

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>Calendar</p> <p>LO 1: To recognise and say the days of the week in French.</p> <p>LO 2: To identify and pronounce the months of the year in French.</p> <p>LO 3: To ask and answer questions about my birthday month.</p> <p>LO 4: To understand and use vocabulary related to dates and birthdays in French.</p> <p>LO 5: To write and say the date in French, including day, month and year.</p> <p>LO 6: To explore how Christmas is celebrated in France and compare it to the UK.</p>	<p>Physical descriptions</p> <p>LO 1: To identify and name key parts of the body in French.</p> <p>LO 2: To describe myself and others using simple physical adjectives (e.g. <i>grand, petit, brun, blond</i>)</p> <p>LO 3: To use sentence structures to describe a friend's appearance.</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>Épiphanie, 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>Where I live</p> <p>LO 1: To say where I live in French using simple phrases (e.g. <i>J'habite a Londres</i>)</p> <p>LO 2: To describe different types of places to live (town, countryside, seaside) using French vocabulary.</p> <p>LO 3: To say whether I live in a house or flat using <i>dans une maison or dans un appartement</i>.</p> <p>LO 4: To name and describe rooms in the house in French.</p> <p>LO 5: To use full sentences to describe my home and where I live.</p> <p>LO 6: To explore the cultural celebration of <i>La Fête de la Musique</i> in France and discuss how music is celebrated in different countries.</p>	<p>Food</p> <p>LO 1: To name different common snacks 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 food preferences 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>Sports and hobbies</p> <p>LO 1: To name common sports and hobbies in French.</p> <p>LO 2: To say which sports and activities I do using phrases such as <i>Je joue au football</i>.</p> <p>LO 3: To express likes and dislikes about sports and hobbies using <i>J'aime, Je n'aime pas, and Je préfère....</i></p> <p>LO 4: To ask someone what sport or activity they do <i>Qu'est-ce que tu fais?</i> And respond appropriately.</p> <p>LO 5: To use full sentences to describe my favourite sport or hobby and explain why.</p> <p>LO 6: To identify French-speaking countries around the world and explore aspects of their culture.</p>	<p>Weather and clothes</p> <p>LO 1: To identify and say different types of weather in French.</p> <p>LO 2: To describe what I wear in different weather conditions using phrases like <i>Je porte un manteau quand il fait froid</i>.</p> <p>LO 3: To match clothing items to appropriate weather using vocabulary.</p> <p>LO 4: To ask and answer questions about weather using <i>Quel temps fait-il?</i></p> <p>LO 5: To use weather and clothing vocabulary together in short descriptive sentences.</p> <p>LO 6: To explore how Christmas is celebrated in France.</p>	<p>My house</p> <p>LO 1: To name and spell a range of rooms in the house in French.</p> <p>LO 2: To describe what I do in different rooms in full sentences with verbs in the first person.</p> <p>LO 3: To ask and answer questions about household routines using <i>Qu'est-ce que tu fais à la maison?</i></p> <p>LO 4: To use connectives and time phrases to extend sentences about home life.</p> <p>LO 5: To understand and use vocabulary related to <i>La Chandeleur and Mardi Gras</i>, including food, traditions, and celebration phrases.</p> <p>LO 6: To compare French and British traditions using vocabulary and cultural facts.</p>	<p>Ordering 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>My physical description</p> <p>LO 1: To describe eye and hair colour in French using full sentences.</p> <p>LO 2: To use vocabulary for hair style and length (e.g. <i>longs, courts, raides, bouclés</i>).</p> <p>LO 3: To include qualitative adjectives such as <i>très and assez</i> to add detail physical descriptions.</p> <p>LO 4: To use correct adjective agreement for gender and number when describing myself and others.</p> <p>LO 5: To describe personality traits using French adjectives (e.g. <i>gentil, sportif, timide, drôle</i>).</p> <p>LO 6: To write and present a short paragraph describing myself, including physical details.</p>	<p>Revision</p> <p>LO 1: To revise and use vocabulary to describe my physical appearance, including hair, eyes and height.</p> <p>LO 2: To say which sports and hobbies I do, using full sentences with <i>je joue and je fais</i>.</p> <p>LO 3: To describe daily routines and activities around the house using verbs as <i>je mange, je lis, j'écoute de la musique</i>.</p> <p>LO 4: To express food preferences and describe what I eat using <i>j'aime, je préfère, and je voudrais</i>.</p> <p>LO 5: To write and present a short paragraph describing myself using vocabulary and structures learnt throughout the year.</p> <p>LO 6: To explore the cultural significance of <i>Le Tour de France and La Fête Nationale (Bastille Day)</i>.</p>