

Curzon French Overview and Intent September 2021

Curzon specific aims of French

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

Progression

French is taught in KS2. 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. 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

- Books provide evidence of children’s written skills and their ability to retain and apply new knowledge.
- Children self-assess their progress at the end of each unit of work.
- Teachers assess each pupil summatively each term using **progression of skills in Salut** and this is recorded on target tracker.
- Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings ‘emerging, expected and exceeding’

	Unit of work	Key vocab	Links to prior learning	Progression of skills
Year group: 3				
AUTUMN	Core Unit 1	Basic greetings <ul style="list-style-type: none"> • Greeting each other • Introducing themselves • Counting up to 10 Introducing their immediate family		Listening: Can recognise questions and negatives. Can understand and respond to simple instructions and questions. Can identify sounds in the French language. Can recognise some adjectives, and identify plurals in spoken French. Speaking:

	Core unit 2	<ul style="list-style-type: none"> • Saying the days of the week • Naming colours • Counting between 11 and 20 • Naming countries • Expressing likes and dislikes 	<ul style="list-style-type: none"> • Greetings • Numbers 1-10 	<p>Can join in with simple songs and rhymes. Can ask and answer simple questions using accurate pronunciation, so that others can understand them. Can talk about themselves using some common verbs in the first person singular form.</p> <p>Reading: Can read and pronounce familiar written words accurately. Can understand familiar written phrases and simple sentences, and respond to them. Can recognise whether written nouns are singular or plural.</p> <p>Writing: Can write some familiar words from memory. Can write short, simple responses to questions using familiar words. Can write some singular nouns with the correct article.</p>
SPRING	Core unit 3	<ul style="list-style-type: none"> • Identifying body parts • Counting up to 31 • Identifying items of clothing • Naming the months of the year • Talking about birthdays 	<ul style="list-style-type: none"> • French numbers up to 20 • The song “Head, Shoulders, Knees and Toes” <p>The tune of “Happy Birthday to You”</p>	
	Animals	<ul style="list-style-type: none"> • Saying animal vocabulary • Asking about pets • Describing animals using adjectives • Using prepositions • Naming animal homes 		
SUMMER	Food	<ul style="list-style-type: none"> • Naming common foods • Expressing likes and dislikes • Saying what they are eating • Naming cutlery • Saying what they would like to have • Understanding cooking instructions 	<p>Links to Core unit 2.</p> <ul style="list-style-type: none"> • Greetings for use in role play • <i>ne... pas</i> • Numbers and colours for some of the activities 	

	School	<ul style="list-style-type: none"> Saying how they travel to school Naming places in school Listing the contents of their pencil case Telling the time Naming school subjects Transport 	<p>Magic bag story revises animal vocab.</p> <ul style="list-style-type: none"> Days of the week Numbers 1-12 for telling the time "Il y a..." Using "voici" to introduce a noun 	
Year group: 4				
AUTUMN	Playtime	<ul style="list-style-type: none"> Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using "j'aime" with another verb Saying what and where they like to play 	<ul style="list-style-type: none"> Links to School "J'aime..." Using "c'est" "Qu'est-ce que c'est?" 	<p>Listening:</p> <p>Can recognise familiar words and phrases in spoken French.</p> <p>Can recognise who is being talked about from a pronoun.</p> <p>Can identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure.</p>
	Home	<ul style="list-style-type: none"> Saying where they live Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine 	<p>Builds on core unit 1-where do you live?</p> <ul style="list-style-type: none"> Using "c'est" Using "il y a" Colours and numbers 	<p>Speaking:</p> <p>Can ask for and express simple opinions from memory with accurate pronunciation.</p> <p>Can talk about where they live and what they like to do, and describe friends and family members using simple adjectives.</p> <p>Can give simple instructions and use sentence structures that are different in French than in English.</p>
SPRING	Town	<ul style="list-style-type: none"> Asking how much something costs and saying prices 	<ul style="list-style-type: none"> Numbers "Il y a..." 	

		<ul style="list-style-type: none"> Talking about what is in their town Giving directions Saying names of shops Saying the names of items you might buy in a shop 		<p>Reading: 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> <p>Writing: Can use knowledge of French phonics to spell familiar words. Can write simple sentences from memory about myself, my opinions and what I do. Can write simple sentences about friends and family members. Can write the correct form of some common present-tense verbs in the first person singular.</p>
	Describing People	<ul style="list-style-type: none"> Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "il" and "elle" with "être" and "avoir" 	<p>Links to Core unit 3.</p> <ul style="list-style-type: none"> "oui" and "non" Basic French colours 	
SUMMER	Body	<ul style="list-style-type: none"> Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations 	<p>Links to Describing People</p> <p>Links to Home</p> <ul style="list-style-type: none"> Using "c'est" The song "Tête, épaules, genoux et pieds" from Core Unit 3 Parts of the body The game 'Charades' The traditional fairy tale "Little Red Riding Hood" 	
	Sport	<ul style="list-style-type: none"> Talking about the sports they play Expressing likes 	<p>Links to Core unit 2 and Food.</p> <ul style="list-style-type: none"> "ne... pas" 	

		<ul style="list-style-type: none"> Detailed vocabulary for football and tennis matches The use of the verb "savoir" 	<ul style="list-style-type: none"> The meaning of the verb "aimer" 	
Year group: 5				
AUTUMN	On Holiday	<ul style="list-style-type: none"> More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense J'ai vu... 	Links to Animals. Il y a	<p>Listening: Can understand the main points of a short speech, story or poem that contains unfamiliar language. Can recognise and understand the difference between masculine and feminine definite and indefinite articles. Can recognise and understand the difference between "mon", "ma" and "mes".</p> <p>Speaking: Can hold a conversation, giving simple opinions. Can adapt familiar sentences by changing a few words. Can prepare and present a short talk in French about a place, person or thing.</p> <p>Can describe what others do or like doing, using the third person singular form of the present tense. Can ask questions using the second person singular.</p> <p>Reading: Can read aloud unfamiliar written words with accurate pronunciation.</p>
	Eating out	<ul style="list-style-type: none"> Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant <p>Hungry Caterpillar</p>	Links to Town-shopping Numbers, greetings	
SPRING	Hobbies	<ul style="list-style-type: none"> Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film 	Links to Sport. Links to Core Unit 2. J'aime..	
	Trips	<ul style="list-style-type: none"> The perfect past tense The future tense Some common verbs 	Links to School, Town.	

		<ul style="list-style-type: none"> Vocabulary associated with a trip to a museum and the countryside. 		<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> <p>Can understand that some nouns have irregular plurals.</p> <p>Writing:</p> <p>Can write complex sentences containing opinions.</p> <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>
SUMMER	Seasons	<ul style="list-style-type: none"> The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions 	<p>Links to Core unit 3.</p> <p>Builds on likes/dislikes.</p> <p>C'est. Qu'est-ce que c'est?</p>	
	Environment	<ul style="list-style-type: none"> Saying what the weather is like Naming garden creatures Talking about garden activities Talking about recycling 	<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"> Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials 	<p>Links to Sport</p> <p>Past tense verbs</p>	<p>Listening:</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>

		<ul style="list-style-type: none"> Using the perfect past tense in the third person singular form 		<p>Speaking: Can join in with longer conversations, giving more complex opinions. Can use familiar words and sentence structures to construct new sentences. Can say sentences using the future and past tenses. Can develop and perform a simple sketch or role-play in French, using correct articles and accurate pronunciation and intonation. Can recognise the difference between “tu” and “vous”.</p> <p>Reading: 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>Writing: 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</p>
	Family	<ul style="list-style-type: none"> Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using “on” Vocabulary associated with birthday parties 	Links to Home. Numbers	
SPRING	Wanted!	<ul style="list-style-type: none"> Describing people more adjectives, parts of body creating a wanted poster 	Links to Body, Describing People.	
	Weekend	<ul style="list-style-type: none"> Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming foods associated with midnight feasts <p>Giving a reason for accepting or declining an invitation</p>	Links to Hobbies Links to restaurant-would you like? Adjectives have masculine and feminine endings	
	Future	<ul style="list-style-type: none"> The future tense in the first, second and third 	Links to Hobbies, Sport	

		<p>person singular and first person plural</p> <ul style="list-style-type: none"> • Using adjectives to compare people • More ways to describe how they are feeling 		<p>write future- and past-tense sentences with help.</p>
	Jobs	<ul style="list-style-type: none"> • Naming a number of jobs in French • Saying what they want to be when they're older • Naming some workplaces • Saying vocabulary linked to space stations and fire stations 	<p>Links to Future and future tense</p> <p>Colours</p>	