

## **Curzon French Curriculum September 2021**

### **Curzon specific aims of French- our intent**

Children are confident with trying out words in a different language.

Children learn to listen so they can copy sounds.

Children discuss links between French and English words and spot patterns in the French language.

Children learn about English grammar through learning French

Children learn about different cultures and traditions.

Children recall phrases and try to use them outside of the classroom.

Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work. This links to our value of courage and emphasis on growth mindset.

Be able to manipulate language to speak or write sentences creatively

### **Implementation at Curzon**

French is taught in KS2 as although our children go to a range of secondary schools, most of our local schools teach French in Year 7.

We follow Salut! Programme of study for most units. This programme has been designed with a non-French specialist teacher in mind and contains many ready-made resources, a grammar guide and step by step activities.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of approximately thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials from the Salut programme
- Interactive games
- Songs & raps
- Listening, speaking, reading and writing activities

## **Progression**

Each unit lasts approximately half a term. Year 3 starts off with basic skills such as saying your name, age and address. The units are then topic based so that by the end of Key Stage 2, children have had an introduction to many different aspects of French vocabulary. Each unit ends on a story revising the key vocabulary taught. Some of the units build on skills from previous units. For example, in Y4 children learn how to describe people and in Y6 they create wanted posters drawing on their knowledge of colour and body parts. In Y3 children learn some basic food terms and in Y5 they create their own version of The Hungry Caterpillar. Months are taught in Y3 and then revisited as part of a unit on the calendar and seasons in Y5.

Vocabulary and written French work is recorded in French books throughout KS2. Year 3 focus on simple words and phrases =. As children progress through the school, they start to compose their own sentences and write longer amounts in French. They learn to write more complex sentences and to start to create their own paragraphs using models to support them. For example, Y5 create their own Hungry caterpillar books and a weather report and Y6 describe people on a wanted poster. Year 5 and Year 6 children also use dictionaries to extend their vocabulary.

## **Assessment**



		<ul style="list-style-type: none"> <li>• Naming the months of the year</li> <li>• Talking about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• The song “Head, Shoulders, Knees and Toes”</li> </ul> <p>The tune of “Happy Birthday to You”</p>	<p>Can recognise whether written nouns are singular or plural.</p> <p><b>Writing:</b></p> <p>Can write some familiar words from memory.</p> <p>Can write short, simple responses to questions using familiar words.</p> <p>Can write some singular nouns with the correct article.</p>
	Animals	<ul style="list-style-type: none"> <li>• Saying animal vocabulary</li> <li>• Asking about pets</li> <li>• Describing animals using adjectives</li> <li>• Using prepositions</li> <li>• Naming animal homes</li> </ul>		
SUMMER	Food	<ul style="list-style-type: none"> <li>• Naming common foods</li> <li>• Expressing likes and dislikes</li> <li>• Saying what they are eating</li> <li>• Naming cutlery</li> <li>• Saying what they would like to have</li> <li>• Understanding cooking instructions</li> </ul>	<p>Links to Core unit 2.</p> <ul style="list-style-type: none"> <li>• Greetings for use in role play</li> <li>• <i>ne... pas</i></li> <li>• Numbers and colours for some of the activities</li> </ul>	
	School	<ul style="list-style-type: none"> <li>• Saying how they travel to school</li> <li>• Naming places in school</li> <li>• Listing the contents of their pencil case</li> <li>• Telling the time</li> <li>• Naming school subjects Transport</li> </ul>	<p>Magic bag story revises animal vocab.</p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Numbers 1-12 for telling the time</li> <li>• “<i>Il y a...</i>”</li> <li>• Using “<i>voici</i>” to introduce a noun</li> </ul>	
<b>Year group: 4</b>				

AUTUMN	Playtime	<ul style="list-style-type: none"> <li>• Basic commands (imperatives)</li> <li>• Saying what's in the playground</li> <li>• How to say a variety of playground games</li> <li>• Using "j'aime" with another verb</li> <li>• Saying what and where they like to play</li> </ul>	<ul style="list-style-type: none"> <li>• Links to School</li> <li>• "J'aime..."</li> <li>• Using "c'est"</li> <li>• "Qu'est-ce que c'est?"</li> </ul>	<p><b>Listening:</b> Can recognise familiar words and phrases in spoken French. Can recognise who is being talked about from a pronoun. Can identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure.</p> <p><b>Speaking:</b> Can ask for and express simple opinions from memory with accurate pronunciation. Can talk about where they live and what they like to do, and describe friends and family members using simple adjectives. Can give simple instructions and use sentence structures that are different in French than in English.</p> <p><b>Reading:</b> Can understand a familiar written text, reading and listening at the same time. Can use a bilingual dictionary to look up new and unfamiliar words. Can recognise subject pronouns and first, second and third personal singular forms of common present-tense verbs. Can identify common French sentence structures.</p>
	Home	<ul style="list-style-type: none"> <li>• Saying where they live</li> <li>• Identifying a variety of rooms and types of furniture</li> <li>• Saying what there is in the kitchen</li> <li>• Describing their daily routine</li> </ul>	<p>Builds on core unit 1-where do you live?</p> <ul style="list-style-type: none"> <li>• Using "c'est"</li> <li>• Using "il y a"</li> <li>• Colours and numbers</li> </ul>	
SPRING	Town	<ul style="list-style-type: none"> <li>• Asking how much something costs and saying prices</li> <li>• Talking about what is in their town</li> <li>• Giving directions</li> <li>• Saying names of shops</li> <li>• Saying the names of items you might buy in a shop Going shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• "Il y a..."</li> </ul>	
	Describing People	<ul style="list-style-type: none"> <li>• Saying colours that are useful for describing hair and eyes</li> <li>• Describing physical features</li> </ul>	<p>Links to Core unit 3.</p> <ul style="list-style-type: none"> <li>• "oui" and "non"</li> <li>• Basic French colours</li> </ul>	

		<ul style="list-style-type: none"> <li>• Describing a person's personality</li> <li>• Saying what they are wearing</li> <li>• Using "il" and "elle" with "être" and "avoir"</li> </ul>		<p><b>Writing:</b></p> <p>Can use knowledge of French phonics to spell familiar words.</p> <p>Can write simple sentences from memory about myself, my opinions and what I do.</p> <p>Can write simple sentences about friends and family members.</p> <p>Can write the correct form of some common present-tense verbs in the first person singular.</p>
SUMMER	Body	<ul style="list-style-type: none"> <li>• Naming parts of the face</li> <li>• Saying basic verbs in the first person</li> <li>• Saying that something hurts</li> <li>• Naming fairy tale characters</li> <li>• Saying traditional fairy tale locations</li> </ul>	<p>Links to Describing People</p> <p>Links to Home</p> <ul style="list-style-type: none"> <li>• Using "c'est"</li> <li>• The song "Tête, épaules, genoux et pieds" from Core Unit 3</li> <li>• Parts of the body</li> <li>• The game 'Charades'</li> <li>• The traditional fairy tale "Little Red Riding Hood"</li> </ul>	
	Sport	<ul style="list-style-type: none"> <li>• Talking about the sports they play</li> <li>• Expressing likes</li> <li>• Detailed vocabulary for football and tennis matches</li> <li>• The use of the verb "savoir"</li> </ul>	<p>Links to Core unit 2 and Food.</p> <ul style="list-style-type: none"> <li>• "ne... pas"</li> <li>• The meaning of the verb "aimer"</li> </ul>	
Year group: 5				
AUTUMN	On Holiday	<ul style="list-style-type: none"> <li>• More countries</li> <li>• Holiday accommodation</li> </ul>	<p>Links to Animals.</p> <p>Il y a</p>	<p><b>Listening:</b></p> <p>Can understand the main points of a short</p>

		<ul style="list-style-type: none"> <li>Vocabulary associated with the zoo, beach and theme park</li> <li>Using the perfect past tense J'ai vu...</li> </ul>		<p>speech, story or poem that contains unfamiliar language.</p> <p>Can recognise and understand the difference between masculine and feminine definite and indefinite articles.</p>
	Eating out	<ul style="list-style-type: none"> <li>Asking for items in a shop or restaurant</li> <li>Asking how much things cost</li> <li>Some basic weights</li> <li>How to order for others in a restaurant</li> </ul> <p>Hungry Caterpillar</p>	<p>Links to Town-shopping</p> <p>Numbers, greetings</p>	<p>Can recognise and understand the difference between "mon", "ma" and "mes".</p> <p><b>Speaking:</b></p> <p>Can hold a conversation, giving simple opinions. Can adapt familiar sentences by changing a few words.</p> <p>Can prepare and present a short talk in French about a place, person or thing.</p>
SPRING	Hobbies	<ul style="list-style-type: none"> <li>Naming hobbies</li> <li>Talking about types of music and giving a variety of opinions</li> <li>Saying what musical instruments they play</li> <li>Talking about different types of film</li> </ul>	<p>Links to Sport.</p> <p>Links to Core Unit 2.</p> <p>J'aime..</p>	<p>Can describe what others do or like doing, using the third person singular form of the present tense.</p> <p>Can ask questions using the second person singular.</p> <p><b>Reading:</b></p>
	Trips	<ul style="list-style-type: none"> <li>The perfect past tense</li> <li>The future tense</li> <li>Some common verbs</li> <li>Vocabulary associated with a trip to a museum and the countryside.</li> </ul>	<p>Links to School, Town.</p>	<p>Can read aloud unfamiliar written words with accurate pronunciation.</p> <p>Can understand the main points from a written text containing unfamiliar language.</p> <p>Can recognise the meaning of "mon", "ma" and "mes", and that adjectives change to match the noun.</p>
SUMMER	Seasons	<ul style="list-style-type: none"> <li>The names of seasons</li> <li>Talking about seasonal activities</li> <li>Saying the date and when their birthday is</li> <li>Naming craft materials</li> </ul>	<p>Links to Core unit 3.</p> <p>Builds on likes/dislikes.</p> <p>C'est. Qu'estce que c'est?</p>	<p>Can understand that some nouns have irregular plurals.</p> <p><b>Writing:</b></p> <p>Can write complex sentences containing opinions.</p>

		<ul style="list-style-type: none"> <li>• Following craft instructions</li> </ul>		<p>Can write sentences from memory to describe a person, place or thing; or what others do or like doing.</p> <p>Can write the correct form of some common present-tense third person singular verbs.</p> <p>Can adapt sentences by changing words, and write some simple sentence structures that differ from English.</p>
	Environment	<ul style="list-style-type: none"> <li>• Saying what the weather is like</li> <li>• Naming garden creatures</li> <li>• Talking about garden activities</li> <li>• Talking about recycling</li> </ul>	<p>Links to Seasons.</p> <p>Ne..pas</p> <p>Il y a</p>	
Year group: 6				
AUTUMN	Actions	<ul style="list-style-type: none"> <li>• Using action verbs in the first person</li> <li>• Using action verbs in the third person singular</li> <li>• Using some adverbs</li> <li>• Naming craft materials</li> <li>• Using the perfect past tense in the third person singular form</li> </ul>	<p>Links to Sport</p> <p>Past tense verbs</p>	<p><b>Listening:</b></p> <p>Can understand the main points and some of the detail from a short spoken passage, a spoken story or a spoken poem, which contains more complex phrases and some unfamiliar language.</p> <p><b>Speaking:</b></p> <p>Can join in with longer conversations, giving more complex opinions.</p> <p>Can use familiar words and sentence structures to construct new sentences.</p> <p>Can say sentences using the future and past tenses.</p> <p>Can develop and perform a simple sketch or role-play in French, using correct articles and accurate pronunciation and intonation.</p>
	Family	<ul style="list-style-type: none"> <li>• Naming extended family members</li> <li>• Saying how many siblings they have</li> <li>• Talking about the household tasks they do and have done</li> <li>• Forming sentences using "on"</li> </ul>	<p>Links to Home.</p> <p>Numbers</p>	



		<ul style="list-style-type: none"> <li>Vocabulary associated with birthday parties</li> </ul>		<p>Can recognise the difference between “tu” and “vous”.</p> <p><b>Reading:</b> Can understand the main points and some detail from a short written text containing unfamiliar language. Can recognise the “vous”, “ils” and “elles” forms of some common present-tense verbs, and understand that some verbs are irregular. Can sometimes recognise the past and future tenses. Can understand the basic meanings of “on” in French."</p> <p><b>Writing:</b> Can use familiar words and structures to write more complex texts from memory, describing a place, person or thing. Can write some regular nouns in the singular and plural form with the appropriate article. Can write simple adjectives correctly to match a noun. Can use the correct form of some irregular verbs in the first and third person singular. Can write future- and past-tense sentences with help.</p>
SPRING	Wanted!	<ul style="list-style-type: none"> <li>Describing people</li> <li>more adjectives,</li> <li>parts of body</li> <li>creating a wanted poster</li> </ul>	Links to Body, Describing People.	
	Weekend	<ul style="list-style-type: none"> <li>Talking about activities that they might do at the weekend</li> <li>Expressing what they would and wouldn't like to do</li> <li>Asking others if they would like to do something</li> <li>Naming foods associated with midnight feasts</li> </ul> <p>Giving a reason for accepting or declining an invitation</p>	<p>Links to Hobbies</p> <p>Links to restaurant-would you like?</p> <p>Adjectives have masculine and feminine endings</p>	
	Future	<ul style="list-style-type: none"> <li>The future tense in the first, second and third person singular and first person plural</li> <li>Using adjectives to compare people</li> <li>More ways to describe how they are feeling</li> </ul>	Links to Hobbies, Sport	
	Jobs	<ul style="list-style-type: none"> <li>Naming a number of jobs in French</li> <li>Saying what they want to be when they're older</li> </ul>	<p>Links to Future and future tense</p> <p>Colours</p>	

		<ul style="list-style-type: none"><li>• Naming some workplaces</li><li>• Saying vocabulary linked to space stations and fire stations</li></ul>		
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### Impact

By the time our children leave Curzon they will:

- Be ready for KS3 French
- Have developed the confidence to manipulate language