

## FRENCH progression map

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The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'. In MFL these are: **curiosity, understanding and fluency**.

Key Stage 2 National Curriculum objectives			
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen attentively to spoken language and show understanding by joining in and responding</li> <li>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>♣ present ideas and information orally to a range of audiences*</li> <li>♣ read carefully and show understanding of words, phrases and simple writing</li> <li>♣ appreciate stories, songs, poems and rhymes in the language</li> <li>♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>♣ describe people, places, things and actions orally* and in writing</li> <li>♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>		
QCA units adapted Autumn, Spring, Summer term content			
<p><b>Year 3</b></p> <p><b>Focus:</b> Foundations of speaking, early vocabulary, simple sentences, phonics, listening skills.</p> <p><b>Big ideas:</b> Curiosity, understanding &amp; fluency</p>	<p><b>Unit 1 – Classroom Language &amp; Introductions</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>• Greetings, saying hello/goodbye</li> <li>• Introducing oneself</li> <li>• Classroom objects</li> <li>• Basic instructions</li> <li>• Numbers 1–12</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Nouns: gender awareness</li> <li>• Indefinite articles: <i>un/une</i></li> <li>• Simple sentence structure: <i>Je suis..., J'ai...</i></li> <li>• Recognising silent letters and French spelling pattern</li> </ul>	<p><b>Unit 2 – Days, Weather, Nationality</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Weather phrases</li> <li>• Nationality vocabulary</li> <li>• Classroom routines</li> <li>• Numbers 13–21</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Verb <b>avoir</b> (singular): <i>j'ai, tu as</i></li> <li>• Adjective agreement for nationalities</li> <li>• Forming simple questions: <i>Tu as... ?</i></li> <li>• Phonics: alphabet</li> </ul>	<p><b>Unit 3 – Family, Colours, Preferences</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Months</li> <li>• Numbers 22–31</li> <li>• Colours</li> <li>• Likes/dislikes</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Possessive adjectives: <i>mon/ma/mes</i></li> <li>• Using <i>aimer</i> + noun</li> <li>• Using <i>j'aime / je n'aime pas</i></li> <li>• Basic conjunctions: <i>et, mais</i></li> </ul>
<p><b>Prior learning</b></p>	<p>English alphabet Putting words into alphabetical order</p>	<p>Numbers 1 – 12 How to work out averages</p>	<p>The days of the week Classroom objects Numbers 0 – 21 J'ai, Tu as?</p>

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<b>Year 3</b>  <b>Key vocabulary</b>	Bonjour, salut, au revoir Je m'appelle..., comment t'appelles-tu ? Oui / non Merci / s'il te plaît Classroom objects: un crayon, un stylo, une gomme, une règle, un cahier, un livre Numbers 1-12 Oui / non Instructions: écoutez, regardez, répétez, levez-vous, asseyez-vous	Days: lundi-dimanche Weather: il fait beau, il pleut, il neige, il fait froid, il fait chaud Alphabet (A-Z) Numbers 13-21 Nationalities: anglais(e), français(e), espagnol(e), écossais(e), gallois(e) Tu as... ? J'ai...	Family: mère, père, frère, sœur, grand-mère, grand-père Colours: rouge, bleu, vert, jaune, noir, blanc, orange, rose, gris, violet Months: janvier-décembre Numbers 22-31 Likes/dislikes: j'aime, je n'aime pas
<b>Year 4</b>  <b>Focus:</b> Expanding vocabulary, beginning to use verbs and short conversations, reading/spelling patterns.  <b>Big ideas:</b> Curiosity, understanding & fluency	<b>Unit 4 – Animals, Plurals, Festivals</b>  <b>Key Content</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Numbers 32-40</li> <li>Festivals (incl. Easter)</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Singular/plural nouns</li> <li>Plural articles: <i>les</i></li> <li>Adjective position (basic): <i>un cheval blanc</i></li> <li>Question forms: <i>Qui est-ce ?</i></li> </ul>	<b>Unit 5 – Birthdays, Dates, Time</b>  <b>Key Content</b> <ul style="list-style-type: none"> <li>Birthdays &amp; dates</li> <li>Numbers 42-60</li> <li>Telling time (on the hour)</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Using <i>c'est + date</i></li> <li>Expressions with <i>avoir</i>: <i>J'ai dix ans</i></li> <li><i>Il est... heure(s)</i> time structure</li> <li>Revising months and numbers</li> </ul>	<b>Unit 6 – Places, Countries, Directions of Travel</b>  <b>Key Content</b> <ul style="list-style-type: none"> <li>Countries &amp; French towns</li> <li>Compass points</li> <li>Saying where someone is going</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li><i>aller</i> (singular): <i>je vais, tu vas, il/elle va</i></li> <li>Prepositions with countries: <i>en, au, aux</i></li> <li>Using <i>à</i> + town</li> <li>Simple future meaning through <i>aller</i> + infinitive (optional introduction)</li> </ul>
<b>Prior learning</b>	Basic aural/oral spellings of numbers Sounds/spelling patterns met in previous units How to ask and answer questions using <i>avoir</i>	Numbers 0 – 41 How to say some dates	How to pronounce specific sounds in French The points of the compass in English How to ask and reply to <i>Où habites-tu?</i>
<b>Year 4</b>  <b>Key vocabulary</b>	Animals: un chien, un chat, un lapin, un poisson, un oiseau, une tortue, une souris Numbers 32-40 Festivals: Noël, Pâques, Anniversaire Qui est-ce ? C'est...	Dates: C'est le ... Months recap Numbers 40-60 Time: il est une heure, deux heures, etc.	Countries: la France, l'Angleterre, l'Espagne, l'Allemagne, l'Italie, le Portugal Towns: Paris, Lyon, Nice, Marseille (as examples) Compass: nord, sud, est, ouest Je vais à..., il/elle va à...

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<p><b>Year 5</b></p> <p><b>Focus:</b> Developing more confident speaking/writing, adjectives, opinions with reasons, extended sentences.</p> <p><b>Big ideas: Curiosity, understanding &amp; fluency</b></p>	<p><b>Unit 7 – School Subjects &amp; Preferences</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>School subjects</li> <li>Expressing preferences</li> <li>Time including minutes past/to</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>More complex opinions: <i>j'adore, je déteste</i></li> <li>Reasons using <i>parce que...</i></li> <li>Introduction to regular <i>-er</i> verbs (if appropriate): <i>j'étudie</i></li> <li>Question forms: <i>Quelle heure est-il ?</i></li> </ul>	<p><b>Unit 8 – Shopping, Money, Snacks</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>Asking for drinks/snacks</li> <li>Prices &amp; using euros</li> <li>Festival vocabulary</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Using <i>je voudrais</i></li> <li><i>C'est combien ?</i></li> <li>Gender &amp; plural rules revisited</li> <li>Adjective position with <i>c'est + adjective</i></li> </ul>	<p><b>Unit 9 – Sports, Body Parts, Feelings</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>Sports</li> <li>Body vocabulary</li> <li>Expressing opinions and feelings</li> </ul> <p><b>Grammar Focus</b> Verb <i>faire</i> (for sports): <i>je fais du football</i></p> <ul style="list-style-type: none"> <li>Personal opinions + reasons</li> <li>Adjective agreement (feelings): <i>je suis fatigué(e)</i></li> <li>Negative forms: <i>je ne joue pas...</i></li> </ul>
<p><b>Prior learning</b></p>	<p>That nouns in French have a gender and can be singular or plural Times on the hour Numbers 1 – 60 Qui est-ce? And C'est (+ person)</p>	<p>C'est combine? How to express likes and dislikes C'est (+adjective)</p>	<p>Greetings Dates, dates Analogue times The weather Register Classroom phrases and instructions</p>
<p><b>Year 5</b></p> <p><b>Key vocabulary</b></p>	<p>Subjects: les maths, l'anglais, le français, l'histoire, la géographie, les sciences, l'EPS, la musique, l'art Opinions: j'adore, j'aime, je n'aime pas, je déteste Giving reasons: parce que... Time expressions: et quart, et demie, moins le quart</p>	<p>Food/drinks: un jus d'orange, un chocolat chaud, de l'eau, un croissant, un sandwich Prices: un euro, deux euros, cinquante centimes Phrases: je voudrais..., c'est combien ?, voilà Festival vocabulary (linked to year calendar)</p>	<p>Sports: le football, le tennis, le rugby, la natation, la danse, la gymnastique Body parts: la tête, le bras, la jambe, la main, le pied, les yeux, le nez, la bouche, les oreilles Feelings: je suis fatigué(e), content(e), triste, malade, excité(e) Opinions: je préfère..., je pense que...</p>
<p><b>Year 6</b></p> <p><b>Focus:</b> More independence, reading/writing longer texts, authentic materials, dictionary use, real-life communication.</p>	<p><b>Unit 10 – Clothing &amp; Descriptions</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>Clothing</li> <li>Describing what someone is wearing</li> <li>Colours</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Agreement of adjectives (colour + clothing)</li> <li>Word order: adjective usually follows noun</li> <li>Using <i>porter</i>: <i>je porte...</i></li> </ul>	<p><b>Unit 11 – Town &amp; Directions</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>Places in a town</li> <li>Asking for directions politely</li> <li>Simple directions</li> <li>Basic geography of France</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Using polite forms: <i>s'il vous plaît, excusez-moi</i></li> <li>Imperatives for directions: <i>tournez, allez, prenez</i></li> </ul>	<p><b>Unit 12 – Synoptic Project (Francophone Country / Theme)</b></p> <p><b>Key Content</b></p> <ul style="list-style-type: none"> <li>Cross-unit review</li> <li>Independent use of dictionary/ICT</li> <li>Project on a French-speaking location</li> <li>Letter writing / cultural comparisons</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidation of all tenses used so far</li> <li>Creating extended texts</li> </ul>

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<b>Big ideas: Curiosity, understanding &amp; fluency</b>	<ul style="list-style-type: none"> <li>• Present tense: third person <i>il/elle porte</i></li> <li>• Using <i>qui</i> to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of place: <i>près de, à côté de, en face de</i></li> <li>• Using <i>il y a...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using connectors: <i>ensuite, puis, cependant</i></li> <li>• Choosing correct articles and agreements independently</li> </ul>
<b>Prior learning</b>	Numbers 1 – 60 How to give opinions Sports vocabulary Shopping phrases Some colours Phrases for weather Names of festivals	Something of the geography of France Numbers How to use a bilingual dictionary	Most of the core vocabulary and structures Covered units 1 - 11
<b>Year 6 Key vocabulary</b>	Clothing: un pantalon, une jupe, une robe, un pull, un t-shirt, des chaussures, un manteau, un chapeau Colours recap Je porte..., il/elle porte... Adjectives for clothing: grand(e), petit(e), long(ue), court(e), joli(e), moche	Places: la boulangerie, la piscine, le cinéma, le parc, l'école, la poste, la gare, le supermarché Directions: allez tout droit, tournez à gauche, tournez à droite, arrêtez-vous Asking politely: excusez-moi, s'il vous plaît Il y a..., c'est près de..., loin de...	Countries and regions Food, culture, landmarks Transport: en train, en voiture, en avion, à pied Writing phrases: j'aime..., je visite..., c'est intéressant parce que...