



## Townfield Primary School French Curriculum Overview (All embedded)

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Autumn</b> <u>1</u>  All about me	Ask for and give name. Ask and say how you are feeling (1). Ask and say where you live. Numbers 1 – 12. Ask for and give age. Body parts – Song. Colours (1).	<b>Ask and answer questions (See Y3).</b> <b>Recall body parts and colours.</b> Ask for and give descriptions of hair and eyes in first person (word order + adjectival agreement). Big green monster story. Ask and say if you have brothers and sisters. <b>1 – 39 [add/subtract, odds/evens, double/halve].</b>	<b>Ask and answer questions (see Y3 and Y4).</b> <b>Recall body parts</b> - further body parts. Illness- sentences to say where pain is <b>Recall family members</b> - more family members. Giant Turnip story [performance: sentences increasing in length throughout] 1 – 60 [all calculations].	<b>Ask and answer questions (see Y3,4 +5)</b> <b>Recall family members</b> - further family members (with possessive adjective) Jobs - (gender agreement). Complex sentences describing family and self and using third person Feelings (3) (hot/cold/thirsty etc) At the doctors (dialogue) Recall 1-100 [x10 – 100 RRP]
	<b>Numbers 1 – 12 (in/out of sequence).</b> <b>1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs s'appeller, habiter and avoir.</b> <b>Def articles/genders/masc + fem.</b> <b>Recognise the phoneme 'ou'.</b> <b>Introduction to silent letter rules.</b> <b>Introduction to accents.</b>	<b>Numbers 1 – 39 (add/subtract, odds/evens, double/halve).</b> <b>1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs s'appeller, habiter, avoir, aimer, adorer and detester (positive). 3<sup>rd</sup> person sing of verb être. Negative form of aimer and avoir – 1<sup>st</sup> person sing.</b> <b>Word order (2) – noun + adjective.</b> <b>Agreement of adjectives (2) – m + f/Sing + plural.</b> <b>Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'é' and 'an'. Recognise the use of ai/é.</b>	<b>1 – 60 (all calculations)</b> <b>1<sup>st</sup>.2<sup>nd</sup> + 3<sup>rd</sup> person forms of verbs. (Y3/Y4) – positive. Negative form of avoir and aimer.</b> <b>Use of avoir – j'ai mal</b> <b>Prepositions (4) – au/à la/aux with m, f, pl nouns.</b> <b>Possessive adjectives – mon, ma, mes + ton, ta, tes.</b> <b>3<sup>rd</sup> person sing of the verb planter, sing and plural of the verbs tirer and manger.</b> <b>3<sup>rd</sup> person sing (negative) of the verb bouger.</b>	<b>Recall 1-100 (x10 – 100 RRP)</b> <b>1<sup>st</sup>, 2<sup>nd</sup> + 3<sup>rd</sup> person forms of verbs (Y3,4,+5).</b> <b>Possessive adjectives - mon, ma, mes, ton, ta, tes.</b> <b>M + f nouns – gender agreement endings.</b> <b>3<sup>rd</sup> person sing of the verb être.</b> <b>Omission of indef article for jobs.</b> <b>Idiomatic use of avoir – J'ai chaud etc.</b> <b>Recognise and use all phonemes encountered previously.</b> <b>Recognise and use the phonemes; 'ien/ienne'.</b>

		Begin to apply rules for silent letters and use of accents.	Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn', 'tion' 'er' and 'th'. Recognise the phoneme 'au'. Apply rules for silent letters and use of accents with increasing accuracy.	Apply rules for silent letters and use of accents with consistent accuracy.
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<b>Autumn</b> <b>2</b> School life	<b>Ask and answer 4 questions about your name, how you are feeling, where you live and how old you are.</b> Ask for and give names of others. Classroom and pencil-case items. <b>Recall colours (1).</b> Colours (2) including reading written words. 1 – 20 [in /out of sequence, number bonds to 20].	<b>Ask and answer questions about hair + eyes and brothers + sisters.</b> <b>Recall classroom and pencil case items.</b> School subjects (genders/definite article) + simple opinions (sentences) Time – on hr + ½ past. <b>Alphabet</b> linked to Christmas [link sounds and spellings] 1 – 20 Recognition, recall and written form.	<b>Ask and answer questions about family.</b> Clothes (uniform) + adjectival agreement of colours. Get dressed Robert story (listening comprehension). <b>Recall time on hr and ½ past.</b> Time - ¼ past and ¼ to 1 – 60 odds/evens, counting in 2s/5s/10s. Clothing linked to Christmas.	<b>Ask and answer questions about family members and their jobs.</b> <b>Time (all analogue times)</b> + school routine –complex sentences. <b>Recall opinions and reasons why.</b> Justifications for opinions on school subjects (complex sentences using 'because') <b>Recall 1-100 [R/W 1 – 20 + x10 – 100].</b> Christmas –cultural aspects
	<b>Numbers 1 – 20 (in/out of sequence, number bonds to 20).</b> <b>1<sup>st</sup> and 2<sup>nd</sup> person singular of verb avoir.</b> <b>3<sup>rd</sup> person singular and plural of the verb s'appeler.</b> <b>More def articles/genders/masc + fem.</b> <b>Imperative form of verbs + adverbs.</b> <b>Use the phoneme 'ou' and recognise the phonemes 'ç', 'ille'.</b> <b>Recognise the use of silent letters and accents.</b>	<b>1 – 20 Recognition, recall and written form.</b> <b>Masc/fem nouns (def article + l' before vowel or silent h rule).</b> <b>1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs aimer, adorer and detester (positive)</b> <b>Negative form of verb aimer (1<sup>st</sup> person singular).</b> <b>Impersonal use of 3<sup>rd</sup> person sing of the verb être.</b> <b>Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é' and 'an'.</b> <b>Recognise the phonemes 'l' and 'qu'.</b> <b>Begin to apply rules for silent letters and use of accents</b>	<b>1 – 60 odds/evens, counting in 2s/5s/10s.</b> <b>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person sing of the verb porter.</b> <b>Word order (3) – clothes + adjectives.</b> <b>Adjectival agreement – all.</b> <b>Impersonal use of 3<sup>rd</sup> person sing of the verb être – il est.</b> <b>Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn', 'tion' 'er' and 'th' and 'au'.</b> <b>Recognise the phoneme 'on'.</b> <b>Apply rules for silent letters and use of accents with increasing accuracy.</b>	<b>Recall 1-100 (R/W 1 – 20 + x10 – 100)</b> <b>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>d</sup> person sing of reflexive verbs – se lever, se laver, s'habiller, se brosser, se doucher, se coucher.</b> <b>Use of connectives – et, puis, parce que.</b> <b>Adverbial phrases – le matin, l'après-midi, le soir etc.</b> <b>Recognise and use all phonemes encountered previously.</b> <b>Recognise and use the phonemes; 'ui' and 'un'.</b> <b>Apply rules for silent letters and use of accents with consistent accuracy.</b>

<p><b>Spring 1</b></p> <p>The world around us</p>	<p>Ask and answer 5 questions about your name (self and others), how you are feeling, age, where you live and how old you are.</p> <p>Days (poem). Months (Macarena)</p> <p>Ask for and give the date.</p> <p>Ask and say when birthday is. Song. 1 – 12 [read and write]. 1 – 31 [odd/ even].</p>	<p>Ask and answer questions about hair + eyes and brothers + sisters and school subjects.</p> <p>Weather sentences (phrases)</p> <p><b>Recall days and months.</b></p> <p>Sentences linking weather with months + seasons [simple prepositions].</p> <p>Numbers in 10s to 60 [RRP].</p>	<p>Ask and answer questions about family and what you wear.</p> <p><b>Recall days, months, seasons and weather.</b></p> <p>Modes of Transport’.</p> <p>How you travel to places and why [complex sentences].</p> <p>Use of the negative x10 to 100.</p>	<p>Ask and answer questions about family + jobs and daily routine.</p> <p><b>Recall modes of transport.</b></p> <p>Places in town and describing locality.</p> <p>Directions –understanding and giving directions.</p> <p>Numbers up to 1,000,000 in multiples of ten</p> <p>1 – 1,000 [R/W].</p>
	<p><b>1 – 12 (R/W), 1 - 31 [odd/even].</b></p> <p><b>3<sup>rd</sup> person singular of the verb être</b></p> <p><b>Possessive adjectives – mon, ton, son.</b></p> <p><b>Non-capitalisation of days and months.</b></p> <p><b>Use the phonemes ‘ou’, ‘ç’ and ‘ille’ and recognise the phoneme ‘r’.</b></p> <p><b>Understand rules for silent letters and use of accents.</b></p>	<p><b>Count in 10s to 60 (RRP)</b></p> <p><b>Impersonal use (3<sup>rd</sup> person sing) of verb faire – il fait.</b></p> <p><b>Impersonal use (3<sup>rd</sup> person sing) of the verb avoir (1) - il y a ...</b></p> <p><b>Partitive articles – du/des.</b></p> <p><b>Prepositions (1) - en, au.</b></p> <p><b>Use the phonemes ‘ou’, ‘ç’, ‘ille’, ‘r’, ‘ch’, ‘ai/é’, ‘an’, ‘l’ and ‘qu’.</b></p> <p><b>Recognise the phonemes ‘oi’ and ‘eau’.</b></p> <p><b>Begin to apply rules for silent letters and use of accents.</b></p>	<p><b>Count in 10s to 100</b></p> <p><b>1<sup>st</sup>,2<sup>nd</sup> and 3<sup>rd</sup> person sing of the verb aller (voyager).</b></p> <p><b>Use of the negative form of verbs.</b></p> <p><b>Connectives – parce que and mais.</b></p> <p><b>Impersonal use of the verb être (3<sup>rd</sup> person sing) – c’est.</b></p> <p><b>Use the phonemes ‘ou’, ‘ç’, ‘ille’, ‘r’, ‘ch’, ‘ai/é’, ‘an’, ‘l’, ‘qu’, ‘oi’, ‘eau’ and ‘g/gn’, ‘tion’ ‘er’ and ‘th’, ‘au’ and ‘on’.</b></p> <p><b>Recognise the phonemes ‘u/en’.</b></p> <p><b>Apply rules for silent letters and use of accents with increasing accuracy.</b></p>	<p><b>Numbers up to 1,000,000 in multiples of ten</b></p> <p><b>1 – 1,000 (R/W)</b></p> <p><b>Impersonal use of the verb avoir (3<sup>rd</sup> person sing) in positive and negative forms – il y a/il n’y a pas de ...</b></p> <p><b>Use (+ omission) of articles (def + indef).</b></p> <p><b>Recognise and use all phonemes encountered previously.</b></p> <p><b>Recognise and use the phonemes; ‘u/ou’.</b></p> <p><b>Apply rules for silent letters and use of accents with consistent accuracy.</b></p>
<p><b>Spring 2</b></p>	<p>Ask and answer 6 questions about: name, others' names, feelings, where you live, age and birthday.</p> <p>Names for domestic and zoo animals.</p> <p>Ask and say what pets you have.</p> <p>Adjectives.</p> <p>Ask for and give the colour of objects and animals</p> <p>Describe zoo animals and pets.</p> <p>Cher Zoo story.</p>	<p>Ask and answer questions about hair + eyes and brothers + sisters, school subjects and the weather.</p> <p><b>Recall domestic and zoo animals.</b></p> <p>New animals and habitats [sentences saying where animals live using a preposition].</p> <p>Gruffalo story [Understanding and recalling simple sentences].</p>	<p>Ask and answer questions about family, what you wear and travel to places.</p> <p><b>Recall animal habitats.</b></p> <p>Rooms in house [6] [Cache cache cochons story] + bedroom furniture</p> <p>Prepositions [longer sentences describing furniture position in rooms in the house].</p> <p>Numbers 60-79.</p>	<p>Ask and answer questions about family + jobs, daily routine and places in town.</p> <p><b>Recall rooms and furniture.</b></p> <p>Haunted castle mystery.</p> <p>Character profiles, describing characters and events, eliciting information from longer text. Further use of prepositions.</p> <p>Counting x2, x3, x5, x10, fractions and decimals.</p>

	1 – 39 [count in 2s].	Numbers 1 – 69 [Forwards/backwards, add/subtract].	Numbers in 10s to 100 [R/W].	
	<p><b>1 – 39 [count in 2s].</b>  Gender of nouns/M+F/ def + indef article.  Different word classes.  Noun and adjective word order (1)  Adjectival agreement [masc/fem sing]  Use the phonemes ‘ou’, ‘ç’, ‘ille’ and ‘r’. Recognise the phoneme ‘ch’  Understand rules for silent letters and use of accents.</p>	<p><b>Numbers 1 – 69.</b>  <b>(Forwards/backwards, add/subtract).</b>  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person use of the verb habiter.  Prepositions (2) - dans  Gender of nouns/m + f/def and indefinite article.  Use the phonemes ‘ou’, ‘ç’, ‘ille’, ‘r’, ‘ch’, ‘ai/é’, ‘an’, ‘l’, ‘qu’, ‘oi’ and ‘eau’.  Recognise the phonemes ‘g/gn’.  Begin to apply rules for silent letters and use of accents.</p>	<p><b>Numbers 60-79.</b>  <b>Numbers in 10s to 100 (R/W)</b>  Nouns – when to use def or indef articles (masc, fem + plural).  Impersonal use of 3<sup>rd</sup> person sing of the verb avoir (2) – il y a ...  Prepositions (5) – sur, sous, dans, devant, derriere, côté de.  Use the phonemes ‘ou’, ‘ç’, ‘ille’, ‘r’, ‘ch’, ‘ai/é’, ‘an’, ‘l’, ‘qu’, ‘oi’, ‘eau’ and ‘g/gn’, ‘tion’ ‘er’ and ‘th’, ‘au’, ‘on’ and ‘u/en’.  Recognise the phoneme ‘in’.  Apply rules for silent letters and use of accents with increasing accuracy.</p>	<p><b>Counting x2, x3, x5, x10, fractions and decimals.</b>  Use of all verbs s’appeller,habiter, avoir, aimer, adorer, detester, être in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person sing.  Use of the negative.  Prepositions – dans, autour and devant.  Imperfect tense (3<sup>rd</sup> person sing) pos + neg – était/n’était pas.  Recognise and use all phonemes encountered previously.  Recognise and use the phonemes; ‘ier/ière’.  Apply rules for silent letters and use of accents with consistent accuracy.</p>
<b>Summer</b> <b><u>1</u></b>	<p>Ask and answer 8 questions about: name, others' names, feelings, where you live, age, birthday, pets and colour of items.  Sporting activities.  Opinions on sports.  La Bamba – song.  <b>1 – 39</b> [random order/ backwards].</p>	<p>Ask and answer questions about hair + eyes and brothers + sisters, school subjects, the weather and where animals live.  <b>Recall sports and opinions.</b>  Sports 2 [longer sentences combining opinion, sport and justification in first person].  Sentence stating favourite sport.  Verbs - [I do/ I play]  'Sporty Sophie' story (simple sentence building)  <b>Recall days and seasons.</b>  Sentences combining sports and days/seasons.  1 – 69 (odds/evens, double/halve).</p>	<p>Ask and answer questions about family, what you wear, travel to places and describe house and bedroom.  <b>Recall family members.</b>  Hobbies [incl. musical instruments] - complex sentences combining family members, opinion, hobbies and more justifications in the third person.  Numbers 80 – 100.</p>	<p>Ask and answer questions about family + jobs, daily routine and places in town.  <b>Recall sports and hobbies.</b>  Food and cafe (transition project)  Understanding and designing menus  Preferences and habits- Complex sentences. Writing sentences from memory and using a dictionary to write more independently.  Eliciting information from longer paragraphs.  Dialogue in café/restaurant  Using euros/giving and understanding prices.</p>

	<p><b>1 – 39 [random order/ backwards].</b>  Masc/fem nouns (def article + l' before vowel or silent h rule).  1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs aimer, adorer and detester (positive)  Negative form of verb aimer (1<sup>st</sup> person singular).  Use the phonemes 'ou', 'ç', 'ille', 'r' and 'ch'. Recognise the phoneme 'é'.  Understand rules for silent letters and use of accents.</p>	<p><b>1 – 69 (odds/evens, double/halve).</b>  Masc/fem nouns (def article + l' before vowel or silent h rule).  1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs aimer, adorer and detester (positive)  Negative form of verb aimer (1<sup>st</sup> person singular).  1st and 2nd person sing of verbs – jouer (+ au) and faire (+ du/de la).  Use of connective – parce que.  Prepositions – en/au.  Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn'.  Recognise the phonemes 'tion' and 'er'.  Begin to apply rules for silent letters and use of accents.</p>	<p><b>Numbers 80 – 100.</b>  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of the verbs jouer, faire, écouter, regarder, bavarder et surfer (pos + neg).  Prepositions (6) – au/aux/avec/du/de la/de l'.  Use of connectives parce que, et and mais.  Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn', 'tion' 'er' and 'th', 'au', 'on', 'u/en' and 'in'.  Recognise the phonemes 'eu/an'.  Apply rules for silent letters and use of accents with increasing accuracy.</p>	<p><b>Using euros/giving and understanding prices.</b>  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person sing of the verbs manger, boire, aimer, adorer, detester.  Positive and negative sentences.  Use of the verb vouloir – 2<sup>nd</sup> person plural present tense (vous désirez?) and 1<sup>st</sup> person sing conditional mood (je voudrais).  Partitive articles – du/de la/de l'/des.  Adverbial time phrases - jamais, toujours, souvent and de temps en temps.  Recognise and use all phonemes encountered previously.  Recognise and use the phonemes; 'j' and 'ou'.  Apply rules for silent letters and use of accents with consistent accuracy.</p>
<b>Summer 2</b>	<p>Ask and answer 9 questions about: name, others' names, feelings, where you live, age, birthday, pets, colour of items and sports.  Fruits (+exotic fruits) and opinions.  More wild animals.  Handa's Surprise – story/song.  <b>1 – 39</b> [calculations, halving/doubling].</p>	<p>Ask and answer questions about hair + eyes and brothers + sisters, school subjects, the weather, where animals live and weather.  <b>Recall fruits (+ opinions) and animals.</b>  Asking for picnic items.  Cold drinks [+milkshake flavours, sandwich fillings, ice cream flavours [prepositions]  Understanding and giving prices – euros.  1 – 69 [all operations].</p>	<p>Ask and answer questions about family, what you wear, travel to places, describe house and bedroom, your/family member hobbies.  <b>Recall fruits and picnic items.</b>  Countries, flags (+ colours) and nationalities [ adjectival agreement].  <b>Recall opinions and weather phrases.</b>  Magic carpet story [independent reading of familiar opinion/ weather phrases].  1 – 100 in/out of sequence.</p>	<p>Ask and answer questions about family + jobs, daily routine, places in town and food and drink.  <b>Recall countries and nationalities.</b>  Food and café continued (transition project).  Completion of written transition booklet for transfer.  Using euros/giving and understanding prices/calculating change.</p>
	<p><b>1 – 39 [calculations, halving/doubling].</b>  Masc/fem nouns (def article + l' before vowel or silent h rule).</p>	<p><b>1 – 69 [all operations].</b>  1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs aimer, adorer and detester (positive)</p>	<p><b>1 – 100 [in/out of sequence].</b>  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person sing of the verbs habiter (+ venir de) and être, aimer, adorer and détester – pos + neg.</p>	<p><b>Using euros/giving and understanding prices/calculating change.</b>  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person sing of the verbs manger, boire, aimer, adorer, detester.</p>

	<p>1<sup>st</sup> and 2<sup>nd</sup> person singular of verbs aimer, adorer and detester (positive)          Negative form of verb aimer (1<sup>st</sup> person singular).          3rd person singular of the verbs voler and manger.          Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch' and 'é'. Recognise the phoneme 'an'.          Understand rules for silent letters and accents.</p>	<p>Negative form of verb aimer (1<sup>st</sup> person singular).          Use of conditional (1<sup>st</sup> person sing) of the verb vouloir.          Prepositions (3) – au/à la.          3<sup>rd</sup> person sing of the verb être – c'est.          Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn', 'tion' and 'er'.          Recognise the phoneme 'th'.          Begin to apply rules for silent letters and use of accents.</p>	<p>Use of prepositions (7) – en/au/aux/du/de la/des.          Agreement of adjectives (3) – nationalities m + f.          Use of connectives – parce que/et.          Use the phonemes 'ou', 'ç', 'ille', 'r', 'ch', 'ai/é', 'an', 'l', 'qu', 'oi', 'eau' and 'g/gn', 'tion' 'er' and 'th', 'au', 'on', 'u/en', 'in and 'eu/in'.          Recognise the phonemes 'eu/an'.          Apply rules for silent letters and use of accents with increasing accuracy.</p>	<p>Positive and negative sentences.          Use of the verb vouloir – 2<sup>nd</sup> person plural present tense (vous désirez?) and 1<sup>st</sup> person sing conditional mood (je voudrais).          Partitive articles – du/de la/de l'/des.          Adverbial time phrases - jamais, toujours, souvent and de temps en temps.          Recognise and use all phonemes encountered previously.          Apply rules for silent letters and use of accents with consistent accuracy.</p>
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