



LAMBOURN C of E PRIMARY SCHOOL FRENCH CURRICULUM



Intent

Our children will be taught the French vocabulary, grammar and phonology needed to communicate effectively both orally and in writing. The content of our curriculum will focus on words, phrases and situations that are used in everyday life. Through the different topics and activities, our children will be taught to understand and show respect for different cultures. We aim to develop the children's interest and enjoyment of the discipline of learning a foreign language by using a variety of teaching approaches, including modelling, role play, games and songs, alongside the more formal teaching of grammatical rules and phrases.

Implementation

EYFS – Year 2

There is no program of study for EYFS – KS1. However, an understanding of other places and languages will be discussed in assemblies and other curriculum subjects. The children will still develop an awareness and understand that there is more than the English language. Where appropriate, the children will also be exposed to the language through song.

Year 3 – Year 6

Our French teaching and learning is based on the *National Curriculum* and supported by the use of Language Angels. Using this framework as a guide we have planned the details of the curriculum. The whole school history curriculum plans show a clear, logical progression of both knowledge and skills. Key skills and knowledge are revisited and embedded in order to secure a mastery of understanding. Our curriculum is designed to help pupils to remember in long term the content they have been taught. A typical session would initially revise and retrieve previous learning, prior to introducing new vocabulary and simple grammar. Speaking and listening, reading and writing are activities central to our French curriculum.

Teachers use multi-media practice to break down barriers, and address any cultural capital gaps, enabling all pupils to more readily access learning. Our vulnerable learners, including our Pupil Premium learners and SEND, are supported through additional resources such as word mats, pictorial resources, and alternative ways of recording their thoughts. As a lot of our teaching of French is through games, songs and activities, there are plenty of opportunities for peer-to-peer support. In our PSHE curriculum, we teach our children about the importance of inclusion, teamwork and respect for others. This can be readily applied to teaching and learning in French.

'Let your light shine'

Our curriculum is designed to help pupils to remember in long term the content they have been taught. We have identified within the curriculum 'big' ideas or key concepts. These are threaded through the curriculum, so they are repeatedly revisited, deepening the pupils' learning and developing strong interrelated links, or schema, connecting new information with pre-existing knowledge, skills, and concepts, integrating new knowledge into larger ideas.

The key concepts / themes in French are used as key teaching points in French lessons:

- o Accurate **pronunciation**
- o Understanding and application of **grammar** rules
- o Use of **vocabulary** within sentences in conversational French (and in writing in Y5 and Y6)
- o An understanding and appreciation of other **cultures**.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for learning a foreign language. We aim for our pupils to show high aspirations and a lifelong engagement with language. Each unit of work has an impact assessment activity, the outcome of which is tracked by the teacher. This impact assessment is based on the key concepts within the unit and associated vocabulary. Key learning, evidenced orally, is recorded in the children's French booklets. The French Subject Leader reviews the impact of the curriculum at least once a term by talking to pupils, looking through books etc. They report findings and any recommendations to SLT. For further information about curriculum procedures and processes, please see our Curriculum Policy.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

Assessment

We measure the impact of our curriculum through the following methods:

- Tracking of knowledge in French booklets
- Tracking of knowledge in end of unit POP tasks
- Performance of children in oral activities in class

'Let your light shine'

Year 3

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Greetings How can we greet others?	Colours and Numbers What colours and numbers to 10 can we say?	In My Town How can we describe places in our town?	Seasons What happens in each season of the year?	Animals Can we name 10 familiar animals?	Shape How can we describe shapes?
<u>Unit Description</u>	Pupils will learn the vocabulary for basic greetings.	Pupils will learn to count to 10. They will also learn 10 common colours.	Pupils will learn the vocabulary for 7 key places in a town.	Pupils will learn the 4 seasons of the year along with a key feature for each season in French.	In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular verb 'I am'.	In this unit, pupils will learn 10 common shapes.
<u>Vocabulary</u>	Salut, Bonjour, Je m'appelle, Ca va?, Au revoir, A plus tard	rouge, jaune, blanc, bleu, orange, gris, noir, vert, violet, marron un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	une boulangerie, un cinema, un stade, une ecole, une patinoire, un parc, un cafe	l'hiver, le printemps, l'ete, l'automne	un cheval, une souris, un cochon, un lion, un lapin, un oiseau, un mouton, une vache, un singe, un canard	un triangle, un carre, un ovale, un cercle, un rectangle, un pentagone, un hexagone, un losange, une lingne, une etoile
<u>Concepts</u>	Vocabulary, pronounciation, culture	Vocabulary, pronounciation,	Vocabulary, pronounciation, culture,	Vocabulary, pronounciation,	Vocabulary, pronounciation,	Vocabulary, pronounciation,
<u>Impact Assessment</u>	End of unit POP task will include listening, reading and writing exercise about 'Greetings'	End of unit POP task will include listening, reading and writing exercise about 'Colours and Numbers'	End of unit POP task will include listening, reading and writing exercise about 'In My Town'	End of unit POP task will include listening, reading and writing exercise about 'Seasons'	End of unit POP task will include listening, reading and writing exercise about 'Animals'	End of unit POP task will include listening, reading and writing exercise about 'Shape'.

'Let your light shine'

Year 4

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Phonics Lesson 1 and 2 / Learning French Can I pronounce French words clearly?	Seasons What is special about each season?	I am able... What activities are you able to do?	Fruit Can we name 10 fruits and express opinions?	Vegetables Can we name 10 vegetables?	Little Red Riding Hood Can I understand the story of Little Red Riding Hood in French?
<u>Unit Description</u>	Pupils will cover 8 essentials French sound patterns/phonemes so that they can improve their French pronunciation and be able to speak with improved accuracy. Then pupils will cover 'Learning French' and be able to introduce themselves, say how they feel. This will recap core learning from Year 3.	Pupils will recap the 4 seasons, along with a key feature for each season from Year 3. By the end of the unit pupils will be able to say which is their favourite season and why.	Pupils will learn 10 familiar activities that they are able or are not able to do. This is one of the first units introducing the negative form.	Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'.	Pupils will learn 10 common vegetables in their plural form with their definite articles. They will also learn the basic transactional language required take part in a role-play activity.	Pupils will learn to understand a familiar fairy tale. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.

'Let your light shine'

<u>Vocabulary</u>		l'hiver, le printemps, l'ete, l'automne	Je peux, danser, chanter, sauter, cuisiner, patiner, dessiner, nager, faire du velo, jouer d'un instrument	Une pomme, une cerise, une prune, une banane, une poire, une fraise, une peche, une orange, un abricot, un kiwi	Les legumes, Les tomates, les courgettes, les petits pois, les champignons, les pommes de terre, les carottes, les oignons, les aubergines	Petit Chaperon rouge, le loup, une maison, la grand-mere, les dents, les yeux, les oreilles
<u>Concepts</u>	Grammar, pronounciation, culture	Grammar, pronounciation	Grammar, pronounciation, Vocabulary	Grammar, pronounciation	Grammar, pronounciation	Grammar, pronounciation, Vocabulary
<u>Impact Assessment</u>	End of unit POP task will include listening, reading and writing exercise about 'Phonics and Learning French'	End of unit POP task will include listening, reading and writing exercise about 'Seasons'.	End of unit POP task will include listening, reading and writing exercise about 'I am able...'	End of unit POP task will include listening, reading and writing exercise about 'Fruit'.	End of unit POP task will include listening, reading and writing exercise about 'Vegetables'.	End of unit POP task will include listening, reading and writing exercise about 'Little Red Riding Hood'.

'Let your light shine'

Year 5

	<u>Term 1</u> Phonics Lesson 1-3 / Learning French Can I pronounce French words clearly?	<u>Term 2</u> Presenting Myself Can I answer questions about myself?	<u>Term 3</u> At the tea room How can I order food and drink in French?	<u>Term 4</u> My Home What rooms do I have or not have in my home?	<u>Term 5</u> What's the weather? What words do I use for a weather forecast?	<u>Term 6</u> Around town How do I say where places are?
<u>Unit Description</u>	Pupils will recap the 8 essentials French sound patterns/phonemes from Year 4 and learn an additional 5 so that they can improve their French pronunciation and be able to speak with improved accuracy.	Pupils recap on skills from Year 3 to present themselves both orally and in written form. They will focus on asking questions as well as providing accurate replies.	Pupils will perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar that has been covered (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink.	Pupils will present both orally and in written form about where they live and which rooms they have and do not have in their homes.	Pupils will be able to describe the weather and present a weather forecast. This will recap language covered from the 'Seasons' units in Year 3 and 4.	Pupils will learn the nouns and definite articles/determiners for 10 places around a town. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another.
<u>Vocabulary</u>	When pupils will cover 'Learning French' and be able to introduce themselves, say how they feel. This will recap core learning from Year 3.	Je m'appelle, J'ai...ans, J'habite a, Je viens d'Angleterre, nombres 1-20	Un croque-monsieur, un croissant, un pain au chocolat, une part de quiche, une brioche, une crepe, une omelette, une salade, un sandwich	Une maison, un appartement, en ville, dans un village, une chambre, une cuisine, une salle de bains, un jardin, un garage, un salon	Il fait chaud, Il fait froid, Il fait beau, Il fait mauvais, Il y a du vent, Il y a du soleil, Il y a des orages	La gare, l'hôpital, la piscine, l'école, la bibliothèque, la pharmacie, le restaurant, le supermarché

'Let your light shine'

<u>Concepts</u>	Grammar, pronunciation	Vocabulary, pronunciation,	Vocabulary, pronunciation, Grammar	Vocabulary, pronunciation, culture,	Vocabulary, pronunciation,	Vocabulary, pronunciation, culture,
<u>Impact Assessment</u>	End of unit POP task will include listening, reading and writing exercise about 'Phonics and Learning French'.	End of unit POP task will include listening, reading and writing exercise about 'Presenting Myself'.	End of unit POP task will include listening, reading and writing exercise about 'The Tearoom'.	End of unit POP task will include listening, reading and writing exercise about 'My Home'.	End of unit POP task will include listening, reading and writing exercise about 'What's The Weather?'.	End of unit POP task will include listening, reading and writing exercise about 'Around Town'.

'Let your light shine'

Year 6

	<u>Term 1</u> Phonics L1 -4 / Learning French Can I pronounce French words clearly?	<u>Term 2</u> Clothes How can I use full sentences to talk about clothes?	<u>Term 3</u> Healthy Lifestyles Can I talk about healthy habits in French?	<u>Term 4</u> Habitats What plants and animals live in different habitats?	<u>Term 5</u> Due to preparations for SATS, Year 6 will not complete French lessons in Term 5.	<u>Term 6</u> Me In The World What can I say about traditions, flags, and celebrations in English and French?
<u>Unit Description</u>	Pupils will recap the 13 essentials French sound patterns/phonemes from Year 4 and Year 5 and learn the final additional 5 so that they can improve their French pronunciation and be able to speak with improved accuracy.	Pupils will be able to describe what they are wearing in French and say what colour it is. This draws on learning from Year 3. This is a unit that brings together much of the grammar covered so that pupils can express what they are wearing in full sentences	Pupils will learn the nouns and determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1 st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. This will also draw on learning from Year 4 and 5.	Pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This will draw on learning from Year 3.		Pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural traditions, and celebrations of those countries.
<u>Vocabulary</u>	When pupils will cover 'Learning French' and be able to introduce themselves, say how they feel. This will recap core learning from Year 3.	Les vêtements, un t-shirt, un pull, un manteau, un pantalon, un short, une robe, des chaussures, couleurs	De l'eau, du pain blanc, des bonbons, des chips, des biscuits, des fruits, des légumes, du lait, crème, du chocolat, des frites	L'Arctique, l'océan, le désert, la forêt tropicale		

'Let your light shine'

<u>Concepts</u>	Grammar, pronunciation, Vocabulary	Vocabulary, pronunciation,	Vocabulary, pronunciation,	Vocabulary, pronunciation,		Vocabulary, pronunciation, culture,
<u>Impact Assessment</u>	End of unit POP task will include listening, reading and writing exercise about 'Phonics and Learning French'.	End of unit POP task will include listening, reading and writing exercise about 'Clothes'.	End of unit POP task will include listening, reading and writing exercise about 'Healthy Lifestyles'.	End of unit POP task will include listening, reading and writing exercise about 'Habitats'.		End of unit POP task will include listening, reading and writing exercise about 'Me In My World'.

'Let your light shine'

Key Stage Three

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

'Let your light shine'

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

'Let your light shine'