



French *Curriculum*



Intent

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. The intention is that pupils in Maple will realise that learning a second language provides them with the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them, with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long learners.



Implementation

Maple School uses the 'Language Angels' scheme of work and resources to ensure that we cover a relevant, broad and ambitious foreign language curriculum in French which will inspire and excite our pupils by using a variety of topics and themes. The four key learning skills: **listening**, **speaking**, **reading** and **writing** will be taught and all the necessary **grammar** will be covered in an age appropriate way across Years 3-6. This will enable pupils to use and apply their learning in a variety of ways, laying down solid foundations for future language learning and also helping the children to understand that this a subject which has rich cross curricular links, for example in English grammar, hence enriching their education in other subject areas too.



Impact

As pupils progress through their junior years at Maple, they will build upon their application of the key skills when learning French: speaking, listening, reading, writing and grammar. They will develop confidence and more ambition when experiencing more lengthy text and content within lessons, as acquisition of previous language and understanding will be constantly revisited in new ways and built upon. They will be able to give more personalised responses based on a wider bank of vocabulary, linguistic structures and grammatical knowledge. Their spoken and written language will be more lengthy and they will attempt to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. They will make cross curricular connections and see the value of studying French in their future education and indeed in the wider world!



French

Curriculum Map

| | | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn | | <p><u>Core Vocabulary</u> Units: Numbers Colours</p> | <p><u>Core Vocabulary</u> Revision of Numbers and Colours <u>New units:</u> Days of the week Months of the year.</p> | <p><u>Core Vocabulary</u> Revision of previous years: <u>New units:</u> Classroom Commands Salutations</p> | <p><u>Core Vocabulary</u> (Revise those of all previous years) <u>New Unit:</u> Xmas</p> |
| | | <p><u>Basic French Unit- Introduction to France.</u></p> | <p><u>Presenting Myself</u> (<u>Grammar</u>-nationalities and adjectival agreement based on gender)</p> | <p><u>Do you have a pet?</u> (<u>Grammar</u>-gender and changing a definite article to a definite article)</p> | <p><u>At School:</u> (<u>Grammar</u>- gender and definite articles; first person singular of the verb 'to study' and verb 'to go'; formulating opinions and justifications; adjectival agreement)</p> |
| Spring | | <p><u>Animals</u> (<u>Grammar</u>- gender,articles, first person singular of verb to be)</p> | <p><u>The Family</u> (<u>Grammar</u>-different possessives for 'my' moving from first person to third person singular)</p> | <p><u>What's the Date?</u></p> | <p><u>The Weekend</u> (<u>Grammar</u>-using connectives to expand sentences; opinions and justifications)</p> |
| | | <p><u>Musical instruments</u> (<u>Grammar</u>- gender; definite/quantitative article; first person singular of verb to play)</p> <p><u>Little Red Riding Hood</u> (<u>Grammar</u>-definite articles)</p> | <p><u>At the café</u> (<u>Grammar</u>-First person singular-'I would like)</p> | <p><u>The weather</u></p> | <p><u>Healthy Lifestyle</u> (<u>Grammar:</u> Partitive article)</p> <p><u>Habitats</u> (<u>Grammar</u>- verb 'to grow' and 'to live' fully conjugated in the present tense)</p> |

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| | | | <p><u>In the classroom</u> (Grammar-gender and indefinite article; use of negative) ...'</p> | <p><u>Clothes</u> (Grammar-conjugation of high frequency verbs-verb to wear in present tense)</p> | |
| | Summer | <p><u>I can ...</u> (Grammar-definite article;high frequency structure 'I would like; first person singular of verb to have)</p> <p><u>Fruits</u> (Grammar-indefinite article; articulating a simple opinion-'I like/I don't like; fruit in plural form)</p> | <p><u>The Romans</u> (Grammar-Verb 'I am and negative 'I am not')</p> <p><u>Goldilocks and the Three Bears</u></p> | <p><u>My Home</u> (Grammar-first person singular of the verb to live and to have. Full use of negative)</p> <p><u>The Planets</u> (Grammar-Adjectival agreement)</p> | <p><u>Me in the World</u> (Grammar-revise first person singular of high frequency verbs: to have, to be, to live, to be called)</p> <p><u>Pronouns and regular verbs:</u> Verb stem and endings. Regular verb endings</p> <p><u>Pronouns and irregular verbs:</u> Pronouns; creating verb stem and looking at endings</p> |

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| | Key Skills | <p><u>Key Skills</u> <u>Speaking:</u> Speak with others using simple words, phrases and short sentences(eg. greetings and basic information about myself)</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p><u>Listening:</u> Listen and respond to familiar spoken words, phrases and sentences(eg. simple instructions, rhymes and songs)</p> <p>Develop understanding of the sounds of individual letters and groups of letters(phonics).</p> | <p><u>Key Skills</u> <u>Speaking</u> Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking(also reading and writing)</p> <p><u>Listening:</u> Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p> <p><u>Reading:</u> Accurately read and understand familiar written words, phrases and short sentences(eg.in fairy tales or character/place descriptions).</p> | <p><u>Key Skills</u> <u>Speaking:</u> Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p> <p><u>Listening:</u> Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language(eg. instructions given, stories, fairy tales, songs and extended listening exercises)</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p> | <p><u>Key Skills</u> <u>Speaking:</u> Use spoken language to initiate and sustain simple conversations on familiar topics or tell stories from their own experience.</p> <p>Present to an audience about familiar topics(eg. role-play, presentation or read/repeat from a text/passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p> <p><u>Listening:</u> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (eg.descriptions, information, instructions)in listening exercises and be able to answer questions based on what they hear.</p> |
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| | <p><u>Reading:</u> Recognise and understand familiar written words and short phrases(eg. basic nouns and the first person ('I' form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p> <p><u>Writing:</u> Write some familiar simple words from memory or using supported written materials (eg.familiar nouns)</p> | <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p><u>Writing:</u> Write some familiar words, phrases and simple sentences from memory or using supported written materials (eg. using a word bank).</p> | <p><u>Reading:</u> Read a variety of simple texts in different but authentic formats (eg.stories, song lyrics covering familiar topics, reading exercises with set questions, emails or letters from a partner school.</p> <p><u>Writing:</u> Write simple sentences and short paragraphs from memory or using supported written materials (eg. using a word bank).</p> <p>Use verbs in the correct form (eg. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like etc)</p> <p>Check spellings with a dictionary.</p> | <p><u>Reading:</u> Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (eg. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language(supervision required)</p> <p><u>Writing:</u> Write longer sentences and short paragraphs from memory or using supported materials (eg. a word bank)</p> <p>Use verbs in the correct form (eg. first person 'I' or third person 'he', 'she', 'you' and plurals 'we' and 'they' to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (eg. colours or size) and connectives placing them correctly in a sentence and understand the concept of</p> |
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| | | <p><u>Grammar:</u> Start to understand the concept of gender (masculine, feminine, neuter if applicable), and how this is shown in the language being studied.</p> | <p><u>Grammar:</u> Understand the concept of gender (masculine, feminine, neuter if applicable, and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p> | <p><u>Grammar:</u> Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p> | <p>adjectival agreement (where relevant).</p> <p><u>Grammar:</u> Understand the concept of gender (masculine, feminine, neuter where applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (eg. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p> |
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