



Manland Primary School: French Subject Mapping Overview



The Units

Each subject area has been split into a minimum of six different units for coverage of the 2014 National Curriculum throughout the school year.

These units contain an overview, lessons packs, an assessment pack, additional resources and corresponding home learning packs.

Aims

These aims are taken directly from the 2014 National Curriculum.

Year group

Subject

Science Year 1 Subject Overview					
Welcome to Plant! Science! These units have been created to develop children's enthusiasm for and knowledge and understanding of science. With a key emphasis on hands-on learning, children will develop their investigation skills while securing their grasp of key scientific principles. Children will have the opportunity to discover more about famous scientists and their discoveries, deepening their own understanding as they do so. Through these engaging and in-depth units, children will foster a love of science and ensure complete curriculum coverage.					
Animals Including Humans	Seasonal Changes (Autumn and Winter)	Everyday Materials	Plants	Seasonal Changes (Spring and Summer)	Scientists and Inventors
Children should be taught to:					
		ask simple questions and recognising that they can be answered in different ways			
4			1		
		observe closely, using simple equipment			
		5	6		
3		perform simple tests			
		5			6
		identify and classifying			
4,6			4		2
		use their observations and ideas to suggest answers to questions			
		5	6		1
		gather and record data to help in answering questions			
3	2,5		2	2,5	3,4
		identify and name a variety of common wild and garden plants, including deciduous and evergreen trees			
			2,3,4		3
		identify and describe the basic structure of a variety of common flowering plants, including trees			
			1,5		
		identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals			
4					2,5
		identify and name a variety of common animals that are carnivores, herbivores and omnivores			
6					
		describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)			
5					2,5
		identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense			
1,2					
		distinguish between an object and the material from which it is made			
			2,3		1
		identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock			
			1		1
		describe the simple physical properties of a variety of everyday materials			
			4		1
		compare and group together a variety of everyday materials on the basis of their simple physical properties			
			6		6
		observe changes across the 4 seasons			
	1,3,4,6			1,3,4	
		observe and describe weather associated with the seasons and how day length varies.			
	1,2,4,5			1,2,4,5,6	4

Introduction

This explains how the units have been written, the skills that the units plan to develop as well as the thinking behind each planning pack.

Numbers

These numbers identify which lessons in the unit build upon the National Curriculum aim.



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Year 3 Subject Planning Overview

Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
3, 4, 6	1, 3			1, 4	2
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
			2, 3		1
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
1, 2, 3, 4		6			
speak in sentences, using familiar vocabulary, phrases and basic language structures					
6			5	3	4
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
5	4		3, 5		1
present ideas and information orally to a range of audiences					
			1		5
read carefully and show understanding of words, phrases and simple writing					
	2				3
appreciate stories, songs, poems and rhymes in the language					
5	2	1			
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
	5, 6		2, 6	5	
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
				2	
describe people, places, things and actions orally and in writing					
		4, 5			
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					
	5, 6	2, 3	4	6	6



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Year 4 Subject Planning Overview

All Around Town	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
					
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
2				6	
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
3, 4					
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
	5	1		3	5, 6
speak in sentences, using familiar vocabulary, phrases and basic language structures					
		4	5	1, 2, 4	2, 4
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
1	3			1, 2, 4	
present ideas and information orally to a range of audiences					
5	1				2
read carefully and show understanding of words, phrases and simple writing					
				5	
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					
6			3		
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
		1	1, 6		1
describe people, places, things and actions orally and in writing					
	4		1, 6		
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					
	6	2, 3	2, 4, 5, 6		1, 3, 4



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Year 5 Subject Planning Overview

Pleased to Meet You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
					
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
2	1				3, 4
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
			1		
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
		1	5, 6	4, 5	
speak in sentences, using familiar vocabulary, phrases and basic language structures					
	2		2	3	1
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
3					
present ideas and information orally to a range of audiences					
1			3	6	
read carefully and show understanding of words, phrases and simple writing					
		2		2	2
appreciate stories, songs, poems and rhymes in the language					
5					
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
4			4		1
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
6		3, 4			
describe people, places, things and actions orally and in writing					
6	3		5		
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					
2, 4, 5	4, 5, 6	5, 6	6	1, 3	2, 5, 6



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Year 6 Subject Planning Overview

Let's Visit a French Town	Let's Go Shopping	This is France!	All in a Day	Our Precious Planet	More to Explore
Children should be taught to:					
listen attentively to spoken language and show understanding by joining in and responding					
5				3	4
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
6					
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help					
	1, 4, 6	2			
speak in sentences, using familiar vocabulary, phrases and basic language structures					
4			1, 3, 4	2	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases					
					1
present ideas and information orally to a range of audiences					
2				6	
read carefully and show understanding of words, phrases and simple writing					
	5		5, 6		5
appreciate stories, songs, poems and rhymes in the language					
1					2
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
3		3		1	3
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
		1		5	
describe people, places, things and actions orally and in writing					
3		4	2	4	
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					
1	2, 3	5, 6	2		6