

## Curriculum Overview: French

*'Je ne regrette rien!' Edith Piaf*

*Our children live in an ever-changing, rapidly advancing world where new knowledge and new skills need to be acquired, understood and mastered at a rate previously unheard of.*

*We aim to enable children to learn the full range of knowledge, skills and understanding in order to appreciate their world as well as recognising and embracing their role in becoming citizens who make a positive contribution to our society; now and in the future.*

*Our community and its environment help shape the way in which we structure learning opportunities. We balance the celebration of all positive aspects of our local context with the ability to look beyond the Furness Peninsula in order to understand and embrace the wider world.*

*We are totally committed to learning of the highest standard in academic, personal and social forms and have these aspirations for all children in our care.*

Our French curriculum is based on the National Curriculum aims and content. We are keen to promote the study of a foreign language because of its increasing importance in the modern world. This has been recognised in the National Languages Strategy 'Languages for All Languages for Life' where there is the commitment to give every child between the ages of 7 and 11 the entitlement to learn a new language. There is also increasing recognition that enriching the curriculum and releasing children's creative energy through sport drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum.

Here at George Romney opportunities are promoted through children developing their skills of communication by listening, speaking, reading and writing. The study of a language involves practise of observational and study skills and committing to memory of useful material for subsequent recall. Use of role play can also develop creative and imaginative expertise as well as empathy and understanding. Children are given the opportunity to play games using French, read familiar books in French and create their own texts using learnt words and phrases. They are encouraged to ask and answer questions and follow instructions. Children learn about the culture and customs of France and in addition the whole school study all aspects of a different country and culture in International Week.

Our curriculum is...

real-life  
and  
relevant

progressive  
and  
sequenced

broad  
and  
balanced

local,  
national &  
international

So our learners are...

excited  
and  
inspired

co-operative  
and  
collaborative

confident  
and  
proud

independent  
and  
strong

## Planning Progression:

Je parle Francais Y3/4	<i>I Where is France and how do you get there? What is the capital and what do I know about it? Greetings Classroom commands Numbers to 12 Classroom objects</i>
Je me presente Y3/4	<i>My Age Where I live Days of the week Numbers to 20 The Hungry Caterpillar The Alphabet</i>
En famille Y3/4	<i>Numbers to 20 Describing members of my family Reading and Writing a letter about my family Colours and preferences Asking and answering questions Sleeping Beauty Story</i>
Je parle Francais Les animaux Y3/4	<i>Recap greetings Numbers to 20 Naming pets - masculine and feminine nouns Revising animal names and looking at plural nouns Adjectives size, colour and quality Describing animals Dear Zoo</i>
Mon anniversaire Y3/4	<i>Telling the time Daily routines Reading and writing a letter about a typical day Months of the year and festivals Dates and birthdays Seasons and weather</i>
Le monde Y3/4	<i>Countries surrounding France and main cities in France Revision of J'habite Asking questions Present tense of the verb aller Information about Paris Describing where I live Sending a postcard from a holiday destination.</i>

<p>Je parle Francais Y5/6</p>	<p><i>What do we already know?</i> <i>France in Europe</i> <i>Revise numbers to 30</i> <i>Greetings and short sentences to introduce yourself</i> <i>My family - using adjectives in a sentence</i> <i>Song - 'Dans ma famille'</i></p>
<p>Moi et mon ecole Y5/6</p>	<p><i>Numbers to 40</i> <i>Telling the Time: half past, quarter past and to; analogue and digital</i> <i>Revision of classroom command verbs er endings</i> <i>Learning names of school subjects and about school in France</i> <i>Preferences &amp; opinions about school subjects</i> <i>Reading &amp; writing letters about school subjects using complex sentences</i> <i>Different means of transport</i> <i>Conjunctions and adverbs of time, making longer sentences</i></p>
<p>Qu'est que tu veux? Y5/6</p>	<p><i>How to ask for drinks &amp; snacks</i> <i>Understand and express likes and dislikes about drinks &amp; snacks</i> <i>Learning how to shop using euros</i> <i>Having a conversation to buy ice creams</i> <i>How to buy different types of bread</i> <i>Making a shopping list and planning a party</i> <i>Following instructions &amp; writing a recipe for an almond mouse</i></p>
<p>Les sports Y5/6</p>	<p><i>Learning the names of body parts and Brain Gym</i> <i>The Present Tense of the verb avoir</i> <i>Writing a description of a monster</i> <i>Learning the names of sports and about sport in France</i> <i>Giving opinions of sports and agreeing and disagreeing with statements</i> <i>er verbs in singular and plural and making silly sentences</i> <i>Reading &amp; writing a letter about sports</i> <i>Story of Loulou et Roger and using negatives</i></p>
<p>J'habite Y5/6</p>	<p><i>Rooms and furniture in the house</i> <i>Prepositions expressing position</i> <i>Common verbs linked to rooms in the house</i> <i>Question forms and answers</i> <i>Writing a description of a fantasy house</i> <i>Places in town and asking for directions using au/ à la; The Present Tense of aller</i> <i>Describing your local area, including positive and negative statements</i> <i>Learning more detail about a town in France: Montcenis or Aix-en Provence to produce a leaflet or powerpoint</i></p>
<p>Les vetements Y5/6</p>	<p><i>Learning the names of clothes</i> <i>Learning about fashion in France and differences between France and England</i> <i>Revising adjectives of colour, size and quality and adjective agreement</i> <i>Describing clothes and expressing opinions of them</i> <i>The Present Tense of the verb porter, using positive and negative statements</i> <i>Trying on &amp; buying clothes and developing the role play into a play script</i> <i>What to wear in different kinds of weather (complex sentences)</i> <i>Story: The Sun and the Wind and writing one's own fable using pronouns, prepositions, adjectives and adverbs</i></p>

