



Lodge Farm Primary School

Modern Foreign Language

Curriculum: FRENCH

Vision :

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- **Speaking**
- **Listening**
- **Reading**
- **Writing**
- **Grammar**

FINAL GOAL FOR THE END OF KS2:

Explore the sounds of the language through listening and speaking the language, where children can develop accurate pronunciation. Present ideas orally and in writing by responding to texts that have been read. Appreciate stories, songs and poems. Write phrases from memory and adapt to create new sentences. Understand basic grammar: feminine, masculine, high frequency words and patterns.

Year 3

Links with other terms, year groups and curriculum areas (prior and future learning).

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge and Skills taught through Language Angels units: Core Vocabulary & Phonetics I'm Learning	Knowledge and Skills taught through Language Angels units: Animals Musical Instruments	Knowledge and Skills taught through Language Angels units: Little Red Riding Hood OR Ancient Britain I Can...
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> Count to 10. Read, write, say, and recall ten different colours. Read, write, say, and recall the days of the week. Read, write, say, and recall the months of the year. Read, write, say, and recall basic greetings. Read, write, say, and recall basic classroom commands. Locate France, Paris, and a few key cities on a map. Understand the Francophone world better. Ask somebody how they are feeling and what their name is. Say how we are feeling and our names. 	<ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). Name and recognise up to 10 instruments in French. Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French. 	<ul style="list-style-type: none"> Sit and listen to a familiar story being told in French. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in French. Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with je peux. <p><i>(If using Ancient Britain unit)</i></p> <ul style="list-style-type: none"> Name in French, the six key periods of ancient Britain, introduced in chronological order. Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).
Skills	Skills	Skills
Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).	Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).	Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).
Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.	Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.	Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.
Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied.	Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied.	Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied.

Year 4

Links with other terms, year groups and curriculum areas (prior and future learning).

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge and Skills taught through Language Angels units: Presenting Myself Family	Knowledge and Skills taught through Language Angels units: Romans OR Habitats (Intermediate version) At The Café	Knowledge and Skills taught through Language Angels units: The Classroom Goldilocks
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality. Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only). 	<ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. <p><i>(If using Romans unit)</i></p> <ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in French. Say and spell the days of the week in French. Name some/all of the most famous Roman inventions in French. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French. 	<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support.
Skills	Skills	Skills
Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.	Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.	Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.
Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing).	Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing).	Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing).
Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).
Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.

Year 5

Links with other terms, year groups and curriculum areas (prior and future learning).

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge and Skills taught through Language Angels units: Do You Have A Pet? What Is The Date?	Knowledge and Skills taught through Language Angels units: The Weather Clothes	Knowledge and Skills taught through Language Angels units: My Home Habitats (Progressive version)
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. 	<ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols. Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. 	<ul style="list-style-type: none"> Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure; chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction et to link two sentences together. Say and write the key elements animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. Name an adaptation of each plant and animal mentioned in the unit. To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation.
Skills	Skills	Skills
Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.	Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.	Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary.	Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary.	Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary.
Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.	Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.	Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.

Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Year 6

Links with other terms, year groups and curriculum areas (prior and future learning).

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge and Skills taught through Language Angels units: The Weekend At School	Knowledge and Skills taught through Language Angels units: Me in the World World War 2	Knowledge and Skills taught through Language Angels units: Healthy Lifestyles The Planets
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school. 	<ul style="list-style-type: none"> Know that there are many countries that have French as their official language and can name two of them in French (apart from France). Locate some of these on a map of the world. Name and mention a few key facts in French about two celebrations in French speaking countries. Say at least one thing that I am going to do help protect our planet. <i>Group and order words to decode unknown language.</i> <i>Understand the key facts of history from WW2 when described in French.</i> <i>Say and write in French the key countries and languages involved in WW2.</i> <i>Write a letter in French home explaining what life is like as an evacuee living in the countryside.</i> 	<ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. Name and spell accurately some/all the planets in French on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.
Skills	Skills	Skills
Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.
Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).	Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).	Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)	Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)	Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)

<p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>	<p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>	<p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>
<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>