

Our Lady and St Anne's Subject Map: French



Key components of our French curriculum:



Grammar - we use and apply correct French grammar to our speaking and listening.



Phonics - we use and apply correct French phonics to help us to read and write.

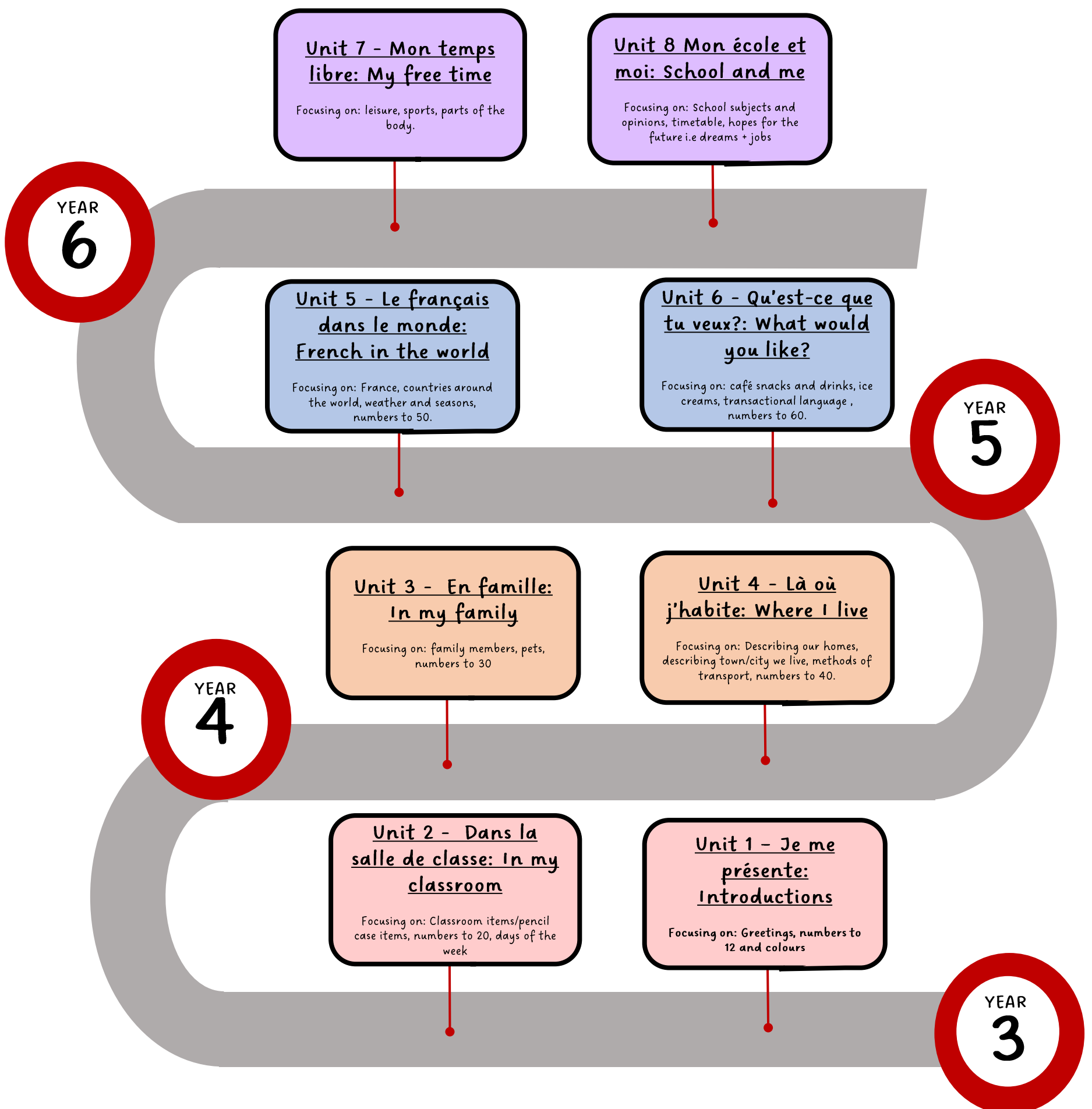


Cultural understanding - we learn about life in France, and in French speaking countries around the world.



Stories and songs - we use stories and stories to see French in real life contexts.

Our French learning journey:



Our key learning:

YEAR 3	<p><u>Unit 1 - Je me présente: Introductions</u></p> <ul style="list-style-type: none"> - How to greet friends and adults - How to introduce themselves and understand others - Ask and answer how they are feeling - Numbers 1-12 - How to explain their age and understand others - Vocabulary of colours - Colour preferences - Answer the register using the correct vocabulary 	<p><u>Unit 2 - Dans la salle de classe: In my Classroom</u></p> <ul style="list-style-type: none"> - Describe which classroom items they have / don't have on their table - Describe which items of classroom furniture there are / aren't in their classroom - Count 13- 20 - Use language to simply talk about classroom items - Position of adjectives - Simple adjectival agreement - Days of the week
YEAR 4	<p><u>Unit 3 - En famille: In my family</u></p> <ul style="list-style-type: none"> - Talk about how many people there are in their family - Describe who is in their family - Introduce others and say their names - Use possessive pronouns to refer to family members - Talk about being an only child - Talk about pets (whether they do or don't have them) - Use vocabulary to describe pets simply using colour and size - Count numbers to 30 	<p><u>Unit 4 - Là où j'habite: Where I live</u></p> <ul style="list-style-type: none"> - Describe how many rooms there are/aren't in their house - Use vocabulary to describe their rooms simply - Begin to talk about their local area - Describe how they get around their local area (modes of transport) - Counting to 40
YEAR 5	<p><u>Unit 5 - Le français dans le monde: French in the world</u></p> <ul style="list-style-type: none"> - To identify L'Hexagone and key rivers/key mountains/key cities in France - To describe the locations of these in France - Recall facts about another French speaking country - la Belgique - Describe where else French is spoken in the world - Begin to talk about the weather in the various seasons - Counting to 50 	<p><u>Unit 6 - Qu'est-ce que tu veux?: What would you like?</u></p> <ul style="list-style-type: none"> - Describing drinks they like/dislike - Ordering drinks and snacks - Talking about whether they are hungry/thirsty - Use transactional vocabulary - Counting to 60
YEAR 6	<p><u>Unit 7 - Mon temps libre: My free time</u></p> <ul style="list-style-type: none"> - Begin to describe their hobbies and what they do in their free time - Talk about sports they play and who they play with - Describe sports they do and who with - Begin to identify parts of the body - Follow and give simple instructions - Describing themselves and others 	<p><u>Unit 8 Mon école et moi: School and me</u></p> <ul style="list-style-type: none"> - Express how they travel to school using je tu il elle form of aller - Talk about subjects they study - Describe their school day - Talk about who they study subjects with - Give simple opinions about school subjects - Begin to explain their reasons for their opinions - Talk about things they're excited for about secondary school - Begin to talk about careers and professions they would like when they are older

Unit overview: Grammar progression focus

		NOUN	VERB	ADJECTIVE
Year 3	Unit 1: Je me présente	<ul style="list-style-type: none"> - use of def article le / l' where English wouldn't need it - contraction of le to l' - simple plurals 	<ul style="list-style-type: none"> - Je / tu / il / elle form of s'appeler - j'ai / tu as / il a / elle a ; je versus j' 	<ul style="list-style-type: none"> - agreement (Présent/présente and absent/ absente)
	Unit 2: Dans la salle de classe	<ul style="list-style-type: none"> - gender - indefinite articles - plurals 	<ul style="list-style-type: none"> - il y a/j'ai - il n'y a pas de/je n'ai pas de 	<ul style="list-style-type: none"> - position
Year 4	Unit 3: En famille	<ul style="list-style-type: none"> - indefinite articles - plurals (plus some ending in x) - gender - possessive pronouns 	<ul style="list-style-type: none"> - singular/plural forms of s'appelle - j'ai-je n'ai pas de/tu as/as-tu?/ il a/elle a... - Inversion when asking questions - je-elle forms of être 	<ul style="list-style-type: none"> - agreement - position (including grand / petit)
	Unit 4 Là où j'habite	<ul style="list-style-type: none"> - definite articles - gender leading to articulated prepositions 	<ul style="list-style-type: none"> - je/tu/il/elle forms of aller including negation and question form of these verbs - ne versus n' 	<ul style="list-style-type: none"> - simple agreement - position (including beau/belle)
Year 5	Unit 5: Le français dans le monde	<ul style="list-style-type: none"> - definite (used in French where English wouldn't need it) and indefinite article - gender - plurals (degrés) 	<ul style="list-style-type: none"> - il to mean it when describing the weather including negatives e.g. il fait/il ne fait pas. - impersonal 'on'. - gender of countries - use of prepositions en/au/aux 	<ul style="list-style-type: none"> - adjectival phrases e.g. du soleil / du vent / du brouillard
	Unit 6: Qu'est-ce que tu veux?	<ul style="list-style-type: none"> - indefinite and definite (used in French where English wouldn't need it) articles - gender and plurals 	<ul style="list-style-type: none"> - formal vous - négatives - avoir - using an infinitive after an opinion phrase 	<ul style="list-style-type: none"> - not needed after c'est/ce n'est pas - reminder of adjectival position 'j'ai une petite idée'
Year 6	Unit 7: Mon temps libre	<ul style="list-style-type: none"> - definite and indefinite articles - gender - possessive pronouns 	<ul style="list-style-type: none"> - imperative - je/tu/il/elle forms of jouer/faire*/regarder/écouter/aller* - négatives - inversion to ask questions - je-elle forms of être 	<ul style="list-style-type: none"> - position and agreement to match the noun (e.g. yeux/cheveux) and not the person - eux (m) changes to euse (f), if (m) changes to ive (f)
	Unit 8: Mon école et moi	<ul style="list-style-type: none"> - definite article with school subjects (when English doesn't need it) - no indefinite article for jobs where English would need it 	<ul style="list-style-type: none"> - Je vais /j'espère/je voudrais + infinitives (devenir/travailler comme/être) - il to mean it - je/tu/il/elle forms of aller/avoir/étudie - nous forms of verbs 	<ul style="list-style-type: none"> - following c'est/ce n'est pas

Possible texts read as part of units

