn:</p> <ul style="list-style-type: none"> <li>• the names of some garden vegetables and how to say which they like and dislike.</li> <li>• how to describe the life cycle of a plant in French and work on the story</li> </ul>
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<p>play familiar playground games.</p> <ul style="list-style-type: none"> <li>● follow simple instructions.</li> </ul>		<p>of Jack and the Beanstalk.</p>
<p>Yr 4 (La Rentree) – Back to School Children learn:</p> <ul style="list-style-type: none"> <li>● about ‘Back to School’ in France.</li> <li>● read a poem and take part in a languages detective activity.</li> <li>● to say what they like or don’t like doing.</li> <li>● strategies for writing from memory.</li> <li>● to ask for items and for help in the classroom and work in groups to read, edit and perform a playscript.</li> </ul> <p>(L’argent de poche) – Pocket Money Children will:</p>	<p>Yr 4 (Raconte-moi une histoire) – Tell me a story Children will:</p> <ul style="list-style-type: none"> <li>● work on sounds and spellings.</li> <li>● continue to gain confidence in manipulating numbers.</li> <li>● learn some common adjectives and revise simple feminine agreements.</li> </ul>	<p>Yr 4 (Le carnaval des animaux) – Carnival of the animals This unit is based on ‘The Carnival of the Animals’ by Saint-Saens. Children learn to:</p> <ul style="list-style-type: none"> <li>● describe animals characterised by the music and talk about their natural habitats.</li> <li>● tell the time on the hour.</li> </ul> <p>(Quel temps fait-il?) – What’s the weather like? Children learn:</p>



<ul style="list-style-type: none"> <li>• continue to gain confidence in manipulating numbers.</li> <li>• learn further expressions for likes and dislikes.</li> <li>• begin to learn about the euro.</li> <li>• prepare and perform a radio or TV advert for a toy.</li> </ul>	<p>(Vive le sport) – Our sporting lives</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• learn the names for some sports and practise saying what they like and don't like playing.</li> <li>• learn the days of the week and learn to say what kind of activities they participate in on particular days.</li> </ul>	<ul style="list-style-type: none"> <li>• weather phrases and use negative numbers.</li> <li>• the names of common articles of clothing and relate these to the weather.</li> <li>• to say the date and to write and say telephone numbers.</li> </ul>
<p>Yr 5 (Je suis le musicien) – I am the music man</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>• discuss their musical</li> </ul>	<p>Yr 5 ((En route pour l'école) – On the way to school</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>• to say the alphabet in French and</li> </ul>	<p>Yr 5 (Les quatre saisons) – The four seasons</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>• to describe seasons using a poem, Le</li> </ul>

<p>preferences and to say which instrument they play, as well as describing what other people are playing.</p> <ul style="list-style-type: none"> <li>• an adaptation of the song 'I am the music man'.</li> <li>• work in groups to create a rap for a performance and explain what musical instrument they are going to play.</li> <li>•</li> </ul> <p>(Bon Appetit) – Enjoy your meal</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>• names of food and drinks related to packed lunches and breakfast.</li> <li>• how to talk about what they have eaten / drunk the previous day.</li> <li>• to write their own stories based on a model.</li> </ul>	<p>continue to gain confidence in using numbers.</p> <ul style="list-style-type: none"> <li>• how to understand and use names for places in their local area.</li> <li>• to follow and give directions, and they describe their route to school using verbs in the present tense.</li> <li>• to practise some strategies for keeping a conversation going.</li> </ul> <p>(Scene de plage) – Beach scene)</p> <p>Children use both new and familiar language to describe a painting. The painting used here is Scene de plage by Degas, but an alternative could be used. Children use their knowledge to write and perform their own poetry inspired by the painting.</p>	<p>retour du printemps, and the music from Vivaldi's 'The Four Seasons'.</p> <ul style="list-style-type: none"> <li>• to talk about what the weather was like.</li> </ul> <p>Children work on an end-of-unit performance to consolidate and celebrate their learning.</p> <p>(Les planets) – The Planets</p> <p>Children will learn the French names for the planets.</p>
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<ul style="list-style-type: none"> <li>• food vocabulary relating to different cultural celebrations in France and other French-speaking countries.</li> <li>• follow and create their own recipes.</li> </ul>		
<p>Yr 6 (Notre école) – Our school</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day.</li> <li>• revise telling the time to the hour and extend this to using half-hours and quarter-hours.</li> </ul>	<p>Yr 6 (Monter un café) – Creating a café</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>• to ask for drinks, snacks and ice creams.</li> <li>• extend their knowledge of the perfect tense by saying what others have eaten or drunk.</li> <li>• revise use of the euro with simple prices.</li> <li>• follow a recipe for a milkshake and</li> </ul>	<p>Yr 6 (Au parc d'attractions) – At the theme park</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• ask and answer questions about rides at a theme park.</li> <li>• gain confidence in manipulating numbers up to 100.</li> <li>• take part in simple role plays and use dictionaries to explore vocabulary.</li> <li>• create a short text to describe a visit to a theme park,</li> </ul>

<ul style="list-style-type: none"> <li>• look at school timetables and begin to give times using 24-hour clock notation.</li> <li>• find out about timings of the school day, in a French-speaking country and compare with their own.</li> <li>• talk about what they did at break time and create short texts describing these activities.</li> </ul> <p>(Notre monde) – Our world</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• find out about the Congo River and geographical features of the countries it flows through.</li> <li>• learn how to say what the weather is going to be like.</li> <li>• plan an exploration of an imaginary river and present their</li> </ul>	<p>justify their choice of recipe.</p> <ul style="list-style-type: none"> <li>• discuss learning strategies and use dictionaries to support their understanding of texts.</li> </ul> <p>(Le passé et le present) – Then and now</p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>• to describe places in a town and compare modern-day settlements with those in the late 1940s.</li> <li>• revise and learn adjectives and new places in a town.</li> <li>• apply knowledge to understand texts about towns in France.</li> <li>• to use a letter as a model to produce</li> </ul>	<p>and say what they thought about the rides.</p> <p>(Quoi de neuf?) – What's in the news?</p> <p>Children will celebrate and consolidate what they have learnt during KS2.</p>
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journey to an audience.	tourist guides for their own town.	
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