**Knowledge and Skills Progression Map**

**Treales CE Primary School 2023-2024**

**French**

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| Elder Class Cycle B Year 5 & 6 | | | |
|  | Autumn 1&2 | Spring 1 & 2 | Summer 1 & 2 |
|  | Phonics and pronunciation revised throughout | Phonics and pronunciation revised throughout - | Phonics and pronunciation revised throughout |
| Topics | Classroom language and revision  Months & seasons  Weather  Basic geography of France and some geographical features. Know the compass points in French.  What are countries famous for? Learn name of countries and give an opinion about them. | Describe areas/ types of places to live.  Learn to say what is in a town plus dictionary skills.  Create sentences to write and say about a place.  Explore a famous French poem.  Study French festivals using er verbs.  Use a writing frame to describe a festival in England. | Question and answer review including birthdays.  Prepare and perform a conversation.  Review where I live vocab to describe where I go on holiday.  Irregular verb aller – to go  Clothes.  Description of what someone is wearing plus opinions. (Fashion show) (Extension if time)  Café conversation and role play. |
| Concepts | Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places.   They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours. | Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'.  They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris.  Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense. | There are opportunities for revision and consolidation of essential KS2 language, but, there are new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams. |
| National Curriculum | Pupils 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. | Pupils 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. | Pupils 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. |
| National curriculum | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. (No prescribed list of content for MFL). | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary . (No prescribed list of content for MFL). | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. (No prescribed list of content for MFL). |
| Prior knowledge | Classroom language and greetings, Months (year B Willow class), translating skills, dictionary skills, small word vocabulary | Building from the previous term’s unit – describing places. Other er verbs. | First half of unit, revision work - basic phrases about yourself learned during KS2- until the verb aller – irregular verb. |
| Key Knowledge  (Substantive and disciplinary) including key vocabulary | |  |  | | --- | --- | | months and seasons | les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre les saisons: le printemps, l'été, l'automne, l'hiver |   **Classroom language, questions and phonics**  **Geography** Où est...? Where is...? C'est dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre. Les montagnes (the mountains), les rivières - (rivers), les mers (the seas), les villes (towns), les grandes villes (cities).  **Describing weather** Quel temps fait-il? - What is the weather like? le temps - the weather la météo - the weather forecast Il fait... It is frais -cool beau - fine chaud - hot du vent- windy froid -cold mauvais- bad du soleil -sunny il y a...-there is... du brouillard -fog un orage -a storm il pleut - it's raining il neige -it's snowing quand il fait beau... -when it is nice weather...  **Pourquoi la France est célèbre?** (What is France famous for?) Tu aimes...? Do you like...? Pourquoi? Why? J'aime, Je n'aime pas, J'adore, Je déteste... parce que je pense que c'est... (because I think that it's...) amusant/e, ennuyeux/se, impressionnant/e, émouvant/e, intéressant/e, délicieux/se, horrible  **Il y a beaucoup de... (there are a lot of...)** montagnes (mountains), rivières (rivers), ports (ports), aéroports (airports), plages (beaches)  **J'habite... I live...** J'habite à Londres (+ town) I live in London J'habite en France (f - country) I live in France J'habite au Portugal (m - country) I live in Portugal Quelle est la capitale de (la France)? C'est Paris. | **Où habites-tu?** J'habite à Cambridge près de Londres. Cambridge, c'est comment? C'est une ville. C'est une grande ville. C'est une petite ville. C'est un village. C'est à la montagne. C'est à la campagne. C'est au bord de la mer. C'est en banlieue. C'est en centre-ville.  (a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine  Dans mon village, il y a... un/une/des, il n'y a pas de... A (Cambridge) il y a..., il n'y a pas de...  **Exploring a French poem** Dans Paris- Paul Eluard  **Introduction to six festivals/festive days in France** - on mange, on porte, on commémore, on fait, on voit  je, tu, il, elle, on, nous, vous, ils, elles -e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)  **Describing a festival in England** | **Revision of essential personal identification vocabulary and structures, including questions** Comment tu t'appelles? Je m'appelle Comment ça va? Quel âge as-tu? J'ai ... ans Quelle est la date de ton anniversaire? Mon anniversaire c'est le Tu as des frères ou des sœurs? Tu as un animal? Où habites-tu? J'habite à Qu'est-ce qu'il y a à ... ? À ... il y a Quelles langues parles-tu? Je parle  **Où vas-tu en vacances? Je vais...** au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à une villa, à un centre de vacances **Avec qui vas-tu en vacances? Je vais...** avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents  Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont  **Les vêtements** des lunettes de soleil, un jean, une veste, un short, une casquette, des baskets, des tongs, une serviette, un maillot de bain, un pantalon, un chapeau un tee-shirt  **Bienvenue a notre défilé de mode** Voici Jack. Il porte un jean noir, un tee-shirt blanc, une chemise rouge et grise et des lunettes de soleil. Je pense que ce style est cool. Non! A mon avis, ce look est nul. Voici Ellie. Elle porte une jupe bleue avec des fleurs roses, un tee-shirt noir et des sandales. Moi, j'adore ce look. Mais je pense que ce n'est pas très chic. A mon avis, c'est un peu démodé mais c'est joli.  **Conversation:** Bonjour Madame/Monsieur. Vous desirez? Je voudrais un fanta et une portion de frites s'il vous plaît Et avec ça? Je voudrais aussi un coca. C'est combien? Ça fait cinq euros. Merci, au revoir. Au revoir.  **Les glaces Ice cream flavours:** à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache **Ordering:** Je voudrais une glace. Je voudrais une boules/deux boules/ trios boules Je voudrais une glace en cornet/ en pot |
|  | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.  Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely. | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.  Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely. | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.  Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely. |
| Possible- sequence of lessons – enquiry questions?  1-6? | Sequence of lessons outlined above in knowledge section. | Sequence of lessons outlined above in knowledge section. | Sequence of lessons outlined above in knowledge section. |
| End of unit goals  Suggested assessment task? | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term. | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term. | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term. |
| Suggestions for the development of greater depth | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links). | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links). | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links). |
| Enrichment opportunities | Possibly form a link with a French primary school.  Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.  Possible French/ European school celebration day. | Possibly form a link with a French primary school.  Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.  Possible French/ European school celebration day. | Possibly form a link with a French primary school.  Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.  Possible French/ European school celebration day. |
| Links to future learning | Directions and landscapes will be developed next term. | KS3 learning e.g Sentence construction, verb conjugation, translation skills, dictionary skills | KS3 learning e.g Sentence construction, verb conjugation, translation skills, dictionary skills |