

French Curriculum Map Y6

N.B: This is just an example of the Y6 curriculum Map, you can choose the topics you want to teach however they need to be taught in the same order. This curriculum Map is based on sessions of 1 hour per week of French and the children do their worksheets (assessments) as homework.

Term	Scheme of Learning (Topics)	Key Concept (learning points)	Schema (knowledge/skills)	Assessment (worksheets & in class)
Autumn term 1 (8 weeks)	<ul style="list-style-type: none"> - Review (Review of Y3, Y4 & Y5) (3 sessions) - The time (3) - My daily routine (2) 	<ul style="list-style-type: none"> - key concepts seen in Y3, Y4 + Y5 - Understand times when they hear them, holding up a clock - Pronounce times accurately - Tell the time with minutes - Understand times when they read them on a clock or text - Understand and answer the question "Quelle heure est-il?" - Name different activities during the day - Say what I do everyday in chronological order - Use the time 	<ul style="list-style-type: none"> • Il est + number + heure(s) • Questions using « Quelle... » (Quelle heure est-il ?) • Question using « Qu'est-ce que ... » (Qu'est-ce que tu fais le matin / l'après-midi /le soir ?) • Using different routine verbs with "I" • Using time connectives (ensuite/ après/ et/ puis/ à/ vers) 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p>
Autumn term 2 (7 weeks)	<ul style="list-style-type: none"> - My daily routine (1) - Physical description (4) - Personality (1) - Christmas vocabulary (1) 	<ul style="list-style-type: none"> - Same key concepts as above - Understand and say adjectives - Understand the agreement of simple nouns and adjectives - Use adjectives to describe yourself by saying "je suis..." - Understand and use the genders - Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses - Listen to a description and understand it - Describe myself and others (He/She) - Name Christmas vocabulary 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Question « Tu es comment (physiquement) ? Tu es comment ?» • Using adjectives according to gender (M/F) • Using "tu", "il", "elle" in questions • Using "je", "il", "elle" in answers • Je suis /Il est/ Elle est + adjectives • J'ai / Il a/ Elle a + les cheveux + adjectives • J'ai / Il a/ Elle a + les yeux + colours • Je m'appelle/ Il s'appelle/ Elle s'appelle + Name 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p>



<p>Spring term 1 (6 weeks)</p>	<ul style="list-style-type: none"> - Personality (2) - Clothes and colours (4) 	<ul style="list-style-type: none"> - Same key concepts as above - Name different items of clothing - Recognise and use colour adjectives - Understand the position of colour adjectives - Add the feminine ending when appropriate in spoken and written form - Describe what someone is wearing and the colour of the items of clothing - Use phrases, ex: je/ il/elle porte un tee shirt jaune et une jupe rose 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Question using « Qu'est-ce que ... » (Qu'est-ce que tu portes ?/ Qu'est-ce qu'il/elle porte ?) • Using the colours • Colours + different endings with gender • Je/ Il/ Elle porte + un/une/des + clothes + colours • Using clothes and adjectives of colours accordingly 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing) Speaking (during the lessons with VB)*</p>
<p>Spring term 2 (6 weeks)</p>	<ul style="list-style-type: none"> - Clothes and colours (1) - In the city & directions (5) 	<ul style="list-style-type: none"> - Same key concepts as above - Name places in the city - Ask where places are - Give directions to go somewhere - Understand and follow directions given - Describe a city 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Question « Où... ? » (Où est (place) ?) • Using indefinite articles (un/un) • Using "Il y a... / Il n'y a pas de... » • negative using "ne...pas" • Using connective words (et/mais) • Using orders « allez/ tournez » 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing) Speaking (during the lessons with VB)*</p>



Summer term 1 (5 weeks)	<ul style="list-style-type: none"> - At a café (4) - Occupations/Professions (1) 	<ul style="list-style-type: none"> - Name items of food and drinks you can find on the menu - Order food at a café - Use numbers, money and useful sentences - Take part in a role play - Name some occupations and professions 	<ul style="list-style-type: none"> • Using numbers in a sentence • Plural (adding an “s”) • Gender of nouns (female/male/plural) • Using indefinite articles (un/une/des) • Je voudrais + un/une/des/ de l’ + food/drink • The partitive article (<i>du / de la / de l’ / des</i>) • Use numbers and euros • Gender of nouns (female/male) • Question « Quelle... ? » (Quelle profession voudrais-tu faire?) • Je voudrais être + (profession). 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p>
Summer term 2 (6 weeks)	<ul style="list-style-type: none"> - Occupations/Professions (2) - A letter from France (3) - Reviews (1) 	<ul style="list-style-type: none"> - Same key concepts as above - Say what people (family members) do as a job - Read, understand and write a letter - Read and write an address - Write about myself and my family 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Je suis + (profession). • Mon père/Ma mère/ Il/Elle est + (profession). • Use everything from previous lessons and previous years to write a letter to a penpal 	<p>HAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>MAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p> <p>LAP: Worksheet (Listening, Reading, Writing, Translating) Speaking (during the lessons with VB)*</p>

HAP= High Achieving Pupil

MAP= Middle Achieving Pupil

LAP= Low Achieving Pupil

VB= Verbal Behaviour (how the children speak and respond to the French language)

* The Speaking assessment is done in class during the lessons, with retrievals questions, when reviewing the vocabulary and with the new vocabulary/questions introduced in new topics. The teacher assesses them on their ability to participate, speak, answer questions, their pronunciation, and sees if they struggle or are confident with the language in general. With time teachers can easily see the speaking levels of their pupils.

