



Foreign Languages (French) Curriculum Overview

Rationale

At Birch Copse, we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society. It opens young children up to other cultures and can foster their curiosity and deepen their understanding of the world they live in. From Year 3, children are taught listening, speaking, reading and writing skills in French. Phonics in French is a focal point of the French curriculum, enabling the children to read and write words with increasing accuracy. As they progress to the upper juniors, children's understanding of French grammar is developed.

Our intention is that by the end of the children's primary education, they have an understanding of both spoken and written French and can converse with others in the French language.

Structure

Children in Year 3 – 6 have a French lesson every fortnight. Our curriculum is designed for the children at Birch Copse and is based on the National Curriculum areas of Speaking, Listening, Reading and Writing (see the table below for details). As soon as pupils start learning French in Year 3, they also begin to learn phonics through Sue Cave's "Physical French Phonics" scheme. Phonics and numbers are re-capped in nearly every lesson for consolidation purposes

Listening	Speaking	Reading	Writing
Listen attentively to spoken language and show understanding by joining in and responding	Engage in conversations; ask and answer questions	Read carefully and show understanding of words, phrases and simple writing	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Explore the patterns and sounds of language through songs and rhymes	Express opinions and respond to those of others; seek clarification and help	Appreciate stories and poems in the language	Describe people, places, things and actions in writing
Link the spelling, sound and meaning of words	Speak in sentences, using familiar vocabulary, phrases and basic language structures	UPPER KS2 - Understand basic grammar appropriate to the language being studied, including: feminine, masculine; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
Appreciate songs and rhymes in the language	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		
	Describe people, places, things and actions orally		



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Curriculum Detail

PHONICS AND NUMBERS 1-50 REVISITED IN MOST LESSONS THROUGHOUT THE YEAR IN YEAR 5. DICTIONARY SKILLS ARE ALSO COVERED IN MOST LESSONS TO AID THE DEVELOPMENT OF NEW VOCABULARY, AND UNDERSTANDING OF GRAMMAR (MASCULINE AND FEMININE).

YEAR 5	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
YEAR 5	Les Passe-Temps	I can begin to learn how to understand and say hobbies in French - <i>danser (dancing), dessiner (drawing), cuisine (cooking), lire (reading), jouer au foot (playing football), faire l'équitation (horse riding), nager (swimming), écouter à la musique (listening to music)</i> .	Le Temps	I can begin to ask what the weather is like, using the question 'Quel temps fait-il?'	Les Vêtements	I can recap weather vocabulary.
		I can learn how to ask someone what they like doing using 'Tu aimes?'		I can begin to describe weather (e.g. Il fait chaud – it's hot, il fait froid – it's cold, il pleut – it's raining).		I can begin to learn clothes vocabulary such as une jupe (skirt), une chemise (shirt), des chaussures (shoes), des chaussettes (socks).
		I can use 'J'aime' (I like) and 'Je n'aime pas' to express opinions about hobbies.		I can recap learnt weather phrases.		I can begin to understand and use the verb 'porter' (to wear).
		I can use 'et' (and) and 'mais' (but) in a sentence.		I can learn vocabulary to describe the 4 seasons (L'été – summer, l'automne - autumn, l'hiver - winter, le printemps - spring)		I can ask someone what they are wearing using the question 'Qu'est-ce que tu portes?'
		I can learn numbers up to 50.		I can create a weather hexagon book.		I can respond to the above question.
		I can create a hexagon book about hobbies, expressing opinions (this will be used as an informal assessment).		I can use 'aujourd'hui' (today) to describe current weather.		I can begin to use 'parce que' (because).
				I can recap the days of the week.		I can talk about clothes and the weather, using 'parce que'.
				I can create a mini weather report, as part of a group.		I can recap learnt vocabulary.
				I can present a mini weather report using learned vocabulary (this will be used as an informal assessment).		Informal assessment.