

Skill	Year 3	Year 4	Year 5	Year 6
Listening	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.
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Speaking	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	Bonjour! Salut! Ca va? Ca va bien/mal Et toi? Au revoir! Oui/non Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J'ai Quel age as-tu? J'ai sept/huit Ans	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	(tres) bien Je joue bien au football. Je nage bien Je nage Je danse Je chante Bravo Super Fantastique Joyeux anniversaire! Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre Je peux.../ Je peux	(very) well/good I'm 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...?	Rouge Rose Jaune Bleu(e) Vert(e) Noir(e) Blanc(he) Violet(te) Marron Orange Un nez Une bouche Des yeux Un bras Une jambe Il/ Elle a le nez bleu ... la bouche bleu Les yeux/cheveux bleus Il/elle est grand(e)/petit(e)	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	Le chevel Le mouton Le lapin La souris Il galope Elle court Il/ Elle est Gris(e) Non, le lapin ne galope pas	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	Tu aimes...? J'aime ... Je n'aime pas... Beaucoup Je voudrais S'il vous plait Vous desirez? Voila Merci Dans mon panier Il y a	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	la femm e l'enfant la nourrice le chien le chat la souris s le fromage le singulier / au singulier / au pluriel la mare/le	the wife the child the nurse the dog the cat the mouse the cheese singular / in the singular plural / in the plural the
Y 4	On y va! (All aboard)		L'argent de poche (Pocket money)		Racone-moi une histoire! (Tell me a story!)		Vive le sport! (Our sporting lives)		Le Carnaval des Animaux (The Carnival of Animals)		Quel temps fait il?	

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V O C A B U L A R Y	<p>Je vais a lecole A pied En voiture En velo En bus En train Ou vas-tu? Je Vais En Belgique En France Il Fait Chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</p> <p>Et</p>	<p>go/ I'm going to school On foot By car By bike By bus By train Where are you going? I'm going ... To Belgium To France It's hot It's cold Its fine weather Is bad weather It's sunny It's Windy Its raining Monday- Sunday</p> <p>And</p>	<p>J'adore.. Ja detest... Ca Ving et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vintsix, vingt- sept, vingt-huit, vingt-neuf, trente C'est combien? Un euro C'est sper/ magnifique, fantastique Jai Je n'ai pas de</p>	<p>I love... I hate .. That 21-30</p> <p>How much is it One euro Its great/ magnificent/ fantastic I have I don't have</p>	<p>Regardez Repetez Ecoutez Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingtdix, cent Il/Elle est... Grand(e) Petit(e) Vrai/faux</p>	<p>Look Repeat Listen 40,50,60,70, 80, 90, 100</p> <p>He/She is... Big Small True/ False</p>	<p>Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket Je joue au cricket Je fais du velo. Je fais du skate. Je fais de la danse/natation Zero Boire Manger Le jus orange Le yoaurt Le poisson Une pomme Les carottes Le chocolat Le coca Les pommes Les bonbons Oui, c'est bon pour la sante Non, c'est mauvais pour la sante</p>	<p>What are you doing/ do you don (on Monday)? I play tennis/ basketball I play cricket I ride my bike/go cycling I go skateboarding I dance/ swim Zero To drink To eat Orange juice Yogurt Fish An apple Carrots Chocolate Cola Chis Sweets Ye, it's good for your health No, it's bad for your health</p>	<p>Ou habites-tu? J'habite dans.. Je suis Grand(e) Petit(e) Lent(e) Rapide Fort(e) Faible Feroce Timide Quelle heure est-il? Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures Il est midi Il est minuit</p>	<p>Where do uou live? I live in .. I am Small Big Slow Fast Strong Weak Fierce Shy What time is it? One o'clockele ven o'clock It's midday It's mdnight</p>	<p><i>un</i> <i>mant</i> <i>eau</i> <i>un</i> <i>chap</i> <i>eau</i> <i>un</i> <i>para</i> <i>pluie</i> <i>une</i> <i>écha</i> <i>rpe</i> <i>des</i> <i>botte</i> <i>s des</i> <i>gants</i> <i>des</i> <i>lunett</i> <i>es de</i> <i>soleil</i></p>	<p>tomat o a cucu mber some cress a bean a carrot a lettuc e Here is... a label a seed a bean seed</p>
Y 5	Bon appetite, bonne sante (Healthy eating)	Les planets (The planets)	Je suis le musicien (I am the music man)	En route pour l'ecole (On the way to school)	Le retour du pintemps (The return of spring)	La scene a plage						

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V O C A B U L A R Y	<p>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</p>	<p>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)</p>	<p>La Terre La Lune Pres de Loin de Pres du soleil Loin du soleil Un nom (propere) Un adjectif Parc que Elle Assez tres</p>	<p>The Earth The Moon Near Far Near the sun Far from the Sun A (proper) noun An adjective Because If Quite, fairly very</p>	<p>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!</p>	<p>Do you play ... I play the saxophone/piano/ piano/ violin I play the guitar/clarinet/drums I don't play He/ she plays It's brilliant It's rubbish</p>	<p>Quand je vais a l'ecole, ... Je pase devant... Je traverse la rue Je tourne Je vais... Cinq minutes plus tard finalement Il est une here et demie, deux heures e demie, etc Je vais a l'ecole a huit heures et demie A droite A gauche Tout droit Je ne coprened pas Repetes, s'il vous plait</p>	<p>When I go to school, ... I pas 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</p>	<p>Au printemps En ete/automne/hiver Clair Sombre Heureux Triste Viens/ Reste (chez moi) Les coluleurs sont ... La fille Trop tres</p>	<p>In the spring In the summer/ autumn/ winter Bright/lght Dark Happy Sad Come/Stay (wth me) The colours are... Te girl Too very</p>	<p>les couleurs ex. rouge vert/bleu/ marron/le sable/le ciel/le bate/au la plage/la mer/le chien ex. La mer est verte</p>	<p>colour s 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</p>
Y6	Notre ecole (Our school)	Notre monde (The world around us)	Passe et le present (Then and now)	Ici et la (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 mété	the TV
	Le terrain de sport	The sports field	Des...	Some	Une epicerie	A grocer's	Quatre-vingtun, quatrevingt-deux,	A man	Un verre de coca	An orange juice	o	(section)
	Je cherche...	The sports field	L'après-midi (m or f.)	The morning	Une pâtisserie	A cake shop	quatre-vingttrois etc	What do you like/hate?	Un chocolat chaud	A glass of cola	la mod	the weather
	Je cours.	field		The afternoon	Il y avait...	There was/were	Quatre-vingtneuf	Do you want to play	Un café	A hot chocolate	e	the weather
	Je travaille.	I'm looking for			Maintenant	Now	Quatre-vingtonze, quatervingt-douze etc	rugby/netball/table tennis?	Un café au lait	A (black) coffee	la cuis	(section)
	Ici	I run/ I'm running			Qu'est-ce que c'est?	What is it?	Un homme	Yes I want to play.	Une tasse de the	A coffee with milk	ne	(section)
	La	running			Il/ Elle porte..	He/ She is wearing...	Une femme	No, I don't want to play	Un paquet de chips	A cup of tea	les actua	fashion
	Voici	I work/ I'm working			Il/Elle s'appelle	His/ Her name is ...	Qu'est-ce que tu aimes/detestes?		Un paquet de chips	A packet of crisps	lités	(section)
	Voila	working					Tu veux jouer au rugby/netball/pingpong?		Une portion de frites	A portion of chips	C'est ...	(section)
	Il est deux heures et quart	Here There					Oui, je veux jouer.		Une glace ay	A chocolate chip	génia	the cookery
	Il est deux heures moins le quart	Here it is There it is					Non, je ne veux pas jouer.		Une glace a la fraise/ a la vanilla	A chocolate ice cream	l	(section)
	Il est deux heures cinq/dix/vingt/vingt-cinq	It's quarter past two							Vous desirez?	A strawberry/ vanilla ice cream	intér	(section)
	Il est deux heures moins cinq, dix, vingt, vingt-cinq	It's quarter to two							C'est combine?	What would you like?	essa	(section)
	Le déjeuner	five/ten/twenty/twentyfive							Bon appetite	How much is it? Enjoy your meal/ food	nt ennuy	the current events
	Le professeur	Primary school teacher									eux	(section)
	Le maitre, la maitresse	Lunch(time) teacher										It's... brilliant interesting boring
	Il/Elle a	The teacher (general term)										
Term One			Term Two			Term Three						

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

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

<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"> ● an adaptation of the song 'I am the music man'. ● work in groups to create a rap for a performance and explain what musical instrument they are going to play. <p>●</p> <p>(Bon Appetit) – Enjoy your meal</p> <p>Children learn:</p> <ul style="list-style-type: none"> ● names of food and drinks related to packed lunches and breakfast. ● how to talk about what they have eaten / drunk the previous day. ● to write their own stories based on a model. 	<p>continue to gain confidence in using numbers.</p> <ul style="list-style-type: none"> ● how to understand and use names for places in their local area. ● to follow and give directions, and they describe their route to school using verbs in the present tense. ● to practise some strategies for keeping a conversation going. <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"> ● to talk about what the weather was like. <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"> ● food vocabulary relating to different cultural celebrations in France and other French-speaking countries. ● follow and create their own recipes. 		
<p>Yr 6 (Notre école) – Our school Children will:</p> <ul style="list-style-type: none"> ● extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. ● revise telling the time to the hour and extend this to using half-hours and quarter-hours. 	<p>Yr 6 (Monter un café) – Creating a café Children learn:</p> <ul style="list-style-type: none"> ● to ask for drinks, snacks and ice creams. ● extend their knowledge of the perfect tense by saying what others have eaten or drunk. ● revise use of the euro with simple prices. ● follow a recipe for a milkshake and 	<p>Yr 6 (Au parc d'attractions) – At the theme park Children will:</p> <ul style="list-style-type: none"> ● ask and answer questions about rides at a theme park. ● gain confidence in manipulating numbers up to 100. ● take part in simple role plays and use dictionaries to explore vocabulary. ● create a short text to describe a visit to a theme park,

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