



Westhouses Primary School

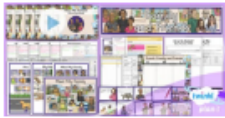
KS2 French Curriculum Progression



	Autumn Term	Spring Term	Summer Term
Philosophers – Cycle A	<u>Getting to know you.</u> - Hello! - What's your name? - How are you? - Goodbye - Numbers 0-10 - How old are you?	<u>All about me!</u> - Classroom instructions - My body - Actions - Colours - Clothes	<u>Food glorious food!</u> - The very greedy dog - Please may I have...? - Preferences - What colour is it? - What did he eat? - I'm hungry!
Extensions:	Getting to know you (Y5)	Ourselves (Y5)	
Philosophers – Cycle B	<u>Family and friends.</u> - Meet my family. - Pets - Alphabet - What's his name? - How do you spell...? - Home	<u>Our School</u> - What's in the classroom? - What's in your pencil case? - School subjects - PE - Around our school. - What do you like to do?	<u>Time</u> - Counting 11-31 - Days of the week - Months of the year - Birthdays - What's the date? - Yesterday, today, tomorrow?
Extensions:	Family and Friends (Y5)	School life (Y5)	Time Travelling (Y5)
Trailblazers – Cycle A	<u>All around town.</u> - Where do you live? - In my town. - Counting in tens. - Counting to 100 - My address is... - How do you say...?	<u>On the move.</u> - Transport - How do you go to school? - Directions - I like to move it! - How do I get to...? - We all go together.	<u>Gone shopping.</u> - Fruit - Vegetables - Clothes - Where can I buy...? - French money. - Let's go shopping!
Extensions:	Let's visit a French Town (Y6)	Let's visit a French Town (Y6)	Let's go shopping (Y6)
Trailblazers – Cycle B	<u>Where in the world?</u> - United Kingdom - Where do they speak French? - The equator - Continents - Animals - Where do they come from?	<u>What's the time?</u> - O'clock and half past - My day - What's on the television? - Quarter past and quarter to - The school day - A maths lesson	<u>Holidays and hobbies.</u> - Seasons - Weather - Weather around the world - Holidays - Sports - Hobbies
Extensions:	This is France (Y6)	All in a day (Y6)	Let's visit a French Town (Y6)

Extension units link to Y5/6 additional units. These are to be used to challenge confident and able pupils further, as necessary.

Philosophers' Links to the National Curriculum:

Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
					
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
3, 4, 6	1, 3			1, 4	1, 2
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
			2, 3	1	1
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
1, 2		6		5, 6	
speak in sentences, using familiar vocabulary, phrases and basic language structures					
6			5	2, 3	4
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
5	4		3, 5		1
present ideas and information orally to a range of audiences					
	2				3
read carefully and show understanding of words, phrases and simple writing					
	2	1			
appreciate stories, songs, poems and rhymes in the language					
	5, 6		2, 6	5, 6	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
			6		
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
		4, 5			
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					
	5, 6	2, 3	4	2, 3	6

Trailblazers' National Curriculum Links:

All Around Town	On the Move	Gone Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
					
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
2				1	
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
3, 4					
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					
	5	1, 5, 6		3	5, 6
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
		3, 4	1, 5	1, 2, 4	2, 4
present ideas and information orally to a range of audiences					
1	3				
read carefully and show understanding of words, phrases and simple writing					
5	1				2
appreciate stories, songs, poems and rhymes in the language					
				5	
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					
6			3		
describe people, places, things and actions orally and in writing					
		1	1, 6		1
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					
	4	2, 3	2, 4, 5, 6		3, 4