


Y6 FRENCH CURRICULUM MAP

6	Autumn		Spring		Summer	
Context	Describing me and others (B) Interactions (V) back to school (Haiti) online exchange dates, festivals and concerts	Saying what I and others have (B) Interactions (V) describing town/village comparing physical description (celebrities)	Saying what I and others do Activities in school Québec Carnival La Fête des Lumières La Chandeleur Mardi gras	Saying where you're going and what there is there describing town/village in Haiti	Saying what I and others do at the kite festival a weekend at home sports and instruments	Expressing likes and actions what I want / would like to do at a café
Grammar	Talking about being (we, you (all), they) Essential verb: to be, being – ÊTRE we are – nous sommes you (all) are – vous êtes they are (m) – ils sont they are (f) – elles sont Adjective agreement for m/f plural (as complement to verb) raised intonation + WH-word questions	Talking about having Essential verb: to have, having – AVOIR we have – nous avons you (all) have – vous avez they have (m) – ils ont they have (f) – elles ont Pre- and postnominal adjectives	Talking about doing (we, you (all), they) regular ER verbs (plural) des + plural nouns (-s) plural nouns (- eux/aux , -al→ aux) Est-ce que questions negation: n'/ne...pas negation: il n'y a pas de	Talking about going Essential verb: to go, going – ALLER I go – je vais you go – tu vas he goes – il va she goes – elle va Simple and continuous present Où est-ce que questions Preposition à (at, in, to)	Talking about doing (I, you, s/he) Essential verb: to do, make – FAIRE I do, make – je fais you do, make – tu fais he does – Il fait she does – elle fait Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions + WH-words	Talking about doing (we, you (all), they) Essential verb: to have, having – FAIRE we do, make – nous faisons you (all) do, make – vous faites they do, make (m) – ils font they do, make – elles font 2-verb structures: vouloir (veux, veut, voudrais, voudrait) Partitive du, de la, de l', des
Phonics	Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu] vs open [eu]	SFe SSC [(e)au/o] Liaison SSC [ch]	SSC [é] [er] SSC [ez] & et (and) SSC [è] [ê] SFe SSC [oi]	SSC [oi] & SSC [(a)in] SSC [ai] & SSC [(a)in] SSC [ai] & SSC [a]	Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft 'c') SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu]	SSC [j] (and soft 'g') SSC [h] Revisit several SSC

Vocabulary	Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs	Verb avoir Range of singular and plural m/f nouns places in town (V) items at home (B) place prepositions (V) adjectives for face and hair	Range of –ER verbs Range of high-frequency nouns related to festivals and celebrations Adverbs of frequency	Verb aller Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places	Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs	Verb faire (plural) Verb vouloir (singular) food and drink
Skills	<p>PHONICS I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems. I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.</p> <p>VOCABULARY I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>					
<p>GRAMMAR I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas))</p>		