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| **FPS FRENCH MAPPING GRID Year 1 and 2** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Class 2 Cycle A** | **Introducing yourself**Saying your nameAsking other people what their name isGreetings-hello, goodbye, good morning, good afternoon, etcCounting to tenSaying the alphabetSaying how you are feeling and asking others how they feel | **Basic Skills** | **French phonics**Using the scheme ‘Physical French Phonics’ by Sue CaveUnderstanding, recognising and using some common French phonics and responding, using simple actions**Christmas**Saying some simple Christmas-related vocabularySinging a simple festive song | **Basic Skills** | **In the classroom**Using the names for some common classroom equipment in FrenchUnderstanding classroom instructions in FrenchUsing common classroom phrases for everyday things**Mardi gras**Understanding the basics of how and why mardi gras is celebrated in FranceDecorate a mardi gras mask | Basic Skills | **Traditional French** songs and dancesWatching and performing some traditional French dances, eg ‘Jean Petit’, ‘Polka des bébés’, ‘Galop nantais’Watching, listening to and singing traditional French songs, eg ‘Alouette’, ‘Cadet Rousselle’, ‘Frere Jacques’, ‘Arlequin dans sa boutique’**Easter in France**Saying and recognising some key Easter vocabulary | **Basic Skills** | **Animals and colours**Name some petsName some farm animals and wild animalsUsing phonics knowledge to pronounce the words Make a simple sentence-eg-‘The cat is black’Say whether you have a petAsk others what pets they have | **Basic Skills** | **Les Tros Petits Cochons**Understanding and responding to the story of ‘The Three Little Pigs’Saying some key nouns from the storyJoining in the story, using key words and actions | **Basic Skills** |
| Word recognitionBasic pronunciationBasic questioningNumber skillsSpelling names in French | Basic understanding of phonemes Cultural awareness | Word recognitionBasic pronunciationBasic questioningUnderstanding sentences and requests | Cultural understanding Basic pronunciationWord recognitionMemory skills | Word recognitionBasic pronunciationBasic questioningUnderstanding sentences | Word recognitionBasic pronunciationUnderstanding sentencesResponding to a story |
| **Class 2 Cycle B** | **‘French is fun’ scheme**Songs, games and stories to teach and reinforce vocabulary on greetings, numbers and simple everyday nouns**France**Understand some basic facts about France and French culture | **Basic Skills** | **French Phonics**Using the scheme ‘Physical French Phonics’ by Sue CaveUnderstanding, developing and recognising and using some common French phonics and responding, using simple actions**Christmas**Saying some simple Christmas-related vocabularySinging a simple festive song | **Basic Skills** | **Les quatre amis**Understanding the story of The Four FriendsUsing the key nouns with good pronunciationResponding to and joining in with the storyUnderstanding the key verbs from the storyBeing aware of the difference in the position of the adjective when describing the animals’ coloursBeing able to act out the story in small groups when it is read aloud**Mardi gras**Understanding the basics of how and why mardi gras is celebrated in France. Decorate a mardi gras mask | **Basic Skills** | **La chenille qui fait des trous**Understanding the story of The Very Hungry CaterpillarUsing the key nouns with good pronunciationResponding to and joining in with the storyUnderstanding the key transferable nouns from the story-eg days of the week, food items Being able to read and illustrate short extracts of the story**Easter in France**Saying and recognising some key Easter vocabulary | **Basic Skills** | **Le petit chaperon rouge**Understanding the story of Little Red Riding HoodUsing the key nouns with good pronunciationResponding to and joining in with the storyBeing able to act out the story in small groups when it is read aloud | **Basic Skills** | **La Petite Poule Rouge**Understanding the story of The Little Red HenUsing the key nouns with good pronunciationResponding to and joining in with the storyBeing able to act out the story in small groups when it is read aloud | **Basic Skills** |
| Basic understanding of phonemesResponding to vocabulary | Basic understanding of phonemesResponding to vocabulary | Basic understanding of phonemesResponding to vocabularyWord recognitionBasic pronunciation | Basic understanding of phonemesResponding to vocabularyWord recognitionBasic pronunciationCultural awareness | Basic understanding of phonemesResponding to vocabularyWord recognitionBasic pronunciation | Basic understanding of phonemesResponding to vocabularyWord recognitionBasic pronunciation |
| **FPS FRENCH MAPPING GRID Year 3 and 4** |
| **Class 3****Cycle A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Boucle d’Or et les trois ours**Understand the story of Goldilocks in FrenchUnderstand and use some common nouns from the storyUnderstand some key adjectives from the story and use them to build basic sentences.Understand some key sound/spelling links using words from the story and pronounce words accurately, using this knowledgeBe able to play a simple game in French, using characters from the story.Perform a short section of the story in groups**European Day of Languages**Exploring the benefits of learning languages and experiencing cultural activities in a new language (other than French)**Toussaint**Exploring the differences between Toussaint in France and Halloween in the UK | **Sports and Hobbies**Name some common sports and hobby words in FrenchBe able to express likes and dislikes about sports and hobbiesBe able to construct longer sentences using a basic conjunctionTo be able to form a question in the second person to ask whether or not someone else likes different sports and hobbiesTo be able to say which days of the week you do different hobbies.To understand and use the verbs ‘jouer’ and ‘faire’To be able to form the negative, to say which sports and hobbies you do not do.To recognise some famous French sports personalities and teams**Christmas**Understanding the traditions in France and the similarities and differences in how it is celebrated here and in France.Sing some simple Christmas songs.Understand and use some simple nouns related to Christmas | **Music**Understand the names of some different musical genres in FrenchTo listen to some French music in each genre and categorise it and give basic opinions.To name some musical instrumentsTo say simple sentences about your musical likes and dislikes and which musical instruments you playTo be able to question others about their musical preferencesTo sing a song in French: ‘Je suis le musicien’To create a simple, repetitive song in French, in small groups**Mardi gras**Understanding how and why Mardi Gras is celebrated and how the celebration differs to Shrove Tuesday in the UK.To be able to say some simple words relating to mardi gras and create a mardi gras mask or costume design | Weath**er and clothes**Understand and use phrases to describe the weather.Explain what the weather is like in different placesBe able to write and perform a simple weather forecast, in pairsName some items of clothingBe able to describe the items of clothing, using adjectives, such as colours, with the correct agreement and position.Be able to write sentences to describe your uniform and create your ideal uniform.To be able to make longer, more complex sentences, to say what you wear in certain weather conditions.**Easter**Describing the key cultural and religious similarities and differences between how Easter is celebrated in the UK and France.Say and understand some nouns related to Easter. | **Paris**Understanding the basic geography of France and where Paris isRecognising the key things that Paris is famous forRecognising the key monuments and knowing interesting facts about themGiving basic opinions about the aesthetics of different monumentsUnderstanding how the metro worksUnderstanding and being able to describe some of the important historical events, which took place in Paris-The French Revolution, in particular.Understanding that, as a result of the French Revolution, France no longer has a monarchyRecognising the French national anthem and understanding its significanceUnderstanding why French people celebrate Bastille Day each year. | **Cultural/SportingTheme****-**Depending on the Year-Olympics or World CupOtherwise- Tour de France and Bastille Day. Key vocabularySentence buildingUnderstanding the events and how they relate to France.(4 Year cycle) |
| **Class 3****Cycle B** | **Les Trois Boucs Bourrus**Understand the story of The Three Billy Goats Gruff in FrenchUnderstand and use some common nouns from the storyUnderstand some key adjectives from the story and use them to build basic sentences.Understand some key sound/spelling links using words from the story and pronounce words accurately, using this knowledgeBe able to play a simple game in French, using characters from the story.Perform a short section of the story in groups**European Day of Languages**Exploring the benefits of learning languages and experiencing cultural activities in a new language (other than French)**Toussaint**Exploring the differences between Toussaint in France and Halloween in the UK | **Pocket money**Understanding and using nouns related to items you might buy with pocket moneyMaking sentences to say what you spend your pocket money/birthday money onAsking others what they like to spend their money on Counting up to 100Giving prices of items and understanding the difference between French and British currencyUnderstanding the names of some common household tasks which may be done to receive pocket money.To understand a longer text about someone in France and details of their pocket money.**Christmas**Understanding the traditions in France and the similarities and differences in how it is celebrated here and in France.Sing some simple Christmas songs.Understand and use some simple nouns related to Christmas | **Places in a town**Name some common shops and places in a townUnderstand the differences and similarities between some UK and French shopsAsk for directions to a shopUnderstand and give simple directionsDesign a town plan and use prepositions to describe where the places are in relation to each other.**Mardi gras**Understanding how and why Mardi Gras is celebrated and how the celebration differs to Shrove Tuesday in the UK.To be able to say some simple words relating to mardi gras and create a mardi gras mask or costume design | **School**Understanding and using the names of school subjects in FrenchUsing opinion words to say which subjects you like and dislikeUsing conjunctions to give longer opinions about school subjectsTo be able to question others about which subjects they like/dislike and which is their favourite subjectTo be able to tell the timeTo say what time you have different lessonsTo understand the differences between the school day in France and the UIK**Easter**Describing the key cultural and religious similarities and differences between how Easter is celebrated in the UK and France.Say and understand some nouns related to Easter. | **My home**Be able to say the different areas and types of building you and others live inName the rooms in the houseWrite a longer description of your house, saying where all the rooms are and what you have and haven’t got, using the negative formNaming some of the furniture in the house and describing a room in your house, including prepositions.Designing and describing your ideal house, using the conditional tenseUnderstanding a longer text about where someone lives | **Cultural/SportingTheme****-**Depending on the Year-Olympics or World CupOtherwise- Tour de France and Bastille Day. Key vocabularySentence buildingUnderstanding the events and how they relate to France.(4 Year cycle) |
| **FPS FRENCH MAPPING GRID Year 5 and 6** |
|  **Class 4****Cycle A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TV Programmes and Films**Naming TV and film genres.Expressing likes and dislikesBuilding extended sentences about films and TV programmes (giving reasons for opinions about programmes and writing a longer description of a film they have seen)European Day of LanguagesExploring the benefits of learning languages and experiencing cultural activities in a new language (other than French)**Toussaint**Exploring the differences between Toussaint in France and Halloween in the UK | **The fable of ‘Le rat des villes et le rat des champs’**Understanding a longer storyUsing context and cognates to gauge meaning.Learning nouns from the story.Categorising adjectives from the story into gender and understanding the grammatical rules relating to adjectival agreement and position.**Christmas**Understanding the traditions in France and the similarities and differences in how it is celebrated here and in France.Sing some more complex Christmas songs. | **Going to the doctors**Naming body partsSaying if something hurtsHaving a conversation at the doctor’s or pharmacy.Understanding how to ask for help in an emergency in France.**Mardi gras**Understanding how and why Mardi Gras is celebrated and how the celebration differs to Shrove Tuesday in the UK. | **Healthy Living**Naming some common foodsSaying whether foods are generally healthy or unhealthyCategorising foods into nutritional groups and using longer sentences to describe what each food group provides for the body.Using the imperative and negative forms to advise people what they should and shouldn’t do, in order to be healthy**.****Easter**Describing the key cultural and religious similarities and differences between how Easter is celebrated in the UK and France.Using some key vocabulary related to the celebration of Easter | **France holiday project**Children select an area of France to research for a potential holiday. They work in groups to research hotels, transport, restaurant options, sightseeing and leisure activities which can be done in their chosen area. They are allocated a budget for their holiday. They create a PowerPoint presentation and a poster about their chosen French holiday destination and present it to the rest of the class. The project is peer assessed. | **Cultural/Sporting Theme-**Depending on the Year-Olympics or World CupOtherwise- Tour de France and Bastille Day. Key vocabularySentence buildingUnderstanding the events and how they relate to France.(4 year cycle) |
| **Class 4****Cycle B** | **The fable of ‘Le corbeau et le renard’. (The crow and the fox)**Understanding the story through context, pictures and familiar words. Learning phonics from words in the story.Understanding nouns in the story, including abstract nouns.Understanding and using adjectival position and agreement.Conjugating verbs from the fable.Performing sections of the fable.**Un**derstanding and being able to explain the differences between Halloween and **Toussaint.****European Day of Languages-**understanding why language learning is important.Being able to say simple greetings and numbers in a new language. | **Food/restaurants**Naming some common foods and drinks.Being able to understand an authentic café/restaurant menu.Creating a menu.Understanding some typical French foods and discussing some cultural differences regarding food and mealtimes. Understanding and using common phrases that would be used in a restaurant.Performing own restaurant roleplay**Christmas**Understanding the traditions in France and the similarities and differences in how it is celebrated here and in France.Sing some more complex Christmas songs. | **Jobs and future plans**Understand some common jobs and careers.Be able to say the names of common places of employment.Say what job family members do.Understand and use the conditional tense to say which jobs you would and wouldn’t like to do.Understand the near future tense and use it to describe future educational and career plans.**Mardi gras**Understanding how and why Mardi Gras is celebrated and how the celebration differs to Shrove Tuesday in the UK. | **Alice aux pays des Merveilles (**Alice in Wonderland)Understanding key nouns from the story.Using key nouns to understand context of sentences from the story.Sequencing sentences from the story.Watching extracts of the film in French and understanding using knowledge of a familiar story and some key words. Building on vocabulary acquisition in a natural way and developing listening skills. | **La Francophonie**Understanding how many countries speak French globally. Knowing how many people in the world speak French as their main language.Understanding why other countries speak French.Researching aspects of a French speaking country, in small groups, as a project.Presenting information about the country researched, to be peer-assessed. | **Cultural/Sporting Theme-**Depending on the Year-Olympics or World CupOtherwise- Tour de France and Bastille Day. Key vocabularySentence buildingUnderstanding the events and how they relate to France.(4 year cycle) |