

## French Overview based on Thematic Curriculum linked to Cornerstones (2 year rolling programme)

### Introduction to languages in Years R, 1 and 2

The French curriculum in these year groups is designed to introduce the children to a different language and ‘acclimatise’ their ear to learning a new language. The focus is on speaking and listening and is delivered through songs, stories and games, backed up with simple activities to enhance the learning experience for the children.

The main ‘scheme’ used is ‘Petites Etoiles’, supported by songs from ‘J’aime Chanter’ and stories from ‘J’aime Parler’ and a range of authentic French stories and artefacts. Key greetings and language will be reinforced each term alongside the term’s focus.

| Years R, 1 & 2 |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|
| Term           | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| Cycle A        | Land Ahoy  | Muck, Mess and Mixtures  | Street Detectives  | Paws, Claws and Whiskers   | Rio de Vida  | Moon Zoom  |
| Focus          | Geography  | Art and Design   | History  | Art and Design   | Music  | Design Technology  |
| French Focus   | Petit Etoiles – U14 ‘Pirates’<br>J’aime chanter – <i>Les parties du corps</i><br>J’aime parler – <i>‘Bonjour’</i>    | Petit Etoiles – U10 ‘Christmas’<br>J’aime chanter – <i>Pere Noel</i><br>J’aime parler – <i>‘Joyeux Noel’</i>           | Petit Etoiles – U15 ‘Shopping’<br>J’aime chanter – <i>‘Comptons jusqu’a 20’</i><br>J’aime parler – <i>‘C’est combien?’</i> | Petit Etoiles – U4 ‘On the farm’<br>J’aime chanter – <i>Les animaux</i><br>J’aime parler – <i>‘Qu’est-ce que c’est?’</i> | Petit Etoiles – U18 ‘Favourite Rhymes’<br>Var trad. songs and rhymes<br>J’aime parler – <i>‘Sur le pont d’Avignon’</i>         | Petit Etoiles – U9 ‘Pastimes’<br>J’aime chanter – <i>A la plage</i><br>J’aime parler – <i>‘C’est la France’</i>          |
| Cycle B        | Dinosaur Planet  | Towers, Tunnels and Turrets  | Bright Lights, Big City  | Wiggle and Crawl   | Splendid Skies   | The Enchanted Woodland   |
| Focus          | History  | Design and Technology  | Geography  | Science  | Science  | Science  |
| French Focus   | Petit Etoiles – U3 ‘Wild animals’<br>J’aime chanter – <i>Les couleurs</i><br>J’aime parler – <i>‘Tu as? J’ai...’</i> | Petit Etoiles – U11 ‘Celebrations’<br>J’aime chanter – <i>‘Mon beau sapin’</i><br>J’aime parler – <i>‘Bonne Annee’</i> | Petit Etoiles – U13 ‘Transport’<br>J’aime chanter – <i>‘Les sports’</i><br>J’aime parler – <i>‘J’habite a’</i>             | Petit Etoiles – U12 ‘Easter’<br>Easter stories and rhymes  | Petit Etoiles – U5 ‘Seasons and Weather’<br>J’aime chanter – <i>Les saisons et le temps</i><br>J’aime parler – <i>‘Ca va?’</i> | Petit Etoiles – U6 ‘In the garden’<br>J’aime chanter – <i>Au jardin public</i><br>J’aime parler – <i>‘Frere Jacques’</i> |

### Key Stage 2 Scheme of Work

The KS2 scheme of work is based around the National Curriculum Objectives for Primary Languages and the additional resources provided by the University of Warwick (see attachments to this document). Where appropriate, the children follow a broadly thematic approach in KS2, following on from the foundations in EYFS and KS1 and in addition have French grammar lessons which compliment and work alongside the topics covered. Again, as in earlier years, greetings and key vocabulary will be included throughout the topics. There is some overlap in topics across lower and upper KS2 to allow for consolidation and repetition which is key to language learning.

| <b>Years 3 and 4</b> |   |   |   |   |   |   |
|----------------------|---|---|---|---|---|---|
| <b>Term</b>          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>                                   |
| <b>Cycle A</b>       | <b>Tribal Tales</b><br>(Stone age to Iron age)  | <b>Tremors</b>  | <b>Blue Abyss</b>   | <b>I am a Warrior</b><br>(Roman Empire and Impact on Roman Britain)   | <b>Potions</b><br>(States of Matter)  | <b>Local History Study</b><br>(Including Mapping) |
| <b>Focus</b>         | <b>History</b>  | <b>Geography</b>  | <b>Science</b>  | <b>History</b>  | <b>Science</b>  | <b>History</b>                                    |
| <b>French Focus</b>  | <b>Focus on Lascaux, animals and cave paintings.</b>  | <b>Les jours de la semaine – days of the week. What we do each day.</b> | <b>Colours, physical descriptions, names of underwater sea creatures.</b> | <b>Asterix and the 12 Tasks: listening and comprehension project.</b> | <b>Bon appetit! Using colours, numbers and different foods, children create and describe their own 'potions'.</b> | <b>En ville – places in town, map making.</b>     |
| <b>Cycle B</b>       | <b>Gods and Mortals</b><br>(Ancient Greece)   | <b>Flow</b>   | <b>Traders and Raiders</b><br>(Anglo-Saxons and Vikings)                  | <b>Mighty Metals</b>  | <b>Road Trip USA</b>  | <b>Burps, Bottoms and Bile</b>                    |
| <b>Focus</b>         | <b>History</b>  | <b>Geography</b>  | <b>History</b>  | <b>Science</b>  | <b>Geography</b>  | <b>Science</b>                                    |
| <b>French Focus</b>  | <b>Physical descriptions of the Greek Gods and Mythological creatures using the first person.</b> | <b>Ou habites-tu? Talking about where you live.</b>                     | <b>Qu'est-ce que tu portes? Describing clothes.</b>                       | <b>L'Euro – looking at numbers, paying for your shopping.</b>         | <b>Les passe-temps: leisure activities.</b>   | <b>C'est moi! Describing yourself and others.</b> |

| Years 5 and 6 |   |  |   |   |   |  |
|---------------|---|--|---|---|---|--|
| Term          | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| Cycle A       | Peasants, Princes and Pestilence                            | Frozen Kingdom   | Stargazer   | Allotment   | Bloodheart  | Local History Study  |
| Focus         | History   | Geography  | Science   | Geography   | Science   | History  |
| French Focus  | Focus on Carcassonne, Legend of Lady Carcas of Carcassonne. | Les glaces – ice creams. Expressing and understanding likes and dislikes.                                | Planets – descriptions of planets and making up their own planet and describing it. | La meteo – weather reports, geography of France and compass points. | Bonne Sante – keeping healthy.  | Bienvenue au Maroc – contrasting study of Morocco. Describing similarities and differences.        |
| Cycle B       | Alchemy Island  | Pharoahs   | Darwin’s Delights   | Off with her head   | A Child’s War (Digging for Victory)   | Time Traveller   |
| Focus         | History   | Geography  | History   | Science   | Geography   | Science  |
| French Focus  | Grand Monstre Vert – body parts and adjectival agreement.   | Physical descriptions of Egyptian Gods (human / animals) – making up their own Gods and describing them. | Au zoo – at the zoo. Looking at different animals.                                  | Ma famille – talking about your family.                             | Les metiers – looking at different jobs. Talking about the future – what would they like to do? | Le passé et le present – past and present. Comparing and describing life in the past and life now. |

**Core Resources for KS2:**

Early Start French Packs 1-3

Singing French

J’aime Beaucoup Chanter en Francais

Various storybooks in French

## Appendix 1: Warwick University Assessment Grids

| Primary MFL Assessment Year 3                           |   |  |  |  |
|---|---|--|--|--|
| Speaking and listening                                  | • Listen and understand familiar words  |  |  |  |
|   | • Listen and respond to the language with actions, symbols and pictures                       |  |  |  |
|   | • Listen to the language and follow simple instructions                                       |  |  |  |
|   | • Communicate using simple words and phrases  |  |  |  |
|   | • Ask and answer simple questions   |  |  |  |
|   | • Express simple like and dislike   |  |  |  |
|   | • Communicate understanding   |  |  |  |
|   | • Know that sounds are different in another language  |  |  |  |
|   | • Understand that pronunciation is important  |  |  |  |
|   | • Demonstrate accuracy in pronunciation of key words  |  |  |  |
|   | • Can present simple personal information   |  |  |  |
|   | • Can join in a song or rhyme in a group  |  |  |  |
|   | Reading   | • Read and understand a short list of familiar words/phrases |  |  |
| • Participate in stories, songs, poems and rhymes       |   |  |  |  |
| • Use a simple word list to find out meanings           |   |  |  |  |
| • Find similarities between English and target language |   |  |  |  |
| Writing   | • Accurately copy familiar words  |  |  |  |
|   | • Write 5-10 words from memory  |  |  |  |
|   | • Start to build a personal word bank   |  |  |  |
|   | • Produce own vocabulary lists  |  |  |  |
| Grammar   | • Start to recognise that nouns have a plural form which may change                           |  |  |  |
|   | • Recognise that nouns can have a gender  |  |  |  |
|   | • Start to recognise imperatives  |  |  |  |
|   | • Develop an understanding of present tense in first and second persons                       |  |  |  |
|   | • Develop an awareness of simple negatives  |  |  |  |
|   | • Have an awareness of basic sentence structure   |  |  |  |
|   | • Recognise that words are spelt differently and might have accents and different punctuation |  |  |  |

| Primary MFL Assessment Year 4   |   |  |  |  |
|---|---|--|--|--|
| Speaking and listening  | • Listen and understand short phrases on familiar theme                   |  |  |  |
|   | • Listen for information and answer questions about it                    |  |  |  |
|   | • Listen to the language and respond to instructions and simple questions |  |  |  |
|   | • Communicate using several simple phrases                                |  |  |  |
|   | • Ask and answer a range of questions and understand the reply            |  |  |  |
|   | • Express simple opinion and understand others                            |  |  |  |
|   | • Ask for simple clarification  |  |  |  |
|   | • Have a widening understanding of phonics                                |  |  |  |
|   | • Pronounce some new words  |  |  |  |
|   | • Understand and copy intonation  |  |  |  |
|   | • Present information about myself using a range of phrases               |  |  |  |
|   | • Give simple instructions to others                                      |  |  |  |
|   | Reading   | • Read and understand a wide range of familiar phrases |  |  |
| • Read and understand familiar language in stories, songs, poems and rhymes |   |  |  |  |
| • Use glossary/simple dictionary to find out meanings                       |   |  |  |  |
| • Use clues to work out meanings of new words                               |   |  |  |  |
| Writing   | • Copy and adapt short phrases  |  |  |  |
|   | • Write 3-5 simple sentences from memory                                  |  |  |  |
|   | • Complete a short gapped text with familiar missing words                |  |  |  |
|   | • Write description of self using a writing frame                         |  |  |  |
| Grammar   | • Complete simple written tasks from memory                               |  |  |  |
|   | • Start to use possessive pronouns  |  |  |  |
|   | • Recognise that adjectives can change and influence word order           |  |  |  |
|   | • Start to use imperatives  |  |  |  |
|   | • Extend understanding of present tense to third person                   |  |  |  |
|   | • Recognise commonly used verbs   |  |  |  |
|   | • Have an awareness of pattern of negative structures                     |  |  |  |
|   | • Sort and categorise words according to gender                           |  |  |  |
|   | • Understand how connectives can lengthen sentences                       |  |  |  |
|   | • Recognise that questions can help formulate responses                   |  |  |  |
|   | • Write down dictated words   |  |  |  |
|   | • Use alphabet to spell out words in speaking and writing                 |  |  |  |

| Primary MFL Assessment Year 5 |   |  |  |  |
|-------------------------------|---|--|--|--|
| Speaking and listening        | • Listen and understand sentences with unfamiliar words                                     |  |  |  |
|                               | • Listen for information and note main points   |  |  |  |
|                               | • Listen and respond to instructions and a range of questions                               |  |  |  |
|                               | • Communicate using a range of sentences  |  |  |  |
|                               | • Hold simple conversations on specified themes   |  |  |  |
|                               | • Express and justify opinion   |  |  |  |
|                               | • Ask for an opinion  |  |  |  |
|                               | • Ask for help or clarification   |  |  |  |
|                               | • Phonic knowledge enables pronunciation of unfamiliar language                             |  |  |  |
|                               | • Make links between phonemes, sound and spellings  |  |  |  |
|                               | • Use intonation when reading aloud with increasing accuracy                                |  |  |  |
|                               | • Present information on a given topic using sentences                                      |  |  |  |
|                               | • Retell a story  |  |  |  |
| Reading                       | • Read and understand increasingly complex texts  |  |  |  |
|                               | • Compare and contrast a range of stories, songs, poems and rhymes and express an opinion   |  |  |  |
|                               | • Know how to find out meanings of unfamiliar words using a range of sources and strategies |  |  |  |
| Writing                       | • Accurately copy a short text  |  |  |  |
|                               | • Write compound sentences from memory  |  |  |  |
|                               | • Copy and adapt complex sentences using a writing frame                                    |  |  |  |
|                               | • Start to adapt short texts  |  |  |  |
| Grammar                       | • Use own or other dictionary and phonic knowledge to help spell words                      |  |  |  |
|                               | • Use appropriate form of verb to address different people                                  |  |  |  |
|                               | • Use adjectives correctly by changing word order and endings                               |  |  |  |
|                               | • Start to conjugate simple regular and irregular verbs                                     |  |  |  |
|                               | • Understand how form negatives in present tense  |  |  |  |
|                               | • Start to understand how words relate to each other  |  |  |  |
|                               | • Understand simple ways of conveying future intent   |  |  |  |
|                               | • Start to apply rules of word order in simple sentences                                    |  |  |  |
|                               | • Start to understand how to form questions   |  |  |  |
|                               | • Know that common letter strings can help to extend vocabulary                             |  |  |  |

| Primary MFL Assessment Year 6                            |  |  |  |  |
|--|--|--|--|--|
| Speaking and listening                                   | • Listen and understand longer sentences with unfamiliar language                            |  |  |  |
|  | • Listen to a range of longer texts and note main points                                     |  |  |  |
|  | • Listen and respond to wide range of spoken language  |  |  |  |
|  | • Communicate by linking several sentences   |  |  |  |
|  | • Express and justify an opinion on a range of themes  |  |  |  |
|  | • Understand and agree/disagree with another opinion   |  |  |  |
|  | • Ask for clarification using a range of phrases   |  |  |  |
|  | • Phonic knowledge enables pronunciation of unfamiliar language with confidence and accuracy |  |  |  |
|  | • Use intonation in spoken language confidently  |  |  |  |
|  | • Give spoken presentations using longer sentences and answer simple questions about them    |  |  |  |
|  | Reading  | • Read and understand increasingly complex texts with appropriate grammatical complexity |  |  |
| • Make and explain reading preferences                   |  |  |  |  |
| • Decode texts using knowledge of grammar and vocabulary |  |  |  |  |
| Writing  | • Write a simple text from memory using complex sentences                                    |  |  |  |
|  | • Adapt text to show grammatical awareness   |  |  |  |
|  | • Produce extended piece of writing  |  |  |  |
| Grammar  | • Use a dictionary, glossary or other online tools to develop a piece of writing             |  |  |  |
|  | • Understand use of appropriate form of verb to address different people                     |  |  |  |
|  | • Use adjectives consistently by changing word order and endings                             |  |  |  |
|  | • Start to use adverbs   |  |  |  |
|  | • Develop use of regularly occurring modal verbs   |  |  |  |
|  | • Start to recognise past tense  |  |  |  |
|  | • Develop basic understanding of conditional tense   |  |  |  |
|  | • Use negative sentences accurately  |  |  |  |
|  | • Develop an understanding of word families  |  |  |  |
|  | • Produce oral or written work that demonstrates grammatical understanding                   |  |  |  |
| • Analyse a text and identify key grammatical features   |  |  |  |  |

**Appendix 2: A chart to show how the EYFS / KS1 French Curriculum feeds into the KS2 French Curriculum**

| <b>EYFS / KS1</b>   | <b>Key Stage 2</b>   |
|---|--|
| Listen with enjoyment and sustained interest to songs and rhymes, and show understanding by joining in and responding.                        | Listen attentively to spoken language and show understanding by joining in and responding.   |
| Explore patterns and the sounds of language through songs and rhymes.   | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                  |
| Join in with repetitive words and phrases in songs and rhymes, developing accurate pronunciation and intonation.                              | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. |
| Participate with confidence and enjoyment in a range of oral and physical performances of songs and rhymes, showing an awareness of audience. | Present ideas and information orally to a range of audiences.  |
| Appreciate stories, songs, poems and rhymes in the language.  | Appreciate stories, songs, poems and rhymes in the language.   |
| Develop listening skills to pick out key sounds, words and phrases in songs and rhymes.   |  |
| Apply key sounds, words and phrases in new contexts, eg. in practical activities and games.   |  |