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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 UnderstandingLearning About Language  |
| Children should be taught to: listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasespresent ideas and information orally to a range of audiencesread carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionarywrite phrases from memory, and adapt these to create new sentences, to express ideas clearlydescribe people, places, things and actions orally and in writingunderstand 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/ 4Children 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 scriptThey 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** | frenchvocabulary | **T** | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Bonjour! Salut ! Aurevoir !Je m’appelleça va ?ça va bien merciComme ci ,comme çaÇa va mal.Et toi ?Comment t’appelles-tu ?BonsoirBonne nuitA tout-à l’heureVoiciMa mèreMon pèreMa sœurMon frèreUn,deux,trois,quatre,cinq,six,sept,huit,neuf,dixQuel âge as-tu ?J’ai sept/huit ans | Onze,douze,treize,quatorze,quinze,seize,dix-sept,dix-huit,dix-neuf,vingt.Combien de..?Je préfèreTu préfères…?Qui préfère..?Le footballLe cache cacheLe saut à la cordeLe chat perchéLa marelle | bien,trés bien,malje joue bien au footballje nage bienje danse malje chanteje lisbravo,fantastiquesuper,chouette!janvier,février,mars.avril,mai,juin,juillet,août,septembre,octobre,novembre,décembremon anniversaire est en…….. | Les couleursRouge,rose,orange,jaune,bleu(e),vert(e),noir(e),blanc(he),violet(te),marron,bruns,roux,blondsLes parties du corpsla tête,la bouche,la main,lajambe,le bras,le nez,lesépaules,les genoux,les pieds,lesoreilles,les yeux,les cheveuxj’ai…il/elle aje suis….. il/elle est…grand(e) petit(e |
|  | Singular and plural nounsAwareness of gender | Regular er verbs:*je*  form \*Simple adverbs\* Position of Simple adverbs | Adjectives: agreement and position |
| BonjourAu revoirBonsoir Bonne nuitSalutA tout à l’heureComment t’appelles - tu ?Je m’appelle…Comment ça va ?Ça va bien merciComme-ci comme–çaÇa va malVoiciMa familleMon pèreMa mèreMon frèreMa sœurC’est moiJe te présente….un septdeux huittrois neufquatre dixcinq onzesix douzeQuel âge as- tu ?J’ai neuf ans | le fermierla fermièrele filsla fillele chienle chatla sourisle navet énormele fermierson préla femmele filsla nourricele chienle chatla sourisle fromageonze seize douze dix-septtreize dix-huitquatorze dix-neufquinze vingtle football le cache-cachele saut à la corde la marellele 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 !*fantastiqueJoyeux 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 nosele bras armla tête headla bouche mouthla jambe legla main handles épaules shouldersles genoux kneesles pieds feetles yeux eyesles oreilles earsles cheveux hairil est grand he is bigil est petit he is smallelle est grande she is bigelle est petite she is smallles couleurs coloursrouge redrose pinkorange orangejaune yellowbleu (e) bluevert (e) greennoir(e) blackblanc (he) whiteviolet (te) purple(add s to the above if plural)marron brownroux gingerbruns brown (hair)blonds blondil/elle a He/she has…un nez bleu a blue nose une bouche bleue a blue mouth les yeux/cheveux bleus blue eyes/hairteacher language :chantez singécrivez writemettez – vous dans le bon ordre put yourselves  in the right orderlisez readles parties du corps parts of the bodyjouons lets play |
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| 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 EnglishRecognise 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/ 6Children 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** | frenchvocabulary | **T** | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Quand je vais à l’élcoleJe passe devantCinq minutes plus tardFinalementVraiFauxà droiteà gauchetout droitje ne comprends pasrépétez 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 terreLa luneUn nomUn nom propreUn adjectiveParce queEllePrès deLoin deAsseztrop | L’hiver(m)Le printempsL’été(m)L’automne(m)Au printempsEn été/automne/hiverIl fait beau etcClairSombreHeureux tristeJoliLaidFadeColoréCalmeagité | (le chien)regarde(le bateau) glisse(la petite fille)dort(la dame)brosse ( les cheveux de la petite fille)Il y a C’estPrendsAjouteMélangeDécore 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 wordsQuand je vais à l’école When I go to schoolJe passe devant I pass infront ofCinq minutes plus tard 5 minutes laterFinalement finallyPuis thenà droite to the /on the rightà gauche to the /on the leftcontinuez continuetout droit straight aheadles magasins shopsla poste post officela rivière riverle parc parkl’école the schooll’église the churchl’hôpital hospital | J’ai mangé I ateJ’ai bu I dranket andmais butun sandwich a sandwichun gâteau a cakeune banane a bananaune pomme an appleune orange an orangedu fromage some cheesede la salade some saladde l’eau some waterdes chips some crisps (pl)mettez putversez pourajoutez addcassez breakmalaxez kneadformez makeetalez roll outfaites makeles sablés de noël christmas biscuits | Qualifier:assez trop\*prepositions: près de, loin deCompound sentences with parce quela Terre – the Earthla lune - the moonle soleil – the sunMercure –MercuryVénus – VenusMars – MarsJupiter – JupiterSaturne – SaturnUranus – UranusNeptune – NeptunePluton – Plutoparce que – becauseelle – it (feminine) sheprès de – near toloin de – far fromassez – quitetrop - too | l’hiver(m)-winterle printemps-springl’été(m)-summerl’automne(m)-autumnen été/automne/hiver- in summer/autumn/winterau printemps-in springclair-lightsombre-darkcalme-calmagité-roughjoli-prettylaid-uglyfade-dullcoloré-colourfultape les mains/les pieds- clap your hands/ your feetAdditional language Les couleurs sont- the colours arela prairie-the meadowl’étang-the pondun écureuil-squirrelune grenouille-a frogune hirondelle- swallowaujourd’hui- todayhier-yesterdaydemain-tomorrowc’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*minisculeénormerapide- *fast*calmeagité- *rough*coloré- *colourful*fade- *dull*clair- *light*sombre- *dark* |
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| 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** | frenchvocabulary | **T** | Transferable vocabulary | **S** | Specific theme vocabulary |
|  | Il est midi/minuitIl est une heure et demie/il est deux heures et demie etcIl est deux heures et quartle terrain de sportla salle de classela courles toilettesla cantinele parkingla bibliothèquel’entréela grande sallele dessinle sportle françaisla géographiela technologiel’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 cocaUn milkshakeUn chocolat chaudUn caféUn café au laitUn paquet de chipsUne lemonadeUne eau minéraleUne tasse de théUne portion de frites Une pizzaUne glace au chocolat/à la fraise/à la vanilleRépétez, s’il vous plaît |
| Definite and indefinite articles: le/la un/une | antonyms\*Imperfect tense | \*prepositions : au/ à la |
|  | le/un supermarché the/a supermarketla/une boulangerie the/a bakeryla/une boucherie the/ a butcher’sla /une pâtisserie the/a cake shopla/une poissonnerie the/a fishmonger’sil y a there isil n’y a pas de there isn’t anyil n’y avait pas de there wasn’t anyc’est it isil y avait there wasc’était it wasaujourd’hui todaymille 1000beaucoup de a lot (of)peu de fewanimé(é) lively(m/f)calme calmbeau/belle beautiful(m/f)moderne modernvieux/vieille old (m/f)moche uglyles magasins the shopsla poste the post officela rivière the riverle parc the parkl’école the schooll’église the churchl’hôpital the hospital | Un coca cokeUn milkshake milkshakeUn chocolat chaud hot chocolateUn café coffeeUne tasse de thé cup of teaUne limonade lemonadeUne eau minérale mineral waterUn paquet de chips packet of crispsUne portion de frites portion of chipsUne pizza pizzaUne glace au chocolat chocolate ice-creamUne glace à la fraise/vanille strawberry / vanilla icecreamUne glace à l’abricot apricot ice-creamUne boule one scoopLes boissons (f) drinksLes snacks (m) snacksVous désirez? What would you like?C’est combien? How much is it?S’il vous plaît please |
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| 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 |  |  |

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