

Brompton and Sawdon CP Whole School Languages (French) Curriculum

Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school French (Languages) curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver (**and go beyond**) the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's French (Languages) curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

IMPORTANT: The National Curriculum (2014) states that only Key Stage 2 need (statutorily) to be taught the Languages curriculum. However, it is our belief that acquiring another language is an essential skill that allows students to develop the 'Cultural Capital' required to be successful in later life. It also provides a greater context to their learning of English, through learning about elements of grammar and etymology. Moreover, we believe that learning a language should come earlier in a child's development, as suggested by the vast amount of research available; it is easier to acquire this language at an earlier age.

We have, therefore, developed our own curriculum for Key Stage 1, alongside our French specialist teacher, to account for this.

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National Curriculum Objectives (Languages – Key Stage 2)

- 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.

These objectives are taught through the following:

	Autumn 1	Autumn 2	Spring 1	Spring 2
Class 1 - Early Years/Year 1 (Revisit in following year) • N° >5	<ul style="list-style-type: none"> • Greetings • Familiarisation with the sound « ou » (songs : Dans la forêt lointaine, les Petits lascars ; stories : Boucle d'Or et les Trois 	<ul style="list-style-type: none"> • Greetings • Les couleurs (introduction to more sounds through colour vocabulary : <u>rouge</u>, <u>bleu</u>, <u>jaune</u>, 	<ul style="list-style-type: none"> • Greetings • Jungle animals (stories : Helmer, Le loup qui voulait changer de couleur, T'choupi va au zoo 	<ul style="list-style-type: none"> • Salutations • Fruits and veg (stories : Bon appetit M. Lapin, Bon appetit M. Renard) • Songs : Les petits

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	<p>Ours, Petit Ours Brun, T'choupi)</p> <ul style="list-style-type: none"> Games : 123 Soleil, Bonjour Nounours 	<p>vert, noir, blanc)</p> <ul style="list-style-type: none"> Games : card and miming (Loup couleurs) Memorisation through songs (Pomme de reinette et pomme d'api, Le jaune le rouge et le bleu) 	<ul style="list-style-type: none"> Songs : Ah les crocodiles, Un éléphant 	<p>lascars, Pomme pêche, poire abricot, À la salade, 123 allons dans les bois</p>
<p>Class 2 - Year 2/3 (Revisit in following year)</p> <ul style="list-style-type: none"> N°>10 Alphabet 	<ul style="list-style-type: none"> Bonjour, Moi <p>Learn how to ask and answer questions about their names. Learn how to express how they are feeling. Observe where else in the world French is spoken. Discuss linguistic diversity within the class.</p>	<ul style="list-style-type: none"> Les couleurs <p>Ask and answer questions about colours : C'est de quelle couleur? Quelle est ta couleur préférée ? Express opinions : J'aime, Je n'aime pas (Games : Coins couleurs, Jacques a dit, la pétanque).</p>	<ul style="list-style-type: none"> La jungle <p>Be able to ask and answer questions about jungle animals and use knowledge of numbers to count them. Accurately use placement of nouns and adjectives to describe them.</p>	<ul style="list-style-type: none"> Bon appétit <p>Be able to express likes and dislikes about fruits: J'aime les, la, le; je n'aime pas; j'adore ; je déteste. Emphasis on the articles depending on gender and number. Be able to describe what is in their fruit salad.</p>

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Class 3 - Year 4/5/6 (Year A) <ul style="list-style-type: none"> • N°>20 • Alphabet 	<ul style="list-style-type: none"> • Les Monstres Learn the names for different parts of the body. (Songs: Jean Petit qui danse, Alouette). Use of the verb : to have = avoir+n° in the first, second and third person singular. Working towards more complicated grammatical structures while using the right preposition in front of the noun : j'ai mal à la tête; j'ai mal au pied.	Be able to say the date in French and learn about cultural differences through celebrations such as Easter, Christmas and Epiphany (Songs: Vive le vent, Henri Dès : C'est le Père Noël).	Learn how to talk about pets through constructing simple as well as more complex sentences using possessive adjectives.	<ul style="list-style-type: none"> • Au marché Learn how to buy vegetables and fruits using the conditional tense. Talk about healthy and unhealthy food (Story: La chenille qui fait des trous).

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	Autumn 1	Autumn 2	Spring 1	Spring 2
Class 3 - Year 4/5/6 (Year B) <ul style="list-style-type: none"> N°>69 Alphabet 	<ul style="list-style-type: none"> Ma famille Learn how to describe their family using the verb: to have as well as constructing negative sentences: je n'ai pas de. Learn how to use a relative pronoun: Qui : j'ai un frère qui s'appelle Jérôme.	<ul style="list-style-type: none"> Quelle est la date de ton anniversaire? Find out about birthday celebrations. Be able to give their birthday dates in French.	<ul style="list-style-type: none"> Cher Zoo Use past tense to recall a zoo visit.	<ul style="list-style-type: none"> Le petit déjeuner Learn how to order a range of food. Express and understand opinions about food and drinks. Use of the perfect tense : J'ai mangé; j'ai bu.
Class 3 - Year 4/5/6 (Year C) <ul style="list-style-type: none"> N°>100 Alphabet 	<ul style="list-style-type: none"> Les portraits Be able to give a physical description of themselves and other people.	<ul style="list-style-type: none"> Les cadeaux Use previously acquired vocabulary to order presents for various members of the family according to their hobbies and tastes.	<ul style="list-style-type: none"> Le carnaval des animaux Learn about animal habitats. Use of adverbs, adjectives and prepositions in order to explain where animals live.	<ul style="list-style-type: none"> Au café Justify likes and dislikes and understand prices.

	Summer 1	Summer 2
Class 1 - Early Years/Year 1 (Revisit in following year)	<ul style="list-style-type: none"> Memorisation of the days of the week through songs (Lundi matin, Les jours de la semaine), through stories (Le loup qui voulait changer de couleur, La chenille qui fait des trous), through games (Le facteur). Introduction to sports through stories (Petit Ours Brun, Becassine, T'choupi), through songs (Un kilomètre à pied, Sur le Pont d'Avignon), through miming games. <p>As a lot of sports words are cognates Y2s can progress towards being able to construct a full sentence : j'aime le tennis. Whereas Y1s will concentrate on placing the right article in front of the noun and start to develop a natural feeling for the language.</p>	<ul style="list-style-type: none"> La météo (stories : La météo d'Helmer, Tchoupi à la neige ; songs : Voici le mois de mai, Il pleut il mouille, Gouttes gouttelettes de pluie ; games : Quatre coins, Jeu du Printemps).

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	Summer 1	Summer 2
Class 2 - Year 2/3 (Revisit in following year)	<ul style="list-style-type: none"> Express opinions about sports Say what sport they practice on certain days of the week using the grammatical construction : J'aime + infinitive, ex. J'aime jouer au football, j'aime faire de la natation.	Ask and answer questions about the weather. Learn names and locations of some towns in France.
Year 4/5/6 (Year A)	Be able to say which musical instrument they like and they play. Write a rap song.	<ul style="list-style-type: none"> À la mode Learn vocabulary for a range of clothes. Be able to describe what people are wearing depending on the weather.
Year 4/5/6 (Year B)	<ul style="list-style-type: none"> Sport Use the near future tense to talk about sport as well as other hobbies : je vais jouer au tennis.	<ul style="list-style-type: none"> À la plage. Talk about holidays and learn how to describe a beach scene and use the conditional tense to order an ice-cream as well as pay for it.
Year 4/5/6 (Year C)	<ul style="list-style-type: none"> Tour de France Modal verbs. Learn about France and what we can do in different parts of the country : on peut + infinitive.	<ul style="list-style-type: none"> Destinations Learn different names of countries in French. Describe nationality and origins. Talk about holidays.