

Shipbourne School Modern Foreign Language Curriculum: FRENCH – using Classroom Secrets

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening for other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world, which are core values within our school community and our ethos for learning. 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 ultimately also in writing. It should also provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read good literature in its original language. Language teaching should form the foundation for learning further languages, equipping pupils to study, work and live in other countries.

Aims and Intent

Our 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.

By the end of year 6, we want our children to have the foundations and confidence for Secondary language learning and have a developing appreciation of the cultural aspects of France. From this developing knowledge, they will have a curiosity about the wider world and the potential it offers for their future.

Programmes of Study and Implementation

Children study French from Year 2 upwards with a focus on practical communication. French is taught fortnightly using Salut digital software which provides exposure to a good balance of written and spoken vocabulary and key phrases which the children initially read and speak before recording in written form further up the school. Differentiation and scaffolded delivery ensures that all pupils in our mixed-age classes can access learning from their individual starting points and focus is placed on remembering and retrieving knowledge both within and across units.

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 languages
- 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.

Classroom Secrets MFL Rationale

This MFL scheme of work and the accompanying resources are designed to help support the delivery of the statutory modern foreign languages curriculum as outlined in the National Curriculum published 2014.

Progression

The sequence of progression for the scheme of work has been carefully planned and considered in order for the lessons to introduce the vocabulary needed to complete topics and to link into future topics as they emerge. However, the design also enables fluid use of the scheme so that teachers may choose their own order of units to fit in with their teaching, prior knowledge of the children and any ongoing projects or topics within their classroom.

With each unit, there is an introduction video tutorial, a comic-based story to support the introduction of new vocabulary and accompanying worksheets. On Classroom Secrets Kids, there is a range of interactive games to support each unit.

Resources

The resources that have been created, carefully follow the scheme of work, and are designed to be completed within the classroom, alongside the supporting online games, which can be completed at home or as an extension/introduction to the lesson.

There are several types of resources included within each unit, though not all resources need to be used. The different resources are there for choice and balance and for the teacher to meet the needs of their class.

The scheme of work will be regularly reviewed to ensure the content is fit for purpose and in line with current curriculum guidelines.

KS2 Grammar Points	
	French
Gender	Children should experience teaching surrounding the definite and indefinite articles. Children should also be taught about the feminine and masculine form which will be a new concept to most. Things to cover: le (m), la (f), les (plural), l' (before a vowel); un (m), une (f), des (some)
Regular verbs	Children should learn the endings of the most frequently used regular present tense verbs and pronouns. Children will also be introduced to the structure of regular present tense verbs along with rules for pronunciation. Example things to cover: -er verbs. jouer = to play: je joue; tu joues; il / elle / on joue; nous jouons; vous jouez ils jouent; elles jouent
Irregular verbs	Children should be introduced to the most frequently used irregular verbs, to be and to have. Avoir = to have: J'ai, Tu as, Il/ Elle/On a, Nous avons, Vous avez, Ils/ Elles ont Être = to be: Je suis, Tu es, Il/Elle/On est, Nous sommes, Vous êtes, Ils/Elles sont
Adjectives	Children should learn the different ways adjectives are used in the French language and their position within a sentence, as, in the majority of cases, the adjective follows the noun. They should also learn about the agreement of adjectives and how endings will change depending on the noun's gender. un chapeau bleu, le chien brun, un chat blanc Some exceptions to this rule: une petite maison, une grande boutique

Annual Curriculum Coverage

	Term 1 – Units 1-3	Term 2 Units 4-6	Term 3 Units 7-9	Term 4 Units 10-12	Term 5 Units 13-15	Term 6
Year 3	<p>Cultural Unit Where is France? Children will learn:</p> <ul style="list-style-type: none"> • Where is France? • What major cities are there in France? • What is Paris like? <p>Numbers and Alphabet Children will learn:</p> <ul style="list-style-type: none"> • Numbers to 30 • The alphabet • Correct pronunciation <p>All About Me Initial recap of basic greetings. Children will then learn:</p> <ul style="list-style-type: none"> • Various ways of greeting each other • Introducing yourself and asking questions such as ‘ça va?’ 	<p>My Home Children will learn:</p> <ul style="list-style-type: none"> • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live <p>Colours Children will learn:</p> <ul style="list-style-type: none"> • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links - are any colours the same or different in English? <p>Animals Children will learn:</p> <ul style="list-style-type: none"> • Family pets • Likes and dislikes • Introducing your pet 	<p>Food Children will learn:</p> <ul style="list-style-type: none"> • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers <p>Calendar Children will learn:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct pronunciation <p>Clothing Children will learn:</p> <ul style="list-style-type: none"> • Basic items of clothing • School uniform • Introduce body parts – main limbs. 	<p>Shopping Children will learn:</p> <ul style="list-style-type: none"> • Currency • Asking how much something is <p>Holidays and Celebrations Children will learn:</p> <ul style="list-style-type: none"> • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays <p>My Town Children will learn:</p> <ul style="list-style-type: none"> • Words to describe their town • Words to describe shops and features of their town • Transport in their town including transport vocabulary • Asking where you live 	<p>The Weather Children will learn:</p> <ul style="list-style-type: none"> • What’s the weather today? • What’s the weather this week? • What’s the weather over the year? • Using maps to talk about weather in different places <p>Sports Children will learn:</p> <ul style="list-style-type: none"> • Simple sports • Simple phrases to describe what sports they play <p>School Children will learn:</p> <ul style="list-style-type: none"> • Introduction to school days in France • Lessons • Likes and dislikes of lessons • Different jobs • The classroom 	Revision and enrichment
Year 4	<p>Cultural Unit Where in the world speaks French? Children will learn:</p> <ul style="list-style-type: none"> • All about other countries that speak French. <p>Numbers and the Alphabet Children will learn:</p> <ul style="list-style-type: none"> • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words <p>My Family and me Children will learn:</p> <ul style="list-style-type: none"> • Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else’s family. • Talking about yourself (illnesses etc) • Asking someone’s age 	<p>My Home Children will learn:</p> <ul style="list-style-type: none"> • Describing the size of a home. • Things you’ll find in each room (household appliances etc) <p>Colours Children will learn:</p> <ul style="list-style-type: none"> • Revise colours of the rainbow • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as ‘light blue’ <p>Animals Children will learn:</p> <ul style="list-style-type: none"> • Farm animals • Zoo animals • Create/design their own farm or zoo 	<p>Food Children will learn:</p> <ul style="list-style-type: none"> • Revise foods from Y3 • Revise the bakers and butchers <p>Children will learn:</p> <ul style="list-style-type: none"> • Foods found in the supermarket • Creating own shopping lists <p>Calendar Children will learn:</p> <ul style="list-style-type: none"> • Revise days of the week and months of the year <p>Children will learn:</p> <ul style="list-style-type: none"> • Speaking and writing the date both past and present – 12-hour clock • Time words – tomorrow, today, next week <p>Clothing Children will learn:</p> <ul style="list-style-type: none"> • Revise items of clothing <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop • Body parts 	<p>Shopping Children will learn:</p> <ul style="list-style-type: none"> • Revision of Year 3 • Pocket money • Different shops and prices <p>Holidays and Celebrations Children will learn:</p> <ul style="list-style-type: none"> • Revision from Y3 • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals <p>My Town Children will learn:</p> <ul style="list-style-type: none"> • How to describe places in the town • How to get to my town, it’s location in the country • How to get to places in the town directions) 	<p>The Weather Children will learn:</p> <ul style="list-style-type: none"> • Revision of weather from Y3 • Describing the weather with adjectives. • Describing past, present and future weather <p>Sports and Hobbies Children will learn:</p> <ul style="list-style-type: none"> • Revision of sports • Introducing hobbies • Simple phrases to describe hobbies • Describing sports and hobbies they like/dislike <p>School Children will learn:</p> <ul style="list-style-type: none"> • Revision of Y3 • Tour of the school • School times and subjects • What I want to be when I leave school 	Revision and enrichment
Year 5	<p>Cultural Unit – French Festivals Children will learn about the following major festivals:</p> <ul style="list-style-type: none"> • Christmas • Easter • Bastille Day • La Fête des Voisins <p>Numbers beyond 100 Children will learn:</p> <ul style="list-style-type: none"> • Numbers up to and beyond 100. • Ordinal numbers • Maths games and Activities <p>My Family and Friends Children will learn:</p> <ul style="list-style-type: none"> • Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family. • Recap illnesses, I have a cold etc • Asking where you live (recap) 	<p>My Home Children will learn:</p> <ul style="list-style-type: none"> • Describing the homes of friends and families. • Describing my street • My dream home <p>Colours Children will learn:</p> <ul style="list-style-type: none"> • Revise colours of the rainbow <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing shades of colours, such as ‘pale green, dark red’ • Describing objects using colour <p>Animals Children will learn:</p> <ul style="list-style-type: none"> • Revision of animals • Describing animals (size and colour) • Animal habitats • At the pet shop 	<p>Food Children will learn:</p> <ul style="list-style-type: none"> • Revise previous work on foods <p>Children will learn:</p> <ul style="list-style-type: none"> • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference. <p>Calendar Children will learn:</p> <ul style="list-style-type: none"> • Revise previous work completed in Y3/4 <p>Children will learn:</p> <ul style="list-style-type: none"> • Telling the time to the hour, half past etc, 12- and 24-hour clock • Asking someone the time and replying correctly – 12- and 24-hour clock <p>Clothing Children will learn:</p> <ul style="list-style-type: none"> • Revise Y3 and Y4 work <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing outfits, colours and sizes etc. • Clothing preferences of yourself and a friend. 	<p>Shopping Children will learn:</p> <ul style="list-style-type: none"> • Revision of Year 3 and 4 • Money and change • Shopping for items – conversations <p>Holidays and Celebrations Children will learn:</p> <ul style="list-style-type: none"> • Revise Y3 and Y4 work <p>Children will learn:</p> <ul style="list-style-type: none"> • Using dates to talk about a holiday • Use time words to describe holidays. • Planning food and lists for a party • Describe a party <p>Towns and Cities Children will learn:</p> <ul style="list-style-type: none"> • Revision of Y3 and Y4 work <p>Children will learn:</p> <ul style="list-style-type: none"> • Sentences to describe towns and cities 	<p>The weather and Seasons Children will learn:</p> <ul style="list-style-type: none"> • Revision of Y3 and Y4 • Completing and filming a weather forecast • Describing weather around the world <p>Sports and Hobbies Children will learn:</p> <ul style="list-style-type: none"> • Revise sports and hobbies • Describing a week of sports and hobbies at school <p>School Children will learn:</p> <ul style="list-style-type: none"> • Revision of Y3 and Y4 • Journeys to school • Places in school • My future aspirations 	Revision and enrichment

Year 6	<p>Cultural Unit – French</p> <p>History Children will learn about:</p> <ul style="list-style-type: none"> • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations – formal and informal. <p>French Maths Children will learn:</p> <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction <p>My Community • Initial recap of family and friends Children will learn:</p> <ul style="list-style-type: none"> • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery 	<p>My Home Children will learn:</p> <ul style="list-style-type: none"> • Comparing houses in my street and town • Comparing houses between countries. • Designing a home <p>Colours • Revision of work on colours Children will learn:</p> <ul style="list-style-type: none"> • Describing physical appearances; ‘blonde haired’ • Applying grammatical rules correctly <p>Animals • Revision of animals Children will learn:</p> <ul style="list-style-type: none"> • Describing animal body parts • Designing an animal and its habitat 	<p>Food • Revise previous work on food Children will learn:</p> <ul style="list-style-type: none"> • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop <p>Calendar • Revise previous work on time and calendars Children will learn:</p> <ul style="list-style-type: none"> • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station <p>Clothing • Dressing for the weather. • Preferences and descriptions. • Recap body parts. I wear my scarf around my neck when it is cold, etc</p>	<p>Shopping • Revision of previous years Children will learn:</p> <ul style="list-style-type: none"> • At the market • Weights • Holding a conversation <p>Holidays and Celebrations • Revision of previous year groups Children will learn:</p> <ul style="list-style-type: none"> • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after Easter) • Future holiday plans. <p>Towns and Cities • Revision from previous year groups Children will learn:</p> <ul style="list-style-type: none"> • Describing cities around the world and comparing them. • Describing places of interest 	<p>Seasons and the Planets • Revision of weather Children will learn:</p> <ul style="list-style-type: none"> • Describing the seasons • Activities and the weather • Planets in our solar System <p>Sport and Hobbies • Revise work from previous year Children will learn:</p> <ul style="list-style-type: none"> • Describing and planning a sporting event. <p>This could link to the Olympics or Sports Day</p> <p>School and The Future • Revision of school Children will learn:</p> <ul style="list-style-type: none"> • What I want to study at school/university • Building sentences 	Revision and enrichment
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Progression in Learning

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> Respond to simple questions with support from a spoken model or visual clue Respond to spoken instructions Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times Greet others with confidence and reply to the questions Know a well-known children’s song in language studied Sing a song from memory, with clear pronunciation Identify common nouns Begin to know some key vocabulary e.g. body parts, colours 	<p>Pupils should:</p> <ul style="list-style-type: none"> Identify and pronounce accurately the names of some countries and towns Sing a song from memory on a related topic Listen with care Listen to a story and select keywords and phrases from it Ask and answer simple questions with correct intonation Remember a sequence of spoken words Speak clearly and confidently Initiate a conversation when working with a partner Express opinions 	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that they don’t understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases 	<p>Pupils should:</p> <ul style="list-style-type: none"> Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language
Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary 	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story 	<p>Pupils should:</p> <ul style="list-style-type: none"> Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group 	<p>Pupils should</p> <ul style="list-style-type: none"> Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short written passage Read aloud with confidence
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> Write some of the numbers to 20 from memory Experiment with writing simple words Copy accurately in writing some key words Copy or label using single words or short phrases 	<p>Pupils should:</p> <ul style="list-style-type: none"> Write familiar words and simple phrases from a model Understand and write a short email using structures learnt 	<p>Pupils should:</p> <ul style="list-style-type: none"> Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model 	<p>Pupils should:</p> <ul style="list-style-type: none"> Write sentences using some description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing
Knowledge about languages	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand and start to use some basic core structures 	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know 	<p>Pupils should:</p> <ul style="list-style-type: none"> Use agreements of adjectives Manipulate language by changing an element in a sentence 	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand and use negatives Recognise patterns in the foreign language
Knowledge about the culture of a country	<p>Pupils should:</p> <ul style="list-style-type: none"> Start to understand cultural similarities and differences and how festivals are celebrated Understand the differences in social conventions when people greet each other 	<p>Pupils should:</p> <ul style="list-style-type: none"> Identify counties where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities Investigate weather patterns of select country 	<p>Pupils should:</p> <ul style="list-style-type: none"> Look at further aspects of everyday lives from the perspective of someone from another country Learn about places of interest/ importance within the county studied 	<p>Pupils should:</p> <ul style="list-style-type: none"> Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences