

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 3	Days, Months, Seasons and Fruit <ul style="list-style-type: none"> • To identify the days of the week, months, seasons • Know names of fruit using songs and games to reinforce their learning • Be able to hold basic conversations involving words, phrases and themes covered in this unit • Revise previously learnt vocabulary including practising giving preferences. 	<ul style="list-style-type: none"> • multiples of tens up to 100 • namely numbers 1-20 • Revise colours and animals • Learn days of the week • Learn months of the year • Learn the seasons • Names of fruit; apple, pear, banana, lemon, orange, grapes, peach and strawberry • learn how to say 'I like' and 'I don't like' • learn how to have a conversation using the days of the week, the months of the year and the fruit

		learnt in this unit	
Autumn 2 Level 1 / Unit 4	<p>Food, Drink and Giving Preferences</p> <ul style="list-style-type: none"> • Pupils will be able to give basic opinions on food and drink • Giving opinions that they have been introduced to in previous units • Pupils will be introduced to new food words • Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary. • Write a food menu • Practise speaking by acting out a shop or market role play 	<ul style="list-style-type: none"> • Learn how to ask and answer the question 'How are you?' • Give preferences on fruit by putting together their fruit vocabulary with their preference vocabulary. • learn some new food vocabulary • Revise fruit and recap how to say 'I like' and 'I don't like' • Learn the vocabulary for a range of drinks • Categorise food and drink learnt it in their ideal menu • Practise speaking by acting out a shop or market role play 	
Spring 1 Level 1 / Unit 5	<p>Family, Stories and Conversation</p> <ul style="list-style-type: none"> • Pupils will be introduced to vocabulary on different family members and how to describe them. • Pupils will then build on what they have learnt in previous units by learning larger numbers and new questions, • Use new vocabulary to hold longer and more complex conversations. • Pupils will learn how to conjugate the verbs 'to be' and 'to have' in the present tense. • Write a factsheet about their friend • Create family tree 	<ul style="list-style-type: none"> • Revise questions from past units and learn the verb 'to have' • Make a factsheet about their friend. • Revise colours, numbers and the verb 'to have'. • Learn the verb 'to be'. • Learn members of the family; mum, dad, brother, sister, grandmother and grandfather. • Practise the words for members of the family by drawing their family tree • learn to ask and answer questions about whether they have family members in full sentences • Learn some new vocabulary to describe characters in a story • Have a conversation by asking and answering multiple questions based on what they've learnt this unit 	

<p>Spring 2 Level 1 / Unit 4</p>	<p>Cultural Diversity and Revision</p> <ul style="list-style-type: none"> • Pupils will learn about French culture, schools in France and the French speaking world. • Revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. • Pupils will practise asking and answering all the questions that they have been introduced to in the previous units. • Pupils will use these questions to practise speaking in full sentences. 	<ul style="list-style-type: none"> • Revise numbers, greetings, some basic questions and the alphabet. • Learn about school life in France • Revise the colours they have previously learnt • Learn the names of some new animals • Revise animals and learn how to use the verb 'to be' to describe them • Learn facts about France and French culture, including famous people, cities and landmarks • Learn the word for 'Why?' 	
<p>Summer 1 Level 2 / Unit 1</p>	<p>Revising Numbers & Telling the Time</p> <ul style="list-style-type: none"> • Pupils will learn how to tell the time. • They will learn to tell the hour and minutes past the hour. • Pupils will also revise numbers, days of the week, months and seasons. • Pupils will use this information to ask and answer when their birthday is. • Pupils will start to apply times to their daily activities by asking and answering at what time they get up. 	<ul style="list-style-type: none"> • Revise numbers 1-100 • Practise asking and answering the question 'How are you?' • Learn the days of the week and months of the year and how to use these to put together individual dates. • Learn the seasons of the year as well as practising asking and answering the question 'When is your birthday?' • Learn how to tell the time, including hours, the quarter hour increments and the words for morning, afternoon and evening. • Apply their knowledge of telling the time in French to their own lives and ask and answer the question 'What time do you get up?' 	
<p>Summer 2 Level 2 / Unit 2</p>	<p>Parts of the Body & Feeling Unwell</p> <ul style="list-style-type: none"> • Pupils will learn the vocabulary for different parts of the body through games and songs. • Pupils will practise their speaking when saying what is wrong with specific body parts and if they are feeling unwell • Ask others if they are feeling unwell. • Write about how they are Pupils will also revise and use previously learnt vocabulary such as numbers and colours. 	<ul style="list-style-type: none"> • Learn parts of the face including eyes, nose, mouth, ears and teeth • Learn the French words for parts of the rest of their body • Learn how to make sentences containing parts of the body and revise the verb 'to have' • Make sentences with parts of the body within the context of feeling unwell or having something hurt. • Learn more illnesses, some remedies and practise how to talk about them 	

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.