

Brompton and Sawdon: Long term French curriculum plan

Adapted from the NYCC SCHEME OF LEARNING / Supplemented by resources from KAPOW



Class 2 Yr 2 and 3		A1	A2	Sp1	Sp2	Su1	Su2
Area		Moi	Les couleurs	La jungle	Bon appétit	Le sport	La météo
<ul style="list-style-type: none"> Year A and B Spiral curriculum: Children in Year 3 revisit content from Year 2 in order to cement vocabulary. See progression highlighted within the plan 	<p>Key concepts: Consolidation of two of the four key language learning skills: listening and speaking. Gentle introduction of the two remaining skills; reading and writing, starting at basic noun and article level, teaching pupils how to formulate and write short phrases. Children will progressively acquire use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.</p> <p>Encourage pupils to develop a genuine interest and positive curiosity towards foreign languages.</p>	<ul style="list-style-type: none"> Numbers 1 to 10 Alphabet Classroom vocabulary Comment t'appelles-tu? Comment ça va? Learn how to ask and answer questions about their names, learn how to express how they are feeling. Où parle t'on français? Learn where French is spoken in the world Discuss linguistic diversity within the class <p>Y2 will concentrate on developing their listening and speaking skills while Y3 will progress onto reading and writing in French.</p>	<ul style="list-style-type: none"> Quelle est cette couleur? Learn the colours in French Quelle est ta couleur préférée? Express which colour they like best <p>Y2 will use a simple grammatical structure such as J'aime le bleu whereas Y3 will form more complex structures such as "ma couleur préférée, c'est le bleu".</p>	<ul style="list-style-type: none"> Comment s'appelle cet animal de la jungle? Learn the names of some jungle animals. Recognise that some words occur in both English and French though they may sound different. Use their knowledge of numbers and colours to count and describe animals <p>Y3 will begin to use adjectives of size to form longer sentences while Y2 will concentrate on simple structures such as "un chat noir" (article, noun, adjective).</p>	<ul style="list-style-type: none"> Comment s'appelle ce fruit? Learn the names of some fruits and understand descriptions. <p>Y3 will write sentences to express likes and dislikes, ex. J'aime les abricots, Je n'aime pas les ananas while Y2 will make use of their knowledge of colours and numbers to form a simple sentence ex. Une banane jaune.</p>	<ul style="list-style-type: none"> Quel sport aimes-tu? <p>Y2 will learn the days of the week as well as names for some sports through poems and songs. Y3 will express opinions on sport and say what activities they play or do on a particular day.</p>	<ul style="list-style-type: none"> Quel temps fait-il? <p>Learn the names and locations of some towns in France. Learn some phrases about the weather. Y3 will extend their sentences by giving a description of the weather in a certain location ex. À Marseille dans le Sud, il fait soleil.</p>
	Key Vocabulary	<p>Bonjour, bonsoir, comment ça va? Ça va bien/mal, et toi? Merci, comment t'appelles-tu? Je m'appelle + number up to 10, c'est quel numéro?</p>	<p>Rouge, vert, marron, gris, jaune, bleu, violet, blanc, noir</p>	<p>un crocodile, un serpent, une araignée, une panthère, un lion, un toucan, un papillon, un singe, un leopard</p>	<p>Un citron, une banane, un melon, une fraise, un ananas, une poire, un abricot, une cerise, un raisin, une pomme, un kiwi</p>	<p>les jours de la semaine + sports: le basket, le football, le tennis, le rugby, le badminton, le volley, le cyclisme, la danse, la natation, l'équitation</p>	<p>Il fait chaud, il fait mauvais, il fait froid, il fait du vent, il fait soleil, il neige, il pleut, dans le nord, le sud, l'est, l'ouest</p>

Diversity



Recognise that France has the same diverse groups/dialects as the uk

Global awareness



Recognise that Paris is the Capital of France

Locate France on a map of Europe and a world map

Rural Aspirations







Recognise some situations / careers where knowing a different language would be an advantage

Inspired by Nature



We take every opportunity to be inspired by nature, whatever the subject.

Class 3 (Year 4, 5 and 6)		A1	A2	Sp1	Sp2	Su1	Su2
Area		Le corps	Le calendrier des fêtes	Les animaux	Au marché	Vive le temps libre	Les vacances
<ul style="list-style-type: none"> Year A, B and C Spiral curriculum: Children revisit content from previous years in order to cement vocabulary use and grammatical knowledge. Progression: In all units Y6 are expected to: <ul style="list-style-type: none"> -Use all of the Pronouns -manipulate sentences -vary sentence structure -extend grammatical structure 	<p>Key concepts: Develop pupils' ability to carry out commands and instructions ranging from simple to complex. Encourage them to speak in sentences, using familiar vocabulary, phrases and language structures. Write phrases from memory and adapt these to create new sentences to express ideas clearly. Understand basic grammar and the conjugation of high frequency verbs. Opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them.</p>	<ul style="list-style-type: none"> Quelle est cette partie du corps? <p>Y4 will concentrate on learning the names for different parts of the body through songs and stories; as well as getting more familiar using high frequency verbs such as Avoir/ Etre. <ul style="list-style-type: none"> Peux-tu décrire ta famille? <p>Y5 will be using more complex grammatical structures in order to talk about their families.</p> <ul style="list-style-type: none"> Qui est ce? <p>Y6 will use previously acquired vocabulary to give a more detailed physical description of themselves as other people.</p> </p>	<ul style="list-style-type: none"> Quelle est la date d'aujourd'hui? Comment célébrons nous Noël en France? <p>Y4 will focus on numbers from 1 to 31 as well as months and revise days of the week to be able to give the date in French. They will also learn about seasons and various festivals such as Christmas.</p> <ul style="list-style-type: none"> Quelle est la date de ton anniversaire? <p>Y5 will use prepositions such as en/au/de in order to answer questions about their birthday dates and age; quelle est la date de ton anniversaire? Quel age as tu?</p> <ul style="list-style-type: none"> Que vas tu offrir à ta famille pour Noël? <p>Y6 will use the conditional as well as the future tense to express and explain what presents they will buy for various family members.</p>	<ul style="list-style-type: none"> As tu un animal? <p>Learn the names for some pet animals. Learn to write simple/complex sentences about their pets.</p> <ul style="list-style-type: none"> Peux-tu décrire ta visite au zoo? <p>Y5 will learn the name for zoo animals and use the past tense to recount a zoo visit.</p> <ul style="list-style-type: none"> Où vit cet animal? <p>Y6 learn about animal habitats.</p>	<ul style="list-style-type: none"> Quel légume veux tu acheter? <p>Learn how to order vegetables using the conditional tense and understand euro money.</p> <p>Que manges-tu pour le petit-déjeuner?</p> <p>Y5 will use the perfect tense to describe what they eat for breakfast ex.</p> <p>J'ai mangé, j'ai bu while</p> <p>Y6 will learn how to order drinks and snacks and justify their opinions ex. Parce que c'est bon pour la santé. They will familiarise themselves with mathematical vocabulary – plus/moins.</p>	<p>De quel instrument de musique joues tu?</p> <p>Learn musical instrument names and be able to say which instruments they play using prepositions; je joue du/de la.</p> <p>Quel est ton sport ou ton passe temps préféré?</p> <p>Y5 will revise sports and introduce other hobbies such as listening to music. They will venture into the Future using the construction Je vais + infinitive.</p> <p>Peux-tu décrire ce pays?</p> <p>Y6 will learn about France's geographical features as well as numbers up to 100. They will use modal verbs; on peut + infinitive to say what they can do and where they are able to do it.</p>	<p>Quel vêtement portes-tu?</p> <p>Learn vocabulary for a range of clothes to say what they and others wear in different weathers and seasons.</p> <p>Que vois-tu au bord de la mer?</p> <p>Y5 will concentrate on learning some nouns, verbs and adjectives to describe a beach scene. They will also learn how to order and pay for ice-creams.</p> <p>De quelle nationalité es tu?</p> <p>Y6 will learn the names of countries in French. They will be able to describe nationality, where they are from and what language they speak and use the future tense to discuss holiday plans.</p>
	Vocabulary	<p>Le corps, la tête, le nez, la bouche, les genoux, les pieds, les épaules, les oreilles, les yeux (l'oeil), les bras, les jambes.</p> <p>Un frère, une soeur, un fils, une fille (unique), un demi-frère, une demi-soeur, un beau-père, une belle-mère, mon père, ma mère, mon grand-père, ma grand-mère</p>	<p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. En hiver, au printemps, en été, en automne.</p> <p>Quelle est la date de ta fête?</p> <p>Quelle est la date de ton anniversaire? Quel age as tu?</p> <p>Numbers >40</p> <p>Time 24hr clock</p> <p>Noël (cadeaux)</p>	<p>Un chat, un chien, un lapin, un oiseau, un cheval, un hamster, un cochon, un poisson, un cochon d'Inde, une tortue.</p> <p>Lourd, grand, grognon, rapide, lent, effrayant, dangereux/dangereuse.</p> <p>Dans la forêt, dans la savane, à la ferme, dans la mer</p>	<p>Une tomate, une pomme de terre, une carotte, une aubergine, une courgette, des petits pois, un chou, un oignon, un poivron, du maïs, des céréales, un croissant, du pain, du beurre avec une brioche parce que c'est très/trop sale, bon/mauvais pour la santé.</p> <p>L'addition c'est combien? Numbers>60</p>	<p>Un violon, un piano, un saxophone, une clarinette, une guitare, une batterie.</p> <p>La musique jazz, la musique classique.</p> <p>Ecouter de la musique, jouer a la wii, jouer à la x-box, faire du shopping, aller au cinema, regarder la télé, lire, nager, dessiner.</p> <p>Le Tour de France (départements français, numbers >100)</p>	<p>Un pantalon, une culotte, une veste, une chemise, des lunettes, des chaussures, un manteau, des chaussettes, un chapeau, une robe, une jupe.</p> <p>Le ciel, la mer, la serviette, la plage, le bateau.</p> <p>Français/ Française, Italien/Italienne, Espagnol/Espagnole</p>
Diversity		•Discuss similarities and differences between French and English culture					
Global awareness (throughout subject)		• Know some landmarks in Paris (eg. Eiffel Tower, Louvre Museum, Notre Dame Cathedral).					
Rural Aspirations		<ul style="list-style-type: none"> • Know that it is easy to get to France via ferry or the Channel tunnel. • Discuss how living in the South of the UK might change how you view a trip to France. 					
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject.					