



Otle All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

French Progression

French Curriculum Map

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS & KS1		Opportunities to begin to foster an interest in French include an appreciation for France and will have experienced opportunities such as saying the register in French, seeing pictures of France and understanding some key aspects of French culture. Year 2 learn how to sing 'Head, shoulders, knees and toes' during transition day.					
Key Stage 2 *Core units that must be taught to ensure coverage of key skills	Year 3 <i>Early/Intermediate language teaching</i>	*La Phonetique Lesson 1 *J'Apprends Le Francais		*Les Animaux	Le Carnaval (1 lesson February)	*Les Fruits/ *Les Glaces	*Je Peux
	Year 4 <i>Intermediate language teaching</i>	*La Phonetique Lesson 2 * Je Me presente Joyeux Noel (1 lesson)		*La Famille		*En Classe Les Jeux Olympiques (1 lesson link to Olympic year)	*Au salon de thé
	Year 5 <i>Intermediate/ Progressive language teaching</i>	*La Phonetique Lesson 3 *La Date		*As-Tu Un Animal? Le Poisson d'Avril (1 lesson April Fool's Day)		*Les Vêtements	
	Year 6 <i>Progressive language teaching</i>	*La Phonetique Lesson 4 Au café (September)/Paris	Le Bleuet de France (1 lesson Remembrance 11th Nov & English) Paris	Paris/La Rentree	La Rentree		

French Progression Map (Overview of Knowledge & Skills)

	Key Stage 2			
	Y3	Y4	Y5	Y6
Knowledge-Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender & nouns. Learn to use and recognise the terminology of articles (definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Explore full verb conjugation ('I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'
Skill-Listening	Listen to longer text and more authentic foreign language material. Pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Skill-Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask/answer questions based on language covered in the units. Include negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Skill-Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
Skill-Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write some text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

KS2 - Year 3

	Autumn 1	Aut 2	Spr 1	Spring 2	Summer 1	Summer 2
Topic:	*La Phonetique Lesson 1 *J'Apprends Le Francais		*Les Animaux	Le Carnaval (1 lesson February)	*Les Fruits/ *Les Glaces	*Je Peux
Prior learning:	In KS1, chn will have developed an appreciation for France and will have experienced opportunities such as saying the register in French, seeing pictures of France and understanding some key aspects of the French culture.					
Knowledge & Skills:	<p>French phonetics:</p> <ul style="list-style-type: none"> • Know phonetics and pronunciation for CH OU ON OI • Know some silent letters and consonants at the ends of words • Know some different accents on words <p>Pinpoint France and other French speaking countries on a map of the world.</p> <p>Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French.</p> <p>Ask and answer the question 'What is your name?' in French.</p> <p>Count to ten in French and say ten colours in French</p>		<p>Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</p> <p>Understand that there are more determiners/ articles in French than in English.</p> <p>Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	Le Carnaval (Y3)	<p>Name and recognise up to 10 fruits in French.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody in French if they like a particular fruit.</p> <p>Say what fruits they like and dislike.</p> <p>Name and recognise up to 10 different flavours for ice creams.</p> <p>Ask for an ice-cream in French using 'je voudrais'.</p> <p>Say what flavour they would like and whether they would like a cone or a small pot/tub of ice-cream.</p>	<p>Recognise, recall and spell 10 action verbs in French.</p> <p>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p> <p>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</p>
Links to GGs/ Enrichment opportunities:						
End Points:	<p>By the end of Year 3, children will understand the necessary grammar taught at Y3 (Y3 Grammar) and be able to (in French):</p> <ul style="list-style-type: none"> • Know phonetics and pronunciation for CH OU ON OI • Say the greeting 'Bonjour' and 'Au-Revoir' • Know where in the world France is, using a map. • Name some fruit and the four seasons • Count from 1-10 • Say their name • Beginning to master the four key language skills of listening, speaking, reading & writing 					

KS2 - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	*La Phonetique Lesson 2 * Je Me presente Joyeux Noel (1 lesson)		*La Famille		*En Classe Les Jeux Olympiques (1 lesson link to Olympic year)	*Au salon de thé
Prior learning:	In Y3, chn will have: <ul style="list-style-type: none"> • Understand numbers 1-10 and be able to say, read and write them. • Be familiar with the days of the week and be able to say them and recognise them in written form. • Use simple greetings (e.g. saying hello and goodbye, saying how they are). • Ask and answer simple questions about name and age. • Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). • Use simple adjectives (e.g. colours) and some simple verbs in the first person "I" form (e.g. I am and I play). • Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus 					
Knowledge & Skills:	<p>French phonetics:</p> <ul style="list-style-type: none"> • Know phonetics and pronunciation for I IN IQUE ILLE • Know some silent letters and consonants at the ends of words • Know some different accents on words • Know letters 'E', 'X', 'H' and 'R' • Understand liaison <p>Know how to count to 20 and say their name, age and where they live.</p> <p>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> <p>Tell you their nationality and understand basic gender agreement rules.</p>		<p>Tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>		<p>Remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>	<p>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</p> <p>To understand better how to change a singular noun to plural form.</p> <p>Perform a short role-play ordering what they would like to eat and drink.</p>
Links to GGs/ Enrichment opportunities:						Unit supports the French cafe the children will lead in Y6.
End Points:	By the end of Year 4, children will understand the necessary grammar taught at Y4 (Y4 Grammar) and be able to (in French): <ul style="list-style-type: none"> • Know phonetics and pronunciation for I IN IQUE ILLE • Know how to count to 20. • Say their name, age and where they live. • Remember and recall 12 classroom objects with their indefinite article/determiner. • Know some names of members of the family. • Developing confidence in the four key language skills of listening, speaking, reading & writing 					

KS2 - Year 5

	Autumn 1	Aut 2	Spring 1	Spr 2	Summer 1	Sum 2
Topic:	<p>*La Phonétique Lesson 3</p> <p>*La Date</p>		<p>*As-Tu Un Animal? Le Poisson d’Avril (1 lesson April Fool’s Day)</p>		<p>*Les Vêtements</p>	
Prior learning:	<p>In Y4, chn will have:</p> <ul style="list-style-type: none"> • Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities). • Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.) • Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink). • Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live). Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is). • Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. 					
Knowledge & Skills:	<p>French phonetics:</p> <ul style="list-style-type: none"> • Know phonetics and pronunciation for EAU EUX È É E • Know some silent letters and consonants at the ends of words • Know some different accents on words • Know letters ‘E’, ‘X’, ‘H’ and ‘R’ • Understand liaison <p>Remember, recall and spell the seven days of the week.</p> <p>Remember, recall and spell the twelve months of the year and the numbers 1-31.</p> <p>Use knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</p> <p>Use knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</p>		<p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>Tell somebody in French if they have or do not have a pet.</p> <p>Ask somebody else in French if they have a pet.</p> <p>Tell somebody in French the name of their pet.</p> <p>Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).</p>		<p>Repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>Use the appropriate genders and articles for these clothes.</p> <p>Use the verb PORTER in French with increasing confidence.</p> <p>Say what they wear in different weather/situations.</p> <p>Describe clothes in terms of their colour and apply adjectival agreement.</p> <p>Use the possessives with increased accuracy.</p>	
Links to GGs/ Enrichment opportunities:						
End Points:	<p>By the end of Year 5, children will understand the necessary grammar taught at Y5 (Y5 Grammar) and be able to (in French):</p> <ul style="list-style-type: none"> • Know phonetics and pronunciation for EAU EUX È É E • Remember, recall and spell days of the week, 12 months of the year and numbers 1-31. • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Know and say the phrase ‘J’ai’ • Have confidence in the four key language skills of listening, speaking, reading & writing • Repeat and recognise the vocabulary for a variety of clothes in French. 					

Year 6/7 transition (PHGS French teacher delivery of lessons)

Unit title: Paris	Timescale: September - February	Year Group: Year 6	Mixed Ability Class	25/30 Minutes input per week.
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PRIOR LEARNING:

In Y5, chn will have:

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).
- Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

Topics / key activities:

French phonetics:

1. Know phonetics and pronunciation for **QUE GNE Ç EN AN**
2. Know some silent letters and consonants at the ends of words
3. Know some different accents on words
4. Know letters ‘E’, ‘X’, ‘H’ and ‘R’
5. Understand liaison
6. General Introductions
7. General introduction to the French speaking world – Why speak French -including cultural clips from the French speaking world
8. Introduction to / recap of French Phonics
9. Paris – introduction + places to visit in Paris – eg Eiffel Tower, The Louvre, Tour de Montparnasse / + simple descriptions.
10. Paris – further places in Paris to visit – saying where you would like to go and why
11. Wider range of adjectives and more places in the town – general – eg hotel / shopping centre etc
12. Directions – simple directions role-plays
13. Weather
14. French food items including traditional French café items
15. Food likes and dislikes
16. Café role-plays

Grammar / Key vocab to cover:

- nouns and genders
- avoir / être / aller – I/you/ he / she forms
- j’aime / je n’aime pas / j’adore / je déteste
- parce que / car c’est
- il y a/il n’y a pas de...
- je voudrais visiter
- il fait + chaud / froid / frais / beau / mauvais
- il y a du brouillard / du soleil / du vent
- il gèle / neige / pleut
- au printemps / en été / automne / hiver
- Où est ... ?
- Tournez à gauche / à droite / allez tout droit
- Prenez-la première /deuxième rue à gauche / droite
- Je voudrais / je prends ...
- L’addition s’il vous plait / c’est tout (?)
- Qu’est-ce que vous prenez ?
- Merci / voilà / de rien

Assessment opportunities:

- Mini vocabulary recall tests at start of lesson (low stakes testing / memory for learning)
- Constant targeted questioning from the teacher during lessons.
- Peer speaking assessments (role plays)
- Reading exercises using a more challenging text (cognates / words to work out etc)
- Extended writing activities
- Simple translation exercises – from the board as part of the teaching sequence (starters to recall vocab / to model good sentences etc)

<p>17. Restaurant items of food and drink introduction – cultural awareness</p> <p>18. Menu making / role play prep</p> <p>19. Restaurant role-plays</p> <p>20. Final Lesson – including some form of assessment</p> <p>Lessons to teach French Christmas Culture to be taught around the Christmas period</p> <p>https://youtu.be/ggewyDj3ZnA Eifel tower facts</p> <p>Paris for Kids - Fun Facts Song - YouTube</p> <p>Paris Facts for Kids - "Did You Know?" Animated Podcast - YouTube</p>	<ul style="list-style-type: none"> • boissons / plats / desserts/ la carte <p>Introductory lesson on phonics if needed + further introductions to Phonics throughout the lessons. Sound spelling links highlighted and links to the English language pointed out – development of English vocab too.</p> <p>Phonics: See sheet with basics on it + PPT link below to start with for lesson then recap as they come up.</p> <p>FRENCH PHONICS CARDS with colours and numbers up to 31. - YouTube</p>	<ul style="list-style-type: none"> • Summative end of topic written / spoken work <div style="border: 1px solid black; padding: 5px;"> <p>2022-2023 Additional notes:</p> <p>Remember these students have probably been adversely affected by the pandemic in their learning of French earlier in KS2. It was one of the subjects that many schools were not able to cover remotely so their prior learning may well be patchy! Keep revising / reteaching / recalling things like the numbers, phonics, basic introductions / target language phrases etc.</p> <p>*** 2022 ADDITION to the topics of</p> </div>
<p>RWCM :</p> <ul style="list-style-type: none"> • The need for accurate spelling in French & the use of accents • Copying skills and proof reading and checking new words • French pronunciation through work on phonics • Developing short opinion phrases and justifying them by saying why • Introduction to French verbs and conjugations • Key verbs covered in simple forms in the present tense / the conditional/ the imperative • Asking questions • Turn taking in roleplays <p>+ 2 free poems – family revision + food – starters for pronunciation etc</p> <p>ma-famille colour (ideaseducation.co.uk) jai-faim colour (ideaseducation.co.uk)</p>	<p>SMSC (spiritual, moral, social & cultural):</p> <ul style="list-style-type: none"> • Introduction to France / French speaking World – lesson 2 – life on the Ivory Coast Culture: Exploring the Ivory Coast - KS2 French - BBC Bitesize - BBC Bitesize / Exploring Normandy Culture: Exploring Normandy - KS2 French - BBC Bitesize - BBC Bitesize • Cultural / Geographical Awareness of Paris • French food / drink items (café culture / restaurant culture) • Giving and understanding directions • Traditions in the French speaking world – Christmas / New Year traditions - Culture: Exploring the Festival of the Kings - KS2 French - BBC Bitesize - BBC Bitesize • French for kids: a trip to Paris - High Five French Sample - YouTube • One day in Paris: 360° Virtual Tour with Voice Over - YouTube 	
<p>Support/Extension work</p> <p>Differentiation according to ability/needs of individuals in class – information from class teachers and TAs.</p> <p>Teaching Assistant in class / use of teacher to help with some students / use of Trainee Teachers if available.</p>	<p>Websites to support learning</p> <ul style="list-style-type: none"> • http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm • http://www.primaryresources.co.uk/mfl/mfl_french.htm • French Resources - Google Drive • KS2 French - BBC Bitesize <p>FRENCH PHONICS CARDS with colours and numbers up to 31. - YouTube</p>	

Topic outcomes:

- A short paragraph and or presentation about Paris using vocab and phrases from within the topic. Simple extended sentences are expected and as well as simple opinions being expressed.
- Numeracy work to have included counting and simple maths work with the numbers and literacy skills to help check writing and copy carefully – especially with new letters / symbols will have been reinforced.
- Students will also have seen a more challenging text containing both familiar and unfamiliar vocab about Paris/local area and will have had to work out the meaning of some new words.

This all fits within the National Curriculum KS2 Aims:

- understand and respond to spoken and written language from a variety of authentic sources (***this still needs documenting in the Mid Term Plan and building on.**)
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied (***This still needs adding in – see poems as a start**)

Unit title: La Rentrée - School **Timescale:** February - July **Year Group:** Year 6 **Mixed Ability Class** 25/30 Minutes input per week.

Topics and skills / Key activities:

1. Introducing yourself (revision)
2. Classroom items you need in school
3. Subjects you learn + opinions
4. Days of the week
5. Telling the time
6. Saying which subjects you learn and when
7. School Uniform
8. Descriptions and opinions about uniform
9. Life at school in general
10. Short assessment
11. Bastille Day – *when it happens*
12. Additional Cultural information about France if time at the end.

Lesson on Easter and religious and secular French traditions associated with this around the time of Easter. (Info and images to help with the lesson - [A Guide to the Easter Traditions in France - French Moments](#))
Lyon's Light Festival <https://youtu.be/H0pG9U0sqw4>

Grammar/Key Vocab to cover:

- nouns and genders
- avoir / être – I/you/ he / she forms
- Subjects – l'anglais / le français / les maths / les sciences / l'histoire / la géo(graphie) etc
- Opinions : j'aime / je n'aime pas / j'adore / je déteste
- parce que / car c'est
- Days of the week / telling the time
- apprendre / porter – I / you / he / she forms
- items of clothing – uniform and none uniform
- simple adjective agreement – colours / opinions

Phonics: Revise Phonics in revision at start then continued teaching of phonics to help pronunciation building on the work done in Topic 1. Use same sheet and flag phonics in lessons as and when they are covered again.

Assessment opportunities:

- Mini vocabulary recall tests at start of lesson (low stakes testing / memory for learning)
- Constant targeted questioning from the teacher during lessons.
- Peer speaking assessments (role plays)
- Reading exercises using a more challenging text (cognates / words to work out etc)
- Extended writing activities
- Simple translation exercises – from the board as part of the teaching sequence (starters to recall vocab / to model good sentences etc)
- Summative end of topic written / spoken work

2022-2023 Additional notes: Due to the pandemic, prior learning may well be patchy! Keep revising / reteaching / recalling things like the numbers, phonics, basic introductions / target language phrases etc.*** 2022 ADDITIONS – Focus on Phonics / Bastille Day / Cultural lessons at end of topic

<p>RWCM :</p> <ul style="list-style-type: none"> • The need for accurate spelling in French & the use of accents • Copying skills and proof reading and checking new words • French pronunciation through work on phonics • Developing short opinion phrases and justifying them by saying why • Further work on French verbs and conjugations • Key verbs covered in simple forms in the present tense 1st / 2nd / 3rd persons of the verb • Asking questions • Turn taking in roleplays 	<p>SMSC (spiritual, moral, social & cultural):</p> <ul style="list-style-type: none"> • Cultural Awareness of the school system in France • School stationary supply lists These are the 29 stationery items your child will need for school in France (thelocal.fr) • French paper / handwriting • Bastille Day What is Bastille day? For children - YouTube • French celebrations – Easter + additional celebrations if time allows. <p>Les jours de la semaine - alain le lait (French days of the week) - YouTube Les vêtements - Alain LeLait (clothes in French) - YouTube A French song about clothes and colours French - Virtually There: France - YouTube</p>
<p>Support/Extension work Differentiation according to ability/needs of individuals in class – see class profile + PCPs.</p> <p>Teaching Assistant in class / use of teacher to help with some students / use of Trainee Teachers if available.</p>	<p>Websites to support learning</p> <ul style="list-style-type: none"> • https://www.service-public.fr/particuliers/actualites/A11819 • http://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm • http://www.bbc.co.uk/schools/primarylanguages/french/ • http://www.primaryresources.co.uk/mfl/mfl_french.htm
<p>Topic outcomes:</p> <ul style="list-style-type: none"> • A short paragraph and or presentation about life in school using vocab and phrases from within the topic. Simple extended sentences are expected and as well as simple opinions being expressed. • Numeracy work to have included counting and simple maths work with the numbers and literacy skills to help check writing and copy carefully – especially with new letters / symbols will have been reinforced. • Students will also have seen a more challenging text containing both familiar and unfamiliar vocab about School and will have had to work out the meaning of some new words 	
<p>This all fits within the National Curriculum KS2 Aims:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources (*this still needs documenting in the Mid Term Plan and building on.) • 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 • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied (*This still needs adding in) 	

French Cultural Lessons

These are a series of **four French 'cultural' lessons**. The four lessons are all individual 'one off' lessons (not part of a complete unit) and they are not sequential. They are also not linked to any other particular unit. They are ideally suited to KS2 classes but can be used lower down your school if you so wish. The aim of these lessons is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. Ideally each class in KS2 should be taught one 'cultural' lesson each academic year. These lessons are designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding. There will be a linguistic focus in the challenge section and all lessons will work on consolidating key question words like quand? (when) and où? (where) as appropriate. The pupils will also see the structure 'c'est' (it is) repeatedly in these lessons.

The history of each celebration/feast day will be fully explored, explaining when the celebration is, why it is celebrated and how it is celebrated. The four lessons are very interesting, and the children will love learning more about the culture connected to the language they are learning.

Le Carnaval (Y3)	This unit explores the internally recognised carnival celebration of Nice in the South of France. An explosion of colour, noise, and festivities just before the traditional much quieter and reflective Christian Lenten period and Easter. The children will learn all about this celebration and get a real feel of what it is like in Nice during this period. They will have the creative opportunity to make a carnival mask. There will also be the opportunity for children to formulate an opinion of this celebration in French and perform a short role play with a partner. For extra challenge and/or older classes there is a short reading comprehension provided in French.
La Galette Des Rois (Y4)	This unit explores this very traditional French celebration and famous cake eaten on the 6th January. The lesson explains the possible reasons why this celebration started and how it is celebrated in more recent times. A family celebration very much focussed on the cake, the 'charms' hidden inside the cake and the crown worn by the person that finds the charm in their slice of cake! There is a crown template provided and a listening and reading task for more challenge or older pupils, encouraging the children to listen very carefully to what they hear and find the errors.
Le Poisson D'Avril (Y5)	This unit explores this very popular and original French equivalent of our own 'April fool's day'. In France it is slightly different as it is centred around a 'fish' and attempting to place a paper fish on the back of somebody else without the person realising. There is a selection of paper fish templates for the children to colour in and cut out. For more challenge and/or older children, an authentic poem has been provided with a focus on key French sounds and silent letters. This helps the children revise and consolidate their French phonic knowledge and encourages them to apply this knowledge when reading unknown French text for the first time.
Le Bleuet de France (Y6)	This unit explores the French remembrance flower which is similar to the poppy used in the United Kingdom. This is a very reflective and poignant lesson teaching the children some of the history behind the symbolic meaning of this flower and the significance of the term 'bleuet' which is also linked to the soldiers wearing the distinctive blue uniforms during WW1. The creative opportunity in this lesson is based around using the template of the cornflower. For older pupils or those looking for more challenge, an authentic poem about the 'bleuet' soldiers has been provided. As this is aimed at a year 6 class the tasks are a little lengthier and more complex and include some work on silent letters in French, liaison, and word class! The lesson finishes with some reflections on the differences in French punctuation compared to English punctuation.