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| **FL (French) Curriculum and Knowledge Map** | | | | | | | | | | | |
| KS2  **Computing Curriculum and Knowledge Map - Ywa**  (Red NC) | ORACY | | LITERACY | INTERCULTURAL UNDERSTANDING | | | Knowledge of Understanding  Learning About Language | | | | |
| Children should be taught to: listen attentively to spoken language and show understanding by joining in and responding  explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  speak in sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing  appreciate stories, songs, poems and rhymes in the language  broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  write phrases from memory, and adapt these to create new sentences, to express ideas clearly  describe people, places, things and actions orally and in writing  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 | | | | | | | | | | | |
| In Y3/ 4  Children should learn | Oracy | Literacy | | Intercultural Understanding | | | KAL and LLS | | | | |
| At the beginning of Year 3/4 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays. They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CDROMs, DVDs or videos.  They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories. | As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings.  Children develop their reading skills and learn to understand familiar written phrases in clear printed script  They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory. | | Learning a language arouses children’s interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken. They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.  Children reflect upon celebrations in which they participate at home, at school and in the wider community and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures. | | | At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.  Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language. | | | | |
| KS2 Vocabulary: | | | | **L** | french  vocabulary | | **T** | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Bonjour! Salut ! Aurevoir !  Je m’appelle  ça va ?  ça va bien merci  Comme ci ,comme ça  Ça va mal.Et toi ?  Comment t’appelles-tu ?  Bonsoir  Bonne nuit  A tout-à l’heure  Voici  Ma mère  Mon père  Ma sœur  Mon frère  Un,deux,trois,quatre,cinq,six,sept,huit,neuf,dix  Quel âge as-tu ?  J’ai sept/huit ans | | Onze,douze,treize,quatorze,quinze,seize,dix-sept,dix-huit,dix-neuf,vingt.  Combien de..?  Je préfère  Tu préfères…?  Qui préfère..?  Le football  Le cache cache  Le saut à la corde  Le chat perché  La marelle | bien,trés bien,mal  je joue bien au football  je nage bien  je danse mal  je chante  je lis  bravo,fantastique  super,chouette!  janvier,février,mars.avril,mai,juin,juillet,août,septembre,octobre,novembre,décembre  mon anniversaire est en…….. | | | Les couleurs  Rouge,rose,orange,jaune,bleu(e),vert(e),noir(e),blanc(he),violet(te),marron,bruns,roux,blonds  Les parties du corps  la tête,la bouche,la main,lajambe,le bras,le nez,lesépaules,les genoux,les pieds,lesoreilles,les yeux,les cheveux  j’ai…  il/elle a  je suis…..  il/elle est…  grand(e) petit(e | | | | |
|  | | Singular and plural nouns  Awareness of gender | Regular er verbs:*je*  form  \*Simple adverbs  \* Position of Simple adverbs | | | Adjectives: agreement and position | | | | |
| Bonjour  Au revoir  Bonsoir  Bonne nuit  Salut  A tout à l’heure  Comment t’appelles - tu ?  Je m’appelle…  Comment ça va ?  Ça va bien merci  Comme-ci comme–ça  Ça va mal  Voici  Ma famille  Mon père  Ma mère  Mon frère  Ma sœur  C’est moi  Je te présente….  un sept  deux huit  trois neuf  quatre dix  cinq onze  six douze  Quel âge as- tu ?  J’ai neuf ans | | le fermier  la fermière  le fils  la fille  le chien  le chat  la souris  le navet énorme  le fermier  son pré  la femme  le fils  la nourrice  le chien  le chat  la souris  le fromage  onze seize douze dix-sept  treize dix-huit  quatorze dix-neuf  quinze vingt  le football le cache-cache  le saut à la corde la marelle  le chat perché je préfère | bien *well /good*  très bien v*ery well/very good*  mal *badly*  je joue bien au football  *I’m good at playing football*  je nage bien  *I’m good at swimming*  je danse *I danse*  je chante *I sing*  je lis *I read*  bravo,super,chouette, *well done,super,cool,fantastique !*  fantastique  Joyeux anniversaire ! *Happy birthday !*  en… *in….*  janvier *January*  février *February*  mars *March*  avril *April*  mai *May*  juin *June*  août *August*  septembre *September*  octobre *October*  novembre *November*  décembre *December*  répondez/répond avec un geste *respond(plural/singular) with an action*  prenez /prends une carte *take(pl/s) a card*  Tu nages bien ? *Are you good at swimming ?*  Les mois de l’année *the months of the year*  C’est quand ,ton anniversaire? *When is your birthday?*  On va jouer au lotto/ *we are going to*  au cadeau musical/ *play bingo/pass*  à la statue musicale *the parcel/musical statues*      On va écrire une invitation *we are going to write a party*  à une fête *invitation*  Viens à ma fête! *come to my party!*  Le nom *name*  La date *date* | | | le nez nose  le bras arm  la tête head  la bouche mouth  la jambe leg  la main hand  les épaules shoulders  les genoux knees  les pieds feet  les yeux eyes  les oreilles ears  les cheveux hair  il est grand he is big  il est petit he is small  elle est grande she is big  elle est petite she is small  les couleurs colours  rouge red  rose pink  orange orange  jaune yellow  bleu (e) blue  vert (e) green  noir(e) black  blanc (he) white  violet (te) purple  (add s to the above if plural)  marron brown  roux ginger  bruns brown (hair)  blonds blond  il/elle a He/she has…  un nez bleu a blue nose une bouche bleue a blue mouth les yeux/cheveux bleus blue eyes/hair  teacher language :  chantez sing  écrivez write  mettez – vous dans le bon ordre put yourselves  in the right order  lisez read  les parties du corps parts of the body  jouons lets play | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Learning outcomes by the end of Cycle A | ORACY | LITERACY | INTERCULTURAL UNDERSTANDING | KAL | LAL | | Enjoy listening to and speaking in the language  Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences  Understand conventions such as taking turns to speak, valuing the contribution of others  Use correct pronunciation in spoken work | Recognise and understand some familiar words and phrases in written form  Read aloud in chorus, with confidence and enjoyment, from a known text  Write some familiar simple words using a model  Write some familiar words from memory. | • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures  • Identify the country or countries where the language is spoken  • Have some contact with the country/countries  • Recognise a children’s song, rhyme or poem well known to native speakers. | Identify specific sounds, phonemes and words Recognise commonly used rhyming sounds. Identify specific sounds, phonemes and words •Imitate pronunciation. Hear main word classes •Recognise question forms and negatives •Recognise conventions of politeness •Engage in turn taking. Link sounds to meanings • Recognise negative statements. | Recognise how sounds are represented in written form  Notice the spelling of familiar words. Understand how far letters/letters strings are both similar to and different from English  Recognise that some words occur in both English and the language being learned, although they may sound different. Appreciate that writing systems are different from one another | | | | | | | | | | | | |

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Learning outcomes by the end of Cycle B | ORACY | LITERACY | INTERCULTURAL UNDERSTANDING | KAL | LAL | | Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text. | • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. | Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives. |  | | |

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| In Y5/ 6  Children should learn | Oracy | | Literacy | | Intercultural Understanding | | | | KAL and LLS | | | | | |
| They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.  Children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform them in front of an audience. They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model. | | Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order.  Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model. | | Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.  Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others. | | | | Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.  Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another. | | | | | |
| KS2 Vocabulary: | | | | | | **L** | french  vocabulary | | **T** | | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Quand je vais à l’élcole  Je passe devant  Cinq minutes plus tard  Finalement  Vrai  Faux  à droite  à gauche  tout droit  je ne comprends pas  répétez s’il vous plaît | * j’ai mangé * j’ai bu * et * mais * un sandwich * un gateau * une pomme * une orange * une banane * du fromage * de l’eau * de la salade   des chips (pl) | | La terre  La lune  Un nom  Un nom propre  Un adjective  Parce que  Elle  Près de  Loin de  Assez  trop | | L’hiver(m)  Le printemps  L’été(m)  L’automne(m)  Au printemps  En été/automne/hiver  Il fait beau etc  Clair  Sombre  Heureux  triste  Joli  Laid  Fade  Coloré  Calme  agité | | | | | (le chien)regarde  (le bateau) glisse  (la petite fille)dort  (la dame)brosse ( les cheveux de la petite fille)  Il y a  C’est  Prends  Ajoute  Mélange  Décore  laisse | | | |
| alphabet | * Perfect tense: manger, boire * Use of du,dela,del’,des * Plural nouns with les and des * Compound sentences with connectives et and mais   Imperatives: vous form of some regular and irregular verbs | |  | | Prepositions *en, au* (with seasons)  \*Adjectives:  Agreements and position(revision | | | | | Regular er  Verbs(present tense):third person singular  \*Dormir (irregular):il/  elle dort  \*imperatives:  tu form of some irregular and irregular verbs | | | |
| Using knowledge of phoneme- grapheme correspondence to synthesise words  Quand je vais à l’école When I go to school  Je passe devant I pass infront of  Cinq minutes plus tard 5 minutes later  Finalement finally  Puis then  à droite to the /on the right  à gauche to the /on the left  continuez continue  tout droit straight ahead  les magasins shops  la poste post office  la rivière river  le parc park  l’école the school  l’église the church  l’hôpital hospital | J’ai mangé I ate  J’ai bu I drank  et and  mais but  un sandwich a sandwich  un gâteau a cake  une banane a banana  une pomme an apple  une orange an orange  du fromage some cheese  de la salade some salad  de l’eau some water  des chips some crisps (pl)  mettez put  versez pour  ajoutez add  cassez break  malaxez knead  formez make  etalez roll out  faites make  les sablés de noël christmas biscuits | | Qualifier:  assez trop  \*prepositions: près de, loin de  Compound sentences with parce que  la Terre – the Earth  la lune - the moon  le soleil – the sun  Mercure –Mercury  Vénus – Venus  Mars – Mars  Jupiter – Jupiter  Saturne – Saturn  Uranus – Uranus  Neptune – Neptune  Pluton – Pluto  parce que – because  elle – it (feminine) she  près de – near to  loin de – far from  assez – quite  trop - too | | l’hiver(m)-winter  le printemps-spring  l’été(m)-summer  l’automne(m)-autumn  en été/automne/hiver- in summer/autumn/winter  au printemps-in spring  clair-light  sombre-dark  calme-calm  agité-rough  joli-pretty  laid-ugly  fade-dull  coloré-colourful  tape les mains/les pieds- clap your hands/ your feet  Additional language  Les couleurs sont- the colours are  la prairie-the meadow  l’étang-the pond  un écureuil-squirrel  une grenouille-a frog  une hirondelle- swallow  aujourd’hui- today  hier-yesterday  demain-tomorrow  c’est quelle saison?- which season is it?  tout est.....- everything is..... | | | | | des coquillages- *shells*  doré-*golden*  un chateau de sable- *sandcastle*  un seau- *bucket*  une pelle- *spade*  grand(e)- *big*  petit(e) – *little*  miniscule  énorme  rapide- *fast*  calme  agité- *rough*  coloré- *colourful*  fade- *dull*  clair- *light*  sombre- *dark* | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Learning outcomes by the end of Cycle A | ORACY | LITERACY | INTERCULTURAL UNDERSTANDING | KAL | LAL | | Pick out some of the detail from short spoken passages • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation • Make a short presentation using a model. | Read and understand some of the main points from a text • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. | • Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. |  |  | | | | | | | | | | | | | | | |

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|  | KS2 Vocabulary: | | **L** | | french  vocabulary | **T** | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Il est midi/minuit  Il est une heure et demie/il est deux heures et demie etc  Il est deux heures et quart  le terrain de sport  la salle de classe  la cour  les toilettes  la cantine  le parking  la bibliothèque  l’entrée  la grande salle  le dessin  le sport  le français  la géographie  la technologie  l’anglais(m)  l’informatique(f)  l’histoire(f)  les sciences (f pl)  les maths (fpl) | * le/une supermarché * la/une boulangerie * la/une boucherie * la /une pâtisserie * la/une poissonerie * il y avait * c’était * aujourd’hui * soixante-et-onze,etc * quatre-vingt-un, etc * mille * beaucoup de * peu de | | Un coca  Un milkshake  Un chocolat chaud  Un café  Un café au lait  Un paquet de chips  Une lemonade  Une eau minérale  Une tasse de thé  Une portion de frites  Une pizza  Une glace au chocolat/à la fraise/à la vanille  Répétez, s’il vous plaît | | | | | |
| Definite and indefinite articles: le/la un/une | antonyms  \*Imperfect tense | | \*prepositions : au/ à la | | | | | |
|  | le/un supermarché the/a supermarket  la/une boulangerie the/a bakery  la/une boucherie the/ a butcher’s  la /une pâtisserie the/a cake shop  la/une poissonnerie the/a fishmonger’s  il y a there is  il n’y a pas de there isn’t any  il n’y avait pas de there wasn’t any  c’est it is  il y avait there was  c’était it was  aujourd’hui today  mille 1000  beaucoup de a lot (of)  peu de few  animé(é) lively(m/f)  calme calm  beau/belle beautiful(m/f)  moderne modern  vieux/vieille old (m/f)  moche ugly  les magasins the shops  la poste the post office  la rivière the river  le parc the park  l’école the school  l’église the church  l’hôpital the hospital | | Un coca coke  Un milkshake milkshake  Un chocolat chaud hot chocolate  Un café coffee  Une tasse de thé cup of tea  Une limonade lemonade  Une eau minérale mineral water  Un paquet de chips packet of crisps  Une portion de frites portion of chips  Une pizza pizza  Une glace au chocolat chocolate ice-cream  Une glace à la fraise/vanille strawberry / vanilla icecream  Une glace à l’abricot apricot ice-cream  Une boule one scoop  Les boissons (f) drinks  Les snacks (m) snacks  Vous désirez? What would you like?  C’est combien? How much is it?  S’il vous plaît please | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Learning outcomes by the end of Cycle B | ORACY | LITERACY | INTERCULTURAL UNDERSTANDING | KAL | LAL | | • Listen to and understand the main points and some detail from a short spoken passage • Give a presentation in a clear audible voice • Converse briefly without prompts • Enjoy listening and speaking confidently | • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model. | • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country |  |  | | | | | | | | | | |