

Modern Foreign Languages

Due to teacher subject knowledge, our chosen Modern Foreign Language currently is

French.

INTENT

We believe in inspiring our children to be **curious** about France and the French language, constantly asking them exciting and thoughtful questions about the subject and the construction of the language, and encouraging them to have the **confidence** to do the same.

We value the development of high-quality **communication** skills in French. We focus on listening, talking, reading and speaking, and each French lesson will encompass all these different aspects. We encourage and support the acquisition and use of aspirational and relevant vocabulary in French and this is reinforced weekly. We are starting to use knowledge organisers and regular retrieval activities in French which focus on the relevant vocabulary for each block of learning.

We encourage our children to make **connections** in all their learning within French lessons and where relevant making links with other subject areas such as English. We believe in teaching French in a **creative** way using the widest variety of sources and resources possible to inspire our children's interest. We regularly set up things like a 'French café' or a 'French Doctor surgery' to enable us to rehearse the French vocabulary that we have learnt in a motivating context.

We celebrate progress and challenge in all our French lessons and encourage our children to show **compassion** to others as they share their attempts to speak French and encourage them to give each other the **confidence** to orally rehearse their gained knowledge.

Implementation

We follow the National Curriculum for French and currently use a range of resources, songs, film clips and games to support learning in French. Lessons are approximately 45 minutes long and the children start their French lessons in Year 3. Each half term follows a different theme (family, food, myself etc) and the children will learn to ask and answer questions using relevant vocabulary for each block of learning. Retrieval activities are used at the start of every lesson to go over previous vocabulary and learning.

Each year we have a French day where we eat French food, listen to French music, sing French songs, read French books, learn more about France, and talk to each in French (as much as possible).

Impact.

At the end of each block of learning teachers will assess the outcomes for the class against the French progression, which is based on the National Curriculum objectives, and this will be recorded in the assessment files for each year group to ensure coverage and progression in the subject are maintained.

French 4 year Plan for Coverage and Progression.

We follow the National Curriculum for French and these are the skills and knowledge that we will focus on:

- **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 ♣
- 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* ♣
- **read** carefully and show understanding of words, phrases and **simple writing** ♣
- appreciate **stories, songs, poems and rhymes** in the language ♣
- **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 and actions** orally* and in writing

French 4 Yearly Plan			
YEAR A			
	Focus - speaking	Writing and reading	Retrieval
Autumn 1 GOODNIGHT MISTER TOM	FOCUS – ME Questions and answers Who am I? How am I? Feelings Please and thank you. Oui et non. (answer, c'est un.....?) Alphabet and names Questions: Ca va? Comment tu t'appelles? Comment ca c'écrit? C'est...? Songs Singing - Bonjour/ca va Song - Comment ca c'écrit? Listening – Ballon Rond (listen for ballon) Story L'automne arrive	C'est Isla? Non c'est Polly. C'est Aurora? Oui c'est Aurora. Read and say alphabet. Listen to alphabet and spell the word being said.	Flash cards: Je Tu Ca va (answers to this) Bonjour Bonsoir Bonne nuit Je m'appelle
Autumn 2	FOCUS – MY BODY	. <u>Reading:</u>	Je

	<p><u>Questions and answers</u> Parts of the body and link to illness. Link to Numbers up to 10 (10 fingers and toes) Question: Ca va? Ca va mal. J'ai mal a la.../ au Ou est.....? Actions: Touchez, Levez, asseyez- vous etc <u>Song –</u> Listening - Quand j'étais bebe petit (listen for bebe and then petit) Song - La goutte au nez (listen for nez and tete)</p>	<p>Ou sont les jambes? Ou est la tete? Voici la tete Voici les jambes etc</p> <p>J'ai mal a la tete J'ai mal aux yeux</p>	<p>Tu Ca va (answers to this)</p> <p>Bonjour Bonsoir Bonne nuit Je m'appelle</p> <p>J'ai mal Numbers Commands</p>
<p>Spring 1 THE 1000 YEAR OLD BOY</p>	<p><u>FOCUS – WHAT DO I LOOK LIKE?</u> <u>Questions and answers</u> What do you look like? Colours, clothes, hair length and colour, eye colour Question: Qu'est ce que tu porte? Je porte.... C'est quelle couleur? <u>Story</u> Toutes les couleurs <u>Song – number 8</u> Les couleurs (sing)</p>	<p><u>Writing</u> C'est quelle couleur? C'est rouge. C'est bleu.</p> <p><u>Reading</u> Dessinez les yeux bleues. Dessinez les cheveux bruns etc Je porte</p>	<p>All above and then colours Je porte</p>
<p>Spring 2</p>	<p><u>FOCUS – FOOD AND DRINK</u> <u>Questions and answers</u> Qu'est ce que tu aimes? J'aime.... Je n'aime pas... Tu aimes? French café – food and drink</p>	<p><u>Writing below foods</u> J'aime le gateau. Je n'aime pas la viande etc</p>	<p>All above and then J'aime Food and drink</p>

	<p>Question: Qu'est ce que vous voudrais?</p> <p><u>Song – number 12</u> Miam Miam c'est délicieux</p>		
<p>Summer 1</p> <p>RIVERS</p>	<p><u>FOCUS - Weather and seasons</u> <u>Questions and answers</u> Days of the week, months of the year, seasons, weather (pages 9-16 Livre 3) Quel temps fait-il? Song - La chanson des listes Song – La mer (listen for mer)</p>	<p><u>Writing</u> Hier... Aujourd'hui... Demain.....</p> <p><u>Reading</u> Match weather and sentence</p>	<p>All above and then Days Months Seasons Weather (simple this year: sun, rain, cloud, snow)</p>
<p>Summer 2</p>	<p><u>FOCUS – Learning about the country of France.</u> <u>Where is France? Where are the main cities, rivers and mountains in France?</u></p> <p>Rivers, mountains, cities</p>	<p>Ou est? Voici.</p>	<p>Keep doing all the flash cards from the year</p>

French 4 Yearly Plan			
YEAR B			
	<p>Focus</p>	<p>Writing and Reading</p>	<p>Retrieval from last year for old children and intro for new Year 3s</p>
<p>Autumn 1</p> <p>Grime and Punishmnet</p>	<p><u>Me and Le Corps</u> – develop from last year's knowledge Recap: Introduce me New: Introduce me and my family. Describe my family and what they look like (tall, small, hair colour etc) Ma soeur Mon frere Mes parents Ma mere Mon pere</p>	<p><u>Write</u> Voici ma soeur Elle s'appelle Elle a les cheveux bruns</p>	<p>Colours Ca va? Je m'appelle L'alphabet</p>

Autumn 2	<p><u>LES VETEMENTS</u> Items of clothing, adjectives of colour and their position in the sentence</p>	Portraits (reading) – give children French description to read and they need to draw the related child (Year 3 match)	Colours
Spring 1 Anglo saxon culture	<p><u>La nourriture et la boisson</u> Recap on food and drinks Recap the cafe Ca va? New: Non.....J'ai faim Non.....J'ai soif Qu'est ce que tu achete? J'achete.....</p>	<p><u>Reading and writing</u> Dans le supermarche j'achete..... Page 34-35 Livre deux</p>	Recap food and drink
Spring 2	<p><u>HOUSES AND HOMES</u> <u>Where do I live?</u> <u>Questions and answers</u> <u>Ou habites-tu?</u> <u>J'habite a</u> <u>La campagne</u> <u>La ville</u> <u>Ou est.....</u> <u>Voici.....</u> <u>Pres de</u> <u>Loin de</u> A la maison La salle de bain etc Une maison vieux une maison nouvelle</p>	<p><u>Reading</u> Match children to where they say they live. Pres de Loin de <u>Writing</u> Label their house with the different rooms</p>	
Summer 1 Mountains	<p><u>PLACES and DIRECTIONS</u> How do I get to? Directing around towns and countryside. Ou est...? Tournez a gauche Tournez a droit Les magasins La maison de Pierre La maison de Sophie</p>	<p><u>Writing</u> Pour aller a la maison de Sophie etc Children then give directions Page 42-45 Livre deux</p>	

Summer 2	<p><u>FOCUS – Learning about the country of France</u></p> <p>Daily life for children in France. What is the same? What is different? Schools in France. Weather in France (use data to compare) Watch Youtube video of children in France discussing schooling and daily life https://www.youtube.com/watch?v=kkRPoFNzQD0</p>		
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French 4 Yearly Plan			
YEAR C			
	Focus	Reading and Writing	Retrieval
Autumn 1 Egyptians	Me, my body and my sports et loisirs (page 28-37 Livre 3)		
Autumn 2	Ma journee (pages 38-48 Livre 3) Include food and drink. Meals. Days of the week and months.		
Spring 1 Houses and homes	A L'école (pages 50 – 60 Livre 3)		
Spring 2	Les vetements et les temps et les saisons		
Summer 1 Coasts	Les Transports (page 50 – 60 Livre deux)		
Summer 2	<u>FOCUS – Learning about the country of France</u>		

French 4 Yearly Plan			
YEAR D			
	Focus	Reading and Writing	Retrieval
Autumn 1 Ancient Greece	Moi, ma famille et mon corps. L'alphabet		
Autumn 2	Mon anniversaire et Noel		
Spring 1 Romans/ Volcanoes	Tu aimes les animaux? Link to colours and sizes and description		

Spring 2	Tu aimes les animaux? Link to colours and sizes and description		
Summer 1 Stone Age to Bronze Age	En vacances: Les transportes, les temps, la nourriture		
Summer 2	<u>FOCUS – Learning about the country of France</u>		