

Below outlines the learning focus for each term

### National Curriculum

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

### Listening:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### Speaking

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Describe people, places, things and actions orally

### Reading

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language

### Writing

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things in writing

Term	Learning Focus	
	Knowledge	Skills
Autumn 1 Level 1 / Unit 1	<b>Greetings and Numbers</b> <ul style="list-style-type: none"> <li>• Learn basic greetings;</li> <li>• Gain an understanding of the numbers 1-10.</li> <li>• Learn how to ask and answer a range of questions about their personal information such as what their name is and where do they live, in order to take part in role-playing activities and a number of games.</li> <li>• Learn how to have a conversation by using all the question learnt in this unit</li> <li>• Start writing and speaking consistently in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• hello &amp; goodbye</li> <li>• Count 1 – 10</li> <li>• Ask questions;               <ul style="list-style-type: none"> <li>❖ what is your name?</li> <li>❖ How many?</li> <li>❖ How old are you?</li> <li>❖ How are you?</li> <li>❖ Where do you live?</li> </ul> </li> </ul>

<p>Autumn 2 Level 1 / Unit 2</p>	<ul style="list-style-type: none"> <li>• <b>Colours and Animals</b></li> <li>• Practise greetings and numbers expanding on what they learnt in the previous unit by learning numbers 10-20.</li> <li>• Begin to learn the names of colours</li> <li>• Begin to learn the names of animals</li> <li>• Reading the names of colours and animals</li> <li>• Writing the names of colours and animals</li> <li>• Using adjectives to describe nouns correctly</li> <li>• Learn how to give preferences in regard to colours.</li> </ul>	<ul style="list-style-type: none"> <li>• hello &amp; goodbye</li> <li>• Count 1 – 20</li> <li>• Names of the colours red, orange, yellow, green, blue and purple pink, brown, black and white.</li> <li>• Learn the names of animals: dog, cat guinea pig, rabbit cow, horse, pig and sheep</li> <li>• Ask and answer the question 'What colour is it?'</li> <li>• Ask and answer the question 'Do you have a pet?'</li> </ul>	
<p>Spring 1 Level 1 / Unit 3</p>	<p><b>Days, Months, Seasons and Fruit</b></p> <ul style="list-style-type: none"> <li>• To identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning.</li> <li>• Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the multiples of tens up to 100</li> <li>• Learn days of the week</li> <li>• Learn the months of the year</li> <li>• Revise the colours</li> <li>• Learn the seasons</li> </ul>	
<p>Spring 2 Level 1 / Unit 4</p>	<p><b>Food, Drink and Giving Preferences</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to give basic opinions on food and drink,</li> <li>• Giving opinions about what they have been introduced to in previous units.</li> <li>• Pupils will be introduced to new food words,</li> <li>• Pupils will read and categorise vocabulary</li> <li>• Pupils will write a menu</li> <li>• Pupils will hold transactional conversations with new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer the question 'How are you?' by revising phrases learnt in previous units</li> <li>• Give preferences on fruit by putting together their fruit vocabulary with their preference vocabulary.</li> <li>• Learn the vocabulary for a range of drinks.</li> <li>• Learn how to say 'I love' and 'I hate'</li> <li>• Revise all the food and drink vocabulary that they have learnt and learn how to appropriately categorise it in their ideal menu</li> </ul>	

<p>Summer 1 Level 1 / Unit 5</p>	<p><b>Family, Stories and Conversation</b></p> <ul style="list-style-type: none"> <li>• Pupils will be introduced to vocabulary on different family members and how to describe them.</li> <li>• Build on what they have learnt in previous units by learning larger numbers and new questions</li> <li>• Using new vocabulary to hold longer and more complex conversations.</li> <li>• Pupils will learn how to conjugate the verbs 'to be' and 'to have' in the present tense.</li> <li>• To make a factsheet about their friend</li> <li>• Drawing their family tree</li> <li>• Learn to ask and answer questions about whether they have family members in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• revise questions from past units and learn the verb 'to have'</li> <li>• to make a factsheet about their friend</li> <li>• Revise colours, numbers and the verb 'to have'.</li> <li>• Learn the verb 'to be'</li> <li>• Learn members of the family; words for mum, dad, brother, sister, grandmother and grandfather.</li> <li>• Drawing their family tree</li> <li>• Describe characters in a story</li> <li>• Have a conversation by asking and answering multiple questions based on what they've learnt</li> </ul>	
<p>Summer 2 Level 1 / Unit 6</p>	<p><b>Cultural Diversity and Revision</b></p> <ul style="list-style-type: none"> <li>• Learn about French culture, schools in France and the French speaking world.</li> <li>• Revise all the vocabulary that they have covered in previous units such as animals, colours and numbers.</li> <li>• Pupils will practise asking and answering all the questions that they have been introduced to in the previous units.</li> <li>• Pupils will use these questions to practise speaking in full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise numbers, greetings, some basic questions and the alphabet</li> <li>• Learn the names of some new animals</li> <li>• Revise animals and learn how to use the verb 'to be' to describe them</li> <li>• Learn the word for 'Why?'</li> <li>• Learn how to give reasons for some of their opinions</li> </ul>	

**Ambition / Intent:**

The French Curriculum taught at Camrose Primary ensures we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying French and other languages beyond Key Stage 2.

We will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable our pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

**Design / Implementation:**

All Key Stage 2 classes will have access to a very high-quality French curriculum delivered by a specialist teacher who will follow the Junior Jam Language Curriculum. This will progressively develop pupil skills in French through regularly taught and well-planned weekly lessons. Children will progressively acquire, use and apply a growing

bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language.

**Impact:**

As well as each subsequent lesson within a unit being progressive, units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Level 1 units into the more challenging units.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. They will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.