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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
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| **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 goodbyeTo say your nameTo 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 nounsTo count to 10To 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 coloursTo describe objects’ coloursTo 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 colourTo understand and respond to classroom instructionsTo 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 animalsTo use the adjectives big & smallTo use colours as adjectivesTo 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 drinkTo ask for somethingTo 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 youTo say your nameTo say how you areTo say where you liveTo 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 petsTo recognise and use numbers 11 -20To give someone else’s nameTo 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 bodyTo describe eyes and hairTo recognise the days of the weekTo 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 adjectivesTo read and memorise a poemTo revise coloursTo 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 coloursTo revise body partsTo explore adjectival agreementTo 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 drinkTo ask for somethingTo say please and thank youTo know the names of items of food and drinkTo ask for somethingTo say please and thank youTo 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 youTo say your nameTo say how you areTo say where you liveTo 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 membersTo use the alphabetTo list household itemsTo use prepositionsTo 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 snacksTo give opinions about foodTo use numbers 21-31To 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 wantTo know some food namesTo ask how much something costsTo talk about activities at a partyTo 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 storyTo compare onomatopoeiaTo 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 drinkTo ask for somethingTo say please and thank youTo know the names of items of food and drinkTo ask for somethingTo say please and thank youTo 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 youTo say your nameTo say how you areTo say where you liveTo 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/preferTo give reasons why you like an activityTo explore key phonic soundsTo 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 livesTo explain where you liveTo 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 wordsTo 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 drinkTo ask for somethingTo say please and thank youTo know the names of items of food and drinkTo ask for somethingTo say please and thank youTo 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** |