

Curzon French Curriculum

Our Intent

Being able to speak another language opens the door to many career opportunities and is vital in an ever changing world. We aim to instill a love for languages and a confidence in our children so that they have strong foundations ready for KS3. We aim for them to develop their resilience in language learning to overcome any challenges they may face. This links to our value of courage and our growth mindset ethos. Learning a language develops curiosity for other languages and cultures, and increases cultural capital by providing pupils with rich opportunities to learn about the wider world. We aim for our children to develop an understanding and a respect for French speaking cultures.

We chose to study the language of our close neighbour, France. Many of our pupils visit France and so have the opportunity to put their learning into practice and develop their language skills further. The school also has French speakers on the staff. French is a language that is recognised worldwide and used in many other countries in addition to France. French also has strong connections to the English language and this helps pupils make important connections which support their understanding. Although our children go on to a range of secondary schools, most of our local schools teach French in KS3.

We have high ambitions for all pupils. Our ethos is to allow all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g, paired work, visual cues), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through using dictionaries to further their knowledge and applying this to longer and more detailed pieces of spoken and written French.

Whilst following the National Curriculum, we have made our French curriculum unique to Curzon:

We have chosen to follow the Salut programme of study as this provides a comprehensive, progressive study of French that systematically builds upon previous learning. This programme also enables all teachers to deliver the subject with confidence right from the start.

Inspiring our learners

We aim to make our French lessons interactive and fun so that children will feel inspired to learn and want to have a go at speaking in another language. Paired games are a key feature of the Salut programme selected.

Exposure to authentic French

At the heart of our curriculum is the desire to expose children to authentic French so that they can hear and copy the correct pronunciation. The Salut scheme of work selected offers regular opportunities to listen to native speakers. One of our members of staff is part French and talks to the children in French.

Our French curriculum promotes our vision and key values

Respect- understanding of French speaking cultures.

Courage- having the confidence to try out new words and phrases without worrying about getting them wrong.

How French links with our school vision: growing in understanding and respect of other cultures and languages. Being a global neighbour

Implementation at Curzon

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 to support teacher subject knowledge 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. SEND 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.

Organisation of units

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. Some of the units build on skills from previous units. For example, in Year 4 children learn how to describe people and in Year 6 they create wanted posters drawing on their knowledge of colour and body parts. In Year 3 children learn some basic food terms and in Year 5 they create their own version of The Hungry Caterpillar. Months are taught in Year 3 and then revisited as part of a unit on the calendar and seasons in Year 5.

With disruption caused by Covid, we have altered the curriculum in Year 5, 6 to spend more time revising the previous vocabulary needed for some units e.g. adjectives for Year 6 work on the wanted posters.

Sequencing within a unit

Each lesson within a unit builds up key vocabulary, grammar and skills. There is a story at the end of each unit which allows children to apply these skills.

French lessons include:

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

Lessons are logically sequenced, starting with teaching new vocabulary and grammar features, activities to practise the new vocabulary through listening and reading games, opportunities to apply learning to writing.

Progression of written skills

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, Year 5 create their own Hungry caterpillar books and a weather report and Year 6 describe people on a wanted poster. Year 5 and Year 6 children also use dictionaries to extend their vocabulary and write more complex pieces.

Progression of knowledge and skills in French

	Unit of work	Key vocab	Links to prior learning	Progression of skills
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		<ul style="list-style-type: none"> • 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 	Links to Core unit 2. <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 	Magic bag story revises animal vocab. <ul style="list-style-type: none"> • Days of the week • Numbers 1-12 for telling the time • <i>"Il y a..."</i> • Using <i>"voici"</i> 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 <i>"j'aime"</i> with another verb • Saying what and where they like to play 	<ul style="list-style-type: none"> • Links to School • <i>"J'aime..."</i> • Using <i>"c'est"</i> • <i>"Qu'est-ce que c'est?"</i> 	Listening: 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.

	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 	Builds on core unit 1-where do you live? <ul style="list-style-type: none"> Using “<i>c’est</i>” Using “<i>il y a</i>” Colours and numbers 	<p>Speaking: 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>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>
SPRING	Town	<ul style="list-style-type: none"> Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items you might buy in a shop Going shopping 	<ul style="list-style-type: none"> Numbers “<i>Il y a...</i>” 	
	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 “<i>il</i>” and “<i>elle</i>” with “<i>être</i>” and “<i>avoir</i>” 	Links to Core unit 3. <ul style="list-style-type: none"> “<i>oui</i>” and “<i>non</i>” Basic French colours 	
SUMMER	Body	<ul style="list-style-type: none"> Naming parts of the face Saying basic verbs in the first person 	Links to Describing People Links to Home <ul style="list-style-type: none"> Using “<i>c’est</i>” 	

		<ul style="list-style-type: none"> • Saying that something hurts • Naming fairy tale characters • Saying traditional fairy tale locations 	<ul style="list-style-type: none"> • The song “<i>Tête, épaules, genoux et pieds</i>” 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 • Detailed vocabulary for football and tennis matches • The use of the verb “<i>savoir</i>” 	Links to Core unit 2 and Food. <ul style="list-style-type: none"> • “<i>ne... pas</i>” • The meaning of the verb “<i>aimer</i>” 	
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 <i>J’ai vu...</i> 	Links to Animals. Il y a	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 “ <i>mon</i> ”, “ <i>ma</i> ” and “ <i>mes</i> ”.
	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 	Links to Town-shopping Numbers, greetings	Speaking: Can hold a conversation, giving simple opinions. Can adapt familiar sentences by changing a few words.

		Hungry Caterpillar		<p>Can prepare and present a short talk in French about a place, person or thing. 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. Can understand the main points from a written text containing unfamiliar language. Can recognise the meaning of “mon”, “ma” and “mes”, and that adjectives change to match the noun. Can understand that some nouns have irregular plurals.</p> <p>Writing: Can write complex sentences containing opinions. Can write sentences from memory to describe a person, place or thing; or what others do or like doing. Can write the correct form of some common present-tense third person singular verbs. Can adapt sentences by changing words, and write some simple sentence structures that differ from English.</p>
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 	<p>Links to Sport. Links to Core Unit 2. J’aime..</p>	
	Trips	<ul style="list-style-type: none"> • The perfect past tense • The future tense • Some common verbs • Vocabulary associated with a trip to a museum and the countryside. 	<p>Links to School, Town.</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. Builds on likes/dislikes. C’est. Qu’estce 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. Ne..pas 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 Using the perfect past tense in the third person singular form 	Links to Sport Past tense verbs	<p>Listening: 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>Speaking: Can join in with longer conversations, giving more complex opinions.</p> <p>Can use familiar words and sentence structures to construct new sentences. 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. 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.</p> <p>Can sometimes recognise the past and future tenses. Can understand the basic meanings of “on” in French."</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 	Links to Hobbies Links to restaurant-would you like? Adjectives have masculine and feminine endings	

		<ul style="list-style-type: none"> 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>		<p>Writing:</p> <p>Can use familiar words and structures to write more complex texts from memory, describing a place, person or thing.</p> <p>Can write some regular nouns in the singular and plural form with the appropriate article.</p> <p>Can write simple adjectives correctly to match a noun.</p> <p>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>
SUMMER	Future	<ul style="list-style-type: none"> The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling 	Links to Hobbies, Sport	
	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 	Links to Future and future tense Colours	

Assessment

- Books provide evidence of children's written skills and their ability to retain and apply new knowledge.
- Teachers assess each pupil summatively each term using the 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'

Impact

By the time all our children leave Curzon they will be:

- confident with trying out words in a different language.
- Able to listen so they can copy sounds.
- discuss links between French and English words and spot patterns in the French language.
- Have learnt about English grammar through learning French
- Have learnt about different cultures and traditions and extended their cultural capital
- Be able to recall phrases and try to use them outside of the classroom.
- Developed 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
- Be ready for KS3 French