



UI ⊕ GD

so that in all things God may be glorified...

French CMAP



Curriculum Intent

- **Intent:**
 - Through the teaching of French we hope to reflect the National Curriculum's belief that we can 'liberate our children from insularity' and provide an interest and awareness of other cultures. We hope to foster our pupils' curiosity and deepen their understanding of the world through the experience provided by learning another language. Pupils should be able to express their ideas and thoughts in another language, whilst understanding, and responding to, its speakers, both in speech and in writing. We intend to provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the foreign language. We hope that, by learning a language, our children will be inspired to learn further languages thereby equipping them with the means to widen their horizons.
 - Planning is based on the Lightbulb Languages scheme of work. It is the intention that all children in KS1 and 2 will access first quality teaching of French in order to adequately prepare them for KS3.
- **Whole School Intent:**
 - Be a sacred experience, making Christ known, providing opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive and transformational contribution to their community and wider society.
- **In this subject:**
 - Through learning another language, children learn to walk in another person's shoes. They learn that other people may not see the world in exactly the same way that they do. They expose themselves to the way other people think, and therefore learn a lot more about themselves. They gain a new understanding of the power of language and become a better communicator, more aware of the thoughts and needs of others. Children contribute positively to their community and society as they gain greater empathy for others.
- **Whole School Intent:**
 - Be rooted in the principles of Catholic Social Teaching (inspired by the example of Pope Francis), encouraging our pupils to be the *living logos* in a rapidly changing social context.
- **In this subject:**
 - Children are taught to understand a different culture. By learning about traditions in others countries they develop an awareness of cultural differences in other countries to our own. Developing the children's cultural capital making them respectful and tolerant of others.
- **Whole School Intent:**
 - Develop communication skills necessary for learning and life, promoting high expectations and standards in reading, writing and maths across a range of subject areas.
- **In this subject:**
 - Children read fluently and understand the main points and some of the detail in short written texts.
 - They write short texts on familiar topics imaginatively and use knowledge of grammar to enhance or change the meaning of phrases.
 - They speak confidently: understand the main points in spoken language, give short talks and take part in conversations.
- **Whole School Intent:**
 - Be memorable, providing diverse and SMSC rich opportunities from which children learn and develop a range of transferable skills.
- **In this subject:**
 - Pupils are provided with the opportunity to visit France to enhance their learning and experience another culture. They are encouraged to speak confidently using their language skills. All children in Year 4 experience a French cafe breakfast.
- **Whole School Intent:**
 - Raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **In this subject:**
 - The ability to speak another language can make it easier to learn other related languages more easily than someone without any knowledge of the language. By interacting with one culture, the children will open doors to further cultures. Through learning another language, pupils will broaden their horizons greatly and this could lead, in the future, to study and work in other countries.
- **Whole School Intent:**
 - Encourage pupils to respect each other and have respect for people of all faiths, race and gender, ensuring children are well prepared for life in a rapidly changing world.
- **In this subject:**
 - Children are made aware that by learning a language, they will become global citizens making a contribution to international cooperation and understanding.

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
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Yr1 Unit 1 Moi ORAL ONLY (All about me) Does God speak in all languages?

Topic	Functions	Grammar	Core language	Phonics
- Greetings - Introducing yourself ORAL ONLY	- Simple greetings - Making simple statements (about name and age) - Asking simple questions (about name and age) - know immediate family members - Numbers 1–10 - join in with a french song	- s'appeler: je and tu forms - Questions: inversion of verb and subject - Possessive adjectives: mon, ma	- Bonjour! Salut! - Ça va? Ça va bien/mal. Et toi? - Au revoir - Monsieur, Madame - oui/non - Je m'appelle - Comment tu t'appelles? - Voici ... - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	on, u, je and ère

Year 1 Portraits ORAL ONLY What is prejudice?

Topic	Functions	Grammar	Core language	Phonics
- Parts of the body - Colours	- Know some body parts - Know some colours	le la les (masculine/feminine/plural)	- les couleurs - rouge, rose, orange, jaune, bleu(e), vert, noir, blanc, violet, marron - la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez	ou, eu

Year 1 Animals, weather, classroom items **ORAL ONLY**

Topic	Functions	Grammar	Core language	Phonics
- Saying what pets you have - Know some weather phrases - Know some classroom items	- Making simple statements (about pets, weather) - Asking questions	- J'ai - un , une , des	- chien, chat, lapin, serpent, cochon d'Inde, perroquet, perruche, hamster - Il fait chaud/froid/gris - Il fait du soleil / Il pleut/il neige - un cahier, un livre, une gomme, un taille crayon, un bic, un stylo, un baton de colle, une calculette, des crayons de couleur, des ciseaux, une règle	- au - qu - i - en/on - oi

Y1 FRENCH

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Yr2 Unit 1 Moi (All about me) Does God speak in all languages?

Topic	Functions	Grammar	Core language	Phonics
- Greetings - Introducing yourself ORAL ONLY	- Simple greetings - Making simple statements (about name and age) - Asking simple questions (about name and age) - know immediate family members - Numbers 1–10 - join in with a french song	- s'appeler: je and tu forms - Questions: inversion of verb and subject - Possessive adjectives: mon, ma	- Bonjour! Salut! - Ça va? • Ça va bien/mal. Et toi? - Au revoir - Monsieur, Madame • oui/non - Je m'appelle - Comment tu t'appelles? - Voici ... - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	on, u, je and ère

Year 2 Unit 2 Jeux et chansons (Games and songs) Is everyone included?

Topic	Functions	Grammar	Core language	Phonics
- Responding to a song in French - Understanding simple instructions - Making a game	- Numbers 11–20 - Simple instructions - Expressing preference	Singular and plural nouns	- frère, soeur, mère, père, tante, oncle etc .il/elle n'est pas, n'a pas.. ... court - Il/Elle est ... - gris(e) - chien, chat, lapin, serpent, cochon d'Inde, perroquet, perruche, hamster	- é, er, ez - Silent -s (simple plurals) - on, oi

Year 2 Unit 3 On fait la fête (Celebrations) Is everyone included?

Topic	Functions	Grammar	Core language	Phonics
- Saying what you can do well - Celebrating achievements and special occasions	- Making simple statements (about activities) - Expressing praise - Months of the year - Writing an invitation - Asking permission	- Regular -er verbs: je form - Simple adverbs - Position of simple adverbs - pouvoir: je peux + infinitive (as a statement and as a question) - être: je suis, tu es - en + month	- bien, très bien - Je joue bien au football - Je nage bien - Je danse - Je chante - Je lis - bravo, super, chouette,fantastique! - Je suis / Tu es un génie! - Joyeux anniversaire! - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre - Je peux ...? - s'il te plaît	- i/ge - ère/aire - é/er/ez - oi, j, ère, é, on, u

Y2 FRENCH

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) Yr3 Unit 4 Portraits (Portraits) What is prejudice?

Topic	Functions	Grammar	Core language	Phonics
- Parts of the body - Colours - Descriptions of people	- Making simple statements (about appearance) - Giving a simple description (of a person)	- Adjectives: agreement and position - avoir: j'ai, il/elle a - être: il/elle est	- les couleurs - rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron - J'ai ... - Il/Elle a ... - un nez bleu - une bouche bleue - les yeux/cheveux bleus - Il/Elle est ... - grand(e) petit(e)	ou, eu

Year 3 Unit 5 Ma famille Who are my brothers and sisters

Topic	Functions	Grammar	Core language	Phonics
- family members - talking about brothers and sisters, descriptions - talking about pets	- Giving a simple Description - Making simple statements - answer simple questions	- avoir je , tu , il/elle forms - être: il/elle est - Adjectives: agreement and position - Negatives (ne ... pas)	- frère, soeur, mère, père, tante, oncle etc .il/elle n'est pas, n'a pas.. ... court - Il/Elle est ... - gris(e) - chien, chat, lapin, serpent, cochon d'Inde, perroquet, perruche, hamster	on,en,et,an

Year 3 Unit 5 Ma famille – first half term finishing off this unit.

Year3 Unit 6 Ça pousse! (Growing things) Should some people have more to eat than others?

Topic	Functions	Grammar	Core language	Phonics
- Responding to a story - Buying things - Ordering in a restaurant	- Expressing likes and dislikes (about food) - Saying what you would like	- Questions: without inversion - Regular -er verbs: tu and vous forms	- Tu aimes ...? - J'aime ... - Je n'aime pas ... - beaucoup - Je voudrais ... - S'il vous plaît - Vous désirez? - Voilà - Merci - Au revoir	- Silent h before a, i - è/ai - j and g(e)/g(ï)

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Year 4 Unit 7 On y va (All aboard) Is it right to colonise?

Topic	Functions	Grammar	Core language	Phonics
• Travel • Weather	• Making statements (about travel) • Describing the weather • Days of the week	• en/à + transport • à + place • aller: je vais, tu vas • en + country • Question word (Comment? Où?) + inversion of verb and subject • faire: il fait	• Je vais à l'école • en voiture/vélo/bus • Où vas-tu? • Je vais ... • en Belgique/France • Il fait chaud/froid/beau/mauvais • Il fait du soleil / du vent • Il pleut • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	• à • au/eau • qu • i • un • Rhyming patterns

Year 4 Unit 8 L'argent de poche - Is it right that some countries are richer than others?

Topic	Functions	Grammar	Core language	Phonics
• Expressing opinions about likes and dislikes	• Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices	• C'est + adjective • avoir: negative je n'ai pas • de after negative	• J'adore • Je déteste • ça • vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingtsept, vingt-huit, vingt-neuf, trente, etc • C'est combien? • un euro • C'est super, magnifique, fantastique • Je n'ai pas de ...	• in • Revision of nasal sounds

Year 4 Unit 9 café How do we build positive relationships?

Topic	Functions	Grammar	Core language	Phonics
• breakfast foods • other meals • café dialogues • buying ice cream	• ordering in a cafe • sampling typical breakfast foods	• vous form formal	• je voudrais, donnez-moi, je prends, je n'en ai pas, il n'y en a pas, où est... • c'est combien? • l'addition s'il vous plait	• ez, en, ou

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Year5 Unit 9 café How do we build positive relationships?

Topic	Functions	Grammar	Core language	Phonics
- breakfast foods - other meals - café dialogues - buying ice cream	- ordering in a café - sampling typical breakfast foods	vous form formal	- je voudrais, donnez-moi, je prends,je n'en ai pas, il n'y en a pas, où est... - c'est combien? - l'addition s'il vous plait	ez, en,ou

Yr5 Unit 10 Vive le sport! (Our sporting lives) How do we build positive relationships?

Topic	Functions	Grammar	Core language	Phonics
Healthy foods and drinks	Making simple statements (about activities and diet)	- Questions with Qu'est-ce que ...? - faire: je fais, tu fais - jouer au (+ sport) - faire du/de la (+ sport)	- Qu'est-ce que tu fais (lundi)? - Je joue au tennis/ au cricket /au basket - Je fais du vélo / du skate / de la danse / de la natation - zéro - le jus d'orange, le yaourt, le poisson, une pomme, les carottes - le chocolat, le coca, les pommes frites, les bonbons - Oui, c'est bon pour la santé - Non, c'est mauvais pour la santé	on/om compared with onn/omm

Year 5 Unit 11 Le Carnaval des animaux

Topic	Functions	Grammar	Core language	Phonics
Animals and their habitats	- Giving a simple description (of animals and habitats) - Telling the time on the hour - Asking and answering simple questions	- Adverbs: formation with -ment - Use of l' before a vowel	- Où habites-tu? - J'habite dans ... - rapide, lent - rapidement, lentement, doucement, fort - Quelle heure est-il? - une heure, deux heures, etc	ou, ou/u

Year 5 Unit 11 Carnaval des animaux- first half term finishing off this unit

Year 5 Unit 12 Quel temps fait-il?

Topic	Functions	Grammar	Core language	Phonics
- Weather - Clothing	- Describing the weather - Revision of numbers up to 40 - Saying the temperature (plus and minus) - Saying the date	Complex sentences starting with a clause using Quand ...	- Il neige, il gèle - Quand ... il te faut ... - moins - lundi 5 juin, etc - le 5 juin, etc	

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Yr6 Unit 12 Quel temps fait-il?

Topic	Functions	Grammar	Core language	Phonics
- Weather - Clothing	- Describing the weather - Revision of numbers up to 40 - Saying the temperature (plus and minus) - Saying the date	Complex sentences starting with a clause using Quand ...	- Il neige, il gèle - Quand ... il te faut ... - moins - lundi 5 juin, etc - le 5 juin, etc	an/en

Year 6 Unit 13 verbs in present tense Is language static or does it change? In 500 years will our language have changed beyond recognition?

Topic	Functions	Grammar	Core language	Phonics
- er verbs - etre - avoir	- be able to use er verbs correctly - be able to use etre and avoir correctly	- understanding the 3 groups of verbs - knowing present tense endings of er verbs - knowing the verbs etre and avoir in all persons	etre, avoir, any regular er verb	- silent final consonants - ez, ons, silent ent

Year 6 Unit 13 Verbs. First half term finishing off this unit

Year 6 Unit 14 school

Topic	Functions	Grammar	Core language	Phonics
- school subjects - giving opinions - time - talking about timetable - Places around the school	- Expressing and qualifying opinions (about school subjects preferences) - Making simple statements (about timetable) - telling the time	- ne pas with opinions and subjects - à with time	- j'ai, je fais - j'aime, je n'aime pas, je déteste, j'adore - pendant, puis - après - C'est nul/affreux/ennuyeux!	- Revision of the phoneme an, ui - word ending -ique

Year 6 Unit 15 ma journée How can I show love and respect for others in my daily life?

Topic	Functions	Grammar	Core language	phonics
talking about everyday activities	- Describing a typical day (to school) - using the time	- reflexive verbs - conjunctions	- je me reveille - Je me lève, lave, je me brosse les dents, j'arrive, je quitte, après ça, puis,	Revision of common phonemes

Y6 FRENCH