


Our Languages Curriculum

Languages Intent

Our teaching of French enables pupils to begin to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for them to communicate for practical purposes in French. This provides the foundation for learning further languages in their secondary education.

	KS2			
	Year 3	Year 4	Year 5	Year 6
Progression	<p>This 'All About Me' unit will teach the class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</p> <p><i>The children will:</i> Listen attentively to spoken language and show understanding by joining in and responding; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and</p>	<p>The 'Where in the World?' unit will teach the class key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator.</p> <p><i>The children will:</i> Speak in sentences, using familiar vocabulary, phrases and basic language structures; Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; Understand basic French grammar rules and how to apply these to build</p>	<p>In the 'Family & Friends' unit the class will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.</p> <p><i>The children will:</i></p>	<p>In the 'Let's Go Shopping' unit the class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.</p> <p><i>The children will:</i> Engage in conversations; ask and answer questions; express</p>

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	<p>phrases; Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine noun.</p> <p>The 'Family & Friends' unit will teach the class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.</p> <p><i>The children will:</i> Present ideas and information orally to a range of audiences; Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others</p>	<p>sentences; Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>In the 'What's the Time?' unit the children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these.</p> <p><i>The children will:</i> Speak in sentences, using familiar vocabulary, phrases and basic language structures; engage in conversations; ask and answer questions; read carefully and show understanding of words, phrases and simple writing; listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; to understand basic French grammar; speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in French; present ideas and information orally to a range of audiences; to describe people, places, things and actions orally and in writing.</p> <p>In the 'That's Tasty' unit, the class will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they would like, what to like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops.</p> <p><i>The children will:</i> Engage in conversations; ask and answer questions; read carefully and show understanding of words, phrases and simple writing; write phrases from memory, and adapt these to create new sentences, to</p>	<p>opinions and respond to those of others; understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of words, phrases and simple writing.</p> <p>In the 'Let's Visit a French Town' unit, the class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language.</p> <p><i>The children will:</i> Understand basic French grammar and how to apply it to build sentences; and how these differ from or are similar to English; appreciate stories, songs, poems and rhymes in French; present ideas and information orally to a range of audiences; describe people, places, things and actions orally and in writing; listen</p>
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	understand when they are reading aloud or using familiar words and phrases; 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.		express ideas clearly; understand basic French grammar rules.	attentively to spoken language and show understanding by joining in and responding.
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Subject content in Key Stage Two	<p>Pupils should 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; • 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; • 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.
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