

Subject: French

Intent: Through the Language Angels scheme of work and resources, we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. Given our proximity to France, our children will learn the four key language learning skills in French; **listening, speaking, reading** and **writing** will be taught. All necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas - learning memory techniques, understanding the importance of retrieval practice and making links between the root meaning of words (eg. Cent= 100, centimetre, centurion etc). In addition, the children will be taught how to look up and research language in a bilingual dictionary and they will have a bank of reference materials to help them with their spoken and written tasks. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. We aim for our pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them.

<p><u>Hazel (Year 3 and 4)</u></p> <p>(Terms 1&2) Going Shopping</p> <ul style="list-style-type: none">• Listen and respond to topic vocabulary-fruits, vegetables, clothes.• Answer questions using the topic vocabulary.• Take part in role play as a shopper/ shopkeeper, using Euros.• Greet and respond.• Grammar: Change adjectives to feminine when needed. • Use the appropriate form for 'at' (au or à la). Choose the correct form when changing le to du; la to de la and les to des.• Use adjectives (colours) and place them after the noun <p>(T3&4) Habitats</p> <ul style="list-style-type: none">• Tell somebody in French the key elements animals and plants need to survive in their habitat.	<p><u>Oak (Year 5 and 6)</u></p> <p>(Terms 1&2) My Home:</p> <ul style="list-style-type: none">• Say and write in French whether we live in a house or an apartment.• Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi il n'y a pas de/d'...• Use the connective/conjunction et to link two sentences together. ¶• Phonics focus: E EAU, silent letters (s and t), elision (j'habite)• Grammar: Indefinite articles, negative & high frequency verbs. <p>(T3&4) The Weekend:</p>
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- Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.
- Tell somebody in French which animals live in these different habitats.
- Tell somebody in French which plants live in these different habitats
- Recommended phonics focus: É E È EAU EUX
- Grammar: Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs.

(T5&6) Romans

- Tell somebody in French the key facts and key people involved in the history of the Roman Empire.
- Say the days of the week in French and learn how these are related to the Roman gods and goddesses.
- Tell somebody in French what the most famous Roman inventions were.
- Learn what life was like for a rich and a poor child in Roman times.
- Introduce the children to the concept of the negative form in French.
- Phonics: Recommended phonics focus: É E È EAU EUX
- Grammar: Changing sentences from the positive to their negative form using the structure ne...pas de/d'...

- Ask what the time is in French.
- Tell the time accurately in French.
- Learn how to say what they do at the weekend in French.
- Learn to integrate connectives into their work.
- Present an account of what they do and at what time at the weekend
- Phonics focus: QU Ç GNE EN AN
- Grammar we will learn & revisit: Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche.

(T5&6) Healthy Lifestyle

- Name and recognise ten foods and drinks that are considered good for your health.
- Name and recognise ten foods and drinks that are considered bad for your health.
- Say what activities they do to keep in shape during the week.
- Say in general what they do to keep a healthy life-style.
- Learn to make a healthy recipe in French.
- Grammar: First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form.
- Recommended phonics focus: QU Ç GNE EN AN

Beech Year 1 and 2

(Terms 1&2) Greetings

- I can say my name
- I can say good morning and good afternoon
- I can count to 10
- I know some colours
- I can follow and say 10 classroom commands
- I can learn key vocabulary to do with Christmas and learn a French song.

(3) Les Saisons

- Recognise all four seasons in French.
- Learn an associated action for each season in French.
- Understand better what happens in the world around us in each season in French.
- Phonics & pronunciation we will hear & see: ON nasal sound in saison. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver and printemps. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English!
- Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in French. For example, Spring is le printemps.

Maple Year 2 and 3

(Term 1) I am learning French:

- Locate France, Paris, and a few key cities on a map.
- Understand the Francophone world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.
- Phonics focus: ch ou on oi, silent letters (s t x), elision

(2) Animals:

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).
- Read a french story 'Quel bruit fait le chien?'
- Phonics focus: ch ou on oi, silent letters (s z), nasal sounds (on un in an)
- Grammar: Nouns, gender, articles/determiners and verbs.

(3) Minibeasts

- Recognise and recall 10 minibeasts in French.
- Recall greetings more easily in French.
- Recognise and follow instructions in French.
- Follow an animated story in French.

(4) Little Red Riding Hood

- Listen to and understand a familiar story being told in French.
- Learn to use picture and word cards to recognise and help retain new language.
- Learn vocabulary featured in the story, including key parts of the body.
- Recommended phonics focus: CH OU ON OI
- Silent letters and liaison. The last consonants in French words are often silent as seen in the word pied. The final letter 's' in les is sometimes pronounced and sometimes not.

(5) Under The Sea

- Recognise and recall 7 sea creatures in French.
- Recall numbers 1-5 more easily in French.
- ON nasal sound in poisson • OU sound in poulpe • OI sound in poisson & étoile
- Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in French. Le crabe but l'hippocampe.

(6) Nursery Rhymes and Counting Songs

- Actively participate and enjoy six traditional nursery rhymes in French.

- Phonics & pronunciation we will see: CH sound in Charlotte la chenille • OU sound in Bonjour • ON sound in Bonjour, le papillon, le hérisson • OI sound in Au revoir
- Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in French.

(4) Musical Instruments:

- Name and recognise up to 10 instruments in French.
- Attempt to spell some of these nouns with their correct definite article/determiner in French.
- Learn how to say I play an instrument in French.
- Phonics focus: ou on, silent letters (s in des), nasal sounds (on un in an)
- Grammar: Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only.
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(5) Goldilocks and the Three Bears

- Increase their memory potential in French by using picture cards, word cards and phrase cards in French.
- Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.
- Attempt to spell in French.
- Learn vocabulary associated with the story, including big, little, medium.
- Recommended phonics focus: I IN IQUE ILLE

- Start to understand and decode more of the spoken/sung French we hear.
- Phonics & pronunciation we will see:
 - Silent letters. Starting to learn that it is very common to see silent final consonants in French words.
- Ç sound. Starting to learn that this is a very common and a specific sound to French. Even if we do not see it we will hear it in words like balançait in the French nursery rhymes.
- Nasal sounds. Starting to learn that when vowels are followed by 'm' or 'n' in French, a 'nasal' sound is made. Air comes through the nose and mouth! As seen in the words font, dans, chien, éléphant, monte and tombe.

- Silent letters. The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when they are at the end of a French word.
- Liaison. Ils ont

(6) In Class

- Remember and recall 12 classroom objects with their indefinite article/determiner.
- Replace an indefinite article/determiner with a possessive adjective.
- Say and write what they have and do not have in their pencil case.
- Phonics focus: I IN IQUE ILLE
- Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de... ('I do not have') in French.