



St Cuthbert's First School
Lower Key Stage 2 French Curriculum Progression Map (Year B 2022-2023)



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Themes	Greetings –Name, age , address (Lightbulb Unit 1) Je m'habille (clothes –Oak Academy)	Counting in tens Traditional Tales Little Red Riding Hood (NCC-MFL)	Pets Qu'est –ce que c'est	What's the time? Quel heure est-il? (unit 15 Lessons 71,72)	At the table! (Oak academy)	Je fais du sport. (Oak Academy)
Skills And Knowledge	Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.	Languages National Curriculum Children explore the patterns and sounds of language through stories and rhymes and link the spelling, sound and meaning of words.	Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written and oral materials.	Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Languages National Curriculum Children describe people, places, things and actions in writing .	Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Grammar	<p>Languages National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	<p>Children can:</p> <ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; • say how to make the plural form of nouns; • recognise and use partitive articles; • name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; • name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; • use a simple negative form (ne... pas); 					

	<ul style="list-style-type: none"> • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives (mon, ma, mes); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the third person singular and plural of the verb 'être' in the present tense. 					
	<p>Children can:</p> <ul style="list-style-type: none"> • repeat modelled words; • listen and show understanding of single words through physical response; • repeat modelled short phrases; • listen and show understanding of short phrases through physical response. 	<p>Children can:</p> <ul style="list-style-type: none"> • Listen and identify specific words in stories and rhymes and demonstrate understanding. • Listen and identify specific phrases and demonstrate understanding. 	<p>Children can:</p> <ul style="list-style-type: none"> • use strategies for memorisation of vocabulary; • make links with English or known language to work out the meaning of new words; • use context to predict the meaning of new words; 	<p>Children can:</p> <ul style="list-style-type: none"> • recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • express simple opinions such as likes, dislikes and preferences; • ask and answer at least two simple and familiar questions with a response 	<p>Children can:</p> <ul style="list-style-type: none"> • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • write one or two simple sentences that may contain an adjective to describe 	<p>Children can:</p> <ul style="list-style-type: none"> • a recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • express simple opinions such as likes, dislikes and preferences; • ask and answer at

					people, places, things and actions.	least two simple and familiar questions with a response.
Reasoning	The children will begin to experience educational, social and cultural experiences.	The children will explore similarities and differences between French and English language.	Children will develop an understanding of the differences in English and French spoken and written language and will correctly begin to use a- un une and the -le, la, les correctly.	Children will be able to link the knowledge of number vocabulary to develop saying the time in simple sentences.	Children will be developing an understanding of typical French foods and will read and create a simple menu.	Children will be able to converse in simple sentences, with more confidence, using their knowledge of learning French.