



French
at
Castle Camps C. of E. (V.C.) Primary School

Life in all its fullness

Intent

At Castle Camps, we recognise the power of language learning in providing children with a broader perspective of the world. Our languages curriculum aims to promote awareness and understanding of the world by building on children's cultural capital through an in depth knowledge of French language and society. Pupils will access high quality teaching which develops a love of language, literature, music and art whilst allowing them to deepen their understanding of grammar, vocabulary and the spoken word.

All pupils will be supported to achieve their full potential, with the ultimate aim of pupils feeling confident engaging in spoken French, reading, listening and writing. Throughout their time in Key Stage Two, children will develop an understanding of the opportunities provided by learning a language, and the doors that will be opened to them in their future.

Learners will:

- make substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study;
- become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies that allow them to succeed, including what to do when faced with unfamiliar language, memorisation and retrieval;
- develop the skill of using a bilingual dictionary and reference materials;
- manipulate language to speak or write French using their knowledge of features of French including grammar;
- recognise similarities and differences between English (and other languages they speak) and French;
- notice patterns and key sounds in French, including graphemes used to represent them, and apply them to speaking listening and reading aloud;
- appreciate and join in with songs, rhymes and stories, moving from copying sounds to adapting them through substitution and expansion;
- have a deeper understanding of cultural differences and similarities, including French as a world language.

Implementation

Pupils will be formally introduced to the French language in Year Three. We follow the 'Rising Stars' scheme of work which has a focus on speaking, listening, reading and writing skills. Children's knowledge of the grammatical features of the French language are developed and embedded through a wide variety of topics and themes focused on French culture and traditions.

Speaking and listening activities form a key part of pupils' language learning. They have the opportunity to sing songs, engage in drama and role-play activities and perform rhymes. Pupils actively participate in lessons, using real-life French resources including age-appropriate texts, games and videos. Pupils' cultural awareness is enhanced through the celebration of French holidays and the European Day of Languages.

Impact

By the end of Key Stage Two, pupils will feel confident when expressing themselves in French; having simple conversations, listening, reading and writing at an age appropriate level. Through learning an additional language, pupils will have had the opportunity to explore relationships between language and identity and develop a deeper understanding of other cultures and the world around them. Children will foster a love of language and will be fully prepared to continue their study of French at secondary school and beyond.

Rising Stars French allows us to show impact in the following ways:

- Within Rising Stars French, opportunities for assessment are indicated, particularly the online Challenge, which can be accessed by pupils or teachers.
- Teachers can assess against the objectives using the grid at the end of each book and the list of learning objectives at the beginning of each unit.
- Completed Activity Sheets and additional activities gather evidence of listening, reading and writing.
- Speaking can be evidenced by audio and/or video recording as well as by reflections of speaking activities by learners.
- Self and peer assessment opportunities, including use of 'I can' statements, can be found in the Teaching Slides and within session 6 of the planning. There is a self-assessment sheet for children to use for each unit, accessed on the online platform.
- Celebrations of language learning are suggested in the materials, including sharing learning with other year groups, assemblies and performances.

Using Rising Stars

- There are four stages, with six units in each stage.
- Each unit has been designed to be taught within one half-term. Units are self-standing, but are progressive. Due to our mixed age classes, we have adapted the units to a 1 year cycle for Y3 children and a 3 year rolling programme for Y4,5 & 6. Units will be adapted, when necessary.
- Each unit has a set of Teaching Slides which follow the activities within the unit and offer extension challenges for the Activity Sheets. Also here, you can find pupil-facing 'I can' statements.
- Six sessions are suggested per unit, plus additional cross-curricular project ideas.
- Each session has been planned for a single 30 minute lesson for Y3 and 50 minutes lesson per week for Y4-6. This could be split into smaller 'chunks' throughout the week or supplemented with further activities as best fits. Equally, the materials can be adapted and/or extended by the teacher to meet the individual needs of learners.

- Online challenges can be accessed on the online platform. The short quizzes recap previous learning and assess the new learning from that unit. They are an invaluable tool for teachers to see progression, identify gaps and inform future teaching and learning.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Subject Content

Key stage 2:

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language

teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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 audiences
- 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, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.

Rising Stars French Units: Stages 1-4

Stage 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Moi (All about me) RS Stage 1 Unit 1	Jeux et chansons (Games & Songs) RS Stage 1 Unit 2	On fait la fête (Célébrations) RS Stage 1 Unit 3	Portraits (Portraits)RS Stage 1 Unit 4	Les Quatre Amis (The four friends) RS Stage 1 Unit 5	Ça pousse! (Growing things) RS Stage 1 Unit 6
Objectives	<ul style="list-style-type: none"> ▶ To understand and use greetings in French ▶ To understand simple questions in French: Ça va ? Comment tu t'appelles ? Quel âge as-tu ? ▶ To answer simple questions in French: Ça va bien, je m'appelle, j'ai sept ans ▶ To name some members of my family in French: père, mère, frère, sœur ▶ To count from 1 to 10 in French and use numbers to count items 	<ul style="list-style-type: none"> ▶ To count from 1 to 20 in French ▶ To use numbers 1–20 to count items in French ▶ To understand and answer the question Combien de ... ? ▶ To understand someone saying which activity they prefer in French ▶ To talk about my preferences using Je préfère ... ▶ To ask someone their preference using et toi ? ▶ To use Il y a (there are) and J'ai (I have) to start sentences in French 	<ul style="list-style-type: none"> ▶ To understand and answer the questions Qui danse ? and C'est quand ton anniversaire ? ▶ To name the months of the year in French and put them into the correct order ▶ To join sentences using et ▶ To talk and write about hobbies in French ▶ To write my own phrases in French using a wordbank ▶ To identify a pronoun and a verb in French 	<ul style="list-style-type: none"> ▶ To understand, name and write colours in French ▶ To learn the names of parts of my body in French ▶ To know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for 'the' in French ▶ To identify a noun and an adjective in French ▶ To compare the position of an adjective in English and French ▶ To put adjectives 	<ul style="list-style-type: none"> ▶ To understand the names of some animals in French ▶ To identify animals from words read and heard in French ▶ To listen to and join in with a story in French ▶ To sort words according to gender (masculine and feminine) and sound (eu/ou) ▶ To recognise some movement-related verbs in French and show understanding by doing an action 	<ul style="list-style-type: none"> ▶ To use et to join sentences in French ▶ To understand the names of vegetables in French, in written and aural form ▶ To say the names of some vegetables in French ▶ To talk about food likes and dislikes in French ▶ To understand others giving their opinion about food in French ▶ To use my knowledge of French numbers ▶ To use simple expressions of approval and

	<ul style="list-style-type: none"> ▶ To copy the pronunciation of some French words ▶ To pronounce the 'r' sound correctly in French words ▶ To recognise some sounds that are special to French: j, ère, u 	<ul style="list-style-type: none"> ▶ To copy the pronunciation of some French words ▶ To recognise and correctly say the 'a' sound in French words 		<p>after the noun in French</p> <ul style="list-style-type: none"> ▶ To describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est) ▶ To recognise and say the 'eu' sound in French words 	<ul style="list-style-type: none"> ▶ To answer the question C'est de quelle couleur ? ▶ To decide when to use il or elle for the pronoun 'it', depending on the gender of the noun ▶ To write sentences in French about how animals move ▶ To develop strategies to work out the meaning of unfamiliar words ▶ To distinguish between 'ou' and 'eu' sounds in French 	<p>disapproval in French, such as bravo and fantastique</p> <ul style="list-style-type: none"> ▶ To ask for someone's opinion in French, using Et toi ? or Tu aimes ... ? ▶ To write sentences about likes and dislikes in French ▶ To use the French word beaucoup for emphasis ▶ To recognise and pronounce the nasal 'on' sound in French words
Vocabulary	<p>Bonjour ! Hello! Salut ! Hi!/Bye! Ça va ? How are you? Ça va bien/mal. I'm fine/not very well. Et toi ? And you? Au revoir ! Goodbye! Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher) oui,</p>	<p>11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ... ? Je préfère ... J'ai ... 11–20: eleven, twelve, thirteen, fourteen, fifteen, sixteen,</p>	<p>(très) bien (very) well/good Je joue bien au football. I'm good at playing football. Je nage bien. I'm a good swimmer. Je nage. I swim/I'm swimming. Je danse. I dance/I'm dancing. Je chante.</p>	<p>Les couleurs: The colours: rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable)</p>	<p>le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No,</p>	<p>Tu aimes ... ? Do you like ...? J'aime ... I like ... Je n'aime pas ... I don't like ... beaucoup a lot/much Je voudrais ... I would like ... Dans mon panier In my basket il y a there is/there are un haricot a</p>

	<p>non yes, no Je m'appelle ... My name is ... Comment tu t'appelles ? What's your name? voici ... here is ... 1–10: un, deux, trois, quatre, 1–10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten J'ai ... I have ... Quel âge as-tu ? How old are you? J'ai sept/huit ans. I'm seven/eight years old. mon père my father ma mère my mother mon frère my brother ma sœur my sister</p>	<p>seventeen, eighteen, nineteen, twenty How many ...? I prefer ... I have ... le football le saut à la corde Chat Perché Cache-cache le scoubidou le chat le chien la souris football skipping tag/chase hide and seek scoubidou the cat the dog the mouse</p>	<p>I sing/I'm singing. Je lis. I read/I'm reading. Bravo ! Well done! Super ! Chouette ! Super! Cool! Fantastique ! Fantastic! Je suis/Tu es un génie/ I'm/You're a genius! génial(e) ! Joyeux anniversaire ! Happy birthday! Les mois: (en) janvier, The months: (in) January, février, mars, avril, February, March, April, mai, juin, juillet, août, May, June, July, August, septembre, octobre, September, October, novembre, décembre November, December Je peux .../Je peux ... ? I can .../Can I ...? s'il te plaît please</p>	<p>brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has ... le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/small.</p>	<p>the rabbit doesn't pas, etc. gallop, etc. vite quickly lentement slowly Il sautille. He/It hops. Elle trotte. She/It scurries. la pomme the apple</p>	<p>bean un concombre a cucumber une tomate a tomato une laitue a lettuce du cresson some watercress une graine a seed une graine de haricot a bean seed un marché a market</p>
--	--	---	--	---	--	--

			(informal singular) Je saute. I jump/I'm jumping. Je lance le ballon. I throw/I'm throwing the ball. J'attrape le ballon.			
--	--	--	--	--	--	--

Stage 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	On y va! (All Aboard) RS Stage 2 Unit 1	L'argent de poche (Pocket Money) RS Stage 2 Unit 2	Raconte-moi le histoire (Tell me a story) RS Stage 2 Unit 3	Vive le sport! (Our Sporting Lives) RS Stage 2 Unit 4	Le Carnaval les animaux (Carnival of the animals) RS Stage 2 Unit 5	Quel temps fait-il? (The Weather) RS Stage 2 Unit 6
Objectives	<ul style="list-style-type: none"> ▶ To name places where French is spoken and find them on a map ▶ To learn weather and transport words in French ▶ To recognise and order the days of the week in French ▶ To join sentences with et and mais ▶ To talk in French about ways in which people travel ▶ To understand others saying how they travel ▶ To recognise that some final letters in French are silent (e.g. t, d) ▶ To use a bilingual dictionary to find 	<ul style="list-style-type: none"> ▶ To learn numbers 1–30 in French and understand them when spoken ▶ To say and write numbers 1–30, in sequence and out of sequence ▶ To ask for and give prices in euros (up to 30) ▶ To use the correct indefinite determiner un/une according to the gender of the noun ▶ To form plurals of nouns in French ▶ To use an adjective in French to describe an object ▶ To use j'ai (I have) and je n'ai pas (I 	<ul style="list-style-type: none"> ▶ To understand a familiar story in French ▶ To make links between French words and familiar words ▶ To use a dictionary to add to a 'qu' wordbank ▶ To distinguish between the French sounds on and en/an ▶ To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante) 	<ul style="list-style-type: none"> ▶ To talk about sports, choosing the correct verb je joue à / je fais de ▶ To understand others talking about their sporting preferences in French ▶ To understand that à le is contracted to au and de le to du, and apply this to speaking and writing ▶ To learn the names of foods in French and revise those learnt previously ▶ To name food items and attempt 	<ul style="list-style-type: none"> ▶ To name and spell animals in French ▶ To ask and answer questions: Où habites-tu ? and Quelle heure est-il ? ▶ To describe characteristics in French using Je suis... (I am) ▶ To further the description by using appropriate adjectives according to noun gender ▶ To recognise and say the 'oi' sound in French words ▶ To understand the time in French ▶ To say the time (o'clock) 	<ul style="list-style-type: none"> ▶ To say what the weather is like in French ▶ To recognise weather expressions in French ▶ To use Je porte (what I am wearing) in sentences and recognise the names of items of clothing ▶ To understand and form the date in French ▶ To ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ?

	<p>the meaning of unknown words in French</p> <ul style="list-style-type: none"> ▶ To write about travelling to different places and the weather ▶ To begin to write familiar words in French from memory ▶ To identify ways of recalling French words 	<p>have not) in sentences</p> <ul style="list-style-type: none"> ▶ To understand someone giving a range of opinions in French ▶ To give an opinion in French including a reason ▶ To use exclamations in French to express likes and dislikes 	<ul style="list-style-type: none"> ▶ To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules ▶ To classify words according to gender (adjectives) or phonics (on/an/en) ▶ To recognise numbers in 10s to 100 in French ▶ To count in 10s to 100 in French 	<p>to write them in French</p> <ul style="list-style-type: none"> ▶ To write a sentence about things that are good or bad for health ▶ To say and write more extended sentences about healthy lifestyles ▶ To recognise and pronounce words containing the on sound ▶ To develop techniques to memorise language including making associations with previous learning 	<ul style="list-style-type: none"> ▶ To write about animals in French, including their habitat and eating habits ▶ To use conjunctions et and mais to join sentences 	<ul style="list-style-type: none"> ▶ To understand the expression Quand (weather) il te faut (clothing) ▶ To describe clothing in French using appropriate adjectives, obeying rules of agreement ▶ To create a weather forecast in French ▶ To appreciate that zéro looks the same but is pronounced differently in English and French ▶ To recognise and say the sound represented by au/eau in French words ▶ To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an
--	---	--	---	---	--	--

<p>Vocabulary</p>	<p>Je vais à l'école. I go/I'm going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas-tu ? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud. It's hot. Il fait froid. It's cold. Il fait beau. It's fine weather. Il fait mauvais. It's bad weather. Il fait du soleil. It's sunny. Il fait du vent. It's windy. Il pleut. It's raining. lundi, mardi, Monday, Tuesday, mercredi, jeudi, vendredi, Wednesday, Thursday, Friday, samedi, dimanche Saturday, Sunday et and</p>	<p>J'adore ... I love ... Je déteste ... I hate ... ça that 21–30: vingt et un, 21–30: twenty-one, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente C'est combien ? How much is it? un euro one euro C'est super/magnifique/ It's great/magnificent/fantastique. J'ai I have Je n'ai pas de ... I don't have ... Miam</p>	<p>Regardez. Look. Répétez. Repeat. Écoutez. Listen. 40–90: quarante, cinquante, 40–90: forty, fifty, soixante, soixante-dix, sixty, seventy, quatre-vingts, eighty, quatre-vingt-dix, cent ninety, a hundred Il/Elle est ... He/She is ... grand(e) big petit(e) small vrai, faux true, false Levez-vous. Stand up/Get up. Asseyez-vous. Sit down. Levez la main. Put your hand up. Taisez-vous. Be quiet. Venez ici. Come here. charmant(e) charming méchant(e) wicked/bad/naughty</p>	<p>Qu'est-ce que tu fais What are you doing/do you (lundi) ? do (on Monday(s))? Je joue au tennis/basket. I play tennis/basketball. Je joue au cricket. I play cricket. Je fais du vélo. I ride my bike/go cycling. Je fais du skate. I go skateboarding. Je fais de la danse/natation. I dance/swim. zéro zero boire to drink manger to eat le jus d'orange orange juice le yaourt yogurt le poisson fish une pomme an apple les carottes (f. pl.) carrots le chocolat chocolate le coca cola les pommes frites (f. pl.) chips les bonbons (m. pl.) sweets Oui, c'est</p>	<p>Où habites-tu ? Where do you live? J'habite dans ... I live in ... je suis I am petit(e) small grand(e) big lent(e) slow rapide fast fort(e) strong faible weak féroce fierce timide shy Quelle heure est-il ? What time is it? une heure, deux heures, one o'clock, two o'clock, trois heures, quatre heures, three o'clock, four o'clock cinq heures, six heures, five o'clock, six o'clock sept heures, huit heures, seven o'clock, eight heures, dix heures nine o'clock, ten o'clock Il est midi. It's midday. Il est minuit. It's midnight</p>	<p>Il neige. It's snowing. Il gèle. It's freezing/icy Quand ..., il te faut ... When ..., you need ... Il fait ... degrés. It's ... degrees. moins deux, etc. minus two, etc. lundi, le 5 juin, etc. Monday 5th June, etc. le 5 juin, etc. the 5th June, etc. un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants (m. pl.) gloves des bottes (f. pl.) boots des lunettes de soleil (f. pl.) sunglasses</p>
--------------------------	---	---	--	--	---	--

		<p>! Yum! Berk ! Yuck! un CD a CD un ballon a ball (large ball, e.g. football) une console a games console une peluche a cuddly toy une poupée a doll</p>		<p>bon pour la santé. Yes, it's good for your health. Non, c'est mauvais pour No, it's bad for your la santé. health.</p>	<p>lion le coq the cockerel le kangourou the kangaroo le poisson the fish le coucou the cuckoo l'éléphant (m.) the elephant l'âne (m.) the donkey l'oiseau (m.) the bird la tortue the tortoise la poule the hen le cygne the swan</p>	
--	--	---	--	--	--	--

Stage 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Bon appétit, bonne santé (Healthy Eating) RS Stage 3 Unit 1	Je suis le musicien (I am the music man) RS Stage 3 Unit 2	En route pour l'école (On the way to school) RS Stage 3 Unit 3	Scène de plage (Beach scene) RS Stage 3 Unit 4	Le Retour du Printemps (The return of spring) RS Stage 3 Unit 5	3.6 Les planètes (The Planets) RS Stage 3 Unit 6
Objectives	<ul style="list-style-type: none"> ▶ To listen and respond to opinions about food ▶ To talk about whether food is healthy or not ▶ To order food and drink, including specifying filling/flavour ▶ To identify the different sounds represented by the grapheme 'a' in French ▶ To use a variety of conjunctions ▶ To compare French and English school lunchtimes 	<ul style="list-style-type: none"> ▶ To listen and respond to opinions about music and musical instruments ▶ To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular ▶ To identify masculine and feminine nouns and select the appropriate pronoun ▶ To give positive and negative opinions, with reasons ▶ To write a short 	<ul style="list-style-type: none"> ▶ To listen to and follow simple and longer directions in French ▶ To recite and use the French alphabet ▶ To begin to understand liaison in French ▶ To communicate the need for help ▶ To understand and tell the time ('o'clock' and 'half past') ▶ To understand, give and sequence instructions ▶ To pronounce the 'r' sound correctly in French 	<ul style="list-style-type: none"> ▶ To listen and respond to questions about a picture ▶ To identify an image by listening to a description ▶ To read and show understanding of a description by drawing a picture ▶ To describe a scene using a variety of verbs in third person singular and plural ▶ To use adjectives to describe nouns, using appropriate agreements and position ▶ To understand and use 	<ul style="list-style-type: none"> ▶ To listen and respond to the poem/song Le Retour du Printemps ▶ To listen and identify the month of someone's birthday. ▶ To ask and answer questions about the weather, the seasons and the months ▶ To read aloud a text and show understanding with actions ▶ To rewrite a poem using a scaffold ▶ To write about the myth of Persephone and 	<ul style="list-style-type: none"> ▶ To listen and respond to information in French about the solar system ▶ To ask and answer questions about the planets in French ▶ To describe the planets in French using prepositions and adjectives ▶ To read descriptions and identify correct and incorrect statements ▶ To be aware of sentence structure and parts of speech in French ▶ To talk and write about the planets,

		<p>text about music</p> <ul style="list-style-type: none"> ▶ To explore the difference between the 'u' and 'ou' sounds in French ▶ To recognise when to use tu and vous 		<p>instructions in a recipe</p> <ul style="list-style-type: none"> ▶ To distinguish between 'j' and 'g' sounds in French ▶ To describe a beach scene by imitating a text 	<p>the four seasons</p> <ul style="list-style-type: none"> ▶ To identify the sound 'i' in a variety of letter strings ▶ To use adjectives in descriptions 	<p>with support from word cards, a scaffold and a parallel dual text</p> <ul style="list-style-type: none"> ▶ To identify the 'u' sound in a variety of words
Vocabulary	<p>Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f. pl.) mauvaises. un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an</p>	<p>Tu joues ... ? Do you play ...? Je joue du saxophone/ I play the saxophone/ piano/violon. Je joue de la guitare/ I play the guitar/ clarinette/batterie. Je ne joue pas de/d' I don't play Il/Elle joue He/She plays C'est génial ! It's brilliant! C'est nul ! It's rubbish! le jazz reggae la musique pop pop music la musique classique classical music le saxophone the</p>	<p>Quand je vais à l'école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, it's half past one, deux heures et demie, etc. half past two, etc. Je vais à l'école à huit heures et demie. I go to school at half past eight. à droite to/on the</p>	<p>(Le chien) regarde (le chat). (The dog) is watching/ looking at (the cat). (Le bateau) glisse sur (The boat) is gliding la mer. over the sea. (La petite fille) dort. (The little girl) is sleeping. (La dame) brosse (The lady) is brushing (les cheveux de la (the little girl's hair). petite fille). Les gens marchent, The people are walking, parlent et jouent. talking and playing. C'est ... It is .../It's ... Ce n'est pas ... It isn't ... le sable the</p>	<p>au printemps in the spring en été/automne/ in the summer/autumn/ hiver winter clair bright, light sombre dark heureux happy triste sad Viens/Reste (avec moi). Come/Stay (with me). (informal singular) Les couleurs sont ... The colours are ... la fille the girl trop too très very</p>	<p>la Terre the Earth la Lune the Moon près de near loin de far près du Soleil near the Sun loin du Soleil far from the Sun un nom (propre) a (proper) noun un adjectif an adjective parce que because elle it (f.) assez quite, fairly très very le Soleil the Sun Mercure Mercury Vénus Venus Mars Mars Jupiter Jupiter Saturne Saturn Uranus Uranus Neptune Neptune Pluton Pluto</p>

	orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza	saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet la batterie the drums	right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez, s'il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station	sand le ciel the sky la plage the beach une falaise a cliff une grotte a cave		
--	--	--	--	--	--	--

Stage 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Notre école (Our school) RS Stage 4 Unit 1	Notre monde (The world around us) RS Stage 4 Unit 2	Le passé et le présent (Then and now) RS Stage 4 Unit 3	Ici et là (out and about) RS Stage 4 Unit 4	Monter un café (Setting up a cafe) RS Stage 4 Unit 5	Quoi de neuf ? (What's in the news?) RS Stage 4 Unit 6
Objectives	<ul style="list-style-type: none"> ▶ To describe a school in French ▶ To understand a timetable and give information about it in French <ul style="list-style-type: none"> ▶ To name places at school and describe what takes place there ▶ To understand and use voici, voilà, ici and là ▶ To understand and give the time using minutes past and to the hour ▶ To understand descriptions of people and describe others ▶ To define an infinitive and 	<ul style="list-style-type: none"> ▶ To compare the French and English words for countries and continents <ul style="list-style-type: none"> ▶ To understand and talk about where animals can be found ▶ To discuss the geography and weather of countries and continents ▶ To compare two places using positive and negative sentences ▶ To recognise the nasal 'an' sound in words and sentences ▶ To write a postcard, saying 	<ul style="list-style-type: none"> ▶ To recall vocabulary from previous units: clothes, places in the town and directions ▶ To understand and give directions, and explain where something is ▶ To understand information about towns in the past and present tense ▶ To compare the past and the present of a town ▶ To give an opinion (about clothes and shopping) ▶ To describe one's clothes including 	<ul style="list-style-type: none"> ▶ To understand opinions about free time activities ▶ To ask and answer questions about activities ▶ To give an opinion about activities with reasons ▶ To arrange activities and buy tickets for groups of people ▶ To understand and use larger numbers (to 100) ▶ To identify and pronounce letter strings that sound the same but are written differently ▶ To listen to a text 	<ul style="list-style-type: none"> ▶ To recall the names of a variety of foods and write them from memory ▶ To request food and drink, specifying size and flavours ▶ To understand others' requests for food and drink ▶ To role-play being in a café ▶ To ask for and give prices ▶ To identify sound strings that rhyme but are spelt differently ▶ To make statements negative ▶ To choose an 	<ul style="list-style-type: none"> ▶ To understand announcements about TV programmes <ul style="list-style-type: none"> ▶ To understand and give times using the 24-hour clock ▶ To understand, give and discuss opinions about programmes and articles ▶ To understand and give reasons for opinions ▶ To work with others to script and take part in a mock TV programme ▶ To celebrate French learning with classmates

	<p>understand their role in grammar</p> <p>► To conjugate some -er verbs in the present tense</p>	<p>something about the wildlife, geography and climate</p> <p>► To use the French verbs être and aller in several persons</p>	<p>colour</p> <p>► To use the French verb porter to talk about others' clothing</p>	<p>being read and write it with accuracy</p>	<p>appropriate register for ordering food and drink</p> <p>► To recycle language independently</p> <p>► To find new language to create a song and a play</p>	
Vocabulary	<p>la salle de classe the classroom</p> <p>l'entrée principale (f.) the main entrance</p> <p>la cour the playground</p> <p>le terrain de sport the sports field</p> <p>Je cherche ... I'm looking for ...</p> <p>Je cours. I run/I'm running.</p> <p>Je travaille. I work/I'm working.</p> <p>ici here là there</p> <p>Voici here it is</p> <p>Voilà there it is</p> <p>il est deux heures et quart it's quarter past two</p> <p>il est deux heures moins le quart it's quarter to two</p> <p>le</p>	<p>l'Europe (f.) Europe</p> <p>l'Afrique (f.) Africa</p> <p>Où est ... ? Where is ...? des ... some ... (indefinite plural)</p> <p>le matin the morning</p> <p>l'après-midi (m. or f.) the afternoon</p> <p>l'Espagne (f.), le Portugal Spain,</p> <p>Portugal le Sénégal, le Maroc Senegal,</p> <p>Morocco le Mali, la Côte d'Ivoire Mali,</p> <p>Ivory Coast la Guinée, la Tunisie Guinea, Tunisia</p> <p>l'Amérique du Nord (f.) North America</p> <p>le Canada Canada</p>	<p>un supermarché a supermarket</p> <p>une boulangerie a baker's (shop)</p> <p>une boucherie a butcher's (shop)</p> <p>une épicerie a grocer's (shop)</p> <p>une pâtisserie a cake shop</p> <p>Il y avait ... There was/were ...</p> <p>maintenant now</p> <p>Qu'est-ce que c'est ? What is it?</p> <p>Il/Elle porte ... He/She is wearing ...</p> <p>Il/Elle s'appelle ... His/Her name is ...</p> <p>un pull a jumper/pullover</p> <p>un pantalon a pair of trousers</p> <p>un short a</p>	<p>soixante-et-onze, soixante-douze, 71–79</p> <p>soixante-treize, etc.,</p> <p>soixante-dix-neuf</p> <p>quatre-vingt-un, quatre-vingt-deux, 81–89</p> <p>quatre-vingt-trois, etc.,</p> <p>quatre-vingt-neuf</p> <p>quatre-vingt-onze, quatre-vingt-douze, 91–99</p> <p>quatre-vingt-treize, etc.,</p> <p>quatre-vingt-dix-neuf</p> <p>un homme a man</p> <p>une femme a woman</p> <p>Qu'est-ce</p>	<p>une limonade a lemonade</p> <p>une eau minérale a mineral water</p> <p>un jus d'orange an orange juice</p> <p>un verre de coca a glass of cola</p> <p>un chocolat chaud a hot chocolate</p> <p>un café a (black) coffee</p> <p>un café au lait a coffee with milk</p> <p>une tasse de thé a cup of tea</p> <p>un paquet de chips a packet of crisps</p> <p>une portion de frites a portion of chips</p> <p>une glace au chocolat a chocolate ice</p>	<p>la météo the weather forecast</p> <p>la mode fashion (fashion pages of a magazine)</p> <p>la cuisine cookery (cookery pages of a magazine)</p> <p>C'est beau. It's beautiful.</p> <p>C'est intéressant. It's interesting.</p> <p>C'est ennuyeux. It's boring.</p> <p>C'est dégueulasse. It's disgusting.</p> <p>C'est trop long. It's too long.</p> <p>car as, since, because</p> <p>à mon/son avis in my/his/her opinion</p> <p>l'actualité (f.) the news</p>

	<p>quart il est deux heures cinq/ it's five/ten/twenty/ dix/vingt/vingt-cinq twenty-five past two il est deux heures moins it's five/ten/twenty/ cinq/dix/vingt/vingt -cinq twenty-five to two le déjeuner lunch(time) le professeur the teacher (general term) le maître, la maîtresse primary school teacher Il/Elle a ... He/She has ... la grande salle the hall la bibliothèque the library la cuisine the kitchen le bureau the office le parking the car park la salle des profs the staffroom la maternelle the infant school</p>	<p>l'Amérique du Sud (f.) South America le Brésil Brazil l'Asie (f.) Asia l'Inde (f.) India l'Australasie (f.) Australasia l'Australie (f.) Australia</p>	<p>pair of shorts une chemise a shirt une jupe a skirt une culotte a pair of pants</p>	<p>que tu aimes/ What do you like/hate? détestes ? Tu veux jouer au rugby/ Do you want to play rugby/ netball/ping-pong ? netball/table tennis? Oui, je veux jouer. Yes, I want to play. Non, je ne veux pas jouer. No, I don't want to play. le grand huit the rollercoaster le carrousel the merry-go-round le train fantôme the ghost train la grande roue the big wheel</p>	<p>cream une glace à la fraise/ a strawberry/vanilla à la vanille ice cream Vous désirez ? What would you like? C'est combien ? How much is it? Bon appétit ! Enjoy your meal/ food!</p>	<p>(current affairs section of a magazine) la page télé the TV page</p>
--	---	---	--	---	--	---

Whole School Subject Overview (3 year plan)

Year A 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rabbit Class (Y3)		Moi (All about me) RS Stage 1 Unit 1 Jeux et chansons (Games & Songs) RS Stage 1 Unit 2	On fait la fête (Célébrations) RS Stage 1 Unit 3	Portraits (Portraits) RS Stage 1 Unit 4	Les Quatre Amis (The four friends) RS Stage 1 Unit 5	Ça pousse! (Growing things) RS Stage 1 Unit 6
Badger Class (Y4/5)	Salut! Scheme Core Unit Revision	Salut Core Unit - At Home On y va! (All Aboard) RS Stage 2 Unit 1	L'argent de poche (Pocket Money) RS Stage 2 Unit 2	Bon appétit, bonne santé (Healthy Eating) RS Stage 3 Unit 1	Quel temps fait-il? (The Weather) RS Stage 2 Unit 6	Je suis le musicien (I am the music man) RS Stage 3 Unit 2
Deer Class (Y5/6)	Salut Core Unit Revision	Salut Core Unit - At Home On y va! (All Aboard) RS Stage 2 Unit 1	L'argent de poche (Pocket Money) RS Stage 2 Unit 2	Bon appétit, bonne santé (Healthy Eating) RS Stage 3 Unit 1	Quel temps fait-il? (The Weather) RS Stage 2 Unit 6	Je suis le musicien (I am the music man) RS Stage 3 Unit 2

Whole School Subject Overview (3 year plan)

Year B 2028/2029

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rabbit Class (Y3)	Moi (All about me) RS Stage 1 Unit 1	Jeux et chansons (Games & Songs) RS Stage 1 Unit 2	On fait la fête (Célébrations) RS Stage 1 Unit 3	Portraits (Portraits) RS Stage 1 Unit 4	Les Quatre Amis (The four friends) RS Stage 1 Unit 5	Ça pousse! (Growing things) RS Stage 1 Unit 6
Badger Class	En route pour l'école (On the way to school) RS Stage 3 Unit 3	Raconte-moi le histoire (Tell me a story) RS Stage 2 Unit 3	Vive le sport! (Our Sporting Lives) RS Stage 2 Unit 4	Le passé et le présent (Then and now) RS Stage 4 Unit 3	Le Carnaval les animaux (Carnival of the animals) RS Stage 2 Unit 5	Quoi de neuf ? (What's in the news?) RS Stage 4 Unit 6
Deer Class	Notre école (Our school) RS Stage 4 Unit 1	Raconte-moi le histoire (Tell me a story) RS Stage 2 Unit 3	Vive le sport! (Our Sporting Lives) RS Stage 2 Unit 4	Le passé et le présent (Then and now) RS Stage 4 Unit 3	Le Carnaval les animaux (Carnival of the animals) RS Stage 2 Unit 5	Quoi de neuf ? (What's in the news?) RS Stage 4 Unit 6

Whole School Subject Overview (3 year plan)

Year C 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rabbit Class (Y3)	Moi (All about me) RS Stage 1 Unit 1	Jeux et chansons (Games & Songs) RS Stage 1 Unit 2	On fait la fête (Celebrations) RS Stage 1 Unit 3	Portraits (Portraits) RS Stage 1 Unit 4	Les Quatre Amis (The four friends) RS Stage 1 Unit 5	Ça pousse! (Growing things) RS Stage 1 Unit 6
Badger Class	Scène de plage (Beach scene) RS Stage 3 Unit 4	3.6 Les planètes (The Planets) RS Stage 3 Unit 6	Ici et là (out and about) RS Stage 4 Unit 4	Le Retour du Printemps (The return of spring) RS Stage 3 Unit 5	Monter un café (Setting up a cafe) RS Stage 4 Unit 5	Notre monde (The world around us) RS Stage 4 Unit 2
Deer Class	Scène de plage (Beach scene) RS Stage 3 Unit 4	3.6 Les planètes (The Planets) RS Stage 3 Unit 6	Ici et là (out and about) RS Stage 4 Unit 4	Le Retour du Printemps (The return of spring) RS Stage 3 Unit 5	Monter un café (Setting up a cafe) RS Stage 4 Unit 5	Notre monde (The world around us) RS Stage 4 Unit 2

SEND within French

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- ☒ Cognition and Learning
- ☒ Communication and Interaction
- ☒ Physical and Sensory
- ☒ Social, Emotional and Behavioural

Teaching, Learning and Assessment:

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level.
- Clear and fixed routines and structure to lessons support access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

Adult Support:

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently or alongside their peers.
- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a word mat to refer back to pre-teaching, scaffolded or form of the activity, the way the learning is recorded, changing or adding to the resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

Resources:

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to chunky pencils, pencil grips, scribes, word processing).

Additional Learning Opportunities:

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

SMSC in French

<p style="text-align: center;"><u>Spiritual</u></p> <p>We reflect on our own cultural beliefs in the UK and compare these to customs and traditions in French speaking countries around the world.</p> <p>We learn about the different faiths, feelings and values of those living in French speaking countries.</p> <p>We enjoy learning about others around the world, and reflect on our experiences of their cultural celebrations including Christmas and Easter.</p>	<p style="text-align: center;"><u>Moral</u></p> <p>We understand the difference between right and wrong and learn to respect the laws of other countries when we are abroad.</p> <p>We discuss our opinions on moral and ethical issues in French and express our views on a range of topics using sensitive language.</p> <p>We learn to listen to the opinions of others and respond politely and appropriately. We have a clear sense of our class rules and understand the consequences of our learning behaviours.</p>
<p style="text-align: center;"><u>Social</u></p> <p>We use our language skills to communicate with others who speak French around the world.</p> <p>We develop our speaking skills to use French in a range of contexts, including when on holiday or welcoming a new pupil to our class.</p> <p>We develop our understanding of the beliefs of others and use our language skills to promote British values of mutual respect and tolerance.</p>	<p style="text-align: center;"><u>Cultural</u></p> <p>An appreciation of French culture is at the heart of our language learning experience.</p> <p>We explore a range of cultures through our study of different French speaking cultures and understand that French speakers do not form a homogenous group.</p> <p>We recognise the similarities and differences between French and British cultures. We learn about all aspects of French culture including literature, art, sport and music</p>

Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
MfL Curriculum Links	https://lvc.org/modern-foreign-languages/	https://samuelward.co.uk/department/modern-foreign-languages	https://www.st-bedes.org.uk/our-curriculum/subjects/french/