

French Curriculum Overview: Bushey Heath Primary School Year 3

Intent

To inspire and challenge children to acquire a firm understanding of the French language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	I am learning French	Animals	Instruments	Little Red Riding Hood	I can...	The Tudors
Knowledge/ Vocabulary	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> To locate France, Paris and a few key cities on a map. Say our name, how we are feeling Learn up to 10 colours Count from 1-10 in French. 	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). 	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> Name and recognise up to 10 instruments in French. Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French. 	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> Sit and listen to a familiar story being told in French. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in French. 	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with je peux. 	<p>Vocabulary sheet</p> <ul style="list-style-type: none"> Listen attentively to key facts from Tudor history in French. Build on previously learnt skills to decode longer spoken and written French language. Learn and be able to recall some key Tudor facts from history in French
Skills	Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as bleu for blue) and associating word and phrases to images to help.	We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a	To work on improving memory skills. Learning to recognise and learn cognates such as triangle, piano, clarinette first. Starting to build a short phrase in French using personal pronoun (je), conjugated verb 1st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately	To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language,	Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with je peux. Being able to create longer sentences. Understanding better je means 'I' in French. Learning to	To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic

		conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).		using word and picture cards to also help achieve this.	expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.	in one language to help decode in another. How languages have similarities as well as differences.
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases • Writing some words and phrases from memory as well as describing people and places with basic sentences 					

French Curriculum Overview: Bushey Heath Primary School Year 4

Intent

To inspire and challenge children to acquire a firm understanding of the French language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	Presenting myself	The family	The Romans	At the café	The weather	Goldilocks and the three bears
Knowledge/ Vocabulary	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Know how count to 20 in French. • Ask somebody how they are feeling and give an appropriate response back. • Ask somebody their age, name, where they live and reply 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age and relationship. • Count up to 100 in French. • Understand possessive adjectives better 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Understand the key facts of the history of Ancient Rome in French. • Say and spell the days of the week in French. • Name some/all of the most famous Roman inventions in French. • Write a diary of life as a rich and/or poor child in Roman times including the 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. • Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Recognise and recall the 9 weather expressions in French from memory. • Ask what the weather is today and give a reply in French. • Describe the weather in France, in French using a weather map with symbols. 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> • Listen attentively to a whole familiar fairy tale in French. • Remembering new language using picture, word and phrases cards. • Improve gist reading and gist listening skills. • Attempt to re-tell a familiar fairy tale in French using a

		in French ('my' form only).	use of the negative form in French.	as' hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.		mini book for support.
Skills	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.	We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.	To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.	To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.	To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.	To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases • Writing some words and phrases from memory as well as describing people and places with basic sentences • Express some ideas in writing • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding 					

French Curriculum Overview: Bushey Heath Primary School Year 5

Intent

To inspire and challenge children to acquire a firm understanding of the French language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	Do you have a pet?	What is the date?	In the classroom	Clothes	The planets	Habitats
Knowledge/ Vocabulary	Vocabulary sheet <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences. 	Vocabulary sheet <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. 	Vocabulary sheet <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	Vocabulary sheet <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb <i>PORTER</i> to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. 	Vocabulary sheet <ul style="list-style-type: none"> Name and spell accurately some/all the planets in French on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy. 	Vocabulary sheet <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.
Skills	To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives <i>et</i> (and) and <i>mais</i>	To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the	To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of	To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say	To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting	To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant

	(but) Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	year and numbers 1-31.	written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.	what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.	to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.	animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases • Writing some words and phrases from memory as well as describing people and places with basic sentences • express some ideas in writing • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding • Learning how to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions • Share their ideas and feelings using speech • Start to become independent in their studies and the ability to draw upon a wide range of resources 					

French Curriculum Overview: Bushey Heath Primary School Year 6

Intent

To inspire and challenge children to acquire a firm understanding of the French language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	Grammar explained	At school	The weekend	World War II	Healthy lifestyle	The Olympics
Knowledge/ Vocabulary	Un/une Le/la/les/l' Du/de la/des/de l' Masculine noun/feminine noun Mon/ma/mes Indefinite articles Definite articles Partitive articles Nouns Adjectival agreement Possessive adjectives <ul style="list-style-type: none"> Understand the basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> Name the subjects we study in school in French with the correct definite article/determine Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school. 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. Say and write in French the key countries and languages involved in WW2. Write a letter in French home explaining what life is like as an evacuee living in the countryside. 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. 	<u>Vocabulary sheet</u> <ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb FAIRE. Look at the adjectival changes involved when you describe a male Olympian or female Olympian

	<ul style="list-style-type: none"> • Key features and patterns of the language • How to apply these, for instance, to build sentences and how these differ from or are similar to English 					
Skills	<p>To know when to use 'un' or 'une' accurately before the noun</p> <p>To know when to use le, la, les or l' before a noun</p> <p>To know when to use du, de la, des or de l' before a noun</p> <p>To know how to make a singular noun plural in French</p> <p>To identify the correct form of an adjective for a noun based on whether it is masculine or feminine</p>	<p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p>	<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>	<p>To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.</p>	<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using conjunctions. Creating longer, more interesting replies including an opinion.</p>	<p>To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.</p>

	To know when to use mon, ma and mes before a noun					
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases • Writing some words and phrases from memory as well as describing people and places with basic sentences • express some ideas in writing • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding • Learning how to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions • share their ideas and feelings using speech • An independence in their studies and the ability to draw upon a wide range of resources • Communicate orally • Reading texts and stories in another language, carrying out basic comprehension tasks • Compare their use of English grammar and spelling to another language • The confidence to speak with good intonation and pronunciation. 					