**Knowledge and Skills Progression Map**

**Treales CE Primary School 2023-2024**

**French**

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| Willow Class Cycle B Year 3 and 4  |
|  | Autumn 1& 2 | Spring 1 & 2 | Summer 1 & 2 |
|  | Phonics and pronunciation revised throughout | Phonics and pronunciation revised throughout -  | Phonics and pronunciation revised throughout |
| Topics | Greetings ( plus how are you/ I am..)InstructionsNumbersDays of the weekMonths of the yearSeasonsBirthday  | ShapesColoursDescribe a picture – MatisseParts of the faceParts of the bodyFace and body plus adjectives | Family membersHe/she is called – verb Answering questions about him/ herDescribe yourself and someone else (hair/eyes)Descriptions plus adjectives and agreement (yr 4)Story telling |
| Concepts | This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations. | This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse ). | During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are). |
| National Curriculum  | Pupils should be taught to:* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
* present ideas and information orally to a range of audiences\*
* read carefully and show understanding of words, phrases and simple writing
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* describe people, places, things and actions orally\* and in writing
* 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.
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| National curriculum  | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. (No prescribed list of content for MFL). | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary . (No prescribed list of content for MFL). | Teaching should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. (No prescribed list of content for MFL). |
| Prior knowledge | Year 3 – no prior knowledge.Year 4 – Greetings, numbers, ages, some instructions, verb avoir (J’ai – As tu?). Revisit and build upon language aquired. | Year 3 - Autumn term knowledge.Year 4 – Colours. Revisit and build upon language acquired. Revision in most lessons.  | Year 3 – Autumn and spring term knowledgeYear 4 – The verb form J’ai – I have. Revisit and build upon language acquired. |
| Key Knowledge(Substantive and disciplinary) including key vocabulary | Salut / Bonjour / Au revoirComment t'appelles tu?(What do you call yourself?) Je m'appelle….. (I call myself)Ça va ?(How's it going?) oui / nonfantastique/super (great)très bien merci (very well, thanks)pas mal, merci (not bad, thank you), ça ne va pas (badly)Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répetez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence!, Levez-vousNumbers 1-31 + revision days of the weekun, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-unjanvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembreQuelle est la date aujourd'hui?Aujourd'hui c'est le (huit mars)le printemps, l'été, l'automne, l'hiverQuelle est la date de ton anniversaire?Mon anniversaire, c'est le (vingt-sept juin)Noël Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoileIl est né le divin enfant (carol to sing) | un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeilbleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)sur, sous, à droite, à gauche, au centre deIl y a (there is/are), C'est (it is), Il/Elle a (it has), et (and), mais (but), aussi (also)le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreillesParts of the face & adjectivesLanguage as abovela tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomacLes cloches de Paques – the bells of Easter. Children learn the customs and traditions of French families.  | Nouns for family membersma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frèreWhat is he/she called? Comment il s'appelle? Comment elle s'appelle?Answering questions about him/ her/ it (pets)Describing hair & eyesTu as les yeux de quelle couleur?J'ai les yeux bleus, verts, marron, grisComment sont tes cheveux?J'ai les cheveux noirs/blonds/gris/roux/brunscourts/longs/mi-longs/raides/bouclés/ondulésStorytelling - the giant turnip/ les quatres amisBastille Day – celebration. Learning about why it is celebrated.  |
|  | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely.  | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely. | Substantive knowledge - the key content of the unit including the key vocabulary as highlighted above.Disciplinary knowledge – the knowledge required and skills necessary to use the substantive knowledge to communicate (ie word order, grammar: verb endings, adjective agreement, creating a sentences with the vocabulary, translation skills, dictionary skills). These skill types will be taught alongside each other not discretely. |
| Possible- sequence of lessons – enquiry questions? 1-6? | Sequence of lessons outlined above in knowledge section. | Sequence of lessons outlined above in knowledge section. | Sequence of lessons outlined above in knowledge section. |
| End of unit goalsSuggested assessment task? | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term.  | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term. | End of term assessment - reading words in French and providing the English. Reading sentences/ phrases linked to learning of that term. (Summative) Formative assessment tasks to be conducted throughout the term – listening/ reading. Ongoing teacher assessment in class – speaking, writing (diagnositic). Chn conduct self assessment throughout the term, referring back to knowledge organisers (vocab lists/ phrases) and ticking off once they feel confident with the term. |
| Suggestions for the development of greater depth | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links).  | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links). | Teacher to ask more questions in French in class (rather than focusing on the objective but continue to revise prior knowledge), vary the vocabulary to provide challenge/ ask the children to demonstrate to the class. Provide opportunities for translating text. Ask children to use prior knowledge to made educated guesses of the meaning of words and phrases. Challenge to write with less dependence on word bank. Begin to spell words independently and learn to put simple phrases together using prior knowledge. Find patterns in language. Deeper questioning- asking why they think the pattern is as it is (grammar links). |
| Enrichment opportunities | Possibly form a link with a French primary school. Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.Possible French/ European school celebration day. | Possibly form a link with a French primary school. Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.Possible French/ European school celebration day. | Possibly form a link with a French primary school. Possible French speaking visitor to school to provide chn with opportunity to hear a native speaker.Possible French/ European school celebration day. |
| Links to future learning | Learning with be revised in future lessons – some of it in each lesson e.g Comment ca va? Greetings, numbers, instructions. Some of the learning (months, days of the week, seasons, birthday) – will be revisited in Elder class year B.  | Learning with be revised in future lessons – some of it in each lesson e.g Comment ca va? Greetings, numbers, instructions. Face vocabulary will be revisited in summer term. Some of the learning ( describing- there is/ there are) – will be revisited in Elder Class year B describing a town.  | Learning with be revised in future lessons – some of it in each lesson e.g Comment ca va? Greetings, numbers, instructions.  |