

**Progression Of Knowledge****EYFS and KS1**

There is no statutory requirement for children in the Early Years Foundation Stage or in Key Stage One to be taught a modern foreign language. However, children will be exposed to the idea of languages other than English and of cultures other than their own, through planned and unplanned activities such as the RE, geography and the history curriculum, answering the register in a different language and learning simple greetings.

KS2 Grammar Points

Gender	<p>Children should experience teaching surrounding the definite and indefinite articles. Children should also be taught about the feminine and masculine form which will be a new concept to most.</p> <p>Things to cover: le (m), la (f), les (plural), l' (before a vowel); un (m), une (f), des (some)</p>
Regular verbs	<p>Children should learn the endings of the most frequently used regular present tense verbs and pronouns. Children will also be introduced to the structure of regular present tense verbs along with rules for pronunciation.</p> <p>Example things to cover: –er verbs. jouer = to play: je joue; tu joues; il / elle / on joue; nous jouons; vous jouez ils jouent; elles jouent</p>
Irregular verbs	<p>Children should be introduced to the most frequently used irregular verbs, to be and to have.</p> <p>Avoir = to have: J'ai, Tu as, Il/ Elle/On a, Nous avons, Vous avez, Ils/ Elles ont Être = to be: Je suis, Tu es, Il/Elle/On est, Nous sommes, Vous êtes, Ils/Elles sont</p>
Adjectives	<p>Children should learn the different ways adjectives are used in the French language and their position within a sentence, as, in the majority of cases, the adjective follows the noun. They should also learn about the agreement of adjectives and how endings will change depending on the noun's gender.</p> <p>un chapeau bleu, le chien brun, un chat blanc Some exceptions to this rule: une petite maison, une grande boutique</p>



Cycle A		
	Years 3 & 4	Years 5 & 6
French Culture	<p><u>Cultural Unit – Where is France?</u></p> <ul style="list-style-type: none"> • Where is France? • What major cities are there in France? • What is Paris like? 	<p><u>Cultural Unit – French Festivals</u></p> <p>Children will learn about the following major festivals:</p> <ul style="list-style-type: none"> • Christmas • Easter • Bastille Day • La Fête des Voisins
Numbers and Alphabet	<ul style="list-style-type: none"> • Numbers to 30 • The alphabet • Correct pronunciation • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words 	<ul style="list-style-type: none"> • Numbers up to and beyond 100. • Ordinal numbers • Maths games and activities <p><u>French Maths</u></p> <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction
Me, my family and my community	<ul style="list-style-type: none"> • Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?' • Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age 	<ul style="list-style-type: none"> • Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family. • Recap illnesses, I have a cold etc • Asking where you live • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery
My Home	<ul style="list-style-type: none"> • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live • Describing the size of a home. <p>Things you'll find in each room (household appliances etc)</p>	<ul style="list-style-type: none"> • Describing the homes of friends and families. • Describing my street • My dream home • Comparing houses in my street and town • Comparing houses between countries. • Designing a home



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<p>Colours</p>	<ul style="list-style-type: none"> • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English? • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue' 	<ul style="list-style-type: none"> • Revise colours of the rainbow • Describing shades of colours, such as 'pale green, dark red' • Describing objects using colour • Revision of work on colours • Describing physical appearances; 'blonde haired' • Applying grammatical rules correctly
<p>Animals</p>	<ul style="list-style-type: none"> • Family pets • Likes and dislikes • Introducing your pet • Farm animals • Zoo animals • Create/design their own farm or zoo 	<ul style="list-style-type: none"> • Describing animals (size and colour) • Animal habitats • At the pet shop • Describing animal body parts • Designing an animal and its habitat
<p>Food</p>	<ul style="list-style-type: none"> • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers • Foods found in the supermarket • Creating own shopping lists 	<ul style="list-style-type: none"> • Revise previous work on foods • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference. • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop
<p>Calendar</p>	<ul style="list-style-type: none"> • Days of the week • Months of the year <p>Correct pronunciation</p> <ul style="list-style-type: none"> • Speaking and writing the date both past and present – 12 hour clock • Time words – tomorrow, today, next week 	<ul style="list-style-type: none"> • Revise previous work completed in Y3/4 • Telling the time to the hour, half past etc, 12 and 24 hour clock • Asking someone the time and replying correctly – 12 and 24 hour clock • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station
<p>Cycle B</p>		
	<p>Years 3 & 4</p>	<p>Years 5 & 6</p>
<p>French Culture</p>	<p>Cultural Unit – Where in the world speaks French?</p> <ul style="list-style-type: none"> • All about other countries that speak French. 	<p>Cultural Unit – French History</p> <ul style="list-style-type: none"> • France in WWI and WWII • Bastille Day • Napoleonic War <p>Also includes conversations – formal and informal.</p>



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<p>Clothing</p>	<ul style="list-style-type: none"> • Basic items of clothing • School uniform • Introduce body parts – • main limbs. • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop • Body parts 	<ul style="list-style-type: none"> • Revise Y3 and Y4 work • Describing outfits, colours and sizes etc. • Clothing preferences of yourself and a friend. • Dressing for the weather. • Preferences and descriptions. • Recap body parts. I wear my scarf around my neck when it is cold, etc
<p>Shopping</p>	<p>Currency</p> <ul style="list-style-type: none"> • Asking how much something is • Pocket money • Different shops and prices 	<ul style="list-style-type: none"> • Revision of Year 3 and 4 • Money and change • Shopping for items – • conversations. • Revision of previous years. • At the market • Weights • Holding a conversation
<p>Holidays & Celebrations</p>	<ul style="list-style-type: none"> • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays • How to talk about holidays and holiday destinations • Different ways you can travel <p>Describing major festivals</p>	<ul style="list-style-type: none"> • Revise Y3 and Y4 work Children will learn: • Using dates to talk about a holiday • Use time words to describe holidays. • Planning food and lists for a party • Describe a party • Children will learn: • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after Easter) • Future holiday plans.
<p>My Town and Cities</p>	<ul style="list-style-type: none"> • Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live • How to describe places in the town • How to get to my town, it's location in the country • How to get to places in the town (directions) 	<ul style="list-style-type: none"> • Revision of Y3 and Y4 work • Sentences to describe towns and cities • Revision from previous year groups • Describing cities around the world and comparing them. • Describing places of interest
<p>Weather</p>	<ul style="list-style-type: none"> • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places • Describing the weather with adjectives. • Describing past, present and future weather 	<ul style="list-style-type: none"> • Revision of Y3 and Y4 • Completing and filming a weather forecast • Describing weather around the world • Seasons • Describing the seasons • Activities and the weather • Planets in our solar system



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Sports & Hobbies	<ul style="list-style-type: none">• Simple sports• Simple phrases to describe what sports they play. I play football.• Introducing hobbies• Simple phrases to describe hobbies• Describing sports and hobbies they like/dislike	<ul style="list-style-type: none">• Revise sports and hobbies• Describing a week of sports and hobbies at school• Describing and planning a sporting event. This could link to the Olympics or Sports Day
School & The Future	<ul style="list-style-type: none">• Introduction to school days in France• Lessons• Likes and dislikes of lessons• Different jobs• The classroom• Tour of the school• School times and subjects• What I want to be when I leave school	<ul style="list-style-type: none">• Revision of Y3 and Y4• Journeys to school• Places in school• My future aspirations• What I want to study at school/university• Building sentences