



Ranvilles Junior School – our Languages Pathway


Be you
Explore
Excel

National Curriculum statement			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 audience.	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.
Year 3	Topic 1 Autumn 1	French Greetings	✓	✓	✓									
	Topic 2 Spring 1	Adjectives of colour, shape and size		✓	✓	✓	✓	✓			✓			✓
	Topic 3 Spring 2	Numbers and age; Playground games	✓	✓		✓	✓		✓	✓				
	Topic 4 Summer 2	French classroom; Circle of Life			✓	✓	✓					✓	✓	✓
Year 4	Topic 1 Autumn 1	Portraits: describing in French	✓	✓	✓				✓				✓	✓
	Topic 2 Autumn 2	Clothes	✓		✓				✓	✓	✓	✓	✓	✓
	Topic 3 Spring 2	French numbers, calendars & birthdays	✓	✓	✓		✓	✓	✓		✓			
	Topic 4 Summer 2	Miam miam! French food	✓		✓				✓		✓			
Year 5	Topic 1 Autumn 1	French Monster Pets		✓		✓	✓	✓	✓		✓	✓	✓	✓
	Topic 2 Autumn 2	Shopping in France	✓	✓		✓	✓	✓	✓		✓	✓		✓
	Topic 3 Spring 2	Verbs				✓	✓			✓	✓		✓	✓
	Topic 4 Summer 2	Meet my French family			✓	✓	✓	✓	✓			✓	✓	✓
Year 6	Topic 1 Autumn 1	French Sport & the Olympics	✓		✓						✓			✓
	Topic 2 Autumn 2	In my French house	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
	Topic 3 Summer 1	Planning a French holiday	✓			✓		✓	✓		✓	✓	✓	✓
	Topic 4 Summer 2	Visiting a French town	✓		✓	✓			✓		✓	✓		✓



	Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.	Our SMSC 'Big Debate' Links <i>Children may choose to identify learning behaviours required in Languages, coupled with the content of the Languages curriculum, in the Big Debate</i>				★
Year 3	Topic 1 Autumn 1 French Greetings	In order to introduce the children to the language of French through developing the skills of basic conversation.	Making a difference as an individual is more important than as a team.				
	Step 1	Step 2	Step 3	Step 4			
	To greet someone and introduce yourself in French.	To use the correct French greeting for the time of day.	To ask and answer a question about feelings in French.	To perform a finger rhyme in French.			
	Topic 2 Spring 1 Adjectives of colour, shape and size	In order to develop the children's vocabulary through description of colour, in view of advancing the choice of adjectives in future years.	What we have achieved in this century is more significant than the past.				
	Step 1	Step 2	Step 3	Step 4	Step 5		
	To recognise and name colour words.	To describe shapes by their colour.	To describe shapes by their size and colour.	To understand and recognise what are cognates and near cognates.	To follow instructions in French.		
	Topic 3 Spring 2 Numbers and age; Playground games	In order to introduce the children to counting in French, before applying these to meaningful contexts such as age and playground games.	What is more important, physical, social, emotional or mental well-being?				
	Step 1	Step 2	Step 3	Step 4	Step 5		
	To count from one to six in French.	To count beyond six in French.	To use number words to give more information about ourselves.	To recognise the numbers one to twelve, written in French.	To use the number words one to twelve when playing playground games.		
	Topic 4 Summer 2 French classroom; Circle of Life	In order to introduce the children into masculine and feminine nouns in the context of the classroom, whilst developing children's knowledge of constructing simple French sentences.	I'm Ok – You're OK! Differences are good.				
The French classroom				Circle of Life (Animals)			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	
To understand and respond to simple classroom instructions.	To name school bag objects and recognise if they are masculine or feminine.	To ask and answer a question about something you have or do not have.	To read and understand short sentences. Context: in a school bag	To prepare and present a short spoken text. Context: in my school bag	To research a new noun in French and determine its gender.	To build sentences to describe where something lives or does not live.	



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Year 4	Topic 1 Autumn 1 Portraits: describing in French		In order to develop the children's fluency and competence in language by learning body (facial) parts, describing them with simple adjectives and writing descriptive sentences.	Identity and self-worth are influenced more by change than by context and culture.		
	Step 1	Step 2	Step 3	Step 4	Step 5	
	To begin to understand that adjectives change if they describe a feminine noun.	To understand a simple description of hair and eye colour.	To create simple descriptive sentences.	To understand simple descriptive sentences.	To write descriptive sentences.	
	Topic 2 Autumn 2 Clothes		In order to continue the children's development in understanding noun/adjective agreement in the context of clothes, and build in language of likes and dislikes.	Being powerful is more important than being different.		
	Step 1	Step 2	Step 3	Step 4	Step 5	
	To recognise and use vocabulary relating to clothing.	To apply their understanding of noun and adjective agreement in French.	To understand adjectival position and agreement for gender and number.	To express an opinion (like/dislike).	To describe an outfit using adjectives correctly.	
	Topic 3 Spring 2 French numbers, calendars & birthdays		In order for the children to develop their sense of identity in French through articulating their birthday and learning dates, along with building understanding of differences between French and English culture in celebrations.	We have the right to learn from our mistakes without being judged.		
	Step 1	Step 2	Step 3	Step 4	Step 5	
	To recall and use numbers 1 to 31 in French.	To say the days of the week in French.	To say the months of the year.	To select vocabulary to discuss the date in French.	To compare similarities and differences between traditional birthday celebrations in France and England.	
	Topic 4 Summer 2 Miam miam!: French food		In order to develop the children's confidence in vocabulary by expanding this to food, through meaningful conversations such as ordering food and paying for goods.	We are all responsible for our environment and natural world to ensure lives are impacted positively.		
Step 1	Step 2	Step 3	Step 4	Step 5		
To begin to understand a conversation in French.	To read and say amounts of money in French.	To identify and pronounce the names of French shops correctly.	To work out the meaning of unfamiliar words.	To create a French menu based on authentic texts.		



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Year 5	Topic 1 Autumn 1 French Monster Pets		In order to build on the portraits unit in Year 4 by now describing monster pets, where children will develop their vocabulary and language in French descriptions.		Belonging - we should all be free to move between countries.
	Step 1	Step 2	Step 3	Step 4	Step 5
	To investigate a text for clues to understand new words.	To identify nouns by their gender, number and meaning.	To apply knowledge of French nouns and gender agreement to a short piece of writing.	To develop understanding of adjectival rules in French.	To apply knowledge of vocabulary and grammar to a piece of writing.
	Topic 2 Autumn 2 Shopping in France		In order to build on the 'Miam Miam' unit in Year 4 through using and applying language of shopping in wider contexts in real-life situations.		Being remembered for making a difference is more important than making a difference.
	Step 1	Step 2	Step 3	Step 4	Step 5
	To build numbers and prices confidently in French.	To name different foods in French and notice patterns in sounds.	To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.	To be able to use vocabulary to describe a quantity of different food nouns.	To be able to explore and understand an authentic French text.
	Topic 3 Spring 2 Verbs in a French week		In order to develop the children's grammatical understanding of French verbs, leading to greater confidence and proficiency in constructing French sentences both orally and written.		The voice of a child is as important and valuable as that of an adult.
	Step 1	Step 2	Step 3	Step 4	Step 5
	To recognise that verbs take different forms and to find infinitive verbs in a dictionary.	To begin to recognise some regular verbs in the present tense.	To recognise that verbs take different forms and to find infinitive verbs in a dictionary.	To know that some verbs do not follow regular patterns.	To build and deliver a short presentation, choosing and using a range of action verbs.
	Topic 4 Summer 2 Meet my French family		In order to develop the children's sense of identify through the language of French by identifying members of their family and gaining confidence in expressing opinions.		Learning together and from our mistakes leads to significant personal growth.
Step 1	Step 2	Step 3	Step 4	Step 5	
To recognise and use phrases to say if I have a brother or sister.	To be able to name different family members on a family tree.	To be able to build descriptive sentences into a short paragraph.	To be able to understand and express simple opinions.	To plan and prepare a short presentation about my family.	



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The contextual focus for the pupils' learning.		The importance of the topic in our curriculum.	Children may choose to identify learning behaviours required in Languages, coupled with the content of the Languages curriculum, in the Big Debate		
Topic 1 Autumn 1 French Sport & the Olympics		In order to develop children's knowledge and vocabulary of French sports, applying this to the context of the Olympics and through games.	It is important that some personal information is in the public domain.		
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To express an opinion about sports and to say which sports you play.	To learn the words in French for countries around the world	To conjugate the verb 'to go' and say I or someone else is going to a country.	To rehearse orally new vocabulary.	To learn about the French game of pétanque and to rehearse new vocabulary.	To write an interview magazine article about the Olympic Games.
Topic 2 Autumn 2 In my French house		In order to develop the children's knowledge and vocabulary of buildings, specifically their home, and using and applying a range of descriptive devices and sentence structures.	Change always has a positive impact.		
Step 1	Step 2	Step 3	Step 4	Step 5	
To describe houses in French.	To write a description of a house in French.	To use prepositions to describe the position of items in the bedroom.	To use prepositions to describe the positions of objects in the bedroom.	To write a letter describing my home.	
Topic 3 Summer 1 Planning a French holiday		In order to prepare the children for secondary school by beginning to look at changes in tenses through learning about the present and the future tense and using this in the context of booking a holiday.	Fair trade is fair.		
Step 1	Step 2	Step 3	Step 4	Step 5	
To begin using the near future tense.	To identify and form the present and near future tenses.	To describe which clothes to pack for a holiday.	To read and understand a story about a summer holiday.	To plan a holiday to France.	
Topic 4 Summer 2 Visiting a French town		In order to give confidence and proficiency to the children in speaking and using French in the context of visiting a town, including how to express directions and opinions verbally.	Every individual can leave a positive legacy.		
Step 1	Step 2	Step 3	Step 4	Step 5	
To create a description of my route to school.	To begin to understand, ask for and speak directions to places in a town.	To learn about travel to France through role play.	To express and justify an opinion on where to visit in a town.	To analyse a text and identify key grammatical features.	

Year 6