

St Vincent De Paul R.C. Primary School, Knutsford

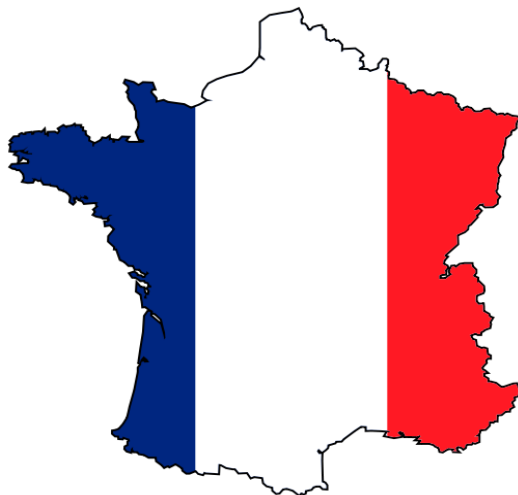
Mission Statement:

Believe, Trust and Be Ready

“That they may have life, and to the full” John 10:10



French Curriculum



French Curriculum Design

This document should be read alongside the French policy.

Rationale

At St. Vincent's, under the guidance of our Mission Statement and the Key Stage Two National Curriculum for Modern Foreign Languages, we aim to provide all our children with the opportunity to learn French. We are committed to implementing and embedding French throughout the curriculum and in the school environment. We believe that this will enable children to converse, communicate and contribute to a multicultural society, extending their horizons and opportunities as global citizens. We believe that learning a language should enhance their self-esteem and economic well-being, by developing the children's innate ability to communicate.

Intent

At St Vincent's, the intent of our French teaching is to:

- enable children to develop transferable (to any language) life skills;
- help children to adapt to new cultures and value their own;
- understand the culture of the countries in which French is spoken;
- allow each child to reach their full potential by broadening their experiences;
- build confidence and self-esteem as children seek to engage in conversation;
- develop all language skills (speaking, listening, reading, writing);
- stimulate children to see the value of a foreign language and want to learn more;
- enhance and reinforce learning across the primary curriculum.

At St. Vincent's, we believe in a communicative approach in which all pupils can actively engage in meaningful tasks. French will be exploited where possible and embedded in daily routines such as doing the register and in following basic classroom instructions. Greatest emphasis will be given to speaking and listening throughout Key Stage 2, with writing and reading taking greater priority in upper Key Stage 2. All classes are expected to show written evidence of learning in their French books, with clear progression evident from Year 3-6.

Implementation

EYFS & Key Stage One

French is not currently delivered formally in Early Years or Key Stage One, as per national Curriculum Guidance, although staff try to embed some French language content into daily routines such as taking the register, following classroom instructions and playing games. All classes also participate in the European Day of Languages in September to introduce them to language learning at this early stage.

Key Stage Two

From September 2021, all Key Stage 2 classes follow the PLN (Primary Languages Network) scheme of work to deliver 6 units of French teaching each academic year.

In Key Stage 2, children work on Oracy, Literacy, Knowledge about Language (KAL) and Language Learning Strategies (LLS), with a defined and manageable language content, enabling them to build up a bank of transferable language skills. A creative approach is taken, and cross-curricular links are made where possible, encompassing the full range of learning styles. Class teachers are encouraged to dedicate at least 45 minutes per week to the teaching and delivery of French, where at least 30 minutes should be directed, timetabled teaching time. In order to plan for progression, Key Stage 2 class teachers deliver their own French lessons using the direct 'Click to Teach' scheme from the Primary Languages Network, and supplement this where they feel necessary with resources from other areas such as the LCP scheme, Twinkl and CGP resource books.

Children are also encouraged to become independent and enthusiastic language learners through a variety of pathways (e.g. using songs, games and the Internet to play games at home and school, making pen friend links with French children, practising when abroad). Work is celebrated with individual praise and through classroom and school displays. All classrooms in Key Stage 2 are expected to have some written French on display which is visible, accessible to the children and relevant to their stage of development.

Language Learning is also celebrated across the school community in other ways, such as our annual whole-school event for the European Day of Languages every September. The aim of this event is not only to raise the profile of the subject within school; it is also to raise awareness of the linguistic diversity within our own school community and to increase the appreciation for language learning as a life skill.

Impact

As a result of our French teaching at St. Vincent's, you will see:

- Happy, confident and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

Long Term Plans and End Points to Ensure Progression

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 3	A New Start	Calendar & Celebrations	Animals I Like and Don't Like	Carnival Colours, Playground Games	Breakfast, Fruit Nouns and a Hungry Giant	Going on a picnic

Year 3 End Points	<p>By the end of Year 3, through a combination of direct teaching, conversation practice and being 'language detectives', most pupils should be able to:</p> <p>Know where France is in the world and recognise French-speaking countries. Conduct basic conversations with greetings, asking someone's name and giving their own, and asking someone how they are. Recognise, say and write all numbers from 1-10 and some from 11-20. Use their knowledge of numbers and conversation to say how old they are and ask someone else how old they are. Recognise, say and write at least 5 colour adjectives and play games using these. Listen and respond to several different classroom commands appropriately. Recognise and pronounce the days of the week. Remember some of the months of the year. Recognise, say and write at least 5 animal nouns, including the correct article. Recognise, say and write at least 4 fruit nouns, including the correct article. Begin to recognise plural nouns. Begin to recognise definite and indefinite articles. Make a good attempt at asking for an item politely. Begin to express preferences with simple phrases e.g. my favourite animal is ... Recognise some French cultural celebrations/traditions e.g. carnival/Easter.</p>					
Year 4	Welcome to School – Super Learners	Welcome to School – Super Learners	Family Tree and Faces	Celebrating Carnival, Body Parts	Feeling Unwell, Jungle Animals	Summer Time
Year 4 End Points	<p>By the end of Year 4, through a combination of direct teaching, conversation practice and being 'language detectives', most pupils should be able to:</p> <p>Confidently engage in simple conversations using greetings, personal information and simple questions. Recognise and say all numbers from 0-31. Recognise, say and write all months of the year. Confidently name classroom items, including correct masculine or feminine articles. Recognise and use the names of rooms around school, including correct articles. Respond accurately to a sequence of simple commands using instruction language. Say and write simple sentences including correct nouns and articles for places in a town. Recognise, say and write names for members of a family and ask, 'Who is it?' Recognise, say and write parts of the face and use simple (colour) adjectives in sentences with this vocabulary. Read, write and say body part nouns and use these to write sentences to describe an alien or monster. Express how they are feeling to another person e.g. unwell, hungry. Recognise, say and write the names of at least 5 jungle animals and independently write a sentence using a noun, verb and colour adjective about an animal.</p>					

	Read, understand, say and write at least three simple sentences to describe the weather.					
Year 5	My School My Subjects	Time in the City	Healthy Eating and Going to the Market	Carnival Clowns and Clothes	Out of This World	Going to the Seaside
Year 5 End Points	<p>By the end of Year 5, through a combination of direct teaching, conversation practice and being 'language detectives', most pupils should be able to:</p> <p>Recognise masculine and feminine adjectives to describe feelings and be able to create and say an extended sentence to describe a feeling with a reason.</p> <p>Use knowledge of feelings vocabulary to understand, write and say a third person sentence about another person.</p> <p>Know at least 5 nouns for school subjects with correct articles and understand, write and say an extended sentence about one which includes an opinion.</p> <p>Say and write a simple sequence of sentences to describe a city or town, including some simple conjunctions to make compound sentences.</p> <p>Recognise and say all numbers from 1-50.</p> <p>Remember, say and use some parts of the present tense verb 'to be'.</p> <p>Remember, say and use some parts of the present tense verb 'avoir' to describe a character in the third person.</p> <p>Understand and respond to at least 4 questions requesting personal information.</p> <p>Create simple persuasive sentences about reasons to visit the seaside.</p> <p>Understand, say and remember a sequence of nouns with the correct articles.</p> <p>Create a sequence of several sentences including verbal phrases using 'on peut' to describe what there is to do at the seaside.</p>					
Year 6	Everyday Life	Where I Live, Where You Live	Playing and Enjoying Sport	This is Me, Hobbies and Fun	Café Culture, Restaurants	Performance Time/ Transition
Year 6 End Points	<p>By the end of Year 6, through a combination of direct teaching, conversation practice and being 'language detectives', most pupils should be able to:</p> <p>Participate in spontaneous, brief conversations involving greetings, requests for personal information and expressing opinions and feelings e.g. hunger/school subjects.</p> <p>Give the time using o'clock, half past and quarter past/to.</p> <p>Understand, say and write a series of sentences to describe daily routine.</p> <p>Recognise, say and write at least 6 nouns for rooms in a house and use these to write several sentences about a house, including adjectives, correct articles and conjunctions.</p> <p>Say and write names for at least 6 different sports and use these to express preferences for sports or write a simple description of a sport using present tense verbs.</p>					

	<p>Use adjectives which correspond to nouns in extended sentences which name and describe fairground rides.</p> <p>Draft, check, re-write and say a short presentation giving a description of themselves and expressing opinions with reasons.</p> <p>Understand more about cultural differences through exploring café culture in France, and 'typical' restaurant menu items.</p> <p>Understand, say and ask politely for at least 3 different items in a café.</p> <p>Participate in short sketches (humorous or serious) from memory.</p>
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Progression

As well as end points in the table above, please refer to the PLN long term planning overviews for Years 3-6 and the Knowledge About Language & Grammar long term SoW. These documents provide further detail for each of the units in the long term summary above, and outline progress in all key language-learning areas:

- Content (vocabulary)
- Phonics
- Grammar
- Skills (Reading, Writing, Speaking, Listening)