

Curriculum Subject Overview – French



NC Key Stage	Lower Key Stage 2	Upper Key Stage 2	
Phase	Year 3 and 4	Year 4 and 5	Year 5 and 6
St Peter's Classes	Starlings and Owls	Herons	Eagles and Ravens
<p>National Curriculum Requirements</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Attentively listen 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 language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar word 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 and how these differ from or are similar to English 		
<p>Essential Characteristics of learning in Modern Foreign Languages</p> <p>The learning characteristics developed through the subject overtime.</p>	<ul style="list-style-type: none"> • Confidence to speak with good intonation and pronunciation • Fluency in reading • Fluency and imagination in writing • A strong awareness of the culture of countries where the language is spoken • A passion for languages and a commitment to the subject • The ability to use language creatively and spontaneously • An independence in their studies and the ability to draw upon a wide range of sources 		
<p>Threshold Concepts</p> <p>Threshold concepts are the 'big ideas' that shape children's thinking within each subject and link directly to the disciplinary knowledge within this subject.</p>	<p>Read Fluently</p> <ul style="list-style-type: none"> • This concept involves recognising key vocabulary and phrases <p>Write Imaginatively</p> <ul style="list-style-type: none"> • This concept involves using key vocabulary and phrases to write ideas <p>Speak Confidently</p> <ul style="list-style-type: none"> • This concept involves using key vocabulary and phrases to verbally communicate ideas <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • This concept involves the background knowledge and cultural capital needed to infer meaning from interactions 		

French Intent - What and When

NC Key Stage	Lower Key Stage 2		Upper Key Stage 2			
Phase	Year 3 and 4		Year 4 and 5		Year 5 and 6	
Threshold Concepts	<ul style="list-style-type: none"> Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken 					
Cycle A and C Autumn		I am Learning French <i>(J'apprends le français)</i>		Ice-Creams <i>(Les glaces)</i>		The Seasons (KS2) <i>(Les saisons)</i>
Cycle A and C Spring		I am able... <i>(Je peux...)</i>		Instruments <i>(Les instruments)</i>		Do you have a pet? <i>(As-tu un animal?)</i>
Cycle A and C Summer		Ancient Britain <i>(L'ancienne histoire de la Grande-Bretagne)</i>		Vegetables <i>(Les légumes)</i>		At the Tea Room <i>(Au salon de thé)</i>
Cycle B and D Autumn		Animals <i>(Les animaux)</i>		Ice-Creams <i>(Les glaces)</i>		Little Red Riding Hood <i>(Petit Chaperon rouge)</i>
Cycle B and D Spring		Shapes <i>(Les forms)</i>		Instruments <i>(Les instruments)</i>		My Home <i>(Chez moi)</i>
Cycle B and D Summer		Fruits <i>(Les fruits)</i>		Vegetables <i>(Les légumes)</i>		In the Classroom <i>(En classe)</i>

*Click on the unit title in the LTP above for a direct link to the unit planning.

Summary of Essential Knowledge & Threshold Concepts by Sequences of Learning

Lower Key Stage Two	Cycle A and Cycle C		
Years 3 and 4	Autumn Term	Spring Term	Summer Term
Unit Titles	I am Learning French <i>(J'apprends le français)</i>	I am able... <i>(Je peux...)</i>	Ancient Britain <i>(L'ancienne histoire de la Grande-Bretagne)</i>
Agreed Disciplinary Skills linked to National Curriculum Objectives	Starting to work on memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images	Improving memory skills using imagery, sound or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1 st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) and mais (but) in French.	Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.
Agreed Core Substantive Knowledge	<ul style="list-style-type: none"> • 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 name is • Count to 10 • Read, write, say and recall ten different colours 	<ul style="list-style-type: none"> • Recognise, remember and spell 10 action verbs in French • How to use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' and 'je ne peux pas' • Use the conjunctions et and mais to form longer more complex sentences 	<ul style="list-style-type: none"> • Name in French, six key periods of ancient Britain, introduced in chronological order • Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was • Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (J'ai) and 'I live' (J'habite)
Vocabulary Overview (see unit Vocabulary Sheet for full lists)	Language necessary to ask and answer question 'How are you?' in French. Numbers 1 – 10 and ten key colours.	Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs.	The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age.

Lower Key Stage Two	Cycle B and Cycle D		
Years 3 and 4	Autumn Term	Spring Term	Summer Term
Unit Titles	Animals <i>(Les animaux)</i>	Shapes <i>(Les forms)</i>	Fruits <i>(Les fruits)</i>
Agreed Disciplinary Skills linked to National Curriculum Objectives	Improving memory skills so that we remember the animals in French after the lesson. Remembering to look out for cognates. Learning how to build a short simple sentence in French using 1 st person conjugated verbs je suis (I am), an indefinite article/determiner (un or une) and a noun (animal).	Working on being able to pronounce and remember new words in French using clear colourful images of shapes. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the shapes in French over a longer period of time.	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.
Agreed Core Substantive Knowledge	<ul style="list-style-type: none"> Name and recognise up to 10 animals in French How to spell some of these nouns with their correct indefinite article/determiner Use the 1st person singular form of the verb être (to be), je suis (I am) 	<ul style="list-style-type: none"> Name, recognise and remember up to 10 shapes in French Know how to spell some of these shapes in French Know which shapes are un or une Review and know numbers 1-5 in French 	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French Know how to spell some of these nouns with their correct article/determiner Know how to ask somebody in French if they like a particular fruit Know how to say which fruits they like and dislike
Vocabulary Overview (see unit Vocabulary Sheet for full lists)	The animal nouns in French plus their appropriate indefinite article/determiner. 1 st person conjugation of the verb être (to be), je suis (I am)	The nouns and determiners/articles for 10 common shapes and numbers 1 – 5 in French.	The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form).

Lower Key Stage Two	Cycle A, B, C and D
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Years 4 and 5 (Herons)	Autumn Term	Spring Term	Summer Term
Unit Titles	Ice-Creams <i>(Les glaces)</i>	Instruments <i>(Les instruments)</i>	Vegetables <i>(Les légumes)</i>
Agreed Disciplinary Skills linked to National Curriculum Objectives	Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like', 'please' and 'thank you.'	To work on improving memory skills. Learning to recognise and learn cognates such as triangles , piano , clarinette first. Starting to build a short phrase in French using the personal pronoun (je), conjugated 1 st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately.	Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates (such as carottes and tomates). Having enough language from memory to perform a short role play.
Agreed Core Substantive Knowledge	<ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in French Attempt to spell some of these flavours Use the structure 'je voudrais...' plus an ice-cream flavour Say whether we would like a cone or pot and possibly how many scoops Learn how to say 'please' and 'thank you' in French 	<ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in French with the correct article/determiner Know what an article/determiner is Know how to say and write 'I play an instrument' in French using the high frequency 1st person verb 'je joue' (I play) with up to ten different instruments 	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in French. Know how to spell some of these nouns with their correct article/determiner Know and use the high frequency verb je voudrais from the verb vouloir, 'to want' in French
Vocabulary Overview (see unit Vocabulary Sheet for full lists)	Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.	Ten common instruments with their appropriate definite article/determiner first and then a short phrase using the partitive article. First person conjugation of the verb jouer (je joue) .	Ten common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.

Lower Key Stage Two	Cycle A and C		
Years 5 and 6	Autumn Term	Spring Term	Summer Term
Unit Titles	The Seasons (KS2) <i>(Les saisons)</i>	Do you have a pet? <i>(As-tu un animal?)</i>	At the Tea Room <i>(Au salon de thé)</i>

Agreed Disciplinary Skills linked to National Curriculum Objectives	Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais (but). Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	Work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.
Agreed Core Substantive Knowledge	<ul style="list-style-type: none"> Name, recognise and remember all four seasons in French Say which is our favourite season in French Say why it is our favourite season in French Start to recognise the use of conjunctions 'et' (and) and 'car' (because) in our spoken and written responses 	<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets Know how to ask somebody if they have a pet and given an answer back Say in French what pet we have/do not have and give our pet's name <p>Start to use simple connectives et (and) and mais (but) to make more complex and interesting sentences</p>	<ul style="list-style-type: none"> Know a range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé' Make nouns plural in French Know that French currency is Euros Order in French what I would like to eat and drink in a role play
Vocabulary Overview (see unit Vocabulary Sheet for full lists)	The nouns and determiners/articles for the four seasons in French. Including the language required to say which is our favourite season and why, using the connectives ' et ' (and) and ' car ' (because).	Revisiting personal details (names/age/where we live) and the high frequency verbs j'ai, je suis and j'habite . 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? Using the structure qui s'appelle and the two connectives et (and) and mais (but).	A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food. All listed on the Vocabulary sheet.

Lower Key Stage Two	Cycle B and D		
	Autumn Term	Spring Term	Summer Term
Years 5 and 6			
Unit Titles	Little Red Riding Hood <i>(Petit Chaperon rouge)</i>	My Home <i>(Chez moi)</i>	In the Classroom <i>(En classe)</i>
Agreed Disciplinary Skills linked to National Curriculum Objectives	To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to local cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.	To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.	To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.

Agreed Core Substantive Knowledge	<ul style="list-style-type: none"> • Be familiar with a story being told in French • Learn to use picture and word cards to recognise and help retain new language • Remember key parts of the body in French 	<ul style="list-style-type: none"> • Say and write in French 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 	<ul style="list-style-type: none"> • Know 11 classroom objects (noun and article) – see separate vocabulary sheet • Know how to use the negative in French • Say what I have or do not have in my pencil case • Respond to simple classroom commands e.g. stand up
Vocabulary Overview (see unit Vocabulary Sheet for full lists)	There is a lot of new language in this unit. Focus will be on learning from memory the parts of the body in French. Also starting to recognise, understand meaning and remember other words from the story.	Basic personal details will be revisited including the high frequency 1 st person singular verbs je suis, je m'appelle, j'ai, and j'habite . Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de...	11 nouns and articles for common classroom objects, 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). This is all listed on the Vocabulary Sheet.