

French Curriculum Overview

2019-2020



<i>YEAR GROUP</i>	<i>AUTUMN TERM</i>	<i>SPRING TERM</i>	<i>SUMMER TERM</i>
<i>YEAR 3</i>	Greetings Sentence work: masculine & feminine Numbers to 10 Classroom equipment & instructions Colours Alphabet Christmas Traditions	Parts of the body Descriptions Sentence work – agreement of adjectives Days of the week Pets Numbers to 20 Easter Traditions	Family members Household items Sentence work – prepositions Snacks Opinions Numbers to 31 Months of the year
<i>YEAR 4</i>	Describing appearance Describing personalities Nationalities Activities Telling the time (o'clock) Christmas traditions	Festivals & dates Presents Numbers to 60 Giving orders French Cities Directions Weather Easter Traditions	Shopping for food conversations Buying Ice creams Sentence work – 3 rd Person Opinions French-speaking countries & languages Clothing & Colours
<i>YEAR 5</i>	Revision of personal information Talking about families Using the negative Describing people Agreements of adjectives School subjects Telling the time (30, 15, 45) Christmas Traditions	Asking for food Making a sandwich Opinions about food Healthy v unhealthy Places in town Giving and asking for directions Saying where you are going Telling the time Eater Traditions	Going on holiday Activities on holiday Immediate future tense Opinions of holidays Rooms in the house Descriptions of rooms Activities at home
<i>YEAR 6</i>	Activities Using the negative Clothing Likes and dislikes Numbers to 80 Shop conversations French Christmas	Daily routine Telling the time Breakfast foods and routines Forms of transport Planning a trip Easter traditions	Sports and hobbies Past tense Café Conversations Storytelling Project work for consolidation of French studied so far

What are the key features of 'knowledge-rich' assessment for Foreign Languages?

Subject	Features
Foreign Languages	<ul style="list-style-type: none">❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none">❑ Speaking❑ Reading❑ Writing
	<ul style="list-style-type: none">❑ There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
	<ul style="list-style-type: none">❑ When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for Foreign Language for their age group.

Foreign Language: Key Stage 2

	Speaking	Reading	Writing
	<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	<i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>
Year 3/4	<ul style="list-style-type: none"> name and describe people, a place and an object have a short conversation, saying 3 to 4 things give response using a short phrase start to speak, using a full sentence 	<ul style="list-style-type: none"> read and understand a short passage using familiar language explain the main points in a short passage read a passage independently use a bilingual dictionary or glossary to look up new words 	<ul style="list-style-type: none"> write phrases from memory write 2-3 short sentences on a familiar topic write what they like/dislike about a familiar topic
Year 5/6	<ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use knowledge of grammar to speak correctly 	<ul style="list-style-type: none"> understand a short story or factual text and note the main points use the context to work out unfamiliar words 	<ul style="list-style-type: none"> write a paragraph of 4-5 sentences substitute words and phrases

A Year 1/2 international speaker

Non Statutory

Spoken language

- I join in with songs and rhymes.
- I respond to a simple command.
- I answer with a single word.
- I answer with a short phrase.
- I ask an appropriate question.
- I name people.
- I name places.
- I name objects.
- I use set phrases.
- I choose the right word to complete a phrase.
- I choose the right word to complete a short sentence.

Reading

- I read and understand single words.
- I read and understand short phrases.
- I use simple dictionaries to find the meaning of words.

Writing

- I write single words correctly.
- I label a picture.
- I copy a simple word or phrase.

A Year 3/4 international speaker

Spoken language

- I name and describe people.
- I name and describe a place.
- I name and describe an object.
- I have a short conversation saying 3-4 things.
- I give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I read and understand a short passage using familiar language.
- I explain the main points in a short passage.
- I read a passage independently.
- I use a bilingual dictionary or glossary to look up new words.

Writing

- I write phrases from memory.
- I write 2-3 short sentences on a familiar topic.
- I say what I like/dislike about a familiar topic.

A Year 5/6 international speaker

Spoken language

- I hold a simple conversation with at least 4 exchanges.
- I use my knowledge of grammar to speak correctly.

Reading

- I understand a short story or factual text and note the main points.
- I use the context to work out unfamiliar words.

Writing

- I write a paragraph of 4-5 sentences.
- I substitute words and phrases.