

French Medium Term Curriculum Map

Differentiation by input see the weekly planning slides and activities ensure SEND pupils' targets are being used to support pupils in every lesson - Key phrases written in red
-Resources -see the weekly planning/slides / Ensure the resources extend the context they are learning through and supports their enjoyment of French. -Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking Walkthru strategies used - Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Diamond Class Y3/4	<p>Basic greetings, colours and numbers</p> <p>LO 1: To recognise and respond to basic French greetings.</p> <p>LO 2: To greet someone politely using appropriate French phrases.</p> <p>LO 3: To say my name and how I am feeling using the phrase <i>Je m'appelle...</i></p> <p>LO 4: To recognise the names of colours.</p> <p>LO 5: To count to 10 in French.</p> <p>LO 6: To have a simple conversation demonstrating skills of how to greet someone in French.</p>	<p>Breakfast food</p> <p>LO 1: To recognise and name common French breakfast foods.</p> <p>LO 2: To ask politely for breakfast items using simple French phrases.</p> <p>LO 3: To respond to questions about breakfast preferences using key vocabulary</p> <p>LO 4: To write short sentences describing a typical French breakfast.</p> <p>LO 5: To compare French and British breakfast.</p> <p>LO 6: To explore how Christmas is celebrated in France and compare it to the UK.</p>	<p>Parts of the body/ Pancake day</p> <p>LO 1: To identify and name basic parts of the body in French.</p> <p>LO 2: To describe a monster using colour, size and body part vocabulary.</p> <p>LO 3: To understand and use plural forms when describing multiple body parts.</p> <p>LO 4: To ask for a pancake in French using polite phrases (e.g. <i>Je voudrais une crêpe, s'il vous plaît</i>)</p> <p>LO 5: To name and choose different pancake toppings in French</p> <p>LO 6: To explore French cultural traditions (<i>La Chandeleur and Mardi Gras</i>).</p>	<p>What I wear</p> <p>LO 1: To name common items of clothing in French.</p> <p>LO 2: To say what I am wearing using simple French phrases (e.g. <i>Je porte un pantalon bleu</i>).</p> <p>LO 3: To describe what someone else is wearing using colour and clothing vocabulary.</p> <p>LO 4: To count confidently from 1 to 20 in French.</p> <p>LO 5: To use numbers and clothing vocabulary together in short sentences (e.g. <i>J'ai deux chemises rouge</i>)</p> <p>LO 6: To explore how Easter is celebrated in France and compare it to UK traditions.</p>	<p>Pets</p> <p>LO 1: To recognise and name common pets in French.</p> <p>LO 2: To ask someone if they have a pet using simple French questions.</p> <p>LO 3: To use personal pronouns <i>je</i> and <i>tu</i> with the verb <i>avoir</i>.</p> <p>LO 4: To say what pets they have or don't have using <i>j'ai</i> and <i>je n'ai pas</i>.</p> <p>LO 5: To respond to questions about pets using full sentences.</p> <p>LO 6: To write short sentences about pets using key vocabulary and sentence frames.</p>	<p>Fruits and ice-cream</p> <p>LO 1: To name different common fruits and ice cream flavours in French.</p> <p>LO 2: To ask for a snack or ice cream politely using learnt phrases.</p> <p>LO 3: To express likes and dislikes using <i>J'aime, Je n'aime pas and Je préfère</i>.</p> <p>LO 4: To count confidently from 1 to 30 in French.</p> <p>LO 5: To use numbers and food vocabulary together in short sentences.</p> <p>LO 6: To explore the significance of <i>Bastille Day</i> in France and how it is celebrated.</p>
Emerald Class Y5/6	<p>My school bag</p> <p>LO 1: To recognise and name common school bag and pencil case items in French.</p> <p>LO 2: To describe the contents of a school bag using full sentences and key vocabulary. LO 3: To use colour and number adjectives to describe school items accurately.</p> <p>LO 4: To write short sentences about their own school bag using <i>j'ai</i> and <i>je n'ai pas</i>.</p> <p>LO 5: To ask and answer questions about what is in someone's school bag.</p> <p>LO 6: To compare French and UK school routines and equipment using familiar phrases.</p>	<p>My school subjects</p> <p>LO 1: To recognise and name common school subjects in French.</p> <p>LO 2: To give simple opinions about school subjects using phrases like <i>j'aime</i> and <i>je n'aime pas</i>.</p> <p>LO 3: To justify opinions using basic reasons such as <i>parce que c'est intéressant / difficile / amusant</i>.</p> <p>LO 4: To ask and answer questions about favourite subjects using full sentences.</p> <p>LO 5: To write short paragraphs expressing preferences and reasons for liking or disliking subjects.</p> <p>LO 6: To compare subject preferences with a partner using key vocabulary and sentence structures.</p>	<p>My daily routine</p> <p>LO 1: To revise and recall the days of the week in French.</p> <p>LO 2: To describe daily routine activities using key verbs and time phrases.</p> <p>LO 3: To say what time I get up, go to school, eat, and go to bed using simple sentences.</p> <p>LO 4: To write a short paragraph about my daily routine using connectives and time expressions.</p> <p>LO 5: To ask and answer questions about someone else's daily routine.</p> <p>LO 6: To explore the French celebration of <i>l'Épiphanie</i> and compare it with UK traditions.</p>	<p>Food</p> <p>LO 1: To recognise and name different courses of a meal in French (<i>l'entrée, le plat principal, le dessert</i>)</p> <p>LO 2: To say what I would like to eat or drink at a restaurant using polite phrases <i>Je voudrais... and s'il vous plaît</i>.</p> <p>LO 3: To ask for items from different courses using full sentences (e.g. <i>Je voudrais une soupe en entrée et une glace au dessert</i>).</p> <p>LO 4: To express preferences and make choices from a menu using <i>J'aime, Je préfère, and Je n'aime pas</i>.</p> <p>LO 5: To count confidently from 1 to 50, using numbers in practical contexts such as prices and quantities.</p> <p>LO 6: To role-play ordering food in a French café or restaurant, using appropriate vocabulary, numbers and polite expressions.</p>	<p>Around town</p> <p>LO 1: To recognise and name common places around town in French.</p> <p>LO 2: To ask for directions using simple French questions.</p> <p>LO 3: To give basic directions using key phrases and prepositions.</p> <p>LO 4: To understand and follow spoken directions to locate places on a map.</p> <p>LO 5: To write short dialogues asking for and giving directions.</p> <p>LO 6: To compare places and town layouts in France and the UK using familiar vocabulary.</p>	<p>Paris and it's monuments</p> <p>LO 1: To revise and name different types of transport in French.</p> <p>LO 2: To recognise and name famous landmarks and monuments around Paris.</p> <p>LO 3: To describe how to travel to and around Paris using key vocabulary.</p> <p>LO 4: To ask and answer questions about places to visit in Paris.</p> <p>LO 5: To explore the cultural significance of <i>Le Tour de France and La Fête Nationale (Bastille Day)</i>.</p> <p>LO 6: To compare travel and celebrations in Paris with those in the UK using familiar phrases.</p>