



## Foreign Languages (French) Curriculum Overview

### Rationale

At Birch Copse, we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society. It opens young children up to other cultures and can foster their curiosity and deepen their understanding of the world they live in. From Year 3, children are taught listening, speaking, reading and writing skills in French. Phonics in French is a focal point of the French curriculum, enabling the children to read and write words with increasing accuracy. As they progress to the upper juniors, children’s understanding of French grammar is developed.

Our intention is that by the end of the children’s primary education, they have an understanding of both spoken and written French and can converse with others in the French language.

### Structure

Children in Year 3 – 6 have a French lesson every fortnight. Our curriculum is designed for the children at Birch Copse and is based on the National Curriculum areas of Speaking, Listening, Reading and Writing (see the table below for details). As soon as pupils start learning French in Year 3, they also begin to learn phonics through Sue Cave’s “Physical French Phonics” scheme. Phonics and numbers are re-capped in nearly every lesson for consolidation purposes

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
Listen attentively to spoken language and show understanding by joining in and responding	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 express ideas clearly
Explore the patterns and sounds of language through songs and rhymes	Express opinions and respond to those of others; seek clarification and help	Appreciate stories and poems in the language	Describe people, places, things and actions in writing
Link the spelling, sound and meaning of words	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  <b>UPPER KS2</b> - Understand basic grammar appropriate to the language being studied, including: feminine, masculine; 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.	
Appreciate songs and rhymes in the language	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		
	Describe people, places, things and actions orally		



# Foreign Languages (French) Curriculum Overview

## Curriculum Detail

YEAR 3	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	<b>Bonjour la France!</b>	I can understand where France is located, and learn some facts about France.	<b>Quel âge as-tu?</b>	I can recall my learning on French phonics, simple greetings and key phrases, colours and numbers 0-10.	<b>Vive L'Heure Du Goûter</b>	I can recall my learning on numbers 0-20 and asking/answering 'quel âge as-tu?'.
		I can begin to learn some phonics sounds.				I can explain what "le goûter" is in France and why it is important.
		I can learn basic French greetings such as 'bonjour' and 'au revoir'.				I can learn some key vocabulary related to "le goûter".
		I can learn basic French greetings and responses such as 'ça va?', 'ça va bien/ mal' and 'comme-ci comme-ça'.		I can ask and answer the question 'quel âge as-tu?'.		I can consolidate my learning on "le goûter" and the vocabulary related to it.
		I can continue my learning of phonics sounds.		I can learn how to understand and say numbers 11-20.		I can consolidate my learning on "le goûter" and the vocabulary related to it.
		I can learn some key phrases in French, such as 's'il vous plaît' and 'merci'.		I can consolidate my learning on numbers 0-20 and asking/answering 'quel âge as-tu?'.		I can taste traditional "le goûter" snacks.
		I can learn how to understand and say numbers 0-10.		I can use my knowledge to support reading and writing simple sentences related to the topic.		I can give my opinions in French, using 'j'aime' and 'je n'aime pas'.
	I can learn how to understand and say colours in French.		I can use 'je voudrais' to ask for food items related to "le goûter".			
	I can consolidate my learning from this term on: <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Simple greetings and key phrases</li> <li>• Colours</li> <li>• Numbers 0-10</li> </ul>					



## Foreign Languages (French) Curriculum Overview

YEAR 4	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	<b>Je me présente</b>	I can introduce myself in French.  I can ask other people their name.	<b>Ma famille</b>	I can recap body parts in French and 'j'ai' ( I have).  I can understand and say numbers 21-30.	<b>Les Animaux</b>	I can recall my learning on family members and ask/answer simple questions using 'As-tu...?' and 'j'ai...'.  I can recall numbers 1-30.
		I can learn body parts in French: <ul style="list-style-type: none"> <li>• la tête (head)</li> <li>• les épaules (shoulders)</li> <li>• les genoux (knees)</li> <li>• les pieds (feet)</li> <li>• La main (hand)</li> </ul>		I learn members of a family in French: <ul style="list-style-type: none"> <li>• une/la mère (mother)</li> <li>• un/le père (father)</li> <li>• un/le frère (brother)</li> <li>• une/la sœur (sister)</li> </ul>		I can begin to understand and say the names of some animals <ul style="list-style-type: none"> <li>• un chat (cat)</li> <li>• un chien (dog)</li> <li>• un poisson (fish)</li> <li>• un oiseau (bird)</li> <li>• une tortue (tortoise)</li> </ul>
		I understand the meaning of 'j'ai' (I have) and I can use it in a sentence.  EXT: I can use a dictionary to extend my vocabulary.		I can begin to understand the difference between le/la/les (the) and un/une (a) – masculine and feminine.  I can ask someone about their family using 'As-tu...?' (do you have...?).		I can recall basic colours (e.g. blanc – white, noir – black).
		I can ask and answer a simple question in French about parts of the body.  I can learn parts of a face/head in French <ul style="list-style-type: none"> <li>• les cheveux</li> <li>• les yeux</li> </ul>		I can learn more members of a family in French: <ul style="list-style-type: none"> <li>• une/la grand-mère (grandmother)</li> <li>• un/le grand-père (grandfather)</li> <li>• un/l'oncle (uncle)</li> <li>• une/la tante (aunt)</li> </ul>		I can begin to understand and say the names of some more animals <ul style="list-style-type: none"> <li>• un lapin (rabbit)</li> <li>• un cheval (horse)</li> <li>• un cochon d'Inde (guinea pig)</li> <li>• une vache (cow)</li> <li>• un cochon (pig)</li> </ul>
		I can use 'il a' and 'elle a' to talk about body parts on other people.  I can apply my learning to reading and writing simple sentences in French.		I can consolidate my learning on family members and asking/answering a simple question using 'As-tu...?' and 'j'ai...'.  I can apply my learning to reading and writing simple sentences in French.		I can recall my learning on animals that I have (e.g. J'ai un chat– I have a cat) by asking and answering a simple question - "As-tu...?".
		I can say how old I am in French.  I can ask someone else how old they are.		EXT: I can introduce members of my family using 'il est...'/ 'elle est...' and 'il s'appelle...'/ 'elle s'appelle...'.  I can apply my learning to reading and writing simple sentences in French.		I can apply my learning to reading simple sentences in French.  I can describe animals using colour adjectives.
						I can consolidate my learning on animals, asking/answering a simple question using 'As-tu...?' and 'j'ai...' and adding in colour adjectives.
						I can apply my learning to reading and writing simple sentences in French.
						Recap of vocabulary learnt throughout the year using informal assessment.



## Foreign Languages (French) Curriculum Overview

PHONICS AND NUMBERS 1-50 REVISITED IN MOST LESSONS THROUGH THE YEAR IN YEAR 5. DICTIONARY SKILLS ARE ALSO COVERED IN MOST LESSONS TO AID THE DEVELOPMENT OF NEW VOCABULARY, AND UNDERSTANDING OF GRAMMAR (MASCULINE AND FEMININE).

	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
<b>YEAR 5</b>	<b>Les Passe-Temps</b>	I can begin to learn how to understand and say hobbies in French - <i>danser (dancing), dessiner (drawing), cuisine (cooking), lire (reading), jouer au foot (playing football), faire l'équitation (horse riding), nager (swimming), écouter à la musique (listening to music).</i>	<b>Le Temps</b>	I can begin to ask what the weather is like, using the question 'Quel temps fait-il?'	<b>Les Vêtements</b>	I can recap weather vocabulary.
		I can learn how to ask someone what they like doing using 'Tu aimes?'		I can begin to describe weather (e.g. Il fait chaud – it's hot, il fait froid – it's cold, il pleut – it's raining).		I can begin to learn clothes vocabulary such as une jupe (skirt), une chemise (shirt), des chaussures (shoes), des chaussettes (socks).
		I can use 'J'aime' (I like) and 'Je n'aime pas' to express opinions about hobbies.		I can recap learnt weather phrases.		I can begin to understand and use the verb 'porter' (to wear).
		I can use 'et' (and) and 'mais' (but) in a sentence.		I can learn vocabulary to describe the 4 seasons (L'été – summer, l'automne - autumn, l'hiver - winter, le printemps - spring)		I can ask someone what they are wearing using the question ' Qu'est-ce que tu portes?'
		I can learn numbers up to 50.		I can create a weather hexagon book.		I can respond to the above question.
		I can create a hexagon book about hobbies, expressing opinions (this will be used as an informal assessment).		I can use 'aujourd'hui' (today) to describe current weather.		I can begin to use 'parce que' (because).
				I can recap the days of the week.		I can talk about clothes and the weather, using 'parce que'.
				I can create a mini weather report, as part of a group.		I can recap learnt vocabulary.
				I can present a mini weather report using learned vocabulary (this will be used as an informal assessment).		Informal assessment.



## Foreign Languages (French) Curriculum Overview

PHONICS AND NUMBERS 1-100 REVISITED IN MOST LESSONS THROUGHOUT THE YEAR IN YEAR 6. DICTIONARY SKILLS ARE ALSO COVERED IN MOST LESSONS TO AID THE DEVELOPMENT OF NEW VOCABULARY, AND UNDERSTANDING OF GRAMMAR (MASCULINE AND FEMININE).

YEAR 6	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	<b>En Ville</b>	I can learn numbers 60-70.  I can begin to use and understand the verb 'habiter' (to live), mainly using 'J'habite' (I live).	<b>Faire Du Shopping</b>	I can recap vocabulary linked to towns.  I can recap clothes vocabulary.	<b>La vie à l'école</b>	I can begin to learn classroom related vocabulary (e.g. l'ordinateur – computer, l'armoire – cupboard, la chaise – chair, la fenêtre – window, la porte – door).  I can begin to use prepositions (e.g. à coté de – beside).
		I can begin to identify different pronouns (e.g. il/elle – he/she).  I can begin to use different pronouns to describe where people live (e.g. Il habite à Paris – he lives in Paris).		I can begin to use the phrase 'Je voudrais...' (I would like).  I can begin to learn numbers 70-100.		I can continue to learn classroom based vocabulary (e.g. un crayon - pencil, une gomme - rubber, un taille-crayon - sharpener, un stylo - pen, une trousse – pencil case, les ciseaux – scissors, la règle - ruler).  I can use prepositions such as au-dessus (above), à gauche (left), à droite (right).
		I can begin to describe my town using new vocabulary (e.g. boulangerie – bakery, boucher – butcher etc).		I know what currency is spent in France (Euros).  I can use French resources to learn new shop related vocabulary.		I can learn about school in France and compare similarities and differences to school in England.
		I can create a poster advertising my town (this will count as informal assessment).		I can ask how much an item is using 'C'est combien?'		I can recap 'j'aime' (I like) and 'Je n'aime pas' (I don't like).  I can begin to learn vocabulary about school subjects (e.g. l'anglais – English, l'informatique – computing).
				I can use the verb 'acheter' (to buy).  Informal assesment		I can describe my day at school.  Informal assessment.