

Subject Curriculum Map 2025-6

Subject: FRENCH	Leader: ANTHIA POLEVIUO	Date: 2025-6
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	YEAR 3 (PFP scheme Stage I)	YEAR 4 (PFP scheme Stage I continued)	YEAR 5 (PFP scheme Stage 2)	YEAR 6 Topic based approach
AUTUMN I	On Apprend le francais! <i>Let's learn French!</i> Geography based introduction to France and Francophone countries around the world. Create a Paris factfile. Simple greetings Introduction to Physical French Phonics scheme using colours vocabulary (bleu, vert, rouge, gris, jaune) Greetings: <i>Bonjour / Au revoir / ca va? - ca va bien / comme ci comme ca / ca ne va pas / ca va mal</i> <u>Song</u>: <i>Bonjour, salut ca va ?</i> The Ca va song <u>Finger Rhymes</u> : <i>Monsieur Pouce</i> <i>Voici ma main</i>	Dans ma Trousse <i>In my pencil case</i> Pencil case items and saying what you have Reinforcing the concept of gender and nouns Sentence building Asking others what they have Songs, rhymes to practise the new vocabulary Dictionary skills – intro to part 2 (gaining independence) <u>Songs /Culture</u>: Dans ma Trousse song to « freres Jacques » Bonjour salut greeting song	C'est / Ce n'est pas, les pays francophones et les adjectifs <i>It is / it isn't, using colour adjectives and understanding word order</i> Understanding how to form negative expressions with ne... pas. Understanding when to use n'....pas Review of colours Understanding that colour adjectives go after the noun they are describing (practice with some masculine animal nouns). Looking at pronunciation with "c'est" and then "c'est +	Les Planètes <i>The planets</i> The Planet names in French Descriptive phrases Colour and size adjectives with agreements Use of intensifiers and connectives to extend writing. <u>Culture</u>: Cross curricular links with music – Composers <u>Songs</u>: <i>Mercure, Venus et la Terre....</i> YouTube video in French on space

	<u>Culture</u> : Paris factfile, francophone countries around the world		noun”. Example: C’est un lion.... <u>Culture</u>: Francophone countries around the world <u>Songs / rhymes</u>: revisit songs from Y3/Y4 De quelle couleur est-ce? Une souris verte	
AUTUMN 2	On continue! <u>Let’s continue!</u> Making connections between sounds and written form Imperatives Verbs Comment t’appelles-tu / Je m’appelle... Understanding je (I) and tu (you) Christmas vocabulary and traditions: learning about Père Noel, design a Père Noel and Christmas shoe <u>Songs</u> Je and Tu song Deux petits oiseaux Christmas concert preparation (element of singing in foreign language) (liaise with music teacher)	On écrit plus! <u>We are writing more!</u> Making more explicit links to sounds / written form Developing confidence in key structures – <i>j’ai</i> (I have) <i>tu as</i> (you have), <i>voilà, dans ma trousse</i> il y a (in my pencil case there is...) <u>Developing dictionary skills</u>: alphabetising, how to navigate through the bilingual dictionary (terms: columns, headwords, identifying nouns, gender, verbs) Song: Christmas concert preparation (element of singing	De quelle couleur est... ? <u>What colour is... ?</u> More masculine animal nouns Asking the question – “<i>de quelle couleur est..?</i>” Intro to more colours Reviewing colours spellings Writing assessment – spellings / word order (colours, word order, negatives expressions) Using “tu” and “vous” Culture: Christmas Preparations – songs / culture <u>Rhymes / Songs</u> De quelle couleur est-ce? Une souris verte Va t’en grand monster vert Savez vous planter les choux	Je suis astronaute ! <u>I’m an astronaute !</u> Practise and developing key basic questions on you – name / age / where you live. Development of adjectives to describe personality (recognising cognates, adjective agreements etc..) <u>End of unit task</u> : pupils are writing about themselves as an astronaut who has been to space. Describing themselves (personal details and personality) and what they saw in space. Song : Christmas concert preparation (element of singing in foreign language) (liaise with music teacher) Christmas: language and culture activities

	PoS targets met by this unit: S+L A, B, Songs stories and rhymes R+W: B, E	in foreign language) (liaise with music teacher) <i>Writing practice of key structures Poster design using new language (summative and formative assessment)</i> <u>Christmas</u> – designing and describing your Christmas jumper (incorporating recent learning – colours). <u>Christmas Songs</u> : Vive le vent, dans ma trousse il y a..	Mon ane Leon le cameleon PoS Targets met by this unit: S+L: A, B, C, D Songs, Stories and Rhymes R+W: A, B, C, E, Grammar: 2a, 4a, <i>On-going assessment of learning</i>	
SPRING I	<u>Spring Term 1+2</u> On parle plus! <i>Let's talk some more!</i> Epiphany festival – language and traditions. Word order and spelling activity Developing more confidence in classroom commands / language Numbers 0-6 Spellings of colours Story: Roule Galette	Je mets un pull ! <i>I'm putting on a jumper!</i> Epiphany activity: word order and adjective agreements activity Discussion of role of nouns Clothes items Saying what you and others are putting on Plural nouns using “des”	Les animaux.... <i>Animals...</i> Epiphany Activity: word order and adjective agreements Pets (masculine nouns) x 8, reviewing negative expressions Reviewing question phrases from Autumn I Feminine adjective agreements Reviewing word order with colour	Dans ma ville il y a.... <i>In my town there is.... (begin preparing key language/ vocabulary for France trip in March)</i> Epiphany Activity: word order and adjective agreements Places in a town Reviewing understanding of definite (le/la/les) and indefinite (un/une/des) articles with nouns

	Rhyme/Song: Voici ma main Monsieur Pouce 2 petits oiseaux	Story : Je m'habille et je te croque Rhyme : le visage <i>Formative Assessment on learning so far</i>	Dictionary skills (part 3) <i>Formative Assessment on learning so far</i> <u>Songs / rhymes</u> Des amies sages Alouette Petit ballon Il court le furet .	Developing a good bank of fronted adverbials, connectives and opinions to create more complex descriptions Understanding basic positional phrases Quand je vais à l'école... <i>When I go to school.</i> Describing where something is in relation to something else. Simple directions Listening to authentic material set in Martinique and ordering a text. Cultural reference to Martinique and other francophone countries. Using the verb aller à – revision of the rule in new context. Listening to song, performing from memory and then adapting and writing your own version. <i>Writing creative task to consolidate learning from term</i> <i>Summative assessment</i> <i>reading/speaking/writing</i> <i>PoS targets met by this unit: S+L: A, B, C, D,</i> <i>Songs stories and rhymes</i> <i>R+W: A, B, C, D, E</i> <i>Grammar: 2a, 4a,</i> <i>Culture: Epiphany festival</i>
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SPRING 2	On parle et on écrit plus ! <i>Let's talk and write even more!</i> Linking phonics to writing more through numbers, classroom commands Understanding terms Consonne / Voyelle Question words Rhymes: Monsieur Pouce Voici ma main Que fait ma main	On va compter! We are going to count Numbers 11-20 Further development of use of bilingual dictionaries <i>Story: Par une sombre nuit de tempête</i> <i>PoS targets met by this unit: S+L: A, B</i> <i>Songs, stories and rhymes</i> <i>R+W: A, B, C, E</i> <i>Grammar: 2a, 2b, 3a, 4a,</i>	film based project (2 weeks) et on continue! Singular and plural nouns Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives <i>Songs:</i> <i>Trois petits chats</i> <i>Valentine's Poem</i> <i>Bilingual dictionary</i> <i>PoS Targets met by this unit:</i> <i>S+L: A, B, C, D</i> <i>Stories, songs and rhymes</i> <i>R+L: A, B, C, E</i> <i>Grammar: 1a, 1b, 2a, 4a,</i>	Je vais en France! <i>I am going to France!</i> Preparing for French trip in March. Key areas will include: General intro to where the children are going (incl Vimy Ridge / Wellington Quarry) Numbers review 0-100 with money Food - ingredients for making bread / baking instructions (bread, flour, yeast, oven). Plus some waffle vocab - sweet / salty / flour / taste. Plus basic food vocab (breakfast / lunch / dinner) Basic day to day transactional vocab (bonjour / merci / s'il vous plait / je voudrais/ c'est combien etc) (review) <i>PoS targets met by this unit:</i> <i>PoS Targets met by this unit:</i> <i>S+L: A, B, C, D</i> <i>Stories, songs and rhymes</i> <i>R+W: A, B, C, D, E</i> <i>Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b</i>
SUMMER I	Summer Term 1+2 <i>On apprend bien!</i> We are learning well! Numbers 0-10 Verbs x 3 Vite/lentement	Les jours <i>The days of the week</i> Review of introductions vocabulary and grammar structures focusing on all 4 skills areas – ca va / je	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision <i>Culture: Eurovision Song Contest</i>	La Seconde Guerre Mondiale <i>WW2 in France</i> Personal accounts from children of WW2, items brought to the countryside, rations town vs countryside

	Je veux/Tu veux S'il vous plait S'il te plait Merci Intro to Pencil case items x 6 and sentence construction...(I have / du you have.. here is...) Culture : Eurovision Song Contest	m'appelle / Numbers / J'ai...ans / J'habite.. Incorporating questions – Comment t'appelles tu / Quel age as-tu ? Ca va ? Ou habites tu ? Phonics focus Recycling key language / structures from y3 Speaking p/wk Song: 11 à 20 Days of the week 1,2,3 je m'en vais au bois Deux petits oiseaux (with adaptations / variations) PoS Targets met by this unit: S+L: A, B, C, D, Stories, songs and rhymes R+W, A, B, C, D, E Grammar: 2a, 2b, 3a, 4a Culture : Eurovision Song Contest	<i>Stories: Bon Appetit Monsieur Lapin Qui Conduit Pourquoi?</i>	Focus on present tense – regular er verb Pronouns (je/tu/il/elle focus) , nouns conjugations, personal accounts in the present tense Near future tense + regular er verb formation je vais organiser... Cognates <i>Playing a WW2 themed card game entirely in French</i> Culture : Eurovision Song Contest
SUMMER 2	(continuation from Summer 1)	C'est ou ce n'est pas ? <i>It is or it isn't?</i> Positive and negative expressions	Continuation from summer 1 (including	La Seconde Guerre Mondiale <i>Continuation of WW2 topic</i>

	<i>Review of the Year's learning through songs / games / quizzes</i>	Colours review Position of adjectives in a sentence On revise Let's review our learning Finish off topic areas Review of first learning so far Story: De quelle couleur est-ce ? Une souris verte PoS Targets met by this unit:	stories, songs and rhymes) PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b	Further consolidation of present tense, near future tense, cognates Current culture – Bastille Day celebrations, significance PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b
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PoS Targets – listed at the end of a long unit of work A-E with grammar units as outlined in PoS Key Stage 2 and broken down by Sue Cave

Assessment: Is on-going throughout the academic year. It may be through writing (including extended, creative pieces with dictionaries), reading, speaking and listening tasks. Pupils will regularly revisit previous learning to ensure key areas are remembered and understood.

Rationale of Topics: More time is spent on developing understanding within a unit.

Y3: Physical French phonics scheme Stage 1 (colours, numbers, verbs, commands, items in pencil case, connectives)

Y4: Continuation of Physical French Phonics Stage 1 (pencil case items, more numbers, verbs, clothes, days of the week)

Y5: Physical French Phonics Stage 2 (phrases with verbs and negatives, adjective agreements, sentences with adjectives, nouns and subordinate clauses, masculine and feminine nouns).

Y6: 1) Space 2) In town (places in town, prepositions, present tense verbs connectives) 3) Going to France – review numbers, transactional vocab (1/2 term). 4) Second World War with Story development – present tense verbs, tense manipulation, connectives and bringing together grammar points covered in KS2.

By end of KS2 PoS links have been addressed with constant built in opportunities to revisit key grammatical structures, and vocabulary (including spellings and sounds – pronunciation).