



FRENCH

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

NATIONAL CURRICULUM STATEMENT

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

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

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

LISTENING

	Lower KS2	Upper KS2
Listening	<p>Listen and show understanding of single letters, numbers and words in different contexts.</p> <p>Listen and show understanding of short phrases in different contexts.</p>	<p>Listen and show understanding of longer sentences (including those referencing learning from LKS2)</p>

SPEAKING

	Lower KS2	Upper KS2
Speaking	<p>Recognise a familiar question and respond</p> <p>Ask and answer several simple and familiar questions</p> <p>Say a sentence with single familiar words and a connective with support and confident to attempt it without.</p> <p>Say a simple phrase, that's function is to describe, using a language scaffold for support and be confident to attempt it without.</p> <p>Recognise some common patterns in letter strings and pronounce them in familiar words</p> <p>Join in with the repeating of familiar songs, stories and rhymes</p>	<p>Ask and answer questions learned in LKS2 to UKS2 topics.</p> <p>To be able to ask and answer more question types (linked to UKS2 topics).</p> <p>Say a range of sentences (using a range of conjunctions), that's function is to describe, using a language scaffold for support and be confident to attempt it without.</p>

READING

	Lower KS2	Upper KS2
Reading	<p>Read and show understanding of single words in different contexts.</p> <p>Read and show understanding of short phrases in different contexts.</p> <p>Read aloud short familiar sentences using knowledge of phonics</p> <p>Use strategies for memorising vocabulary</p>	<p>Read and show understanding of longer sentences including those referencing learning from LKS2)</p> <p>Read aloud more complex familiar sentences (with one or two conjunctions) using knowledge of phonics</p>

WRITING

	Lower KS2	Upper KS2
Writing	<p>Write correctly single letters, numbers (digits) and common words from dictation.</p> <p>Write a sentence with single familiar words and a conjunction (such as listing items) with support and confident to attempt it without.</p> <p>Write a simple phrase, that's function is to describe, using a language scaffold for support and be confident to attempt it without.</p>	<p>Write a range of sentences (using a range of conjunctions), that's function is to describe, using a language scaffold for support and be confident to attempt it without.</p>

VOCABULARY and RESOURCES

Vocabulary	<p>- The alphabet- Greetings- Pronouns and articles- Numbers 1-31- Days and months- Colours- Clothes- Body parts- Animals (pets)- Family members- Words and phrases for liking and disliking- Hobbies- School subjects, equipment and common phrases The rooms in a house- The types of room- Objects in a house</p>	<p>- Recap of LKS2 vocab- Numbers 0-60- Days, months and years (2000 beyond)- Time (language of time, including digital reading)- Common food items and meals- Common drinks- Language for ordering- Money- Types of shops- Common items to buy- Common local locations (e.g. swimming pool, park)- Weather types- Directional language</p>
Resources	<p>Word Mats, Pictures, Videos, flash cards, audio resources, Rachel Hawkes schemes of learning, Twinkl French resources.</p>	<p>Word Mats, Pictures, Videos, flash cards, audio resources, Rachel Hawkes schemes of learning, Twinkl French resources.</p>

LINKS TO RESOURCES

Rachel Hawkes

Scheme of work, interactive powerpoints and downloadable/printable resources

[.Rachel Hawkes](#)

Lightbulb Languages

Schemes of work and downloadable/printable resources including worksheets, minibooks and flashcards.

[Primary French Resources](#)

French Games online

Flashcards with audio, online games and tools, printable worksheets

[Games, content and tools to teach and learn French.](#)

Learn French with Alexa

Lessons online from a native French speaker – songs, games and activities to support vocabulary and pronunciation

[Learn French With Alexa Youtube Channel](#)

Word Wall

Editable games and activities

[Wordwall](#)

Crickweb

Links to online games

www.crickweb.co.uk/ks2french.html

Duolingo

Online games and activities

[Duolingo](#)

Twinkl

Lesson plans, interactive powerpoints, downloadable/printable resources and assessment tools

<http://www.twinkl.co.uk>

French Games

Interactive lessons, games and quizzes organised by theme

[French-Games.net](#)

LKS2 Long Term Plan

Autumn		Spring		Summer	
<p><u>Back to basics</u></p> <ul style="list-style-type: none"> - Children will focus on learning the French alphabet - Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - Children will learn the key pronouns (he, she, they etc) and articles (a, an, the). 	<p><u>Counting on</u></p> <ul style="list-style-type: none"> - Children will learn the numbers from 0-31 - Children will learn the days of the week and months of the year. - Children will apply these together to identify dates and can complete simple maths with them. 	<p><u>All about me</u></p> <ul style="list-style-type: none"> - Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc). - Children will be able to know the common colours - Children will be able to name and describe their clothes (using colours). - Children will be able to list their body parts (key ones) - Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them. - Children will be able to name pets and simply describe and state basic information about them. 	<p><u>All about me (ctd)</u></p> <ul style="list-style-type: none"> - Children may need to continue working through previous skills. - Children will need to be able to know phrases for liking and disliking of varying strength. - Children will be able to list different hobbies. - Children will be able to state if they like or dislike different hobbies. 	<p><u>Class in session</u></p> <ul style="list-style-type: none"> - Children can identify and describe common classroom items. - Children can identify school subjects and express likes or dislikes. - Children can identify common phrases used in the classroom (by teachers and pupils) 	<p><u>Home sweet home</u></p> <ul style="list-style-type: none"> - Children can name and describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring. - Children can identify a range of common items in the home and which they have. - Children can name different types of home and state which they live in.

UKS2 Long Term Plan

Autumn		Spring		Summer	
<p><u>Recap LKS2 (excluding 'Counting on')</u></p> <ul style="list-style-type: none"> - Focus on areas identified in the foundation subject assessment which are weaker than others. You will be continually recapping the LKS2 skills throughout the year 	<p><u>Counting on Part 2</u></p> <ul style="list-style-type: none"> - Children will learn the numbers from 0-60. - Children will recap the work from LSK2 with dates but also be able to state years (2000 onwards). - Children will apply these together to identify dates and can complete simple maths with them. 	<p><u>Time readers</u></p> <ul style="list-style-type: none"> - Children will be able to state a time using 'o'clock, half past, quarter past, quarter to, past, to, minutes' and relevant numbers - Children will be able to state how long something will last – 'The match will last...' or 'The match is ____ long'. - Children will be able to say the digital time using their number knowledge e.g. Deux onze 	<p><u>Filling up</u></p> <ul style="list-style-type: none"> - Children will be able to list common foods and drinks and associate them with meals (bring in LKS2 likes and dislikes language as well as description) - Children will be able to state common dishes (food combinations). - Children will learn the language for ordering at a restaurant (I would like _____ with _____ please). 	<p><u>Shop til you drop</u></p> <ul style="list-style-type: none"> - Children will learn the different types of common shops (supermarket, clothing, electronics etc). - Children will be able to state that they want to go to a shop. - Children will learn select items that could be on sale at the different shops (combine with previous LKS2 description skills). - Children will be able to deal with language associated with transactions and giving change. 	<p><u>Where shall we go?</u></p> <ul style="list-style-type: none"> - Children will be able to name common local locations (library, swimming pool, park etc) and describe them. - Children will be able to give basic directions to reach the locations (It is n/w/s/e from here and ____ km) - Children will be able to list the types of weather at the locations (e.g. It is raining at the park so I don't want to go.)

A MORE DETAILED VERSION OF THE WHOLE FEDERATION COVERAGE

Autumn https://drive.google.com/drive/folders/1eAxlRjchc9N7oc7ovBLZ_orP2rPEt_E3?usp=sharing

Spring https://drive.google.com/drive/folders/1SIBnFX90GBqJMiQtYqkHuK6JF-ZPivCw?usp=share_link


Summer




I will use assessment to analyse summative data through the monitoring and evaluating process.

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.



FEDERATION CURRICULUM ASSESSMENT



Year	Computing INFORMATION TECHNOLOGY	PE DANCE	RE COMMUNICATE	Art KNOWLEDGE
Year 1	Use the keyboard confidently to type at a suitable pace	Organising to rearrange dance movements and motifs (using experience where meeting)	Described/ explain my own responses in the context of belonging.	Give detailed observations about suitable artists', artists' and designers' work
Year 2	Use common keyboard shortcuts	Present ideas using movements throughout a dance sequence.	Described/ explain my own responses in the context of interpretation.	Offer facts about suitable artists', artists' and designers' (work)
Year 3	Organise files effectively using folders [etc.]	Combine flexibility, techniques and materials to create a third sequence.	Described/ explain my own responses in the context of ownership	SKILLS
Year 4	Oversee a database using more complex searches	Place an appropriate sign with the required shape in relation to the situation, e.g. using various letters, words of punctuation and motifs.	Described/ explain my own responses in the context of justice.	Use a variety of techniques to add effects, e.g. shadows, reflection, halftone and cross-hatching
Year 5	Design and create a database	Organising to show a change of pace and timing in their movement.	Described/ explain my own responses in the context of sacred places.	Digital movement and progression in drawing
Year 6	Create a graph from a data table (database and spreadsheet)	Have the space provided in his maximum potential.	Described/ explain my own responses in the context of mass.	Use a variety of tools and select the most appropriate
Year 7				Use appropriate long

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 linear movements and multi-faceted sequences 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 short/dance 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 queries		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/piano.			Draft movement and progression in drawing	
		Create a graph from a data [both database and spreadsheet]		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

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

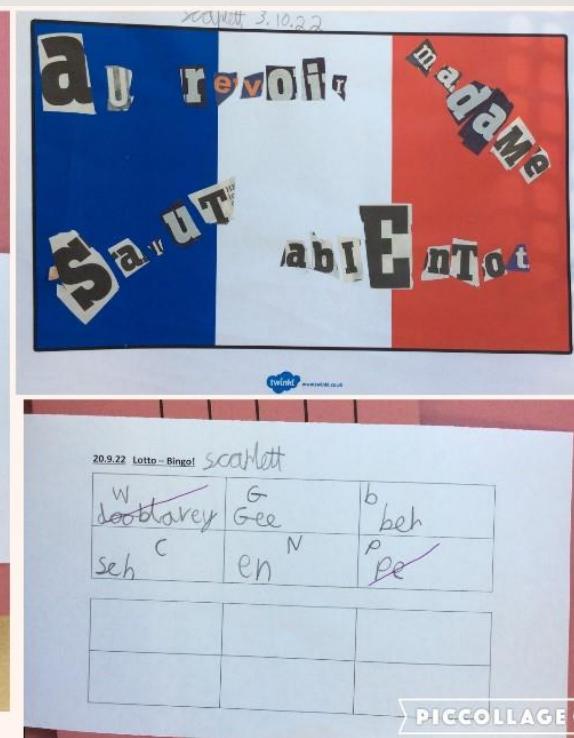
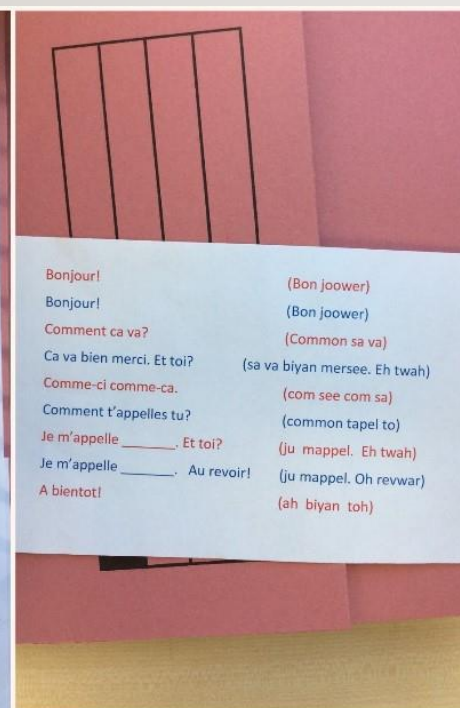
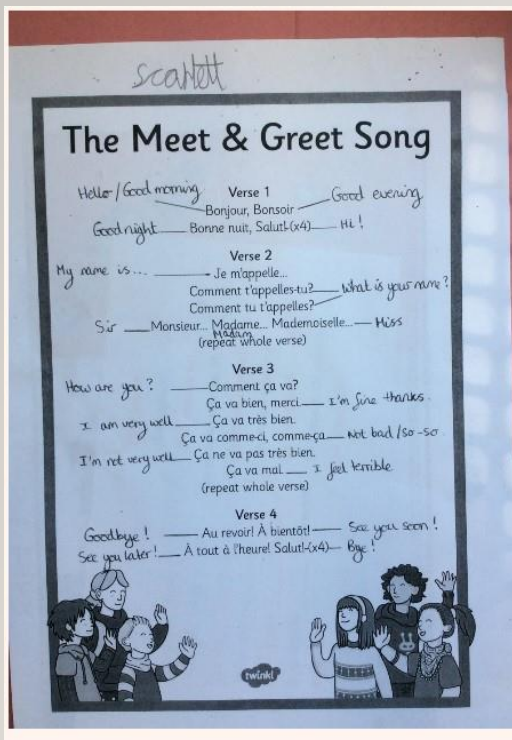
EVIDENCE GATHERED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)



FRENCH IN YEAR 3

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

FRENCH – AUTUMN 1 YARMOUTH Y3

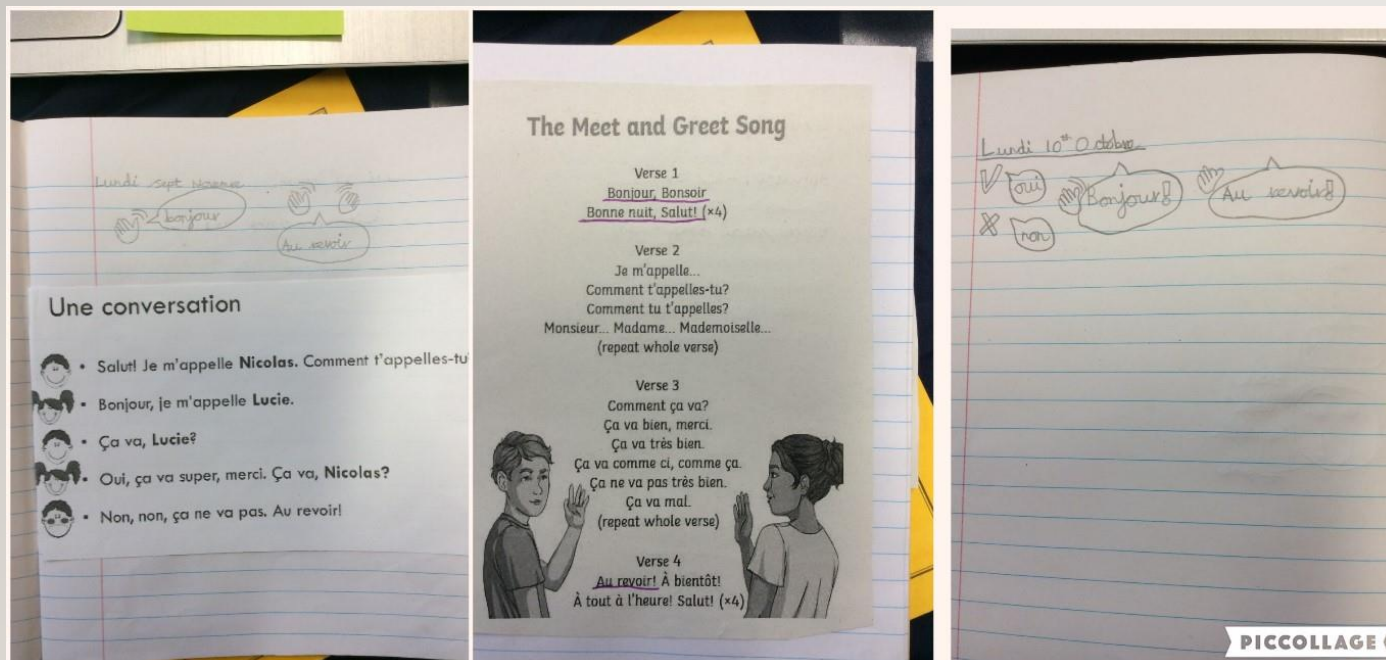


Back to basics

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FRENCH – AUTUMN | SHALFLEET Y3

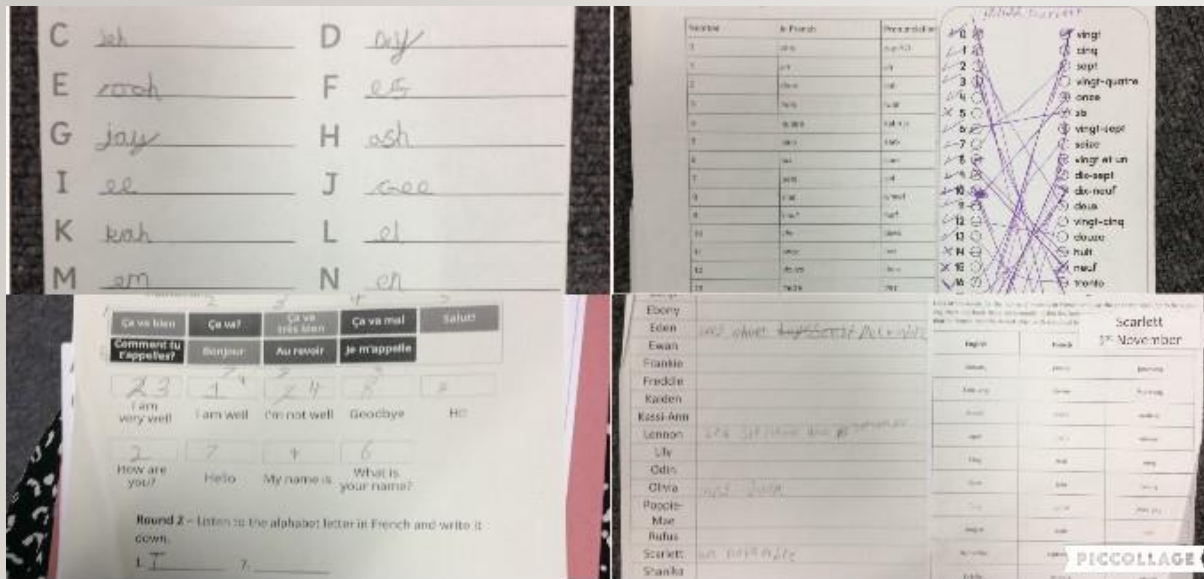


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FRENCH – AUTUMN 2 YARMOUTH Y3

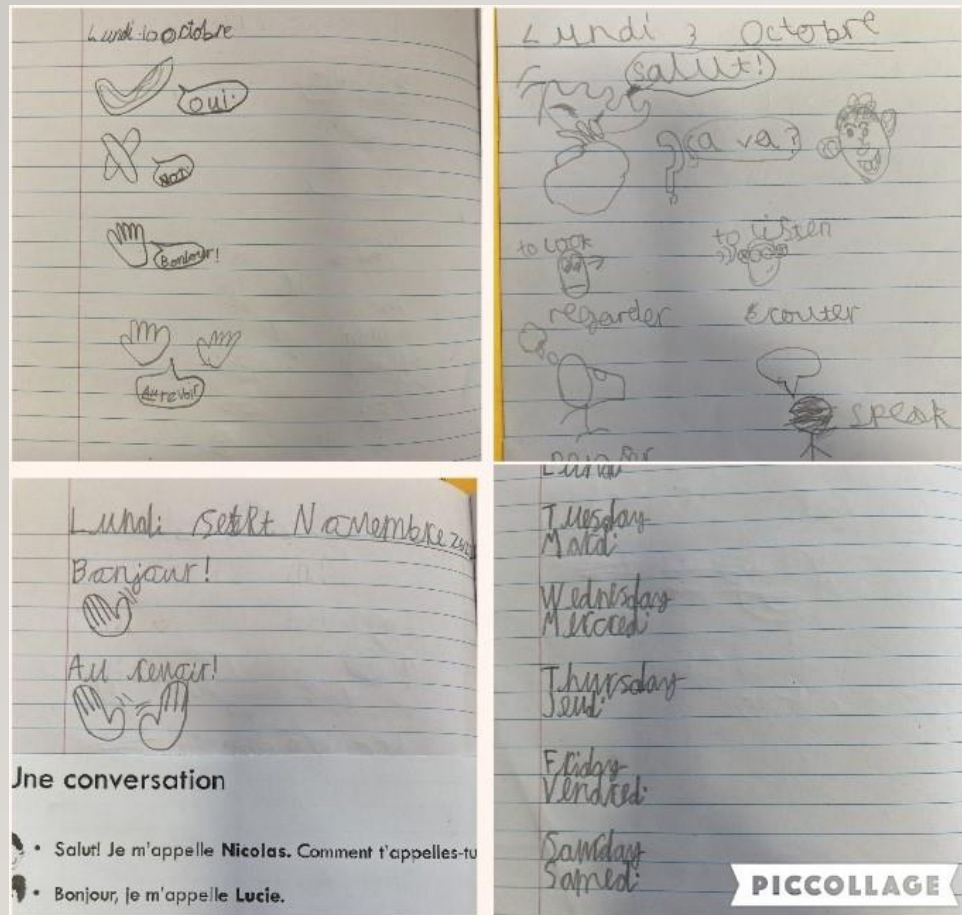


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Counting on

- Children will learn the numbers from 0-31
- Children will learn the days of the week and months of the year.
- Children will apply these together to identify dates and can complete simple maths with them

FRENCH – AUTUMN 2 SHALFLEET Y3



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Counting on

- Children will learn the numbers from 0-31
- Children will learn the days of the week and months of the year.
- Children will apply these together to identify dates and can complete simple maths with them

FRENCH – SPRING I YARMOUTH Y3

All about me

- - Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc).
- - Children will be able to know the common colours
- - Children will be able to name and describe their clothes (using colours).
- - Children will be able to list their body parts (key ones)
- - Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them.
- - Children will be able to name pets and simply describe and state basic information about them.

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FRENCH – SPRING 1 SHALFLEET Y3

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Top-left worksheet:

Elle s'appelle Mabel
 (she/he is called Mabel)
 Elle a sept ans.
 (she/he is 7 years old)
 Elle a les cheveux marron.
 (she/he has brown hair)
 Elle a les yeux marron.

Top-right drawing:

une chemise

Bottom-left color table:

French	English
blanc	white
bleu	blue
gris	grey
jaune	yellow
marron	brown
noir	black
orange	orange
rose	pink
rouge	

Bottom-right collage:

une jupe, un pull, une robe, des chaussures, un pantalon, une chemise, un tee-shirt, un short, des chaussettes.

PICCOLLAGE

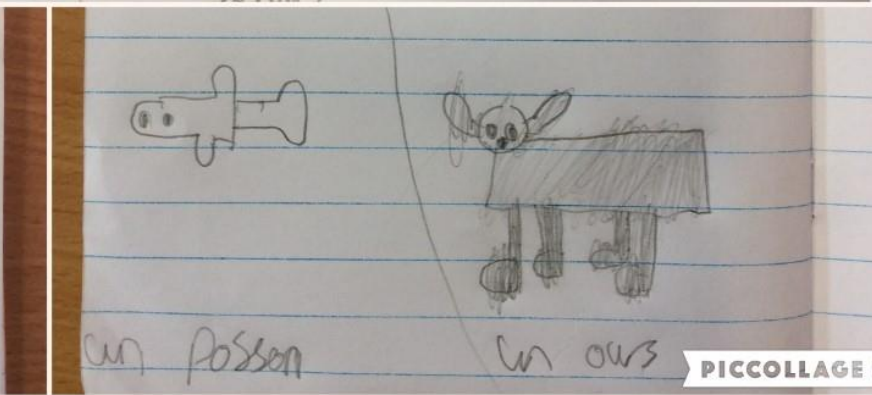
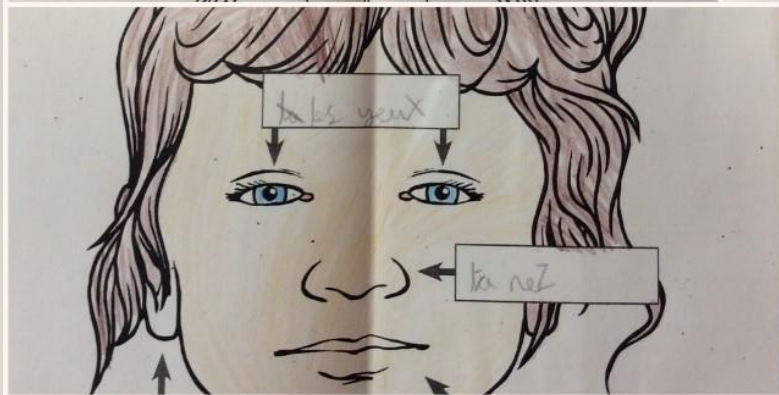
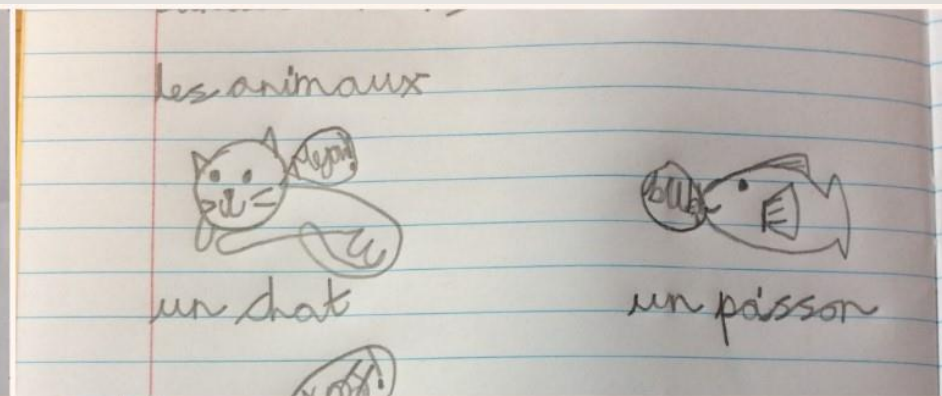
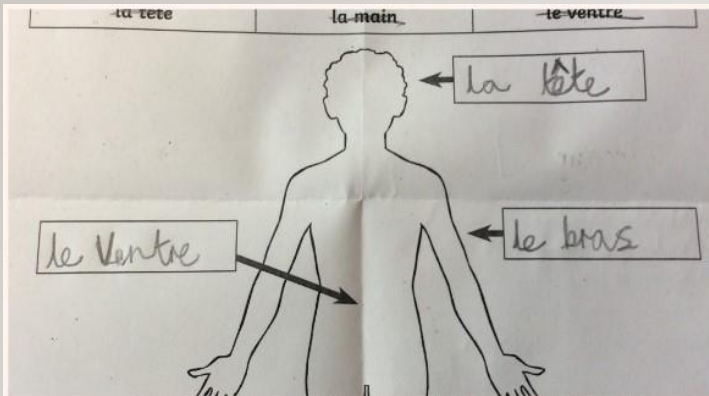
FRENCH – SPRING 2 YARMOUTH Y3

- **All about me (ctd)**

- - Children may need to continue working through previous skills.
 - Children will need to be able to know phrases for liking and disliking of varying strength.
 - Children will be able to list different hobbies.
 - Children will be able to state if they like or dislike different hobbies.

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FRENCH – SPRING 2 SHALFLEET Y3



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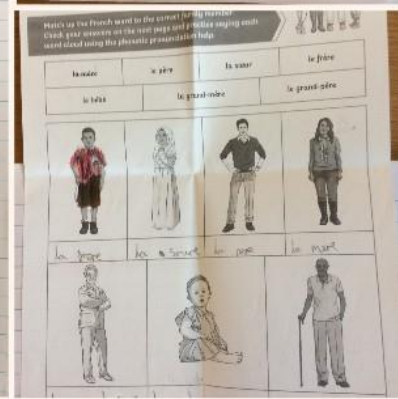
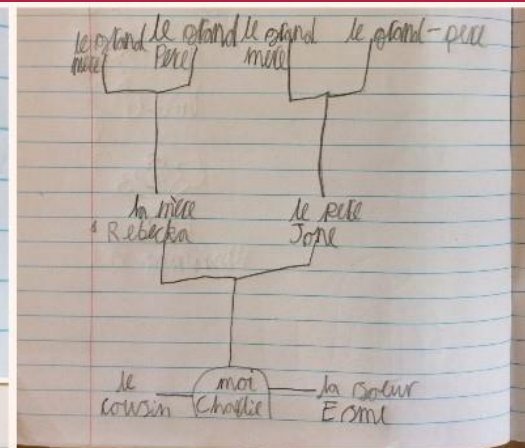
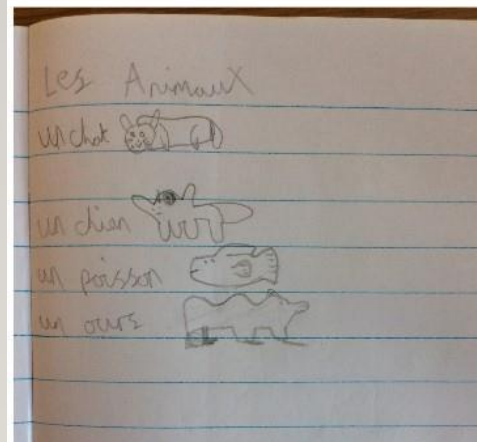
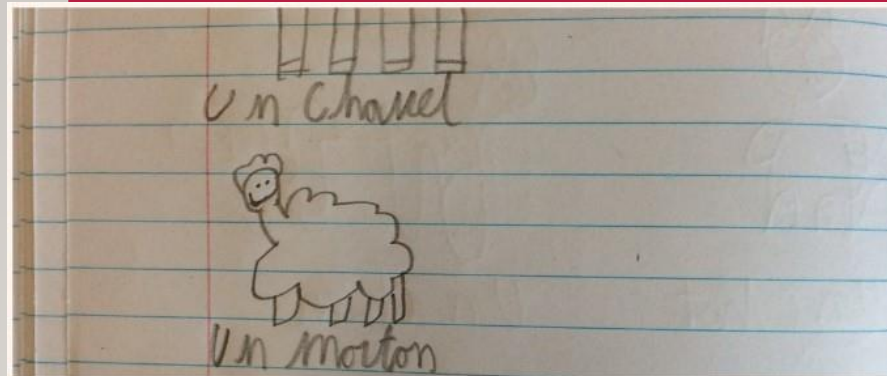
FRENCH – SUMMER I YARMOUTH Y3

- **Class in session**

- - Children can identify and describe common classroom items.
 - Children can identify school subjects and express likes or dislikes.
 - Children can identify common phrases used in the classroom (by teachers and pupils)

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FRENCH – SUMMER I SHALFLEET Y3



Les animaux
Match the sentences to the pictures. Write the correct letter.

1 Il y a trois moutons et un oiseau.	D
2 Il y a deux chats et trois grenouilles.	H
3 Il y a un poisson et quatre canards.	B
4 Il y a deux ours.	F
5 Il y a un cheval et trois poissons.	A
6 Il y a un chien et deux cochons.	I
7 Il y a deux chevaux et deux oiseaux.	E
8 Il y a un canard, deux poissons et un ours.	C
9 Il y a trois moutons et une grenouille.	G
10 Il y a un chat, un ours et une grenouille.	J

Les animaux

A Ask 3 people in your class if they have the animals shown in the table below. Record the answers for each person.

1	5
2	6
3	7
4	8

Tu as un animal ?

1. Charlie 1

2. Austin 4

3. Matgor 3

B Write a sentence for each picture below.

1	J'ai un chien.
2	Je n'ai pas de grenouille.

Class in session

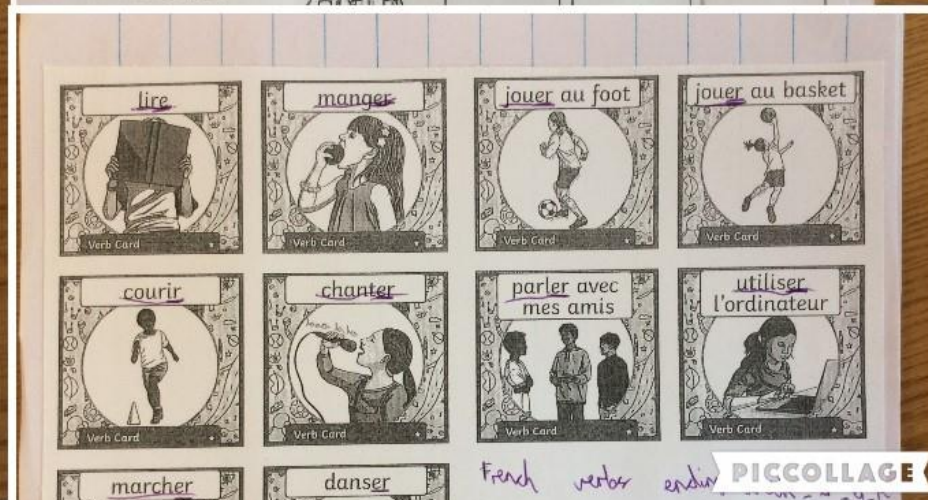
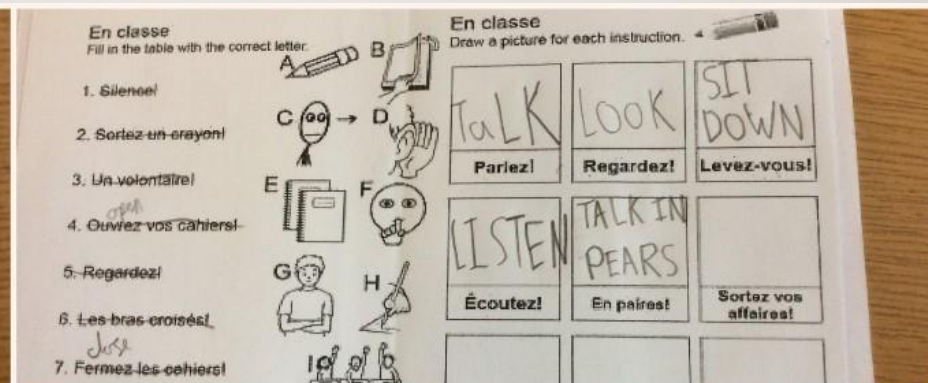
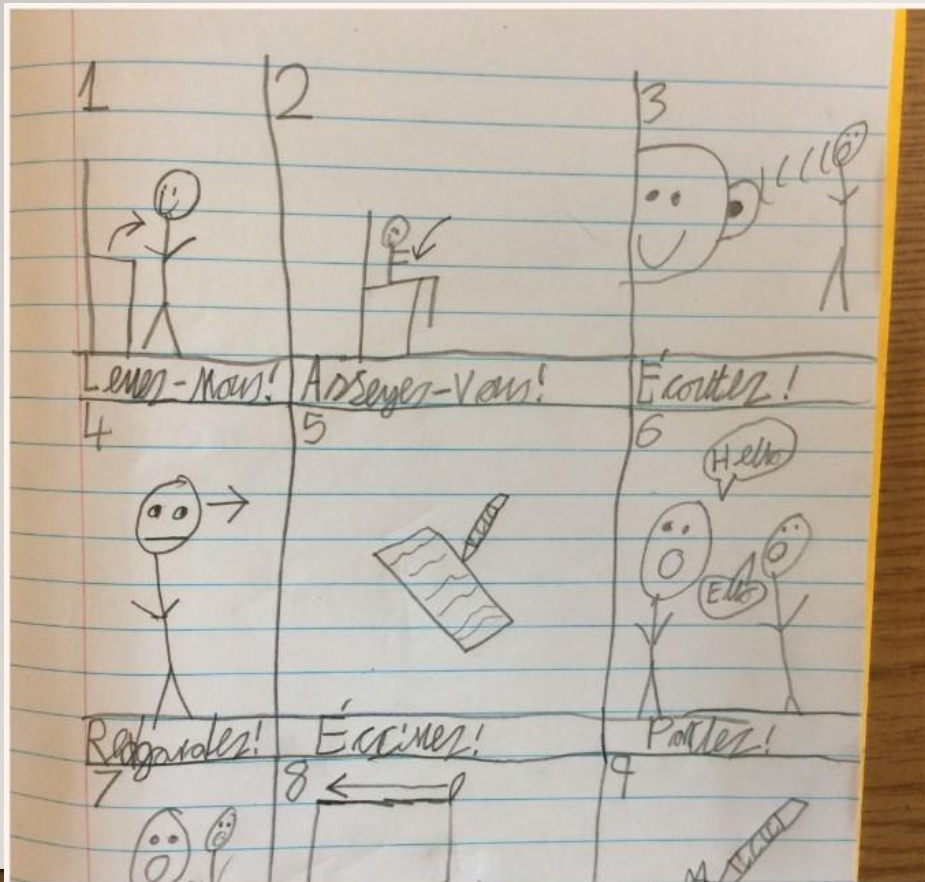
- Children can identify and describe common classroom items.
- Children can identify school subjects and express likes or dislikes.
- Children can identify common phrases used in the classroom (by teachers and pupils)

FRENCH - SUMMER 2 YARMOUTH Y3

Home sweet home

- - Children can name and describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring.
 - Children can identify a range of common items in the home and which they have.
 - Children can name different types of home and state which they live in.

FRENCH - SUMMER 2 SHALFLEET Y3



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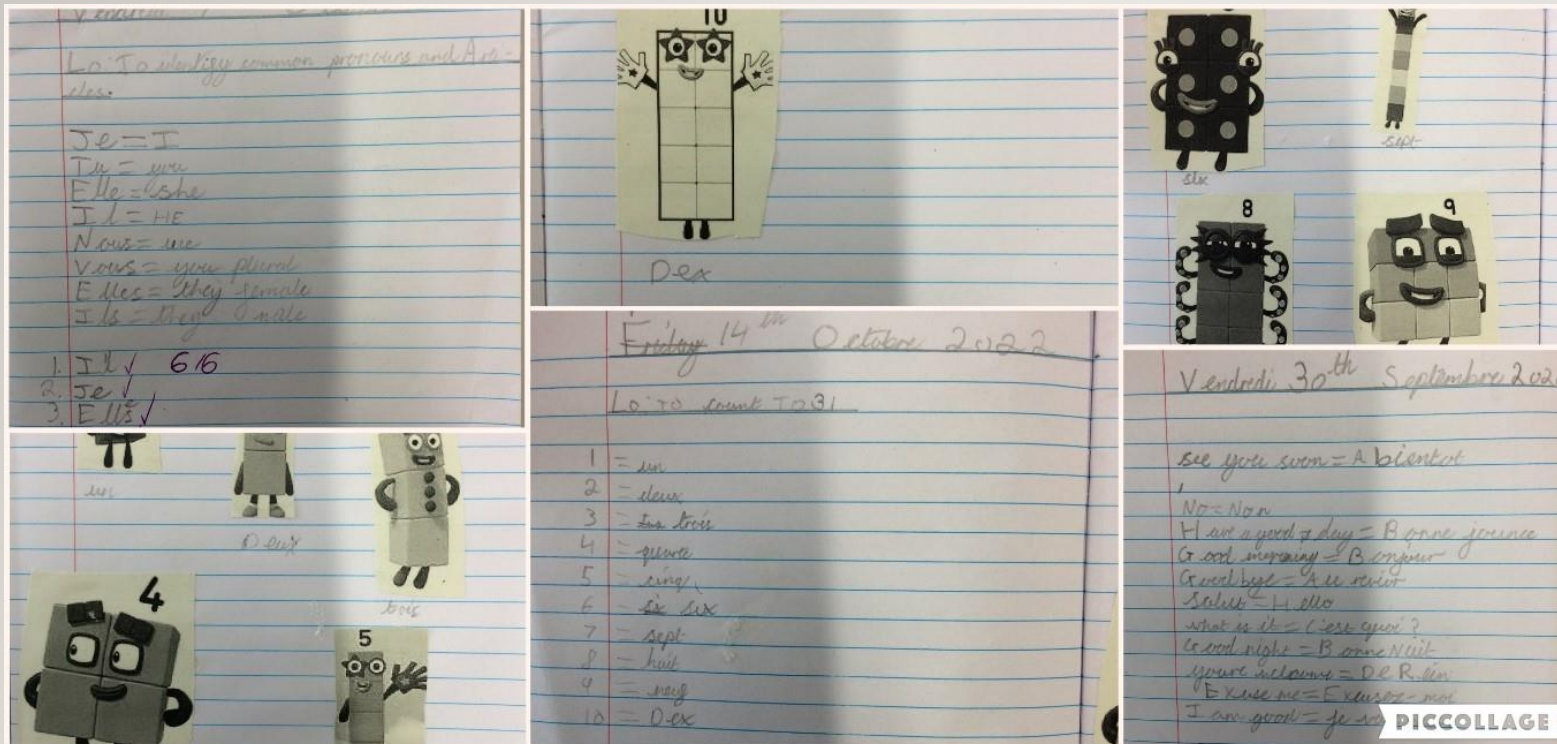
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FRENCH IN YEAR 4

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

FRENCH – AUTUMN 1 YARMOUTH Y4



Back to basics

- Children will focus on learning the French alphabet
- Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc).
- Children will learn the key pronouns (he, she, they etc) and articles (a, an, the).

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FRENCH – AUTUMN | SHALFLEET Y4

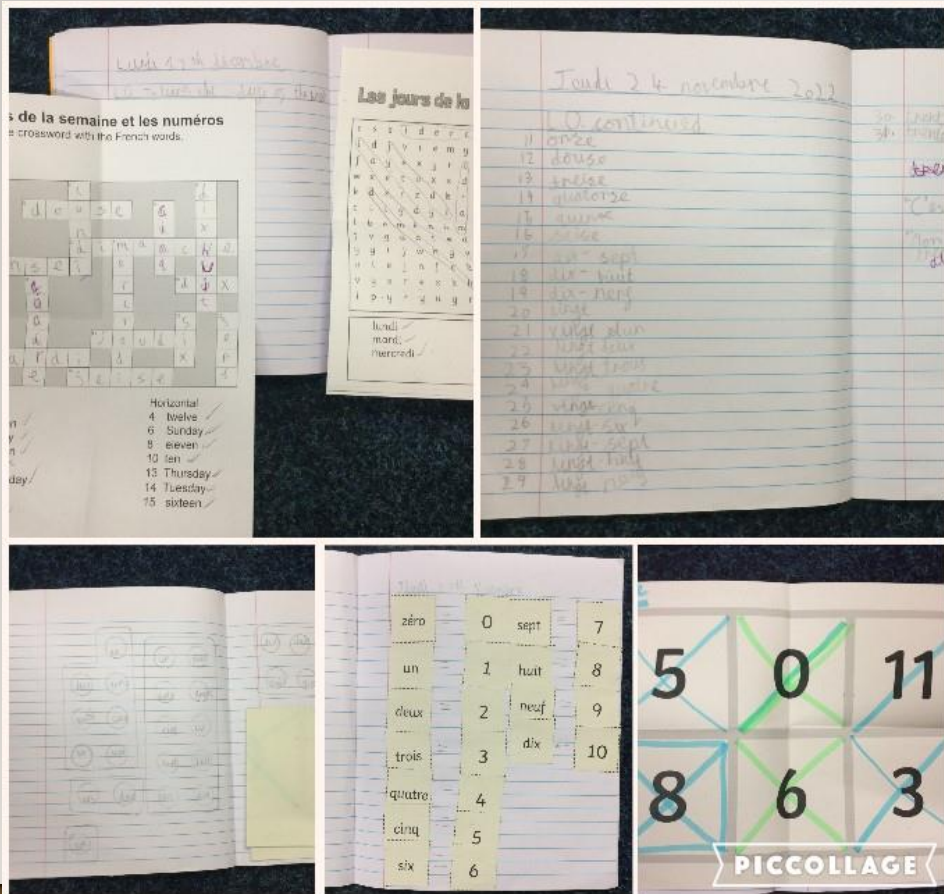
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FRENCH – AUTUMN 2 YARMOUTH Y4



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Counting on

- - Children will learn the numbers from 0-31
- - Children will learn the days of the week and months of the year.
- - Children will apply these together to identify dates and can complete simple maths with them

FRENCH – AUTUMN 2 SHALFLEET Y4



Counting on

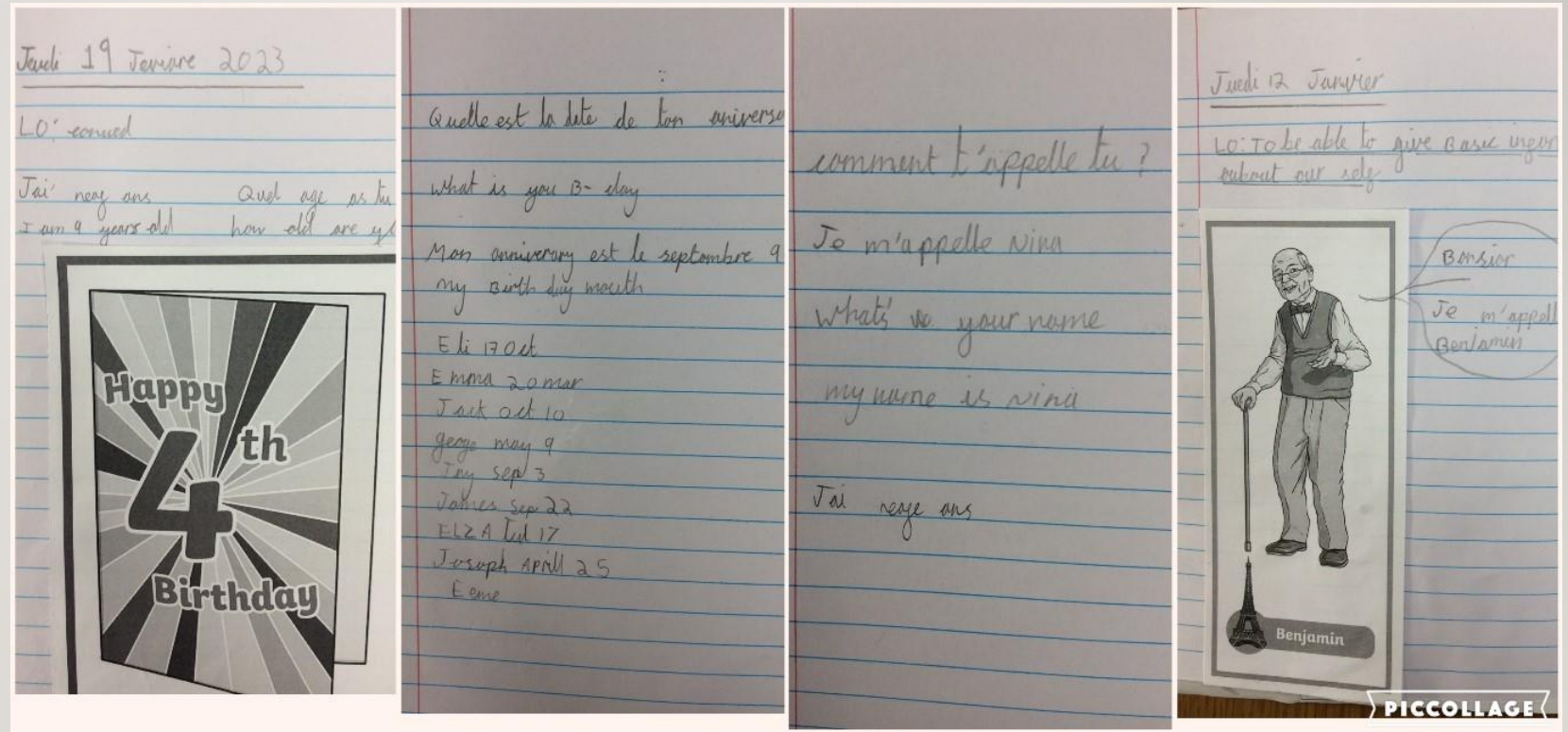
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FRENCH – SPRING I YARMOUTH Y4

All about me

- Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc).
- Children will be able to know the common colours
- Children will be able to name and describe their clothes (using colours).
- Children will be able to list their body parts (key ones)
- Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them.
- Children will be able to name pets and simply describe and state basic information about them.

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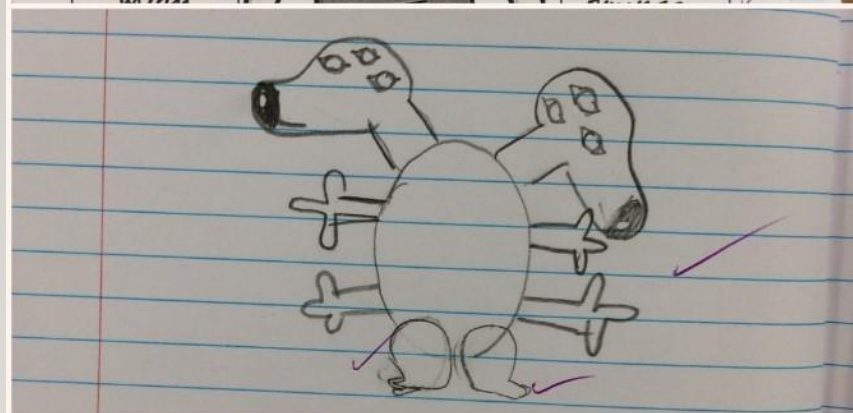
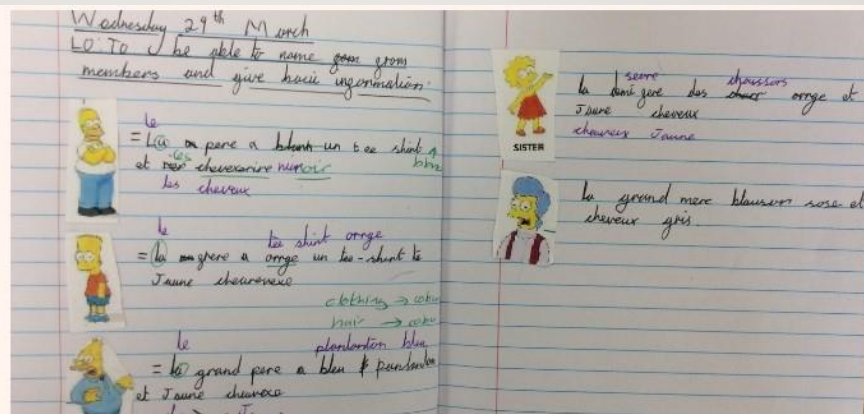
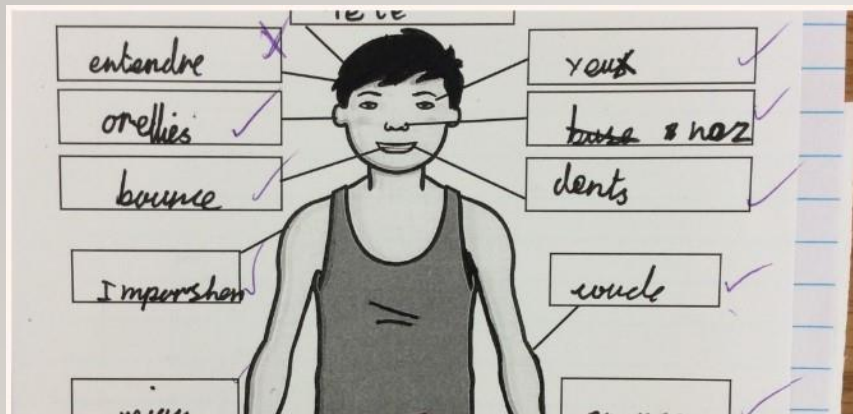
FRENCH – SPRING I SHALFLEET Y4

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FRENCH – SPRING 2 YARMOUTH Y4



All about me (ctd)

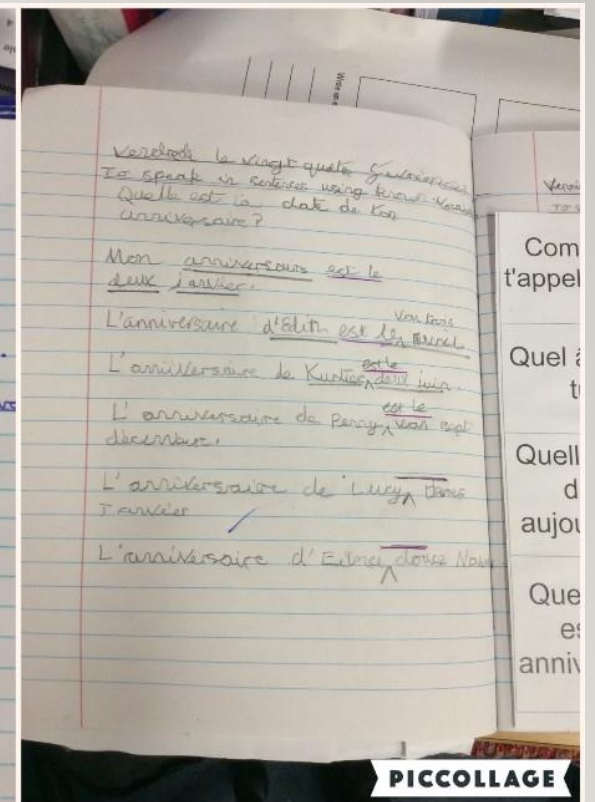
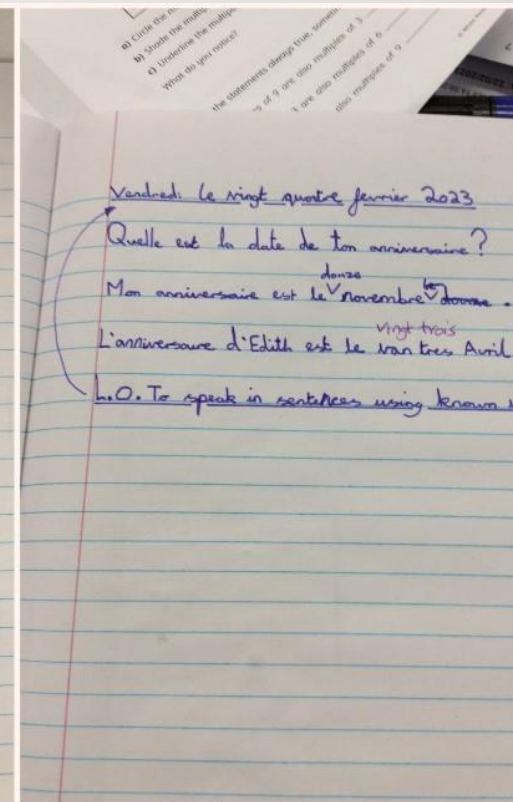
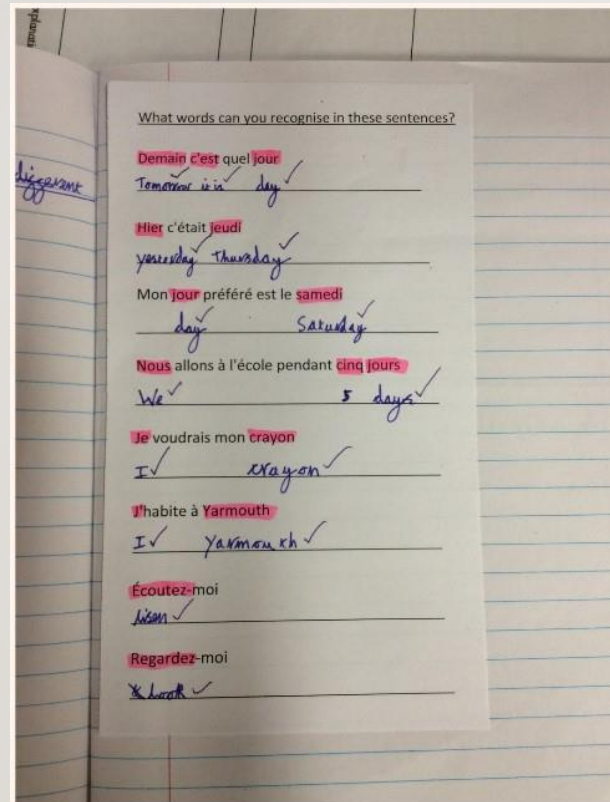
- Children may need to continue working through previous skills.
- Children will need to be able to know phrases for liking and disliking of varying strength.
- Children will be able to list different hobbies.
- Children will be able to state if they like or dislike different hobbies.

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FRENCH – SPRING 2 SHALFLEET Y4

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FRENCH – SUMMER I YARMOUTH Y4

J'ai une chien, J'ai un serpent
J'ai pas de hamster
Je voudrais un tortoise

EXT
I have a dog, I have a snake
I don't have a hamster
I want a tortoise

As-tu un animal ? (Have You Got a Pet?)

Can you work out the muddled up words for each pet? Use the word bank below to help you.
Look at the hint – it shows you how many words you need and which letter each one begins with. Don't forget you need un or une – can you remember which is which?

cehni  un chien	oruett  une tortue	tach  un chat	rlssou  un hamster	paill  un lapin
metrash  un hamster	resnept  un serpent	nsipo  un poisson	edcoh dnioed  une souris	eausi  un oiseau
un oiseau	un hamster	un lapin	une souris	une tortue
un serpent	un chien	un poisson	un chat	un cochon d'inde

French Year 3 / Friends and Family / Pets / Lesson 2

J'ai trois poulet pas plus deux oies
Je voudrais un poisson rouge
Je n'ai pas un cheval
J'ai un chat pas plus un chien

EXT
J'ai une araignée
Je voudrais un perroquet
Je n'ai pas une tortue

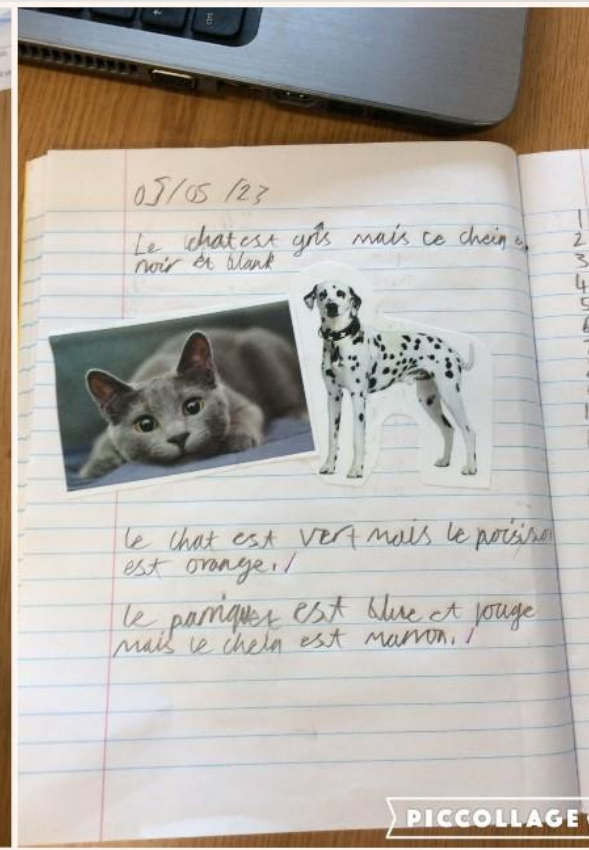
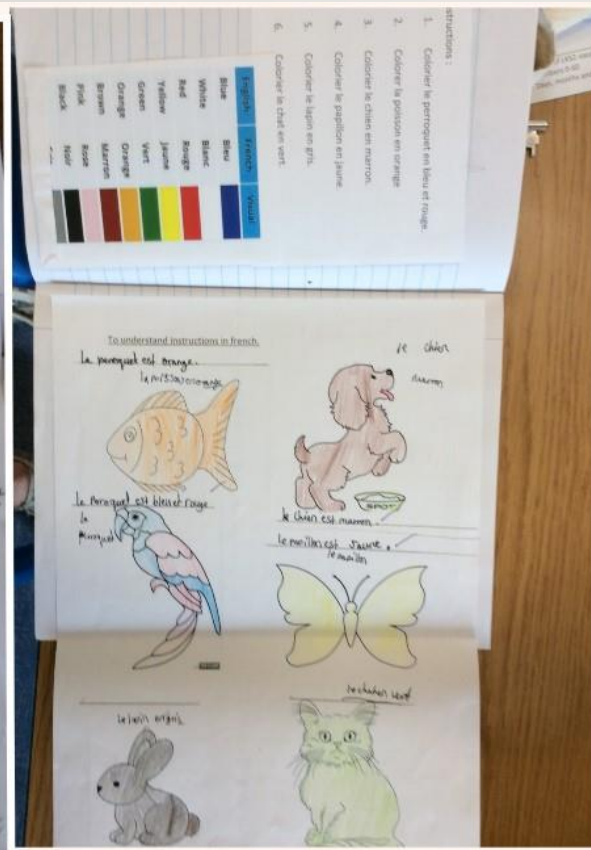
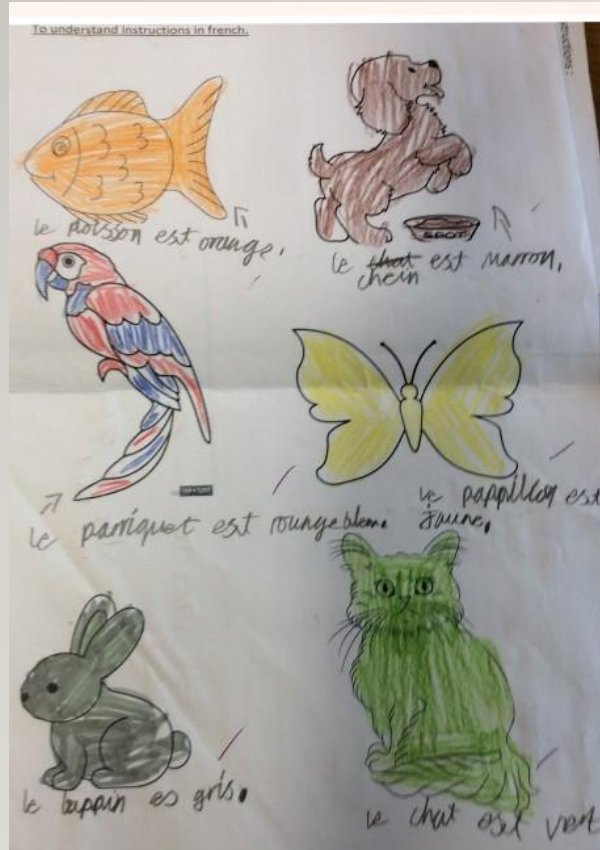
PICCOLLAGE

Class in session

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- Children can identify school subjects and express likes or dislikes.
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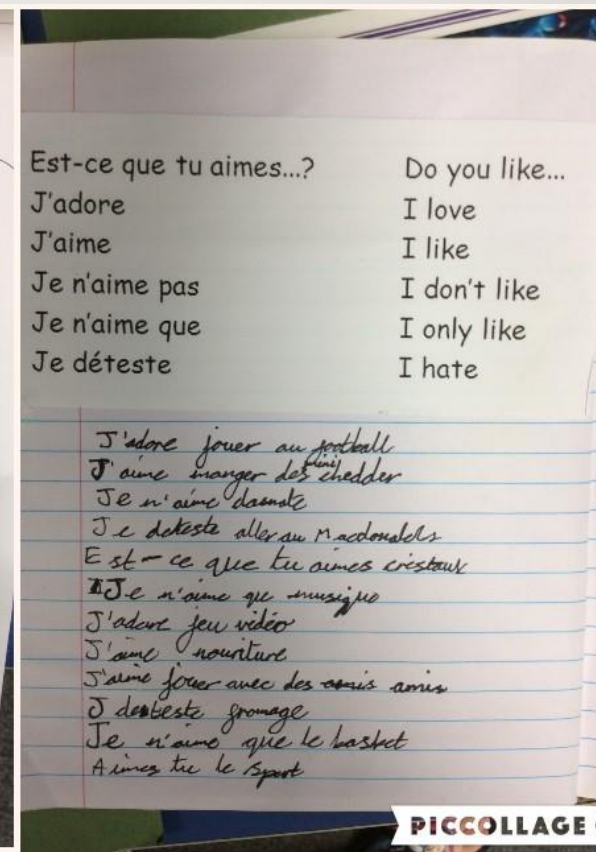
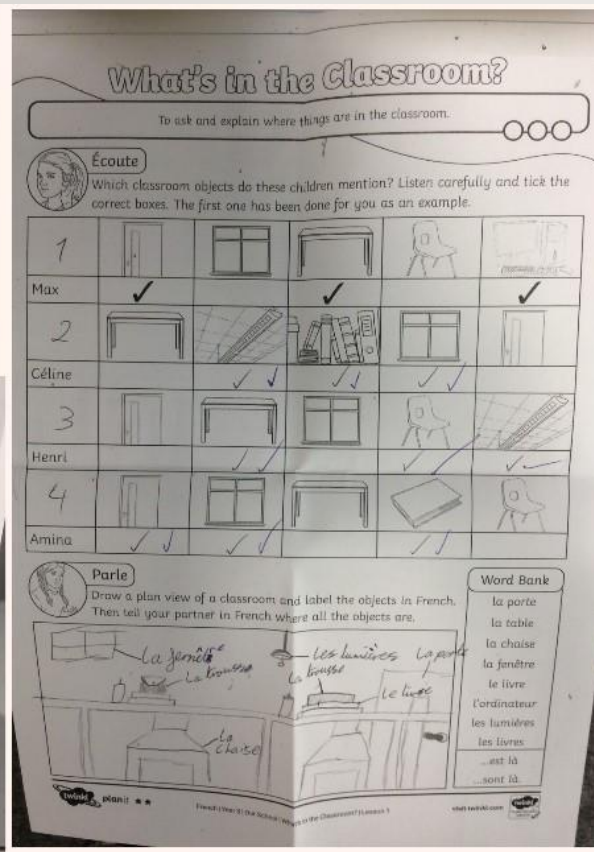
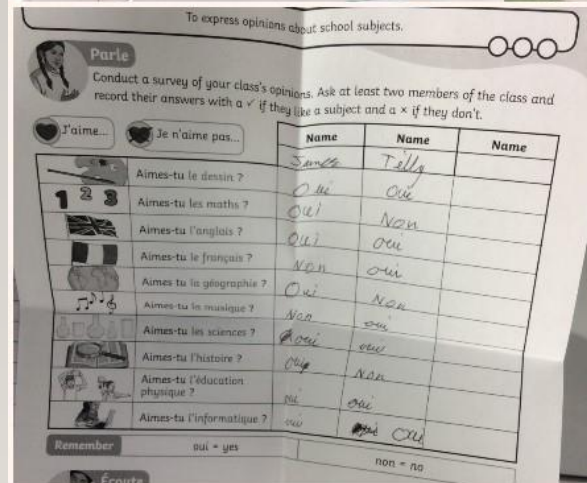
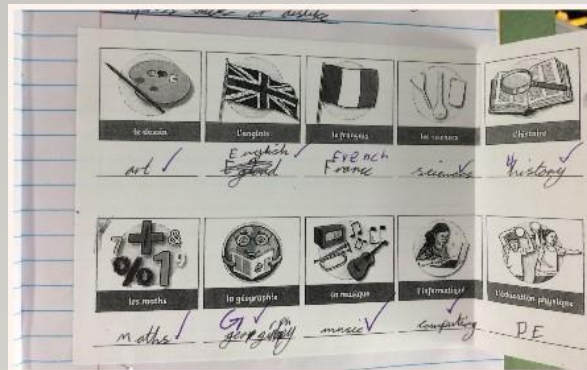
FRENCH – SUMMER I SHALFLEET Y4



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FRENCH - SUMMER 2 YARMOUTH Y4



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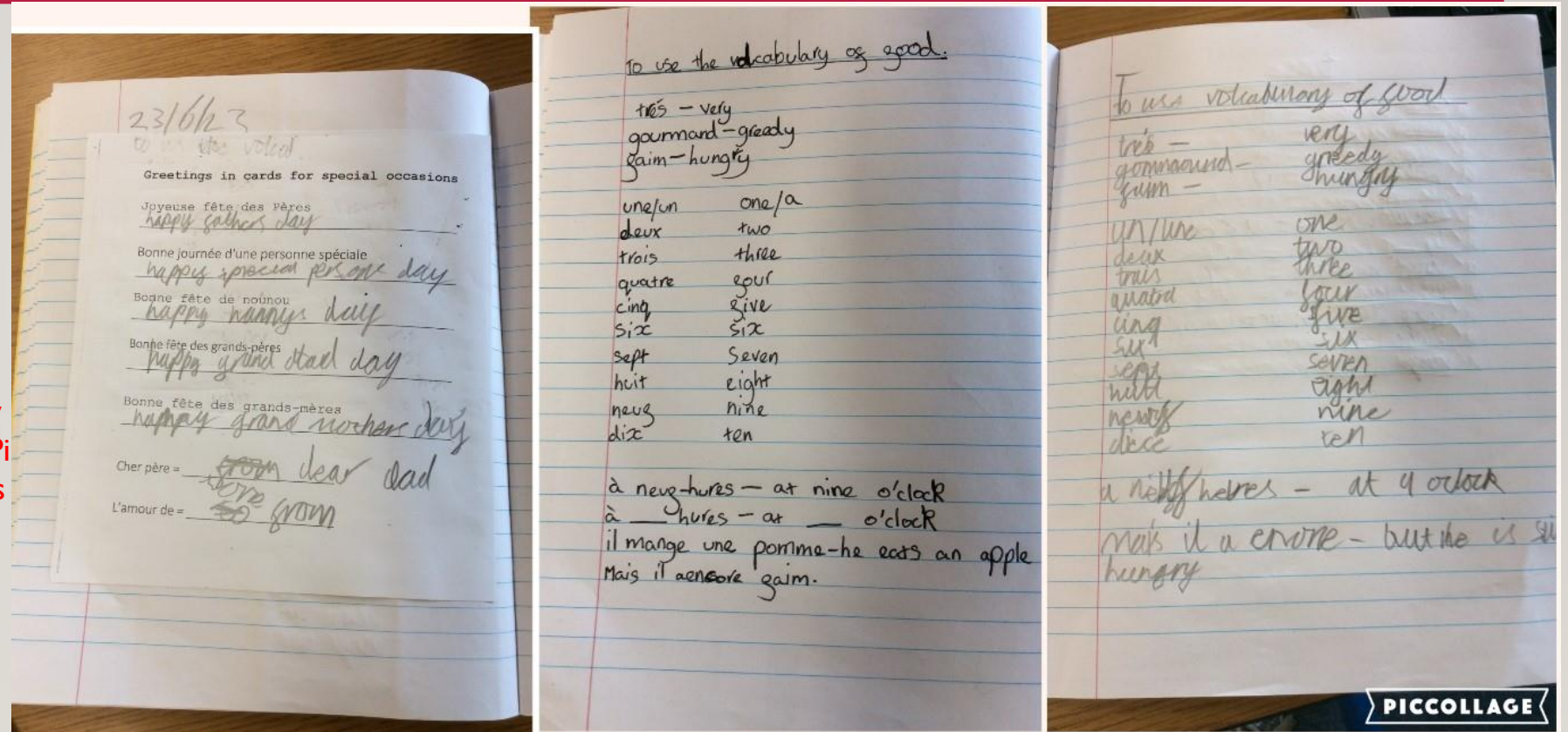
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FRENCH SUMMER 2 SHALFLEET Y4

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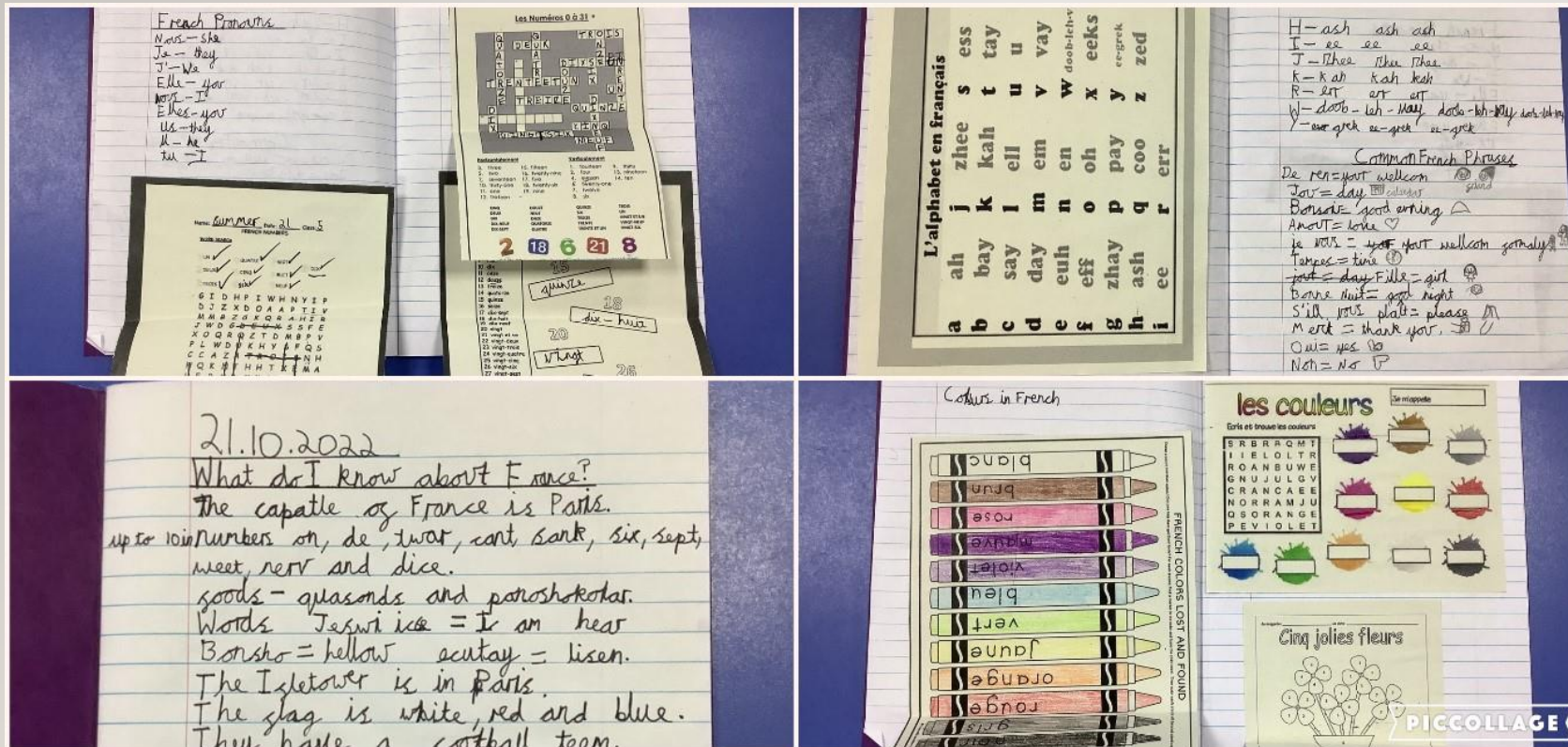
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FRENCH IN YEAR 5

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

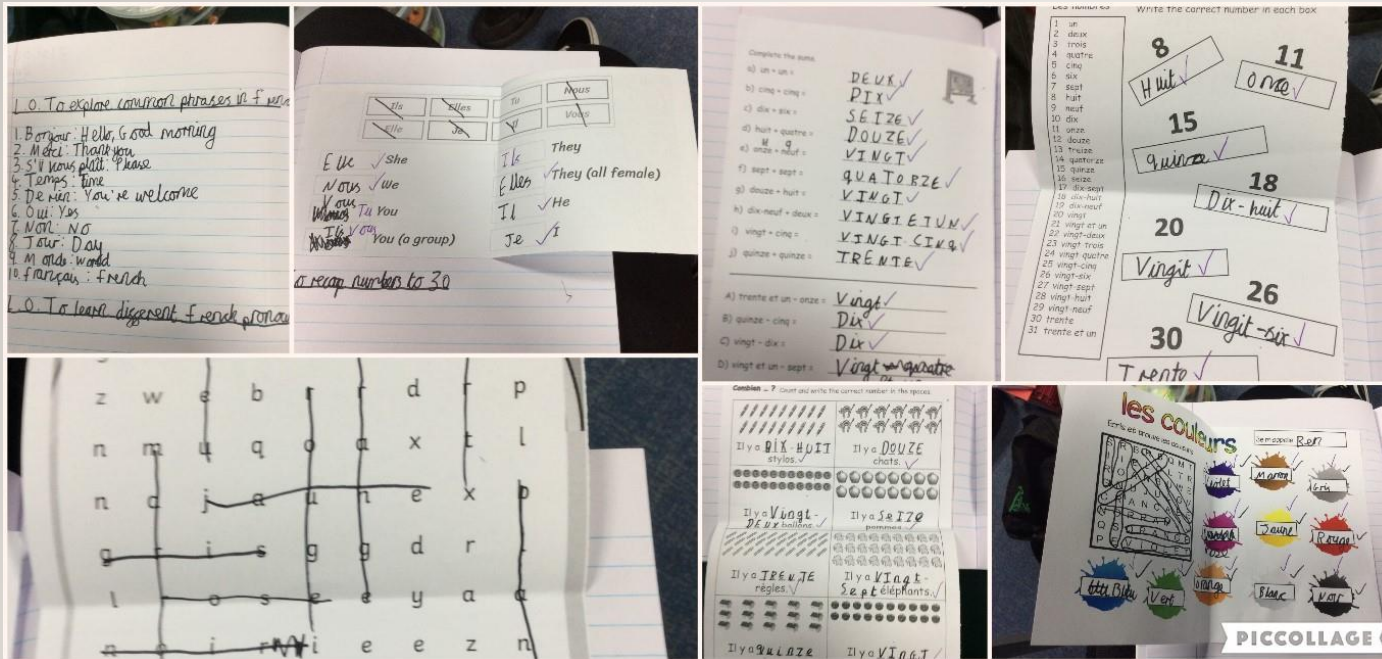
FRENCH – AUTUMN I YARMOUTH Y5



Recap LKS2 (excluding 'Counting on')

- Focus on areas identified in the foundation subject assessment which are weaker than others. You will be continually recapping the LKS2 skills throughout the year

FRENCH – AUTUMN | SHALFLEET Y5

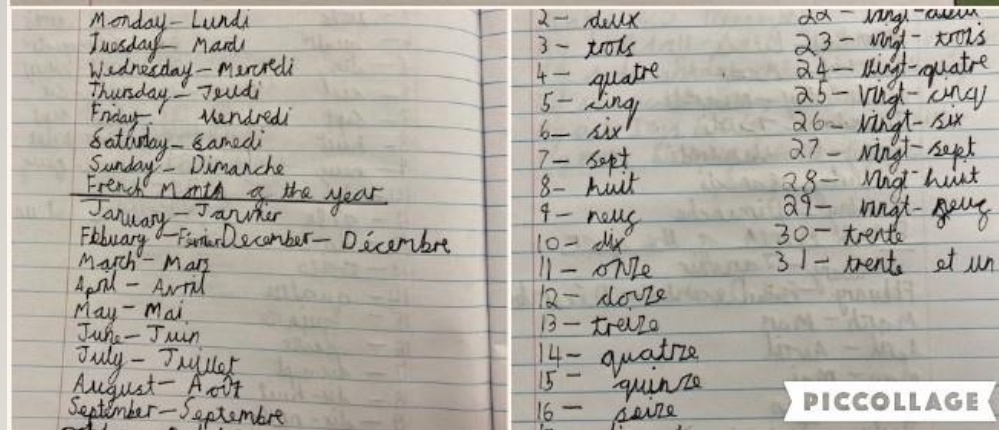
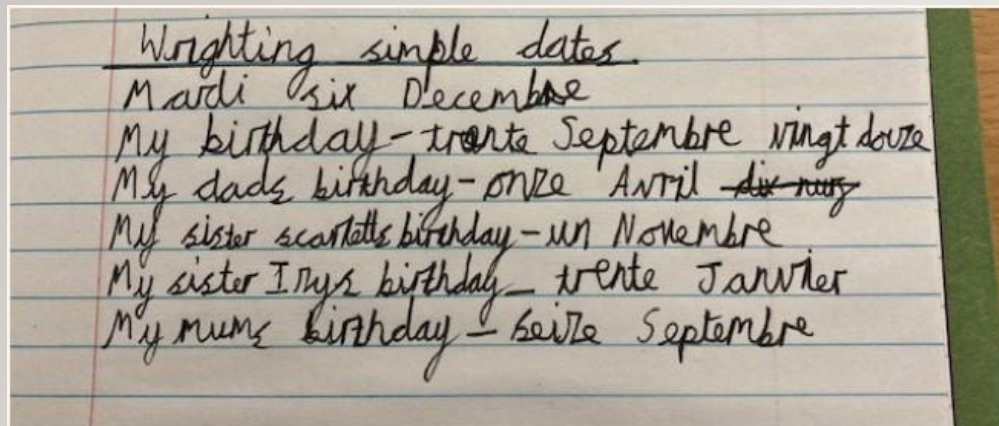


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FRENCH – AUTUMN 2 YARMOUTH Y5

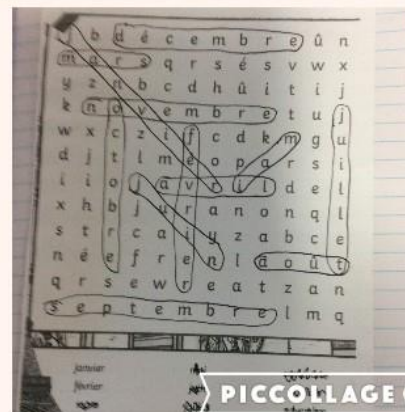
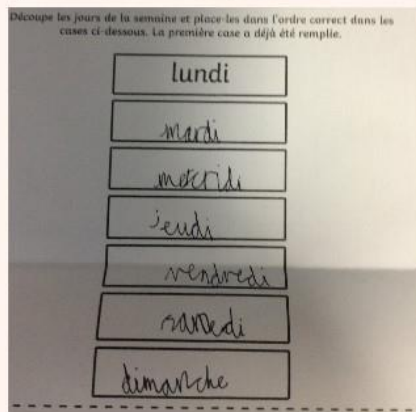
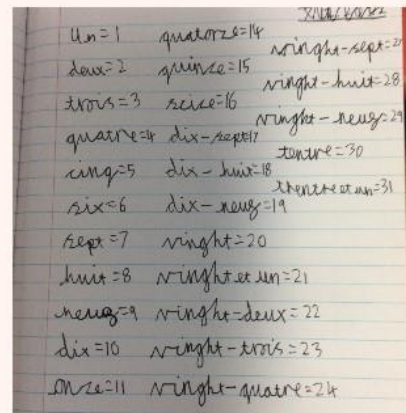


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Counting on Part 2

- Children will learn the numbers from 0-60.
- Children will recap the work from LSK2 with dates but also be able to state years (2000 onwards).
- Children will apply these together to identify dates and can complete simple maths with them.

FRENCH – AUTUMN 2 SHALFLEET Y5



Listening/Speaking/Reading/Writing

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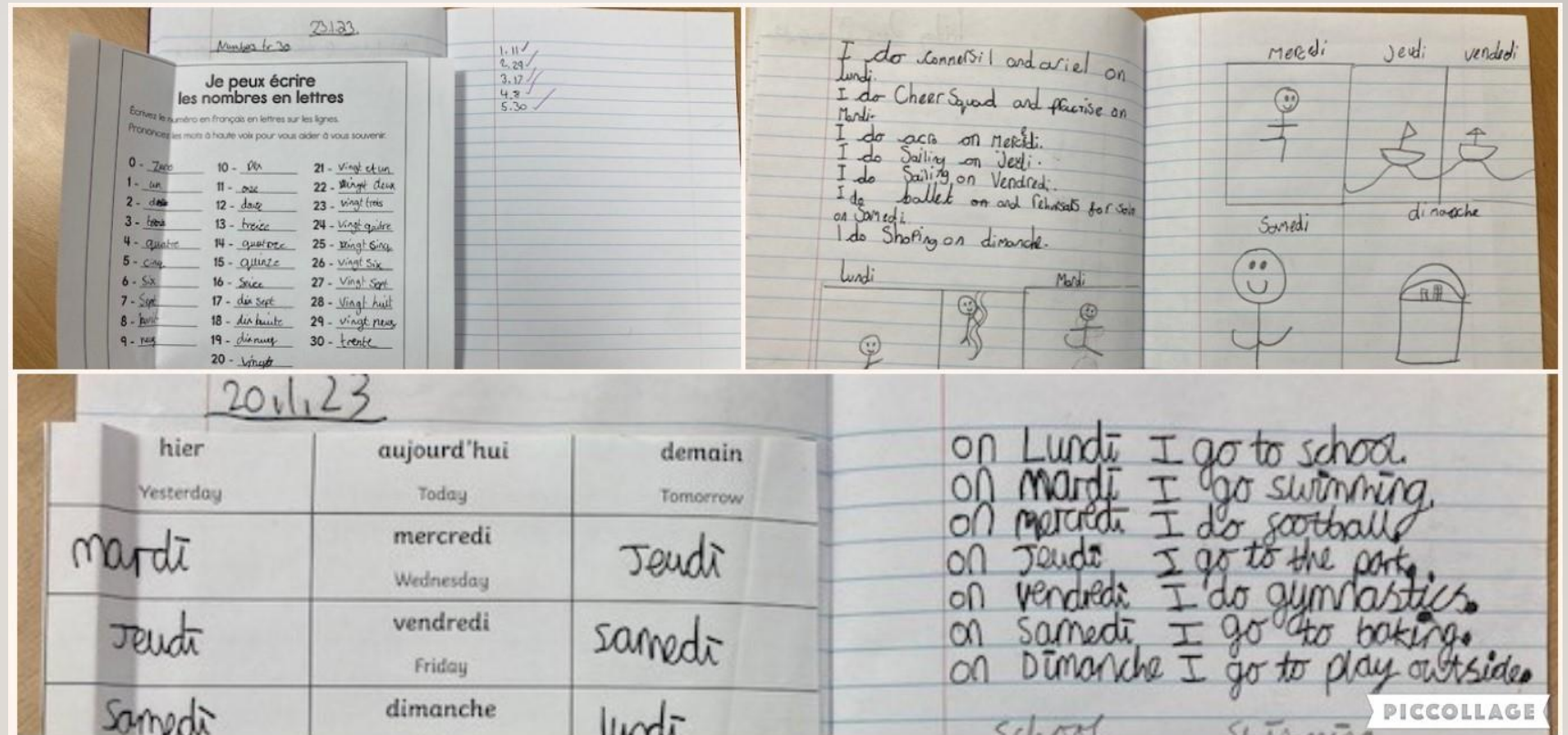
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FRENCH – SPRING I YARMOUTH Y5

Time readers

- Children will be able to state a time using 'o'clock, half past, quarter past, quarter to, past, to, minutes' and relevant numbers
- Children will be able to state how long something will last – 'The match will last...' or 'The match is ____ long'.
- Children will be able to say the digital time using their number knowledge e.g. Deux onze

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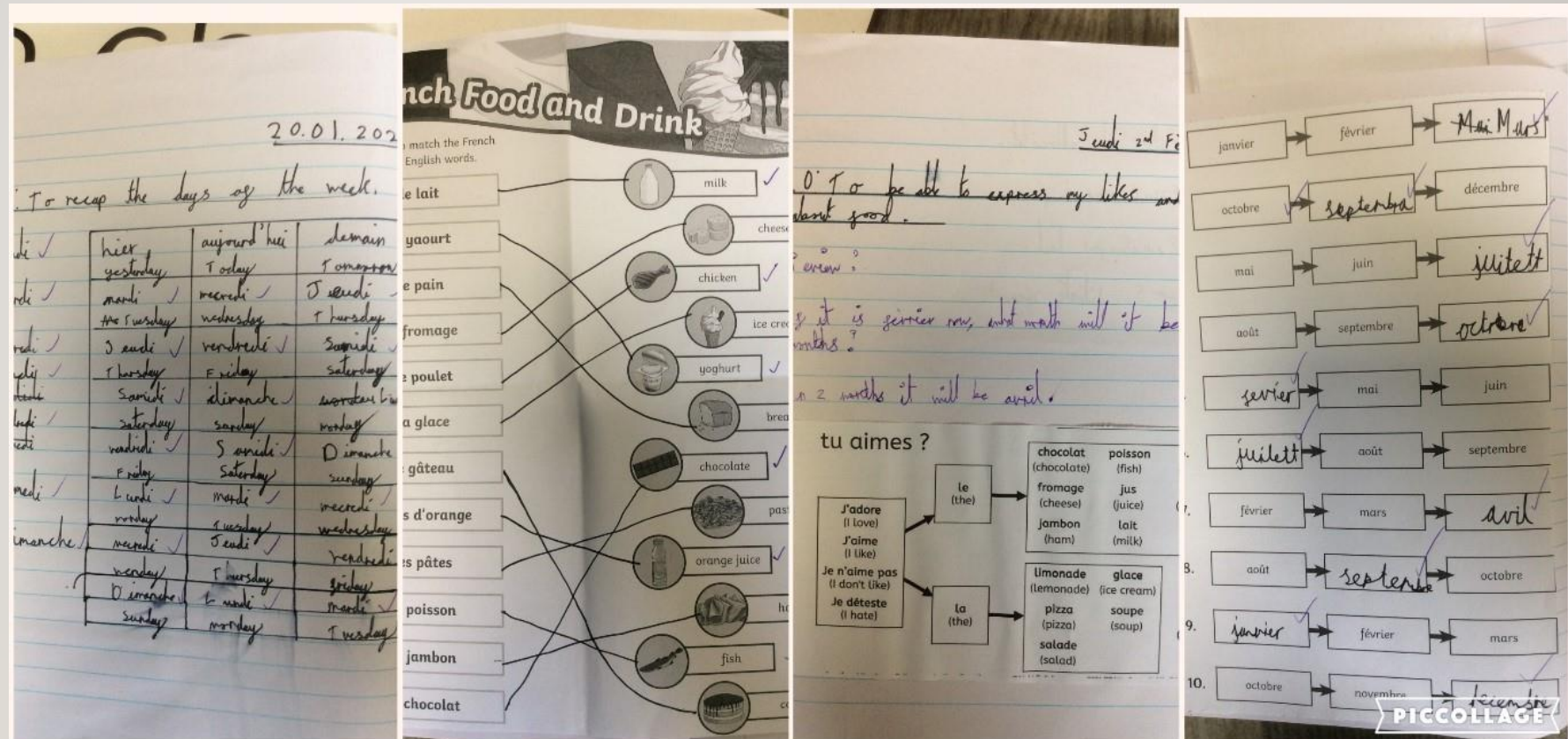


FRENCH – SPRING | SHALFLEET Y5

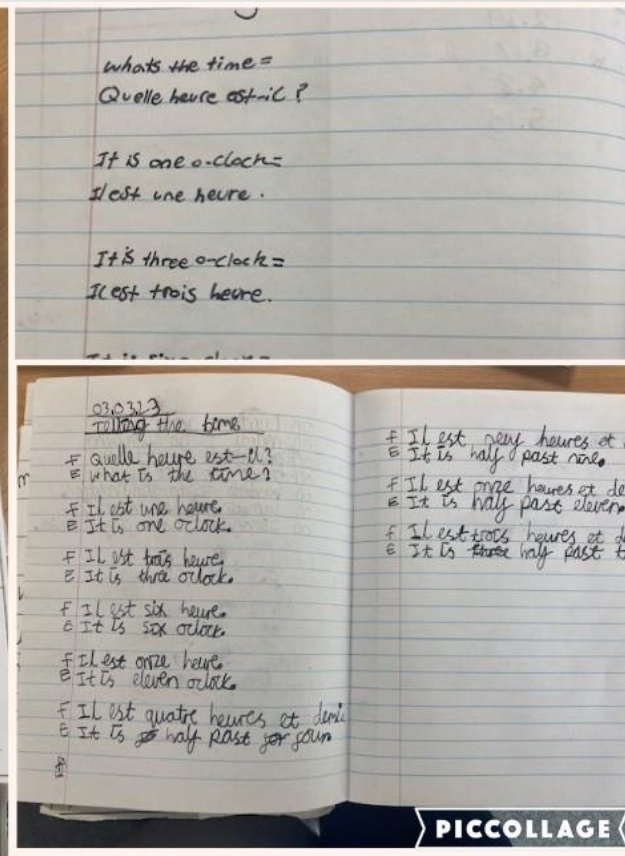
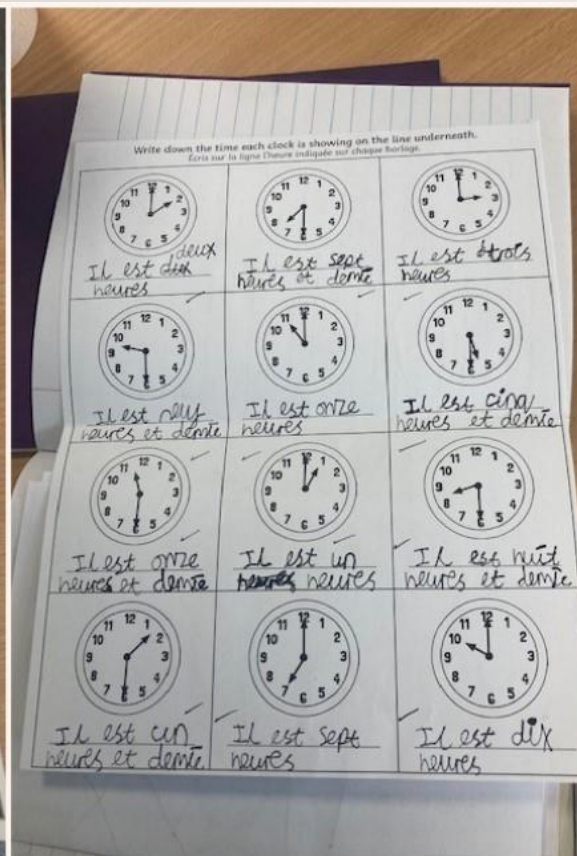
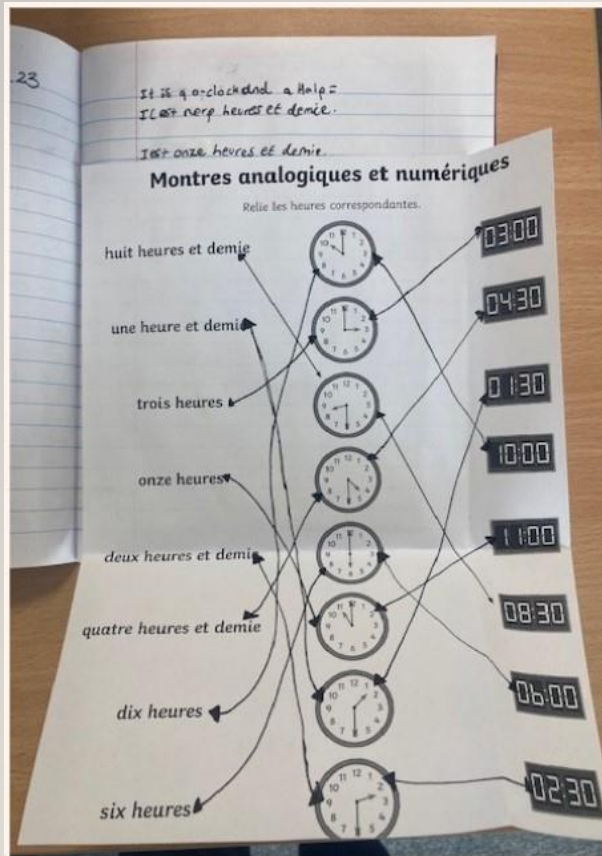
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FRENCH – SPRING 2 YARMOUTH Y5



Filling up

- Children will be able to list common foods and drinks and associate them with meals (bring in LKS2 likes and dislikes language as well as description)
- Children will be able to state common dishes (food combinations).
- Children will learn the language for ordering at a restaurant (I would like _____ with _____ please)

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FRENCH – SPRING 2 SHALFLEET Y5

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Vendredi 17th Mars 2023

Lo: Trouse colours to describe.

Colors

Write all the colours that you know in French next to it.

Rouge = red | vert = green | blanc = white

bleu = blue | violet = purple | marron = brown

Jaune = yellow | orange = orange | Noir = black

gris = grey | Rose = pink

Quelle couleur est chien ?

Le chien est jaune

bunny un chat = cat
 nt = snail un cheval = Horse
 , s'appelle Teddy.
 on, s'appelle Tiny
 dx s'appelle, Tommy
 pillion s'appelle, Bob
 s'appelle, lettuce

Jaune	Jaune
vert	verte
blanc	blanche

Mais = but Aussi = also

J'adore chien mais Je déteste un
 J'ador lapin est aussi J'em un che
 mon chien est gris ^{et} blanc

To learn and practice animals in French.

Bonjour

J'adore = I love I J'aime pas le lait.

J'aime = I like I J'adore fromage.

Je n'aime pas = I don't like

Je déteste

How to create the plural form in French

Mon animal favori est un Chien

My favourite animal is a dog









Une grenouille = Frog









Une oiseau = bird

Un ours = bear

Je suis allé à l'animalerie et

FRENCH – SUMMER I YARMOUTH Y5













Les aliments Food		
French	English	Illustration
le jus	juice	
l'eau (f)	water	
le lait	milk	
le poisson	fish	
la viande	meat	
la banane	banana	
la pomme	apple	
la poire	pear	

Les aliments Food		
French	English	Illustration
la fraise	strawberry	
le gâteau	cake	
le pain	bread	
le fromage	cheese	
le concombre	cucumber	
la tomate	tomato	
l'œuf (m)	egg	
le thon	tuna	

2023
10. to be able to talk about food in french.

French Food and Drink

Draw lines to match the French words to the English words.

le lait	le yaourt	le pain	le fromage	le poulet	la glace	le gâteau	le jus d'orange	les pâtes	le poisson	le jambon	le chocolat
											
milk	cheese	chicken	ice cream	yoghurt	bread	chocolate	pasta	orange juice	ham	fish	fish

PICCOLLAGE

Shop til you drop

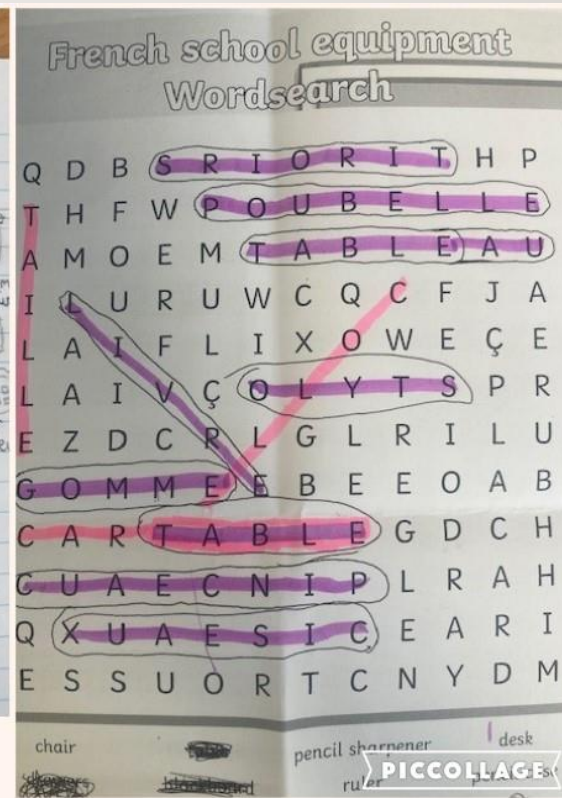
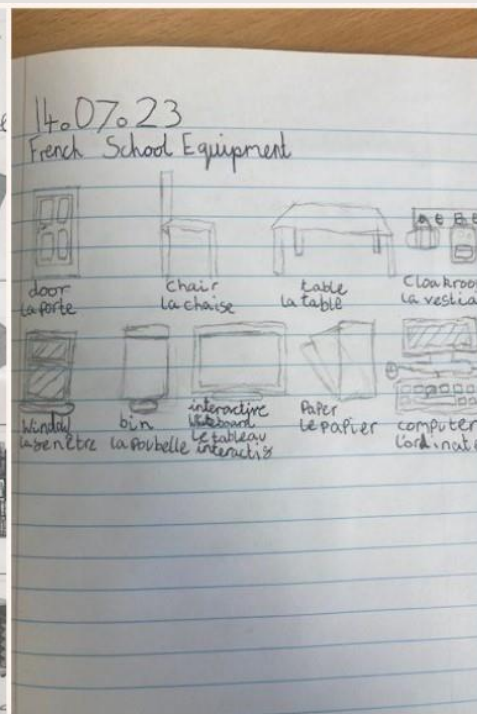
- Children will learn the different types of common shops (supermarket, clothing, electronics etc).
- Children will be able to state that they want to go to a shop.
- Children will learn select items that could be on sale at the different shops (combine with previous LKS2 description skills).
- Children will be able to deal with language associated with transactions and giving change.

FRENCH – SUMMER I SHALFLEET Y5

- **Shop til you drop**

- - Children will learn the different types of common shops (supermarket, clothing, electronics etc).
- - Children will be able to state that they want to go to a shop.
- - Children will learn select items that could be on sale at the different shops (combine with previous LKS2 description skills).
- - Children will be able to deal with language associated with transactions and giving change.

FRENCH - SUMMER 2 YARMOUTH Y5



Where shall we go?

- Children will be able to name common local locations (library, swimming pool, park etc) and describe them.
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FRENCH - SUMMER 2 SHALFLEET Y5

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MjyIW?usp=sharing](https://drive.google.com/drive/folders/IjyD2ueOsKfVHPiwGw0zL42XRK4UMjyIW?usp=sharing)

FRENCH IN YEAR 6

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

FRENCH – AUTUMN 1 YARMOUTH Y6

L.O. To learn the French alphabet

Alphabet Pronunciation

A ah	B beh	C seh	D deh	E ur
F eff	G zheh	H ahsh	I ee	J zhee
K kah	L el	M em	N en	O oh
P peh	Q qhor	R air	S ess	T teh
U oor	V veh	W doo-blah-veh	Add the phonetic spelling of each one underneath the letter to support you!	
X eehs	Y ee-gleh	Z zeh		

L.O. To learn the French alphabet

Mrs Moran will read individual letters out. You need to write them in order to create a sentence. She will let you know when there needs to be a space.

I would be happy to give Mr Cook
ten pounds.

Now can you try and crack the sentence below using the phonetic spelling of each letter?

b u t I w i l l
Beh Ooh Teh Ee Doo-blah-veh Ee Ell Ell

w a s h n i s
Doo-blah-veh Ah Ess Ahash Ahsh Ee Ess

c a r
Seh Ah Air.

Recap LKS2 (excluding 'Counting on')

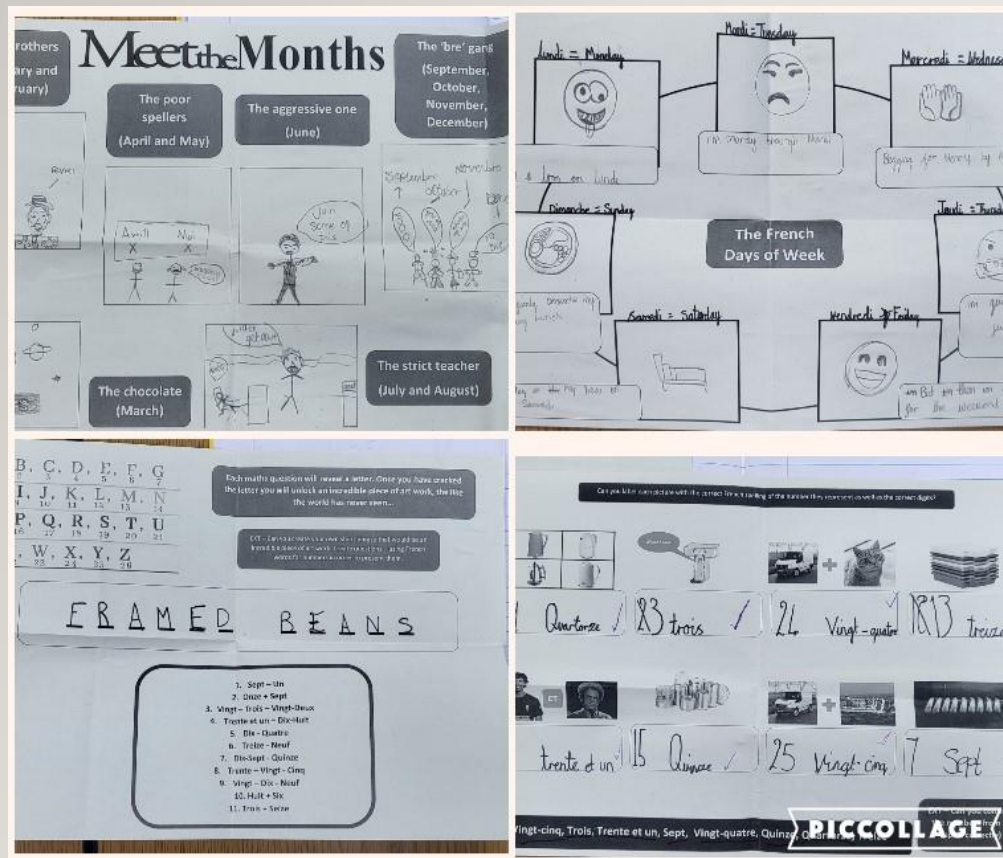
- Focus on areas identified in the foundation subject assessment which are weaker than others. You will be continually recapping the LKS2 skills throughout the year

FRENCH – AUTUMN | SHALFLEET Y6

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FRENCH – AUTUMN 2 YARMOUTH Y6

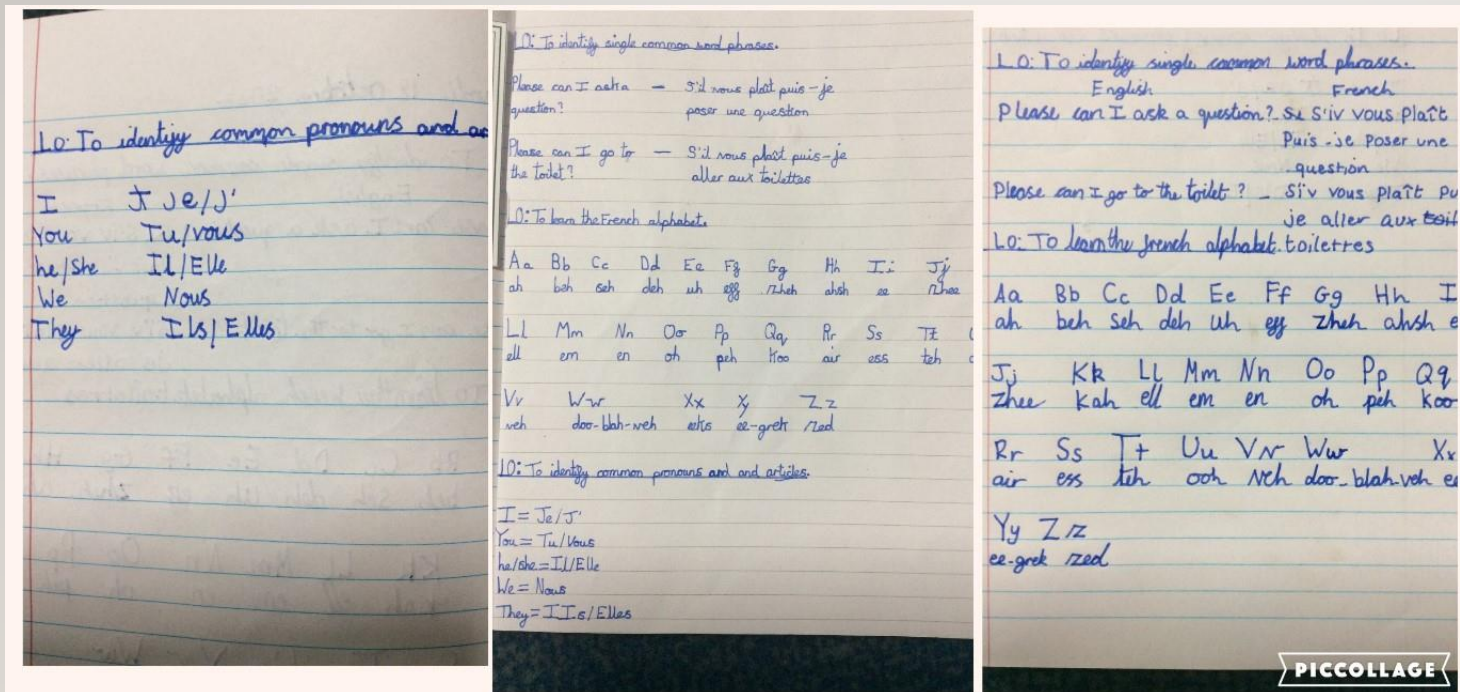


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Counting on Part 2

- Children will learn the numbers from 0-60.
- Children will recap the work from LSK2 with dates but also be able to state years (2000 onwards).
- Children will apply these together to identify dates and can complete simple maths with them.

FRENCH – AUTUMN 2 SHALFLEET Y6



Counting on Part 2

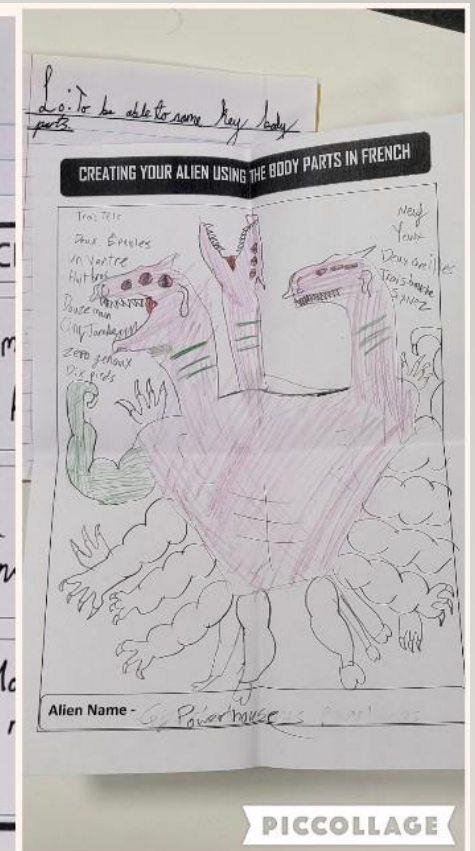
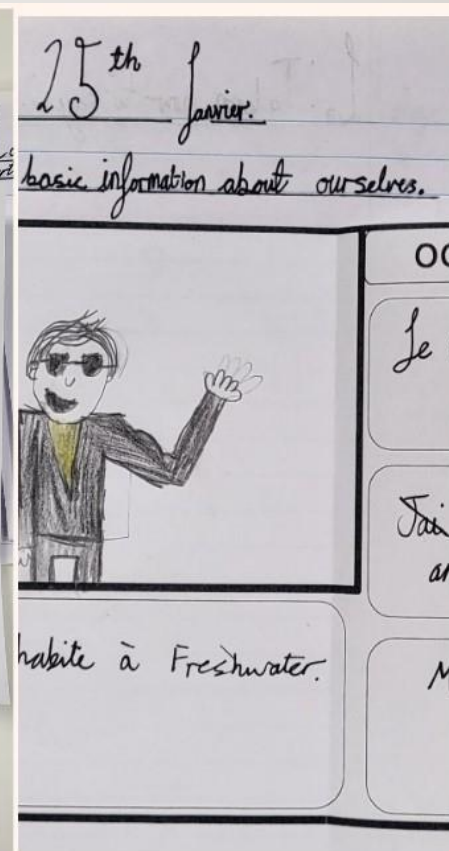
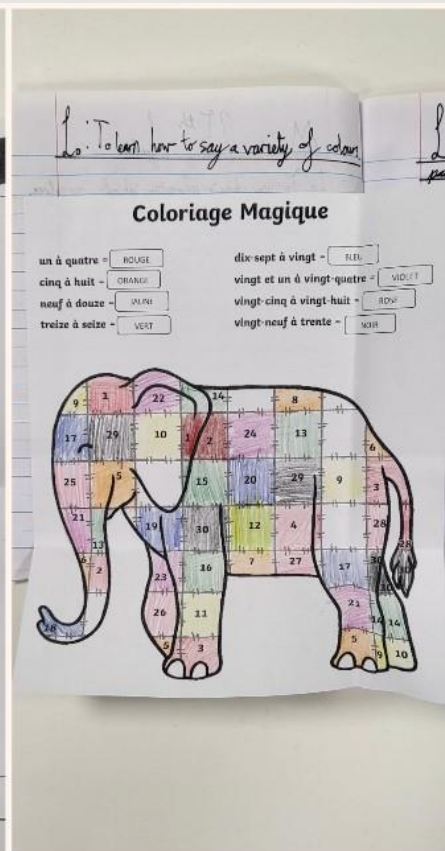
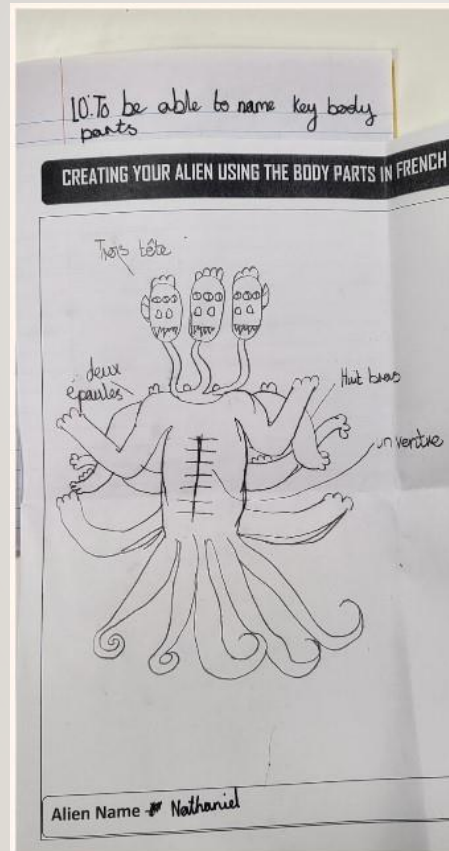
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FRENCH – SPRING 1 YARMOUTH Y6

Time readers

- Children will be able to state a time using 'o'clock, half past, quarter past, quarter to, past, to, minutes' and relevant numbers
 - Children will be able to state how long something will last – 'The match will last...' or 'The match is ____ long'.
 - Children will be able to say the digital time using their number knowledge e.g. Deux onze
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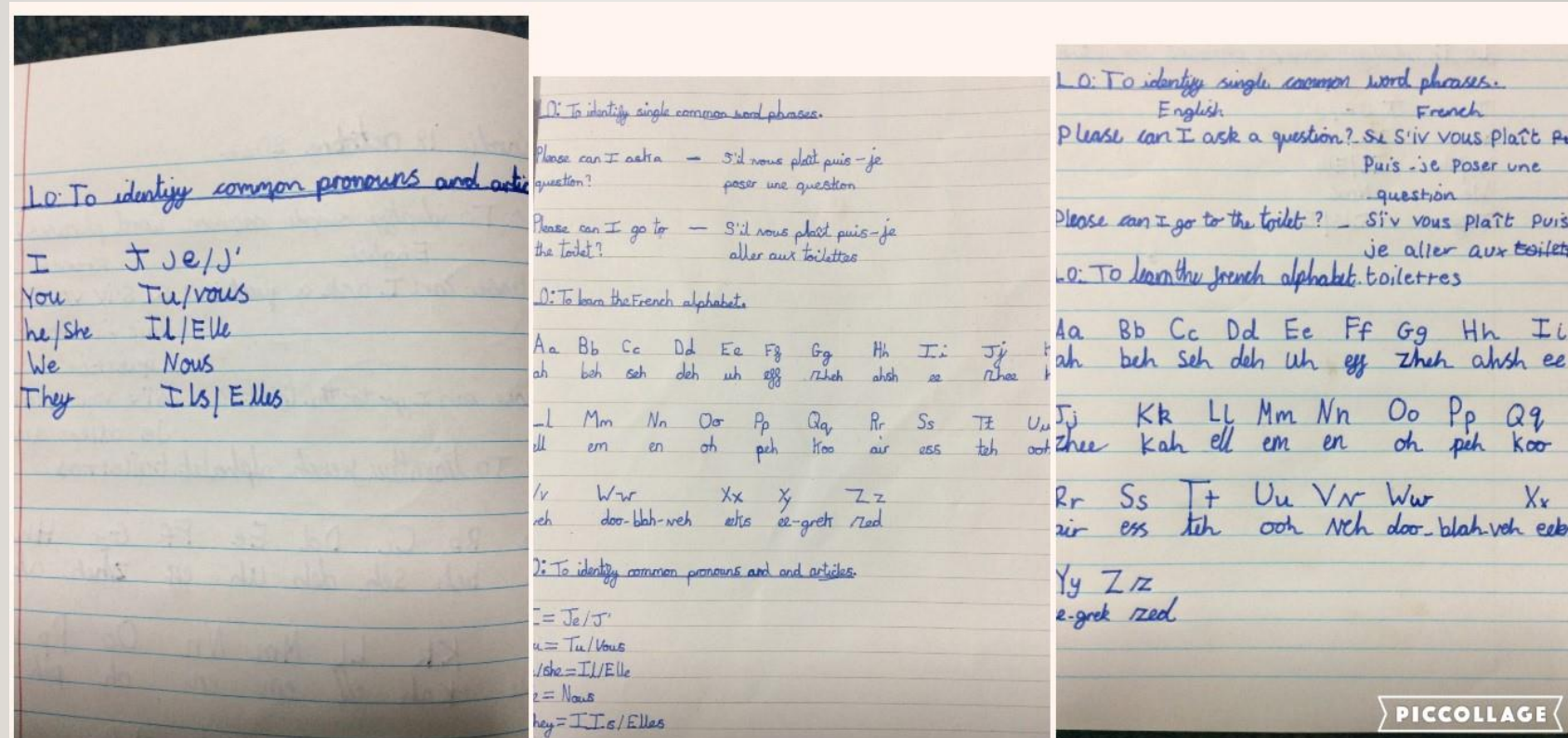


FRENCH – SPRING 1 SHALFLEET Y6

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PICCOLLAGE

FRENCH – SPRING 2 YARMOUTH Y6

French Animal Word

French Animal Word	It sounds like...
chat (male) / chatte (female)	Shazam... Without the zam ✓
un chien	Shan ✓
Serpenti	Sir pont ✓
lapine (female) / lapin (male)	Japan - but with a la inst ja ✓
cheval (male) / jument (female)	Shhh! Fell ✓
cochon d'Inde	Cushion Dan ✓
un kangourou	Don't say the 'h' and 'er' ✓
Poisson	Pwah - son ✓
Parroquet	Pear Ok ✓
Souris	Sue wee ✓
araignée	A ran knee ✓
lortue	Tor two ✓

Family Tree

Grandma, Grandpa, Grandchild, Dad, Mum, Aunt, Sister, Brother, Cousin

French Family Word

French Family Word	English Family Word
un père	Dad
une mère	Mum
un frère	Brother
une sœur	Sister
grand-père	Grandpa
un oncle	Uncle
un cousin	Male cousin
grand-mère	Grandma
une tante	Auntie
cousine	Female cousin
petite sœur	Baby sister

Hobby in English / My hobby in French

Hobby in English	My hobby in French
Reading	Lire
Basketball	En basket
Video Games	Jeux vidéo
Drawing	Dessin
Jogging	Jogging
Painting	Peinture
Football	Football
Sewing	Coudre

French Sentences

J'ai un frère. Elle s'appelle Rebecca.
J'ai une sœur. Elle s'appelle Tania.

French Sentences

J'adore
J'aime
Je n'aime pas

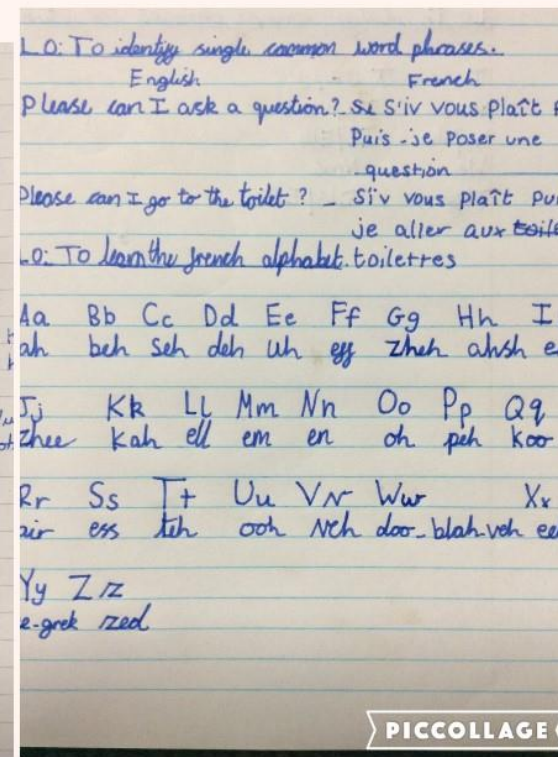
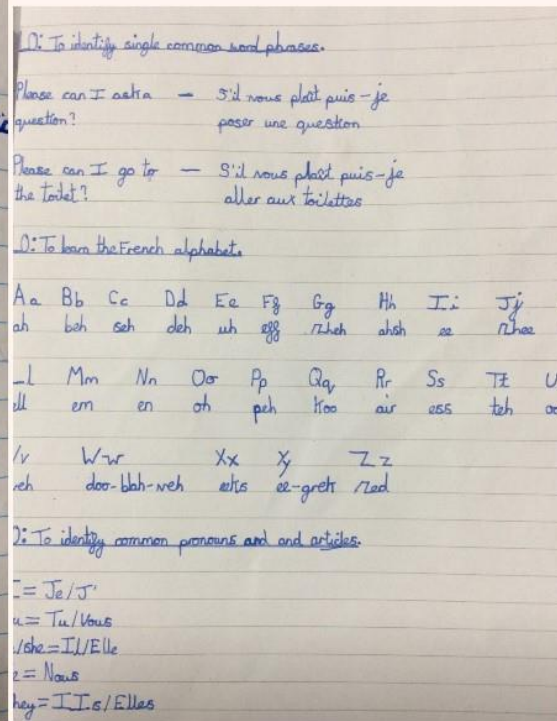
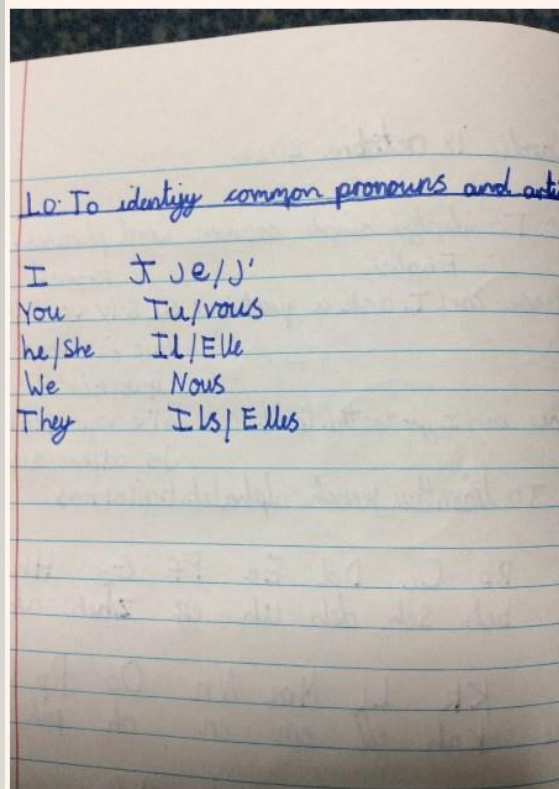
I love
I like
I don't like

Filling up

- Children will be able to list common foods and drinks and associate them with meals (bring in LKS2 likes and dislikes language as well as description)
- Children will be able to state common dishes (food combinations).
- Children will learn the language for ordering at a restaurant (I would like _____ with _____ please).

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FRENCH – SPRING 2 SHALFLEET Y6



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FRENCH – SUMMER I YARMOUTH Y6

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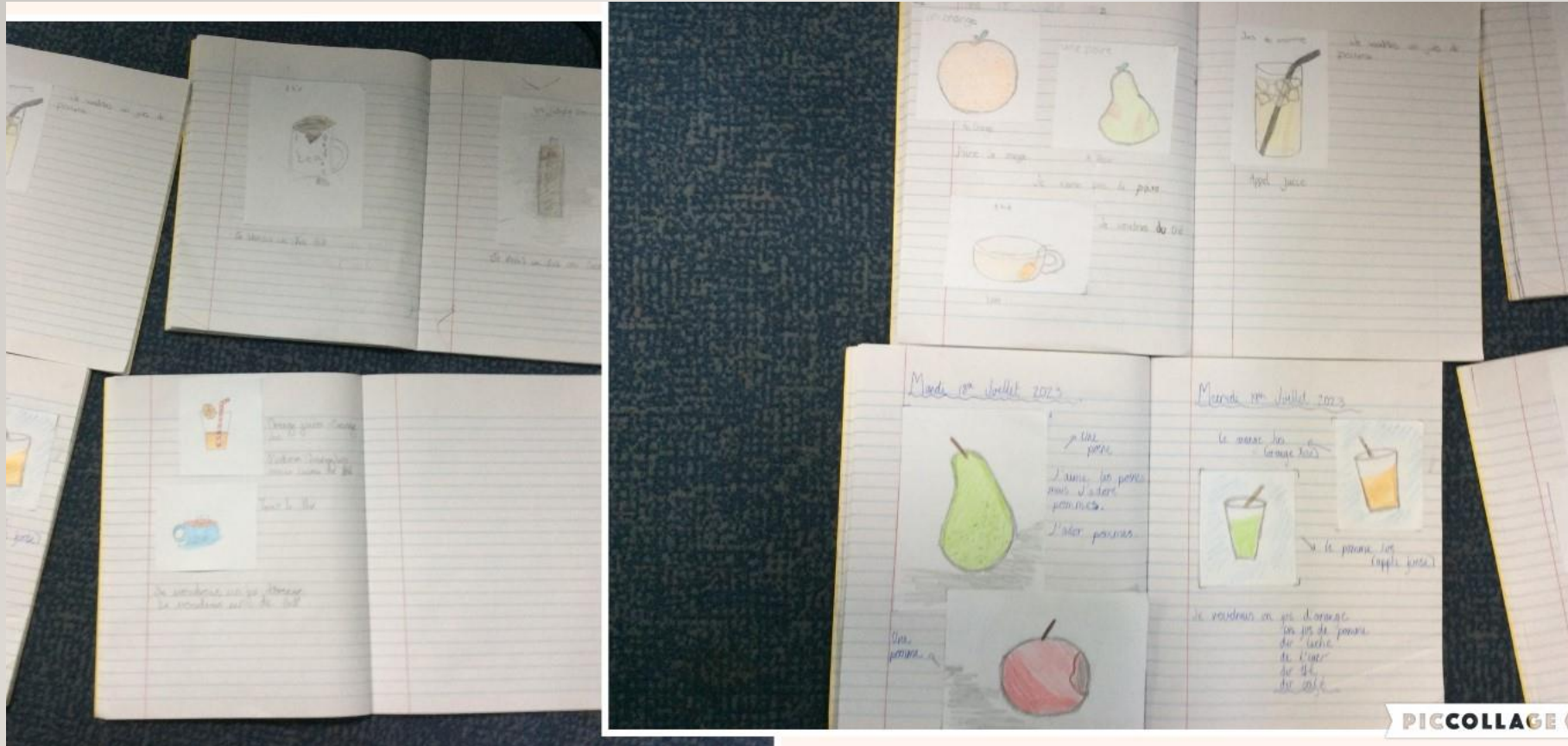
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Next Steps

Next Steps July 2023	Individuals/Teams	Actions
Ensure staff are confident to deliver French curriculum	Subject Leader: DG	Offer 'surgery' drop in after school sessions to select resources and direct to additional online resources. Share links identified in staff meeting. Regular check in with staff to ensure access to relevant content and resources.
Promote opportunities to practise French outside of timetabled session	Subject Leader: DG Teachers/LSAs	Invite native/confident French speakers to support language acquisition and pronunciation. Display date in French alongside English in classrooms. Dual language labelling in classrooms.
Develop subject knowledge of leader	Subject Leader: DG	Attend MFL IOW conference July 2023. (Postponed until October 2023).

SUBJECT LEADER REPORT

Update July 2023

In a busy term, it is pleasing to see teachers doing what they can to keep French going in their timetable. Y5 and Y6 have joined forces over the term to produce some videos in French which I am looking forward to watching. Consequently, there may appear to be some gaps in the French portfolio, but by the end of the term the evidence will be uploaded and signposted.

We have booked a place at the Isle of Wight MFL conference which was to be held on 7th July, but has been postponed until September. This will provide an opportunity to network with other MFL leads, especially those with French expertise.

Tina Griffiths has kindly offered the services of her niece plus daughters who are visiting her from Paris in the last week of term. I am working with teachers to arrange a suitable time for her to present a KS2 assembly and spend some time in classes engaging the children in French conversation.