Our Languages Pathway – French

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		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	**Playground Games – numbers and age**	✓	✓		✓	✓		✓	✓				
	Topic 4 Summer 2	**French classroom; Circle of Life**			✓	✓	✓					✓	✓	✓
Year 4	Topic 1 Autumn 1	**Portraits: describing in French**	✓	✓	✓				✓				✓	✓
	Topic 2 Autumn 2	**Clothes: getting dressed in France**	✓		✓				✓	✓	✓	✓	✓	✓
	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 in a French week**				✓	✓			✓	✓		✓	✓
	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 town in France**	✓		✓	✓			✓		✓	✓		✓

The Languages Pathway – Year 3

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Year 3

Focus The contextual focus for the pupils' learning.	**Purpose** The importance of the topic in our curriculum.	**Our SMSC 'Big Debate' Links** *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 Greetings**	In order for pupils to belong in a wider global community, achieve success in language learning and thrive as confident communicators, they learn to greet others, introduce themselves, talk about their feelings and enjoy French rhymes while developing an understanding of French language and culture.	**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 for pupils to achieve confidence in understanding and using French, belong as active participants in language learning and thrive as independent learners, they learn to name colours, describe shapes, recognise links between French and English words, and follow simple instructions.	**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 for pupils to achieve fluency with basic French numbers, belong in shared games and activities, and thrive as confident language learners, they learn to count, recognise and use numbers to share information about themselves and interact with others.	**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 for pupils to achieve success in communicating about familiar aspects of school life, belong as active participants in classroom interactions and thrive as independent language learners, they learn to understand instructions, talk about everyday items, read and present simple French sentences, and explore how French nouns are organised.	**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.

The Languages Pathway – Year 4

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Year 4

Focus The contextual focus for the pupils' learning.	**Purpose** The importance of the topic in our curriculum.	**Our SMSC 'Big Debate' Links** *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 **Portraits: describing in French**	In order for pupils to achieve greater accuracy in French, belong through meaningful communication with others and thrive as confident language users, they learn to understand, create and write simple descriptions of appearance while recognising how adjectives change to match different nouns.	**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 – getting dressed in France**	In order for pupils to achieve confidence in expressing personal preferences, belong through conversations about everyday life and thrive as increasingly accurate linguists, they learn clothing vocabulary, apply adjective agreement and word order, and express opinions about what they like, dislike and wear.	**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 pupils to achieve confidence in discussing dates, belong through exploring similarities and differences between cultures and thrive as curious global citizens, they learn to use numbers, days and months in French and compare birthday traditions in France and England.	**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 for pupils to achieve practical communication skills, belong in real-world and cultural contexts and thrive as independent language learners, they learn to understand simple conversations, use money and shop vocabulary, work out unfamiliar words and create their own French menu from authentic texts.	**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.

The Languages Pathway – Year 5

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Year 5

Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.	Our SMSC 'Big Debate' Links *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 Monster Pets**	In order for pupils to achieve greater understanding of how French works, belong as successful participants in language learning and thrive as confident writers, they learn to identify and apply rules about nouns and adjectives and use their growing grammatical knowledge in their own writing.	**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 for pupils to achieve confidence using French in everyday situations, belong through shared storytelling and cultural experiences and thrive as enthusiastic communicators, they learn to use numbers and prices, describe quantities of food and explore authentic French texts.	**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 for pupils to achieve greater fluency in communicating actions, belong through speaking and presenting to others and thrive as resilient language learners, they learn how verbs work, recognise regular and irregular patterns, and use a range of action verbs to create and deliver a short presentation.	***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 for pupils to achieve confidence in sharing personal information, belong through talking about the people who are important to them and thrive as effective communicators, they learn to name family members, describe relationships, express opinions and present information about their family in French.	***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.

The Languages Pathway – Year 6

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Year 6

Focus The contextual focus for the pupils' learning.	**Purpose** The importance of the topic in our curriculum.	**Our SMSC 'Big Debate' Links** *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 for pupils to communicate their interests, preferences and future plans in real-life contexts, while building confidence, vocabulary and cultural awareness, they learn to discuss sports, give opinions, talk about where they are going, and create increasingly detailed spoken and written descriptions.	**It is important that some personal information is in the public domain.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
To express playing a sport using the correct verb and preposition.	To express sporting preferences using an opinion verb, a second verb and an adjective.	To express travel plans using the verb **aller**.	To create sentences for a sports diary, including opinion verbs, second verbs and adjectives.	To create a description using familiar language, a wide range of vocabulary and grammatical structures.

Topic 2 Autumn 2 **In my French house**	In order for pupils to build confidence in using French to communicate personal information and thrive as independent and successful communicators, they learn to describe homes and rooms, explain where objects are located, and write about their home in French.	**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 for pupils to achieve confidence in communicating about future plans and experiences, belong within an increasingly connected world through engagement with French language and culture, and thrive as independent speakers of French, both in terms of content and grammar.	**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 for pupils to achieve confidence in communicating about journeys and places, belong within a wider community, and thrive as independent communicators, they learn to describe routes, give directions, express opinions, and understand how French language is used in real-life contexts.	**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.