



Aim High....Fly High!

Curriculum – Implementation Plan

The mapping table below shows where curriculum objectives related to the subject area above are covered. This table is intended as guidance and may be modified according to the needs/experiences of individual cohorts of learners. The 'Big Ideas' for our ____ curriculum – ???? – are interwoven throughout the topics below.

Cycle A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Getting to know you</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> say hello and goodbye; introduce themselves; say if they are feeling good/bad/so-so; count to 10; say how old they are. use different greetings for different situations; ask and answer simple questions for each topic area. 	<p>All about me</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> give and respond to simple classroom instructions appropriately; name parts of the body from a song; identify colours; name items of clothing; ask and answer questions using the topic vocabulary; say that un/une relate to masculine & feminine nouns; <p>Written communication</p> <ul style="list-style-type: none"> write simple words; <p>Reading</p> <ul style="list-style-type: none"> read simple words 	<p>Food Glorious Food</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> say what foods from a set they like/dislike; describe the colour or size of an object; ask politely for something predict a repeated phrase respond appropriately to a polite request. <p>Written communication</p> <ul style="list-style-type: none"> to make a range of simple statements by substituting vocabulary; modify a colour adjective; <p>Reading</p> <ul style="list-style-type: none"> follow a story and join in the repeated parts; 	<p>Family and friends</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> identify and introduce some of their relations; name some common pets; recognise some rooms in their home <p>Written Communication</p> <ul style="list-style-type: none"> consider whether nouns are masculine or feminine; make new sentences by substituting other vocabulary appropriately; <p>Reading</p>	<p>School</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary; <p>Written Communication</p> <ul style="list-style-type: none"> demonstrate understanding with actions; write sentences converting le/la to un/une; answer questions using the topic vocabulary from memory, begin to know if nouns from the topic are masculine or feminine. <p>Reading</p>	<p>Time</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> say the days of the week; say the months of the year; count on from 11-31; say their own birthday. recognise how some larger numbers are made by combining words for smaller numbers; ask other people for their birthday; say today's date; identify the correct language for 'yesterday' and 'tomorrow'. <p>Written communication</p> <p>Reading</p> <ul style="list-style-type: none"> order the days of the week; order the months of the year;

Let's visit a french town:Yr6

- understand and respond to spoken and written language.
- speak with increasing confidence and fluency
- Asking questions
- can write at varying length, for different purposes and audiences.
- discover and develop an appreciation of a range of writing in the language studied.

Verbal communication & speaking confidently:

- Listen for familiar vocabulary.
- use gestures to support what they are saying.
- Listen to and join in a song
- Recognise key words and phrases and respond

Written communication:

- Make simple sentences with habiter (to live).

Reading appropriate texts:

- Identify places in a French town or city.
- Recognise a spelling pattern.
- Use a bilingual dictionary with support

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Let's go shopping Yr6

- understand and respond to spoken and written language.
- speak with increasing confidence and fluency
- Asking questions
- can write at varying length, for different purposes and audiences.
- discover and develop an appreciation of a range of writing in the language studied.

Verbal communication and speaking confidently:

- listen and respond to topic vocabulary
- Take part in role play as a shopper/shopkeeper, speaking in French.
- Greet and respond.

Written communication:

- use the preposition entre.
- write money amounts in French, up to 500 € in multiples of 50.

Reading appropriate texts:

- Answer questions using the topic vocabulary.

This is France Yr6

- understand and respond to spoken and written language.
- speak with increasing confidence and fluency
- Asking questions
- can write at varying length, for different purposes and audiences.
- discover and develop an appreciation of a range of writing in the language studied.

Verbal communication and speaking confidently:

- Listen and respond to topic vocabulary.
- Answer questions orally using the topic vocabulary.
- Describe position up to 4 compass points.

Written communication:

- Create sentences independently, using a model sentence.
- write an answer to a sentence using the topic vocabulary.
- Write numbers in words which are multiples of ten.

Reading appropriate texts:

- Answer questions using the topic vocabulary.

All in a day Yr6

- understand and respond to spoken and written language.
- speak with increasing confidence and fluency
- Asking questions
- can write at varying length, for different purposes and audiences.
- discover and develop an appreciation of a range of writing in the language studied.

Verbal communication and speaking confidently:

- Understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir.
- Tell the time in 24-hour time - o'clock and half past.

Written communication:

- Say and write a sentence to tell the time (o'clock and half past).

Reading appropriate texts:

- Read and interpret timetables in 24-hour times - o'clock and half past.

Our Precious Planet Y6

- understand and respond to spoken and written language.
- speak with increasing confidence and fluency
- Asking questions
- can write at varying length, for different purposes and audiences.
- discover and develop an appreciation of a range of writing in the language studied.

Verbal communication and speaking confidently:

- Use 'il y a/il n'y pas' to say what challenges there are in their local area
- Use a range of linking words to make longer sentences
- use the near future in the 3d person singular and plural

Written communication:

- Write and deliver a short presentation with a clear introduction and conclusion

Reading appropriate texts:

- Read and interpret appropriate texts on the environment

Duxford French Market

Plan and put on a French market for KS2

Cycle B

Year Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Where in the world?</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; understand that because a continent is always feminine the preposition 'en' is always used for 'in'; <p>Written communication</p> <ul style="list-style-type: none"> write an answer in a sentence using the topic vocabulary; use the correct masculine/feminine preposition <p>Reading appropriate texts</p>	<p>On the move</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> name some types of transport; use Je... and Tu... correctly in a simple sentence; respond to simple instructions for direction and movement; follow simple directions to find a place on a map. use the correct article to precede a noun according to gender; use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun; 	<p>Gone shopping</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary Take part in role play as a shopper/ shopkeeper, speaking in French. Greet and respond. <p>Written Communication</p> <ul style="list-style-type: none"> Answer questions using the topic vocabulary <p>Reading appropriate texts</p>	<p>All around the town</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> say and order multiples of ten; ask and give a simple address in French identify and say typical amenities to be found in French towns name some of the major cities of France <p>Written communication</p> <p>Reading appropriate texts:</p> <ul style="list-style-type: none"> locate the correct part of a bilingual dictionary to translate from French-English or vice versa 	<p>What's the time?</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> say a sentence to tell the time (o'clock); count in fives to at least 30; <p>Written communication</p> <ul style="list-style-type: none"> write a sentence to tell the time (o'clock); understand and use the terms avant and après answer questions about a TV schedule 	<p>Holidays and hobbies</p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary; answer questions orally using the topic vocabulary present ideas and information orally to a range of audiences <p>Written communication</p> <ul style="list-style-type: none"> write an answer in a sentence using the topic vocabulary choose the correct preposition: en for feminine countries, au for masculine countries; choose whether the mode of transport needs en or à.

	<ul style="list-style-type: none"> use an English/French dictionary to translate from English to French. 	<ul style="list-style-type: none"> give and respond to simple movement/direction instructions; give simple directions by substituting vocabulary as necessary; follow simple directions to find a place on a map 				
Year 5	<p><u>Getting to know you Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & Speak confidently</p> <ul style="list-style-type: none"> present information about themselves including feelings and future tense give an intention for the immediate future <p>Written communication</p> <ul style="list-style-type: none"> recognise the difference between English and French future tenses; ask how to spell a word in French; substitute vocabulary to change a sentence <p>Reading appropriate texts</p> <ul style="list-style-type: none"> follow a simple story and recognise key vocabulary 	<p><u>All about ourselves Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & Speak confidently</p> <ul style="list-style-type: none"> name some parts of the body; respond appropriately when asked a simple question; give a simple description of their eyes and hair; use a small number of everyday verbs in simple dialogues; make simple statements in the third person; <p>Written communication</p> <ul style="list-style-type: none"> place the adjective correctly in a simple sentence; <p>Reading appropriate texts</p> <ul style="list-style-type: none"> match emotion/health words with their pictures 	<p><u>That's tasty Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & Speak confidently</p> <ul style="list-style-type: none"> make questions and answers in the third person; say how they are feeling. <p>Written communication</p> <ul style="list-style-type: none"> Use correct masculine & feminine form of adjectives Use correct masculine & feminine form of some <p>Reading appropriate texts</p> <ul style="list-style-type: none"> interpret a chart written in French. Write words and phrases from memory 	<p><u>Family and friends Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & speak confidently</p> <ul style="list-style-type: none"> join in traditional songs and rhymes; recognise rhyming sounds; use 1st person possessive adjectives confidently and recognise that third person is different; introduce family members; say what sort of home they live in and name items inside; give a simple opinion about a named animal or object; <p>Written communication</p> <ul style="list-style-type: none"> construct a simple sentence about a variety of topics. <p>Reading appropriate texts</p>	<p><u>School life Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & speak confidently</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary answer questions orally using the topic vocabulary; take part in a conversation with a partner and show it to an audience. use the pronouns 'il' and 'elle' to replace a person's name; use a comparative adverb <p>Written communication</p> <ul style="list-style-type: none"> answer questions in writing using the topic vocabulary; <p>Reading appropriate texts</p>	<p><u>Time travelling Yr5</u></p> <ul style="list-style-type: none"> understand and respond to spoken and written language speak with increasing confidence and fluency asking questions 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 <p>Verbal Communication & speak confidently</p> <ul style="list-style-type: none"> recognise number words in spoken sentences; say numbers larger than 100; recognise when someone is saying a date <p>Written communication</p> <ul style="list-style-type: none"> match the subject and verb for high-frequency verbs; <p>Reading appropriate texts</p>

