

The Blake CE Primary School Curriculum Provision for Primary Languages (FRENCH)

Primarily using the 'Salut' programme, in lessons, children listen to vocabulary, say words and then progress to putting them into phrases to use in conversation or written in sentences. There are rhymes, stories and songs in French too.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 3 Emphasis on learning new vocabulary - listening and responding Writing simple words</p>	<p>Salut: Core 1 <i>Greetings & personal facts:</i> <i>Bonjour (Hello)</i> <i>Ca va? (How are you)</i> <i>Comment tu t'appelles? (what is your name)</i></p> <p>Body (inc. Core 3 heads Shoulders Knees and toes) Vocabulary for parts of the body and face.</p>	<p>Core Unit 2 <i>Days of the Week</i> <i>Colours</i> <i>Counting to 20</i> Core 1: <i>personal facts</i> <i>Quel age as tu? (How old are you?)</i> Salut: Food Vocabulary for different foods and drinks including fruit. J'aime/Je n'aime pas I like/I don't like. Yes/No Oui/Non</p>	<p>Core Unit 1 : <i>Greetings & personal facts:</i> <i>C'est qui? (Who is it?)</i> <i>Mon Ma (My)</i> <i>Family - ask and answer questions about family.</i></p> <p>Salut: Food Qu'est-ce que vous desirez (what would you like?) Je voudrais du/des.... (I would like some ...) Yes/No Oui/Non</p>	<p>Core Unit 2 <i>Countries</i> Core unit 3 <i>Clothes</i> <i>Months of the year</i> <i>Numbers to 31</i> <i>Il y a combien? (There are how many?)</i> <i>Verb - est (il/elle)</i> <i>C'est</i></p> <p>Conjunction- et</p>	<p>Salut: Animals Vocabulary for farm animals and pets. Old Macdonald Song Descriptions in colour and personality Descriptions of where - in on, behind, in front etc. Names of animal homes Ou est? Ton chien est comment? Je cherche - to look for</p>	<p>Revision of all core units Can we remember basic vocabulary? Can we spell basic vocabulary?</p> <p>Introduce Sport - focus on vocabulary</p>
<p>Year 4 Continue revisiting Core 1, 2, 3 More emphasis on vocabulary in phrases (speaking) and spelling key vocabulary(writing) -Introduce use of dictionaries</p>	<p>Core 3 <i>Count to 31</i> <i>Clothes,</i> <i>Months of the year,</i> <i>When is your birthday</i></p> <p>Reference Unit: <i>Alphabet - vowels and consonants & pronunciation.</i></p>	<p>My Home <i>Ask and answer questions about where you live, what is in different rooms of your home.</i> <i>C'est (It is)</i> <i>Il y a (There are)</i> <i>Un une</i> <i>Daily routine questions: Je prends (I have...)</i> <i>Je me lave (I wash myself)</i> <i>Story about Garon the Giant.</i></p>	<p>My Town <i>How much does it cost? Ca coute coment?</i> <i>Where is it? Ou est ...</i> <i>Verb: etre</i> <i>Shops and buying in shops</i> <i>Directions - straight on, turn left, right etc.</i></p> <p>Possessive adjectives - repeated Core. 1 for mon ma</p>	<p>My School <i>How do you travel to school? Je vais a l'ecole</i></p> <p><i>In my pencil case there is - Il y a</i></p> <p><i>Time - O clock</i></p>	<p>Describing People <i>Revision of colours</i> <i>Adjectives for face, eyes, hair, stature:</i> <i>J'ai les yeux marron</i> <i>Je suis petit</i> <i>What are you like? Tu es comment?</i> <i>What do you wear? Revision of clothes describing what we wear.</i> <i>Je porte (I am wearing...)</i></p> <p><i>Song: We are all different</i> <i>Stories to use adjectives: The sad frog. The fairy and the pirate</i> <i>Hobbies</i></p>	<p>Sport and Playtime</p> <p>Leisure activities Games in the playground and sports. Tu aime faire quel sport? What sport do you like doing? Tu sais jouer au... (Can you play?) Oui/Non (Yes/No) Revision of farm animals - song Simon says - revision of parts of the body.</p>

<p>Year 5 Continue revisiting Core 1, 2, 3 More emphasis on vocabulary in sentences (speaking) and beginning to spell correctly in phrases(writing) - continue using dictionaries</p>	<p>Core 1 Revision of Greetings Revision of family and personal information -Quel age as tu?</p>	<p>Hobbies: sports, music etc. Questions and answers using verbs: J'aime/Je n'aime pas J'adore /Je deteste Je joue Oui, non Christmas Vocabulary</p>	<p>Core 2 Months Colours Days of the week Numbers 0 - 50 Times of the day</p>	<p>Seasons & Core 3 Weather Months Je peux - I can Je voudrais Date Food and food items (revision from YR3) Breakfast</p>	<p>Environment Animals, rubbish, butterflies garden pond (Cross curricular) Il y a... J'aime/Je n'aime pas C'est Je fais</p>	<p>On Holiday Animals - zoo Revision of Year 5 content Focus on vocabulary in phrases/sentences Consider similarities and differences between UK and France</p>
<p>Year 6 Continue revisiting Core 1, 2, 3 More emphasis on vocabulary in sentences and beginning to spell correctly in sentences and short texts (writing) Continued use of dictionaries</p>	<p>At School (Salut 3,4) Classroom routines Describing the weather Revision of simple negative (YR 4) Revision of clothes vocabulary</p>	<p>Family Justifying opinions Revision of adjectives, quantifiers, structures</p>	<p>The Future Je vais... Ce weekend... Demain... The Three Billy Goats Gruff</p>	<p>Jobs vocabulary Recap of phrase connectives with houses</p>	<p>In France Memorise and perform a verse from s song - Sur le pont d'Avignon Letters of the alphabet</p>	<p>Eating out : Je prend Combien coute Write short sentences - Possible transition project introducing themselves to their new Secondary school tutors/language teachers.</p>

Languages - Key Stage 2

Through these topics we are covering the following skills:

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.