



## Goat Lees Curriculum Map - Languages - French

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<u>J'apprends le français - I Am Learning French</u> <b>Listen to:</b> 'Bonjour' 'Au Revoir' <b>Say:</b> 'Bonjour' 'Au revoir'	<u>J'apprends le français - I Am Learning French</u> <b>Listen to:</b> Revise: 'Bonjour' 'Au Revoir' Yes, no, please, thank you (oui, non, s'il vous plait, merci) <b>Say:</b> Revise: 'Bonjour' 'Au Revoir' Yes, no, please, thank you (oui, non, s'il vous plait, merci)	<u>J'apprends le français - I Am Learning French</u> <b>Listen to:</b> Revise: 'Dejeuner' 'Picnic' Numbers 1-12 <b>Say:</b> Revise: 'Dejeuner' 'Picnic' Give my lunch order using French. Numbers 1-12	<u>Les nombres et les couleurs - Numbers and Colours</u> <b>Listen to:</b> Colour names Numbers 1-20 <b>Say:</b> Colour names Numbers 1-20 <b>Read:</b> Colour names and match them to the colours. <b>Write:</b> Colour names.	<u>En Classe - In the Classroom</u> <b>Listen to:</b> Class commands, days of the week, months of the year Numbers 1 to 100, counting up. <b>Say:</b> Classroom objects and name days of the week and months of the year. Numbers 10-100	<b>Revision of Core vocabulary section:</b> Class commands, days of the week, months of the year.  <b>Listen to:</b> Class commands, days of the week & months of the year. <b>Say:</b> Days of the week, months of the year and repeat commands.	<b>Revision of Core vocabulary section:</b> Class commands, days of the week, months of the year  <b>Listen to:</b> Class commands, days of the week & months of the year. <b>Say:</b> Days of the week, months of the year and repeat commands. The date for the day.
<b>National Curriculum Skills &amp; Knowledge</b>				>listen attentively to spoken language and show understanding by joining in and responding > engage in conversations; ask and answer questions	>listen attentively to spoken language and show understanding by joining in and responding > broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	>listen attentively to spoken language and show understanding by joining in and responding	>listen attentively to spoken language and show understanding by joining in and responding > speak in sentences, using familiar vocabulary, phrases and basic language structures
<b>Autumn 2</b>				<u>Jours de la semaine et mois de l'année.</u> <b>Listen to:</b> French salutations. Days of the Week and Months of the year.	<u>Les Jeux Olympiques - The Olympic Games</u> <b>Listen to:</b> The names of sports from the Olympic Games. <b>Say:</b> Some of these sports games. Which games I do, using the verb 'faire.' <b>Read:</b> Unfamiliar words, listen to the sounds and	<u>Chez moi - My Home</u> <b>Listen to:</b> The names of types of home and names of rooms in homes. <b>Say:</b> Which rooms I do and do not have in my own home. <b>Read:</b> The names of rooms in homes.	<u>La France: France</u> <b>Listen to:</b> Compass directions Names of cities in France <b>Say:</b> Compass directions <b>Read:</b> A basic map of France with some key locations.

				<p><b>Say:</b> French salutations and conversations. Days of the Week and Months of the year</p> <p><b>Read:</b> French greetings. Days of the week and months of the year. French dates and think what these could be in English</p> <p><b>Write:</b> Spellings of Days of the week and Months of the Year.</p>	think which English words they are similar to.	<p><b>Write:</b> Which type of home I live in and what rooms I have there.</p>	<p>Read letters from our Pen-pals in France.</p> <p><b>Write:</b> Names of the cities</p> <p>Describe locations of some cities.</p> <p>le) Paris est au centre de la France, mais Marseille est au sud.</p> <p>Write letters to our Pen-pals in France.</p>
<b>National Curriculum Skills &amp; Knowledge</b>	listen attentively to spoken language and show understanding by joining in and responding	listen attentively to spoken language and show understanding by joining in and responding	listen attentively to spoken language and show understanding by joining in and responding	>listen attentively to spoken language and show understanding by joining in and responding > engage in conversations; ask and answer questions	>broaden their vocabulary and develop their ability to understand new words	>listen attentively to spoken language and show understanding by joining in and responding > engage in conversations; ask and answer questions > describe people, places, things and actions orally* and in writing	>describe people, places, things and actions orally* and in writing
<b>Spring 1</b>	<p><u>Les nombres - Numbers</u></p> <p><b>Listen to:</b> Numbers 1-5 in French</p> <p><b>Say:</b> The numbers 1-5 in French with my classmates.</p>	<p><u>Les nombres - Numbers</u></p> <p><b>Listen to:</b> Numbers 1-10 in French</p> <p><b>Say:</b> Numbers 1-10 in French.</p>	<p><u>Les couleurs - Colours</u></p> <p><b>Listen to:</b> Colours</p> <p><b>Say:</b> Colours</p> <p><b>Read:</b> Colour names and match them.</p>	<p><u>J'apprends le français - I'm Learning French!</u></p> <p><b>Listen to:</b> phrases to introduce myself and how to explain how we feel.</p> <p><b>Say:</b> An introduction of myself and explain how I feel.</p> <p><b>Read:</b> Facts about French-</p>	<p><u>Je me présente - Presenting Myself</u></p> <p><b>Listen to:</b> Examples of French-speakers introducing themselves.</p> <p><b>Say:</b> Questions to find out information about others.</p> <p><b>Write:</b> Some key information about myself, including my name, age, nationality and where I live.</p>	<p><u>Au salon de thé - At the Tea Room</u></p> <p><b>Listen to:</b> The names of food and drink, typically served in a French tea room.</p> <p>How to say French currency and practising my counting.</p> <p><b>Say:</b> What I would like to eat and drink in a role-play activity.</p>	<p><u>Quel temps fait-il? - What Is the Weather?</u></p> <p><b>Listen to:</b> Descriptions of the weather. Key vocabulary about the weather.</p> <p><b>Say:</b> What the weather is like today and give a weather forecast.</p>

				speaking countries. <b>Write:</b> Some key spellings for introductions and feelings. Names of countries where French is spoken.		'Thank you' and 'Goodbye' after ordering my food. <b>Read:</b> Items that are available in the tea room.	
National Curriculum Skills & Knowledge				>listen attentively to spoken language and show understanding by joining in and responding  > engage in conversations; ask and answer questions	>listen attentively to spoken language and show understanding by joining in and responding  > engage in conversations; ask and answer questions	>engage in conversations; ask and answer questions	> speak in sentences, using familiar vocabulary, phrases and basic language structures >present ideas and information orally to a range of audiences
Spring 2				<b>Les Animaux</b> Animals <b>Listen to:</b> Names of animals. <b>Say:</b> The names of animals that I can see. 'I am' in French, to describe animals. <b>Read:</b> The names of animals. <b>Write:</b> the spellings for the animal names that we have learned.	<b>Ma Famille - My Family</b> <b>Listen to:</b> the names of members of the family <b>Say:</b> Which people are in my family. Describe those people, using adjectives from Term 3. <b>Read:</b> Names of members of the family and match them. <b>Write:</b> Spellings for members of the family.	<b>Manger - eating</b> <b>Listen to:</b> The names of a broader range of foods. <b>Say:</b> Which foods I do and do not like. Practise ordering foods, as in the previous term. <b>Read:</b> The spellings of foods. <b>Write:</b> The names of foods that I like and give opinions.	<b>Les vêtements - clothes</b> <b>Listen to:</b> The names of items of clothing Descriptions of clothing <b>Say:</b> What I am wearing and describe it, using correct adjectival agreements and possessive adjectives.
National Curriculum Skills & Knowledge	listen attentively to spoken language and show understanding by joining in	listen attentively to spoken language and show understanding	listen attentively to spoken language and show understanding by joining in	> listen attentively to spoken language and show understanding by joining in and responding > read carefully and show	> listen attentively to spoken language and show understanding by joining in and responding > read carefully and show understanding of words, phrases and simple writing	> engage in conversations: give opinions	> speak in sentences, using familiar vocabulary, phrases and basic language structures

	and responding	by joining in and responding	and responding	understanding of words, phrases and simple writing			
<b>Summer 1</b>	<u>Ça va ?- How are you?</u> <b>Listen to:</b> How are you? I am good/ok/bad. <b>Say:</b> How are you? I am good/ok/bad	<u>Le déjeuner - Lunch</u> <b>Listen to:</b> 'Dejeuner' 'Picnic' <b>Say:</b> Give my lunch order using French. Sing Words and phrases from a song	<u>Le corps - The body</u> <b>Listen to:</b> Key body parts <b>Say:</b> Say some body parts with my classmates. Sing a song - 'Allouette' <b>Read:</b> Body parts and match them <b>Write:</b> Body part vocabulary	<u>Je peux... I can...</u> <b>Listen to:</b> Ways of saying I can or I cannot do... different activities. <b>Say:</b> whether I can or cannot do certain activities. Conjunctions to link different activities together.	<u>En classe: In the classroom</u> <b>Listen to:</b> The names of items that we might have in our classroom and in our schoolbags. <b>Say:</b> Which items we have and do not have in our schoolbags. <b>Read:</b> The spellings of the key vocabulary for this unit. <b>Write:</b> Short sentences saying what we do and do not have.	<u>As-tu un animal ? - Do You Have a Pet?</u> <b>Listen to:</b> The names of animals that might be kept as pets. <b>Say:</b> Which animals I do or do not have. What their names are. 'but' to describe contrasts about my pets.	<u>À l'école - At School</u> <b>Listen to:</b> The names of different school subjects. <b>Say:</b> Which subjects we study at school. Which school subjects we like/dislike and why. <b>Read:</b> The names of school subjects. <b>Write:</b> My opinions in sentences.
<b>National Curriculum Skills &amp; Knowledge</b>				>engage in conversations; ask and answer questions; express opinions and respond to those of others	> listen attentively to spoken language and show understanding by joining in and responding > present ideas and information orally to a range of audiences > write phrases from memory	> speak in sentences, using familiar vocabulary, phrases and basic language structures	> engage in conversations: give opinions
<b>Summer 2</b>				<u>Petit Chaperon Rouge - Little Red Riding Hood</u> <b>Listen to:</b> The story of Petit Chaperon Rouge <b>Say:</b> The names of some of the characters from the story <b>Read:</b> The names of key characters.	<u>Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)</u> <b>Listen to:</b> A familiar story told in French. <b>Say:</b> answers to questions about this French retelling. <b>Read:</b> word cards while I listen to the story. <b>Write:</b> short answers to reading questions about the story.	<u>La date - The date</u> <b>Listen to:</b> The numbers 1-31, days of the week and months of the year. How to give the date in French. <b>Say:</b> What the date is today and when our birthdays are.	<u>Le week-end - The Weekend</u> <b>Listen to:</b> Different activities that we might do in our free time. <b>Say:</b> What activities we like to do in our free time. When / how often we do those activities. <b>Read:</b> Spellings of different free-time activities. <b>Write:</b> What we do / don't like to do in our free time.
<b>National Curriculum Skills &amp; Knowledge</b>	>listen attentively to spoken	>listen attentively to spoken language and show	>listen attentively to spoken language and show	>appreciate stories, songs, poems and	>appreciate stories, songs, poems and rhymes in the language	> speak in sentences, using familiar vocabulary, phrases and	> speak in sentences, using familiar vocabulary, phrases and

	<p>language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>&gt;ask and answer questions</li> </ul>	<p>understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>&gt;ask and answer questions</li> <li>&gt;appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p>understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>&gt;ask and answer questions</li> <li>&gt;appreciate stories, songs, poems and rhymes in the language</li> <li>&gt; explore the patterns and sounds of language through songs and rhymes</li> </ul>	<p>rhymes in the language</p>	<ul style="list-style-type: none"> <li>&gt; read carefully and show understanding of words, phrases and simple writing</li> <li>&gt; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> </ul>	<p>basic language structures</p> <ul style="list-style-type: none"> <li>&gt;read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p>basic language structures</p> <ul style="list-style-type: none"> <li>&gt;read carefully and show understanding of words, phrases and simple writing</li> </ul>
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