



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

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French Curriculum Map		Autumn	Spring	Summer
		Programme of use: Language Angels (E=early I=intermediate P=progressive C=Core)		
Year A	3&4	Phonics lesson 1&2 (C) Shapes (E) <ul style="list-style-type: none"> -First five shapes introduced in the singular form. -Next five shapes introduced in the singular form. -Drawing our shapes. -Numbers 1 to 5 plus our shapes. -Use of all shapes with numbers 1 to 5. -End of unit assessments. Musical Instruments (E) <ul style="list-style-type: none"> -Introduce nouns and article for first 5 instruments. -Introduce noun and article for next 5 instruments. -Consolidation of all 10 instrument nouns but this lesson concentrates particularly on the article and its correct use. -Introduction of je joue... (I play...). -Consolidation of je joue... (I play...). -End of unit assessments. 	Vegetables (E) <ul style="list-style-type: none"> -First five vegetables introduced. -Next five vegetables. -Adding a weight to our vegetable phrases. -Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences. -Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity. -End of unit assessments. Ancient Britain (E) <ul style="list-style-type: none"> -The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context. -"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain. -"I have..." plus a typical tool from each of the ages of Ancient Britain. -"I live..." plus a typical dwelling from each of the ages of Ancient Britain. -Consolidation of all language learnt. Presentation preparation. -End of unit assessments 	In Class (I) <ul style="list-style-type: none"> -Introduce vocabulary for first 6 classroom objects & article. Matching pair game. -Introduce vocabulary for next 5 classroom objects & article. Class games. -Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have). -What the children do and do not have in their pencil case in class survey form. -Classroom commands. -End of unit assessments. Habitats (I) <ul style="list-style-type: none"> -Five basic elements that plants and animals need to thrive and survive in a habitat. -Five different habitats and examples of each in the world. -Which plants grow in each habitat. -Which animals live in each habitat. -Consolidation of all habitats, plants and animals. Presentation preparation. -AFL worksheet and end of unit assessments.
	5 & 6	Phonics lesson 3&4 (C) The Date (I) <ul style="list-style-type: none"> -Recognise and recall the 12 months of the year in French. -Ask what the date is and say the date in French. -Ask somebody when their birthday is and say when their own birthday is in French. My Home (I) <ul style="list-style-type: none"> -Say and write in French whether we live in a house or an apartment. -Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... -Use the connective/conjunction et to link two sentences together. 	Clothes (I) <ul style="list-style-type: none"> -Introduction of the first 10 items of clothing & the article. -Introduction of remaining 11 items of clothing & the article. -Consolidation of clothes vocabulary & introduction of verb porter using the form je porte (I wear). -Detailed examination of the verb porter (to wear). -Listening activity based on porter (to wear). Planets (P) <ul style="list-style-type: none"> -Introduction of the planets. -Complex sentence structure for each planet. -Reading & listening activities based on the planets. -Consolidation of adjectival agreement. 	Healthy Living (P) or Regular Verbs (P) <ul style="list-style-type: none"> -Introduction to 10 examples of healthy foods and drinks. -Introduction to 10 examples of unhealthy foods and drinks. -Consolidation of 20 food and drink items introduced in past two lessons & brief introduction to the concept of 'some' in French. -Introduction of 8 possible activities that help/hinder a healthy lifestyle. -Healthy recipe with instructions in French. Me In The World (P) <ul style="list-style-type: none"> -Introduction to our 4 friends / characters. -Each character tells the others about their favourite festival / celebration. -Two characters discuss their Eid and Christmas celebrations in more detail. -Two characters discuss the similarities and differences between the cities in which they live: Port-au-Prince and Paris. -All four characters discuss what they will do to try to help protect the planet.



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Year B	3&4	Phonics lesson 1&2 (C) I'm Learning Fr/Sp/It (E) <ul style="list-style-type: none"> -France & French speaking countries. -Asking & saying how you feel. -Asking & saying your name. -Numbers 1 to 10 & colours introduction. -Consolidation of colours plus fun worksheet activities. -End of unit assessments. Animals (E) <ul style="list-style-type: none"> -Introduce first 5 animals (noun and article). -Introduction of je suis... -Consolidation of all 10 animal nouns with related article. -Focus on the spelling animal nouns and use of the correct article. -End of unit assessments. -Introduce next 5 animals. 	I Can (E) <ul style="list-style-type: none"> -Introduce first 5 activities / verbs. -Introduce next 5 activities / verbs. -Introduction of 'je peux'. -Reading & listening exercises around je peux. -Consolidation of je peux. -End of unit assessments. Fruits (E) <ul style="list-style-type: none"> -First five fruits introduced in the singular form. -Next five fruits introduced in the singular form. -Changing our French fruit nouns from the singular form to the plural form. -Introduction of a positive opinion using "J'aime..." (I like...). -Introduction of a negative opinion using "Je n'aime pas..." (I do not like...). -End of unit assessments. 	Presenting Myself (I) <ul style="list-style-type: none"> -Revising France & French speaking countries, numbers 1-10 and 'how are you?' -Saying your name & asking someone their name. Numbers 11 to 20. -Numbers 10 to 20 listening exercise and 'how old are you?' -'Where do you live?' and further number work. -Nationality, je suis..., individual presentations, Class French ID cards activity. -End of unit assessments. At The Café (I) <ul style="list-style-type: none"> -Introduce vocabulary for a range of drinks with article. -Introduce vocabulary for a range of foods with article. -Ordering something to eat and drink in a French café. -'What do you eat for breakfast?' class survey. -Children will learn typical snacks & drinks you can order in a French café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks. -End of unit assessments.
	5&6	Phonics lesson 1&2 (C) The Weather (I) <ul style="list-style-type: none"> -Recognise and recall the 9 weather expressions in French from memory. -Ask what the weather is today and give a reply in French. -Describe the weather in France, in French using a weather map with symbols. Family (I) <ul style="list-style-type: none"> -Remember the nouns for family members in French from memory. -Describe our own or a fictitious family in French by name, age, and relationship. -Count to 70 in French. -Understand possessive adjectives better in French ('my' form only). 	Pets (I) <ul style="list-style-type: none"> -Know the nouns and indefinite articles for 8 common pets. -Ask somebody if they have a pet and give an answer back. -Say in French what pet we have/do not have and give our pet's name. -Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. Olympics (I) <ul style="list-style-type: none"> -History of the ancient Olympic games. -History & background to the modern Olympic games. -Introduction of 10 modern Olympic sports. -Introduce the verb 'faire' in full plus a negative option for not doing a sport to create more complex and interesting sentences. -Look at Olympic sports and the grammatical changes that occur when we use them to describe someone's profession. 	At School (P) <ul style="list-style-type: none"> -Introduction of vocabulary for ten school subjects. -Expressing an opinion on school subjects and class survey. -An introduction to telling the time in French. -Working with the verb aller and listening activity consolidating school subjects, opinions and time. -Create your own school timetable in French with Assessment For Learning opportunity. At The Weekend (P) <ul style="list-style-type: none"> -Telling the time in detail. -Ten complex phrases describing weekend activities. -Reading and listening lesson based on weekend activities. -Introduction of connectives. -Creative lesson based on weekend activities.