



MODERN FOREIGN LANGUAGES (FRENCH) COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 2

Intent:

To continuously build on knowledge learnt, linked to familiar topics, to develop pupil's enjoyment, understanding and communication of a new language.

		Cycle A 2025-2026	Cycle B 2026-2027	Cycle C 2028-2029	Cycle D 2029-2030	Running throughout each cycle
Autumn	1	<p>Theme – C'est Moi</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – C'est Moi</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – C'est Moi</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – C'est Moi</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Numbers, alphabet, days & months should be taught throughout, as starters and mini activities.</p> <p>Throughout each cycle pupils will be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • 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. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences.
	2	<p>Theme – Autumn/Christmas</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Autumn/Christmas</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Autumn/Christmas</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Autumn/Christmas</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	
Spring	1	<p>Theme – Colours</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – People who help us</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Sports/Hobbies</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Houses</p> <p><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></p>	

						<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (When developmentally ready) • 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. • 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 (When developmentally ready at Step 17)
	2	Theme – Animals - Farm <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Animals - Zoo <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Animals - Wild <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Animals – Pets <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	
Summer	1	Theme – Food – Vegetables and salad <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Food - Celebrations <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Food – Café <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Food – Fruit <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	
	2	Theme – Body Parts <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – My Town <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Clothing <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	Theme – Transport <i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i>	

Key Stage 2 Mapping CYCLE A 2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PfA) (WHY?)</i>	To be able to greet others in another language and develop interactions with others.	To gain cultural understanding.	To be able to find different items and develop independence.	To develop an understanding of places in the community.	To develop good health, to know a healthy diet.	To develop good health, how to keep your body healthy.
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>	C'est Moi Broaden their vocabulary and develop their ability to understand new words.	Autumn/Christmas Appreciate stories, songs, poems and rhymes in the language.	Colours Describe people, places, things and actions orally and in writing.	Animals – Farm Read carefully and show understanding of words, phrases and simple writing	Food – Vegetables and Salad Engage in conversations; ask and answer questions.	Body Parts Speak in sentences, using familiar vocabulary
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1	Introduce the key vocabulary and play learning games. Bonjour, au revoir	Introduce the key vocabulary and play learning games.	Introduce the key vocabulary and play learning games. E.g. primary colours.	Introduce the key vocabulary and play learning games.	Introduce the key vocabulary and play learning games.
	2	Reinforce bonjour, au revoir. Introduce more French greetings, play games and practice greetings.	Use symbols for autumn/Halloween. Listen to words, songs, stories in the target language.	Practice colours, by matching colours, labelling pupils favourite colours.	Recap the vocabulary and play learning games (Speaking/listening)	Recap the vocabulary and play learning games (Speaking and listening)
	3	Introduce je m'appelle... Practice je m'appelle speaking and listening activities.	Create autumn picture and point/label words in French.	Pupils create a rainbow and label colours used.	Request an item using symbols e.g. animal mask/picture in the target language. (Speaking)	Café – (Speaking and listening)
	4	Create a self portrait and label using je m'appelle.	Introduce vocabulary for Christmas. Listen to songs/familiar rhymes and play learning games.	Introduce more colours. Complete colour by numbers.	Farm animal bingo (listening)	Vocabulary bingo (listening)
	5	Discuss likes and dislikes. Using j'aime and je n'aime pas. Model language, use pictures to practice saying what the pupils like.	Recap vocabulary for Christmas. Listen to songs/familiar rhymes. Create a Christmas picture, point or label words in French.	Reinforce language with games, colour bingo.	Match/label symbols for farm animal (Reading/Writing)	Match/label symbols for vegetables and salad (Reading/Writing)

		Key Stage 2 Mapping CYCLE A 2025-2026											
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	6	Reinforce likes and dislikes, draw and label photos of likes and dislikes.		Recap vocabulary for Christmas. Listen to songs/familiar rhymes. Create a Christmas card.		Colour hunt, find items of different colours in French in the classroom.		Role play farm animals (speaking/listening/reading/writing) Reading Old McDonald Book		Make a salad, following instructions/ key words (reading and listening)		Label body parts of others e.g. pictures of friends/staff/popular characters (reading and writing)	
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>		Language games – hot and cold/what’s missing/snap Greetings Personal Profile Discuss likes/dislikes Speaking and listening games, pass the parcel. Dictation.		Language games – hot and cold/what’s missing/snap Santa craft Christmas songs Christmas treasure hunt Christmas tree craft Sensory sleigh ride Cards		Language games – hot and cold/what’s missing/snap Paint own elephant Paint by number I spy something vert / bleu Sort by colour Rainbows		Language games – hot and cold/what’s missing/snap/slap the board Hide and seek animals Animal masks Animals noises Bear hunt / follow foot prints Farm visit Animal rhymes and books		Language games – hot and cold/what’s missing/snap Role play vegetable shop Make a salad Food tasting French picnic Ask what’s your favourite?		Language games – hot and cold/what’s missing/snap Heads, shoulders, knees & toes Build a paper/card puppet Simon says Jabadao	
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols (WHAT VOCABULARY?)</i>		Bonjour Je m’appelle... Je viens de... J’aime... Je n’aime pas...	Hello My name is... I am from... I like... I don’t like...	l’automne un arbre une feuille un renne Joyeux Noël une boule une étoile le Père Noël un cadeau	Autumn Tree Leaf Reindeer Merry Christmas Bauble Star Father Christmas Present	Vert Bleu Blanc Rouge Noir Orange Rose Gris Jaune	Green Blue White Red Black Orange Pink Grey Yellow	le cochon le poulet la vache le mouton la chèvre le canard un âne le cheval le coq	Pig Chicken Cow Sheep Goat Duck Donkey Horse Rooster	un chou-fleur le maïs des épinards un chou une laitue un poireau une tomate un concombre un poivron	Cauliflower Sweetcorn Spinach Cabbage Lettuce Leek Tomato Cucumber Pepper	la tête le bras la main la jambe le pied l’oeil l’oreille la bouche le nez	Head Arm Hand Leg Foot Eye Ear Mouth Nose
IMPACT <i>How will we assess progress? (HOW DO WE KNOW?)</i>		<ul style="list-style-type: none"> • Small Steps to Success • Small Steps to Independence • Evidence for Learning 		<ul style="list-style-type: none"> • Books • Learner voice 									

Key Stage 2 Mapping CYCLE B (2026-2027)							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PfA) (WHY?)</i>	To be able to greet others in another language and develop interactions with others.	To gain cultural understanding.	Social interaction with peers, role play, imaginary play	To develop an understanding of places in the community.	To gain cultural understanding.	To develop an understanding of places in the community.	
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>	C'est Moi Broaden their vocabulary and develop their ability to understand new words.	Autumn/Christmas Appreciate stories, songs, poems and rhymes in the language.	People who help us Describe people, places, things and actions orally and in writing.	Animals – Zoo Read carefully and show understanding of words, phrases and simple writing	Food – Celebrations Engage in conversations; ask and answer questions.	My Town Speak in sentences, using familiar vocabulary	
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1	Introduce the key vocabulary and play learning games. Bonjour, au revoir	Introduce the key vocabulary and play learning games. E.g. familiar people who help us – police man, fireman, teacher	Introduce the key vocabulary and play learning games.	Introduce the key vocabulary and play learning games.	Introduce the key vocabulary and play learning games.	
	2	Reinforce bonjour, au revoir. Introduce more French greetings, play games and practice greetings.	Use symbols for autumn/Halloween. Listen to words, songs, stories in the target language.	Recap the vocabulary and play learning games (Speaking and listening)	Recap the vocabulary and play learning games (Speaking/listening)	Recap the vocabulary and play learning games (Speaking and listening)	Recap the vocabulary and play learning games – for places in my town (Speaking and listening)
	3	Introduce je m'appelle... Practice je m'appelle speaking and listening activities.	Create autumn picture and point/label words in French.	Role play different roles e.g police man, fireman, teacher – (Speaking and listening)	Request an item using symbols e.g. animal mask/picture in the target language. (Speaking)	Role play party – (Speaking and listening)	Match and label locations in my town (reading)
	4	Create a self-portrait and label using je m'appelle.	Introduce vocabulary for Christmas. Listen to songs/familiar rhymes and play learning games.	Vocabulary bingo (listening)	Zoo animal bingo (listening)	Vocabulary bingo (listening)	Role play – set up places in my town and visit these in class/follow a map (speaking and listening)
	5	Discuss likes and dislikes. Using j'aime and je n'aime pas. Model language, use pictures to practice saying what the pupils like.	Recap vocabulary for Christmas. Listen to songs/familiar rhymes. Create a Christmas picture, point or label words in French.	Match/label symbols for people who help us (Reading/Writing)	Match/label symbols for zoo animal (Reading/Writing)	Match/label symbols for party food (Reading/Writing)	Reinforce language with games, bingo, role play, viewing maps

		Key Stage 2 Mapping CYCLE B (2026-2027)											
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	6	Reinforce likes and dislikes, draw and label photos of likes and dislikes.		Recap vocabulary for Christmas. Listen to songs/familiar rhymes. Create a Christmas card.		Explore different places in the community e.g. Police station, ambulance, post office etc. look at photos. Discuss what happens there/Role play (Reading/Speaking and Listening)		Role play zoo animals (speaking/listening/reading/writing)		Create a menu for a party – (Reading/Writing)		Design own town, individually or in a group –(Reading/Writing)	
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>		Language games – hot and cold/what's missing/snap Greetings Personal Profile Discuss likes/dislikes Speaking and listening games, pass the parcel. Dictation.		Language games – hot and cold/what's missing/snap Santa craft Christmas songs Christmas treasure hunt Christmas tree craft Christmas sleigh ride Cards		Language games – hot and cold/what's missing/snap Sensory stories Role Play Visitors into school or visit to local Police station, Fire Station Matching games		Language games – hot and cold/what's missing/snap/slap the board Hide and seek animals Animal masks Animals noises Zoo visit Animal rhymes and books		Language games – hot and cold/what's missing/snap Role play Food tasting French party Ask what's your favourite?		Language games – hot and cold/what's missing/snap Maps of local town Photos of pupils in local town Visits to local town Google maps	
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols (WHAT VOCABULARY?)</i>		Bonjour Je m'appelle... Je viens de... J'aime... Je n'aime pas...	Hello My name is... I am from... I like... I don't like...	l'automne un arbre une feuille un renne Joyeux Noël une boule une étoile le Père Noël un cadeau	Autumn Tree Leaf Reindeer Merry Christmas Bauble Star Father Christmas Present	Le médecin Le policière Le pompier(e) L'infirmier Le dentiste Le Professeur	Doctor Police officer Fireman Nurse Dentist Teacher	le lion la girafe l'éléphant le singe le tigre le serpent le rhinocéros l'ours le crocodile	Lion giraffe elephant monkey tiger snake rhino bear crocodile	La fête le gateau les sandwiches le fruit les bons bons le menu l'entrée le plat principal les desserts le glace	party cake sandwiches fruit sweets menu starter main desserts ice cream	la ville la boulangerie le supermarché le magasin la gare le parc le bibliotheque le café le rue l'hôpital le cinema	The town Bakery supermarket shop train station parc library café street hospital cinema
IMPACT <i>How will we assess progress? (HOW DO WE KNOW?)</i>		<ul style="list-style-type: none"> • Small Steps to Success • Small Steps to Independence • Evidence for Learning 				<ul style="list-style-type: none"> • Books • Learner voice 							

		Key Stage 2 Mapping CYCLE A (2028-2029)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PfA) (WHY?)</i>							
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>							
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1						
	2						
	3						
	4						
	5						
	6						
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning)</i>							

Key Stage 2 Mapping CYCLE A (2028-2029)												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
(HOW?)												
LANGUAGE FOR LIFE Vocabulary, Signs & Symbols (WHAT VOCABULARY?)	Bonjour Je m'appelle... Je viens de... J'aime... Je n'aime pas...	Hello My name is... I am from... I like... I don't like...	l'automne un arbre une feuille un renne Joyeux Noël une boule une étoile le Père Noël un cadeau	Autumn Tree Leaf Reindeer Merry Christmas Bauble Star Father Christmas Present	Le médecin Le policière Le pompier(e) L'infirmier Le dentiste Le Professeur	Doctor Police officer Fireman Nurse Dentist Teacher	le lion la girafe l'éléphant le singe le tigre le serpent le rhinocéros l'ours le crocodile	Lion giraffe elephant monkey tiger snake rhino bear crocodile	La fête le gateau les sandwiches le fruit les bons bons le menu l'entrée le plat principal les desserts le glace	party cake sandwiches fruit sweets menu starter main desserts ice cream	la ville la boulangerie le supermarché le magasin la gare le parc le bibliotheque le café le rue l'hôpital le cinema	The town Bakery supermarket shop train station parc library café street hospital cinema
IMPACT How will we assess progress? (HOW DO WE KNOW?)	<ul style="list-style-type: none"> • Small Steps to Success • Small Steps to Independence • Evidence for Learning 		<ul style="list-style-type: none"> • Books • Learner voice 									