



French Curriculum Overview

Rationale

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. 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. It is based on the Rising Stars with some supplementary units in Year 5 and 6. The Rising Stars scheme supports the teaching of French, particularly for non-specialists. The table below gives an overview of the units taught in each term.

	Autumn	Spring	Summer
Year 3	<ul style="list-style-type: none">Unit 1.1 - Moi	<ul style="list-style-type: none">Unit 1.3 – On fait la fêteUnit 1.4 - Portraits	<ul style="list-style-type: none">Unit 1.5 – Les quatre amisUnit 1.6 - Ça pousse!
Year 4	<ul style="list-style-type: none">Unit 2.1 - On y vaUnit 2.2 - L'argent de pocheUnit 2.4 - Vive le sport! (sport part)	<ul style="list-style-type: none">Unit 2.4 - Vive le sport! (healthy eating part)Unit 2.5 - Le Carnaval des Animaux	<ul style="list-style-type: none">Unit 2.6 - Quel temps fait-il?
Year 5	<ul style="list-style-type: none">Unit 3.1 - Bon appétit, bonne santéUnit 3.2 - Je suis le musicien	<ul style="list-style-type: none">Unit 3.3 - En route pour l'écoleUnit 3.4 - Scène de plage	<ul style="list-style-type: none">Unit 3.5 - Le Retour du PrintempsLe corp*Friends and family*
Year 6	<ul style="list-style-type: none">Moi*Unit 4.1 - Notre écoleUnit 4.4 - Ici et là	<ul style="list-style-type: none">Unit 4.3 - Le passé et le presentLe transport*	<ul style="list-style-type: none">Unit 4.6 - Quoi de neuf?Unit 4.5 - Monter un café

*Not Rising Stars units

Curriculum details

YEAR 3 (Rising Stars Book 1)				
Topics	Resources	Learning	National Curriculum Skills Coverage	Outcomes
<p>Autumn</p> <ul style="list-style-type: none"> All About France and basic greetings (1 session) Numbers (1 session, but revisited every week with starters) Introducing myself (1 session) Feelings (1 session) Days of the week (not covered in Rising Stars Unit - see shared drive. 1 session). 	<p>Rising Stars - 'Moi' (Unit 1.1) for all topics, apart from days of the week.</p> <p>Shared drive – PPTs and activity sheets</p>	<ul style="list-style-type: none"> Children find out where France is in the world (locating it on a map). They learn basic greetings (e.g. hello, goodbye etc.) and complete written sheets after practising orally. They learn, orally and in writing, numbers 1-10 with an extension for some children learning numbers 1-20. Children to introduce themselves (name and age) orally and in writing. Children to be able to ask how each other is feeling, and learn appropriate responses (ca va). Children learn the days of the week by reading the story of 'La Chenille qui fait des trous'. Children finish with an informal oral assessment and a written one. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Engage in conversations; ask and answer questions and respond to those of others. Read carefully and show understanding of words. Appreciate stories in the language 	<ul style="list-style-type: none"> To be able to say where France is in the world. To be able to understand and say basic greetings in French. To be able to count from 1-10 in French. To introduce myself in French (my name and age) and be able to ask questions about it. To ask how someone is feeling and to be able to say how I am feeling. To be able to say the days of the week in the correct order, and understand them.
<p>Spring (shorter series of lessons due to production)</p> <ul style="list-style-type: none"> Numbers 11-20 and revision from previous term (1 session) Colours (1 session) Body parts (two sessions) Months of the year (1 session) Assessment review 	<p>Rising Stars - 'Portraits' (Unit 1.4) for colours and body parts.</p> <p>Rising Stars - 'On fait la fête' (Unit 1.3) for months of the year.</p>	<ul style="list-style-type: none"> Children learn about basic colours (rouge, rose, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te)) Children can pronounce and label different parts of the body – (les cheveux, les yeux, le nez, le bras, la bouche, la jambe) Children learn the months of the year orally (janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre) and in writing (some children). 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. Appreciate songs in the language. Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Understand basic grammar appropriate to the language being 	<ul style="list-style-type: none"> To be able to understand a range of colours in French, orally and in reading and writing. To be able to identify and label body parts. To be able to say the months of the year in order. Some children may be able to write them.

<ul style="list-style-type: none"> Revisit numbers and basic greetings at the start of lessons (e.g. ca va). 	<p>Shared drive – PPTs and activity sheets.</p>		<p>studied, including key features and patterns of the language.</p>	
<p>Summer</p> <ul style="list-style-type: none"> Animals and pets Likes and dislikes, including hobbies (2 weeks) Food (2 weeks) 	<p>Rising Stars - 'Les quatre amis' (Unit 1.5) for animals and pets.</p> <p>Rising Stars - Ça pousse (Unit 1.6) for likes and dislikes and food.</p>	<ul style="list-style-type: none"> Children can begin to understand and say different animals in French (le lapin, la souris, le cheval, le chien, and le chat) with possible extension of dictionary work to find out the names of other animals. Children can begin to say sentences to introduce likes and dislikes, and ask others what they like (e.g. j'aime, je n'aime pas, tu aimes...?). Link this back to colours to revise colours. Children can understand and say the names of different foods. Children can say what foods they like and dislike. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Appreciate songs in the language. Ask and answer questions; express opinions and respond to those of others. 	<ul style="list-style-type: none"> To be able to say and understand the names of animals in French, with the possibility of learning others through a dictionary work extension. To be able to say 'I like' (J'aime) and I do not like (Je n'aime pas), and understand what these mean. To be able to understand and say the names of different foods, with the possibility of dictionary extension work. To be able to say what foods they like and dislike.

YEAR 4 (Rising Stars Book 2)				
Topic	Resources	Learning	National Curriculum Skills Coverage	Outcomes
<p>Autumn</p> <ul style="list-style-type: none"> Assessment covering previous year's objectives (1 session). Numbers 21-30 (1 session, but revisit every week) Transport (1 session) Sport (2 sessions) Assessment (1 session) 	<p>Rising Stars - 'On y va' (Unit 2.1) – transport</p> <p>Rising Stars - L'argent de poche (Unit 2.2) - numbers 21-30.</p> <p>Rising Stars - Vive le Sport!</p>	<ul style="list-style-type: none"> Children to learn the numbers 21-30, orally and to recognise them in writing. This will also allow children to recap numbers 1-20. Children to learn about different modes of transport (à pied, en vélo, en voiture, en bus, en train, en skate). 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Appreciate stories, songs, poem and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing. 	<ul style="list-style-type: none"> To be able to say and understand the numbers 21-30, as well as consolidate numbers 1-20. To be able to understand and say different types of weather. To be able to understand and say different types of transport.

	(Unit 2.4) - Sport.		<ul style="list-style-type: none"> Present ideas and information orally. 	
<p>Spring (shorter series of lessons due to production)</p> <ul style="list-style-type: none"> Healthy eating (building on knowledge from Year 3) – 1 session. Where I live (1 session) Telling the time (2 sessions) 	<p>Rising Stars - Vive le sport (Unit 2.4) – healthy eating.</p> <p>Rising Stars - Le Carnaval des Animaux (Unit 2.5) – telling the time, where I live.</p>	<ul style="list-style-type: none"> Children to recap food, then learn about healthy foods and unhealthy foods, categorising them using ‘bon’ and ‘mauvais’. Children to learn how to say I live (J’habite à...) and learn vocabulary associated with towns (e.g. ville, magasins, la piscine etc.). Children to learn how to tell the time in French (o. clock and half past as an extension). Vocabulary – une heure up to onze heures, midi, minuit. Children to be able to do this orally and, for those who can tell the time, in writing. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally. 	<ul style="list-style-type: none"> To be able to say and identify a range of healthy and unhealthy foods, and categorise them. To talk about their local area and why they live. To know the vocabulary for being able to tell the time, and for those who can, be able to identify this and record it.
<p>Summer</p> <ul style="list-style-type: none"> Weather (2 sessions) Clothes (link to weather) – 2 weeks Numbers 30-50 (1 week, and revisit). 	<p>Rising Stars - Quel temps fait-il? (Unit 2.6) - Weather and clothes.</p>	<ul style="list-style-type: none"> Children to learn about different types of weather (il pleut, il fait du vent, il fait beau, il fait chaud, il fait froid, il neige, il fait du soleil). Children to learn about and label different types of clothes, with an extension to include dictionary work. Children to begin to start saying sentences orally that link to weather – e.g. Quand il fait beau, je porte un t-shirt. Extension – writing sentences. Children to learn the numbers 30-50. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. 	<ul style="list-style-type: none"> To be able to say and understand different types of weather. To be able to say and understand different types of clothes. Some children will be able to link this to weather, and begin to speak in sentences. To be able to learn, say and understand the numbers 30-50, as well as consolidating learning of previous numbers.

			<ul style="list-style-type: none"> Engage in conversations; ask and answer questions. 	
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YEAR 5 (Rising Stars Book 3)				
Topic	Resources	Objectives	National Curriculum Skills Coverage	Outcomes
<p>Autumn (short series of lessons due to production)</p> <ul style="list-style-type: none"> Assessment covering previous year's objectives – 1 session. Food (1 session) Introducing masculine and feminine through food (1 session) Musical instruments (2 sessions) End of learning assessment (1 session) Numbers 50-70. 	<p>Rising Stars - Bon appétit, bonne santé (Unit 3.1)</p> <p>Rising Stars - Je suis le musicien (Unit 3.2)</p>	<ul style="list-style-type: none"> Children to recap foods they already know from previous learning. Children to be able to describe whether food is nice/not nice, healthy/unhealthy. Children to begin understanding masculine and feminine forms. Children to learn about different musical instruments, and give opinions on different types of music. Children to recap numbers throughout the term. 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through sounds and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. Begin to understand masculine and feminine. 	<ul style="list-style-type: none"> To know and understand a variety of foods in French. To be able to express likes and dislikes about food, and say if a food is healthy or unhealthy. To be able to know and understand a variety of musical instruments in French. To be able to give opinions on music. To begin to understand masculine and feminine forms. To be able to use a dictionary to explore new vocabulary. To be able to use a dictionary to aid with the understanding of masculine and feminine.

<p>Spring</p> <ul style="list-style-type: none"> • Describing our local area and being able to give directions (2 weeks) • The beach and holidays (2 weeks) • Assessment (1 week) • Extra lesson if needed – Easter (Joyeux Paques) 	<p>Rising Stars - En route pour l'école (Unit 3.3)</p> <p>Rising Stars - Scène de Plage (Unit 3.4) – tie in with extra work on holidays.</p>	<ul style="list-style-type: none"> • Children to describe their local area (e.g. whether there is a café, train station etc.) • Children to be able to give basic directions. • Children to be able to understand and say vocabulary linked to the beach and holidays. • To continue learning about the use of masculine and feminine for nouns. 	<ul style="list-style-type: none"> • Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Read carefully and show understanding of words, phrases and simple writing. • Present ideas and information orally to a range of audiences. • Appreciate songs, stories, poems and rhymes in the language. • Understand basic grammar to the language being studied. 	<ul style="list-style-type: none"> • To be able to give examples of landmarks, facilities etc. in our local area (e.g. un café, la gare etc.). • To be able to give and understand basic directions (à droite, à gauche, tout droit, tournez, continuez) • To be able to give examples of vocabulary linked to the beach and holidays (e.g. la plage, la mer, le bateau, le ciel, les glaces etc.). • To be able to understand if a word is masculine or feminine, and to use a dictionary to help with this.
<p>Summer</p> <ul style="list-style-type: none"> • Seasons and months of the year (2 weeks) • Body parts (1 week) • Family and Friends (2 weeks) 	<p>Rising Stars - Le retour du printemps (Unit 3.5)</p> <p>Le corps (not a Rising Stars Unit. See resources on shared drive).</p> <p>Family and Friends (not a Rising Stars Unit. See resources on shared drive).</p>	<ul style="list-style-type: none"> • Children to learn the 4 seasons and months of the year and do a recap on weather. • Children to recap on body parts (previously learnt in Year 3) and build upon this using their knowledge of masculine and feminine. • Children to learn the names of family members and create a family tree. 	<p>As above</p>	<ul style="list-style-type: none"> • To be able to say and understand the 4 seasons (en automne, en hiver, au printemps, en été). • To be able to say and understand the months of the year (janvier, fevrier, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, decembre). • To recap weather vocabulary (e.g. il fait beau, il fait chaud, il fait du soleil, il fait froid, il pleut, il neige) • To be able to say and understand parts of the body, and know which are masculine and which are feminine. • To be able to describe family and friendship groups, and discuss and write about these.

YEAR 6 (Rising Stars Book 4)				
Topic	Resources	Objectives	National Curriculum Skills Coverage	Outcomes
<p>Autumn (shorter series of lessons due to production)</p> <ul style="list-style-type: none"> Assessment of previous year's objectives (1 week) All About Myself (consolidation of learning from previous years, but in more detail including likes, dislikes etc.) – 1 week. Our school - 2 weeks Numbers 70-100 (1 week) 	<p>Moi (not a Rising Stars Unit. See shared drive)</p> <p>Rising Stars - Notre école (Unit 4.1)</p> <p>Rising Stars - Numbers 70-100 only. (Unit 4.2)</p>	<ul style="list-style-type: none"> Children to be able to consolidate learning from previous years to create a profile about themselves detailing name, age, family members, hobbies etc. Children to be able to understand and say the names of different subjects in school. Children to be able to tell (basic) time in French. 	<ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar to the language being studied. 	<ul style="list-style-type: none"> To be able to create a personal profile which shows learning from previous years. To be able to say and understand the names of school subjects. To be able to tell the (basic) time in French. To know numbers 70-100.
<p>Spring</p> <ul style="list-style-type: none"> Clothes (1 week) Transport (1 week) Visiting a French town (2 weeks) Assessment (1 week) Numbers (revisit every week) 	<p>Rising Stars - Le passé et le présent (Unit 4.3) – clothes section only)</p> <p>Le transport (not a Rising Stars Unit. See shared drive).</p>	<ul style="list-style-type: none"> Children to learn about different types of clothes, using a dictionary to broaden their vocabulary. Incorporate learning of masculine and feminine. Children to learn about different types of transport, using a dictionary to broaden their vocabulary. Incorporate learning of masculine and feminine. Children to recap vocabulary linked to towns, and choose a French town to learn about and describe. 		
<p>Summer</p> <ul style="list-style-type: none"> What's in the news? (2 weeks) 	<p>Rising Stars - Quoi de neuf? (Unit 4.6)</p>	<ul style="list-style-type: none"> Children to learn about areas covered in the news/magazines (e.g. music, weather, current affairs, and sport). 	<ul style="list-style-type: none"> Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. 	<ul style="list-style-type: none"> To be able to say the names of topics covered in the news (e.g. la musique, la météo,

<ul style="list-style-type: none"> • Setting up a café (2/3 weeks) • Assessment (1 week) 	<p>Rising Stars - Monter un café (Unit 4.5) - link to Cornwall</p>	<ul style="list-style-type: none"> • Children to choose an area to do a news report on. • Children to recap food vocabulary learnt from previous years, and add to their knowledge using a dictionary. • Children to learn how to create a negative sentence using 'ne' and 'pas'. 	<ul style="list-style-type: none"> • Engage in conversations, ask and answer questions, express opinions and respond to those of others. • 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 information and ideas orally to a range of audiences. • Use a dictionary. • Understand basic grammar appropriate to the language. 	<p>l'actualité, le sport, la mode, le ciné/les films).</p> <ul style="list-style-type: none"> • To create a spoken news report about a chosen topic area (e.g. le sport). • To use a dictionary to learn the names of foods in French, and whether they are masculine or feminine. • To be able to express dislikes, by understanding the use of 'ne' and 'pas'.
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