



Whitley Abbey Primary School

Hand in hand we learn

French Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Intent

The learning of foreign languages offers a valuable educational, social and cultural experience for all pupils. It will provide enjoyment, satisfaction and intellectual stimulation at appropriate levels.

Pupils will develop listening, communication and literacy skills that lay the foundation for future language learning. They will develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupil's learning giving them an insight into their own culture and those of others. Pupils will develop positive attitudes to speakers of foreign languages and an unprejudiced approach to other cultures and civilisations. Study of different cultures will foster a range of attitudes and help promote goodwill and to counter prejudice and insularity.

Our curriculum aims to ensure that all children:

- Understand and respond to spoken and written language
- Speak with increasing confidence, fluency and spontaneity
- Can write at varying length for different purposes and audiences
- Discover and develop an appreciation of a range of writing in the language studied

Implementation:

French is taught once a week in Key Stage 2 by the class teacher using Rising Stars EuroStars French as a base scheme.

Implementation

Resources

We use the Rising Stars French resources to support the delivery of our MFL curriculum. Our curriculum focuses on teaching children key words and phrases to support them in developing conversational French. We have identified subject vocabulary that we deliberately practise frequently to support it becoming part of children's long term memories.

Assessment:

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of French. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

Monitoring:

- Books scrutiny to check coverage of content, skills, quality and evidence of key computing vocabulary being taught in all topics.
- Pupil voice
- Teacher observations
- Evidence of continuous assessment

Work-life balance:

The Rising Stars scheme of work supports staff by providing lessons plans and resources to support the teaching of the French curriculum.

Year 3				
	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced in , including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 		
		Rising Stars Stage 1 - Moi/Jeux et	Rising Stars Stage 1 - Portraits	Rising star stage 1 - Les quatre amis

Deliberate Practise Vocabulary (in French)
Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers. months. days. colours.

	Knowledge Assessment questions:	<p>chansons</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children use some greetings in French? • Can children ask some simple questions in French: 'What is your name?' 'How old are you?' 'How are you?' • Can children say what their name is, how they are and how they feel? • Can children name some members of their family in French? • Can children count to ten (later 20) in French and know the number names? • Can children understand someone saying in French which activity they prefer? • Can children say in French what they prefer? • Can children ask someone in French what they prefer? • Can children say 'There are...' and 'I have...' in French? • Can children copy the pronunciation of some French words? • Can children join in with French songs and play simple games? 	<p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children understand, name and write colours in French ? • Can children say the names of parts of the body in French ? • Do children know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for 'the' in French? • Can children identify a noun and an adjective in French? • Can children compare the position of an adjective in English and French? • Can children put adjectives after the noun in French ? • Can children describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est)? • Can children recognise and say the 'eu' sound in French words? 	<p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children understand the names of some animals in French • Can children identify animals from words read and heard in French? • Can children listen to and join in with a story in French? • Can children sort words according to gender (masculine and feminine) and sound (eu/ou)? • Can children recognise some movement-related verbs in French and show understanding by doing an action ? • Can children answer the question C'est de quelle couleur ? • Can children decide when to use il or elle for the pronoun 'it', depending on the gender of the noun? • Can children write sentences in French about how animals move ?
	Vocabulary	<p>Bonjour ! Hello! Salut ! Hi!/Bye! Ça va ? How are you? Ça va bien/mal. I'm fine/not very well. Et toi ? And you? Au revoir ! Goodbye! Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher) oui, non yes, no Je m'appelle ... My name is ... Comment tu t'appelles ? What's your name? voici ... here is ... 1-10: un, deux, trois, quatre, 1-10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten J'ai ... I have ... Quel âge as-tu ? How old are you? J'ai sept/huit ans. I'm seven/eight years old. mon père my father ma mère my mother mon frère my brother ma sœur my sister</p>	<p>rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has ... le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/sma</p>	<p>le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn't pas, etc. gallop, etc. vite quickly lentement slowly Il sautille. He/It hops. Elle trotte. She/It scurries. la pomme</p>

Year 4				
	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into the language, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 		
	Knowledge Assessment questions:	<p>On y va! -Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children name places where French is spoken and find them on a map? Can children say weather and transport words in French? Can children recognise and order the days of the week in French? Can children join sentences with et and mais ? Can children talk in French about ways in which people travel ? Can children understand others saying how they travel? Can children recognise that some final letters in French are silent (e.g. t, d) ? Can children write about travelling to different places and the weather ? Can children write familiar words in French from memory ? 	<p>Raconte-moi une histoire - Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children understand a familiar story in French? Can children make links between French words and familiar words? Can children use a dictionary to add to a 'qu' wordbank ? Can children distinguish between the French sounds on and en/an ? Can children understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante) ? Can children choose an appropriate adjective to describe a character in a sentence, applying French grammar rules ? Can children classify words according to gender (adjectives) or phonics (on/an/en)? Can children recognise numbers in 10s to 100 in French to count in 10s to 100 in French? 	<p>Quel temps fait-il – Stage 2</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children say what the weather is like in French? Can children recognise weather expressions in French ? Can children use Je porte (what I am wearing) in sentences and recognise the names of items of clothing? Can children understand and form the date in French ? Can children ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ? Can children understand the expression Quand (weather) il te faut (clothing) ? Can children create a weather forecast in French ? Can children recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an?
	Vocabulary	Je vais à l'école. I go/I'm going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas-tu ? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud. It's hot. Il fait froid. It's cold. Il fait beau. It's fine	Regardez. Look. Répétez. Repeat. Écoutez. Listen. 40–90: quarante, cinquante, 40–90: forty, fifty, soixante, soixante-dix, sixty, seventy, quatre-vingts, eighty, quatre-vingt-dix, cent ninety, a hundred Il/Elle est ... He/She is ... grand(e) big petit(e) small vrai, faux true, false Levez-vous. Stand up/Get up.	Il neige. It's snowing. Il gèle. It's freezing/icy Quand ..., il te faut ... When ..., you need ... Il fait ... degrés. It's ... degrees. moins deux, etc. minus two, etc. lundi, le 5 juin, etc. Monday 5th June, etc. le 5 juin, etc. the 5th June, etc. un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des

Deliberate Practise Vocabulary (in French)

Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers, months, days, colours,

		weather. Il fait mauvais. It's bad weather. Il fait du soleil. It's sunny. Il fait du vent. It's windy. Il pleut. It's raining. lundi, mardi, Monday, Tuesday, mercredi, jeudi, vendredi, Wednesday, Thursday, Friday, samedi, dimanche Saturday, Sunday et and	Asseyez-vous. Sit down. Levez la main. Put your hand up. Taisez-vous. Be quiet. Venez ici. Come here. charmant(e) charming méchant(e) wicked/bad/naughty	gants (m. pl.) gloves des bottes (f. pl.) boots des lunettes de soleil (f. pl.) sunglasses
Year 5				
	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into family life, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 		
	Knowledge Assessment questions:	Bon appétit, bonne santé – Stage 3 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children listen and respond to opinions about food ? Can children talk about whether food is healthy or not ? Can children order food and drink, including specifying filling/flavour? Can children identify the different sounds represented by the grapheme 'a' in French ? Can children use a variety of conjunctions? Can children compare French and English school lunchtimes? Can children say the names of some foods in French? 	Je suis le musicien – Stage 3 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children listen and respond to opinions about music and musical instruments? Can children ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular? Can children identify masculine and feminine nouns and select the appropriate pronoun? Can children give positive and negative opinions, with reasons? Can children write a short text about music ? Can children explore the difference between the 'u' and 'ou' sounds in French? Can children recognise when to use tu and vous? 	En route pour l'école – Stage 3 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children listen to and follow simple and longer directions in French? Can children recite and use the French alphabet ? Can children begin to understand liaison in French? Can children communicate the need for help? Can children understand and tell the time ('o'clock' and 'half past')? Can children understand, give and sequence instructions? Can children pronounce the 'r' sound correctly in French?
	Vocabulary	Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f.)	Tu joues ... ? Do you play ...? Je joue du saxophone/ I play the saxophone/ piano/violon. piano/violin. Je joue de la guitare/ I play the guitar/ clarinette/batterie. clarinet/drums. Je ne joue pas de/d' I don't play Il/Elle joue He/She plays C'est génial ! It's	Quand je vais à l'école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il

Deliberate Practise Vocabulary (in French)
Hello, goodbye, other simple greetings, listen, look, yes, no, I like, I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like

		pl.) mauvaises. un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza	brilliant! C'est nul ! It's rubbish! le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone the saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet la batterie the drums	est une heure et demie, it's half past one, deux heures et demie, etc. half past two, etc. Je vais à l'école à huit I go to school at heures et demie. half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez, s'il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station
Year 6				
	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into fam , including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing <div> Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers, months, days, colours, </div>		
	Knowledge Assessment questions:	Notre école – Stage 4 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children describe a school in French? Can children understand a timetable and give information about it in French? Can children name places at school and describe what takes place there? Can children understand and use voici, voilà, ici and là? Can children understand and give the time using minutes past and can the hour? Can children understand descriptions of people and describe others ? Can children define an infinitive and understand their role in grammar? Can children conjugate some -er verbs in the present tense 	Le passé et le present – Stage 4 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can recall vocabulary from previous units: clothes, places , food and directions? Can children understand and give directions, and explain where something is? Can children understand information about s past and present tense? Can children give an opinion (about clothes and shopping, foods)? Can children describe one's clothes including colour? Can children use the French verb porter can talk about others' clothing 	Quoi de neuf? – Stage 4 <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children understand announcements about TV programmes? Can children understand and give times using the 24-hour clock? Can children understand, give and discuss opinions about programmes and articles? Can children understand and give reasons for opinions ? Can children work with others? Can children script and take part in a mock TV programme ? Can children celebrate French learning with classmates?

	Vocabulary	<p>la salle de classe the classroom l'entrée principale (f.) the main entrance la cour the playground le terrain de sport the sports field Je cherche ... I'm looking for ... Je cours. I run/I'm running. Je travaille. I work/I'm working. ici here là there Voici here it is Voilà there it is il est deux heures et quart it's quarter past two il est deux heures moins it's quarter can two le quart il est deux heures cinq/ it's five/ten/twenty/ dix/vingt/vingt-cinq twenty-five past two il est deux heures moins it's five/ten/twenty/ cinq/dix/vingt/vingt-cinq twenty-five can two le déjeuner lunch(time) le professeur the teacher (general term) le maître, la maîtresse primary school teacher Il/Elle a ... He/She has ... la grande salle the hall la bibliothèque the library la cuisine the kitchen le bureau the office le parking the car park la salle des profs the staffroom la maternelle the infant school</p>	<p>une limonade a lemonade une eau minérale a mineral water un jus d'orange an orange juice un verre de coca a glass of cola un chocolat chaud a hot chocolate un café a (black) coffee un café au lait a coffee with milk une tasse de thé a cup of tea un paquet de chips a packet of crisps une portion de frites a portion of chips une glace au chocolat a chocolate ice cream une glace à la fraise/ a strawberry/vanilla à la vanille ice cream Vous désirez ? What would you like? C'est combien ? How much is it? Bon appétit ! Enjoy you</p>	<p>la météo the weather forecast la mode fashion (fashion pages of a magazine) la cuisine cookery (cookery pages of a magazine) C'est beau. It's beautiful. C'est intéressant. It's interesting. C'est ennuyeux. It's boring. C'est dégueulasse. It's disgusting. C'est trop long. It's cano long. car as, since, because à mon/son avis in my/his/her opinion l'actualité (f.) the news (current affairs section of a magazine) la page télé the TV page</p>