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| **Intent** | Language is a key element of cultural identity, therefore learning a foreign language supports children’s growth into respectful members of a multi-cultural society. It provides a window into other cultures and enables them to communicate successfully. A high-quality languages education should foster children’s curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language, developing a repertoire of usable grammatical structures that can be combined with a wide range of vocabulary. This will provide pupils with a solid foundation for further study in Key Stage 3 and beyond. Learning builds towards this aim, using careful progression and links throughout the key stage. All pupils will have regular opportunities to hear, respond to and rehearse French within an encouraging and stimulating environment. The curriculum uses a range of different resources to cater for all learning styles, including literature in the foreign language. The content is accessible to all members of the school community and celebrates children who are already multi-lingual.  Children are prepared to take on their future roles as citizens (social & economic) of an increasingly connected world and those who aspire to study or work in other countries are all on a path where this is a possibility for them.  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 | | | | | |
| **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  **FRENCH CAFÉ** | **Summer 2** |
| **UNIT 1 - WE’RE OFF TO FRANCE!**  * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To say hello and goodbye  To say your name  To say “yes”, “no”, “and”  To say how you are | **UNIT 2 - COUNTING!**  * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To learn some basic nouns  To count to 10  To say “please” and “thank you” | **UNIT 3 – COLOURS**   * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To know colours  To describe objects’ colours  To say your age- **Revised in Summer 1** | UNIT 4 - IN THE CLASSROOM   * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To name classroom objects and describe an object’s colour  To understand and respond to classroom instructions  To say your age | **UNIT 5 FAMILIAR STORIES**  **LE REVE DE MIMI**   * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To know the names of some animals  To use the adjectives big & small  To use colours as adjectives  To use cognates to understand a story | |
| **French Café – FOOD**   * Listen and respond to simple rhymes stories and songs * Listen attentively and understand instructions, everyday classroom language and praise words   To know the names of food and drink  To ask for something  To say please and thank you | |
| **Year 4** | **UNIT 1 -WELCOME TO MOROCCO 1 – REVISION AND CULTURAL AWARENESS:**   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To say hello and goodbye, yes, no, and, please, thank you  To say your name  To say how you are  To say where you live  To say your nationality and the language you speak | **UNIT 2 – LES ANIMAUX**   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To identify animals and pets  To recognise and use numbers 11 -20  To give someone else’s name  To describe someone | UNIT 3 – My Body   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To identify parts of the body  To describe eyes and hair  To recognise the days of the week  To give basic character descriptions | **UNIT 4 – Animals and Adjectives**   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To learn and apply adjectives  To read and memorise a poem  To revise colours  To re-write a familiar text | **UNIT 5 - FAMILIAR STORIES:**  **GRANDE MONSTRE VERT**   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To revise colours  To revise body parts  To explore adjectival agreement  To use prepositions | |
| **French Café – FOOD**   * Memorise and present a short-spoken text * Ask and answer questions on several topics   To know the names of food and drink  To ask for something  To say please and thank you  To know the names of items of food and drink  To ask for something  To say please and thank you  To describe likes and dislikes | |
| **Year 5** | **UNIT 1 -WELCOME TO MOROCCO 2 – REVISION AND CULTURAL AWARENESS:**   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To say hello and goodbye, yes, no, and, please, thank you  To say your name  To say how you are  To say where you live  To say your nationality and the language you speak | **UNIT 2 – MY FAMILY**   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To identify family members  To use the alphabet  To list household items  To use prepositions  To describe positions | UNIT 3- HAPPY BIRTHDAY   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To recognise and ask for snacks  To give opinions about food  To use numbers 21-31  To recognise and use the months | **UNIT 4 – LET’S EAT**   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To ask for something you want  To know some food names  To ask how much something costs  To talk about activities at a party  To give opinions about food | **UNIT 5 - FAMILIAR STORIES:**  **WE’RE GOING ON A BEARHUNT**   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To act out a familiar story  To compare onomatopoeia  To use verbs and adjectives | |
| **French Café – FOOD**   * Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts * Prepare a short presentation on a familiar topic   To know the names of food and drink  To ask for something  To say please and thank you  To know the names of items of food and drink  To ask for something  To say please and thank you  To describe likes and dislikes | |
| **Year 6** | **UNIT 1 -WELCOME TO MOROCCO 3 – REVISION AND CULTURAL AWARENESS:**   * Understand the main points and simple opinions in a spoken story, song or passage * Use spoken language confidently to initiate and sustain conversations and to tell stories   To say hello and goodbye, yes, no, and, please, thank you  To say your name  To say how you are  To say where you live  To say your nationality and the language you speak | **UNIT 2 – PASTIMES**   * Understand the main points and simple opinions in a spoken story, song or passage * Use spoken language confidently to initiate and sustain conversations and to tell stories   To ask what activities you like/prefer  To give reasons why you like an activity  To explore key phonic sounds  To know the names of different pastimes | UNIT 3– OU HABITES-TU?   * Understand the main points and simple opinions in a spoken story, song or passage * Use spoken language confidently to initiate and sustain conversations and to tell stories   To ask where someone lives  To explain where you live  To know names for different areas (town/countryside)  To know the names of countries | | **UNIT 4 - FAMILIAR STORIES:****The Hungry Caterpillar**  * Understand the main points and simple opinions in a spoken story, song or passage * Use spoken language confidently to initiate and sustain conversations and to tell stories   To sort words  To build short sentences using familiar vocabulary and word banks | |
| **French Café – FOOD**   * Understand the main points and simple opinions in a spoken story, song or passage * Use spoken language confidently to initiate and sustain conversations and to tell stories   To know the names of food and drink  To ask for something  To say please and thank you  To know the names of items of food and drink  To ask for something  To say please and thank you  To describe likes and dislikes | |

**Appendix – Key Phrases**

**All vocabulary is cumulative**

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Je m’appelle**  **Ca-va?**  **oui / non / et**  **sil vous plait**  **merci**  **petit(e)**  **grand(e)** | **Quel age as-tu?**  **J’ai \_\_\_\_ ans**  **Où est….?**  **J’aime**  **Je n’aime pas**  **et** | **le garςon**  **les garςons**  **la fille**  **les filles**  **je prefere**  **j’adore**  **je deteste**  **mais** | **j’adore**  **je deteste**  **Je voudrais…**  **parce que** |