

Alexandra Park Junior School.

Our French Curriculum.

INTENT

At Alexandra Park Junior School the intention of our MFL curriculum is to foster an interest in languages and to compare the similarities and differences of other cultures with our own.

Children are taught essential skills in speaking, listening, reading and writing French appropriate to their age and the MFL KS2 requirements. These skills provide the building blocks to language learning as they progress through school and into Secondary provision.

We follow the LCP French Scheme closely to ensure skills progression across school. This is enriched through other activities as required.

IMPLEMENTATION

Our MFL Curriculum follows the requirements of the National Curriculum. Lessons are delivered on a weekly basis by the same teacher, ensuring continuity of teaching and learning. Lessons are delivered through a range of teaching strategies including games, songs and drama to ensure children are enthusiastic and effective learners.

Children are taught through a range of strategies to ensure children are motivated and engaged.

- a) Songs and rhymes:- this enables children to develop memory and vocabulary retention.
- b) Film clips of native French speakers:- this enables children to develop accurate pronunciation of key vocabulary and phrases.
- c) Games:- these develop speaking and listening and the use of accurate pronunciation through repetition.
- d) Writing:- these enable children to develop their ability to write in a foreign language.
- e) Each lesson contains an element of retrieval, teaching and rehearsal and application of skills.

IMPACT

The learning of French is enjoyed across the school. The teacher sets high standards and supports pupils as they become more confident in their development of spoken and written French.

Impact may be measured in a variety of ways, including:-

- Scrutiny of work.
- learning walks.
- lesson observations.
- pupil voice.
- data analysis (December and June)

Long Term Planning.

The LCP Scheme is divided into units intended to be taught half termly. They introduce and build on skills throughout the year and key stage. These include:-

Year 3 :-

| | | | | | |
|--------------|-----------|------------------|----------------|----------------|----------------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All about me | Portraits | The four friends | Celebrations 1 | Celebrations 2 | Growing things |

Year 4:-

| | | | | | |
|------------|--------------|-----------------|-------|---------|-------------|
| All aboard | Pocket Money | Tell me a story | Sport | Animals | The Weather |
|------------|--------------|-----------------|-------|---------|-------------|

Year 5:-

| | | | | | |
|------------|-----------------|--------------------------|-------------------------|--------------|---------------------|
| The Plants | I am a musician | Good food Good health | My journey to School | On the beach | The Four seasons |
|------------|-----------------|--------------------------|-------------------------|--------------|---------------------|

Year 6:-

| | | | | | |
|------------|-----------|----------|-----------------|------------------|------------|
| Our School | Our world | The café | Here at the.... | Past and present | What's up? |
|------------|-----------|----------|-----------------|------------------|------------|

Concepts components and components curriculum

| Year 3 Languages Progression Overview | | |
|---|---|--|
| Skills and knowledge | Example contexts and language | Arriving in Year 4 able to... |
| <p><u>Listening</u> Listen and respond to familiar spoken words and phrases</p> <p><u>Speaking</u> Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p><u>Reading</u> Recognise and understand some familiar written words and phrases</p> <p>Show awareness of sound-spelling links</p> | <p><u>Listening</u></p> <ul style="list-style-type: none"> • Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. • Recognise numbers 1-20 and begin to understand numbers from 20 – 31. • Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others how they are.</i> • Ask and answer simple questions about self e.g. <i>name and age, birthday</i> • Express simple likes and dislikes e.g. <i>food and drink.</i> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and understand familiar nouns e.g. <i>parts of the body, animals</i>, and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play.</i> • Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. | <p><u>Listening</u></p> <ul style="list-style-type: none"> • Enjoy listening to songs, poems and stories. • Listen carefully and identify familiar words in songs, poems and simple stories. • Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i> • Follow simple classroom instructions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. • Pronounce <u>very</u> familiar language with good pronunciation and intonation. • Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. • Express likes and <u>begin</u> to express dislikes. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud and understand a simple conversation with a partner that uses familiar language. |

Writing

Write some familiar simple words using a model and some from memory

Grammar

Understand some basic grammar appropriate to the language being studied:

- gender – masculine, feminine – nouns (singular)
- word order of adjectives
- how to form the negative

Writing

- Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. *a black cat*.
- Complete a simple gapped text such as a party invitation or passport.

Grammar

- Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
- Use picture cards to build phrases to show position of a few adjectives of colour e.g. *a red dog, a yellow cat*.
- Begin to understand how the negative is formed in the new language e.g. make a human sentence for *I don't like chocolate*.

Writing

- Complete a simple gapped text by adding three or four familiar words.
- Write two or three sentences on a familiar topic using a writing frame and word bank
- Begin to write a few familiar words from memory and know that all attempts will be valued

Grammar

- Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
- Notice differences in word order
- Begin to understand how to form the negative.

| Year 4 Languages Progression Overview | | |
|--|---|---|
| Skills and knowledge | Example contexts and language | Arriving in Year 5 able to... |
| <p>Listening</p> <p>Listen for specific phonemes, words and phrases</p> | <p>Listening</p> <ul style="list-style-type: none"> Pick out phonemes, words and phrases in songs, stories and rhymes. Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i> Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</i> | <p>Listening</p> <ul style="list-style-type: none"> Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions. |
| <p>Speaking</p> <p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> | <p>Speaking</p> <ul style="list-style-type: none"> Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i> Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i> Express preference about what they like e.g. <i>food, animals, colours</i> | <p>Speaking</p> <ul style="list-style-type: none"> Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes,</i> Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i> Use the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns Recite a few lines from a story, poem or song with good pronunciation Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies. |

Reading

Read and understand familiar written words, phrases and short texts made of simple sentences

Read a wider range of words, phrases and sentences aloud

Follow text while listening and reading at the same time.

Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.

Writing

Write a short text using a model
Write a few simple sentences from memory
Apply phonic knowledge to support writing

Grammar

Understand some basic grammar appropriate to the language being studied:

- gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns
- verbs - 1st, 2nd 3rd persons in questions and answers
- how to form the negative

Reading

- Understand key points in simple texts using familiar language *e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?*
- Follow a text such as a song or poem whilst listening to it at the same time
- Link phrases to make a sentence *e.g. When it rains, you need an umbrella.*
- Use strategies to work out meaning of new words.

Writing

- Write a few simple sentences using a word bank to describe for example a sports star *e.g. lives in London. She is 22 years old. She likes dancing.*
- Experiment with writing new words

Grammar

- Match correctly definite/indefinite article to singular and plural familiar nouns
- Place familiar adjectives *e.g. size and colour* in correct order.
- Select the correct colour adjective to describe masculine and feminine nouns
- Show an understanding of 1st, 2nd and 3rd person in present tense singular *e.g. ask and answer questions Do you like cheese? Yes I like*

Reading

- Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.
- Follow a text displayed in the classroom at the same as listening to it.
- Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.
- Begin to use a bilingual dictionary to check the meaning of new words

Writing

- Write a few sentences using words banks and writing frames for support.
- Begin to use pronouns.
- Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.
- Show willingness to have a go at writing new words using phonic knowledge

Grammar

- Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.
- Place high frequency adjectives *e.g. colour and size* in the correct order and see that endings can change according to gender of the nouns they describe.
- Form the negative to give answers to simple questions about likes/dislikes *e.g. I don't like* with increasing accuracy.
- Ask and answer questions in 1st, 2nd, 3rd person singular.

Year 5 Languages Progression Overview

| Skills | Example contexts and language | Arriving in Year 6 able to... |
|---|--|---|
| <p><u>Listening</u> Listen attentively and understand more complex phrases and sentences</p> <p><u>Speaking</u> Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more</p> | <p><u>Listening</u></p> <ul style="list-style-type: none"> Identify key points in a new context e.g. <i>a story</i>, which contains familiar language Understand higher numbers e.g. <i>in prices, numeracy activities</i> Follow instructions and directions e.g. <i>a recipe or simple directions</i> Recognise letters of the alphabet when they hear them <p><u>Speaking</u></p> <ul style="list-style-type: none"> Seek help and clarification e.g. <i>I don't understand, can you repeat that, how is that written?</i> Give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i> Begin to understand and express future intentions e.g. <i>I am going</i> | <p><u>Listening</u></p> <ul style="list-style-type: none"> Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 Enjoy the challenge of meeting unfamiliar language <p><u>Speaking</u></p> <ul style="list-style-type: none"> Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate |

| | | |
|---|---|---|
| <p>complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Reading Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p> <p>Writing Write simple sentences and short texts using a model Use a dictionary to check the spelling of words.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine, neuter – | <p><i>swimming on Wednesday</i></p> <ul style="list-style-type: none"> Take part in conversations expressing likes, dislikes and preferences e.g. <i>I like water but I prefer milk</i> <p>Reading</p> <ul style="list-style-type: none"> Practise reading aloud a poem to perform in assembly. Read a variety of short simple texts e.g. <i>stories, poems, texts from the Internet, non-fiction texts, emails from a partner school</i> that contain familiar and new vocabulary <p>Writing</p> <ul style="list-style-type: none"> Write three or four sentences using a word/phrase bank linked to a recent area of learning such as <i>a meal, a scene, the weather, a planet</i>. Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences. Change elements in a given text e.g. <i>ingredients, colour and size of a planet</i> <p>Grammar</p> <ul style="list-style-type: none"> Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i> Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is</i> | <p>pronunciation, using appropriate tone and intonation.</p> <ul style="list-style-type: none"> Give constructive feedback to classmates. <p>Reading</p> <ul style="list-style-type: none"> Work well with a partner to work out a short text containing familiar and unfamiliar language. Enjoy the challenge of working out the meaning of unfamiliar language. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. Apply phonic knowledge when meeting new words. <p>Writing</p> <ul style="list-style-type: none"> Write three or four sentences using word/phrase bank. Write more interesting sentences by adding one or two simple conjunctions Personalise a text by changing one or two elements Use a bilingual dictionary and word banks to check spelling Attempt to write two or three sentences from memory using familiar language. <p>Grammar</p> <ul style="list-style-type: none"> Explain confidently the word order for familiar adjectives Adapt endings to familiar adjectives with increasing accuracy Start to apply correct endings to a few possessive articles Create simple sentences about the future. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense |
|---|---|---|

| | | |
|---|--|--|
| <p>adjectives, possessive pronouns</p> <ul style="list-style-type: none"> verbs – how to form the future tense, conjugation of present tense verbs | <p><i>my sister.</i></p> <ul style="list-style-type: none"> Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. <i>to be, to have, to eat, to play, to go</i> | <ul style="list-style-type: none"> Explain with confidence how to form the negative in simple sentences |
|---|--|--|

Year 6 Languages Progression Overview

| Skills | Example contexts and language | Arriving in Year 7 able to... |
|--|---|---|
| <p>Listening</p> <p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p> <p>Speaking</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe events</p> <p>Present to an audience e.g. <i>role-play, presentation, performance,</i></p> | <p>Listening</p> <ul style="list-style-type: none"> Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. Understand numbers in context e.g. <i>the year, 24 hour clock, quantities</i> <p>Speaking</p> <ul style="list-style-type: none"> Understand and use numbers in context e.g. <i>saying the year, 24-hour clock, quantities.</i> Understand and use transactional language e.g. <i>in a café</i> Give a description e.g. <i>of a town, geographical features in a country</i> Seek clarification of meaning <i>How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i> Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather</i> Express and justify opinions e.g. <i>I like netball because it's fun.</i> | <p>Listening</p> <ul style="list-style-type: none"> Understand that some sounds and letter combinations need to be said and written differently from in English Listen to spoken foreign language for details and gist. Identify key points and some detail. Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. Follow a wide range of classroom instructions. Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 <p>Speaking</p> <ul style="list-style-type: none"> Take part in a simple conversation, ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy Use spoken language confidently to initiative and <u>sustain</u> a simple conversation. Present simple information on a familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense |

Reading

Read aloud from a text with good expression

Read and understand the main points and some detail from a short written passage.

Writing

Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.

Grammar

Understand some basic grammar appropriate to the language being studied:

- verbs –begin to use the past tense, reinforce understanding of future tense
- adverbs

Reading

- Read in groups, simple play scripts, poems, their own written work such as *geographical features in a country, description of a town*
- Read and understand the main points and some detail from a short written passage e.g. *extract from a story, weather report, poem, instructional texts, simple newspaper article*

Writing

- Use adjectives to add interest and detail to a description
- Use some simple adverbs to make sentences more interesting
- Make statements about what they read e.g. *about sections in a newspaper (weather, what's on TV) a story, an email*
- Have some understanding of how to use the past tense

Grammar

- Begin to use past tense/future tense in spoken work e.g. *when giving a weather report, when describing what they had to eat that day/what they are going to eat.*
- Identify tenses from a selection of sentences written in the present, past and future tense.

Reading

- Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.
- Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
- Understand key points and some *detail* in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.
- Understand key points in short written texts in unfamiliar contexts
- Find the meaning of new words by using a bilingual dictionary.

Writing

- Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.
- Use peer and self-assessment strategies to support language learning.

Grammar

- Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary
- Show some understanding of past and future tense in spoken and written work
- Use high frequency adjectives with reasonable accuracy ie word order and endings
- Apply understanding of conjugation to two or three familiar verbs in the present tense

content. The presentation of the national curriculum in this way links clearly to the progression framework and supports teachers in demonstrating appropriate coverage.

| Listening | Speaking | Reading | Writing |
|--|---|---|--|
| <ul style="list-style-type: none"> • listen attentively to spoken language • listen to songs and rhymes • show understanding by responding • show understanding by joining in • appreciate stories, songs, poems and rhymes in the language • appreciate songs, poems and rhymes in the language • appreciate stories in the language • understand ideas, facts and feelings | <ul style="list-style-type: none"> • ask and answer questions • engage in conversations • express opinions • respond to the opinions of others • seek clarification and help • speak in sentences, using familiar vocabulary, phrases • present ideas and information to a range of audiences • describe people, places, things and actions • communicate for practical purposes • speak with increasing confidence, fluency and spontaneity • communicate ideas, facts and feelings | <ul style="list-style-type: none"> • read carefully and show understanding of words • read carefully and show understanding of phrases • read carefully and show understanding of simple writing • appreciate poems and rhymes in the language • appreciate stories, in the language • broaden vocabulary through reading • develop the ability to understand new words that are introduced in familiar written material • find out the meaning of new words through using a dictionary • understand ideas, facts and feelings | <ul style="list-style-type: none"> • write words and phrases from memory • express ideas in writing through substituting words • adapt words and phrases to create new sentences • express ideas in writing through adapting, phrases and sentences • describe people, places, things and actions • communicate for practical purposes • write at varying length, for different purposes • write at varying length, for different audiences • communicate ideas, facts and feelings |
| Phonology <ul style="list-style-type: none"> • explore the patterns and sounds of language and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • understand and communicate using knowledge of phonology | | | |

Phonology

- explore the patterns and sounds of language and link the spelling, sound and meaning of words
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- understand and communicate using knowledge of phonology

Grammar - Use basic language structures

- understand basic grammar appropriate to the language being studied
- understand key features and patterns of the language
- understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs
- know how to apply the basic grammar they have learnt, for instance, to build sentences
- know how these patterns and grammar differ from or are similar to English

Intercultural understanding

- foster pupils' curiosity and deepen their understanding of the world

21

-
- learn new ways of thinking and read great literature in the original language
 - understand and respond to spoken and written language from a variety of authentic sources
 - discover and develop an appreciation of a range of writing in the language studied

Knowledge Mats



Year 3 Summer 2 Knowledge Mat: Ça Pousse! (Growing things.)


Useful vocabulary:

J'aime - I like 😊


Je n'aime pas - I do not like 😞


Tu aimes? - Do you like...? Beaucoup - a lot / much / many
Après - after

Une graine - a seed  La racine pousse - the root grows 

La tige pousse - the shoot grows 

Les feuilles poussent - the leaves grow 

La fleur pousse - the flower grows 

Le fruit pousse - the fruit grows 

Les haricots - beans Les concombres - cucumbers

Les tomates - tomatoes Les laitues - lettuces

Le cresson - cress les carottes -

Qui aime...? - Who likes...?

In this topic we will learn:-

- The names of different fruit and vegetables in French.
- How to say which fruits / vegetables we like and dislike.
- Be able to describe the life cycle of a plant in French.
- Know how to ask for things to buy fruit and vegetables in a French shop.
- Understand the telling of a familiar story in French.



In this topic we will learn how to:-

- Say the names of some fruit and vegetables in French.
- Say a simple sentence, J'aime or Je n'aime pas.....
- Say a more complex sentence joining ideas with but
- J'aime mais Je n'aime pas
- Say the parts of a plant in French.

Year 4 Summer 2 Knowledge Mat. Quel temps fait il? (What's the weather like?)

Useful vocabulary

Il neige



It is snowing

il pleut



It is raining

il fait chaud



It is hot

il fait froid



It is cold

Il gele



It is freezing

Il fait nuageux



It is cloudy.

Il fait du brouillard



It is foggy

Il fait du vent



it is windy.

Un manteau - coat

un chapeau - hat

un echarpe - scarf

Un parapluie - umbrella

des gants - gloves

des bottes - boots

Des lunettes de soleil - sunglasses

Onze - 11 douze - 12 treize - 13 quatorze - 14 Quinze - 15

Seize - 16 dix sept - 17 dix huit - 18 dix neuf - 19 vingt - 20

Vingt et un - 21 vingt deux - 22 vingt trois - 23 trente - 30

Trente et un - 31 trent3 deux - 33

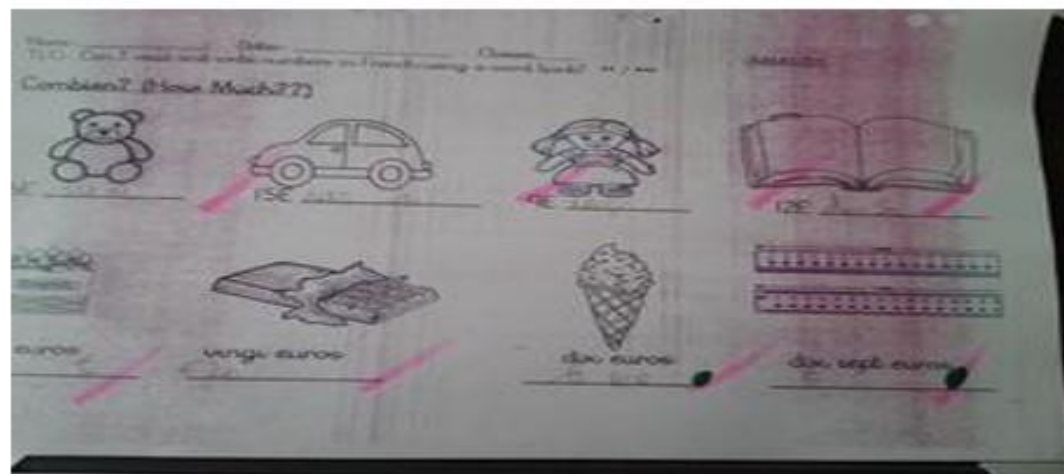


In this topic we will be learning to:-

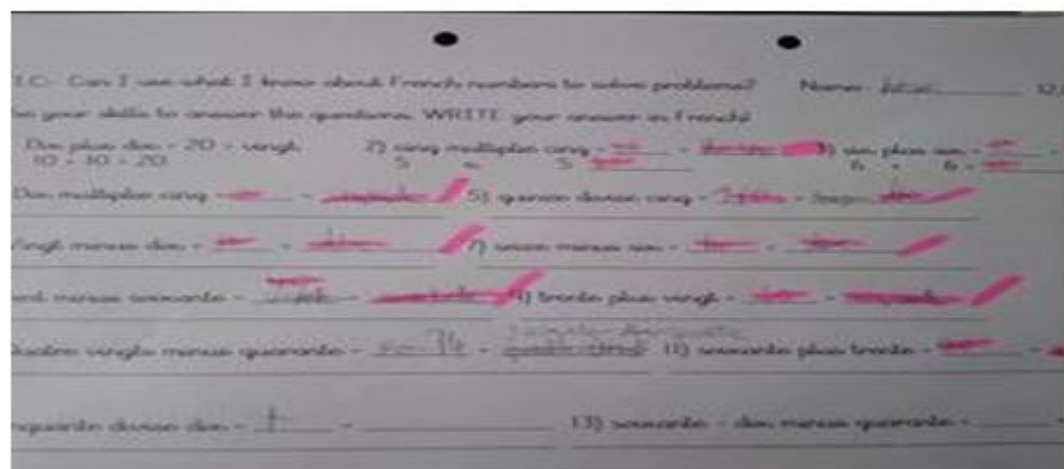
- Understand different phrases about the weather.
- Count in French up to 40.
- Know how to read the temperature including negative numbers.
- Know the names of different clothes for different weather in French

In this topic we will be learning to:

- Label and say the names of different clothing for different weathers.
- Speak key phrases to describe the weather.
- Understand what key weather phrases mean when spoken by someone else.
- Count up to 40 in French by building on the knowledge we currently have.



Adapted activities to meet the needs of the children



| | | |
|--|--|---|
| | <p>FRENCH YEAR 4 Spring 2 KEY ENQUIRY How can I describe different sports in French?</p> | <p>VIVE LA SPORT!</p> |
| <p>Questions: I should be able to answer by the end of this topic...</p> <ul style="list-style-type: none"> Can I name a variety of healthy / unhealthy foods in French? Can I write the names of healthy / unhealthy foods in French? Can I name and write the days of the week in French? Can I keep a simple diary of events in French? | | <p>Page 291 in the LCP folder</p> |
| <p>Anchor words Words they should already know Je veux dire - I like / Euro / Je joue - I play / Tennis - tennis / cricket - cricket - basket - basketball / football - football / skate - skateboarding / vela - bike /</p> | <p>Goldilocks words Topic specific they are learning Je fais du - I ride my... / le jus d'orange - orange juice / le yaourt - yoghurt / le poisson - fish / une pomme - apple / les coquilles - coquille / le chocolat - chocolate / les pommes frites - chips / les bananes - sweets / Lundi - Monday / Mardi - Tuesday / Mercredi - Wednesday / Jeudi - Thursday / Vendredi - Friday / Samedi - Saturday / Dimanche - Sunday</p> | <p>Step-on words Words seen in other contexts Paire - snap! / jouer - play / manger - eat / buver - drink / c'est bon ou mauvais - is it good or bad? / un agenda - diary / aujourd'hui - today / demain - tomorrow</p> |
| <p>What I already KNOW about this topic (K)</p> | <p>What I WANT to know about this topic (W)</p> | |

KWL grid and word aware.

Sample retrieval activities

Sample Year 3 Retrieval Quiz for the start of each session.

- 1) Which of these are languages?
 - a) cheese
 - b) football
 - c) French
 - d) Japan
- 2) French is only spoken in France.
 - a) True
 - b) False
- 3) In which continent is France?
 - a) Africa
 - b) Asia
 - c) Europe
- 4) What does "Je m'appelle" mean?
 - a) I am called
 - b) I go to school.
 - c) I am good at...

Sample Year 5 Retrieval Quiz for the start of each session.

- 1) How do you say hello in French?
 - a) Hola
 - b) Hiya
 - c) Bonjour
 - d) Bravo
- 2) What is the capital of France?
 - a) London
 - b) Washington
 - c) Paris
- 3) How do you say good bye in French?
 - a) Seeya
 - b) Au Revoir
 - c) Ca va
- 4) What does Ca va mean?
 - a) How are you?
 - b) I'm OK
 - c) What is your name?

Spotlight Feedback - French 17/6/2022 Whole school

- *The progression of skills and the scheme meet the NC outcomes.
- *More speaking and listening opportunities have been added to meet the needs of our children.
- *Retrieval activities are being developed to share with staff in their retrieval time.
- *Many cross curricular links.
- *In year 3 where there are no gaps due to the pandemic, knowledge is stronger and they are making good progress.
- *Word aware lists have been made.
- *Knowledge mats have been developed and are being used by the children to support their learning.
- *KWL grids have been developed and are starting to be used for each unit.
- *Clear progression throughout the year and through the year groups, can see how the units build on one another working towards meeting end of KS2 expectations.
 - *All children enjoy French and can recall basics, children's responses demonstrated the progression in knowledge across the key stage.
- *Children are enjoying the games they play in lessons.
- *Adapt the progression of skills and scheme to take into account the gaps in learning caused by the pandemic for years 5 and 6 for next year.

Next Steps.

- a) 22/23 Action Plan
- b) Plan “catch up” programme based on this term’s assessments.

French “Non negotiables”

From Sept 2022 the children will be using books instead of folders for their work.

- 1) Presentation expectations in line with whole school policy.
- 2) TLC / STS / KWL / Knowledge mat in books
- 3) Handwriting expectations in line with whole school policy.
- 4) Lessons to take place every week.
- 5) Children to have activity to start a session as part of the “catch up” programme.
- 6) Staff to complete missed lessons should the French teacher be unavailable.

M. Matthews.