

French

The aim of our MFL (French) Curriculum at Blue Coat is to spark children's curiosity for the world around them, prompting them to ask questions that develop their knowledge and understanding of the wider world. It affords them opportunities to perform before an audience and develops their self confidence. In an ever changing world it is important that children recognize that they are global citizens and that a knowledge and understanding of other cultures is a vital part of this. Ultimately, we have designed our curriculum to be fun, engaging, informative, and most importantly, to encourage our pupils to be lifelong independent learners.

Progression of Skills

Language Skill	Lower KS2	Upper KS2
Speaking and listening	- Respond to simple questions with support from a spoken model or visual clue - Respond to spoken instructions - Recognise numbers 1–30 - Discriminate sounds and identify meaning when items are repeated several times - Greet others with confidence and reply to the questions - Know a well-known children's song in language studied - Sing a song from memory, with clear pronunciation - Identify common nouns - Begin to know some key vocabulary e.g. body parts, colours - Identify and pronounce accurately key vocabulary - Sing a song from memory on a related topic - Listen with care - Listen to a story and select keywords and phrases from it - Ask and answer simple questions with correct intonation - Remember a sequence of spoken words - Speak clearly and confidently - Initiate a conversation when working with a partner - Express opinions - Developing a wider vocabulary	- Understand numbers in multiples of 10 up to 100 - Understand and give simple directions - Say that they don't understand and ask for something to be repeated - Give information - Use short sentences when asking and answering questions - Prepare a short talking task alone or with a partner and present this with reasonable pronunciation - Listen to a story or poem and identify key words and phrases - Follow short descriptions in order to find specific information - Devise and perform a short sketch in role play situation - Demonstrate creativity and imagination in using known language in new contexts - Listen attentively and understand more complex phrases and sentences - Understand longer and more complex phrases or sentences - Use spoken language confidently to initiate and sustain conversations and to tell stories - Prepare a short presentation on a familiar topic - Be understood when speaking in a different language
Reading	- Sequence written instructions - Recognise some familiar words in written form - Recognise and read known sounds within words - Read some key vocabulary - Understand words displayed in the classroom - Research additional vocabulary using a dictionary - Read familiar words and join in with a non-fiction text / story	- Show understanding of a short text containing familiar and unfamiliar language - Retrieve information from a text - To make predictions based on existing knowledge - Read aloud to a partner or small group - Use knowledge of word order and sentence construction to support the understanding of written text

		• Read and understand the main points and some detail from a short written passage • Read aloud with confidence
Writing	• Write some of the numbers to 20 from memory • Experiment with writing simple words • Copy accurately in writing some key words • Copy or label using single words or short phrases • Write familiar words and simple phrases from a model • Understand and write a short email using structures learnt	• Write a simple poem • Write short sentences in a presentation or booklet • Write simple instructions accurately • Write sentences on a range of topics using a model • Write sentences using some description • Apply a range of linguistic knowledge to create simple, written pieces that can be understood • Use dictionaries to support writing
Knowledge about languages	• Understand and start to use some basic core structures • understand that nouns are masculine or feminine • Understand the main core structures and begin to use some actively. • Identify phonemes that are the same as or different from English or other languages they know	• Use agreements of adjectives • Manipulate language by changing an element in a sentence • Understand and use negatives • Recognise patterns in the foreign language
knowledge about countries and cultures	• Start to understand cultural similarities and differences and how festivals are celebrated • Understand the differences in social conventions when people greet each other • Identify counties where selected language is spoken • Investigate aspects of lifestyle in selected country e.g. food or leisure activities	• Look at further aspects of everyday lives from the perspective of someone from another country • Learn about places of interest/ importance within the county studied • Present information about an aspect of culture • Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country Investigate cultural differences to be studied
Oracy Objectives Skills covered	<u>Social & Emotional</u> • Listen Actively questioning and responding to others • To speak with confidence in front of an audience • To develop an awareness of audience <u>Cognitive</u> • To offer opinions that are not their own • To begin to ask probing questions <u>Linguistic</u> • To begin to use French vocabulary • To use French vocabulary with more confidence <u>Physical</u>	<u>Social & Emotional</u> • Listening actively for extended periods of time • To speak with flair and passion • To begin to use humour effectively • <u>Cognitive</u> • To draw upon knowledge of the world to support their own point of view. • to assess different viewpoints and present counter-arguments. <u>Linguistic</u> • To use French vocabulary with increasing confidence and with

	- To consider position and posture when addressing an audience. - To consider how tone, volume and pace can influence the effectiveness of a presentation.	the correct accent. - To use a wider range of French vocabulary with confidence and the correct accent. Physical - To project their voice to a larger audience. - To adjust tone, volume and pace for a given purpose or audience.
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Curriculum Content Map

Yr.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Key Unit Question: How do people greet each other in France? (French speaking countries) "Big Question" - How does learning a new language change how we see the world? Content: - Introduce themselves and greet other people. - Basic classroom instructions	Key Unit Question: How do people greet each other in France? (French speaking countries) "Big Question" - How does learning a new language change how we see the world? Content: - Give their age in French. - Use the verbs "to speak" and "to be" in the first person. - Describe the languages they speak and their nationality. - How Christmas is celebrated in France!	Key Unit Question: What can I say about my family and me? "Big Question" - Is a word's meaning fixed in language? Content: - Describe their families using the verb "to have" in the first person. - Indefinite articles. - Nouns and gender.	Key Unit Question: What can I say about my family and me? "Big Question" - Is a word's meaning fixed in language? Content: - Family vocabulary. - Use possessive pronouns to give their family members' ages. - Basic animal vocabulary. (pets) - The tradition of April Fool's Day in France!	Key Unit Question: How do I give my opinion of things? "Big Question" - Should we protect dying languages, or is their disappearance a natural part of human evolution? Content: - The months of the year. - Revision of numbers and family members. - Understand and give birthdays.	Key Unit Question: How do I give my opinion of things? "Big Question" - Should we protect dying languages, or is their disappearance a natural part of human evolution? Content: - Basic animal vocabulary (zoo) - Give opinions (likes and dislikes) - Revision of months of the year and giving birthdays.

4	Key Unit Question: What can I say about my hobbies? "Big Question" - Why do some concepts exist in one language but are impossible to translate to another? Content: - Introduce themselves and greet other people. - Numbers 0 - 30. - Telling the time on the hour and half-past the hour. - Days of the week.	Key Unit Question: What can I say about my hobbies? "Big Question" - Why do some concepts exist in one language but are impossible to translate to another? Content: - Revise basic opinion vocabulary. - Talk about hobbies. - Time phrases. - The holiday season (Christmas and New Year) in French-speaking Canada!	Key Unit Question: How do I look? "Big Question" - Do we need to translate language literally to get the best understanding? Content: - Colours. - Parts of the face. - Describe their hair and eye colour.	Key Unit Question: How do I look? "Big Question" - Do we need to translate language literally to get the best understanding? Content: - Describe a character/person. - Use the verbs "to have" and "to be" in the 3rd person singular. - Easter in France.	Key Unit Question: What would you order in a French cafe? "Big Question" - In what ways does food define a nation's cultural identity? Content: Talk about what students eat and drink at different mealtimes in the 1st person.	Key Unit Question: What would you order in a French cafe? "Big Question" - In what ways does food define a nation's cultural identity? Content: - Use food vocabulary to talk about foods they like and dislike. - Students will be introduced to some classic French dishes. - Design a French menu. - Taste French food.
5	Key Unit Question: What can I say about where I live? "Big Question" - Can you truly understand a culture without learning its language? Content: Revise vocabulary to introduce	Key Unit Question: What can I say about where I live? "Big Question" - Can you truly understand a culture without learning its language? Content: - Rooms around the house. - Prepositions	Key Unit Question: What is the weather like at different times of the year? "Big Question" - Why do some jokes fail to translate? Content: Describe the weather at various times of the year.	Key Unit Question: What is the weather like at different times of the year? "Big Question" - Why do some jokes fail to translate? Content: - Revision of numbers 1 - 30. - Give the temperature.	Key Unit Question: What is a francophone country and where are they? "Big Question" - Will AI and instant translation tools make learning a language obsolete? Content:	Key Unit Question: What is a francophone country and where are they? "Big Question" - Will AI and instant translation tools make learning a language obsolete? Content: Revise names and locations of

	themselves and greet other people. - Name countries. - Describe where they live. - Name compass points.	Christmas in France (especially food)	- Revise months of the year. - Seasons of the year.	- Give a weather forecast for France. - Kite festival in Berck Sur Mer - Cerfs Volants.	- Identify French speaking countries. - Continents - Describe landscapes.	French Speaking countries. Create a presentation about a French speaking country.
6	Key Unit Question: What can you find in Paris? "Big Question" - Does our language shape who we are or do we shape our language? Content: - Revise introducing self to others. - French cities - Alphabet - Prepositions - Common buildings/features in towns/cities.	Key Unit Question: What can you find in Paris? "Big Question" - Does our language shape who we are or do we shape our language? Content: - Life in Paris - Giving directions - Christmas Markets	Key Unit Question: What do I like to listen to and watch? "Big Question" - Does global media create a unified culture or destroy local traditions? Content: - Verb "to play" in the 1st and 3rd person. - musical instruments. - Revise opinion vocabulary. - Express opinions about different genres of music	Key Unit Question: What do I like to listen to and watch? "Big Question" - Does global media create a unified culture or destroy local traditions? Content: - Revise opinion vocabulary. - Express opinions on TV and Film. - Verb "to watch". - French music festivals.	Key Unit Question: What do I like/do in and out of school? "Big Question" - Are festivals and traditions necessary to unite a culture and keep history alive? Content: - School subjects. - Give opinions about subjects. - Introduction of "parce que" (because) and some simple adjectives.	Key Unit Question: What do I like/do in and out of school? "Big Question" - Are festivals and traditions necessary to unite a culture and keep history alive? Content: - Conjunctions - After School - Subjects & time. - Bastille Day