



# FRENCH AT NEWTON



## Intent

Learning a foreign language allows children to gain an insight and understanding of other places and cultures beyond their own immediate experiences, thus enriching and broadening children’s views of the world in which they live. Our French curriculum provides our children with a systematic approach to gaining foundational speaking, listening, reading and writing skills which will equip them to communicate confidently with others and provide a solid basis for future languages learning either here or abroad.

**Implement:** The children’s journey into learning a new language begins in Year 2 at Newton. It starts off in Years 2 and 3 with familiar contexts and situations that children can confidently discuss in their own language, before it moves on in Years 4-6, to encompass a broader range of topics that children can relate to and might actually find useful if they were to visit France. The focus is very much on developing spoken language that has practical use in real-life contexts.

## Learning Overview

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Willow Class)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>JUNIPER</b>						
<b>WILLOW Cycle A</b>	Getting to Know You		All about Me		Family and Friends	
<b>WILLOW Cycle B</b>	Food Glorious Food		Our School		Time	
<b>OAK</b>	Getting to Know You	All about ourselves	That’s Tasty	Family and Friends	School Life	Time Travelling

<b>Cycle A</b>						
<b>Oak</b>	All Around Town	On the Move	Gone Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
<b>Cycle B</b>						
<b>Oak</b>	Let's Visit a French Town	Let's go Shopping	This is France	Our Precious Planet	All in a Day	More to Explore
<b>Cycle C</b>						

### IMPACT (END GOALS)

**In their target language, by the end of Year 3 children should be able to:**

- greet each other, exchange names, ask how someone is, count to 10 and say how old they are
- understand and follow instructions, name parts of the body, identify colours and say what they are wearing.
- name a range of food, to express likes and dislikes and to count and use plural nouns.
- to identify and introduce family and pets and spell their names as well as naming places in their own home.
- use key vocabulary and phrases on the theme of school, including vocabulary for places around school and classroom objects.
- say the days of the week, months and dates and also count on from 11 to 31

**In their target language, by the end of KS2 children should be able to:**

- describe places in a town, count to 100 and give their address in French
- develop their conversational skills via some new topics: transport, direction and movement; conjugating the highfrequency verb 'to go' and use it in context.
- name fruit, vegetables and clothes as well and to use key phrases for asking the questions needed when going shopping.
- Use specific vocabulary of countries of the United Kingdom, continents and animals from different continents as well as a country's position related to the equator; use key phrases connected to the themes
- use specific vocabulary related to holidays, weather and seasons, sports and hobbies as well as key phrases connected to the themes
- express their emotions and to talk about the future, using two different tenses.
- describe their own appearance; use key grammatical features of French, such as the position and agreement of adjectives
- use key vocabulary related to food and drink as well as the specific vocabulary/key phrases of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops

- use key vocabulary related to objects, subjects and prepositional language
- understand and respond to questions and answers which they would use at school
- talk about key events in French history, using one of the common past tenses in the French language, and to give dates of birth/death for famous French people.
- find their way around a French town (virtually) using relevant vocabulary and phrases, talking about the places in town and giving directions in French
- use key vocabulary related to France and, in particular, Paris.
- Know and understand specific vocabulary to describe France's neighbours and positions/distances of a variety of cities; using the French names for famous French landmarks and describing what people do when they visit Paris.
- tell the time: o'clock, half past, quarter past, quarter to and 5 minute intervals; use 24 hour times and adopt the French modes of representation for a.m. and p.m.
- use the immediate future tense

#### ASSESSMENT

French learning can be recorded in Topic books, but much of it will be spoken. The adult will record observations of children's attainment and progress orally in a class learning journey.

Teachers assess learning in number of ways: by making observations of the children working during lessons, listening to their responses and ideas, looking at work in books (where it exists) as well as outcomes of weekly quizzes (vocabulary related typically) and end of unit tests. All these assessment tools help teachers to reach a judgement as to how well the unit content has been learnt ie. do children know, remember and can do the things we have been teaching them? While it is crucial that the teacher then acts on the outcomes of this assessment so that it informs future learning, it also provides a snapshot summary identifying who is on track, who is not there yet and who is out in front.

