

# 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

**Relationships**

We have strong partnerships and positive relationships

**Determination**

We are determined to do our very best to achieve

**Respect**

We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

Broad, relevant and balanced  
Local, Mainland, Global

**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

**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

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

How do we implement ?

**Components**

**Teaching for Learning**

**Approaches**

**EYFS/National Curriculum**

What is the impact?

**Successful Learning**



## 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

	Y3	Y4	Y5	Y6
Speaking	<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>



# READING

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Y3

Y4

Y5

Y6

Reading	Children will be able to: Can 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

Writing	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>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** <https://drive.google.com/drive/folders/1Y0IQllubRrBLK9jlvCGHZ5RI14VNji?usp=sharing>

**Spring** [https://drive.google.com/drive/folders/1Afk4mX36-WlbE2-bZ1CocnCpr\\_YeRySh?usp=sharing](https://drive.google.com/drive/folders/1Afk4mX36-WlbE2-bZ1CocnCpr_YeRySh?usp=sharing)

**Summer** <https://drive.google.com/drive/folders/1jTttYKZZ-g8jXPTl6DBqoQY-U6MHTElv?usp=sharing>





# 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.

<div>  <b>FEDERATION CURRICULUM ASSESSMENT</b>  </div>									
Y	Computing			PE		RE		Art	
	INFORMATION TECHNOLOGY			DANCE		COMMUNICATE		KNOWLEDGE	
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise dance movements and modify existing sequences when moving		Describe/ explain my own responses to the concept of listening.		Give detailed observations about notable artists', artists' and designers' work	
		Use common keyboard shortcuts		Describe/ explain my own responses to the concept of interpretation.				Offer facts about notable artists', artists' and designers' work	
		Organise files effectively using folders (p. 1)		Confidence flexibility, techniques and movements in order of a final sequence.		Describe/ explain my own responses to the concept of soundscapes.		SKILLS	
	DATA	Describe a data set using more complex statistics		Move appropriately and with the required style in relation to the situation, e.g. using various levels, speed of travelling and modify.		Describe/ explain my own responses to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, labelling and cross-hatching	
		Design and create a data set		Beginning to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of soundscapes.		Display movement and progression in drawings	
		Create a graph from a data (both data sets and appropriate)		Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of space.		Use a variety of tools and extend the work appropriately	
								Use key vocabulary to	

Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

Y E	Computing INFORMATION TECHNOLOGY			PE DANCE		RE COMMUNICATE		Art KNOWLEDGE		
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise floor movements and multi-tasking operations when moving		Described/ explained my own responses to the concept of technology		Give detailed observations about suitable artists', artists' and designers' work		
		Use common keyboard shortcuts		Demonstrate short movements throughout a dance sequence.		Described/ explained my own responses to the concept of interpretation.		Offer facts about suitable artists', artists' and designers' lives		
		Organise files effectively using folders [or S]		Combine floor skills, techniques and movements to create a short sequence.		Described/ explained my own responses to the concept of storytelling		SKILLS		
	DATA	Generate a database using more complex searches		Move appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and multi.		Described/ explained my own responses to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
		Design and create a database		Beginning to show a change of pace and timing in their movements.		Described/ explained my own responses to the concept of sound/poetry.			Draft movement and progression in drawing	
		Create a graph from a data [both databases and spreadsheets]		Use the space provided to his maximum potential.		Described/ explained my own responses to the concept of space.			Use a variety of tools and select the most appropriate	
									Use key vocabulary to	

# MONITORING AND EVALUATING

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**Impact of the implementation of the French 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 – AUTUMN I YARMOUTH

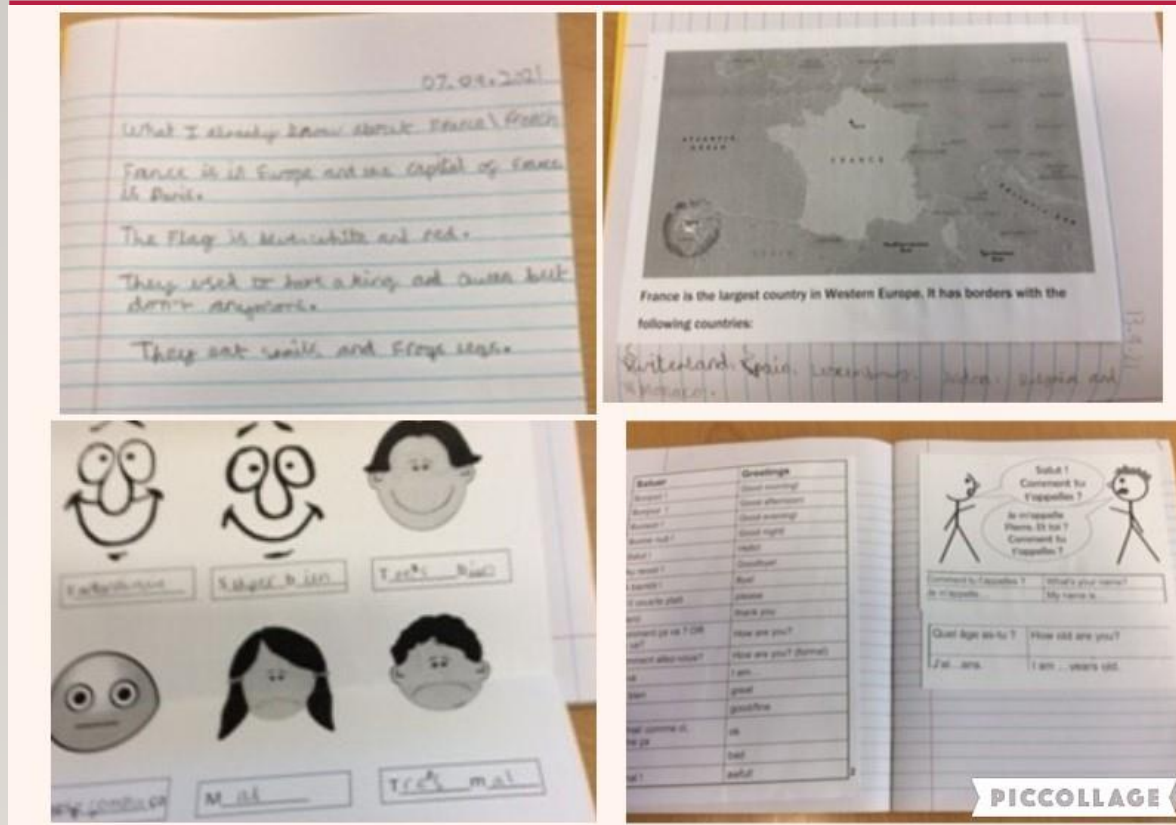


## Listening/Speaking

- 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)



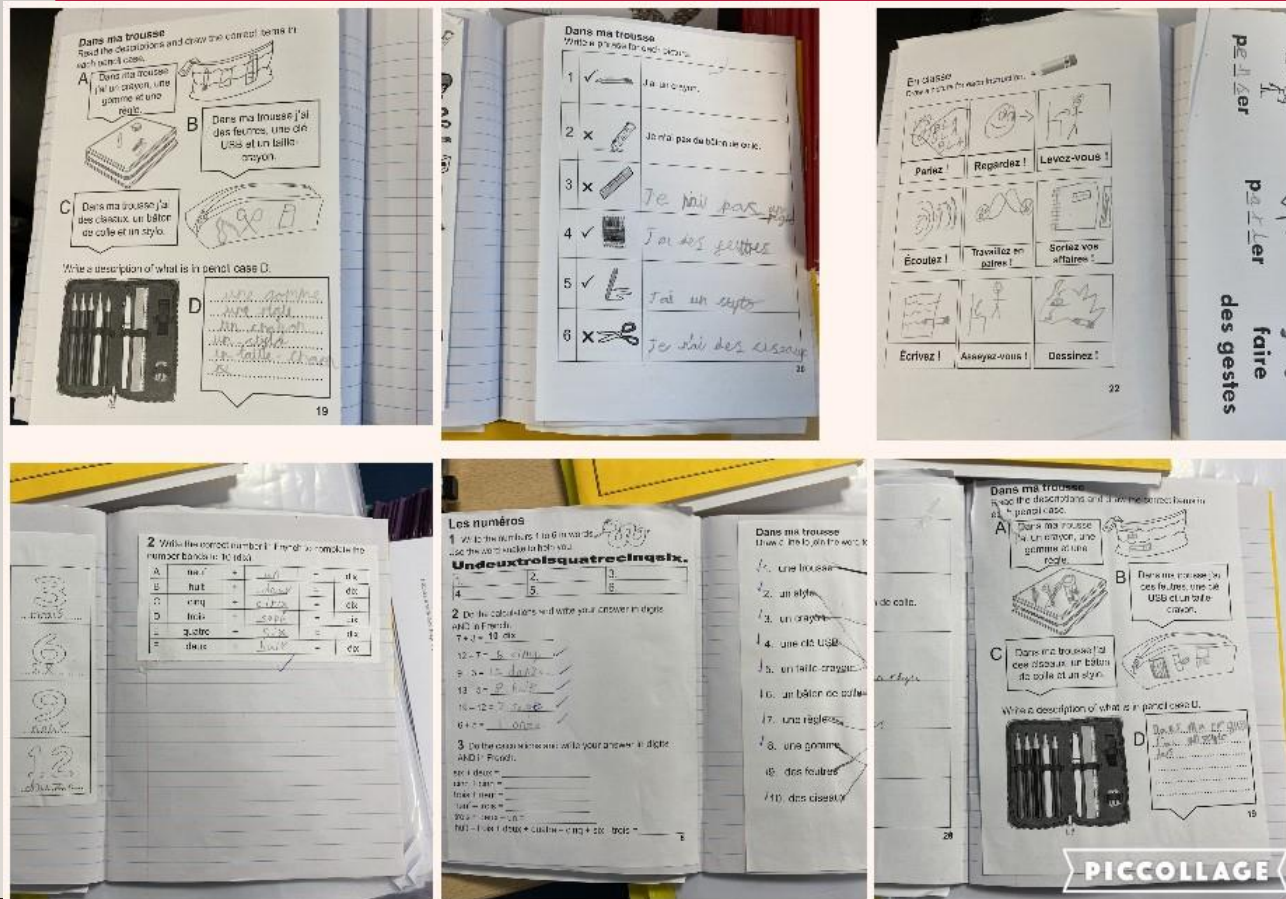
# FRENCH – AUTUMN | SHALFLEET



## Listening/Speaking

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- To learn basic greetings and giving your name  
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Sounds un / eu / oi / in / ui / on / ou
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# FRENCH – AUTUMN 2 YARMOUTH

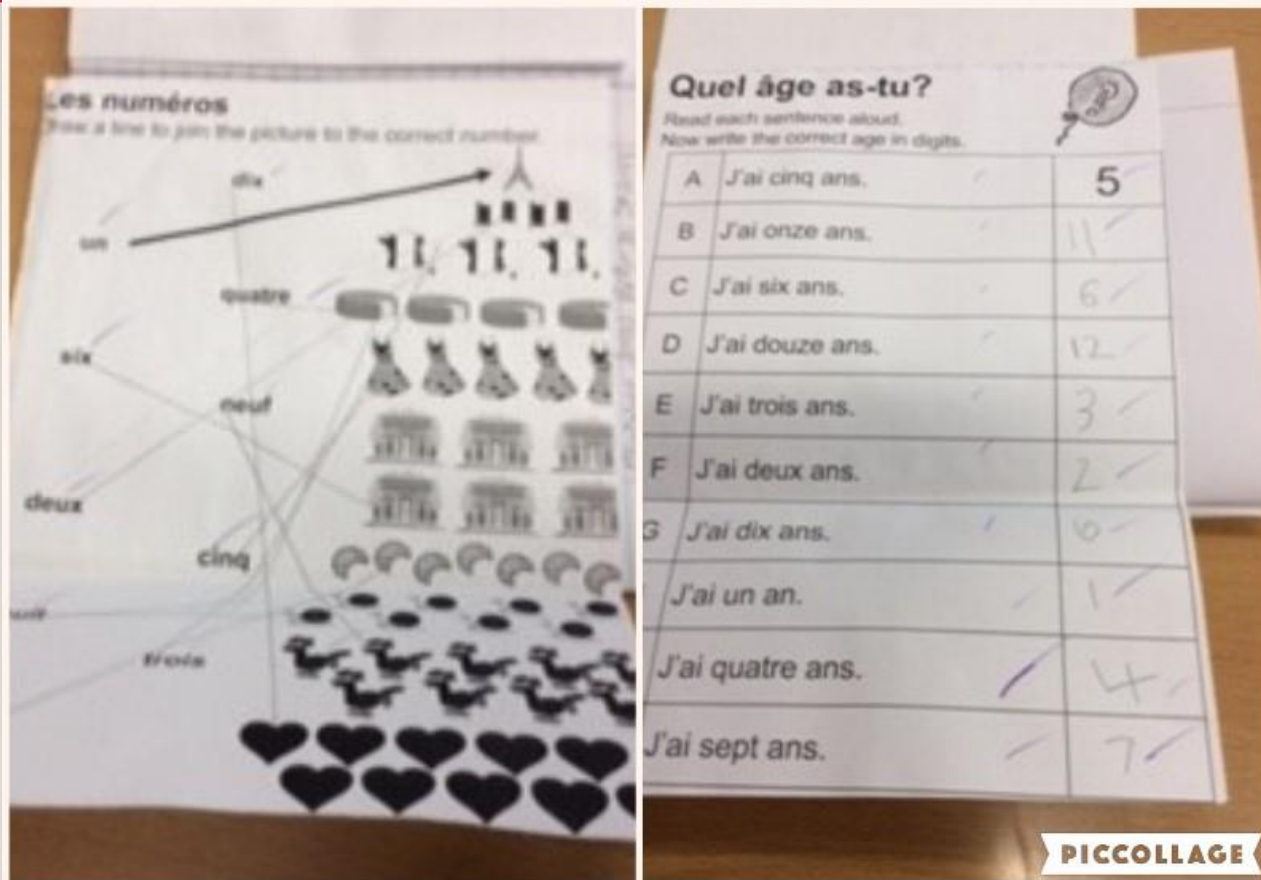


## Listening/Speaking

- 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
- To embed the pencil case nouns
- To ask 'Do you have a..?' and respond
- To ask 'What do you have in your pencil case?' and respond
- To learn some key facts about Christmas in France and make a Christmas card
- To learn a French Christmas song



# FRENCH – AUTUMN 2 SHALFLEET



## Listening/Speaking

- To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)
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# FRENCH – SPRING I YARMOUTH

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- To learn some key classroom language.
- To learn 9 new nouns - animals - (with the indefinite article)
- To learn how to make nouns plural in French
- To learn how to say 'a' and 'some', and change to 'the'
- To learn the adjectives of colour
- To listen and read along

This half term has also had a strong focus on recapping prior learning.

# FRENCH – SPRING I SHALFLEET

- To learn some key classroom language.
- 

To learn 9 new nouns - animals - (with the indefinite article)

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# FRENCH – SPRING 2 YARMOUTH

[illegible]

## Listening/Speaking/Reading

- To describe animals with colours
- To join in with a song
- To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language
- To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language

# FRENCH – SPRING 2 SHALFLEET

**Pencil case**  
 une trousse (a pencil case)  
 un stylo (a pen)  
 un crayon (a pencil)  
 un taille-crayon (a sharpener)  
 une baton de colle (a glue stick)  
 une règle (a ruler)  
 une gomme (a rubber)  
 les/des feutres (felt-tip pens)  
 les/des ciseaux (scissors)

**Les couleurs**

red	rouge
orange	orange
yellow	jaune
green	vert
blue	bleu
violet	violet
pink	rose
brown	marron
white	blanc

**un melon(m)** a melon  
**un citron(m)** a lemon  
**un raisin blanc(m)** a white grape  
**un abricot(m)** an apricot  
**une mangue(f)** a mango

Read the names of the colours and write the colour of the sentences below.

Un éléphant est gris.  
 Le ciel est bleu.  
 Le chocolat est marron.  
 Le lait est blanc.  
 Une orange est orange.  
 Un citron est jaune.

Answer the following question.  
 Quelle est ta couleur préférée? Ma couleur préférée est Rose.  
 What is your favourite colour? My favourite colour is Pink.

**Cat - le chat**  
**Dog - le chien**  
**Ferret - le furet**  
**Golfish - le poisson rouge**  
**Gerbil - la gerbille**  
**Guinea pig - le cochon d'Inde**  
**Hamster - le hamster**  
**Kitten - le chaton**  
**Parakeet - la perruche**  
**Parrot - le perroquet**  
**Puppy - le chiot**

3. un crayon  
 4. une clé USB  
 5. un taille-crayon  
 6. un bâton de colle  
 7. une règle

**bleu** **marron**  
**vert** **rouge**  
**rouge** **rose**  
**blanc** **violette**  
**jaune** **brune**  
**rose** **verte**  
**violet** **blanche**  
**gris** **noir**  
**noir** **grise**

Which colours stay the same?  
 Which colours needed more than 'e' adding to change from the masculine to feminine form?

Marron, rouge, jaune and rose  
bleu and violet

**LES MOIS**

January	Janvier	July	Juillet
February	Février	August	août
March	Mars	September	Septembre
April	Avril	October	octobre
May	Mai	November	novembre
June	juin	December	décembre

**Months - Mois**

**August** **décembre** **December**  
**November** **novembre**  
**juillet** **July**  
**octobre**  
**août**  
**septembre** **Septembre**

- Listening/Speaking/Reading**
- To describe animals with colours
  - To join in with a song
  - To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language
  - To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language



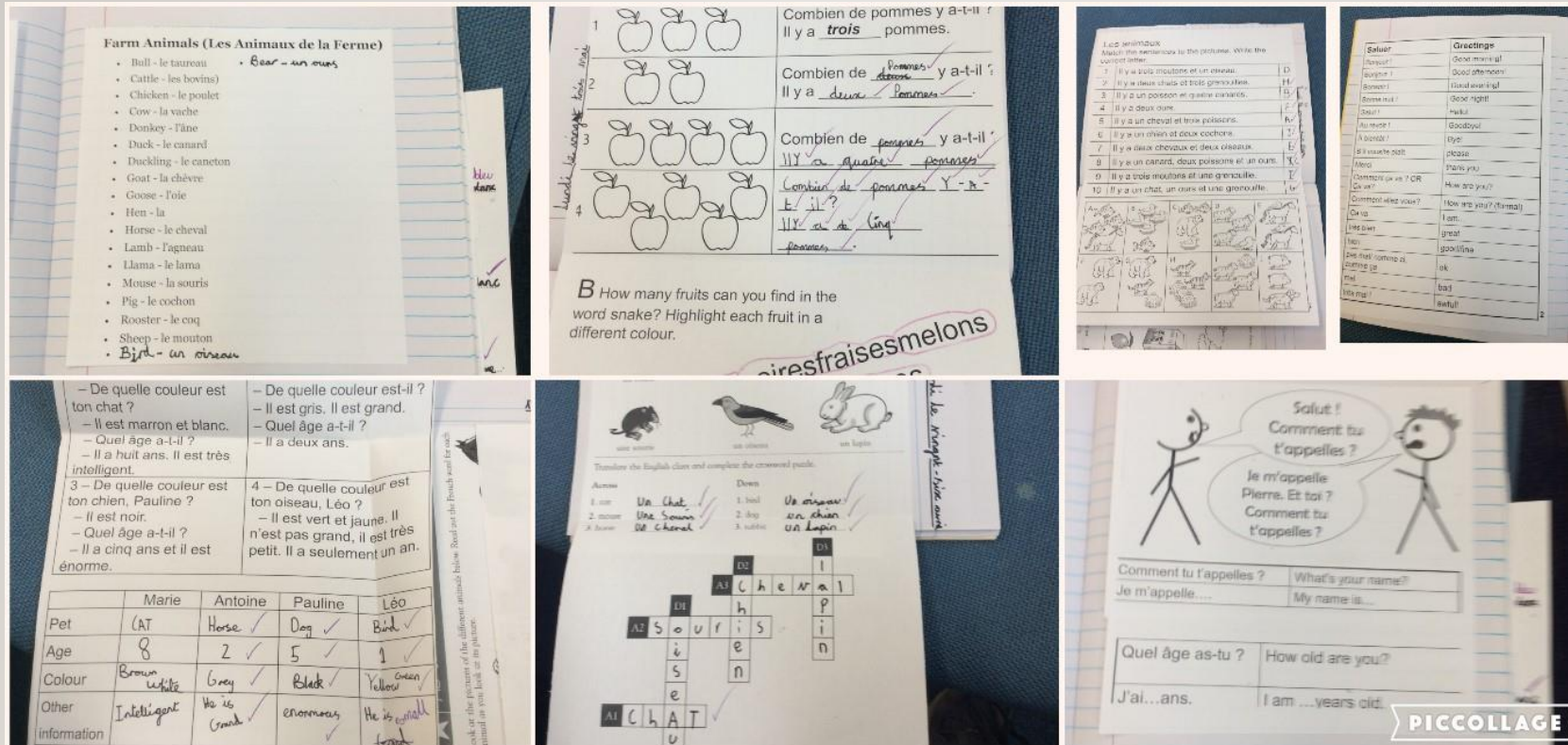
# FRENCH – SUMMER I YARMOUTH

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Listening/Speaking/Reading/Writing

- To learn nouns for different fruit
- To learn the names of the days of the week
- To learn food nouns from the Hungry Caterpillar story
- To consolidate the new language from lessons 1,2,3
- To listen to and understand a French story
- To develop confidence and memory by retelling the HC story

# FRENCH – SUMMER I SHALFLEET



## Listening/Speaking/Reading/Writing

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- To learn the names of the days of the week
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# FRENCH - SUMMER 2 YARMOUTH

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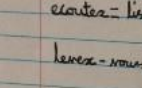
Listening/Speaking/Reading/Writing

- To use knowledge of colours to create a butterfly
- To learn some words for snacks
- To ask 'What do you want?' and respond 'I want'
- To ask / answer from memory
- To write individual words from memory
- To perform and record their group café dialogues

# FRENCH - SUMMER 2 SHALFLEET

Les fruits	
A Complete each phrase with the missing word or words	
1	 <p>Combien de pommes y a-t-il ? Il y a <u>trois</u> pommes.</p>
2	 <p>Combien de <del>deux</del> <sup>Pommes</sup> y a-t-il ? Il y a <u>deux</u> <del>Pommes</del> <sup>Pommes</sup>.</p>
3	 <p>Combien de <del>quatre</del> <sup>quatre</sup> y a-t-il ? Il y a <u>quatre</u> <del>quatre</del> <sup>quatre</sup> pommes.</p>
4	 <p>Combien de <del>trois</del> <sup>trois</sup> y a-t-il ? Il y a <u>trois</u> <del>trois</del> <sup>trois</sup> pommes.</p>

As an end of term treat we  
visited some French food  
including: le fromage (Brie  
and garlic and herbs) les  
mousses, le pain au chocolat  
la confiture et les gâteaux  
grais (la framboise et le



This picture shows us playing a game in which Madame Newton called out classroom instructions and we had to do the correct action.

Instructions:

écouter = listen      regarder = look      assés-vous = sit down

lever-vous = stand up      ~~silence~~ silence = silence

lever la main = raise your hand

lever la...

- Listening/Speaking/Reading/Writing
  - To use knowledge of colours to create a butterfly
  - To learn some words for snacks
  - To ask 'What do you want?' and respond 'I want'
  - To ask / answer from memory
  - To write individual words from memory
  - To perform and record their group café dialogues

# Les fruits

A Fill in the price for each fruit.

B Draw the missing fruit and do its price label.

3.90€

2.50€

3.50€

3.00€

3.20€

3.80€

Maria la rivante de

lundi le dix huit juillet

As an end of term treat we tried some  
~~the~~ French food including:

le fromage (Brie and gouda and herb),  
les croissants, le pain au chocolat, la confiture  
et les fromage frais (et la fraise et la framboise  
and ~~et~~ et l'abricot).

PICCOLLAGE

# FRENCH IN YEAR 4

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- **Listening**
- **Speaking**
- **Reading**
- **Writing**



# FRENCH – AUTUMN I YARMOUTH

The collage contains several French learning resources:

- Top Left:** A worksheet titled 'aluer' with a matching exercise. It includes phrases like 'Bonjour!', 'Au revoir', 'A bientôt!', 'Bonne nuit!', 'Ça va bien', 'Ça va', 'Inutile de', 'Très bien', 'Comme ci, comme ça', and 'Très mal'.
- Top Right:** A worksheet titled 'Les mois et les saisons' (The months and the seasons). It includes a table for the months and seasons, and a section for the days of the week.
- Center:** A handwritten list of months in French, numbered 1 to 12, with checkmarks indicating they are correct. The list is: 1. Doze mois Sept = cinq ✓, 2. trois mois un = deux ✓, 3. dix-sept mois cinq = dix-sept ✓, 4. vingt-trois mois six = dix-sept ✓, 5. Dix-huit mois six = onze ✓, 6. Trente et un mois neuf = vingt-deux ✓, 7. Vingt-neuf mois dix = dix-neuf ✓, 8. Janvier ✓, 9. Février ✓, 10. Mars ✓, 11. Avril ✓, 12. Mai ✓, 13. Juin ✓, 14. Juillet ✓, 15. Août ✓, 16. Septembre ✓, 17. Octobre ✓, 18. Novembre ✓, 19. Décembre ✓.
- Bottom Left:** A worksheet titled 'Les jours de la semaine et les numéros' (The days of the week and the numbers). It includes a table for the days of the week and a section for the numbers.
- Bottom Right:** A crossword puzzle titled 'es jours de la semaine et les numéros' (The days of the week and the numbers). It includes a grid for the crossword puzzle and a list of words to be placed in the grid.

## Listening/Speaking/Reading

- 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



# FRENCH – AUTUMN | SHALFLEET

01.10.21

banane - banana ✓

moto - motorbike ✓

ecouter - listen ✓

univers - universe ✓

cheval - horse ✓

midi - midday ✓

oui - yes

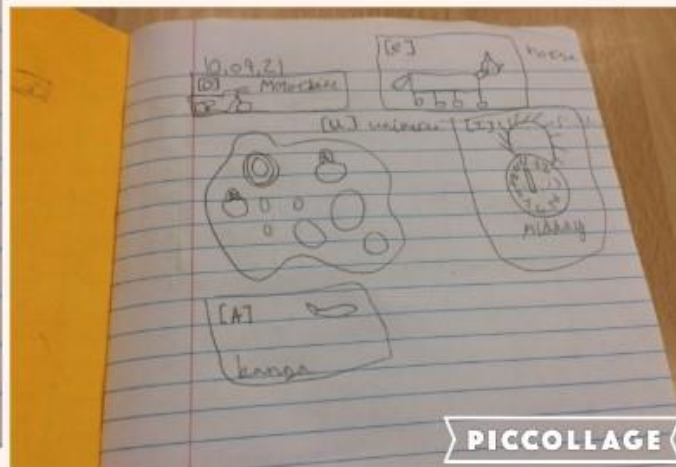
bien - good

ça - va ? - is it going ok

non - no

24.09.21

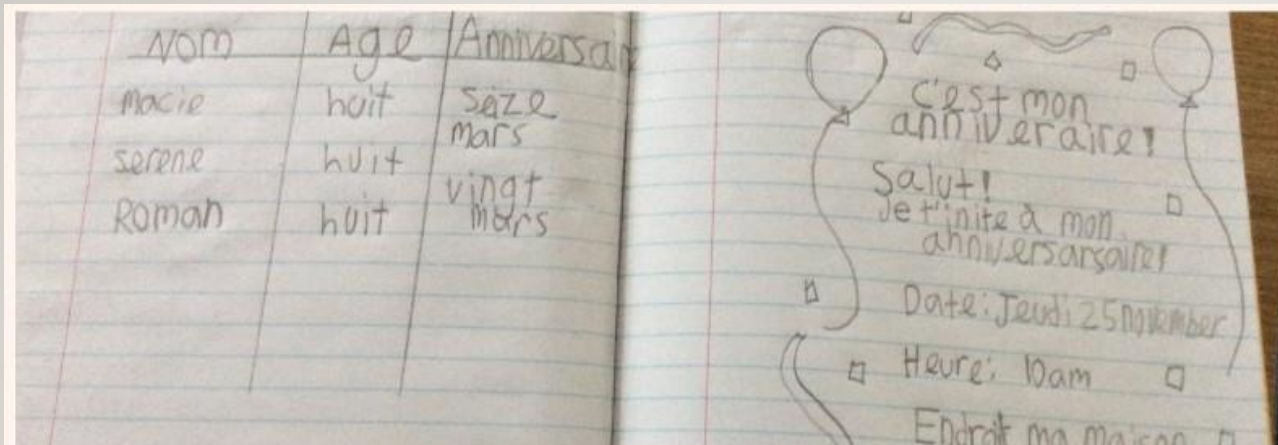
	The pupil	Teacher	Parent	Child
1	✓			
2		✓		
3		✓		
4	✓			
5		✓		
6		✓		
7	✓	✓		



## Listening/Speaking/Reading

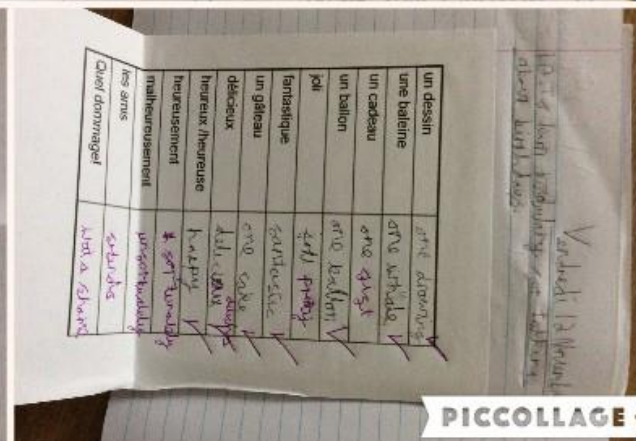
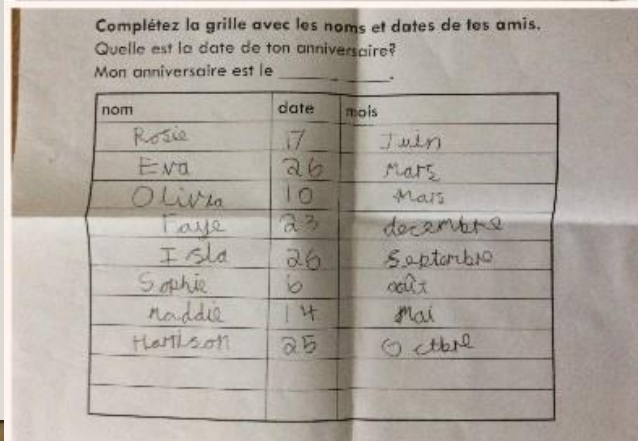
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# FRENCH – AUTUMN 2 YARMOUTH



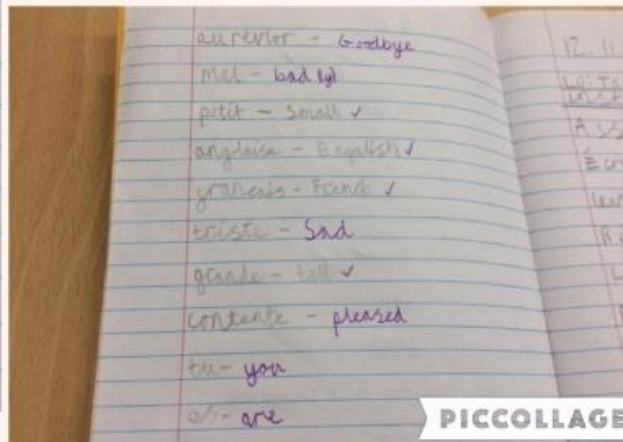
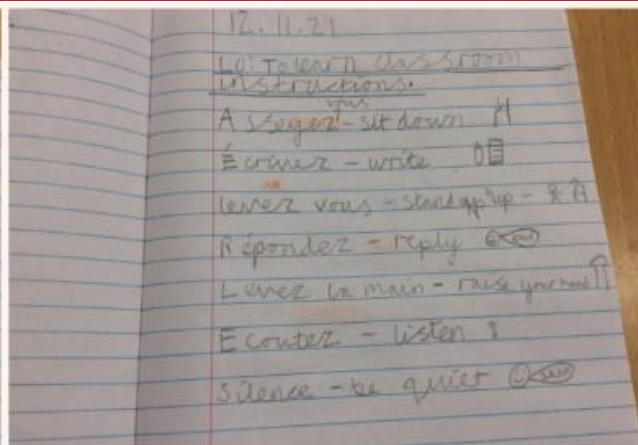
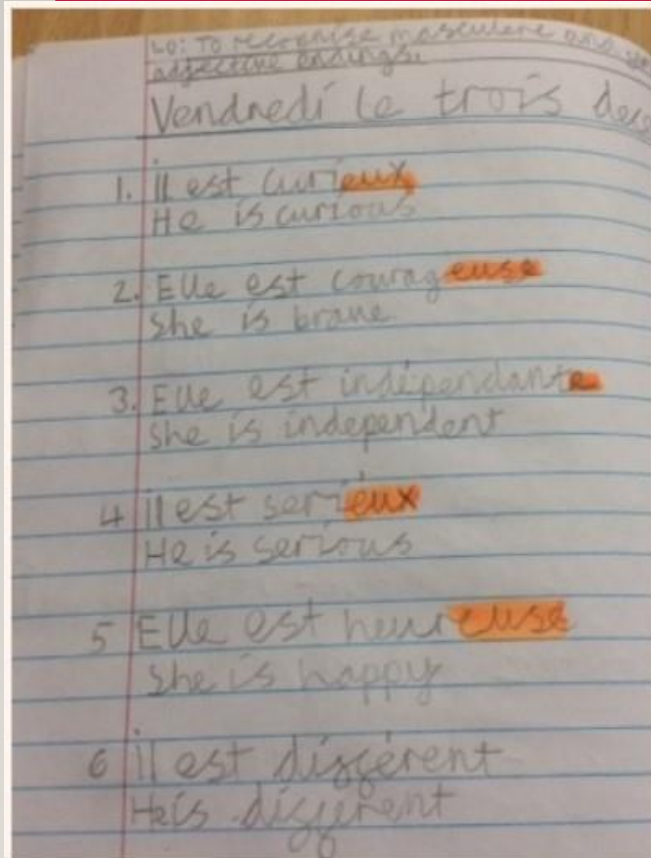
Listening/Speaking/Reading/Writing

- To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)
- To learn some typical exclamations in French
- To use language of days, dates, and celebrations to make a birthday party invitation
- To learn new Christmas vocabulary, and revise numbers
- To learn about la Fête des Rois – ephipany
- To learn a Christmas song





# FRENCH – AUTUMN 2 SHALFLEET



## Listening/Speaking/Reading/Writing

- To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)
- To learn some typical exclamations in French
- To use language of days, dates, and celebrations to make a birthday party invitation
- To learn new Christmas vocabulary, and revise numbers
- To learn about la Fête des Rois – ephipany
- To learn a Christmas song

# FRENCH – SPRING I YARMOUTH

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To learn the words for key shapes

- To combine colour and other adjectives with shapes
- To learn how to describe where things are in a picture
- To use the language to describe pictures
- To create own picture and description

This half term has also had a strong focus on recapping prior learning.



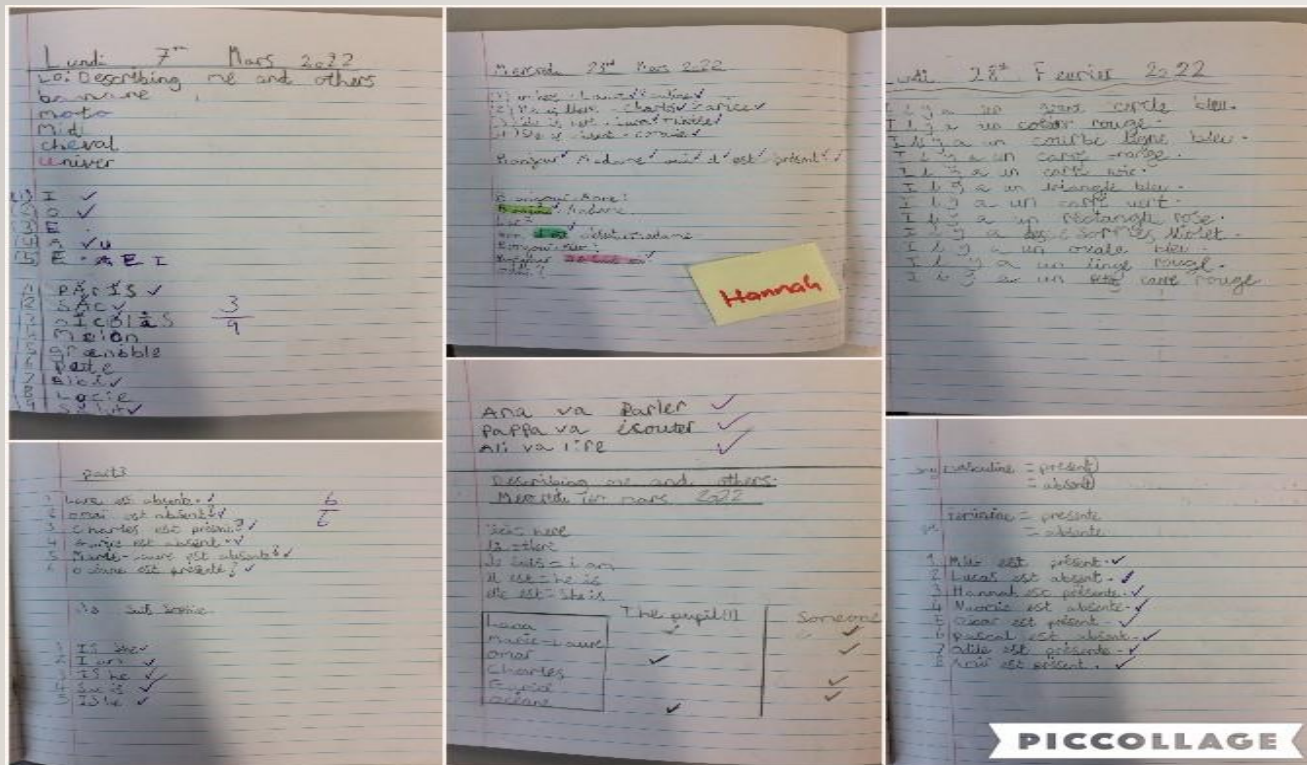
# FRENCH – SPRING I SHALFLEET

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- To learn the words for key shapes
- To combine colour and other adjectives with shapes
- To learn how to describe where things are in a picture
- To use the language to describe pictures
- To create own picture and description

This half term has also had a strong focus on recapping prior learning.

# FRENCH – SPRING 2 YARMOUTH



## Listening/Speaking/Reading/Writing

- To learn the nouns for parts of the face
- To combine adjectives and nouns to describe faces
- To combine adjectives and nouns to describe faces
- To learn the nouns for parts of the body
- To design and describe a monster picture



# FRENCH – SUMMER I YARMOUTH

une phrase | a phrase

tous les jours | every day

facile | easy

Who?	What?	extra details
girl	wears a T-shirt	at home ✓
girl	is talking online	with Leo ✓
boy	wearing jeans	at home ✓
boy	wearing uniform	each day ✓
girl	carries a bag	at school ✓
boy	uses a exercising book	got greench ✓ vocabulary
boy	watching a film	with mum ✓

une raison =  
un instrument = an instrument  
et = and  
mais = but  
à = at

	I	you	Verbe
1		✓	wear ✓
2	✓		king ✓
3	✓		watch ✓
4		✓	use ✓
5	✓		wear ✓
6		✓	not ✓

3 to using = de utiliser  
4 Having = avoir  
5 easy to repeat = repeter  
6 to talk = de parler  
7 singing = chanter

Mardi 17 Mai 2022

Saying what I and others do.

Santé = health  
Et = and  
Février = February

Poter = to wear  
regarder = to look

LO: Saying what I and others do.

répéter  
écrire  
habiller  
parler  
donner

important | important

chanter | to sing, singing

répéter | to repeat, repeating

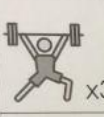


PICCOLLAGE

Listening/Speaking/Reading/Writing

- To learn nouns for family members
- To use the alphabet to spell names
- To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'
- To learn adjectives for describing hair & eyes
- To use language for describing hair & eyes

# FRENCH - SUMMER 2 YARMOUTH

**Follow up 4 - Écris en anglais : Can you get at least 15 points?**

 x3	la photo photo ✓	la table table ✓	ou or ✓
 x2	l'animal animal ✓	le chien dog ✓	le chat cat ✓
 x1	il a he has ✓	elle a she has ✓	quoi what ✓
	avec with ✓	tous les jours every day ✓	j'ai I have ✓
	chanter sing ✓	utiliser use ✓	facile easy ✓
	le garçon boy ✓	de of ✓	répéter repeat ✓
	la fête party ✓	la fille girl ✓	le fruit fruit ✓

**vocabulaire**

**Le mot correct, c'est quoi ?**  
Écris l'adjectif en anglais.

		l'adjectif en anglais
1	La sœur   Le frère est petite.	short ✓
2	Le fruit   L'orange est petite.	small ✓
3	Le garçon   La fille est grand.	tall ✓
4	La fête   Le carnaval de Menton est grande.	big ✓
5	La maison   Le chapeau de Mylène est petit.	small ✓
6	Le père   La mère d'Adèle est grand.	tall ✓

- Listening/Speaking/Reading/Writing
- To use language to describe his/her hair and eyes
  - To listen and follow the story of Le gros navet OR Les quatre amis
  - To re-tell the story with actions
  - To use the language from this term to describe an invented or famous family

**Follow up 1: Écoute et écris la lettre correspondante.**  
C'est [e] ou [è] ou [ê] ?

	[e]	[è]   [ê]
1	✓	le frère brother
2	✓	la sœur sister
3	✓	petit small/short
4	✓	le regard look
5	✓	la mère mom

	[e]	[è]   [ê]
6	✓	le cheval horse
7	✓	il répète he repeats
8	✓	la règle rule
9	✓	le problème problem
10	✓	le père dad

1	The head is big. la tête est grande	4	The boy is short. le garçon est petit
2	The person is tall. la personne est grande	5	The fruit is small. le fruit est petit
3	The house is small. la maison est petite	6	The celebration is big. la fête est grande

**PICCOLLAGE**

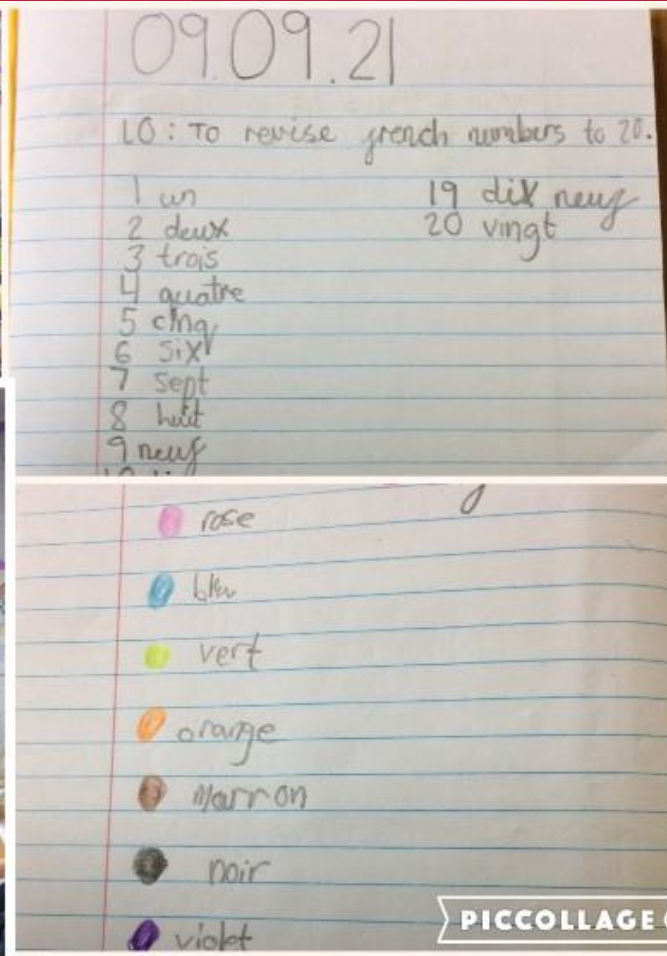


# FRENCH IN YEAR 5

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- **Listening**
- **Speaking**
- **Reading**
- **Writing**

# FRENCH – AUTUMN 1 YARMOUTH

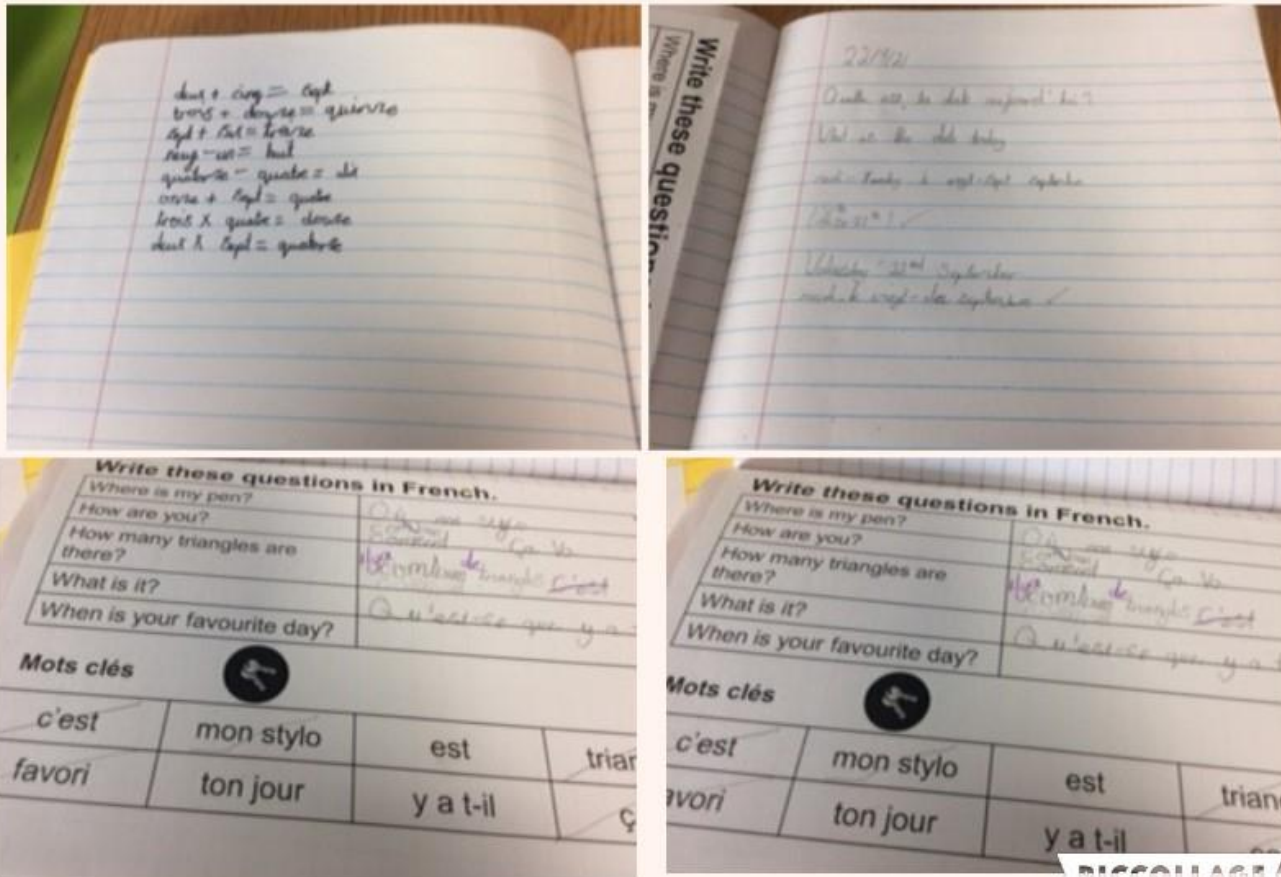


## Listening/Speaking/Reading

- 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
- To learn how to communicate likes and dislikes



# FRENCH – AUTUMN | SHALFLEET

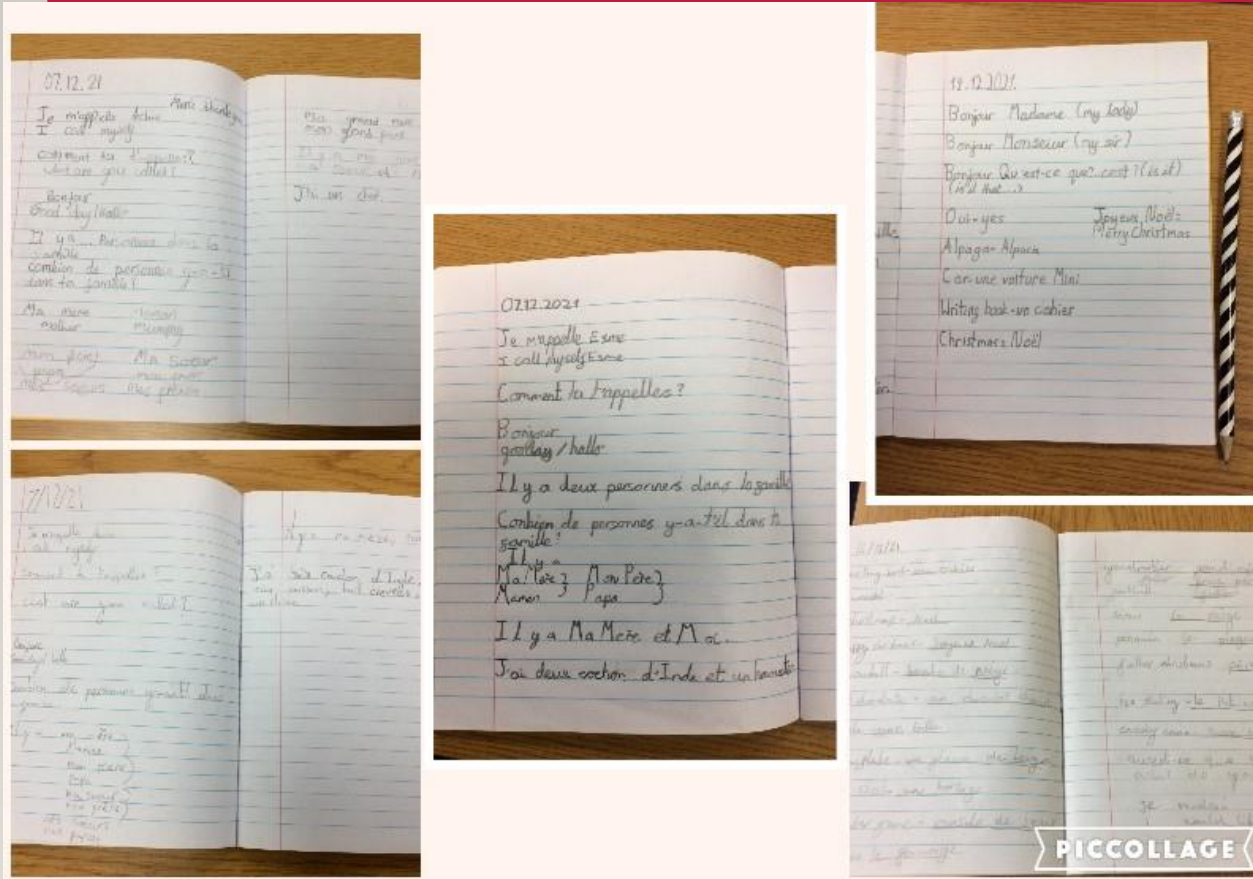


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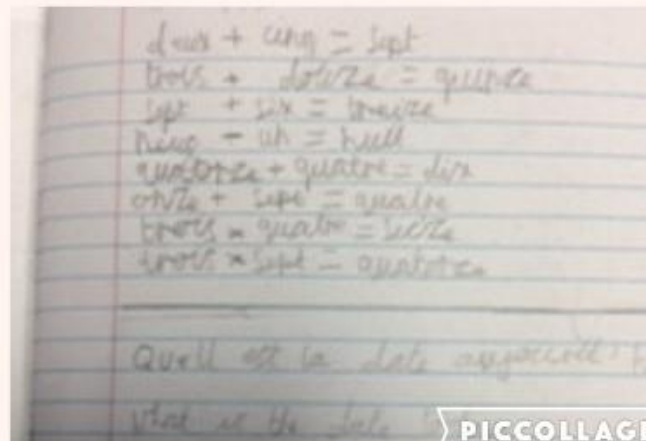
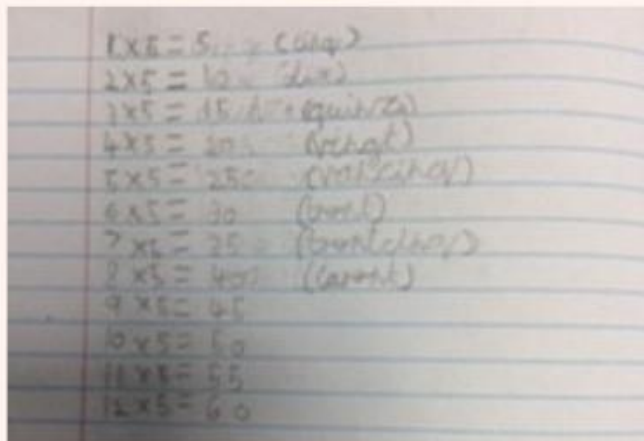
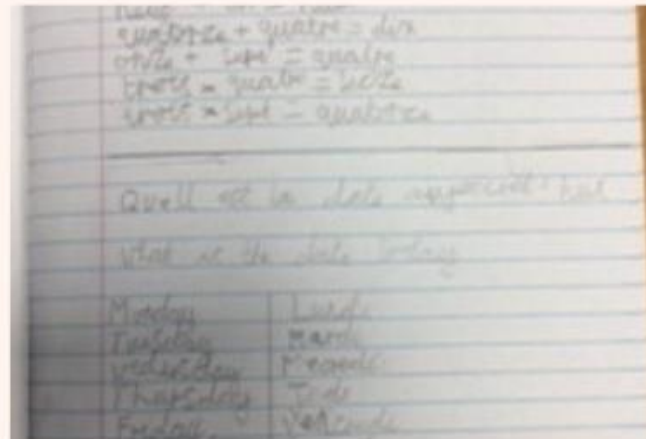
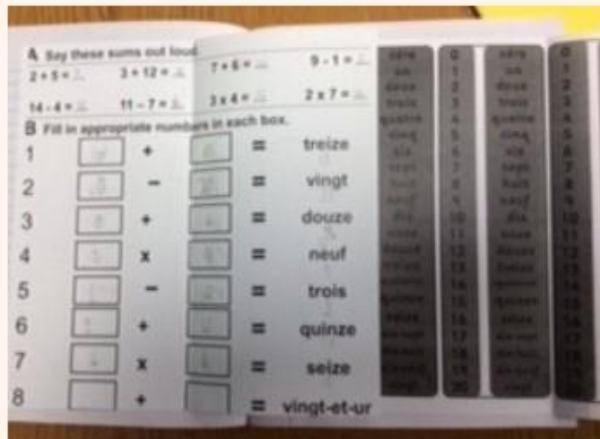
# FRENCH – AUTUMN 2 YARMOUTH



## Listening/Speaking/Reading/Writing

- To consolidate and embed the new language
- To learn to use different persons of the regular -ER verb MANGER
- To write short sentences about what different people eat for breakfast.
- 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.
- To use expressions of frequency to add detail.
- To practise the use of -ER regular verbs in different persons.
- To build sentences using verbs, time expressions and food items.

# FRENCH – AUTUMN 2 SHALFLEET



## Listening/Speaking/Reading/Writing

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- To build sentences using verbs, time expressions and food items

# FRENCH – SPRING I YARMOUTH

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- To develop use of a dictionary for nouns.
- To apply phonics knowledge to new language
- To ask for and give opinions about sports
- To talk about the sports you know how to do
- To use two key verbs in the present tense
- To talk about the sports you do
- To learn expressions of frequency to say how often you do different sports.
- To write and adapt sentences to describe the sports you do and when you do them.

This half term has also had a strong focus on recapping prior learning.



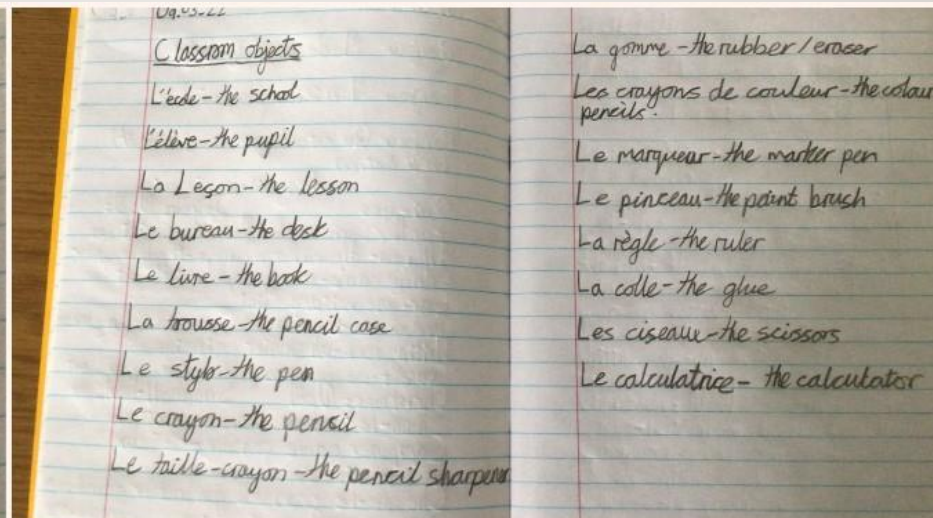
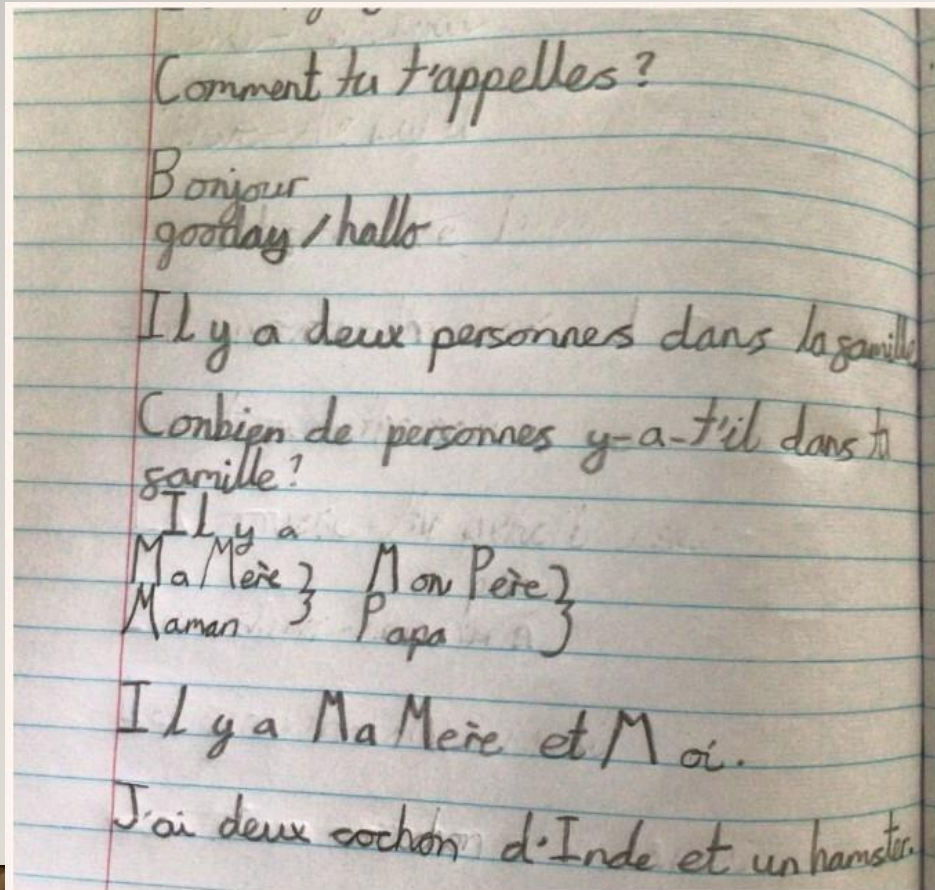
# FRENCH – SPRING I SHALFLEET

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- To develop use of a dictionary for nouns.
- To apply phonics knowledge to new language
- To ask for and give opinions about sports
- To talk about the sports you know how to do
- To use two key verbs in the present tense
- To talk about the sports you do
- To learn expressions of frequency to say how often you do different sports.
- To write and adapt sentences to describe the sports you do and when you do them.

This half term has also had a strong focus on recapping prior learning.

# FRENCH – SPRING 2 YARMOUTH

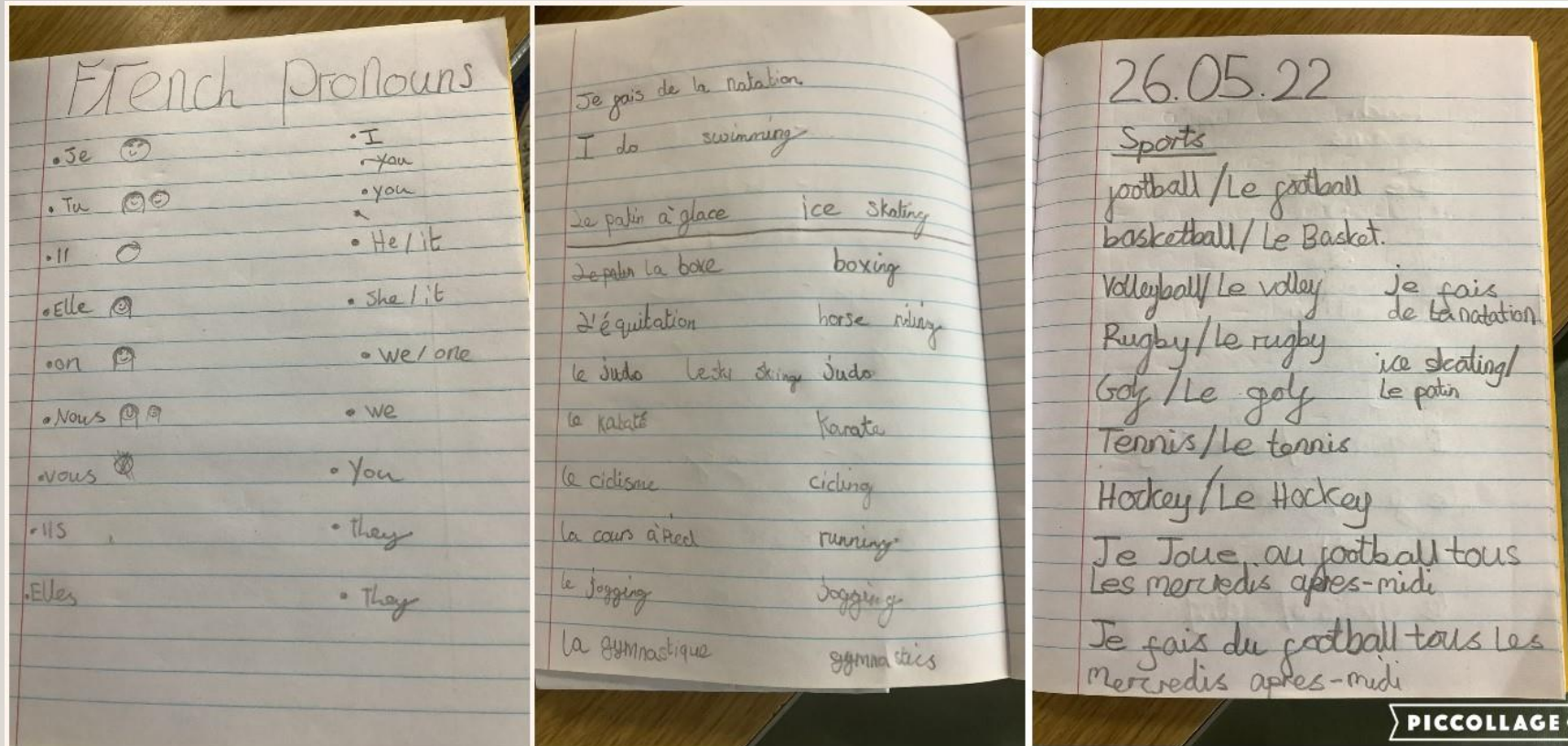


Listening/Speaking/Reading/Writing

- To learn the pronouns.
- 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.
- To use verbs to give instructions
- To use verbs to give instructions.



# FRENCH – SUMMER I YARMOUTH



- Listening/Speaking/Reading/Writing
- To extend the range of language to give levels of like / dislike.
  - To identify different types of music and give likes / dislikes
  - To look up new nouns to check for meaning using an online dictionary.
  - To practise decoding by matching animals and instruments.
  - To ask and answer 'Do you know how to play...?'
  - To revise the pronouns.
  - To learn the 6 verb endings for JOUER, a regular -ER verb



# FRENCH – SUMMER I SHALFLEET

Expressing likes and dislikes – 3 verbs			
	AIMER– to like 😊	ADORER– to love ❤️	DÉTESTER– to hate 😞😞
Je /J'(I)	<b>aime</b>	<b>adore</b>	<b>déteste</b>
Tu (You inf., sg.)	<b>aimes</b>	<b>adores</b>	<b>détestes</b>
Il/Elle/On (He/She/We)	<b>aime</b>	<b>adore</b>	<b>déteste</b>
Nous (We)	<b>aimons</b>	<b>adorons</b>	<b>détestons</b>
Vous ( You formal/pl)	<b>aimez</b>	<b>adorez</b>	<b>détestez</b>
Ils (They masc / masc+fem)	<b>aiment</b>	<b>adorent</b>	<b>détestent</b>
Elles (They fem.)			

All –ER verbs in French work in this way. Here are three more examples:

manger	to eat
écouter	to listen
parler	to speak

la Salade

la pizza

les pommes

les oranges

le gâteau

les fromages

le poulet

Ça m'est égal

la Soupe

le raisin

le crumble

les petites pois

leche

Write the words for the foods in the right pa

PICCOLLAGE

Listening/Speaking/Reading/Writing

- To extend the range of language to give levels of like / dislike.
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- To revise the pronouns.
- To learn the 6 verb endings for JOUER, a regular -ER verb

# FRENCH - SUMMER 2 SHALFLEET

## Listening/Speaking/Reading/Writing

- To learn some new adjectives
- To use adjectives to give reasons for liking / disliking music or instruments
- To practise dialogues asking / answers questions about music and instruments
- To use language learnt for a new purpose
- To develop confidence in performance and develop memory skills.
- To practise evaluating own and others' performances and giving feedback

**Qu'aimes ?**  
Read the likes and dislikes and draw what each person would choose to eat / drink.

1	J'aime les pommes et les bananes. Je n'aime pas les oranges. J'aime les œufs.	
2	J'aime les fruits mais je n'aime pas les brocolis. J'aime les frites mais je n'aime pas la limonade. J'aime le jus de pomme.	
3	Je n'aime pas le café et je n'aime pas le thé. J'adore le chocolat et j'aime l'eau. J'aime aussi les fruits.	
4	Je n'aime pas les fruits. Je déteste les légumes. Je n'aime pas beaucoup l'eau. J'aime les frites et les hamburgers. J'aime aussi le coca.	
5	J'aime le raisin et le jus d'orange. J'adore les sandwichs au fromage, mais je n'aime pas le jambon car je suis végétarien.	

**B** Draw and describe your own plate.

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**B** Draw and describe your own plate.

# FRENCH IN YEAR 6

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- **Listening**
- **Speaking**
- **Reading**
- **Writing**



# FRENCH – AUTUMN 1 YARMOUTH

**Monsieur Lemaire has also taken the register.**  
But he has got in a muddle. Who is present? Who is absent?

Écris 1-8 et la personne.

la liste

Fr.	En.	Fr.	En.	Fr.	En.
1. Anne	est présente	2. Maxime	est absent	3. Pauline	est présente
4. Sophie	est présente	5. Nicolas	est absent	6. Alice	est présente
7. Océane	est présente	8. Amir	est présent		

**Écoute.**

A Listen. Write the word that is mentioned.

E present here present

1 she is I am he is

2 absent here I am

3 there here Hi

4 absent present present

5 hello he is there

B Write the number of the matching answer.

1. présent 4  
2. elle est 1  
3. présente 2  
4. ici 3  
5. là 5  
6. je suis 2

**Madame Vidal is taking the register.**  
Answers with 'I am' about themselves?  
Answers with 's/he is' about someone else?

	The pupil (I)	Someone else (s/he)	Prénom + verbe	anglais
Corinne	✓	✓	Suis	I
Lara	✓	✓	est	she/he
Maria-Louise	✓	✓	Suis	he/she
Omar	✓	✓	Suis	I
Charles	✓	✓	est	she/he
Guillaume	✓	✓	est	he/she
Océane	✓	✓	Suis	I

**Follow up 3: Écoute.**

	I or she/he?	boy or girl?	present or absent?
1	I	girl	Presente
2	She	girl	Absente
3	He	boy	Absent
4	I	Boy	Present
5	She, he	girl, he	Presente
6	She	girl	Presente
7	he	boy	Present, Absent
8	I	boy	Absent

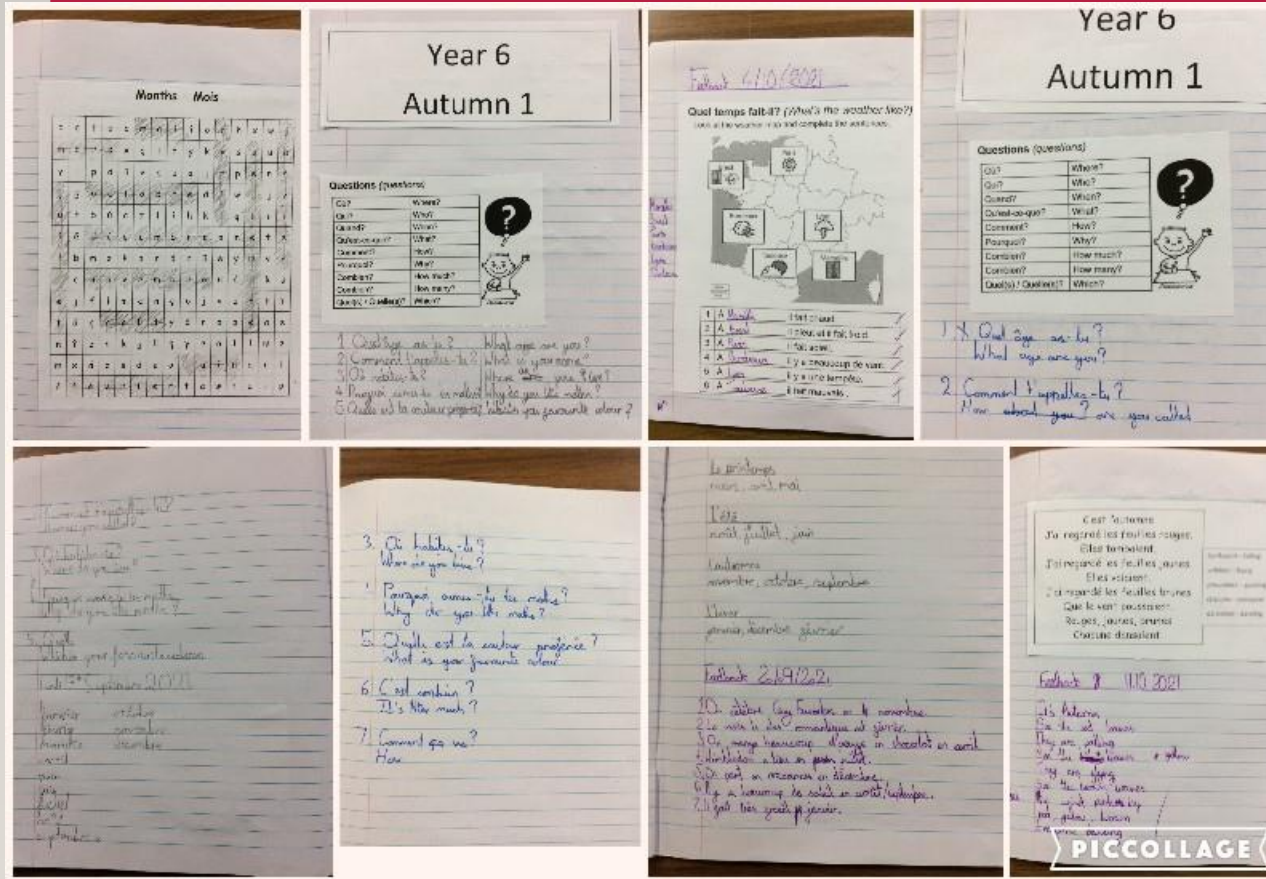
*This is tricky because it means male, but at the end it says, Presente which is female, and it is a different gender.*

**PICCOLLAGE**

## Listening/Speaking/Reading

- To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics.
- To revise months and seasons
- To describe a variety of weather phrases in the present tense.

# FRENCH – AUTUMN I SHALFLEET

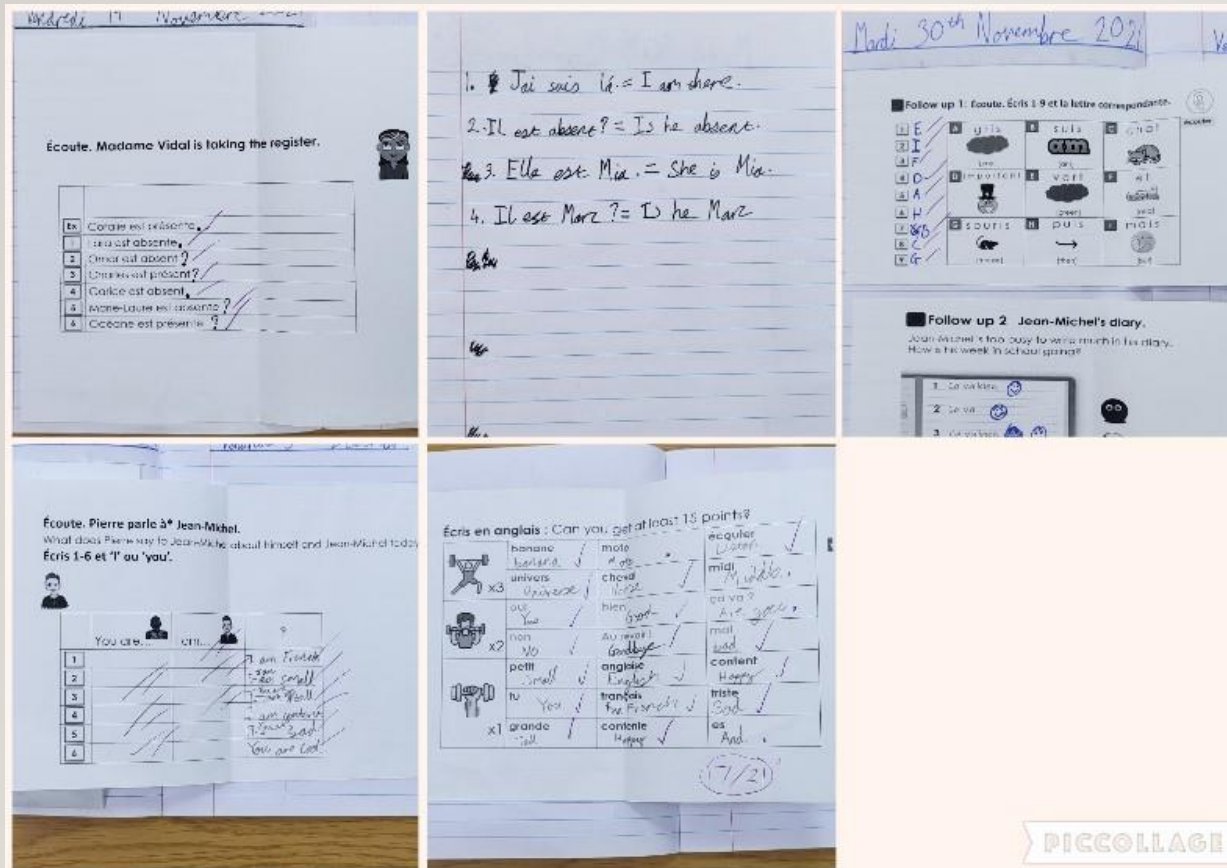


## Listening/Speaking/Reading

- To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics.
- To revise months and seasons
- To describe a variety of weather phrases in the present tense.



# FRENCH – AUTUMN 2 YARMOUTH



## Listening/Speaking/Reading/Writing

- To learn some countries in French and link them to their flags using colours
- To say what several countries are famous for and give our opinion
- To learn the names of the countries that border France. Describe where they are using the compass points in French.
- To describe what there is in France, using the phrase 'a lot of'
- To describe France and understand a longer text about France
- 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.
- To learn some languages and nationalities in French.
- To learn some key vocabulary used in the film Kirikou and complete activities related to the film



# FRENCH – AUTUMN 2 SHALFLEET



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# FRENCH – SPRING I YARMOUTH

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- To learn words for different areas/ types of places to live
- To practise talking about where you live in more detail.
- To learn words to say what is in a town. Dictionary skills
- To learn words to say what is in a town.
- To create sentences to say / write there is / there is not and build a conversation.
- To explore a French poem
- To practise memory and performance skills.
- To create their own version of a famous poem.

This half term has also had a strong focus on recapping prior learning.

# FRENCH – SPRING I SHALFLEET

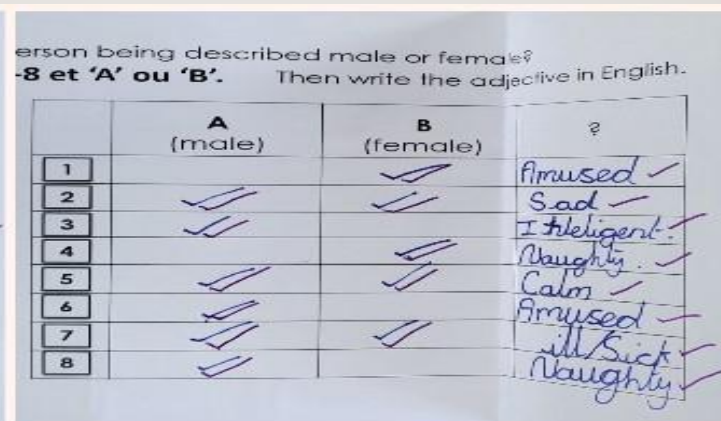
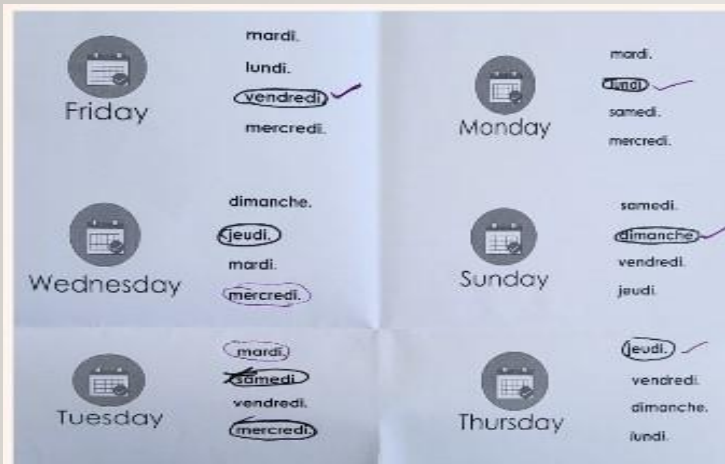
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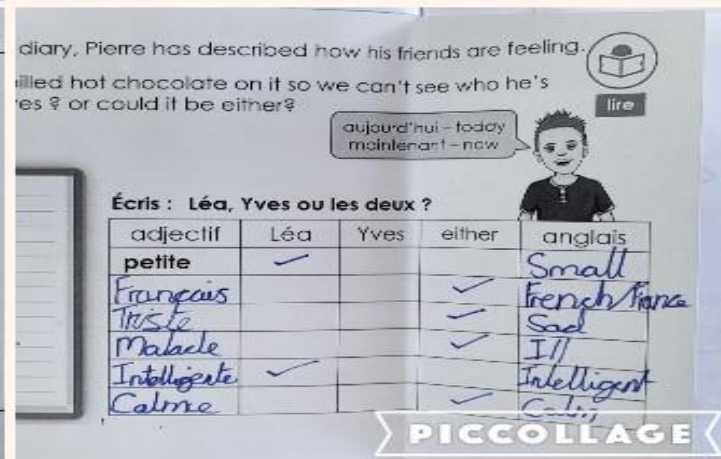
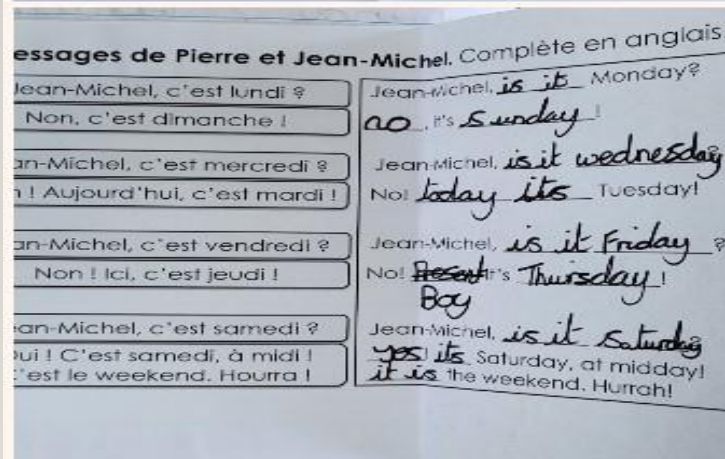


# FRENCH – SPRING 2 YARMOUTH



## Listening/Speaking/Reading/Writing

- French festivals using the present tense of more 'ER' verbs
- French festivals
- Danser - regular verbs in the present tense.
- To use a writing frame to write a text about a festival in England.
- To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words).





# FRENCH – SPRING 2 SHALFLEET

Bastille Day: 14<sup>th</sup> July

No one calls 'Bastille day' in France. Officially, France call it 'la Fête Nationale', or 'the national holiday'. It commemorates the storming battle of the Bastille. The storming of the Bastille took place in 1789.

a. C'est quand la fête?	1. On porte un bonnet, une écharpe et des gants.
b. Combien de temps dure la fête?	2. C'est à Lyon.
c. Où est la fête?	3. Ça dure quatre jours.
d. Qu'est-ce qu'on porte?	4. C'est en décembre.
e. Que font les visiteurs?	5. Ils décorent les maisons avec des bougies.
f. Quel temps fait-il?	6. Ils regardent les lumières.
g. Que font les habitants de Lyon?	7. Il fait froid.

En novembre, la garde de l'Armée, on commémore les soldats.

En avril, le premier avril on porte les poissons en papier.

En juillet, à la fête nationale, on regarde le paron d'artifice.

En mars/avril, à Pâques, on mange des œufs en chocolat.

En janvier, le jour d'Épiphane, on mange un grand repas et on boit du champagne.

En janvier, au mardi gras, on porte des costumes.

ER verbs in the present tense

I dance	Je danse
You dance	Tu dances
He/she/it dances	Il/Elle danse
We dance	Nous dansons
You dance	Vous dansez
They dance	Ils/Elles dansent

ER verbs in the present tense

English	French
1. I sing	Je chante ①
2. You sing	Tu chantes ②
3. He/she/it sing	Il/Elle chante ③
4. We sing	Nous chantons ④
5. You sing	Vous chantez ⑤
6. They sing	Ils/Elles chantent

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French gerunds

We love green:

We love green is a festival in Paris from the 02 June-05 June. It is a festival that puts the emphasis on music and eco-responsibility. We love green has rapidly become an ~~unmissable~~ unmissable springtime musical event. The event has quality rock, relaxed and activities for children. We love green stands out on its own!

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Bastille day

Bastille day is celebrated Thursday 14<sup>th</sup> July.

In English, Bastille Day means the National Day of France.

It's celebrated as a national holiday with fireworks and parades.

It marks the fall of Bastille, a military fortress and prison because of an angry mob storming into it, starting the French revolution.

In French it is called la Fête nationale or 14 juillet.

It was initially built as a fortress guarding the eastern entrance of Paris during the 1300s.

It was later turned into a prison in the 17<sup>th</sup> and 18<sup>th</sup> century.

When the mob stormed in they released seven prisoners.

Bastille day

Bastille day is celebrated on July 14<sup>th</sup> every year. Bastille day is a national holiday with fireworks and parades. It marks the fall of Bastille, a military fortress and prison because of an angry mob storming into it, starting the French revolution. In French it is called la Fête nationale or 14 juillet. It was initially built as a fortress guarding the eastern entrance of Paris during the 1300s. It was later turned into a prison in the 17<sup>th</sup> and 18<sup>th</sup> century. When the mob stormed in they released seven prisoners.

## Listening/Speaking/Reading/Writing

- French festivals using the present tense of more 'ER' verbs
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# FRENCH – SUMMER I SHALFLEET

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Listening/Speaking/Reading/Writing

- Review the Q and A in the y6 conversation
- Prepare conversation
- Perform the conversation
- Holidays vocabulary: Revision of where I live and weather
- Holidays: Using the verb aller
- Clothes introduction
- Clothes recap and clothes poem



# FRENCH - SUMMER 2 SHALFLEET

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Listening/Speaking/Reading/Writing

- Fashion show introduction
- Fashion show preparation
- Fashion show performance
- At the café: Revision
- Ice creams
- Revision tasks

# Next Steps

Next Steps	Individuals/Teams	Actions
<b>Ensure staff are confident to deliver French curriculum</b>	Subject Leader: DG	Offer 'surgery' drop in after school sessions to select resources and direct to additional online resources. Share knowledge and expertise - source additional voluntary support if possible. Observe lessons and provide feedback. Staff meeting presentation 18.10.22
<b>Promote opportunities to practise French outside of timetabled session</b>	Subject Leader: DG	Find opportunities for using counting, colours, days of the week, weather vocabulary in other subject areas (especially outdoor learning). Learn Counting songs across the federation.
<b>Develop subject knowledge of leader</b>	Subject Leader: DG	Access CPD and liaise with other MFL teachers on the IOW.

# SUBJECT LEADER REPORT

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Meeting with Governors 30th March 2022

We discussed the links to Geography through countries where French is spoken and links to other languages which is beneficial for broadening the scope for our children both outside the island and the UK.

Not all staff are confident French speakers so we have used an online programme of study, Rachel Hawkes

(<http://www.rachelhawkes.com/>) as a basis for learning in order to support acquisition of language and pronunciation. This framework provides a strong focus on pronunciation in the early stages, going on to develop basic vocabulary (eg numbers and colours) and then extending that to include relevant and relatable knowledge (eg time and weather phrases) There are also opportunities to find out about the place of French language in the wider world and to explore French literature. Some teachers have chosen to supplement this programme with other online applications or support from a confident French speaker. We hope to engage the services of a French native parent to further support our teaching of French.

French has been particularly hard it during lockdowns so classes have been constantly revisitiing basics to raise confidence. I will be monitoring progress at the end of the year to identify where children need to revisit content and what our next steps should be.

The governors who attended this meeting were encouraged by the opportunities for engaging with MFL that our provision supplies and understanding of the fact that it has been difficult for staff to deliver consistently over the past 2 years. We discussed some ideas for boosting the profile of MFL in the future, such as a day trip to France and links to French resources such as Cherbourg's Cite de la mer: <https://www.citedelamer.com/en/>.