



Welton St Mary's Church of England Primary Academy









## French Curriculum







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








### **Curriculum Intent**

At Welton St Mary’s we believe in providing our children with **opportunities** to deepen their cultural **experiences** and **knowledge** of the world around them. Children are provided with a variety of high-quality French experiences. We aim to make everyone taught through the French curriculum feel **included and valued** in order to **release their full potential**. We believe that a high-quality language education fosters children’s **curiosity and deepens their understanding of the world**, thus **encouraging our children to become agents of positive change**. **Through challenge, high expectations, support and care, we strive for our children to express their ideas** and thoughts in French and to understand and respond to other French speakers through our four key concepts of listening, speaking, writing and reading. Children are offered the opportunity to exchange letters in the target language with our French link school and they are explicitly taught phonology by our native French teacher alongside the rest of the curriculum content. We provide our children with opportunities for them to communicate for practical purposes, learn new ways of thinking and read in the foreign language. We aim to develop their understanding of other countries and provide opportunities to **develop their knowledge of other cultures as well as building knowledge** and understanding around their own roots.

# French Overview

	Autumn term 1	Autumn term 2	Spring term 1		Spring term 2	Summer term 1	Summer term 2
Year 3 Overview	<b>Bonjour</b> 	<b>Les animaux</b> 	<b>Dans ma classe</b> 	<b>Ma famille</b> 	<b>Ma maison</b> 	<b>Matisse</b> 	
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	<b>Letter strings -oi , eu.</b> <b>Links between some sounds and spellings.</b> <b>Understand that the final consonant is rarely pronounced.</b> <b>Understanding intonation patterns.</b>  <b>Recognise a question form.</b> <b>Recognise a key word in a question.</b> <b>Recognise nouns and verbs in French.</b> <b>Write a simple sentence : 'J'ai un chat'.</b>		<b>Auditory discrimination between indefinite articles 'un/une/des' .</b> <b>Auditory discrimination between definite articles 'la/le/l'/' les.</b> <b>Understanding simple rules for converting singular to plural.</b>			<b>Use mental associations to help remember words.</b>  <b>Introduce prepositions : 'dans, derriere ,sur, devant'.</b>  <b>Recognise an adjective in French.</b>	
Culture and traditions	<b>Animals in France</b>		<b>Family spirit in France</b>			<b>French Art</b> <b>Le Louvre</b>	

Year 4 Overview	<b>Le corps</b> 	<b>Les vêtements</b> 	<b>La nourriture et la boisson</b> 
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	<b>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).</b>	<b>Understand that adjectives can change spellings depending on genders.</b>	<b>Understanding negation in French.</b>  <b>Introduction of 'polite' verbs</b>  <b>Using partitive articles in French accordingly.</b>
Culture and tradition	<b>Epiphany</b>		<b>Holidays</b> <b>French traditions</b>
Year 5 Overview	<b>Ma ville</b> Where's the...? 	<b>Les transports</b> 	<b>La date</b> 
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  Months of the year
Core grammar	<b>Learning interrogative pronouns : 'où , quand, pourquoi'</b>	<b>Introducing verb conjugation with 'aller'</b> <b>Learning personal pronouns.</b>	<b>Ordinal and cardinal numbers. Link with latin. No capital letters with months/days of the week.</b>

Culture and traditions	NHS in France		La mode et les uniformes en école			Traditional French meals and eating habits	
Year 6 Overview	<b>La date</b> 	<b>Le temps</b> 	<b>Sports et loisirs</b> 	<b>Ma journée</b> 	<b>A l'école</b> 	<b>Ma planète</b> 	<b>Spanish / German</b> <b>The importance</b> 
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	<b>Greetings</b>  <b>Numbers</b>
Core grammar	<b>Preposition : 'avant / après'.</b> <b>Link with latin.</b>  <b>Translation of 'il fait'.</b>		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	<b>French history key dates (French Revolution 1789)</b> <b>French Festivals key dates (1er mai – Lily of the valley).</b> <b>Map of France.</b>		<b>Compare English / French Schooling (timetable etc).</b>  <b>Continue our Franco – English link with our correspondents in Le Mans (letters /skype)</b>		<b>Family French breakfast</b> <b>Introduce the French 'goûter' at 4 pm.</b> <b>French traditional games during playtime.</b> <b>French leisure for children.</b>		<b>The importance of learning any foreign language.</b>

### 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 – Speaking

- Understand and respond to spoken language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity whilst continually improving the accuracy of their pronunciation and intonation.
- Express ideas and thoughts in another language and respond to its speakers.
- Communicate for practical purposes.

## CONCEPT – Listening

- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

## CONCEPT – Reading

- Read literature in the original language.

## CONCEPT – Writing

- Understand and respond to written language from a variety of authentic sources.
- Write at varying length for different purposes and audiences using the taught grammatical structures.
- Express ideas and thoughts in another language and respond to its speakers.

## CONCEPT – Cultural awareness

- Become familiar with a range of cultures and traditions and be able to make links.
- Understand and respond to spoken language from a variety of authentic sources.

# Progression of skills

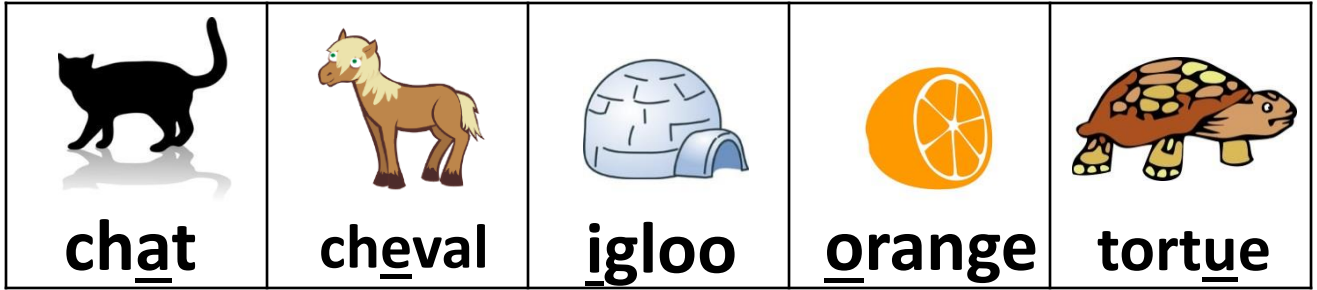
	Year 3	Year 4	Year 5	Year 6
<b>curiosity and cultural awareness</b> Understand and respond to spoken and written language from a variety of authentic sources	Being accustomed to the concept of a foreign culture/s.  Foster pupil's curiosity and deepen their understanding of the world.	'Learning another 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)
<b>CONCEPT – Linking languages</b> 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
<b>CONCEPT – expression of ideas</b> 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				
<b>CONCEPT – confidence in communicating</b> 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 – Prononciation des voyelles / Vowels



First of all we need to be able to pronounce our vowels properly. 'e' is the most commonly mispronounced vowel, but you need to get the others right too. Make sure you use the front of your mouth and that you move your lips properly.

**Fe Fi Fo Fum!**

### The vowels

Each of the five vowels has its own clear sharp sound:

**a** as in chat

**e** as in cheval

**i** as in igloo

**o** as in orange

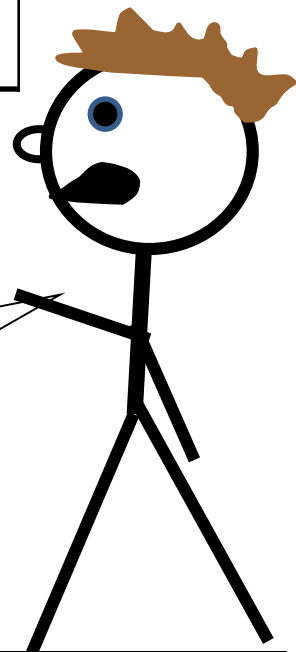
**u** as in tortue



a	e (uh)	i	o	u
ma	me	mi	mo	mu
la	le	li	lo	lu
da	de	di	do	du
ta	te	ti	to	tu

**Try saying  
these out  
loud:**

## Year 3 – Les salutations – Greetings



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 ca 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 - 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).

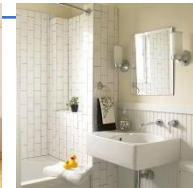
une maison jumelle (in a semi-detached house).

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



# **French / Year 4 – Les parties du corps / Names of the body parts**

## **Describing ailments and illnesses**



**La main**



**La tete**



**La bouche**



**La jambe**



**L'oreille**



**Le bras**



**Le pied**



**Le nez**



**Le genou**



**Le ventre**



**Le dos**



**l'oeil**



**Les yeux**

**Comment allez – vous ?/ How are you ?.**  
**Ça va mal , merci / I am not well . Thank you.**

**J'ai mal à la tete F/ my head hurts. J'ai mal aux yeux P / my eyes hurt.**  
**J'ai mal au pied M / my foot hurts.**



# 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



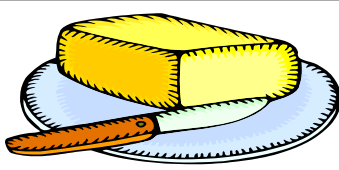
La glace



Le fromage



Le poulet



Le beurre



La viande



La soupe



Le vin



Le jus d'orange

Que désirez – vous ? What would you like?

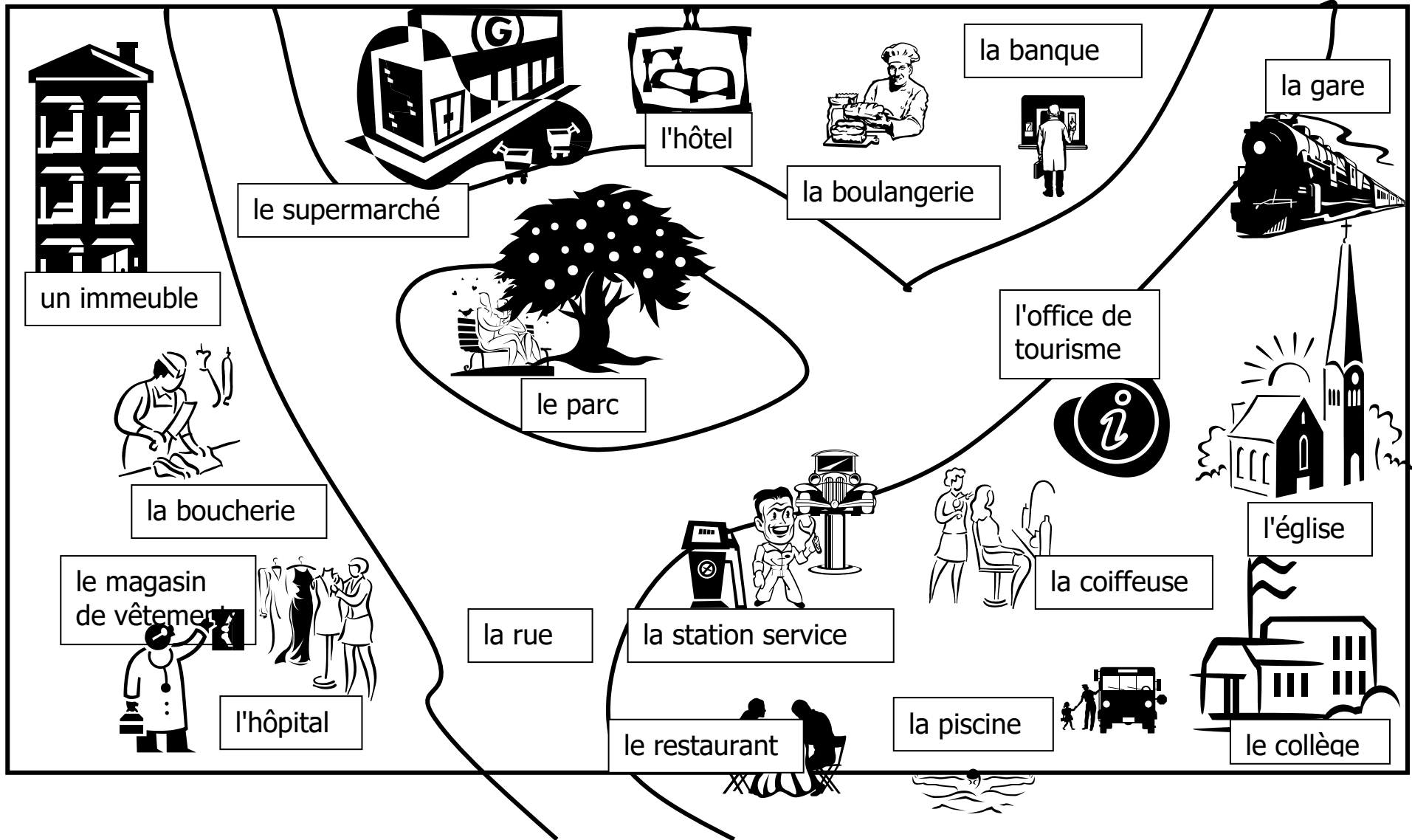
Pour le déjeuner , je voudrais ..... s'il vous plait : For lunch , I would like ....please. L'addition s'il vous plait : The bill please.

Comme boisson , je voudrais .....s'il vous plait : To drink , I would like .....please. Je vous remercie : Thank you very much.

## Year 5 / En Ville – in my town

Où habites -tu ? Where do you live ? / J'habite près de la gare ! I live near the station / C'est loin ? Is it far ?/

C'est tout droit – Go straight on / Tournez à gauche – Turn left / Passez le pont – Pass the bridge / Après le feu -After the traffic lights  
Prenez la première à droite – Take the first road on your right / Prenez la deuxième à gauche – Take the second road on your left



# Year 6 - La date

## Dates - Numbers - Birthdays – Names of Festivals

Les jours de la semaine

**LUNDI**  
**MARDI**  
**MERCREDI**  
**JEUDI**  
 **VENDREDI**  
**SAMEDI**  
**DIMANCHE**

Les nombres

1	un	16	seize
2	deux	17	dix-sept
3	trois	18	dix-huit
4	quatre	19	dix-neuf
5	cinq	20	vingt
6	six	21	vingt-et-un
7	sept	22	vingt-deux
8	huit	23	vingt-trois
9	neuf	24	vingt-quatre
10	dix	25	vingt-cinq
11	onze	26	vingt-six
12	douze	27	vingt-sept
13	treize	28	vingt-huit
14	quatorze	29	vingt-neuf
15	quinze	30	trente
		31	trente-et-un

Les mois de l'année – months of the year



Mon anniversaire

Quelle est la date de ton anniversaire?

When is your birthday?



Mon anniversaire, c'est le 3 avril.

My birthday is on 3<sup>rd</sup> April

Festival en France

L'Armistice	Armistice Day	C'est le onze novembre
La journée du travail	The 1st May	C'est le 1 <sup>er</sup> mai
Noël	Christmas	C'est le vingt-cinq décembre
Pâques	Easter	C'est en mars ou avril
La fête des Mères	Mother's Day	C'est en mai
La fête nationale	French Revolution	C'est le quatorze juillet
La fête des Rois	Epiphany	C'est le six janvier
La Saint-Valentin	Saint Valentine	C'est le douze février



# Year 6 - Ma journée / My daily routine

Quelle heure est-il ?

Reflexive verb

Il est 7 heures

Il est 7 heures **et quart**  $\frac{1}{4}$  **past**

Il est 7 heures **et demie**  $\frac{1}{2}$  **past**

Il est 8 heures **moins le quart**  $\frac{1}{4}$  **to**

Reflexive verb

Je **me** lave      Nous **nous** lavons

Tu **te** laves      Vous **vous** lavez

Il/Elle **se** lave      Ils/Elles **se** lavent

Je me couche



Je prends le petit déjeuner



Je me réveille



Je rentre chez



Je me douche



Je m'habille



Je me brosse les dents



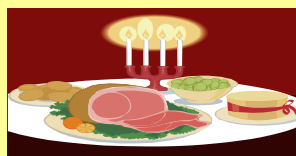
Je me lave



Je me lève



Je mange



Je vais à l'école



# Assessment

Concept: curiosity and cultural awareness <ul style="list-style-type: none"> <li></li> </ul>		
	By the end of Y4	By the end of Y6
Expected	Learn about the different languages spoken by children in the school  Locate countries where the languages are spoken  Identify social conventions at home and in different cultures  Make direct and indirect contact with countries where the language is spoken  Learn about festivals and celebrations in different cultures  Know about some aspects of everyday life and compare them to their own  Compare traditional stories	Look at aspects of everyday life and the perspective of someone from another country  Recognise similarities and differences between places  Compare symbols, objects or products which represent their own culture with those of another country  Compare attitudes towards aspects of everyday life  Present information about an aspect of culture
CONCEPT – Linking languages <ul style="list-style-type: none"> <li>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned</li> </ul>		
	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"> <li>Discover and develop an appreciation of a range of writing in the language studied</li> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> </ul>		

	By the end of Y4	By the end of Y6
Expected	<p>Recognise some familiar words in written form</p> <p>Read some familiar words and phrases using a model and some words from memory</p> <p>Follow a short familiar text, listening and reading at the same time</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>Reread frequently a variety of short texts</p> <p>Read and understand the main points and some detail from a short written passage</p> <p>Identify different txt types and read short, authentic texts for enjoyment or information</p> <p>Write sentences on a range of topics using a model</p>
<b>CONCEPT – confidence in communicating</b> <ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> <li>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</li> </ul>		
	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 and 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>

Songs and tales to support the French Curriculum :

<b><u>Year 3</u></b>	<b><u>Songs</u></b>	<b><u>Tales /Stories</u></b>
Bonjour	‘Comment t’appelles-tu ?’ ‘A douze’ ‘Onze à vingt’	‘un,deux , trois nous irons au bois’
Les animaux	‘un,deux,trois animaux’	Fable ‘ le lièvre et la tortue’
Dans ma classe	‘Dans ma trousse’	
Ma famille	‘ma famille’	
Ma maison	‘La maison’	‘les 3 petits cochons’
Noël	‘vive le vent’ ‘J’aime la galette’	‘L’histoire de St Nicolas’
Pâques	‘Quand on fait des crêpes chez nous’	
<b><u>Year 4</u></b>	<b><u>Songs</u></b>	<b><u>Tales/Stories</u></b>
Le corps	‘tête , épaule , genou ...’	Idioms
Les vêtements	‘la machine à laver’	‘Le méchant loup’
Les boissons, la nourriture	‘les fruits et les légumes’	‘ La petite chenille qui fait des trous’
Navidad (Spain)	‘Feliz Navidad’	‘El tío de Navidad’
La Semana Santa (Spain)		‘Tronos de Semana Santa’
<b><u>Year 5</u></b>	<b><u>Songs</u></b>	<b><u>Tales/ Stories</u></b>
Ma ville	‘En ville’ – ‘les directions’	‘les villes aux noms étranges’
Les transports	‘Les moyens de transport’	
La date	‘Joyeux Anniversaire’	‘Les fêtes Saintes du calendrier’
La Navidad (Spain)	‘Feliz Navidad’	‘Los tres Reyes Magos’
Las Pascuas (Spain)		‘La Mona de Pascua’
<b><u>Year 6</u></b>	<b><u>Songs</u></b>	<b><u>Tales/Stories</u></b>
La date	‘La semaine’	‘L’empereur’
Le temps	‘La météo’	‘Voici le mois de mai’
Les sports	‘Le football’	‘La récréation’
Ma journée	‘A quelle heure ?’	‘La journée de Jean’
A l’école	‘Les matières scolaires’	
Ma planète	‘La chanson des planètes’	‘Les planètes lointaines’

