

French Vision Statement

Our school vision '**Dream, Believe, Achieve**', celebrates aspiration. Our **French** curriculum intends to engage children in listening and speaking, in reading and writing, by giving them a wide range of meaningful contexts through which they can gain a further understanding of the wider world around them. Preparing children to become world citizens in a fast changing world does imply not only teaching them Great British Values but also raising their awareness of cultural differences and fostering tolerance and respect in the global society through the medium of native and foreign languages.

Curriculum Design

As learners need to remember new language from one year to the next, teaching has been organised in a way so that pupils will remember long term content and will get the opportunity to integrate new knowledge into larger ideas. Recent research and studies on how human memory works have helped redesign our new 2024/2025 Curriculum.

Our **sequencing** of units (or topics) allows logical progression, paving the way for success. Vocabulary, phonics and grammar will be taught in a way which allows pupils to move onwards from plain vocabulary learning and memorisation to correct organisation and retention of simple sentences (Year 3 to Year 4). Also, looking at wider **scope** and **coherence**, French will not be taught in isolation as a separate subject. History, Geography, Literacy learning maps have influenced our choice of topics so that we can support their key areas alongside providing language learning critical content through an ambitious curriculum. Finally, in order to optimise effective language learning, from Year 3 on, Grammar will be taught explicitly, systematically and strategically so that students can remember more, learn more and do more as they progress for Year 3 to Year 6.

Fairfield Primary School French Curriculum Map

French in Key Stage Two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>3.1 Greetings from France</p> <p>Learners will develop their knowledge of France and French culture, after sharing what they already know. They will learn the alphabet song and realise that thousands of words are the same in French and in English!</p>	<p>3.2 In Class</p> <p>Learning then giving instructions in French will allow us to play learning games. Numbers 1 to 20 will be learnt then used alongside 12 colours to take part in spelling battles.</p>	<p>3.3 Age and Birthdays</p> <p>Performing the 12 months of the year song will be our starting point in this unit. We will then learn the days of the week and have 'mini' conversations.</p>	<p>3.4 Dates and Festivals</p> <p>After learning to count to 31, our learning journey will continue to discover what happens during festivals in the French speaking world.</p>	<p>3.5 Families</p> <p>Learners will be introduced to famous families around the planet and then introduce their own to the class. A bit of French grammar will be uncovered as we go along (natural gender).</p>	<p>3.6 Animals and Pets</p> <p>This unit explores the animal world and the sounds they make. Another bit of French grammar will be uncovered (grammatical gender).</p>
End Points	<ul style="list-style-type: none"> ● Understanding cognates: words which are the same but may be said or spelt differently ● Learn the roman alphabet and memorise the sequencing of its letters ● Say the 'French way' the French words we use everyday ● Discover some facts about France and famous French people 	<ul style="list-style-type: none"> ● Respond to (then give) commands in French so that our classroom routines are given in French. ● Learning to learn and memorise a language by playing and leading in a wide variety of classroom games. ● Use interdependent learning to improve my spellings ● Learning spelling strategies which will allow us to spell small words independently 	<ul style="list-style-type: none"> ● Be able to perform a song in French, in a group or on my own. ● Use singing and rhymes to memorise sequence of words (12 months / 7 days) ● Use correct intonation when asking questions ● Take part in a conversation to seek find out information 	<ul style="list-style-type: none"> ● Reflect on religious festivals ● Recognise and give full dates ● Read and use calendars 	<ul style="list-style-type: none"> ● read and write full sentences ● Recognise, and learn about, famous families. ● Understand masculine and feminine / natural gender 	<ul style="list-style-type: none"> ● Exploring a world of sounds: Onomatopoeia! ● Saying what I have using 'j'ai' ● Understand masculine and feminine / grammatical gender

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<p>Year 4</p>	<p>4.1 Animals' descriptions</p> <p>Learners will review, then apply their knowledge and understanding of the 'animals' topic, to describe animals using the third person (he/she/it). Word order, grammatical gender and agreement of adjectives will be looked at in greater depth.</p>	<p>4.2 Fruits and Vegetables</p> <p>In this unit, learners get a great opportunity to experience a French market. By bringing fresh fruit and vegetables to the class, not only will students be able to name them and recognise them but also, they will know what they smell like and taste like. We will be talking about nutrition : what are the benefit of these foods for us or for animals? By the end of this topic, we should all be able to order what we would like on a French market!</p>	<p>4.3 At the Canteen</p> <p>Learners will be able to describe their lunch and eating habits. They will find out those of other students. They will be able to discuss then reflect on their diet ; tastes versus health?</p>	<p>4.4 Tastes and Opinions</p> <p>Learners will express a wide range of positive and negative opinions in French. As they go along, they will look into intonation and on how to best transcript their thoughts, using appropriate spellings, grammar and punctuation.</p>	<p>4.5 The Geography of France</p> <p>In this unit, learners will apply their knowledge of rivers, seas, oceans, volcanoes and mountains to the Geography of the Hexagon. We will discover which Geographical words have a French origin and why we say them in English the way we do!</p>	<p>4.6 Weather around the Planet</p> <p>Learners will travel using Le Tour De France as a starting point to explore the country and understand how Altitude & Latitude affect the weather around the Globe. Main cities of the French speaking world will be visited and the work we have completed so far in our Phonics will help us sound out confidently new words.</p>
<p>End Points</p>	<ul style="list-style-type: none"> ● Understand word order within a sentence when using adjectives of colour ● Understand word order within a sentence when using adjectives of size ● Revisit strategies to memorise, sound out words and spell words 	<ul style="list-style-type: none"> ● Recognising then naming accurately the main fruit and vegetables sold in France ● Ordering what we need using accurate phonics and intonations ● Taking part in conversation of 3/4 question and answers conversation 	<ul style="list-style-type: none"> ● I can tell people what I eat and what I drink ● I understand that some choices are more healthy than others ● I can advise others on healthy eating, describing quantities 	<ul style="list-style-type: none"> ● I can give positive and negative opinions/intonations both in speaking and in writing ● I can recognise the elements which makes a sentence or a thought negative ● I can initiate and develop conversations. 	<ul style="list-style-type: none"> ● I can securely read out words which includes key phonemes (place names) ● I can make links, see similarities or understand differences in looking at the Geography of two European countries ● I can spell with accuracy key words and phrases (cognates/near cognates) without support 	<ul style="list-style-type: none"> ● Compare and contrast houses type across France ● where does it make sense to build a house so that it is safe from the elements? ● What kind of house would you build and where would you like it to be?

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Year 5	<p>5.2 World War II</p> <p>In this unit, linked to the WW2 history topic, pupils will develop their understanding of different codes, ciphers and European phonics : what do European languages have in common? Names of countries, map reading skills (countries/towns) and perfecting of phonics will help us being safe in a dangerous / foreign occupied country. All of this is set against the backdrop of WW2 as the code-breakers “help” some of our native pilots who have been shot down over Belgium.</p> <p>ICT / History link</p>	<p>5.2 Our Homes</p> <p>After travelling through Europe, some of its main cities and looked at dwellings across the continent, we will look into describing places. Starting with adjectives of size, shape and colours we will then apply our gender linked grammar to describe the places where we live.</p> <p>By the end of this unit, we will be able to complete a written presentation of our homes.</p>	<p>5.3 Ourselves</p> <p>In this unit, learners will describe themselves and their personalities. We will start with our eyes, then our hair to move on to personality traits so that we can not only complete a written portrait of ourselves but also ask others to tell us what they think they look like or how they see themselves.</p> <p>Expressive arts will be part of this topics by reading texts and drawing the characters met in a text.</p>	<p>5.4 Our Families</p> <p>This unit looks at how best we can describe human beings, being fair, honest and neutral in our descriptions. Pupils will be understanding how others can help with reading and writing, using resources (word grids / model sentences banks) interdependently.</p>	<p>5.5 Celebrities</p> <p>In this unit, learners start reading from a wider range type of sources : comic strips, newspapers and magazines to look at language and its effect.</p> <p>We will now use words that are not necessarily neutral but that are definitely making our writing funny and more captivating!</p>	<p>5.6 Traveling to France!</p> <p>In this unit, pupils develop their knowledge of France by revisiting previous learning. Following Le Tour De France, we will look at numbers and pick some bargaining skills, pretending to be on a French market. We will try to cook then taste gaufres, after politely ordering them and asking for their price. Pupils will organise an end of year Bingo.</p>
End Points	<ul style="list-style-type: none"> ● Understand how parts of the world can connect with one language. (Francophonie) ● Use the Roman alphabet to decipher Italian, Spanish and French words ● Use knowledge of Geography to choose safe routes /passages for population and shot down pilots 	<ul style="list-style-type: none"> ● Use a variety of adjectives in their correct forms (agreement and number) ● Select, use, and combine a variety of words to express ourselves with accuracy ● Apply my knowledge of phonics at word and sentence level (intonation) to give an oral presentation to an audience 	<ul style="list-style-type: none"> ● Read a variety of paragraphs and find the main characteristics of a person (whether real or fictional) ● Consolidate knowledge and manipulate more difficult aspects of language, especially grammar ● Respond creatively to a piece of text 	<ul style="list-style-type: none"> ● reflect then work on relative clauses ● writing sentences which include more details and sophistication ● develop writing skills, interdependently ● Shift from 1st person descriptions to 3rd person descriptions 	<ul style="list-style-type: none"> ● I can use quantifiers to accentuate the meaning of words (very, extremely, etc...) ● I can read from a variety of sources in a foreign language ● I will know more about French Celebrity and Artists. 	<ul style="list-style-type: none"> ● be confident reading out numbers 1 to 100 ● I can bargain things down by ten or twenty centimes ● I can confidently order anything and know how much it will cost me. ● recognise all euros and convert them in pounds by rounding up.

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<p>Year 6</p>	<p>6.1 Sports et Passe-temps</p> <p>In this unit, the class will learn about sports and hobbies. We will look into cognates and see what happen to these sports words when talking about them in French. We will also look into verb grammar and personal pronouns so that everyone knows what we mean by conjugating high frequency regular verbs.</p>	<p>6.2 The world of work !</p> <p>We will start by looking at many different types of employment and the pros and cons of many professions.</p> <p>After thinking about training and career paths we may finally find our ideal job. Quite a few conversations and discussions will happen along the way!</p>	<p>6.3 Holidays !</p> <p>Where to travel, how to travel, when to travel will be the 3 main questions we will try to answer. We will have to justify our opinions and choices by giving reasons.</p> <p>In this unit, pupils bring together all previous acquired knowledge whether it was during French or Geography lessons, or during their own past trips and holidays.</p>	<p>6.4 Victorians and clothes!</p> <p>Black and white pictures, nearly 200 years ago, we are travelling in the past to describe these clothes and pictures.</p> <p>Jumping to 2024, can you attempt to buy some clothes choosing the right size, the right fit, the right length and, obviously the right fabric and pattern.</p>	<p>6.5 In Town</p> <p>After memorising the places we want to go, we will have to ask for directions without getting lost! Let's have a lot of fun along the way. A short unit but an extremely useful one...</p>	<p>6.6 Secondary Transition</p> <p>This unit is the final KS2 unit and brings together all elements of grammar, vocabulary and phonics. Our secondary partner schools will liaise and introduce how Modern Foreign Languages work in their schools.</p> <p>We will be looking at life in Secondary schools both in France and in Britain.</p>
<p>End Points</p>	<ul style="list-style-type: none"> ● Use 8 main personal pronouns in my speaking and writing ● Understand how suffixes can infer meaning to words and verbs ● Use -er verb conjugation tables with more confidence (present tense) 	<ul style="list-style-type: none"> ● Reflect on working conditions by evaluating and discussing with peers ● work at root and suffix level to guess job words in French. ● voice choices after careful consideration ● reporting on the right job for me 	<ul style="list-style-type: none"> ● I can use a bilingual dictionary to check spelling, gender and word category ● use a variety of key grammatical structures and patterns appropriately ● write a coherent paragraph 	<ul style="list-style-type: none"> ● I can read a text made of several paragraphs and understand most of the points made ● I can interpret words and phrases I read with more accuracy ● I can read out loud a text accurately and confidently 	<ul style="list-style-type: none"> ● I can initiate and develop casual conversations ● I can speak confidently and coherently using accurate pronunciation and intonation ● I can answer questions and give appropriate information in a given context 	<ul style="list-style-type: none"> ● Learners listen to a variety of spoken language to obtain some information and respond appropriately ● Learners impart their knowledge and work confidently in teams made out of new peers ● Learners adapt to a new learning environment