Progression map showing key skills to be taught over the curriculum cycle

Area of learning	Year 3	Year 4	Year 5	Year 6
Listening	•listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language	•listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language	•listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language	•listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language
Speaking	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • develop accurate pronunciation and	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • develop accurate pronunciation and	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • develop accurate pronunciation and	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences* • develop accurate pronunciation and

	intonation so that others understand when they are reading aloud or using familiar words and phrases*	intonation so that others understand when they are reading aloud or using familiar words and phrases*	intonation so that others understand when they are reading aloud or using familiar words and phrases*	intonation so that others understand when they are reading aloud or using familiar words and phrases*
Reading	• read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Writing	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Appreciation of other Cultures	• Discover and develop an appreciation of a range of writing in the language studied.	• Discover and develop an appreciation of a range of writing in the language studied.	• Discover and develop an appreciation of a range of writing in the language studied.	• Discover and develop an appreciation of a range of writing in the language studied.

Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	• Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon' •	• Understand basic classroom commands • Know the days of the week. • Ask what the day is • Say what the day is • Know some of the language associated with Christmas	• Recognise, recall and remember the four seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.	• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in French as seen in the story.	• Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike.	• Name & recognise ten foods and drinks that are considered good for your health. • Name & recognise ten foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy

						recipe in French.
Class 4	• Remember and recall 12 classroom objects with their indefinite article/determiner. • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case. •	• Say what type of home they have and where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms. • Tell somebody what rooms they have or do not have in their home. • Ask somebody else what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French. •	• Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb PORTER with confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. •	• Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. • Conjugate the irregular verb AVOIR. • Conjugate the irregular verb ÊTRE. • Conjugate the irregular verb ALLER. • Conjugate the irregular verb FAIRE. •	• Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Say the nouns for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l' and du when you say you play a sport. •	• Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. •

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	• Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French • Ask and answer the question 'What is your name?' in French • Count to ten in French • Say ten colours in French	• Classroom commands • Days of the week • Months of the year • Numbers 1-10 • Asking/saying how you feel Asking/saying your name • Consolidation of colours	• Actively participate and enjoy six traditional nursery rhymes in French. • Start to understand and decode more of the spoken/sung French we hear.	•Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. •Understand better that articles/determiners have more options in French than they do in English. •Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	• Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Name the six key periods of ancient Britain in chronological order. • Be able to say three of the types of people who lived in ancient Britain. • Tell somebody the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone, bronze and iron age.	• Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux..
Class 4	• The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 & 2 and vocabulary from the	• Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year.	• Remember, recall & spell the days of the week. • Remember, recall & spell the months of the year.	• Recognise and understand what a pronoun is in both English and French and be able to say what the key	• Sit and listen attentively to the story; recognise, understand and remember more of the new language.	• Order from a selection of foods from a French menu. • Order from a selection of drinks

	Early Learning units (in particular numbers 1-10 and feelings). • What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have). •	• Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. •	• Remember, recall & spell numbers 1-31. • Use knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. •	personal pronouns are in French. • Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. • Conjugate in French a regular –ER verb. • Conjugate in French a regular –IR verb. • Conjugate in French a regular –RE verb •	• Increase their memory potential in French by using picture cards, word cards and phrase cards in French. • Increase thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in French. •	from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. •