



## **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.



# Girlington Primary School French Curriculum

Year 3

| Term  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---|--|---|--|---|--|---|
| Topic   | Getting started in French  |   | Discovering Paris  |   | Introducing myself   |   |
| Based on the Primary French Project Framework (Niveau Bleu) |  |   |  |   |  |   |
| <b>Speaking &amp; Listening</b>                             | <p>Listen and show understanding of single words through physical or spoken responses.<br/>           Use speaking frames to ask and answer questions.<br/>           Recognise a familiar question and respond with a simple rehearsed response.<br/>           Engage in simple conversations.<br/>           Use intonation to help convey meaning.<br/>           Speak in sentences.<br/>           Join in with actions to accompany familiar songs, and rhymes and learn some of the words.<br/>           Identify rhyming words and sounds in songs and rhymes.</p> |   |  |   |  |   |
| <b>Reading &amp; Writing</b>                                | <p>Read simple questions and answers.<br/>           Use writing frames to ask and answer questions.<br/>           Write simple sentences to describe with some familiar words written from memory.<br/>           Read and show understanding of familiar single words and phrases.<br/>           Write and say simple familiar words to describe people, places, things and actions using a model.</p>   |   |  |   |  |   |
| <b>Grammar</b>  | <p>Name, identify and use parts of speech.<br/>           Give a definition and example of a noun.</p>   | <p>Give a definition of a proper noun.<br/>           Know that proper nouns are given a capital letter in both English and French.<br/>           Know that the first word in a sentence is given a capital letter in both English and French.</p> | <p>Give a definition and examples of a conjunction.<br/>           Know that the French conjunction <i>ou</i> means the same as the English conjunction <i>or</i>.<br/>           Know that the abbreviation <i>no.</i> is a shared word and is used as a number label in both French and English and originates from the Latin <i>numero</i>.<br/>           Know that a ligature is two or more connected letters that make one sound.</p> | <p>Give a definition and example of a verb.<br/>           Give a definition and example of an adverb.<br/>           Know that a fronted adverbial must be followed by a comma both in English and French.<br/>           Know the four definite articles <i>le, la, l', les</i>.<br/>           Use commas accurately for intonation and lists.</p> | <p>Know that when we translate from one language to another we translate ideas not words.<br/>           Recognise the circumflex accent and know that it represents the historic use of double vowels or silent letters in words.</p> | <p>Know that the acute accent changes the sound of the letter <i>e</i>, e.g. <i>Sacré-Cœur</i> and is only found over the letter <i>e</i>.<br/>           Know that the phoneme <i>e</i> can be represented by the graphemes <i>e, er</i> or <i>ez</i>.</p> |
| <b>Pronunciation &amp; Spelling</b>                         | <p>Know that the final consonant in a word is almost always silent e.g. <i>Paris</i>.<br/>           Pronounce the phoneme [ɛ̃] or as in <i>un</i>.<br/><br/>           Pronounce the phoneme [y] as in <i>tu</i>.</p>   |   | <p>Recognise and say the ligature <i>œ</i>, e.g. <i>Sacré-Cœur</i>.</p>  |   | <p>Use the circumflex accent correctly.</p>  | <p>Pronounce the phoneme [e] as in <i>café, regarder, regardez</i>.<br/><br/>           Use the acute accent correctly.</p>   |
| <b>Knowledge of the World</b>                               | <p>Locate France on a world map.<br/>           Locate Paris on a map of France and France on a map of Europe.<br/>           Learn about some Paris landmarks and learn how to name them.</p>   | <p>Identify on a map and name the UK, Great Britain and the four countries in the UK.<br/>           Learn how to name the UK capital cities in French.</p>   | <p>Learn about more Paris landmarks and be able to name them.</p>  | <p>Learn about more Paris landmarks and be able to name them.</p>   | <p>Learn about landmarks in Belfast, Cardiff and Edinburgh and be able to name them.</p>   | <p>Identify and name some landmarks from around the world.</p>  |



# Girlington Primary School French Curriculum

| Activities | See the Primary French Project individual lesson plans for intended activities.  |   |   |   |   |   |
|------------|--|---|---|---|---|---|
| Vocabulary | <p><b>Greetings and forms of address</b><br/>Bonjour (hello), au revoir (good bye), monsieur (man), madame (woman), nounours (teddy), les enfants (children).</p> <p><b>Question and answer</b><br/>Comment tu t'appelles? (What is your name?), Je m'appelle... (my name is...)</p> <p><b>Numbers</b><br/>1 un, 2 deux, 3 trois</p> <p><b>Proper Nouns</b><br/>La France (France), Paris, la Tour Eiffel (the Eiffel Tower), l'Arc de Triomphe (the Arc de Triomphe), le Louvre (the Louvre Museum), la Tour Montparnasse (Montparnasse Tower)</p> <p><b>Spelling skills</b><br/>Comment ça s'écrit? (How is that spelt?)</p> <p><b>Classroom instructions</b><br/>Écoutez (listen), regardez (look), taisez-vous (be quiet), croisez les bras (fold your arms), asseyez-vous (sit down), levez-vous (stand up), asseyez-vous correctement (sit up straight), levez le doigt (put your hand up)</p> | <p><b>Nouns</b><br/>le Royaume-Uni (the UK), la Grande Bretagne (GB), l'Angleterre (England), l'Écosse (Scotland), l'Irlande du Nord (Northern Ireland), le Pays de Galles (Wales), Belfast, Cardiff, Édimbourg, Londres.</p> <p><b>Question and answer</b><br/>Quelle est la capitale de...? (What is the capital of...?), C'est + noun (It's...), C'est + noun? (Is it...?)</p> <p><b>Response words</b><br/>oui (yes), non (no)</p> <p><b>Numbers</b><br/>0 zéro, 4 quatre, 5 cinq, 6 six.</p> | <p><b>Greetings and forms of address</b><br/>Bonne année (Happy New Year!)</p> <p><b>Conjunction</b><br/>Ou (or)</p> <p><b>Question and answer</b><br/>C'est...ou...? (Is it...or...?), C'est... (It's...)</p> <p><b>Proper Nouns</b><br/>la statue de la Liberté (the Statue of Liberty), le Sacré-Cœur (the Basilica of the Sacred Heart)</p> <p><b>Spelling skills</b><br/>Voyelle (vowel), consonne (consonant)</p> <p><b>Numbers</b><br/>7 sept, 8 huit, 9 neuf, 10 dix</p> <p><b>Classroom instructions</b><br/>sautez (jump), courez (run), marchez (walk), marchez sur la pointe des pieds (walk on tip-toe)</p> <p><b>Written</b></p> <p><b>Abbreviation</b><br/>no. a written abbreviation, meaning "number", used in both French and English. Of Latin origin.</p> | <p><b>Adverbial</b><br/>À Paris (in Paris)</p> <p><b>Adverb</b><br/>aussi (also)</p> <p><b>Verb</b><br/>il y a (there is/there are)</p> <p><b>Numbers</b><br/>11 onze, 12 douze</p> <p><b>Proper Nouns</b><br/>les Bouquinistes (the booksellers by the River Seine), le Canal Saint-Martin (St. Martin's Canal), la Seine (the River Seine), l'Opéra - the Opera, le Musée du Quai Branly (the Quai Branly Museum), le Centre Pompidou (the Pompidou Centre)</p> | <p><b>Question and answer</b><br/>Tu as quel âge? (How old are you?), J'ai...ans. (I am ... years old), Tu habites où? (Where do you live?), J'habite... (I live...)</p> <p><b>Adverbials (prepositional phrases)</b><br/>en Angleterre (in England), en Écosse (in Scotland), en France (in France), en Irlande du Nord (in Northern Ireland), au Pays de Galles (in Wales)</p> <p><b>Proper Nouns</b><br/>l'Assemblée Nationale (the Welsh Assembly), la bibliothèque (the library), le Centre Titanic (the Titanic Experience), le château (the castle), le Gros Poisson (the Big Fish), l'horloge (the clock), l'hôtel de ville (City Hall), le Parlement (the Scottish Parliament), le stade (the stadium), la Statue de Thanksgiving (the Statue of Thanksgiving), le tramway (the tram), la vieille ville (the old town), le zoo (the zoo), le pont (the bridge)</p> | <p><b>Phrase</b><br/>en vacances (on holiday)</p> <p><b>Verb</b><br/>je suis (I am)</p> <p><b>Determiners – the definite article</b><br/>le, la, l', les – the</p> <p><b>Proper Nouns</b><br/>la cathédrale (the cathedral), le pont (the bridge), Big Ben (Big Ben), la grande roue (the big wheel), le Parlement (the Houses of Parliament)</p> |



# Girlington Primary School French Curriculum

Year 4

| Term  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---|---|--|--|--|---|---|
| Topic   | Animals and colours   |  | Animals and habitats   |  | My favourite animals  |   |
| <b>Based on the Primary French Project Framework (Niveau Blanc)</b> |   |  |  |  |   |   |
| <b>Speaking &amp; Listening</b>                                     | Use intonation to create or recognise questions.<br>Use question words to create questions.<br>Ask simple questions and create simple spoken responses.<br>Create compound spoken sentences by using a conjunction to link two simple sentences.<br>Read aloud the text of familiar rhymes, stories or songs.<br>Read aloud some simple sentences from a speaking frame.  |  |  |  |   |   |
| <b>Reading &amp; Writing</b>  | Create simple written sentences.<br>Use the correct punctuation in writing.<br>Create compound sentences by using a conjunction to link two simple sentences.<br>Use questions words and the correct punctuation to create questions in the written form.<br>Learn how to read new words.<br>Write some words, phrases and sentences from memory.<br>Demonstrate a knowledge of liaison and elision when reading aloud. |  |  |  |   |   |
| <b>Grammar</b>  | Revise the definition of proper and common nouns.<br>Give a definition of a common noun.<br>Know that a determiner introduces a noun.<br>Learn that determiners can be definite articles e.g. <i>le, la, l', les</i> (the) or indefinite article e.g. <i>un</i> (a, an).  | Give a definition and example of an adjective.<br>Understand where the adjective is placed in a sentence in French and English.<br>Know that syntax is the order in which words and phrases are put together to make meaningful sentences. | Understand that a cognate is a word in one language that is related in origin to a word in another language.<br>Understand that a pronoun can replace a noun.<br>Give a definition and example of a noun.<br>Know that all nouns in French have a gender (masculine & feminine). | Use possessive adjectives; understand they match the gender of the noun.<br>Know and use a range of adverbial phrases.<br>Know how to modify a noun to make it agree with a feminine noun.<br>Know what a question word is.<br>Give a definition and example of a homophone. | Understand how to form the plural of a noun and its determiner.<br>Use a numeral as a determiner.<br>Know that a negative adverb changes a positive statement into a negative one, Understand that elision is the omission of a sound/syllable when speaking.<br>The written form uses an apostrophe. | Use possessive adjectives accurately.<br>Know some plural verb forms.<br>Recognise and use the plural form of the indefinite article. |
| <b>Pronunciation &amp; Spelling</b>                                 | Learn that the phoneme <i>on</i> is a nasal vowel.<br>Learn how to spell eight common nouns (animals).  | Know that the final consonant is almost always silent but that there are some exceptions e.g. <i>ours</i> .<br>Understand the concept of liaison.  | Recognise and pronounce grapheme 'oi', as in <i>poisson, bois, trois and étoile</i> .  |  | Apply knowledge of elision and liaison when reading aloud.  |   |
| <b>Knowledge of the World</b>                                       | Revise names for parts of the UK<br>Identify France and the UK on a map.<br>Share knowledge about London and Paris.   |  |  |  |   | Ask and answer questions about the four countries in the UK.  |



| Activities        | See the Primary French Project individual lesson plans for intended activities.   |  |   |  |   |   |
|-------------------|---|--|---|--|---|---|
| <b>Vocabulary</b> | <p><b>Revision of greetings and forms of address</b><br/>           bonjour (hello), au revoir (good bye), monsieur (man), madame (woman), nounours (teddy), les enfants (children)</p> <p><b>Revision of question and answer forms</b><br/>           Comment tu t'appelles? (What is your name?), Je m'appelle.... (My name is...), Qu'est-ce que c'est? (What's this?), C'est un...ou un...? (Is it a ...or a...?), C'est un... (It's a...)</p> <p><b>Common Nouns</b><br/>           un poussin (a chick), un lapin (a rabbit), un renard (a fox) un canard (a duck), un mouton (a sheep), un poisson (a fish), un furet (a ferret), un perroquet (a parrot)</p> <p><b>Revision of classroom instructions</b><br/>           Écoutez (listen), regardez (look), taisez-vous (be quiet), croisez les bras (fold your arms), asseyez-vous (sit down), levez-vous (stand up), asseyez-vous correctement (sit up straight), levez le doigt (put your hand up)</p> <p><b>Revision of numbers</b><br/>           0 zéro, 1 un, 2 deux, 3 trois, 4 quatre, 5 cinq, 6 six, 7 sept, 8 huit, 9 neuf, 10 dix, 11 onze, 12 douze.</p> | <p><b>Common nouns</b><br/>           un escargot (a snail), un âne (a donkey), un éléphant (an elephant), un ours (a bear)</p> <p><b>Adjectives</b><br/>           bleu (blue), rouge (red), vert (green), jaune (yellow)</p> <p><b>Paris landmarks</b><br/>           le Jardin du Luxembourg. Le Jardin des Tuileries. Le Jardin des Champs-Élysées. Le Jardin du Palais-Royal. Les Jardins du Trocadéro</p> <p><b>Question and answer</b><br/>           Qu'est-ce qu'il y a dans le jardin? (What is there in the garden?) C'est quelle couleur? (What colour is this?)</p> <p><b>Classroom instruction</b><br/>           Tout le monde (everyone)</p> | <p><b>Feminine Nouns</b><br/>           une abeille (a bee), une araignée (a spider), une coccinelle (a ladybird), une souris (a mouse), une baleine (a whale), une étoile de mer (a starfish), une méduse (a jellyfish), une pieuvre (an octopus)</p> <p><b>Adjectives</b><br/>           blanc (white), gris (grey), noir (black), orange (orange), rose (pink)</p> <p><b>Verb</b><br/>           je vois I see (I can see), Que vois-tu? (What can you see?)</p> <p><b>Paris Landmarks</b><br/>           le Bois de Boulogne, le Bois de Vincennes, le Parc Montsouris, le Parc Monceau, le Parc de la Villette</p> | <p><b>Adverbial phrases of place</b><br/>           dans la mer (in the sea), dans les bois (in the woods),</p> <p><b>Paris Landmarks</b><br/>           la Place du Tertre, la Place de la Bastille, la Place de la Concorde, la Place d'Italie, la Place Vendôme</p> | <p><b>Question words / Questions and answers</b><br/>           Où est? (Where is.?), Il est... / Elle est... (It is...), Quel est ton animal préféré? (What is your favourite animal?), Mon animal préféré, c'est... (My favourite animal is...), Tu aimes...? (Do you like...?), j'aime... (I like...), je n'aime pas... (I don't like...)</p> <p><b>Question words / Questions and answers</b><br/>           Tu aimes quels animaux? (Which animals do you like?), Il y a combien de? (How many [nouns] are there?)</p> <p><b>Subject pronouns</b><br/>           Il (he / it), elle (she / it)</p> <p><b>Plural indefinite article</b><br/>           des - some, any (or can be omitted in English)</p> <p><b>Negative adverb</b><br/>           ne...pas (not)</p> <p><b>Adverbial pronoun</b><br/>           en (of them) (replaces de+noun phrase)</p> <p><b>Paris Landmarks</b><br/>           L'Île de la Cité, L'Île Saint-Louis, La Conciergerie, Le Palais de Justice, La Sainte-Chapelle</p> | <p><b>Nouns</b><br/>           un arbre (a tree), un banc (a bench), un parasol (a parasol), une piscine (a swimming-pool), une table (a table), une terrasse (a patio), une pelouse (a lawn), des chaises (chairs), des fleurs (flowers), un appartement (a flat), une maison (a house), une chambre (a bedroom)</p> |



# Girlington Primary School French Curriculum

Year 5

| Term   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|--|--|---|---|--|---|
| Topic  | My town and telling the time   |  |   |   | My hobbies, my diary   |   |
| Based on the Primary French Project Framework (Niveau Rouge) |  |  |   |   |  |   |
| <b>Speaking &amp; Listening</b>                              | <p>Tell and understand the time on the hour, the half hour and the quarter hour.<br/>           Understand and use a range of questions; be able to use tone of voice, inversion and question words.<br/>           Use speaking frames to create simple, complex and compound sentences.<br/>           Create compound spoken sentences using a co-ordinating conjunction.<br/>           Understand and use a wider range of verbs.</p>                       |  |   |   |  |   |
| <b>Reading &amp; Writing</b>                                 | <p>Use writing frames to create simple, complex and compound sentences.<br/>           Create compound written sentences using a co-ordinating conjunction.<br/>           Create complex written sentences using a subordinating conjunction.<br/>           Be familiar with the format for a simple letter.<br/>           Read longer sentences and understand some detail.<br/>           Write some sentences from memory with a degree of accuracy.</p>   |  |   |   |  |   |
| <b>Grammar</b>   | <p>Know that a false friend is a word in two languages that looks/sounds the same but does not have the same meaning.<br/>           Understand the difference between a main clause and a subordinate clause.<br/>           Understand that a simple sentence is made up of one clause and that a complex sentence has at least two clauses (main and subordinate).<br/>           Understand that questions can be formed by inverting the verb and noun.</p> | <p>Know that a compound word is formed by combining more than one word.<br/>           Understand that a compound sentence is formed by joining two main clauses, linked by a coordinating conjunction.<br/>           Know that some adjectives follow the noun whilst others precede it.<br/>           Know how nouns and adjectives agree by gender or number.</p> | <p>Explain the difference between ordinal and cardinal numbers.</p>   | <p>Identify subordinating and coordinating conjunctions and know when to use them.<br/>           Identify the difference between complex and compound sentences.</p> | <p>Know that a preposition tells us when or where something is.<br/>           Know that the preposition <i>à</i> is used before names of towns/cities.<br/>           Know that the definite article is used with the names of countries.<br/>           Understand that in French the days of the week are not written with a capital letter unless they are the first word in a sentence.</p> | <p>Know that conjugated verbs have been changed to communicate an idea e.g. person/tense.</p>                         |
| <b>Pronunciation &amp; Spelling</b>                          | <p>Know how to pronounce the phoneme represented by the digraph <i>qu</i>, in both French and English.</p>   |  | <p>Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun.</p>          |   | <p>Notice the circumflex accent in some words, e.g. <i>âge</i>.</p>  |   |
| <b>Knowledge of the World</b>                                | <p>Learn that there is a time difference between France and the UK.</p>  |  | <p>Learn what an <i>arrondissement</i> is.<br/>           Learn about the time difference between Paris and Moscow.</p> | <p>Learn about the time difference between Paris and Tokyo.</p>   | <p>Learn about the 4<sup>th</sup> <i>arrondissements</i> and its monuments.</p>  | <p>Learn about the 5<sup>th</sup>, 7<sup>th</sup> and 16<sup>th</sup> <i>arrondissements</i> and their monuments.</p> |





| Activities        | See the Primary French Project individual lesson plans for intended activities.  |   |   |   |  |   |
|-------------------|--|---|---|---|--|---|
| <b>Vocabulary</b> | <p><b>Time Phrases</b><br/>Quelle heure est-il? (What time is it?), Il est... (It's...), une heure (1 o'clock), deux heures (2 o'clock), trois heures (3 o'clock), quatre heures (4 o'clock), cinq heures (5 o'clock), six heures (6 o'clock), sept heures (7 o'clock), huit heures (8 o'clock), neuf heures (9 o'clock), dix heures (10 o'clock), onze heures (11 o'clock), midi (noon), minuit (midnight)</p> <p><b>Numbers</b><br/>treize (13), quatorze (14), quinze (15), seize (16), dix-sept (17), dix-huit (18), dix-neuf (19), vingt (20), vingt et un (21)</p> <p><b>Adverb of time</b><br/>quand (when)</p> <p><b>Nouns</b><br/>une seconde (a second), une minute (a minute), une heure (an hour), une journée / un jour (a day), une semaine (a week), un mois (a month), un an / une année (a year), un cinéma (a cinema), un magasin (a shop), un parc (a park), un restaurant (a restaurant), un supermarché (a supermarket)</p> | <p><b>Time phrases</b><br/>et demi (half past), et demie (half past), et quart (quarter past)</p> <p><b>Adjectives</b><br/>petit (small), grand (big)</p> <p><b>Nouns</b><br/>un café (a café), un hôpital (a hospital), un château (a castle), un théâtre (a theatre), un hôtel (a hotel)</p> <p><b>Numbers 22-39</b><br/>vingt-deux (22), vingt-trois (23), vingt-quatre (24), vingt-cinq (25), vingt-six (26), vingt-sept (27), vingt-huit (28), vingt-neuf (29), trente (30), trente et un (31), trente-deux (32), trente-trois (33), trente-quatre (34), trente-cinq (35), trente-six (36), trente-sept (37), trente-huit (38), trente-neuf (39)</p> | <p><b>World cities</b><br/>New York, Sydney, Tokyo, Moscou (Moscow)</p> <p><b>An ordinal number</b><br/>le premier (the first masculine), la première (the first feminine), le 1er (1<sup>st</sup>)</p> <p><b>Time phrase</b><br/>moins le quart (quarter to)</p> <p><b>Nouns</b><br/>une banque (a bank), une gare (a railway station), une mairie (a town hall), une piscine (a swimming pool), une poste (a post office), un arrondissement (an administrative district)</p> | <p><b>Numbers</b><br/>quarante (40)</p> <p><b>Nouns</b><br/>une bibliothèque (a library), une école (a school), une église (a church), une patinoire (an ice rink), une piscine (a swimming pool), le deuxième arrondissement (the 2nd arrondissement)</p> <p><b>Writing a letter</b><br/>Chère amie (Dear friend, to a girl), Cher ami - Dear friend, to a boy), c'est bien (it's good/nice), c'est super (it's super), c'est très intéressant (it's very interesting), malheureusement (unfortunately), écris-moi pour me le dire (write to me to tell me), pour les touristes (for the tourists)</p> | <p><b>Days of the week</b><br/>les jours de la semaine (the days of the week), lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday)</p> <p><b>Numbers</b><br/>cinquante (50)</p> <p><b>Time</b><br/>à quelle heure...? (at what time...?), à une heure (at one o'clock)</p> <p><b>Question and answer</b><br/>Où vas-tu? (Where are you going?), Je vais à la... (I'm going to the...), Je vais au... (I'm going to the...), Je vais à l'... (I'm going to the...)</p> | <p><b>Verbs (activities)</b><br/>faire du skate (to go skateboarding), jouer au football (to play football), faire du vélo (to go cycling), jouer au tennis (to play tennis), faire un pique-nique (to have a picnic), nager (to swim), emprunter un livre (to borrow a book), patiner (to ice skate), faire des courses (to do the shopping), boire une lemonade (to have a lemonade), voir un film (to see a film), voir une pièce (to see a play).</p> <p><b>Paris monuments</b><br/>la Fontaine Saint-Michel (St. Michael's fountain), le Jardin des Plantes (the Botanic Gardens), le Musée national du Moyen Âge (National Medieval Museum), le Panthéon (the Pantheon), la Sorbonne (the Sorbonne)</p> <p><b>Paris arrondissements</b><br/>le 7ème arrondissement (the 7th arrondissement), le 8ème arrondissement (the 8th arrondissement), le 16ème arrondissement (the 16th arrondissement)</p> |



# Girlington Primary School French Curriculum

Year 6

| Term   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--|--|--|--|---|---|---|
| Topic  | My class   |  | My school  |   | Myself and my family                                  |   |
| Based on the Primary French Project Framework (Niveau Tricolore) |  |  |  |   |   |   |
| <b>Speaking &amp; Listening</b>                                  | <p>Know that there is a formal and informal register of speech in French and recognise examples of each.</p> <p>Understand and use a range of questions.</p> <p>Use speaking frames to create simple, complex and compound sentences.</p> <p>Create compound spoken sentences using a relative pronoun.</p>  |  |  |   |   |   |
| <b>Reading &amp; Writing</b>                                     | <p>Use writing frames to create simple, complex and compound sentences.</p> <p>Create compound written sentences using a relative pronoun.</p> <p>Create complex written sentences using a subordinating conjunction.</p> <p>Know how to write the date using syntax, capital letters and punctuation.</p> <p>Know the conventions for writing the date in numerical form.</p> |  |  |   |   |   |
| <b>Grammar</b>   | <p>Understand that there is a difference between the vocabulary used in formal/informal speech.</p> <p>Understand that in French the months of the year are not written with a capital letter unless they are the first word in a sentence.</p>  | <p>Know that to create plural nouns an s is added to regular nouns. To create plurals of nouns that end in <i>-eau</i> in the singular form an <i>x</i> is added, e.g. un gâteau → des gâteaux.</p> <p>Recognise that some nouns are possessive and that a possessive adjective must agree with the noun it is modifying.</p> <p>Identify the difference between formal and informal vocabulary.</p> | <p>Know that the infinitive is the basic form of the verb. In French, an infinitive is recognisable by its ending: <i>-er</i>, <i>-re</i> or <i>-ir</i>.</p> | <p>Use the relative pronoun <i>qui</i> to join two clauses to create a compound sentence.</p> <p>Learn that subject pronouns <i>il</i> and <i>elle</i> must match the gender of the noun they are representing.</p> <p>Know that a negative adverb turns a statement into a negative statement, e.g. I have not got a cat, je n'ai pas de chat.</p> | <p>Revise simple, complex and compound sentences.</p> | <p>Revise prepositional phrases to show when or where something is happening.</p> <p>Revise agreement of nouns and adjectives.</p> <p>Understand and use the terms infinitive, conjugated, regular and irregular verbs.</p> |
| <b>Pronunciation &amp; Spelling</b>                              | <p>Notice the cedilla is placed underneath the letter 'c' to show that it is pronounced like an 's' rather than a 'k' (e.g. façade)</p> <p>Know that the circumflex is used over any vowel to show that a historical letter has disappeared from the word, e.g. the 's' from August → août.</p>  |  |  | <p>Recognise the œ ligature in certain French words and be able to write it correctly e.g. cœur.</p>  |   |   |
| <b>Knowledge of the World</b>                                    | <p>Learn about festivals celebrated throughout the year in France.</p>   |  |  |   |   |   |





| Activities        | See the Primary French Project individual lesson plans for intended activities.  |  |  |   |   |  |
|-------------------|--|--|--|---|---|--|
| <b>Vocabulary</b> | <p><b>Greeting</b><br/>Salut! (Hi!),<br/><b>Asking how someone is</b><br/>Ça va? (How are you?),<br/>Comment ça va? (How are you?),<br/>Comment vas-tu? (How are you?),<br/>Ça va, et toi? (I'm ok, you...?),<br/>Ça va (I'm fine),<br/>Oui, ça va (I'm fine),<br/>Ça va bien, merci. (I'm fine, thanks)<br/><b>Months of the year</b><br/>janvier (January),<br/>février (February),<br/>mars (March),<br/>avril (April),<br/>mai (May),<br/>juin (June),<br/>juillet (July),<br/>août (August),<br/>septembre (September),<br/>octobre (October),<br/>novembre (November),<br/>décembre (December)</p> | <p><b>Festivals</b><br/>la fête de Saint Nicolas / la Saint-Nicolas (St. Nicholas's Day),<br/>la veille de Noël (Christmas Eve),<br/>le jour de Noël (Christmas Day)<br/><b>Questions and answers</b><br/>Tu peux épeler ton nom? (Can you spell your name?),<br/>Tu es de quelle nationalité? (What nationality are you?),<br/>Je suis (I am),<br/>français(e) (French),<br/>britannique (British),<br/>anglais(e) (English),<br/>écossais(e) (Scottish),<br/>gallois(e) (Welsh),<br/>On parle quelles langues au Royaume-Uni? (Which languages are spoken in the UK?),<br/>On parle l'anglais, le gallois, le gaélique écossaise et le cornique. (English, Welsh, Scottish, Gaelic and Cornish are spoken),<br/>Est-ce que tu parles d'autres langues? (Can you speak any other languages?),<br/>Avec qui? (With whom?),<br/>Quelle est ton adresse? (What is your address?),<br/>À bientôt! (See you soon!),<br/>dans la salle de</p> | <p><b>Festivals</b><br/>le Jour de l'An (New Year's Day),<br/>le Jour des Rois (Epiphany)<br/><b>Travelling to school</b><br/>Tu viens comment à l'école? (How do you come to school?),<br/>Je viens (I come),<br/>à vélo (by bicycle),<br/>à pied (on foot),<br/>à trottinette (on my scooter),<br/>en taxi (by taxi),<br/>en autobus (by bus),<br/>en voiture (by car),<br/>Tu arrives à l'école à quelle heure? (What time do you arrive at school?),<br/>J'arrive (I arrive),<br/><b>School routine</b><br/>Tu prends le petit déjeuner à quelle heure? (What time do you have breakfast?),<br/>Je prends le petit déjeuner... (I have breakfast...),<br/>Les cours commencent à quelle heure? (What time do lessons start?),<br/>la récréation (break-time),<br/>le déjeuner, c'est à quelle heure? (What time is lunch?),<br/>L'école finit à quelle heure? (What time does school finish?)<br/><b>School subjects</b><br/>l'allemand (German),<br/>l'anglais (English),<br/>le dessin (art),<br/>l'éducation physique (PE),<br/>l'espagnol (Spanish),<br/>le français (French),</p> | <p><b>Festivals</b><br/>le Poisson d'avril - April Fool's Day<br/><b>Introducing somebody</b><br/>voici (this is, these are/here is here are),<br/>mon père (my father),<br/>mon frère (my brother),<br/>ma mère (my mother),<br/>ma sœur (my sister),<br/>mes parents (my parents),<br/>mes frères (my brothers),<br/>mes sœurs (my sisters)<br/><b>Number</b><br/>soixante (sixty)<br/><b>Work</b><br/>travailler (to work),<br/>Est-ce que tes parents travaillent? (Do your parents work?),<br/>Oui, mes parents travaillent. (Yes, my parents work),<br/>mon père / ma mère travaille à la maison / en ville (my father / mother works at home / in town)<br/><b>Pets</b><br/>un chat (a cat),<br/>un chien (a dog),<br/>un cochon d'Inde (a guinea pig),<br/>un furet (a ferret),<br/>un hamster (a hamster),<br/>un lapin (a rabbit),<br/>un phasme (a stick insect),<br/>un poisson (a fish),<br/>une perruche (a budgie),<br/>une poule (a hen),<br/>une souris (a mouse),<br/>(a tortoise)<br/><b>Family</b><br/>As-tu des frères ou des sœurs? (Do you have any brothers or sisters?),<br/>je suis fille unique (I'm an only child) (spoken by a girl),<br/>je suis fils unique (I'm an only child) (spoken by a boy),<br/>un frère (a</p> | <p><b>Festivals</b><br/>la Fête du muguet (May Day/ Celebration of Lily of the Valley)<br/><b>Describing myself</b><br/>grand(e) (tall),<br/>de taille moyenne (of medium height),<br/>petit(e) (small),<br/>j'ai les cheveux blonds/ bruns/ roux/ noirs (I have blond(e)/brown/red/black hair),<br/>j'ai les yeux bleus/ marron/ verts/ gris (I have blue/ brown/ green/ grey eyes),<br/>Je porte des lunettes (I wear glasses),<br/>Je ne porte pas de lunettes (I don't wear glasses)<br/><b>Number</b><br/>soixante-dix (seventy)<br/><b>Clothes</b><br/>j'aime porter (I like to wear...),<br/>un t-shirt (a tee-shirt),<br/>un pull (a jumper),<br/>une robe (a dress),<br/>une veste (a jacket),<br/>un jean (jeans),<br/>un pantalon (trousers),<br/>un short (shorts),<br/>une jupe (a skirt),<br/>des chaussures (shoes),<br/>des bottes (boots),<br/>des baskets (trainers),<br/>une casquette (a cap),<br/>un manteau (a coat),<br/>(a scarf),<br/>des gants (gloves),<br/>un bonnet (a woolly hat),<br/>des sandales (sandals),<br/>des lunettes de soleil (sunglasses),<br/>un maillot de bain (a swimming costume/ swimming trunks)<br/><b>The weather</b><br/>il fait chaud (it's hot/ warm),<br/>il fait froid (it's cold),<br/>il pleut (it's raining),<br/>il y a du soleil (it's sunny),<br/>il y a de la neige (it's snowing),<br/>il y a du vent (it's windy)<br/><b>Adverbial phrases</b><br/>après l'école (after school),<br/>le week-end (at the weekend),<br/>quand il y a du soleil (when it's sunny),<br/>quand il fait froid (when it's cold)</p> | <p><b>Festivals</b><br/>la Fête nationale - National Day, known in the UK as 'Bastille Day'<br/><b>Adverbs of time</b><br/>le week-end (at weekends),<br/>après l'école (after school),<br/>pendant les vacances (in the holidays),<br/>le samedi (on Saturdays),<br/>ce week-end (this weekend),<br/>vendredi prochain (next Friday)<br/><b>Verbs</b><br/>aimer (to like),<br/>aller (to go)<br/><b>Infinitive phrases (leisure activities)</b><br/>faire du vélo (to ride a bike),<br/>faire un pique-nique (to have a picnic),<br/>faire un château de sable (to build a sandcastle),<br/>faire la cuisine (to cook),<br/>faire mes devoirs (to do my homework),<br/>lire un magazine (to read a magazine),<br/>lire un livre (to read a book),<br/>prendre le petit déjeuner (to have breakfast),<br/>apprendre un poème (to learn a poem),<br/>tondre la pelouse (to mow the lawn),<br/>dormir (to sleep),<br/>aller au cinéma (to go to the cinema),<br/>aller à la plage (to go to the beach),<br/>jouer au football (to play</p> |



# Girlington Primary School French Curriculum

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|  |  | <p>classe (in the classroom), un cahier (an exercise book), un crayon (a pencil), un dictionnaire (a dictionary), un feutre (a marker pen), un pinceau (a paintbrush), un stylo (a pen), une trousse (a pencil case), une gomme (a rubber), une règle (a ruler), des ciseaux (scissors), Tu peux me donner ..., s'il te plait? (Please could you pass me.?) voilà! (here you are), merci (thank you), jet'en prie (you're welcome)</p> | <p>la géographie (geography), l'histoire (history), l'informatique (ICT/computing), les maths (maths), la musique (music), les sciences (science), Quelle est ta matière préférée? (What is your favourite subject?)</p> <p><b>Break time</b><br/>Qu'est-ce que tu fais pendant la récréation? (What do you do at break-time?), je parle avec mes camarades (I chat with my friends), je joue avec mes camarades (I play with my friends), je prends mon goûter (I eat my snack), je parle avec les profs (I chat with the teachers), je vais à la bibliothèque (I go to the library), je vais aux toilettes (I go to the toilet)</p> | <p>brother), une sœur (a sister)</p> <p><b>Relative pronoun</b><br/>qui (who, that)</p> | <p>football), jouer au ballon (to play ball), jouer aux boules (to play boules), jouer à un jeu de société (to play a board game), jouer avec le chien (to play with the dog), jouer dans l'eau (to play in the water), dessiner (to draw), nager (to swim), regarder la télé (to watch TV), écouter mon iPod (to listen to my iPod), écouter une histoire (to listen to a story), ranger ma chambre (to tidy my room), parler avec mes parents (to talk with my parents), parler avec mes amis (to talk with my friends), bricoler (to do craft activities), préparer le déjeuner (to make lunch), manger un sandwich (to eat a sandwich), manger une glace (to eat an ice cream), aider ma mère (to help my mother), aider mes parents (to help my parents), laver la voiture (to wash the car), travailler à l'ordinateur (to work at the computer)</p> |
|--|--|--|---|---|--|



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|--------------------------------|--|
| <b>Subsequent KS3 Learning</b> | Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.   |
| <b>Grammar and vocabulary</b>  | Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied. Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate. Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. Use accurate grammar, spelling and punctuation.   |
| <b>Linguistic competence</b>   | Listen to a variety of forms of spoken language to obtain information and respond appropriately.<br>Transcribe words and short sentences that they hear with increasing accuracy.<br>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.<br>Express and develop ideas clearly and with increasing accuracy, both orally and in writing.<br>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.<br>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.<br>Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. |