

SPRING HILL

LANGUAGE CURRICULUM (FRENCH)



The National Curriculum England Framework Document

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

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Pupils should be taught to:

- 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
- 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
- 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.

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ACADEMIC TEACHING YEAR 1

Suggested KS2 Unit Planner (GOOD previous exposure to foreign language teaching and learning)

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|----------------------------------------------------|------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------|
| Autumn Term | | | | |
| Half Term 1 | Phonetics 1 (X) & | Phonetics 2 (X) & | Phonetics 3 (X) & | Phonetics 4 (X) & |
| Half Term 2 | I Am Learning Fr/Sp/It (E) | Presenting Myself (I) | The Date (I) | At School (P) |
| Spring Term | | | | |
| Half Term 1 | Instruments (E) | At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I) | My Home (I) | At the Weekend (P) |
| Half Term 2 | I Am Able ... (Fr) I Know How To... (It/Sp) (E) | In the Classroom (I) | The Olympics (I) | World War II (P) or Habitats (P) or Healthy Lifestyle (P) |
| Summer Term | | | | |
| Half Term 1 | Ice-Creams (E) | What is the Weather? (I) | Clothes (I) | Vikings (P) |
| Half Term 2 | Fruits (E) or Vegetables (E) | Goldilocks (I) or Tudors (I) | Romans (I) or Habitats (I) | Me in the World (P) |

This is now the ideal, ongoing, long-term flow of units for your school.

| | | |
|--|----|----------------|
| | SO | Starting Off |
| | MO | Moving On |
| | MU | Moving Up |
| | E | Early Language |
| | I | Intermediate |
| | P | Progressive |
| | X | Extra Teaching |



SPRING HILL LANGUAGE CURRICULUM (FRENCH) YEAR 3



AUTUMN

I am learning French (Early Language Teaching)

Lesson 1 - find France on a map and be able to recall at least 1 Francophone country.

Lesson 2 - use key greetings / ask and answer the question 'how are you?'

Lesson 3 - ask and answer the question 'What is your name?'

Lesson 4 - recognise, recall and spell numbers 1-10.

Lesson 5 - recognise, recall and spell 10 different colours.

Assessment

Animals (Early Language Teaching)

Lesson 1 - recognise, recall and spell 5 different animals with their indefinite article/determiner in the foreign language.

Lesson 2 - recognise, recall and spell a further 5 different animals with their indefinite article/determiner in the foreign language.

Lesson 3 - consolidate the pronunciation and spelling of all 10 animals in the foreign language.

Lesson 4 - further consolidate all 10 animals in the foreign language with a particular focus on the indefinite article/determiner.

Lesson 5 - form a short sentence with animal nouns (high-frequency irregular verb 'to be').

Assessment

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Instruments (Early Language Teaching)

Lesson 1 - recognise, recall and remember 5 common instruments with their definite articles/determiners.

Lesson 2 - recognise, recall and remember a further 5 different instruments with their definite articles/determiners.

Lesson 3 - consolidate all 10 instruments learnt, with a particular focus on the spellings.

Lesson 4 - further consolidate all 10 instruments in the foreign language with a particular focus on the role of the definite article/determiner.

Lesson 5 - form a short sentence with the instrument nouns (verb 'to play (an instrument)' in the 1st person).

Assessment

I Am Able.... (Early Language Teaching)

Lesson 1 - recognise, recall and spell 5 different verbs.

Lesson 2 - recognise, recall and spell a further 5 verbs.

Lesson 3 - use the verb 'je peux' (I am able) with the 10 infinitive verbs to start to form sentences.

Lesson 4 - use the negative structure to say what you can/can't do.

Lesson 5 - form more interesting and complex sentences (conjunctions 'and' and 'but')

Assessment

SUMMER

Ice-Creams (Early Language Teaching)

Lesson 1 - recognise, recall and spell 5 different ice-cream flavours.

Lesson 2 - recognise, recall and spell a further 5 different ice-cream flavours.

Lesson 3 - structure 'I would like' and the conjunction 'and' for a role-play at an ice-cream parlour.

Lesson 4 - specify whether you would like your ice-cream in a cone or a small pot/tub.

Lesson 5 - specify how many scoops you would like, with some transactional vocabulary.

Assessment

Fruits (Early Language Teaching)

Lesson 1 - recognise, recall and spell 5 different fruits with the singular indefinite article/determiner.

Lesson 2 - recognise, recall and spell a further 5 different fruits with the singular indefinite article/determiner.

Lesson 3 - say 10 fruits in plural form.

Lesson 4 - formulate and express an opinion using the positive structure 'I like...'

Lesson 5 - formulate and express an opinion using the negative structure 'I do not like...'

Assessment

SPRING HILL LANGUAGE CURRICULUM (FRENCH) YEAR 4



AUTUMN

Presenting Myself (Intermediate Teaching)

Lesson 1 - ask and answer the question 'how are you?'.

Lesson 2 - ask and answer the question 'what is your name?'.

Lesson 3 - consolidate numbers 1-10 and progress to learning numbers 11-20.

Lesson 4 - consolidate knowledge of numbers 1-20 and apply this to say how old you are.

Lesson 5 - ask and answer the question 'where do you live?' (simple adjectival agreement).

Assessment

My Family (Intermediate Teaching)

Lesson 1 - recognise, recall and spell different family members with the correct definite article/determiner.

Lesson 2 - consolidate the nouns and definite articles/determiners for family members and use the possessive adjective 'my'.

Lesson 3 - ask and answer the question 'do you have any siblings?'.

Lesson 4 - introduce own/fictitious family members, moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'.

Lesson 5 - learn numbers 1-69 and say how old your own/fictitious family members are.

Assessment

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At the Tea Room (Intermediate Teaching)

Lesson 1 - recognise, recall and spell 11 masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.

Lesson 2 - learn a further 9 feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a salon de thé.

Lesson 3 - order what you would like to eat and drink in the salon de thé.

Lesson 4 - ask for the bill and say 'goodbye' and 'thank you'.

Lesson 5 - calculate the bill in the French salon de thé.

Assessment

In the Classroom (Intermediate Teaching)

Lesson 1 - recognise, recall and spell 7 different classroom items with their indefinite articles/determiners.

Lesson 2 - recognise, recall and spell a further 5 different classroom items with their indefinite articles/determiners.

Lesson 3 - ask and answer the question: 'what is in your pencil case?'.

Lesson 4 - revisit possessive adjectives and apply this to your knowledge of the 12 different classroom items.

Lesson 5 - revisit negative structures / say what you do not have in your pencil case.

Assessment

SUMMER

What is the Weather? (Intermediate Teaching)

Lesson 1 - recognise and recall 9 different phrases for describing weather.

Lesson 2 - further consolidate the 9 different phrases for describing weather.

Lesson 3 - consolidate the 9 key phrases for describing weather by completing an extended reading and listening task.

Lesson 4 - learn how to read a weather map and describe the weather in different parts of the country.

Lesson 5 - consolidate all vocabulary so far by pretending as French weather presenters.

Assessment

Tudors (Intermediate Teaching)

Lesson 1 - decode and breakdown longer texts by using key literacy strategies such as looking for cognates first.

Lesson 2 - decode texts by learning to categorise language into verbs, adjectives and nouns.

Lesson 3 - be exposed to more complex texts about the six wives of Henry VIII in French.

Lesson 4 - consolidate by completing a True or False activity on Henry VIII's six wives.

Lesson 5 - revise and consolidate by creating a storyboard to present to the class.

Assessment

SPRING HILL LANGUAGE CURRICULUM (FRENCH) YEAR 5



AUTUMN

The Date (Intermediate Teaching)

Lesson 1 - recognise, recall and spell the 7 days of the week.

Lesson 2 - recognise, recall and spell the 12 months of the year.

Lesson 3 - recognise, recall and spell numbers 1-31.

Lesson 4 - say the date in French.

Lesson 5 - say when your birthday is.

Assessment

Do You Have a Pet? (Intermediate Teaching)

Lesson 1 - recognise, recall and spell eight common pets with their indefinite article/determiner.

Lesson 2 - use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets you have.

Lesson 3 - introduce your pet using the structure 'that is called'.

Lesson 4 - say which animals you do not have as pets, using negative structures.

Lesson 5 - use the conjunction 'but' to make your sentences more complex and interesting

Assessment

SPRING

My Home (Intermediate Teaching)

Lesson 1 - say whether you live in a house or an apartment and where you live based on a choice of five different locations.

Lesson 2 - recognise, recall and spell five different rooms in the house.

Lesson 3 - recognise, recall and spell a further five different rooms in the house.

Lesson 4 - revisit negative structures and say which rooms you do not have in your house.

Lesson 5 - put new language into context by integrating it with previously learnt language including personal details.

Assessment

The Olympics (Intermediate Teaching)

Lesson 1 - decode and breakdown longer texts using language learning strategies such as looking for cognates.

Lesson 2 - decode texts and further develop this skill by specifically looking out for verbs, adjectives and nouns.

Lesson 3 - recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners.

Lesson 4 - integrate the vocabulary for sports with the high frequency irregular verb 'faire' to say which sports you do.

Lesson 5 - describe what sports different Olympians do, along with their sporting titles.

Assessment

SUMMER

Clothes (Intermediate Teaching)

Lesson 1 - recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners.

Lesson 2 - recognise, recall and spell a further 11 different items of clothing with their indefinite articles/determiners.

Lesson 3 - learn the structure 'I wear' to further linguistic knowledge and bank of vocabulary.

Lesson 4 - describe different items of clothing and look at the rules of adjectival agreement in more detail.

Lesson 5 - integrate clothes, adjectival agreement and possessive adjectives and apply this to packing a suitcase for a holiday.

Assessment

Habitats (Intermediate Teaching)

Lesson 1 - express the essential elements that all plants and animals need to survive.

Lesson 2 - decode longer and more complex texts that explore some of the key habitats in our world.

Lesson 3 - decode longer and more complex texts that explore which plants grow in specific habitats.

Lesson 4 - explore the different animals that live in the different habitats through listening and reading activities.

Lesson 5 - consolidate all vocabulary by presenting in oral and written form which animals and plants live in different habitats.

Assessment

SPRING HILL LANGUAGE CURRICULUM (FRENCH) YEAR 6



AUTUMN

At School (Progressive)

Lesson 1 - recognise, recall and spell 10 different school subjects with the correct definite article/determiner.

Lesson 2 - give an opinion in both positive and negative form about each school subject.

Lesson 3 - consolidate numbers 1-12 and progress to learning how to say what the time is by the hour.

Lesson 4 - extend sentences by learning how to say at what time you study each subject.

Lesson 5 - say at what time you study each subject and give you opinion on these subjects

Assessment

At the Weekend (Progressive)

Note different position to overview

Lesson 1 - consolidate numbers and progress to learning how to tell the time in increments of five.

Lesson 2 - consolidate vocabulary for time and progress to learning new phrases to describe the activities that the children may do at the weekend.

Lesson 3 - consolidate vocabulary through listening and reading activities.

Lesson 4 - extend sentences by integrating a time phrase and connectives with the phrases for weekend activities.

Lesson 5 - say at what time you do each activity on the weekend and give opinions on these activities.

Assessment

SPRING

Planets (Progressive)

Note different position to overview

Lesson 1 - learn 10 key elements of the Solar System, along with their spellings and genders.

Lesson 2 - consolidate all the Solar System elements and progress to learning a set of 9 adjectives that will be used to describe each element in sentence form applying adjectival agreement rules.

Lesson 3 - consolidate their knowledge of the Solar System elements and the adjectives and progress to making more detailed and extended sentences using a conjunction and intensifiers.

Lesson 4 - enter the LASA Control Room and learn 6 key questions under the guise of an astrophysicist preparing for an interview with an astronaut.

Lesson 5 - answer the 6 questions and make a presentation as an astronaut preparing for a space expedition.

Assessment

Healthy Lifestyle (Progressive)

Lesson 1 - learn how to recognise, recall and spell ten healthy foods with their partitive article/determiner.

Lesson 2 - learn how to recognise, recall and spell 9 unhealthy foods with their partitive article/determiner.

Lesson 3 - consolidate all language and learn how to form more complex sentences about healthy and unhealthy foods.

Lesson 4 - improve vocabulary by learning key language for activities you do and do not do to keep fit. Consolidate this new language using a survey to interview each other with.

Lesson 5 - improve reading and decoding skills by learning some instructions on how to follow a simple healthy recipe.

Assessment

SUMMER

Vikings (Progressive)

Lesson 1 - decode and breakdown longer texts, learning to use language learning strategies to help decipher meaning.

Lesson 2 - learn how to describe yourself physically in terms of height and character using the first-person conjugation of the high frequency irregular verb 'to be'.

Lesson 3 - learn how to describe yourself physically, by describing your hair colour, length and type using the first-person conjugation of the high frequency irregular verb 'to have'.

Lesson 4 - describe your physical appearance and character.

Lesson 5 - develop decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.

Assessment

Me in the World (Progressive)

Lesson 1 - improve decoding and comprehension skills through texts about four different fictional characters from the Francophone world.

Lesson 2 - improve decoding skills through longer and more complex texts about each character's favourite celebration in their home country.

Lesson 3 - consolidate cultural knowledge and understanding.

Lesson 4 - further develop cultural awareness by comparing where two of the fictional characters live.

Lesson 5 - be more responsible global citizens by doing more to protect our planet.

Assessment