



# Curriculum Progression Map

## Subject: French

**Intent:** At CSPA, the intention of our MFL curriculum is to foster pupils' curiosity about, and deepen their understanding of, the world they live in. Our aim is that all children will have the confidence to explore other countries' cultures and languages, accepting that, in a multicultural society, it is a valuable skill to be able to communicate effectively in another language.

We aim to see all children speaking French with increasing confidence, fluency and spontaneity, and understanding both written and spoken language on a wide range of topics. We intend to ensure that our pupils can write in French, expressing their own ideas and opinions, as well as writing about information gathered from a variety of authentic sources, using accurate grammar and vocabulary they have learnt.

We aim to prepare the children for the KS3 curriculum to enable them to transfer confidently and successfully, as well as nurture a love of languages that will stay with them for the rest of their lives.

| Autumn    | Year 3  | Year 4   | Year 5  | Year 6   |
|-----------|---|--|---|--|
| Knowledge | <p><b><u>Getting to Know you</u></b></p> <ul style="list-style-type: none"> <li>- Say hello/goodbye,</li> <li>- introduce themselves</li> <li>- ask/answer 'how are you?'</li> <li>- count from 1-10</li> </ul> <p><b><u>All about me</u></b></p> <ul style="list-style-type: none"> <li>- understand class instructions</li> <li>- describe body parts &amp; clothes by number &amp; colour</li> </ul> | <p><b><u>All Around Town</u></b></p> <ul style="list-style-type: none"> <li>- name some French cities,</li> <li>- describe places in a town,</li> <li>- say where they live</li> <li>- count in multiples of 10</li> </ul> <p><b><u>On The Move</u></b></p> <ul style="list-style-type: none"> <li>- name types of transport</li> <li>- say how they travel to school</li> <li>- understand and give directions</li> </ul> | <p><b><u>Pleased to Meet You</u></b></p> <ul style="list-style-type: none"> <li>- say what job like like when they grow up</li> <li>- talk about their feelings,</li> <li>- learn the French alphabet</li> </ul> <p><b><u>All About Ourselves</u></b></p> <ul style="list-style-type: none"> <li>- body/face/hair descriptions</li> <li>- describe emotions</li> <li>- talk about actions that suit activities</li> </ul> | <p><b><u>Visit a French Town</u></b></p> <ul style="list-style-type: none"> <li>- Numbers to 1000</li> <li>- describe places in town</li> <li>- say where they live using 'habiter'</li> </ul> <p><b><u>Let's Go Shopping</u></b></p> <ul style="list-style-type: none"> <li>- shopping role play</li> <li>- use the preposition 'entre'</li> <li>- describe food by colour, using 'force' or 'clair'</li> </ul> |
| Skills    | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- 1st &amp; 2nd person in some regular present tense verbs</li> <li>- word classes</li> <li>- noun genders</li> </ul> <p><b>Phonics</b> - a/e/i/o/u</p>  | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- 3rd person in verbs,</li> <li>- definite/indefinite article agreement (gender, number)</li> <li>- subject verb agreement for all forms of 'to go' (aller)</li> </ul> <p><b>Phonics</b> - eu/eau/oi/ou/on/in</p>   | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- simple future tense</li> <li>- immediate future tense</li> <li>- auxiliary &amp; infinitive verb</li> <li>- 3rd person</li> <li>- adjectival agreement</li> </ul> <p><b>Phonics</b> - ch/th/en/an</p>  | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- prepositional phrases</li> <li>- adjectives</li> <li>- prepositions</li> <li>- subject/verb agreement</li> </ul> <p><b>Phonics</b> -<br/>Recap all phonics</p>  |

| Spring           | Year 3   | Year 4  | Year 5   | Year 6  |
|------------------|--|---|--|---|
| <p>Knowledge</p> | <p><b><u>Food, Glorious Food!</u></b><br/> - talk about food by size and colour<br/> - say what food they do and don't like</p> <p><b><u>Family and Friends</u></b><br/> - talk about their family, pets, houses</p> | <p><b><u>Going Shopping</u></b><br/> - ask to buy, describe and give opinions on food &amp; clothing<br/> - ask 'c'est combien?'<br/> - identify &amp; use Euros</p> <p><b><u>Where in the World</u></b><br/> - Name countries &amp; continents<br/> - describe their location (compass points &amp; equator)<br/> - say which animals are found in different countries</p> | <p><b><u>That's Tasty!</u></b><br/> - learn to order drinks, breakfast, pizza,<br/> - explain preferences using 'parce que'</p> <p><b><u>Family &amp; Friends</u></b><br/> - talk about their family, homes, animals using 'et' and 'mais'</p> | <p><b><u>This is France</u></b><br/> - describe France's neighbouring countries<br/> - distances to major French cities from Paris<br/> - Paris landmarks and what people do there</p> <p><b><u>All in a Day</u></b><br/> - am/pm, clock times, morning, afternoon, evening</p> |
| <p>Skills</p>    | <p><b>Grammar</b><br/> - 3rd person in some regular present tense verbs<br/> - adjective agreement<br/> - masc/fem articles (le/la),</p> <p><b>Phonics</b> - a/e/i/o/u</p>   | <p><b>Grammar</b><br/> - feminine adjectival agreement<br/> - correct choice of at (au / a la)<br/> - pronouns<br/> - prepositions<br/> - compound sentences</p> <p><b>Phonics</b> - é/er/ez/et</p>   | <p><b>Grammar</b><br/> - 'some' (du/de la/des)<br/> - adjectival agreement<br/> - conjunctions<br/> - 1st &amp; 3rd person<br/> - possessive adjectives<br/> - complex sentences</p> <p><b>Phonics</b> - em/am/un</p>                          | <p><b>Grammar</b><br/> - present / past imperfect tense of 'être'<br/> - adjectives<br/> - subject/verb agreement</p> <p><b>Phonics</b> - recap all phonics</p>   |

| Summer             | Year 3  | Year 4   | Year 5  | Year 6  |
|--------------------|---|--|---|---|
| Knowledge          | <p><b><u>Our School</u></b></p> <ul style="list-style-type: none"> <li>- talk about classroom &amp; pencil case items</li> <li>- discuss which subjects the like/don't like</li> <li>- understand the places around school</li> </ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>- learn the days of the week &amp; months of the year</li> <li>- count from 11-31</li> <li>- say when their birthday is</li> <li>- say a date in full</li> </ul> | <p><b><u>Holidays &amp; Hobbies</u></b></p> <ul style="list-style-type: none"> <li>- name seasons</li> <li>- discuss weather</li> <li>- talk about sports &amp; hobbies</li> <li>- say where they are going on holiday</li> </ul> <p><b><u>What's the Time?</u></b></p> <ul style="list-style-type: none"> <li>- use o'clock, half past, quarter past/to to tell the time</li> <li>- say what happens before/after something in their day</li> </ul> | <p><b><u>School Life</u></b></p> <ul style="list-style-type: none"> <li>- describe classroom items using 'à côté de', 'sous', 'au dessus de'</li> <li>- give opinions on school subjects</li> </ul> <p><b><u>Time Travelling</u></b></p> <ul style="list-style-type: none"> <li>- numbers over 100</li> <li>- use numbers in a sentence</li> <li>- say &amp; know key French dates</li> </ul>       | <p><b><u>Writing to a Pen Pal</u></b></p> <ul style="list-style-type: none"> <li>- write a letter to a French child, introducing themselves and their school, their likes and dislikes</li> </ul> <p><b><u>French Breakfast</u></b></p> <ul style="list-style-type: none"> <li>- develop vocab skills</li> <li>- practice a range of key French sounds</li> <li>- create a menu for a breakfast cafe</li> <li>- have a conversation to order breakfast</li> </ul> |
| Skills             | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- adverbial phrases</li> <li>- negative form of verbs (ne...pas)</li> <li>- opinions</li> <li>- simple past/ present/ future tense of 'to be' (c'était/c'est/ce sera)</li> </ul> <p><b><u>Phonics</u></b> - a/e/i/o/u</p>   | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- 3rd person plural conjugation of verb</li> <li>- prepositions</li> <li>- possessive adjectives (mon/ma/mes)</li> <li>- 1st person regular verbs</li> </ul> <p><b><u>Phonics</u></b> - è/ê/ai/ei</p>  | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- 3rd person pronouns</li> <li>- comparative adverbs</li> <li>- prepositions</li> <li>- auxiliary and past participle verb</li> <li>- past participle subject/verb agreement</li> </ul> <p><b><u>Phonics</u></b> - ch/th/en/an/em/am/un</p>   | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- immediate future tense</li> <li>- comparative adverbs</li> <li>- prepositions</li> </ul> <p><b><u>Phonics</u></b> - recap all phonics</p>   |
| Impact: End Points |   |  |   |   |
|                    | <p>Pupils can express their simple ideas and thoughts in French and understand and respond to it, both in speech and in writing</p> <ul style="list-style-type: none"> <li>• Pupils can understand and respond to simple spoken and written language from a variety of authentic sources</li> <li>• Pupils can speak French with increasing confidence</li> </ul>   |  | <p>Pupils can express their ideas and thoughts in French and understand and respond to its speakers, both in speech and in writing</p> <ul style="list-style-type: none"> <li>• Pupils can communicate for practical purposes, learn new ways of thinking and read great literature in the original language</li> <li>• Pupils can understand and respond to spoken and written language</li> </ul> |   |

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|  | <ul style="list-style-type: none"><li>• Pupils can write at varying length, for different purposes and audiences</li><li>• Pupils can communicate for practical purposes, learn new ways of thinking and read simple literature in the original language</li><li>• Pupils can speak and write phrases from memory, expressing them clearly</li><li>• Pupils can begin to understand the basic grammatical features of French</li></ul> | <p>from a variety of authentic sources</p> <ul style="list-style-type: none"><li>• Pupils can use a French dictionary to understand and broaden their French vocabulary</li><li>• Pupils can understand the basic grammar of French</li><li>• Pupils can use and understand feminine, masculine and neuter forms and the conjugation of high frequency verbs and apply them in speech and writing</li><li>• Pupils can develop accurate French pronunciation and intonation so that wider audiences can clearly understand them</li><li>• Pupils can engage in extended conversations, ask and answer questions, express opinions and seek clarification</li><li>• Pupils can write at an increasing length and with increasing accuracy and for a clear purpose</li></ul> |
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