



Welton St Mary's Church of England Primary Academy



French Curriculum

Together we care, learn and thrive







‘Learning another language is not only learning different words for the same things but learning another way to think about things’ Flora Lewis






Children have a lot of enthusiasm for learning another language. At Welton St Mary’s our aim is to provide an appropriate balance of spoken and written French language which should also lay the foundations for further foreign language teaching in the future (offered in after school clubs also)








Our aim is to enable our pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary as well as to share other cultures and traditions.

- **Inclusive** 
- **Value each person** 
- **All to flourish** 
- **Strive for excellence** 
- **Rooted in God’s love** 
- **Agents of positive change** 

French Overview

Year 3 Overview	Bonjour 	Les animaux 	Dans ma classe 	Ma famille 	Ma maison 	Matisse 
Theme	Simple greetings All about me questions about name and age Classroom routines and instructions	Names of animals Questions about pets Likes and dislikes	Names of classroom objects Numbers 1-30 Position words	Naming family members Introducing family members	Naming the rooms in the house Furniture	Colours shapes
Core Grammar	Letter strings -oi , eu. Links between some sounds and spellings. Understand that the final consonant is rarely pronounced. Understanding intonation patterns. Recognise a question form. Recognise a key word in a question. Recognise nouns and verbs in French. Write a simple sentence : 'J'ai un chat'.		Auditory discrimination between indefinite articles 'un/une/des'. Auditory discrimination between definite articles 'la/le/l'/ les. Understanding simple rules for converting singular to plural.		Use mental associations to help remember words. Introduce prepositions : 'dans, derriere ,sur, devant'. Recognise an adjective in French.	

Culture and traditions	Animals in France	Family spirit in France	French Art Le Louvre
Year 4 Overview	Le corps 	Les vêtements 	La nourriture et la boisson 
Theme	Name parts of the body Describing ailments and illnesses	Items of clothing Colours Numbers 1- 100 (prices)	Naming foods Asking for food and drink Names of meals Crockery and cutlery
Core Grammar	Identify nouns, adjectives and verbs in a sentence. Understand that all nouns have a gender. Working on singular words becoming irregular when plural (un oeil- des yeux).	Understand that adjectives can change spellings depending on genders.	Understanding negation in French. Introduction of 'polite' verbs Using partitive articles in French accordingly.
Culture and tradition	Epiphany		Holidays French traditions
Year 5 Overview	Ma ville Where's the...? 	Les transports 	La date 
Theme	Where you live Places in the local area Simple directions Names of shops Numbers beyond 100	Means of transport Saying where you are going	Today's date Days of the week- Planètes Months of the year Emotions

Core grammar	Learning interrogative pronouns : 'où , quand, pourquoi'		Introducing verb conjugation with 'aller' Learning personal pronouns.		Ordinal and cardinal numbers. Link with latin. No capital letters with months/days of the week.		
Culture and traditions	NHS in France		La mode et les uniformes en école Establish a link with French correspondents in Le Mans (letters/Skype)		Traditional French meals and eating habits		
Year 6 Overview	La date 	Le temps 	Sports et loisirs 	Ma journée 	A l'école 	Ma planète 	Spanish / German The importance 
Theme	Dates and names of festivals Birthdays Number revision	Describing the weather Types of clothing Seasons Points of the compass	Sports Leisure Likes and dislikes	Asking and saying the time Daily routines	School subjects Expressing opinions	Solar system Our earth	Greetings Numbers
Core grammar	Preposition : 'avant / après'. Link with latin. Translation of 'il fait'.		Introducing of the verb 'aimer' and the conjugation. Introduce 'moins /et' for the time making the link with maths. Reflexive verbs 'se lever'etc		Introducing opinion verbs. Introducing comparative and superlative.		Link with latin and other languages. Key pronunciation.
Culture and traditions	French history key dates (French Revolution 1789) French Festivals key dates (1er mai – Lily of the valley). Map of France.		Compare English / French Schooling (timetable etc). Continue our Franco – English link with our correspondents in Le Mans (letters /skype)		Family French breakfast Introduce the French 'goûter' at 4 pm. French traditional games during playtime. French leisure for children.		The importance of learning any foreign language.

Christmas – New Year:

For each year group Christmas / New Year celebrations in France, Spain and Germany will be introduced to the children (food tasting, songs, craft activities).

Core Concepts

CONCEPT – curiosity and cultural awareness

- Understand and respond to spoken and written language from a variety of authentic sources

CONCEPT – Linking languages

- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned

CONCEPT – expression of ideas

- Discover and develop an appreciation of a range of writing in the language studied
- Understand and respond to spoken and written language from a variety of authentic sources

CONCEPT – confidence in communicating

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Progression of skills

	Year 3	Year 4	Year 5	Year 6
curiosity and cultural awareness Understand and respond to spoken and written language from a variety of authentic sources	Being accustomed to the concept of a foreign culture/s. Foster pupil's curiosity and deepen their understanding of the world.	'Learning another way to think about things' Culture differences and resemblance between English / French speaking countries	Establish a strong link with our French pen pals Compare traditions in France and England Introduce some traditions in other countries (Spain / Germany)	Carry on with our connection with our French correspondents Study in depth different traditions in France Introduce traditions in other countries (Spain / Germany)
CONCEPT – Linking languages Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned	Understand basic grammar appropriate to the language being studied.	Continuing understanding basic grammar appropriate to the language being studied. Understand where relevant feminine, masculine forms.	Recognise patterns when building sentences and apply knowledge of grammatical rules.	Understand how grammar differ from or are similar to English
CONCEPT – expression of ideas Discover and develop an appreciation of a range of writing in the language studied	Write some familiar simple words using a model of and from memory Ex : familiar nouns , adjectives	Write some familiar words, phrases and simple sentences Read and understand familiar written words, phrase and short text made of simple sentences Ex ; in familiar stories , character descriptions , poems and rhymes.	Write simple sentences and short texts using a model and dictionary to check the spelling of words.	Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure.

Understand and respond to spoken and written language from a variety of authentic sources				
CONCEPT – confidence in communicating Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	Communicate with others using simple words, phrases and short sentences Ex : greetings , simple personal information. Use correct pronunciation when speaking and show awareness of sound spelling links.	Communicate by asking and answering a wider range of questions and presenting short pieces of information. Apply phonic knowledge	Take part in short conversations using familiar structures and vocabulary and present information to others. Understand and express simple opinions.	Understand the main points and simple opinions in spoken sources Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Express and justify opinion.

Knowledge Organisers

Year 3 – Les salutations – Greetings

K.O



Salut! Comment t'appelles
tu?

Hi !What is your name ?

Je m'appelle Didier. Et toi?

Comment t'appelles tu?

My name is Didier. And you
? What is your name ?

Comment ça va?

How are you ?

Ça va bien merci

I am well thank you



Ça va mal merci

I am not well thank you

Les nombres

un

1

huit

8

deux

2

neuf

9

trois

3

dix

10

quatre

4

onze

11

cinq

5

douze

12

six

6

treize

13

sept

7

quatorze

14

Quel âge as-tu?

How old are you?

J'ai ... ans.

I am ...years old.

French year 3 KO : Les animaux / animals

As – tu un animal domestique ? >>>> oui , j'ai

Do you have a pet ? >>>> Yes I have



un chien



un chat



un lapin



un poisson rouge



un cheval



une souris



un hamster



un oiseau



une tortue



un serpent



une araignée



un canard

Non , je n'ai pas d'animal domestique >>> No I don't have any pets.

J'aime leslapins et les chats
I likerabbits and cats



Je n'aime pas lesserpent
I don't like snakes



Écoutez



Attention!



Parlez



Merci



Lisez



Regardez



Écrivez



Répétez

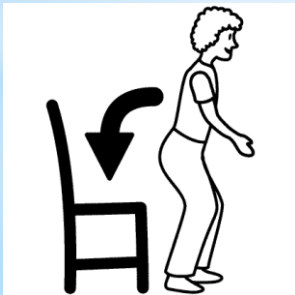


**S'il
vous
plaît**



Silence

Asseyez- vous



Levez- vous

* French : Year 3 - Ma maison.



Where do you live ? Naming the rooms in the house & Furniture

Where do you live ?

J'habite à Lincoln dans une petite maison (in a small house).

une maison jumelle (in a semi-detached house).

une grande maison (a big house).

un appartement (a flat).

une ferme (a farm).

Naming the rooms



La salle à manger



L'entrée



La cuisine



Le salon



La chambre



La salle de bains



Le Jardin



Le garage

Furniture



Le lit



La commode



L'évier



La chaise



Le canapé



Les rideaux



La lumière



Le miroir



Le cadre

Le visage (the face)

Le front

L'œil
(singulier)

Les yeux
(pluriel)

La bouche

La tête
(head)

Le nez

Le menton
(chin)

L'oreille
(sing)
Les oreilles
(plur)



Year 4 KO /Le corps - Bodyparts

Comment Ça va ? J'ai mal au pied.M

Comment Ça va ? J'ai mal à la main.F

le pied



la jambe
(leg)



la main



le bras

le coude



le doigt



French knowledge organiser: Les Vêtements (The Clothes)

Unit objective: To describe what clothes you are wearing by colour in French



By the end of this unit we will be able to:

- Recognise and recall from memory 21 items of clothing
- Explore **PORTER** to describe what you
- Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour

Grammar we will learn & revisit:

The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.

Phonics & pronunciation we will see:

- **É** sound in **écharpe**
- **E** sound in **chemise & chemisier**
- **EAU** sound in **manteau**
- **Silent letters:** 's' not pronounced in many words like **gants, sandales, vacances 'ent'** not pronounced in 3rd person plural ending of verb porter
- **Guttural 'R'** orange, rouge, echarpe, robe – made from the back of the mouth not the front

Skills we will develop:

- To speak and write using longer and more interesting sentences using adjectival agreement



un maillot de bain

swimwear



un manteau

a coat



un pull

a jumper



un tee shirt

a T-shirt



un chemisier

a blouse



un short

a pair of shorts



un pantalon

a pair of trousers



une écharpe

a scarf



une robe

a dress



une casquette

a cap



une chemise

a shirt



une cravatte

a tie



une veste

a jacket



une jupe

a skirt



des gants

a pair of gloves



des chaussures

a pair of shoes



des chaussettes

a pair of socks



des collants

tights



des bottes

boots



des lunettes

sunglasses



des sandales

sandals

Year 4 - La nourriture et la boisson



Les fruits



Le riz



La confiture



Les légumes



Le pain



Le miel



Les oeufs



Le thé



Le sandwich



Le café



L'eau



Le chocolat



Le gâteau



La limonade



Les pommes de terre



Le lait



Les frites



Le poisson



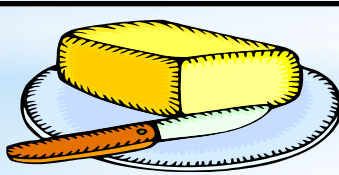
La glace



Le fromage



Le poulet



Le beurre



La viande



La soupe



Le vin



Le jus d'orange

Que désirez - vous ? What would you like?

Pour le déjeuner , je voudrais s'il vous plait : For lunch , I would likeplease. L'addition s'il vous plait : The bill please.

Comme boisson , je voudraiss'il vous plait : To drink , I would likeplease. Je vous remercie : Thank you very much.

Year 5 Les directions / KO

Excusez-moi...:excuse me

Où est...?:where is...?

Où sont...?:where are...?

Pour aller à la/au/aux...?: To go to the...?

Tournez à droite: turn right

Tournez à gauche: turn left

Prenez la première rue à droite: take the first on the right

Prenez la deuxième rue: take the second street

Prenez la troisième rue: take the third street

Allez tout droit: go straight

Continuez tout droit: carry on forward

C'est à droite: it's on the right

C'est à gauche: it's on the left

S'il vous plaît: please

Merci beaucoup: thank you very much

De rien: you're welcome



Add these to sound more authentic:

Puis:where is...

Ensuite:where are...?

Enfin: finally

Voyons...: well...

Alors...:well...

Eh bien...:well...

Year 5 / Dans ma ville / In my town / KO



La gare



L'hôtel de
ville



La banque



La disco



L'église



Le théâtre



La poste



Le centre sportif



L'hôpital



Le cinéma



L'arrêt de bus



Le magasin



Le centre
commercial



Le parking



Le supermarché



La boulangerie



Le jardin public



La plage



Le port



La piscine

Les transports

Year 5 / KO

ALLER

je vais – tu vas – il / elle va –

nous allons – vous allez – ils / elles vont



à pied



à vélo /
à bicyclette



à cheval



Warning

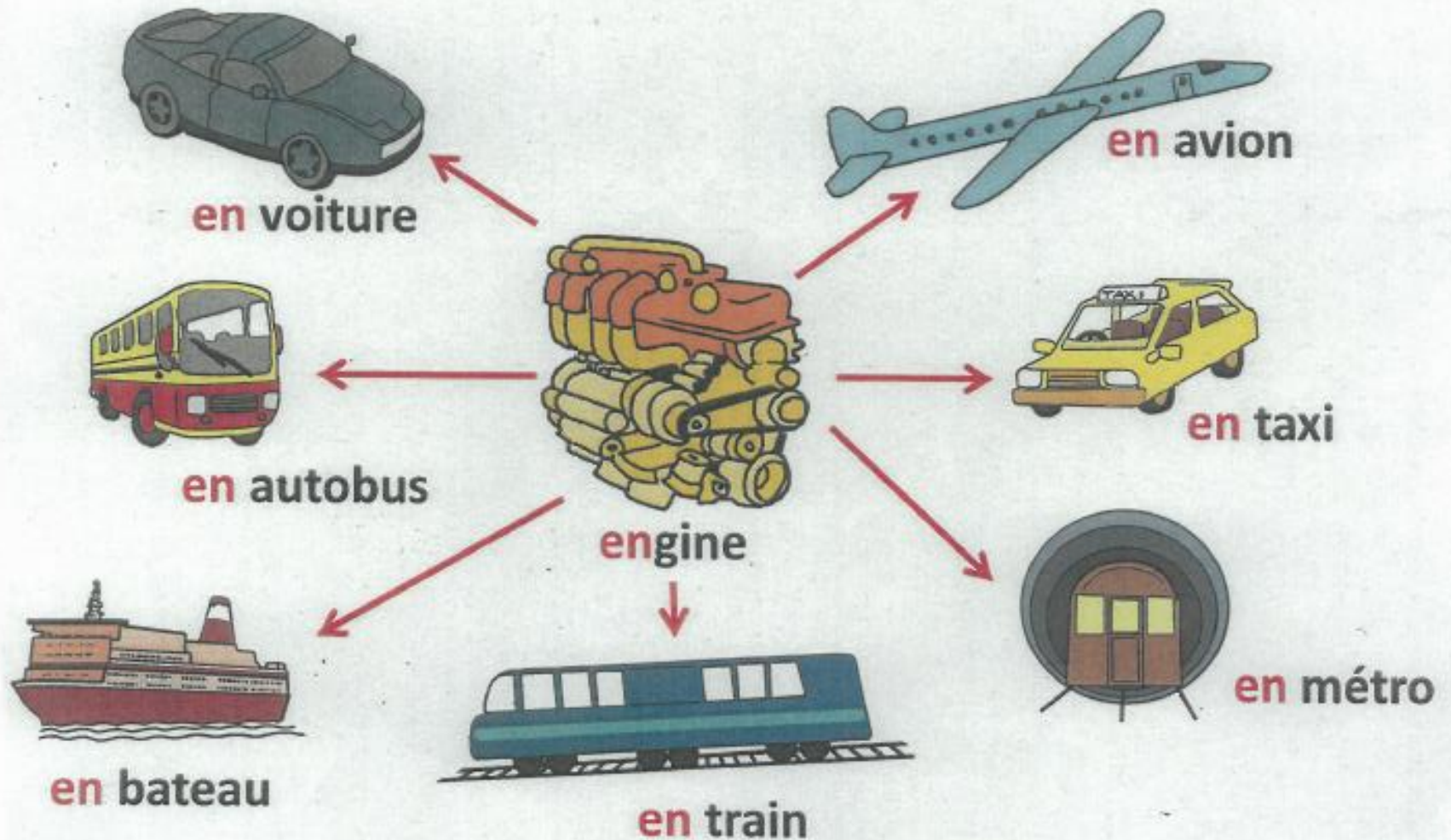


à moto /
à motocyclette



Les transports

Year 5 / KO





heureux/se



en colère



enthousiaste



j'ai froid



j'ai chaud



surpris(e)



stupéfait(e)



contrarié(e)



inquiét(e)



fièr(e)



triste



désorienté(e)

Year 6 / KO / Quel temps fait-il?

Au nord (North) / Au sud (South) / A l'est (East) / A l'ouest (West).



il neige



il fait de l'orage



il fait du vent



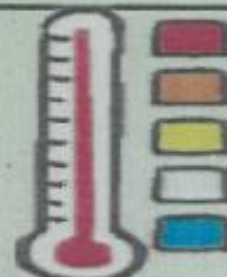
il fait mauvais



il fait du vent



il fait beau



il fait chaud



il fait froid



il fait du soleil



il [pleut



il y a des nuages

Year 6 / Ma routine / Daily Routine



Je me réveille



Je me brosse les
dents



Je me lave



Je m'habille



Je me peigne



Je prends mon
petit déjeuner



Je vais au
collège



Je mange à
la cantine



Je fais mes
devoirs



Je me
douche



Je regarde
un feuilleton



Je me
couche

* Year 6 : les Sports likes and dislikes

- * Qu'est-ce que tu fais comme sports? What sport do you do ?
- * Qu'est-ce que tu aimes comme sports? What sport do you like ?
- * Pourquoi? Why ? /
- * Je fais du (football)/ de la (natation) : I play football / I swim



Le football



Le vélo



La natation



La musculation



le roller



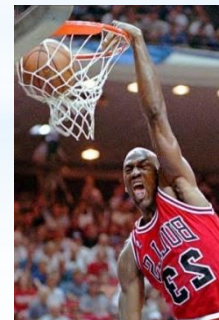
La danse



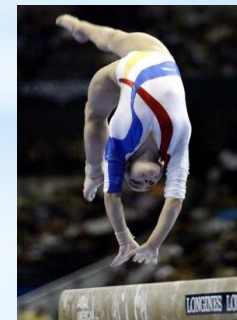
Le judo



Le tennis



Le basket



La gymnastique

Assessment

Concept: curiosity and cultural awareness <ul style="list-style-type: none"> 		
	By the end of Y4	By the end of Y6
CONCEPT – Linking languages <ul style="list-style-type: none"> Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned 		
	By the end of Y4	By the end of Y6
Expected	Make links between some phonemes, rhymes and spellings and read aloud familiar words Experiment with the writing of simple words Read and understand a range of familiar written phrases Write some familiar words and phrases using a model and some words from memory Identify nouns and verbs in a sentence Understanding the concept of genders Understand that adjectives change in French depending on genders Know when to use partitive articles	Make simple sentences and short texts Write words, phrases and short sentences using a reference Understand longer and more complex phrases or sentences Match sound to sentences and paragraphs Write sentences on a range of topics using a model Be able to conjugate some regular and irregular verbs Understand the concept of reflexive verbs Be able to use different opinion verbs leading to self - expression
CONCEPT – expression of ideas <ul style="list-style-type: none"> Discover and develop an appreciation of a range of writing in the language studied Understand and respond to spoken and written language from a variety of authentic sources 		
	By the end of Y4	By the end of Y6
Expected	Recognise some familiar words in written form Read some familiar words and phrases using a model and some words from memory Follow a short familiar text, listening and reading at the same time	Prepare and practise a simple conversation, reusing familiar vocabulary and structure in new contexts Understand and express simple opinions Reread frequently a variety of short texts

		<p>Read and understand the main points and some detail from a short written passage</p> <p>Identify different txt types and read shot, authentic texts for enjoyment or information</p> <p>Write sentences on a range of topics using a model</p>
CONCEPT – confidence in communicating <ul style="list-style-type: none"> Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 		
	By the end of Y4	By the end of Y6
Expected	<p>Listen and respond to simple rhymes, stories and songs</p> <p>Recognise and respond to sound patterns and words, rhymes nd rhythm</p> <p>Listen for specific words and phrases</p> <p>Perform simple communicative tasks using single words, phrases and short sentences</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words</p> <p>Memorise and present a short spoken text</p> <p>Ask and answer questions on several topics</p> <p>Follow a short familiar text, listening and reading at the same time</p> <p>Read some familiar words and phrases using a model and some words from memory</p>	<p>Prepare and practise a simple conversation, reusing familiar vocabulary and structure in new contexts</p> <p>Understand and express simple opinions</p> <p>Listen attentively and understand more complex phrases and sentences</p> <p>Prepare a short presentation on a familiar topic</p> <p>Reread frequently a variety of short texts</p> <p>Understand the main points and simple opinions in a spoken story, song or passage</p> <p>Perform to an audience</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>Read and understand the main points and some detail from a short written passage</p>