

St Peter's CE Middle School Curriculum Overview

Subject: French

Year 5	Topic/Theme: J'apprends le français (I am learning French)	Topic/Theme: Je peux (I am able)	Topic/Theme: L'ancienne histoire de la Grande-Bretagne (Ancient Britain)	Topic/Theme: Les animaux (Animals)	Topic/Theme: Les formes (Shapes)	Topic/Theme: Les glaces (Ice creams)	
	Concept: Find France on a map and be able to recall at least 1 Francophone country. Use key greetings. Ask and answer the question 'How are you?' in French. Ask and answer the question 'What is your name?' in French. Count to 10 in French. Read, write, say and recognise 10 colours in French.	Concept: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).	Concept: Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain.	Concept: Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Concept: Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns. Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'. Have an opportunity to learn and/or revise numbers 1-5.	Concept: Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream.	
	Skills: Listening/Reading/Writing/Grammar/Phonics						
Outcome/Assessment: <input type="checkbox"/> find France on a map of the world if I am shown Europe first. <input type="checkbox"/> repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. <input type="checkbox"/> remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. <input type="checkbox"/> say some of the 10 colours in French without any help and can attempt to spell some of these correctly.	Outcome/Assessment: <input type="checkbox"/> attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings. <input type="checkbox"/> match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. <input type="checkbox"/> say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.	Outcome/Assessment: <input type="checkbox"/> tell you and use correctly the French for two of the following three verbs; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). <input type="checkbox"/> tell you most of the words for the six key periods of ancient Britain (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. I work better with a model first. <input type="checkbox"/> say that I am a man or woman from the stone age, bronze age or iron age in French from memory and attempt to spell this too.	Outcome/Assessment: <input type="checkbox"/> attempt to name up to 10 animals in French with their correct article/ determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings. I understand better that articles/ determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. <input type="checkbox"/> say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French.	Outcome/Assessment: <input type="checkbox"/> repeat and recognise most of the 10 shapes in French, all with a prompt first. attempt to possibly spell between 1-5 of these words but I may need somebody to go through them, with a picture and spelling reminder first. <input type="checkbox"/> attempt to give the correct article for 1-5 of these words. <input type="checkbox"/> count from 1-5 in French but I am unable to spell these numbers	Outcome/Assessment: <input type="checkbox"/> repeat and recognise most of the 10 ice-cream flavours as presented in this unit. <input type="checkbox"/> attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy. <input type="checkbox"/> say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first. <input type="checkbox"/> specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.		

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Year 6	Topic/Theme: As-tu un animal? (Have you got a pet?)	Topic/Theme: Chez moi (At mine)	Topic/Theme: En classe (In class)	Topic/Theme: Je me présente (Introducing myself)	Topic/Theme: La date (The date)	Topic/Theme: Petit Chaperon Rouge (Little Red Riding Hood)
	Concept: <input type="checkbox"/> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. <input type="checkbox"/> Tell somebody in French if they have or do not have a pet. <input type="checkbox"/> Ask somebody else in French if they have a pet. <input type="checkbox"/> Tell somebody in French the name of their pet. <input type="checkbox"/> Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	Concept: <input type="checkbox"/> Say whether they live in a house or an apartment and say where it is. <input type="checkbox"/> Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. <input type="checkbox"/> Tell somebody in French what rooms they have or do not have in their home. <input type="checkbox"/> Ask somebody else in French what rooms they have in their home. <input type="checkbox"/> Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	Concept: <input type="checkbox"/> Remember and recall 12 classroom objects with their indefinite article/determiner. <input type="checkbox"/> Replace an indefinite article/determiner with a possessive adjective. <input type="checkbox"/> Say and write what they have and do not have in their pencil case.	Concept: <input type="checkbox"/> Use basic greetings in French, ask somebody how they are feeling and reply when asked. <input type="checkbox"/> Ask somebody their name in French and reply when asked. <input type="checkbox"/> Recall the numbers 1-10 and count from 11-20 in French. <input type="checkbox"/> Ask somebody how old they are in French and reply when asked. <input type="checkbox"/> Ask somebody where they live in French and reply when asked. <input type="checkbox"/> Express their nationality in French and understand basic gender agreement rules.	Concept: <input type="checkbox"/> Recognise and recall the 7 days of the week in French. <input type="checkbox"/> Recognise and recall the 12 months of the year in French. <input type="checkbox"/> Recognise and recall numbers 1-31 in French. <input type="checkbox"/> Ask and answer the question 'Quelle est la date aujourd'hui?' (What is the date today?) in French. <input type="checkbox"/> Ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?) in French.	Concept: <input type="checkbox"/> Sit and listen attentively to a familiar fairy tale in French. <input type="checkbox"/> Use picture and word cards to recognise and retain key vocabulary from the story. <input type="checkbox"/> Name and spell at least four parts of the body in French as seen in the story.
	Skills: Listening/Reading/ Writing/Grammar/ Phonics					
Outcome/Assessment: <input type="checkbox"/> understand and repeat most of the eight pets introduced by the teacher. remember some of the spellings and genders and attempt the rest. <input type="checkbox"/> ask somebody if they have a pet if I have the language required in front of me. then work out how to reply, including use of the negative with some time and a model <input type="checkbox"/> tell you the name of my pet using a full sentence in French with an example. <input type="checkbox"/> use the connectives et ("and") or mais ("but").	Outcome/Assessment: <input type="checkbox"/> say and write whether I live in a house or an apartment with high accuracy. <input type="checkbox"/> say and write where my house or apartment is after I have heard the options. <input type="checkbox"/> repeat and recognise most of the ten rooms of the house with their correct gender in French. possibly spell half with help <input type="checkbox"/> ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative with time and a model	Outcome/Assessment: <input type="checkbox"/> repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners <input type="checkbox"/> change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. <input type="checkbox"/> recall in spoken and written form what I have and do not have in my pencil case.	Outcome/Assessment: <input type="checkbox"/> understand and use set phrases to talk about myself in French and ask others for simple information in return. <input type="checkbox"/> understand numbers 1-20 in French, count and use them out of sequence. <input type="checkbox"/> tell you my nationality in French and be aware that the pronunciation and spelling of the adjective may change if I am a girl or boy.	Outcome/Assessment: <input type="checkbox"/> repeat, remember, and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in French. <input type="checkbox"/> say the date in French when I am shown a few examples first and am reminded what the options are. <input type="checkbox"/> say the date of my birthday in French when I am shown a few examples first and reminded what the options are.	Outcome/Assessment: <input type="checkbox"/> listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear. <input type="checkbox"/> remember nearly all the words for the picture cards in French but find it easier when I have a word bank, an adult or a partner to prompt me. <input type="checkbox"/> remember and spell 4 parts of the body we covered in class.	

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Year 7	Topic/Theme: Famille et copains	Topic/Theme: Famille et copains	Topic/Theme: Chez moi	Topic/Theme: Chez moi	Topic/Theme: Ma journée	Topic/Theme: Ma journée	
	Concept: La rentrée Frères et sœurs Ma famille Tu as un animal? European Day of Languages	Concept: Je me présente Remembrance Portraits Opinions Noël en France	Concept: Où habites-tu? Ma maison Ma chambre Le soir	Concept: Quelle heure est-il? Francophonie Au centre ville More about opinions	Concept: Le matin Mes matières Pourquoi Mon emploi du temps Après le collège	Concept: Le sport et les jeux Qu'est-ce que tu aimes faire ? Vive les vacances	
	Skills: Verbs: avoir, être Adjectival agreement Describing your family and pets Possessive adjective mon, ma, mes Plural nouns Celebrate community languages French phonics	Skills: Describing yourself and others Singular and plural adjectival agreements Expressing opinions Remembrance in France Christmas in France Reading a short story Using a bilingual dictionary French phonics	Skills: Describing where I and other people live Focus on articles a/the Using prepositions Il y a /il n'y a pas C'est Verbs : Aller; Using habiter and –er verb endings Conditional : je voudrais French phonics	Skills: Talking about what you do in the evening Complex sentences Telling the time Pronouns: je tu il elle on nous vous ils elles, formal address Asking about places in town using est-ce qu'il y a... ? Negative sentences French speaking countries in the world French phonics	Skills: Complex opinions, parce que/car Talking about morning routine using reflexive verbs Verb: Faire Talking about school subjects, your timetable and after school activities French phonics	Skills: Understanding a longer text More speaking practice and asking questions Using opinion + infinitive Near future using Aller+ infinitive Talking about holiday French phonics	
Outcome/ Assessment: Teacher assessment	Outcome/ Assessment: Write a piece about your family with minimal support	Outcome/ Assessment: Teacher assessment	Outcome/ Assessment: Write a piece about where you live with minimal support	Outcome/ Assessment: Teacher assessment	Outcome/ Assessment: Write a piece about holiday with minimal support		

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Year 8	Topic/Theme: Famille et domicile	Topic/Theme: Famille et domicile	Topic/Theme: Temps libre	Topic/Theme: Temps libre	Topic/Theme: Using three time frames	Topic/Theme: Using three time frames
	Concept: Mon album de famille Au boulot Où habitent-ils ? Quel temps fait il ? Black History : Josephine Baker	Concept: Une journée dans la vie de Remembrance More on opinions Christmas traditions in France – Galette des rois	Concept: Hier soir On a regarde la télé Verbs in the past tense More on opinions (past tense)	Concept: Tu es sortie samedi ? Le weekend dernier More verbs in the past tense Writing practice – past tense paragraph	Concept: Présent, passe, future (using three time frames) Asking questions More on complex sentences Using varied connectives and opinions	Concept: Transition exam Reading oger texts Translation skills Speaking about past holidays Linking and extending sentences Bastille Day
	Skills: Talking about families Using -er verbs Talking about jobs people do Using masculine and feminine nouns Talking about where people live Using depuis Describing the weather	Skills: Remembrance traditions Using a bilingual dictionary Describing a typical day Using irregular verbs More on opinions Negative sentences Understand French Christmas traditions	Skills: Talking about last weekend Perfect tense with avoir Talking about last night Irregular past participles TV programmes Use opinions in the past with c'était	Skills: Talking about where you went Perfect tense with être Talking about events in the past Linking and extending sentences	Skills: Use and compare three tenses Practise writing for exams	Skills: Practising translation skills, speaking skills, reading longer pieces Bastille Day
	Outcome/ Assessment: Write a piece about the above topics with support	Outcome/ Assessment: Write a piece about the above topics with minimal support	Outcome/ Assessment: Write a piece about the above topics with support	Outcome/ Assessment: Write a piece about the above topics with no support	Outcome/ Assessment: Write a piece about the above topics with support	Outcome/ Assessment: Write a piece about the above topics in controlled assessment conditions