



Broughton Fields



French Curriculum

Broughton Fields Primary School

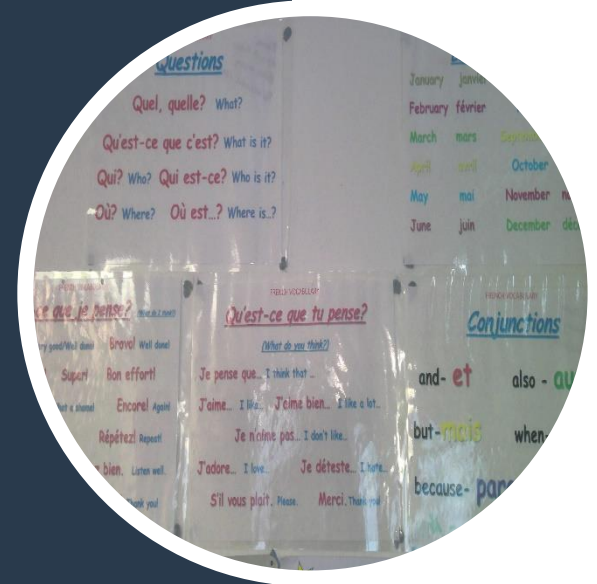
Intent

At Broughton Fields we aim to foster pupils' curiosity and deepen their understanding of the world. Learning a foreign language opens the pupils up to experiencing other cultures, express thoughts, ideas and opinions in another language and understand and respond to its speakers in both speech and writing. It is a necessary part of living and communicating in a multicultural society.

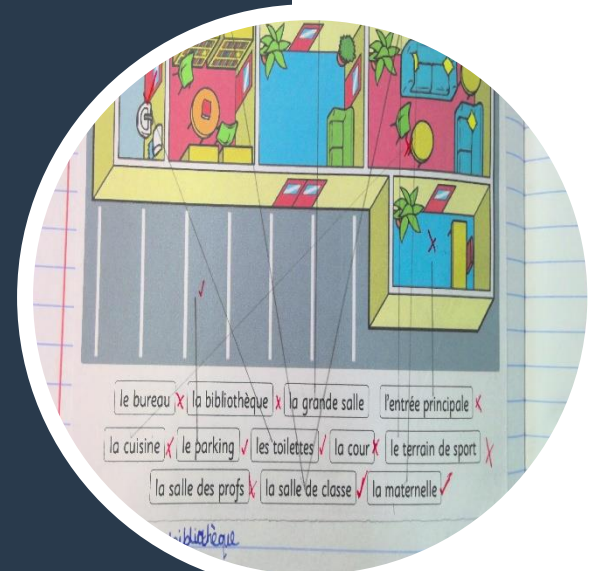
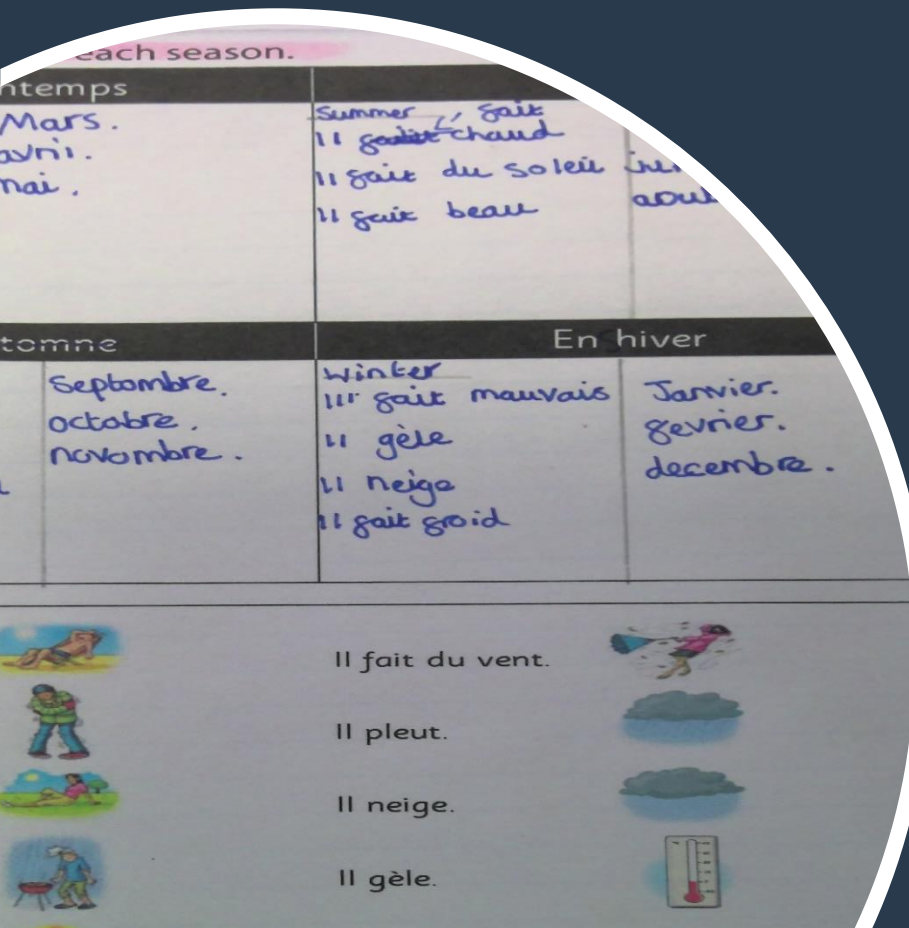
Learning a language at Broughton Fields opens the pupils up to the possibilities of stretching the parameters of their learning in broadening their horizon beyond their own culture and reference points and reaching into the experience of others.

Opportunities are available for the children to read familiar stories in French and to read and begin to understand unfamiliar stories in the context of recognising language and structures which they have developed across the Key Stage. Including the use of rhymes, songs and games promoting repetition of vocabulary, facilitates the children's acquisition of language in a fun way.

Language teaching at Broughton Fields provides the foundation for learning further languages, equipping pupils to study and work in other countries in the future.



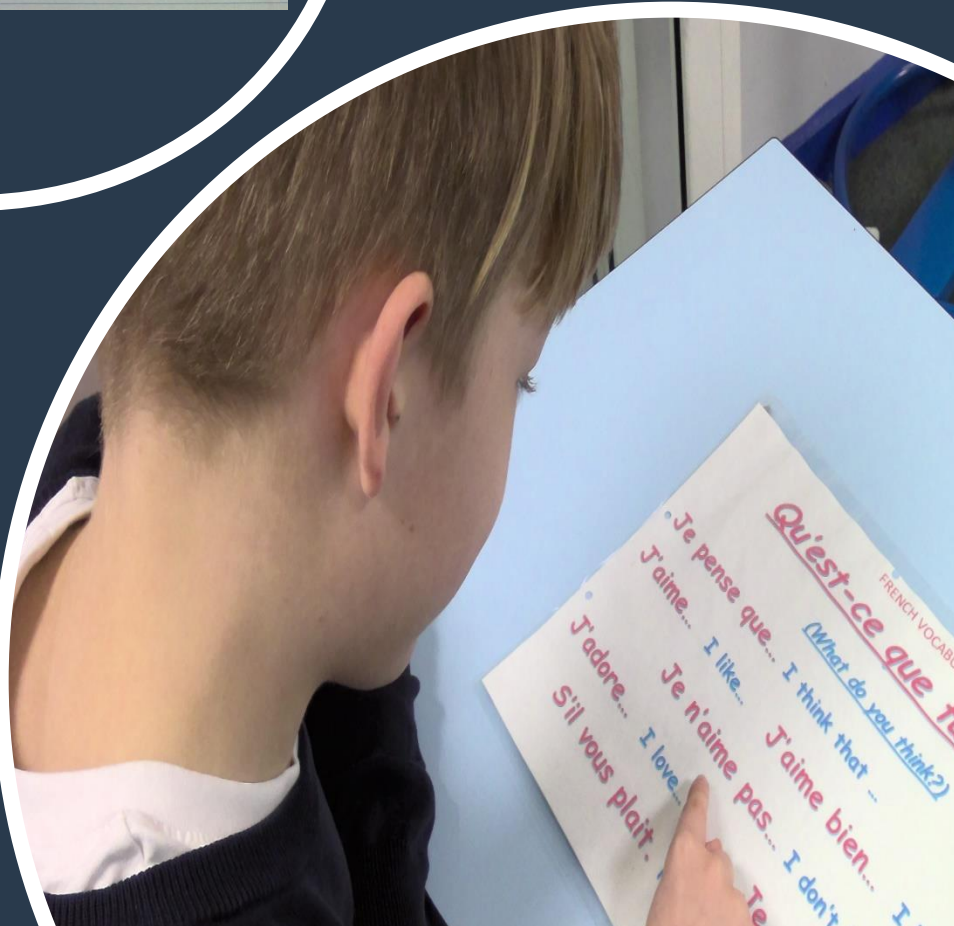
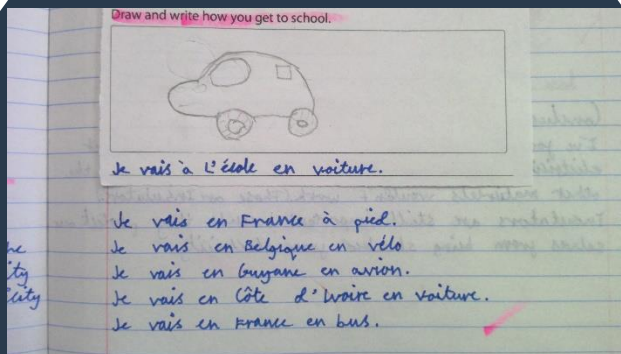
“Learning a foreign language opens the pupils up to experiencing other cultures and express thoughts, ideas and opinions.....it is a necessary part of living and communicating in a multicultural society”



Leader: Carrie Hill

The following grids show:

- 1) Yearly progression grids for French.
- 2) An example of short term planning for a French unit.



	Autumn 1 This Is Me	Autumn 2 Danger Danger
Year 3	<i>Moi</i> (All about me)	<i>Jeux et chansons</i> (Games and songs)
Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> Understand that English is spoken in countries other than the UK Understand that French is a language spoken in France and elsewhere Say and respond to <i>Bonjour!</i>, <i>Salut!</i> and <i>Au revoir!</i> Understand the differences in social conventions when people greet each Appreciate the diversity of languages spoken within the class/school Understand that other languages may have sounds that are different from English Say <i>Bonjour!</i>, <i>Salut!</i> And <i>Au revoir!</i> with accurate pronunciation Say and respond to <i>Ça va?</i> and <i>Au revoir!</i> Say <i>oui</i> and <i>non</i> with accurate pronunciation Understand and respond to the question <i>Comment tu t'appelles?</i> Understand that some French names may look the same as English but sound different Understand the meaning of <i>ma mère</i>, <i>mon père</i>, <i>ma soeur</i>, <i>mon frère</i> Begin to use the structure <i>voici.../c'est ma soeur</i>, etc. Say <i>Au revoir!</i> With accurate pronunciation Begin to know the numbers 1–10 Understand and reply to the question <i>Quel âge as-tu?</i> Put a simple written conversation into the correct order Say an extended dialogue in French 	<ul style="list-style-type: none"> Listen with care Identify specific words Identify sounds that are the same as or different from English Know the French version of a well-known Begin to know the numbers 1–20 in sequential order Pronounce the numbers 0–20 accurately in French Begin to recognise that, when simple plurals are made, the pronunciation of the noun remains the same Use their knowledge of numbers 0–10 to play a game Perform their game with confidence Use newly learnt vocabulary to create a board game Understand simple instructions Play other children's games with confidence Answer simple questions about favourite playground games Recognise some familiar words when they see them written down Understand that words for some playground games occur in both French and English, although they may not sound the same Use French for real purposes to communicate information

	Spring 1 Decades	Spring 2 Our Planet
Year 3	<i>On fait la fête</i> (Celebrations)	<i>Portraits</i> (Portraits)
Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> • Recognise and say some action verbs • Repeat words modelled by you • Use physical response, mime and gesture to show they understand a sequence of Language • Join in with a simple song • Recognise their birthday month when they hear it • Chorus, in groups, their birthday month • Understand that there may be different ways of writing a particular sound in French, just as in English • Understand and take part in a simple party game • Understand and respond to simple words and sentences in the written form • Read aloud familiar words • Copy-write accurately words and simple sentences with increasing accuracy • Understand how to use a bilingual dictionary • Complete simple details on a party invitation • Understand a wider range of verbs • Use familiar praise words appropriately • Recall and pronounce well some of the newly learnt words • Understand the question <i>Qu'est-ce que tu peux faire?</i>. • Reply to the question using the structure <i>je peux</i> + infinitive verb 	<ul style="list-style-type: none"> • Listen with care • Identify specific words • Respond to instructions and indicate understanding • Join in with a song • Repeat words modelled by you • Use newly learnt vocabulary to join in with a game • Identify and read simple words • Follow a simple story • Read familiar words aloud • Are aware that pronunciation of certain colours changes if the colour describes a feminine form • Remember a sequence of spoken words and indicate understanding • Recall and pronounce accurately up to six colours • Understand and pronounce accurately vocabulary for parts of the body • Label accurately parts of the body

	Summer 1 Superheroes	Summer 2 Royals
Year 3	<i>Les quatre amis</i> (The four friends)	<i>Ça pousse!</i> (Growing things)
Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> • Listen with care • Join in with storytelling • Recall vocabulary • Use mime to convey meaning and show understanding • Match words and pictures • Identify and read simple words • Repeat words and phrases modelled by you • Write familiar words and sentences using a model • Understand words displayed in the classroom • Listen with care to identify specific information • Remember a sequence of spoken words • Answer questions with an awareness of the negative • Recall, retain and use vocabulary • Remember a sequence of chosen words • Speak clearly and confidently 	<ul style="list-style-type: none"> • Listen with care and repeat words • Respond physically and verbally to questions about likes and dislikes • Ask and answer simple questions with correct intonation • Recognise a negative statement • Recall and use vocabulary • Join in with a non-fiction text • Read familiar words aloud • Show understanding of what they hear through a physical response • Remember the sequence of events in a story • Join in with storytelling • Identify simple phrases • Remember the sequence of events in a story • Write words and simple phrases using a model • Recall and use vocabulary • Remember the sequence of a dialogue • Communicate with others using simple words, phrases and short sentences • Recognise and understand familiar words in written form • Use correct pronunciation

	Autumn 1 This Is Me	Autumn 2 Danger! Danger!
Year 4	<i>On y va</i> (All aboard)	<i>L'argent de poche</i> (Pocket money)
Phonics/ Grammar Topic specific	<ul style="list-style-type: none"> • Recognise the phrases for modes of transport • Say how they get to school • Pronounce French sounds • Say the names of some francophone countries • Say where they would like to go • Say the names of some towns and cities in France • Say phrases to describe the weather • Use a physical response to show they understand specific words and phrases • Form sentences using two or more ideas • Understand that there are different ways of getting to countries, depending on their location • Understand that words can change place in a sentence • Read and understand an email in French • Write to a travel agent saying where, when and how they are travelling • Write an email using an appropriate writing frame 	<ul style="list-style-type: none"> • Respond to the question: <i>Tu aimes ça?</i> • Say whether or not they like something • Recognise the features of a French webpage • Ask and answer the question: <i>Tu aimes ça?</i> • Say whether they really like something or not • Know the sounds that French children make to show that they like or don't like something • Can recognise and say the numbers 1 to 39 • Understand that people use different currencies in different countries • Say how much something costs in euros • Say that something is good • Say that they would like something • Use effective language for an advertisement • Understand that language is used differently depending on the speaker and the audience
	Spring 1 Decades	Spring 2 Our Planet
Year 4	<i>Raconte-moi une histoire</i> (Tell me a story)	<i>Vive le sport!</i> (Our sporting lives)

Phonics/ Grammar Topic specific	<ul style="list-style-type: none"> • Listen and respond to words and phrases with actions • Recognise and say key words in a story • Understand that there may be similarities between stories from different cultures • Hear the <i>r</i> sound in French words and phrases • Understand and respond to classroom instructions in French • Understand that verbs change when giving a command in French • Can recognise multiples of 10 up to 100 in French • Begin to understand how the French number system works • Respond to multiples of 10 and say them in order. • Sing a French song and act out the story • Recognise adjectives and nouns in French • Apply simple agreements to adjectives • Write simple sentences with support • Perform a story in front of an audience • Recall and describe the agreement between nouns and adjectives 	<ul style="list-style-type: none"> • Understand the phrases for different sports in French • Recognise some of these phrases in written form • Remember the names of some sports • Name some food and drinks • Read and recognise the names of some food and drink • Spell some words for food and drink • Say whether something is healthy or unhealthy • Say the days of the week • Understand the layout of a French diary • Listen to and understand the content of a diary when read aloud • Answer questions about which sports they take part in • Say on which day of the week they do a sport • Write simple words and phrases using a model and some words from memory • Design an effective poster to communicate how to lead a healthy lifestyle
	<p style="text-align: center;">Summer 1 Superheroes</p>	<p style="text-align: center;">Summer 2 Royals</p>
Year 4	<p style="text-align: center;"><i>Le Carnaval des animaux</i> ('Carnival of the animals')</p>	<p style="text-align: center;"><i>Quel temps fait-il?</i> (What's the weather like?)</p>

Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> • Name some animals • Give a physical response to something they hear • Recognise some words to describe music • Understand the time • Understand and say a number of adjectives • Understand the agreement of simple nouns and adjectives • Understand the use of the apostrophe with the article before a noun beginning with a vowel • Say the names of some habitats • Say where some animals live • Understand simple role-plays • Ask and answer questions on different topics 	<ul style="list-style-type: none"> • Repeat words and phrases • Use mime and gesture to express what they mean • Use physical response to show they understand • Recognise numbers to 40 when spoken aloud • Pronounce numbers to 40 with reasonable accuracy • Memorise a rhyme • Read and understand a range of familiar written phrases associated with the weather • Use their knowledge of grammar to build sentences • Understand the main points of a report • Give a weather report describing the day, date, weather and appropriate clothing
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	Autumn 1 This Is Me	Autumn 2 Danger Danger
Year 5	<i>Bon appétit, bonne santé</i> (Healthy eating)	<i>Je suis le musicien</i> (I am the Music Man)
Phonics/ Grammar Topic specific Physical responses	<ul style="list-style-type: none"> Listen with care Use a physical response to show recognition and understanding of specific words and phrases Answer questions Understand and express likes and dislikes Understand the main points from speech that includes unfamiliar language Use connectives to make compound sentences Agree and disagree with statements Create own sentences using word and phrase cards Read aloud more complex sentences Talk about traditions that affect people's lives Compare the similarities and differences between cultures Listen carefully to discriminate sounds, improve pronunciation and phonetic awareness Understand the main points from spoken language that includes unfamiliar language Read aloud a non-fiction text Identify a sound/spelling pattern in a text Choose suitable words to add to a gapped text and to label a picture Use a bilingual dictionary 	<ul style="list-style-type: none"> Express likes and dislikes using the known phrases <i>J'aime</i> and <i>Je n'aime pas</i> in a new context Give the names of musical instruments in French Use adjectives to express simple opinions Select appropriate words and phrases to express simple written opinions Recognise how some aspects of music may be specific to a country or culture Use rhythm as an aid to memorisation Join in a short conversation, asking and answering questions Recall words, phrases and sentences to perform a rap Perform a rap with confidence and clarity
	Spring 1 Decades	Spring 2 Our Planet
	<i>En route pour l'école</i> (On the way to school)	<i>Scène de Plage</i> (Beach scene)

Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> • Identify and pronounce the letters of the French alphabet • Revise numbers 1–26 (and -31) • Identify and pronounce accurately multiples of 10 to 100 • Recognise if a statement about a town plan is true or false • Use strategies to aid memorisation • Pick out key words when listening to a short text • Build a sentence using word cards • Identify and pronounce the names of some places in the locality • Understand language that includes unfamiliar phrases • Follow simple directional instructions • Write words, phrases and sentences using a model • Say what time they go to school • Understand the importance of good communication skills and apply this in a role-play situation • Know how to ask for repetition and clarification • Combine their language and communication skills to create a short presentation of a journey to school 	<ul style="list-style-type: none"> • Learn the names of some French artists • Learn about the movements in French art history • Listen for and correctly identify specific words and phrases • Use previous knowledge and context to determine the meaning of new vocabulary • Pronounce short phrases with sufficient accuracy to relay information to others • Recall, retain and use words, phrases and sentences with increasing accuracy • Use actions and mime to aid memorisation • Apply phonic knowledge to new language • Write words, phrases and sentences using a model • Understand how a simple sentence is written • Identify features of beaches in the UK • Identify key features of a spoken and written text • Learn a short text by gradually blocking out words • Identify key parts of a poem to illustrate • Identify key features of an impressionist painting
	Summer 1 Superheroes	Summer 2 Royals
	<i>Les quatre saisons</i> (The four seasons)	<i>Les planètes</i> (The planets)

- Pick out detail from spoken sentences
- Understand how a simple sentence is written and build sentences using sentence grids
- Recognise some weather phrases
- Pick out key words when listening to a song
- Remember how to write the date
- Apply phonic and whole-word knowledge of new language in order to play games
- Identify key features of a spoken and written text
- Choose words, phrases and sentences for a class song
- Learn about the structure of question forms
- Make sensible guesses based on clues
- Memorise part of a dialogue and repeat this using correct pronunciation and intonation
- Choose words, phrases and sentences and write them into a short descriptive text
- Answer questions in their heads before speaking
- Use tone of voice and gesture to convey meaning

- Say new words with accurate pronunciation
- Use clues to help them understand and remember new words
- Use a word or phrase known in one context or topic in a different topic or context
- Use context and previous knowledge to help understanding
- Ask and answer questions about the planets
- Understand the agreement of simple nouns and adjectives
- Identify word classes
- Apply phonic and whole-word knowledge of the new language in order to locate words in a reference source
- Write sentences describing a planet
- Pick out key words when listening
- Understand the main points of speech that contains unfamiliar language
- Follow instructions about position through games activities
- Pronounce unknown words
- Ask and answer questions on planets
- Make a compound sentence
- Remember, retain and recall words, phrases and sentences
- Choose words, phrases and sentences and write them as picture captions
- Use a reference source to check the spellings of familiar words

	Autumn 1 This Is Me	Autumn 2 Danger Danger
Year 6	<i>Notre école</i> (Our school)	<i>Le passé et le présent</i> (Then and now)
Phonics/ Grammar Topic specific	<ul style="list-style-type: none"> • Share strategies for remembering new vocabulary • Use a dictionary to cross-check English meanings • Describe some activities that take place in different areas of the school • Recognise some similarities and differences between French and British Schools • Give information about their school day that involves a time, a place and an activity • Create their own text to memorise and perform to the class • Understand and describe simple school activities • Understand and say some school subjects • Listen attentively and understand key details from a spoken passage • Understand a description of someone in the first person singular • Create a description and read this to the class • Understand a description of someone in the third person singular • Identify the roles of people around school • Present information in a variety of ways 	<ul style="list-style-type: none"> • Recognise key places in a town • Say the names of some places found in a town • Use intonation to add interest to their speech • Recall the names of shops and places in a town • Make complex statements about a town using past and present tenses • Identify and classify noun classes and the definite and indefinite articles • Recall known clothes items • Understand and use words for new clothes items • Use adjectives in their correct order • Recall and practise items of clothing • Recognise and practise use of the third person singular • Understand some known language in a new context • Follow language clues to produce a practical outcome • Consolidate new and known language • Make a short presentation that contains descriptions; deliver from memory or by reading • Listen attentively to a spoken passage
Year 6	Spring 1 Decades	Spring 2 Our Planet

	<i> Ici et là </i> (Out and about)	<i> Quoi de neuf? </i> (What's in the news?)
Phonics/ Grammar Physical responses Topic specific	<ul style="list-style-type: none"> • Access information from an authentic source online • Compare aspects of entertainment in Britain and France • Understand and say numbers 61-100 • Understand and say a price in Euros • Compare aspects of entertainment in Britain and France • Identify phrases to describe types of film • Use language to express and justify an opinion about a type of film • Talk about times using the 24 hour clock • Ask questions about a film timetable • Use the verb <i>vouloir</i> • Respond to questions in the affirmative and negative • Ask and answer questions about what they and others want to do 	<ul style="list-style-type: none"> • Make comparisons between British and French sources of news • Recognise a variety of texts in a newspaper • Name some types of news found in a newspaper • Read and understand positive and negative opinion phrases • Recognise the importance of tone of voice when giving an opinion • State an opinion about news • Understand an opinion offered by someone else • Create a written sentence to describe an opinion • Participate in a simple conversation about TV programmes • Read and respond to a text • Construct a text • Listen attentively • Read and understand the gist of a short news story • Substitute elements in a sentence to change the meaning • Recite a short piece of narrative or read from a text • Describe an incident or tell a story in an audible voice • Inform and entertain an audience
	Summer 1 Superheroes	Summer 2 Royals
Year 6	<i> Monter un café </i> (Creating a cafe)	<i> Notre monde </i> (The world about us)

Phonics/ Grammar Topic specific	<ul style="list-style-type: none"> Find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary Select and sort words into appropriate categories Listen carefully and arrange word cards in an appropriate sequence Identify some snacks and drinks from a list and pronounce these with reasonable accuracy Appreciate some similarities and differences between cultures and their culinary traditions Recall and sing with confidence a song with several verses Use their new vocabulary to make up new lines for a song Develop a role-play Participate in a conversation Talk about prices in euros Express an opinion using a complex sentence Follow a simple recipe Read aloud from a text Perform a play with Confidence 	<ul style="list-style-type: none"> Understand and name the continents and some countries Write the names of the continents Discuss and answer questions about the weather in some French speaking African countries Become aware of features of a particular area such as weather Recognise, understand and use language about animals and where they live Recognise masculine and feminine nouns with the indefinite article Ask and answer the question - <i>il y a...?</i> Understand and describe key features of a country or place Ask and respond to questions about geographical features Express similarities and differences between places Understand a description of another country/place Write a simple description of key features of another country Describe some key features of an imaginary place
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KS2 French Updated Lesson Planning						
<u>Previous Learning</u>		<u>French Year 4 2021</u>		<u>Knowledge</u>		<u>Value Links</u>
		KEY to resources: Lesson X Actual taught lesson number L1-6 = Original lesson number in LCP S = Starter in plan A1-5 Activity in plan FP = Flash pics (cards) AS = Activity sheet PS = Photocopiable sheet resource PB = Picture Bank slide SF Sound File Ntbk = Notebook file in French folder in SS Instructions: C/R = Call and Response (Actions/showing cards...) BK. = Written or stuck in activities in books.		Phonics/ Grammar Physical responses Topic specific		Respect Care Responsibility Empathy Appreciation
Year 4	YEAR 4	LCP Topic	Lessons to be taught	Success Criteria / Outcomes	Key Vocabulary	Resources

UNIT 7 2021	On y va (All aboard) 3 Lessons	Lesson 1 Re-cap vocab, PB11, FP 44-47 Transport song L1 AS1 Verbs: Je vais, Il fait, Countries L2 PS1 Weather song L3 AS1 And weather chart L3 PS1 L3 - Plenary - Present <i>la météo</i>	Recognise the phrases for modes of transport Say how they get to school Pronounce French sounds Say the names of some francophone countries Say where they would like to go Say the names of some towns and cities in France Say phrases to describe the weather Use a physical response to show they understand specific words and phrases Form sentences using two or more ideas Understand that there are different ways of getting to countries, depending on their location Understand that words can change place in a sentence Read and understand an email in French Write to a travel agent saying where, when and how they are travelling Write an email using an appropriate writing frame	Unit 7 Vocab	See Highlighted in plan See Key to Resources above
		Lesson 2 L4 – Sentence building AS1 Build (BK) L5 - Revise weather. Days of the week. A1 - Camptown Races tune to learn them, removing them bit by bit. Non capitals. A4 Link to sentences built last lesson. A4 - Demonstrate building sentence on the diary sheet AS1 Chn to write own on PS1. Touring countries they know. Je vais...le jour...en (country) en (transport) Alter the order of sentences for MMA.			
		Lesson 3 L6 – A1 - Read the emails. AS1 3rd email to be cut and copied for each child. Assess for understanding. Formal language. Compare with UK emails. Beat the teacher – colour copy. A2 explain blank. .A3 – Pass Parcel with days, transport and countries in 3 different bags/boxes. Pass, 3 children to call out their card and put into a sentence. A4 - Chn to use AS1 B&W copy to refer to and create their own on the cloze copy Plen – Chn read out their own emails.			

UNIT 8 2021		<p><i>L'argent de poche</i> (Pocket money)</p> <p>4 Lessons</p>	<p>Lesson 1</p> <p>L1 - S - Dept store website PS1. A1 <i>J'aime ça, Tu aimes ça? oui/non, Je n'aime pas ça</i>, A2 Opinion sticks. FP 58-65. A3 – j sound, A4 Euros Pics of Euros. P – Sac magique!</p> <p>L2 S – Add <i>J'adore ça/Je déteste ça</i>. A1 <i>miam, miam!</i> and <i>berk!</i> A4. BK- 1 food they like and one don't like. Write whether they like or dislike each with <i>miam, miam!</i> or <i>berk!</i></p> <p>Lesson 2</p> <p>L3 S – Revise 1-20 Numbers march song, A1 en sound revision and in <i>Trente</i>. In sound revision <i>vingt</i> and <i>juin, lapin</i>. A2 PS1 numbers to 30. A3 Write words 31 to 39. SAY/READ. A4- Cut up PS1 to match up. P- Call and show.</p> <p>L4 S - Number tennis to 39</p> <p>Lesson 3</p> <p>L4 – S- Revise numbers and A1 Likes vocab. Web page PS1 L1 FP 58-62 + prev toys- <i>un portable, un skateboard, un vélo</i> Revise un/une pronunciation. A2 – <i>Je voudrais Birthday song PS1</i> A3 Euros countries. <i>C'est combien?</i> Un euro pronounce <i>n</i> sound., <i>z</i> in <i>deux</i> and <i>trois</i>. Count Euros-10.</p> <p>L5 Show football ad PS1 Read. <i>C'est nul</i> A2 Sing song <i>C'est magnifique!</i> Revise <i>que</i> sound. A4 <i>Je voudrais...Non, je n'ai pas de...</i> P I went to market game - <i>Je voudrais...</i> Include numbers.</p> <p>Lesson 4</p> <p>L6 – Revise numbers Play SPLAT to revise <i>Je voudrais, euros, je n'ai pas de...</i></p> <p>A1 Add <i>C'est cher/ce n'est pas cher</i>. Cf <i>père, anniversaire</i>.</p> <p>A2 Matching prices game. A3 Write a jingle to advertise an item on the list. Use as much vocab as poss. <i>Je</i></p>	<p>Respond to the question: <i>Tu aimes ça?</i> Say whether or not they like something Recognise the features of a French webpage Ask and answer the question: <i>Tu aimes ça?</i> Say whether they really like something or not Know the sounds that French children make to show that they like or don't like something Can recognise and say the numbers 1 to 39 Understand that people use different currencies in different countries Say how much something costs in euros Say that something is good Say that they would like something Use effective language for an advertisement Understand that language is used differently depending on the speaker and the audience</p>	<p>Unit 8 Vocab</p>	<p>See Highlighted in plan</p> <p>See Key to Resources above</p>
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			<p><i>voudrais un CD, c'est fantastique! C'est combien? C'est 5 euros! Ce n'est pas cher! Au revoir. Draw a poster to go with it.</i></p>			
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