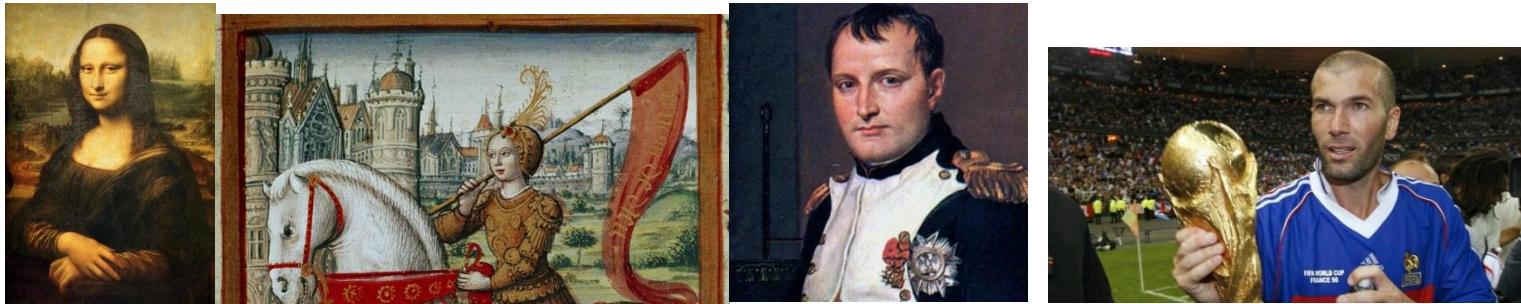


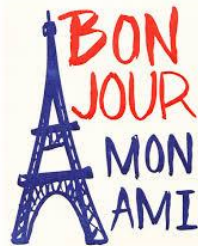
## Beaconhill Primary Modern Foreign Languages Overview

### A linguist at Beaconhill Primary School should have:

- The growing confidence to speak with an increasing authentic accent and intonation.
- The ability to read a growing range of vocabulary.
- The ability to write at increasing length.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and an enthusiasm and commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.



Bonjour !



Où?  
Comment?  
Pourquoi?  
Quel?  
Qui?

## Languages Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

	Autumn		Spring		Summer	
<b>Reception</b> <b>Year 1</b>	<b>Incidental learning – greetings, colours, numbers, commands</b>					
<b>Year 2</b>	<b>Numbers to 10</b> <b>Greetings</b>	<b>Numbers to 10</b> <b>Greetings</b>	<b>Greetings, health, names, numbers 1 to 10</b>		<b>Colours, Animals, using c'est</b>	
<b>Year 3</b>	<b>Numbers to 15</b> <b>Colours</b> <b>Greetings</b>	<b>Numbers to 15</b> <b>Colours</b> <b>Greetings</b>	<b>Numbers 1 -20, Colours re-cap, colours spelling, adjective order.</b>	<b>Adjective agreement, Ours Brun book "L'histoire", mini book creation, patterns, number games.</b>	<b>Self portrait, labelling, adjective agreement, vocabulary acquisition</b>	<b>Labelling, gender identification, adjective agreement, Pillar monster.</b>
<b>Year 4</b>	<b>Numbers to 20</b> <b>Classroom commands</b>	<b>Numbers to 20</b> <b>Classroom commands</b>	<b>Revise numbers 1 to 20, monsters, adjective agreement</b>	<b>Days of the week, Numbers to 31, food,</b>	<b>Months of the year, birthdays</b>	<b>Prepositions, writing sentences, fact finding about France.</b>
<b>Year 5</b>	<b>Classroom Commands</b> <b>Personal Descriptions</b> (je m'appelle, j'ai dix ans etc.)	<b>Classroom Commands</b> <b>Personal Descriptions</b> (je m'appelle, j'ai dix ans etc.)	<b>Greetings recap, class commands, auto-recall of numbers.</b>	<b>Numbers to 69, classroom items, gender, adjective agreement – colour,</b>	<b>Personal descriptions, family members, Nous sommes, il ya, descriptions in 3<sup>rd</sup> person.</b>	<b>Numbers, birthdays, months</b>
<b>Year 6</b>	<b>Classroom Commands</b> <b>Personal Descriptions</b> (je suis une fille, j'ai les cheveux .., j'ai les yeux..etc)	<b>Classroom Commands</b> <b>Personal Descriptions</b> (je suis une fille, j'ai les cheveux .., j'ai les yeux..etc)	<b>Numbers 1 to 69 recap, personal descriptions, family members</b>	<b>Personal descriptions</b>	<b>Personal descriptions (building from work in Year 5), family members, Nous sommes, il ya, descriptions in 3<sup>rd</sup> person.</b>	<b>Evidencing application of gender, adjective agreement and order.</b>  <b>Numbers, birthdays, months</b>

	Autumn term	Spring term	Summer term
<b>Year 1</b>	Greetings, commands, number to 10, colours. Incidental learning – no specific planned French lessons		
<b>Year 2</b>		<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; answer questions;</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures (2 word sentences e.g c'est bleu.</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words,</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; answer questions;</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures (2 word sentences e.g c'est bleu.</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words,</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where</li> </ul>

		<p>relevant): feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.</p>	<p>relevant): feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.</p>
<p><b>Year 3</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• explore the patterns and sounds of language through songs and rhymes</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions;</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures (3 word sentences e.g c'est noun adjective)</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing (key phonemes oi, ch)</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions;</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures (3 word sentences e.g c'est noun adjective)</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing (key phonemes oi, ch)</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas</li> </ul>

		<p>clearly (adaption for more able only).</p> <ul style="list-style-type: none"> <li>▪ describe people, places, things and actions orally* and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, 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. (adjective agreement f/m)</li> </ul>	<p>clearly (adaption for more able only).</p> <ul style="list-style-type: none"> <li>▪ describe people, places, things and actions orally* and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, 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. (adjective agreement f/m/pl)</li> </ul>
<b>Year 4</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• explore the patterns and sounds of language through songs and rhymes</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures - 4 word sentence (c'est size noun colour)</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures - 4 word sentence (c'est size noun colour)</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> </ul>

		<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing (additional phonemes eau)</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine ; 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.</li> </ul>	<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing (additional phonemes eau)</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine ; 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.</li> </ul>
<p><b>Year 5</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of</li> </ul>

	<ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (phonetic awareness)</li> <li>• present ideas and information orally to a range of audiences</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar</li> </ul>	<ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures (conjunctions et, mais)</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (phonetic awareness)</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing (accents e, é, è)</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences,</li> </ul>	<p>language through songs and rhymes and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>
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	<p>appropriate to the language being studied, including (where relevant): feminine, masculine forms</p>	<p>to express ideas clearly</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine 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. (Patterns in gender – spelling. Adjective agreement – no agreement for rose, orange etc)</li> </ul>	<ul style="list-style-type: none"> <li>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. (verb conjugation introduced).</li> </ul>
<p><b>Year 6</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic</li> </ul>



	<p>language structures</p> <ul style="list-style-type: none"><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and the conjugation of high-frequency verbs.</li></ul>	<p>language structures</p> <ul style="list-style-type: none"><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine 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</li></ul>	<p>language structures</p> <ul style="list-style-type: none"><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine 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</li></ul>
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		English (adjective agreement of more complex endings if- ive, eux – euse)	English (verb conjugation).
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### French Skills and Progression Map

EYFS						
Children join in with songs in French						
Skill	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Interpretation</b>		<ul style="list-style-type: none"> <li>• Can recognise known terms in written French (colours and numbers)</li> <li>• Can follow basic classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Can read simple single clause sentences.</li> <li>• Can follow classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand basic sentences using known vocab and structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand paragraphs featuring known vocab and structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use sense translation to interpret new French vocabulary.</li> </ul>
<b>Investigating</b>		<ul style="list-style-type: none"> <li>• Can identify common "alien sounds" in numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the gender of a noun using articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use knowledge of phonetic sounds to read new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a bilingual dictionary and understands the limitations/ risks of using online translation tools like google, Siri and Alexa.</li> <li>• Can identify key spelling patterns to identify the gender of nouns</li> <li>• Can identify key ways to help retain vocabulary and grammatical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Can remove and reapply negative pronouns to new sentences structures.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, organising and communicating</p>	<ul style="list-style-type: none"> <li>• Can meet and greet in French.</li> <li>• Is able to count to 10 sequentially.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read basic French words understanding silent letters and basic phonemes.</li> <li>• Can count sequentially 1-20</li> <li>• Can describe an item using noun + colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall numbers 1-10</li> <li>• Can write single clause sentences using a framework.</li> <li>• Can apply basic adjective agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall numbers 1-20</li> <li>• Can write sentences joined with basic conjunctions.</li> <li>• Can apply basic adjective agreement.</li> <li>• Can describe an item using size + noun + colour.</li> <li>• Can describe themselves and a third person using a sentence framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Can hold a basic meet and greet conversation including Q&amp;A.</li> <li>• Can recall numbers 1-69</li> <li>• Can write paragraphs describing themselves freely.</li> <li>• Can write dates in French.</li> <li>• Can make basic requests using French classroom language.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe themselves and their family members.</li> <li>• Can give their opinion on a subject.</li> <li>• Can write a letter to a friend, applying the correct format, using extended sentences.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>1-10 rouge orange jaune vert bleu Bonjour Salut Au revoir Je m'appelle</p>	<p>10-20 violet rose noir blanc marron brun Comment t'appelles-tu? Comment ça va? Ça va bien Comme ci comme ça Ça va mal</p>	<p>20-69 les doigts le ventre le nez la gorge le pied la tête le bras la jambe les dents l'oreille l'œil (les yeux pl)</p>	<p>lundi mardi mercredi jeudi vendredi samedi Dimanche fromage bonbons jus d'orange fraise banane pain tomate lait limonade pomme poulet frites poisson gâteau glace pizza sandwich j'ai faim j'ai soif</p>	<p>levez-vous asseyez-vous répétez levez la main regardez écoutez silence Rangez vos affaires Metez vous en rang crayon sac livre gomme stylo règle tableau colle trousse janvier février mars avril mai juin juillet aout septembre octobre novembre décembre</p>	<p>ma mère maman mon père papa ma sœur mon frère ma grand-mère mami mon grand-père papi les yeux les cheveux avoir être j'aime je n'aime pas</p>