

# FRENCH

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**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND  
PRIMARY SCHOOLS**

# NATIONAL CURRICULUM STATEMENT

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## Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## Aims

The national curriculum for languages aims to ensure that all pupils:

- 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
- 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.



# OUR INTENT

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By the time our children leave our school, our French provision will have fostered their curiosity and deepened their understanding of the world. As well as giving them a life skill that will open future global opportunities in their lives.

# The Federation of the Church Schools of Shalfleet and Yarmouth

## Curriculum for Learning Overview

What are we trying to achieve?

**Lifelong Achievement**

**Curriculum Values**

**Design principles to inspire & challenge**

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

<b>Relationships</b> We have strong partnerships and positive relationships	<b>Determination</b> We are determined to do our very best to achieve	<b>Respect</b> We show respect to others and the environment	
<b>Coherent learning links and pathways</b>	<b>Strong working partnerships</b>	<b>High quality outcomes, deep learning</b>	<b>Valuing all children, learning is accessible to all</b>
<b>Challenging, engaging and motivating</b>	<b>Opportunities for memorable experiences</b>	<b>Promotes independence and curiosity</b>	<b>Broad, relevant and balanced Local, Mainland, Global</b>

How do we implement?

**Components**

**Teaching for Learning**

**Approaches**

**EYFS/National Curriculum**

**The curriculum as the entire planned learning experience**

Lessons	Topics	Events/Trips	Environment	Enrichment/Inspire	Partnerships							
Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions												
Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education												
CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

**Successful Learning**

**Our curriculum impact can be measured by...**

**Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?**

**Evidenced by...**

High achievement and outcomes for all across the curriculum	Good behaviour, positive attitudes and high attendance	Teaching that is engaging and consistently good for all	Motivated teams & positive learning culture	Confident, kind, respectful, determined learners
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## FRENCH AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



### Federation Vision for French – Intention for Children

By the time our children leave our school, our French provision will have fostered their curiosity and deepened their understanding of the world. As well as giving them a life skill that will open future global opportunities in their lives.

### Big Ideas

Listening – Valuing, appreciating and showing understanding of sounds through songs and rhymes.

Oral – Engaging in conversation, answering questions, expressing opinions and responding to others. Developing their own pronunciation and speaking in sentences.

Written – Write phrases from memory and create sentences through expressing their ideas. Describing a range of people, places and objects.



### Content and Sequencing (Broad, relevant and balanced)

- Exploring basic patterns and sounds of language through to developing their own accurate pronunciation and intonation.
- Building on from singular words, through to phrases and basic sentences in (LKS2) through to incorporating masculine and feminine verb forms and using a much broader vocabulary (UKS2).
- Learning of individual words and taught their meaning (LSK2) to exploring the meaning of words themselves using a French dictionary (UKS2).
- Writing individual words and copying phrases (LKS2), to writing phrases from Memory to create new sentences.



### Vision for the Federation Learning Principles in French

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Applying the conventions of language that children have established in literacy into the study of the foreign language.	Through collaboration with each other to build structured oral conversations.	Through teaching to give the children a foundation for learning further languages.	Through a range of stimulating activities, that emphasises oral, physical activities over written approaches.	We use a variety of engaging activities to inspire and promote the use of their language skills in real world situations.	Enabling children the opportunity to make the learning of language a practical-based experience.	Giving children the opportunity to language skills that are pertinent to their interests.	Global links through learning another language to open the door to another culture.

### Links with English and Maths



### Progress



### Support



**Number:** Number skills.

**English:** Basic conversation and themes, days of the week and months of the year. To apply the basic sentence writing skills.

Orally pupils will show an increased range and confidence within their spoken language, developing sentence structure.  
As children develop this confidence they will begin to write sentences and phrases with amplified frequency and confidence within books.

Everyone has access to the Languages National Curriculum.  
Activities adapted in accordance to need with an emphasis on practical activities that de-emphasise the need for advanced cognitive skills.

# PROGRESSION OF SKILLS

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1. Listening
2. Speaking
3. Reading
4. Writing
5. Vocabulary

# LISTENING

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Y3

Y4

Y5

Y6

Listening	Children will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions · a few words and phrases in a song or a rhyme · days of the week · colours · numbers	Children will be able to: Understand a range of familiar spoken phrases - e.g. · Basic phrases concerning myself, my family, my school, the weather.	Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. · A short rhyme or song, a telephone message, announcement or weather forecast. · Sentences describing what people are wearing, what they are doing, an announcement or message.	Children will be able to: · understand and respond to spoken and written language from a variety of authentic sources
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# SPEAKING

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Y3

Y4

Y5

Y6

<p>Speaking</p>	<p>Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> <li>· greeting someone</li> <li>· saying oui, non, s’il vous plait, merci (or equivalents in other languages)</li> <li>· naming classroom objects</li> <li>· days of the week saying what the weather is like</li> </ul>	<p>Children will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> <li>· Saying where I live</li> <li>· Whether I have brothers and sisters</li> <li>· Whether I have a pet</li> <li>· When my birthday is</li> <li>· How old I am</li> <li>· Saying the date</li> </ul>	<p>Children will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> <li>• taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</li> <li>· discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <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> <li>· give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li> <li>· talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...</li> </ul>
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# READING

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Y3

Y4

Y5

Y6

Reading	Children will be able to: recognise and read out a few familiar words and phrases - e.g. <ul style="list-style-type: none"><li>· from stories and rhymes</li><li>· labels on familiar objects</li><li>· the date</li><li>· the weather</li></ul>	Children will be able to: Understand and read out familiar written phrases - e.g. <ul style="list-style-type: none"><li>· simple phrases</li><li>· weather phrases</li><li>· simple description of objects someone writing about their pet</li></ul>	Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. <ul style="list-style-type: none"><li>· very simple messages on a postcard or e-mail or part of a story</li><li>· three to four sentences of information about my e-pal; a description of someone's school day</li></ul>	Children will be able to: Understand the main points and opinions in written texts from various contexts - e.g. <ul style="list-style-type: none"><li>· A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story</li><li>...</li><li>· discover and develop an appreciation of a range of writing in French</li></ul>
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# WRITING

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Y3

Y4

Y5

Y6

<b>Writing</b>	Children will be able to: Can write or copy simple words or symbols correctly - e.g. <ul style="list-style-type: none"><li>· numbers</li><li>· Days of week</li><li>· colours</li><li>· classroom objects</li><li>· a shopping list</li></ul>	Children will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g. <ul style="list-style-type: none"><li>· personal information</li><li>· where I live</li><li>· how old I am</li><li>· holiday greetings by e-mail or on a postcard</li></ul>	Children will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g. <ul style="list-style-type: none"><li>· a postcard, a simple note or message, an identity card</li></ul> Write a short text on a familiar topic, adapting language which they have already learnt- e.g. <ul style="list-style-type: none"><li>· three to four sentences for a wall display; a simple e-mail message ...</li></ul>	Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. <ul style="list-style-type: none"><li>· paragraphs of three to four sentences about myself,</li><li>· about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li></ul>
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# VOCABULARY

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Y3

Y4

Y5

Y6

Vocabulary	Greetings, Numbers 1-12, Pencil case items, Classroom language, Animals, Articles, Colours, Fruit, Days of the week, Food and snacks.	Numbers 1-31, Months, Seasons, Dates, Birthday/Christmas, Shapes, Colours, Prepositions of place, Parts of the face and adjectives, Parts of the body, Family members.	Question words, Time – asking and telling, Likes and dislikes, Mealtimes, Expressions of frequency, Sports, Passtimes, Movement instructions, Music/Instruments	Weather, Geography, Countries, Where I live, Languages and Nationalities, Festivals, Clothes, Ice-cream flavours
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## Federation Coverage Autumn 1

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking</p> <ul style="list-style-type: none"> <li>· To learn the key phonics vowel words</li> <li>· To learn basic greetings and giving your name vowels + diphthongs on / ou / au / oi / ui</li> <li>· To understand and recall orally the numbers 1-12.</li> </ul> <p>Sounds un / eu / oi / in / ui / on / ou</p> <ul style="list-style-type: none"> <li>· To ask how old someone is and give own age</li> <li>· To learn classroom instructions (introduction to the 'é' sound in -ez commands)</li> </ul>	<p>Listening/Speaking/Reading</p> <ul style="list-style-type: none"> <li>· To remember key language of the classroom and basic greetings</li> <li>· To revise numbers 1-12 and days of the week</li> <li>· To learn numbers 13 – 31</li> <li>· To consolidate numbers 1-31</li> <li>· To learn the months of the year</li> <li>· To ask and answer 'What date is it today?'</li> <li>· To learn the names of the seasons</li> <li>· To join in with a French song</li> <li>· To learn how to ask for and say your birthday</li> <li>· To sing Happy Birthday in French</li> </ul>	<p>Listening/Speaking/Reading</p> <ul style="list-style-type: none"> <li>· To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn</li> <li>· To revise and extend knowledge of the numbers needed to tell the time</li> <li>· To learn how to ask for and give the time (hour, half and quarter)</li> <li>· To consolidate and extend the ability to ask for / give the time</li> <li>· To say 'at ... o'clock.'</li> <li>· To describe what you usually have for breakfast</li> <li>· To learn how to communicate likes and dislikes.</li> </ul>	<p>Listening/Speaking/Reading</p> <ul style="list-style-type: none"> <li>· To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics.</li> <li>· To revise months and seasons</li> <li>· To describe a variety of weather phrases in the present tense</li> <li>· To know the seasons in French. To use the language of weather to describe climates in different places.</li> <li>· To revise key weather and season vocabulary.</li> <li>· To read and perform a poem in French about autumn.</li> <li>· To gain a basic understanding of the geography of France and some of its geographical features using terms in French.</li> <li>· To know the compass points in French.</li> </ul>

## Federation Coverage Autumn 2

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking</p> <ul style="list-style-type: none"> <li>· To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)</li> <li>· To practise and embed the phonics knowledge</li> <li>· 2 To use the question 'As-tu?(Do you have?) in a game</li> <li>· To learn the nouns for items in a pencil case</li> <li>· To embed the pencil case nouns</li> <li>· To ask 'Do you have a..?' and respond</li> <li>· To ask 'What do you have in your pencil case?' and respond</li> <li>· To learn some key facts about Christmas in France and make a Christmas card</li> <li>· To learn a French Christmas song</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)</li> <li>· To learn some typical exclamations in French</li> <li>· To use language of days, dates, and celebrations to make a birthday party invitation</li> <li>· To learn new Christmas vocabulary, and revise numbers</li> <li>· To learn about la Fête des Rois – ephipany</li> <li>· To learn a Christmas song</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To consolidate and embed the new language</li> <li>· To learn to use different persons of the regular -ER verb MANGER</li> <li>· To write short sentences about what different people eat for breakfast.</li> <li>· To learn how to say you prefer.</li> <li>· To practise saying what you eat and drink for lunch on different days.</li> <li>· To practise looking up new nouns in a dictionary.</li> <li>· To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them.</li> <li>· To use expressions of frequency to add detail.</li> <li>· To practise the use of -ER regular verbs in different persons.</li> <li>· To build sentences using verbs, time expressions and food items.</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn some countries in French and link them to their flags using colours</li> <li>· To say what several countries are famous for and give our opinion</li> <li>· To learn the names of the countries that border France. Describe where they are using the compass points in French.</li> <li>· To describe what there is in France, using the phrase 'a lot of'</li> <li>· To describe France and understand a longer text about France</li> <li>· To use the correct word for 'in' when talking about towns and countries. To revise countries learnt. To say where you come from in French.</li> <li>· To learn some languages and nationalities in French.</li> <li>· To learn some key vocabulary used in the film Kirikou and complete activities related to the film</li> </ul>

# Federation Coverage Spring 1

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking/Reading</p> <ul style="list-style-type: none"> <li>· To learn some key classroom language.</li> <li>· To learn 9 new nouns - animals - (with the indefinite article)</li> <li>· To learn how to make nouns plural in French</li> <li>· To learn how to say 'a' and 'some', and change to 'the'</li> <li>· To learn the adjectives of colour</li> <li>· To listen and read along</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn the words for key shapes</li> <li>· To combine colour and other adjectives with shapes</li> <li>· To learn how to describe where things are in a picture</li> <li>· To use the language to describe pictures</li> <li>· To create own picture and description</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To develop use of a dictionary for nouns.</li> <li>· To apply phonics knowledge to new language</li> <li>· To ask for and give opinions about sports</li> <li>· To talk about the sports you know how to do</li> <li>· To use two key verbs in the present tense</li> <li>· To talk about the sports you do</li> <li>· To learn expressions of frequency to say how often you do different sports.</li> <li>· To write and adapt sentences to describe the sports you do and when you do them.</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn words for different areas/ types of places to live</li> <li>· To practise talking about where you live in more detail.</li> <li>· To learn words to say what is in a town. Dictionary skills</li> <li>· To learn words to say what is in a town.</li> <li>· To create sentences to say / write there is / there is not and build a conversation.</li> <li>· To explore a French poem</li> <li>· To practise memory and performance skills.</li> <li>· To create their own version of a famous poem.</li> </ul>

## Federation Coverage Spring 2

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking/Reading</p> <ul style="list-style-type: none"> <li>· To describe animals with colours</li> <li>· To join in with a song</li> <li>· To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language</li> <li>· To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn the nouns for parts of the face</li> <li>· To combine adjectives and nouns to describe faces</li> <li>· To combine adjectives and nouns to describe faces</li> <li>· To learn the nouns for parts of the body</li> <li>· To design and describe a monster picture</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn the pronouns.</li> <li>· To learn the 6 verb endings and see the formal layout of a verb table To use the different parts of faire to talk about the actions of others.</li> <li>· To use verbs to give instructions</li> <li>· To use verbs to give instructions.</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· French festivals using the present tense of more 'ER' verbs</li> <li>· French festivals</li> <li>· Danser - regular verbs in the present tense.</li> <li>· To use a writing frame to write a text about a festival in England.</li> <li>· To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words).</li> </ul>

# Federation Coverage Summer 1

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn nouns for different fruit</li> <li>· To learn the names of the days of the week</li> <li>· To learn food nouns from the Hungry Caterpillar story</li> <li>· To consolidate the new language from lessons 1,2,3</li> <li>· To listen to and understand a French story</li> <li>· To develop confidence and memory by retelling the HC story</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn nouns for family members</li> <li>· To use the alphabet to spell names</li> <li>· To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'</li> <li>· To learn adjectives for describing hair &amp; eyes</li> <li>· To use language for describing hair &amp; eyes</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To extend the range of language to give levels of like / dislike.</li> <li>· To identify different types of music and give likes / dislikes</li> <li>· To look up new nouns to check for meaning using an online dictionary.</li> <li>· To practise decoding by matching animals and instruments.</li> <li>· To ask and answer 'Do you know how to play...?'</li> <li>· To revise the pronouns.</li> <li>· To learn the 6 verb endings for JOUER, a regular -ER verb</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· Review the Q and A in the y6 conversation</li> <li>· Prepare conversation</li> <li>· Perform the conversation</li> <li>· Holidays vocabulary: Revision of where I live and weather</li> <li>· Holidays: Using the verb aller</li> <li>· Clothes introduction</li> <li>· Clothes recap and clothes poem</li> </ul>

# Federation Coverage Summer 2

Year 3	Year 4	Year 5	Year 6
<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To use knowledge of colours to create a butterfly</li> <li>· To learn some words for snacks</li> <li>· To ask 'What do you want?' and respond 'I want'</li> <li>· To ask / answer from memory</li> <li>· To write individual words from memory</li> <li>· To perform and record their group café dialogues</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To use language to describe his/her hair and eyes</li> <li>· To listen and follow the story of Le gros navet OR Les quatre amis</li> <li>· To re-tell the story with actions</li> <li>· To use the language from this term to describe an invented or famous family</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· To learn some new adjectives</li> <li>· To use adjectives to give reasons for liking / disliking music or instruments</li> <li>· To practise dialogues asking / answers questions about music and instruments</li> <li>· To use language learnt for a new purpose</li> <li>· To develop confidence in performance and develop memory skills.</li> <li>· To practise evaluating own and others' performances and giving feedback</li> </ul>	<p>Listening/Speaking/Reading/Writing</p> <ul style="list-style-type: none"> <li>· Fashion show introduction</li> <li>· Fashion show preparation</li> <li>· Fashion show performance</li> <li>· At the café: Revision</li> <li>· Ice creams</li> <li>· Revision tasks</li> </ul>

# A MORE DETAILED VERSION OF THE WHOLE FEDERATION COVERAGE

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Autumn

Y3

Y3/4

Y4

Y5/6

Y5

Y6



Adobe Acrobat Document



Adobe Acrobat Document



Adobe Acrobat Document



Adobe Acrobat Document

Spring

Y3

Y3/4

Y4

Y5/6

Y5

Y6



# OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the French subsections. This can influence next steps for pupils and the level of support needed. I will use assessment to analyse summative data through the monitoring and evaluating process.

*Key French targets for each sequence of lessons and children should be assessed against these.*

*The assessment model is designed to support all pupils to access the French curriculum and also challenge higher attaining pupils.*

The assessment of French is supported by the targets from the French progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNICATE		KNOWLEDGE	
y E		Use the keyboard confidently to type a suitable page		Beginnings to recognise dance movements and motifs (using appropriate choreography)		Describe/ explain my own response to the concept of belonging.		Give detailed observations about suitable artists', artists' and designers' work	
		Use mouse keyboard shortcuts		Describe/ explain dance movements throughout a dance sequence.		Describe/ explain my own response to the concept of interpretation.		Offer facts about suitable artists', artists' and designers' work	
		Organise files effectively using folders (p. 5)		Confidence flexibility, techniques and movements in order of final sequence.		Describe/ explain my own response to the concept of stewardship		<b>SKILLS</b>	
		Operate a database using more complex queries		Perform appropriately and with the required skills in relation to the situation, e.g. using various levels, scope of searching and motifs.		Describe/ explain my own response to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
		Design and create a database		Beginnings to show a change of pace and timing in their movements.		Describe/ explain my own response to the concept of surroundings.		Digital movement and progression in drawings	
	<b>DATA</b>	Create a graph from a data (with database and spreadsheet)		Use the space provided to his maximum potential.		Describe/ explain my own response to the concept of name.		Use a variety of tools and extend the work appropriately	
								Use key vocabulary to	



# FEDERATION CURRICULUM ASSESSMENT



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

	Computing INFORMATION TECHNOLOGY	PE DANCE	RE COMMUNCIATE	Art KNOWLEDGE
		Progress to recognise <i>Joan mason's</i> and <i>Watteau's</i> (using reproduction when needed)	Describe/ explain my own progress in the context of <i>behaving</i> .	Give detailed observations about notable artists', <i>cellulose</i> ' and <i>designers'</i> work;
	<b>INFORMATION TECHNOLOGY - GENERAL</b>	Demonstrate chosen <i>mason's</i> throughout a <i>Joan</i> program.	Describe/ explain my own progress in the context of <i>integrity</i> .	Offer facts about notable artists', <i>cellulose</i> ' and <i>designers'</i> lives;
		Complete <i>flexible</i> , <i>technique</i> and <i>mason's</i> to create a <i>flexible</i> program.	Describe/ explain my own progress in the context of <i>showing</i> .	<b>SKILLS</b>
		Place <i>appropriately</i> and with the <i>required</i> style in relation to the <i>situation</i> , e.g. using various <i>technique</i> , ways of <i>showing</i> and <i>Watteau</i> .	Describe/ explain my own progress in the context of <i>justice</i> .	Use a variety of <i>technique</i> to add effects, e.g. <i>shading</i> , <i>reflection</i> , <i>balancing</i> and <i>contrast</i> .
		Design and create a <i>database</i>	Describe/ explain my own progress in the context of <i>second place</i> .	Draft <i>mason's</i> and <i>progression</i> in <i>drawing</i> ;
	<b>DATA</b>		Describe/ explain my own progress in the context of <i>www</i> .	Use a variety of <i>tools</i> and <i>select</i> the most <i>appropriate</i> ;
		Create a <i>graph</i> from a <i>data</i> (both <i>database</i> and <i>spreadsheet</i> )		Use <i>key</i> <i>technology</i> in



# MONITORING AND EVALUATING

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Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

**EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)**



# FRENCH IN YEAR 3

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- Listening
- Speaking
- Reading
- Writing

# FRENCH - LISTENING

## Autumn 1

Listening/speaking

To learn the key phonics vowel words

To learn basic greetings and giving your name

vowels + diphthongs on / ou / au / oi / ui

To learn classroom instructions (introduction to the 'é' sound in -ez commands)

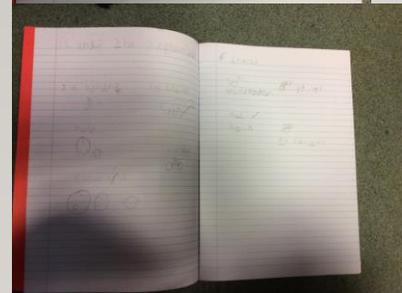
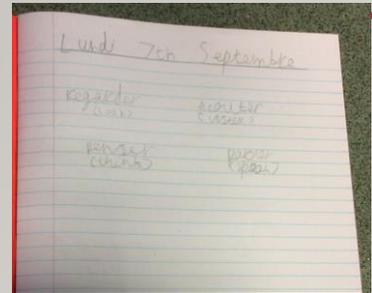
## Autumn 2

To learn new key phonics sounds words - the 'é' (-er, -ez, et, è)

o practise and embed the phonics knowledge

2 To use the question 'As-tu?(Do you have?) in a game

To learn the nouns for items in a pencil case



Blue Freshwater



# FRENCH - READING

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# FRENCH - WRITING

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# FRENCH IN YEAR 4

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- Listening
- Speaking
- Reading
- Writing

# FRENCH - LISTENING

Comet Shalfleet

## Autumn 1

Following Y3 objectives  
Listening/speaking

To learn the key phonics vowel words  
To learn basic greetings and giving your name  
vowels + diphthongs on / ou / au / oi / ui  
To understand and recall orally the numbers 1-12.  
Sounds un / eu / oi / in / ui / on / ou  
To ask how old someone is and give own age  
To learn classroom instructions (introduction to the  
'é' sound in -ez commands)

## Autumn 2

Following y3 objectives  
To learn new key phonics sounds words - the 'é' (-er,  
-ez, et, é)  
o practise and embed the phonics knowledge  
2 To use the question 'As-tu?(Do you have?) in a  
game  
To learn the nouns for items in a pencil case

Blue Yarmouth



# FRENCH - SPEAKING

Green Freshwater

## Autumn 1

Following Y3 objectives  
Listening/speaking

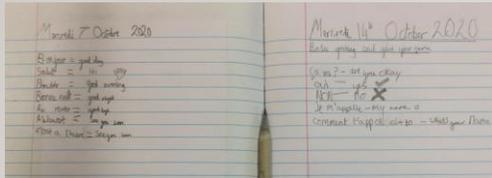
To learn the key phonics vowel words  
To learn basic greetings and giving your name  
vowels + diphthongs on / ou / au / oi / ui  
To understand and recall orally the numbers 1-12.  
Sounds un / eu / oi / in / ui / on / ou  
To ask how old someone is and give own age  
To learn classroom instructions (introduction to the  
'é' sound in -ez commands)

## Autumn 2

Following y3 objectives  
To learn new key phonics sounds words - the 'é' (-er,  
-ez, et, é)  
o practise and embed the phonics knowledge  
2 To use the question 'As-tu?(Do you have?) in a  
game  
To learn the nouns for items in a pencil case



Comet Shalfleet



Blue Yarmouth



# FRENCH - READING

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# FRENCH WRITING

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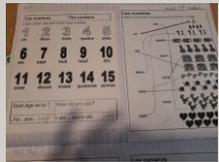
# FRENCH IN YEAR 5

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- Listening
- Speaking
- Reading
- Writing

# FRENCH - LISTENING

## Green Freshwater



### Autumn 1

Following y3 objectives

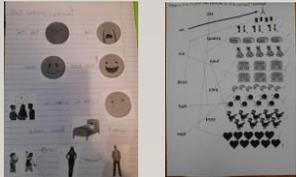
- To learn the key phonics vowel words
- To learn basic greetings and giving your name
- vowels + diphthongs on / ou / au / oi / ui
- To understand and recall orally the numbers 1-12.
- Sounds un / eu / oi / in / ui / on / ou
- To ask how old someone is and give own age
- To learn classroom instructions (introduction to the 'é' sound in -ez commands)

### Autumn 2

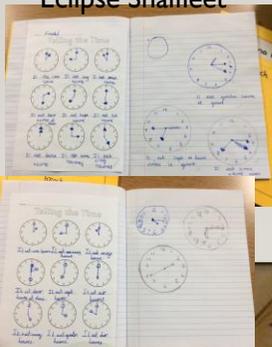
Following y3 objectives

- To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)
- o practise and embed the phonics knowledge
- 2 To use the question 'As-tu?(Do you have?) in a game
- To learn the nouns for items in a pencil case

## Green Yarmouth



## Eclipse Shalfleet



### Autumn 1

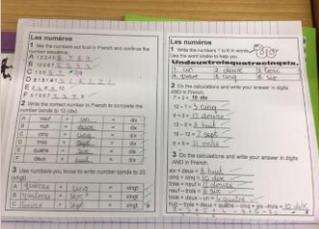
Following Y5 objectives

- To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn
- To revise and extend knowledge of the numbers needed to tell the time
- To learn how to ask for and give the time (hour, half and quarter)
- To consolidate and extend the ability to ask for / give the time
- To say 'at ... o'clock.'
- To describe what you usually have for breakfast



# FRENCH - SPEAKING

## Green Freshwater

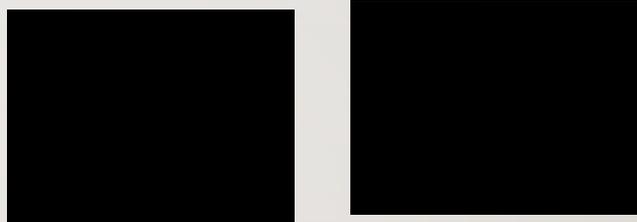


## Autumn 1

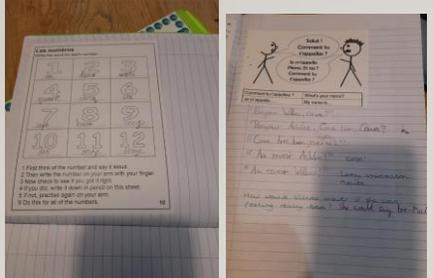
**Following Y3 objectives**  
 To learn the key phonics vowel words  
 To learn basic greetings and giving your name  
 vowels + diphthongs on / ou / au / oi / ui  
 To understand and recall orally the numbers 1-12.  
 Sounds un / eu / oi / in / ui / on / ou  
 To ask how old someone is and give own age  
 To learn classroom instructions (introduction to the 'é' sound in -ez commands)

## Autumn 2

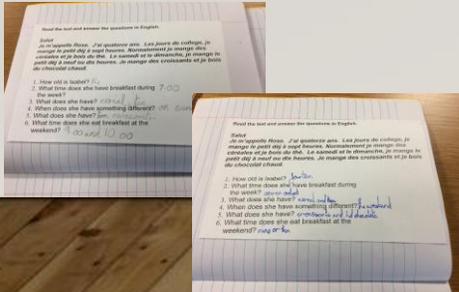
**Following Y3 objectives**  
 To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)  
 o practise and embed the phonics knowledge  
 2 To use the question 'As-tu?' (Do you have?) in a game  
 To learn the nouns for items in a pencil case



## Green Yarmouth



## Eclipse Shalfleet



## Autumn 1

**Following Y5 objectives**  
 To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn  
 To revise and extend knowledge of the numbers needed to tell the time  
 To learn how to ask for and give the time (hour, half and quarter)  
 To consolidate and extend the ability to ask for / give the time  
 To say 'at ... o'clock.'  
 To describe what you usually have for breakfast

## Autumn 2

**Following Y5 Objectives**  
 To learn how to say you prefer.  
 To practise saying what you eat and drink for lunch on different days.  
 To practise looking up new nouns in a dictionary.  
 To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them.



# FRENCH - READING

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# FRENCH - WRITING

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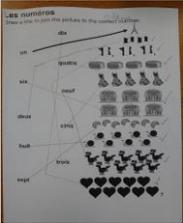
# FRENCH IN YEAR 6

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- Listening
- Speaking
- Reading
- Writing

# FRENCH - LISTENING

## Green Freshwater



### Autumn 1

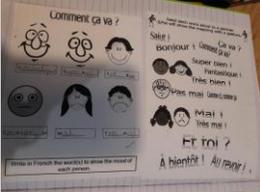
Following y3 objectives  
 To learn the key phonics vowel words  
 To learn basic greetings and giving your name  
 vowels + diphthongs on / ou / au / oi / ui  
 To understand and recall orally the numbers 1-12.  
 Sounds un / eu / oi / in / ui / on / ou  
 To ask how old someone is and give own age  
 To learn classroom instructions (introduction to the 'é' sound in -ez commands)

### Autumn 2

Following y3 objectives  
 To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)  
 To practise and embed the phonics knowledge  
 To use the question 'As-tu?' (Do you have?) in a game  
 To learn the nouns for items in a pencil case



## Green Yarmouth



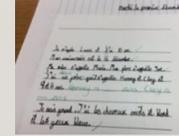
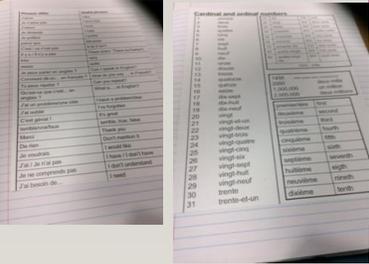
### Autumn 1

Following y4 objectives  
 To remember key language of the classroom and basic greetings  
 To revise numbers 1-12 and days of the week  
 To learn numbers 13 – 31  
 To consolidate numbers 1-31  
 To learn the months of the year  
 To ask and answer 'What date is it today?'  
 To learn the names of the seasons  
 To join in with a French song  
 To learn how to ask for and say your birthday  
 To sing Happy Birthday in French

### Autumn 2

Following y4 objectives  
 To learn nouns for family members  
 To ask and answer 'Do you have?' 'What is s/he called?'

## Horizon Shalfleet



# FRENCH - SPEAKING

## Green Freshwater



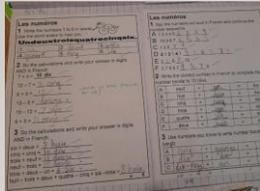
Following y3 objectives  
 To learn the key phonics vowel words  
 To learn basic greetings and giving your name vowels + diphthongs on / ou / au / oi / ui  
 To understand and recall orally the numbers 1-12.  
 Sounds un / eu / oi / in / ui / on / ou  
 To ask how old someone is and give own age  
 To learn classroom instructions (introduction to the 'é' sound in -ez commands)

## Autumn 2

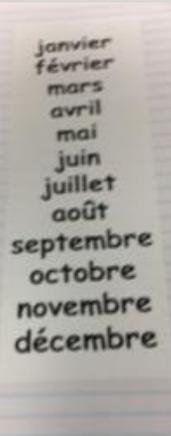
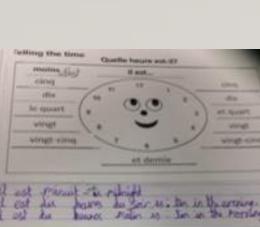
Following y3 objectives  
 To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)  
 o practise and embed the phonics knowledge  
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 To learn the nouns for items in a pencil case



## Green Yarmouth



## Horizon Shalfleet

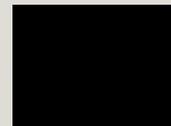
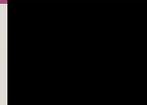


## Autumn 1

Following y4 objectives  
 To remember key language of the classroom and basic greetings  
 To revise numbers 1-12 and days of the week  
 To learn numbers 13 - 31  
 To consolidate numbers 1-31  
 To learn the months of the year  
 To ask and answer 'What date is it today?'  
 To learn the names of the seasons  
 To join in with a French song  
 To learn how to ask for and say your birthday  
 To sing Happy Birthday in French

## Autumn 2

Following y4 objectives  
 To learn nouns for family members  
 To ask and answer 'Do you have?' 'What is s/he called?'



# FRENCH - READING

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# FRENCH - WRITING

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# OUR IMPACT

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# ACTION PLAN

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# SUBJECT LEADER REPORT

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