



## French



At Layfield Primary School, we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to provide a high-quality languages education which fosters pupils' curiosity and deepens their understanding of the world. Teaching enables 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 also provides opportunities for them to communicate for practical purposes and learn new ways of thinking.

Our curriculum aims to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Our language curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding of the French language.

We want our pupils to:

**L**ove learning a foreign language.

**A**chieve their full potential by listening attentively, joining in and responding.

Develop **c**uriosity about the world, people and communication.

Have **f**un singing songs and playing games.

Be **i**nspired by other cultures.

Have memorable first-hand **e**xperiences.

Learn **l**ife skills by expressing their ideas and thoughts in another language.

**D**evelop as individuals by broadening their vocabulary.

At Layfield, in Reception, Year 1 and Year 2 children experience a range of units from **Petites Etoiles**. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. Children enjoy a weekly French lesson.

### Early Years Foundation Stage

The curriculum is taught through topics which ensure continuous provision and the skills progression as outlined in '**Petites Etoiles**':

By the end of EYFS, children are expected to be able 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.

	Term 1	Term 2	Term 3	Term 4	Term 5
Reception	(18) Nursery Rhymes	(2) Nounours	(3) Wild Animals	(16) Happy Birthday	(9) Past Times

### Key Stage 1

By the end of Year 2, children are expected to be able 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.
- link the spelling, sound and meaning of words.
- engage in conversations by answering questions and beginning to ask questions.
- appreciate stories, songs, poems and rhymes in the language.

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	(1) Bonjour	(5) Seasons/ Weather	(15) Shopping	(4) On the farm	(7) Seaside
Year 2	(14) Pirates	(13) Transport	(6) In the garden	(11) Celebrations	(17) Clothes

Several units are revisited each year group in order to consolidate learning: (8) Counting to 10, (10) Christmas and (12) Easter.

Where possible, the French unit links to the topic or Cornerstones ILP the children are learning about. This promotes more opportunities to make links between other curriculum subjects.

## Key Stage 2

In KS2, children have a weekly French lesson which is taught following the structure and resources of the **North Yorkshire Scheme of Work**. The scheme ensures that all aspects of the National Curriculum for languages is covered. 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.

By the end of Year 4, children are expected to be able to:

- engage in conversations; ask and answer questions; express opinions; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases.
- appreciate stories, songs, poems and rhymes in the language.
- recognise and begin to respond to the written form of familiar vocabulary.
- make links between French phonemes and spellings.
- begin to write familiar vocabulary.

By the end of Year 6, children are expected to be able to:

- know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- begin to read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary.
- describe people, places, things and actions orally and begin to in writing.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

- understand basic grammar appropriate to the language being studied, including: feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these to build sentences; and how these are different and similar to English.







<b>National Curriculum</b>
<b>KS2</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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.</li> </ul>

In addition to developing their speaking and listening skills, as confidence and skill grows, children begin to record their work through pictures, captions and sentences.







<b>Years/Themes</b>	<b>Ma famille et moi</b>	<b>Les fêtes</b>	<b>Le monde des animaux</b>	<b>Bon appétit</b>	<b>Le temps libre</b>	<b>Destination vacances</b>
---------------------	--------------------------	------------------	-----------------------------	--------------------	-----------------------	-----------------------------

<b>Year 3</b> Numbers 0 - 10 Alphabet Classroom language	(1) Moi	(2) Les couleurs	(3) La jungle	(4) Tutti frutti	(5) Vive le Sport	(6) La météo
<b>Year 4</b> Numbers 10 - 20 Alphabet Classroom language	(7) Les monstres	(8) Le calendrier des fêtes	(9) Les animaux	(10) Au marché	(11) Je suis le musicien	(12) À la mode
<b>Year 5</b> Numbers 20 - 69 Alphabet Classroom language	(13) Ma famille	(14) On fait la fête	(15) Cher zoo	(16) Le petit déjeuner	(17) Vive le temps libre	(18) À la plage
<b>Year 6</b> Numbers 69 - 100+ Alphabet Classroom language	(19) Les portraits	(20) Les cadeaux	(21) Le carnaval des animaux	(22) Au café	(23) Tour de France	(24) Les destinations







The content of the learning and end pints of each unit are outlined below.

<b>Year 3</b>	<b>Ma famille et moi</b>	<b>Les fêtes</b>	<b>Le monde des animaux</b>	<b>Bon appétit</b>	<b>Le temps libre</b>	<b>Destination vacances</b>
<b>Theme</b>						
	<b>1. Moi</b>	<b>2. Les couleurs</b>	<b>3. La jungle</b>	<b>4. Tutti frutti</b>	<b>5. Vive le sport</b>	<b>6. La météo</b>
<b>Numbers to 10</b> <b>Alphabet</b> <b>Classroom language</b>	Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...	C'est (de) quelle couleur? C'est... Addition vocab Quelle est ta couleur préférée? <i>J'aime/je n'aime pas le + colour</i> <i>Sequencing language</i> <i>Imperatives</i>	Qu'est-ce que c'est? C'est... Je suis + un/une + animal petit/grand <i>Introduction to gender + adjectival agreement</i> <i>Accents</i> <i>Indefinite article un/une</i>	C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste .... Quel est ton fruit préféré? <i>(In)definite articles</i> <i>Singular/plural nouns</i> <i>mon/ton</i>	Days of the week Qu'est-ce que tu fais le + day? Quel est ton sport préféré? <i>jouer au + sport</i> <i>faire du/de la + sport</i> <i>Present tense (je/tu)</i> <i>Using jouer and faire</i>	Weather Quel temps fait-il? Il fait... Revise days à + <i>French towns</i> <i>Present tense of faire il fait + weather</i>







<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Learn to greet others</li> <li>✓ Learn to say how they are</li> <li>✓ Learn how to ask and answer questions about names</li> <li>✓ Learn that French is spoken in France and elsewhere in the world</li> <li>✓ Discuss linguistic diversity within their class</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the colours in French</li> <li>✓ Learn about games played in France e.g. la pétanque</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the names of some jungle animals</li> <li>✓ Recognise that some words occur in both English and French, although they may sound different</li> <li>✓ Use numbers to count animals</li> <li>✓ Begin to use adjectives of size</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the names of some fruits</li> <li>✓ Read descriptions</li> <li>✓ Write simple sentences to describe their own fruit kebab</li> <li>✓ Express likes and dislikes about fruit</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the days of the week</li> <li>✓ Learn the names for some sports</li> <li>✓ Learn to say what activities they play/ do on particular days</li> <li>✓ Learn some poems and songs</li> <li>✓ Revise Which is your favourite?</li> <li>✓ Further option: revise likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the names and locations of some towns in France</li> <li>✓ Learn some phrases about the weather</li> </ul>
--------------------------	--	--	--	---	--	---

Year 4	Ma famille et moi	Les fêtes	Le monde des animaux	Bon appétit	Le temps libre	Destination vacances
<b>Theme</b>						
	<b>7. Les monstres</b>	<b>8. Le calendrier des fêtes</b>	<b>9. Les animaux</b>	<b>10. Au marché</b>	<b>11. Je suis le musicien</b>	<b>12. À la mode</b>
<b>Numbers 10-20</b> <b>Alphabet</b> <b>Classroom language</b>	<p>Touche le nez/pied; la bouche/tête; l'oreille; les: épaules/genoux/yeux 1-10</p> <p>Qu'est-ce que c'est...? C'est ...</p> <p>J'ai + number + body part</p> <p>Plurals of nouns</p> <p>Avoir: j'ai, il/elle a</p>	<p>Date</p> <p>Months</p> <p>Revise days 1-31</p> <p>Seasons</p> <p>Festivals</p> <p>Noël</p> <p>Use of ordinal/cardinal numbers</p> <p>Questions using quel(le) en + month</p>	<p>Qu'est ce que c'est? C'est ...</p> <p>As-tu un animal?</p> <p>J'ai/je n'ai pas de Il y a... qui s'appelle...</p> <p>Agreement/position of adjectives</p> <p>Inversion of verb in question</p> <p>Affirmative/negative sentences</p>	<p>Vegetables</p> <p>bon/mauvais pour la santé</p> <p>Qu'est-ce que tu as?</p> <p>Je voudrais...</p> <p>s'il vous plaît</p> <p>C'est combien?</p> <p>... euros</p> <p>Quantities + de les/des + noun</p>	<p>Musical instruments</p> <p>J'aime/j'adore</p> <p>Je n'aime pas</p> <p>Je déteste</p> <p>Je joue du/de la/des + instruments</p> <p>Use of de</p> <p>Questions using Qu'est-ce que? and Qui?</p>	<p>Loup y es-tu? story</p> <p>Clothes + weather + seasons</p> <p>Je mets...</p> <p>Je porte ...</p> <p>Quand il fait</p> <p>Possessive adjectives: mon/ma/mes</p> <p>Complex sentences with Quand</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Learn the names for the main parts of the body</li> <li>✓ Revise numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most pupils will learn the months and dates in French</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn the names for some pet animals</li> <li>✓ Learn to talk about their pets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare shopping in French markets with their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn to say which instrument they play</li> <li>✓ Learn to focus on the rhythm in sentences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn vocabulary for a range of clothes</li> <li>✓ Learn to say what they and others wear in</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use newly learnt vocabulary to describe themselves and others</li> <li>✓ Learn a traditional French song and dance</li> </ul>	<ul style="list-style-type: none"> <li>✓ They will study a range of different festivals celebrated in French</li> <li>✓ As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn to write simple/complex sentences about their pets</li> <li>✓ Learn animal songs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn names for vegetables in French</li> <li>✓ Learn how to buy some vegetables</li> <li>✓ Extra lesson ideas and resources to explore healthy/ unhealthy foods based on The very hungry caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use the language and structures to write a rap</li> </ul>	different weathers/seasons
--	--	--	--	---	--	----------------------------

Year 5	Ma famille et moi	Les fêtes	Le monde des animaux	Bon appétit	Le temps libre	Destination vacances
Theme						
	13. Ma famille	14. On fait la fête	15. Cher zoo	16. Le petit déjeuner	17. Vive le temps libre	18. À la plage
<b>Numbers 20-69</b>  <b>Alphabet</b>  <b>Classroom language</b>	Revise Comment t'appelles-tu? Tu as des frères et des soeurs? J'ai/je n'ai pas de... Il/elle s'appelle... Voici... qui s'appelle... <i>Present tense of s'appeler</i>	Birthdays Quelle est la date de ton anniversaire? C'est le... Quel âge as-tu? J'ai ...ans <i>être present tense (je/il)</i> <i>Prepositions : en/au de (of)</i>	Il a une queue/une tête/des pattes Il était + adjectives Il y a... <i>Intensifiers très, trop</i> <i>Connectives mais à + time</i> <i>Introduction to perfect tense: j'ai vu/je suis allé(e)</i>	Breakfast items Je mange/je bois Tu aimes + le/la/les/l' + food? C'est bon/délicieux Ce n'est pas bon Numbers 10 - 60 Ce matin <i>Perfect tense: j'ai mangé /j'ai bu</i> <i>Use of some: du/de la de l'/des</i>	Revise sport and introduce other hobbies such as watching TV, etc. Qu'est ce que tu vas faire? <i>Introduction to future tense : je vais + infinitive</i>	Beach vocab Ice creams Revise colours Je voudrais + ice cream flavours Il y a... <i>être present tense (est/sont)</i> <i>Agreement and position of adjectives</i> <i>Use of à la/au + flavours</i>
Learning Outcomes	<ul style="list-style-type: none"> <li>✓ Learn to talk about their family</li> <li>✓ Give an oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn how to ask and say when their birthday is in French</li> <li>✓ Find out about birthday celebrations in French</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn names for zoo animals</li> <li>✓ Learn and use some adjectives to describe zoo animals</li> <li>✓ Use past tenses to recount a zoo visit</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop their awareness of typical breakfast food and drink in France</li> <li>✓ Learn to order a range of food and drink</li> <li>✓ Learn to express and understand likes and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn to talk about more hobbies</li> <li>✓ Learn to use the future tense</li> <li>✓ Design a poster about themselves</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn some nouns and verbs to describe a beach scene</li> <li>✓ Learn to read, understand and write instructions to create a beach scene</li> <li>✓ Learn how to order and pay for ice creams</li> </ul>

				dislikes with regard to food/drink ✓ Learn to express and understand opinions		
--	--	--	--	--	--	--

Year 6	Ma famille et moi	Les fêtes	Le monde des animaux	Bon appétit	Le temps libre	Destination vacances
Theme						
	19. Les portraits	20. Les cadeaux	21. Le carnaval des animaux	22. Au café	23. Tour de France	24. Destinations
Numbers 69-100+ Alphabet Classroom language	Facial features Est ce qu'il / elle a...? Qui est-ce? C'est... <i>Indefinite articles:</i> un/une/des <i>Present tense:</i> avoir/être porter (je, tu, il, elle) <i>Compound sentences :</i> et/avec/mais	Revise family Je voudrais une/un/des... C'est trop cher/moins cher/joli <i>Expressing opinions:</i> je pense que c'est.... <i>Future tense:</i> je vais acheter/commander <i>Comparative adjectives:</i> plus/moins	C'est quel animal? C'est un/une... savane, forêt mer, ferme lentement/vite comme un/une adjectives D'accord/pas d'accord <i>Questions using quel/qui/où</i> <i>Prepositions: dans/à la</i>	Drinks and snacks sucré/sale/gras C'est combien? Ça fait ... Mathematical vocab: plus/moins/divisé/ multiplié par <i>Qualifying opinions parce que</i> c'est + adjective	Compass points Geographical features Numbers 1 - 100 <i>Modal verb: on peut</i> visiter/voir/manger/ faire	European countries + capital cities Ici on parle... Je suis + nationality Où vas-tu? <i>Future tense:</i> Je vais voir/manger/ ramener Je vais en/au/aux + country Je vais à + city
Learning Outcomes	<ul style="list-style-type: none"> <li>✓ Learn to describe themselves and other people</li> <li>✓ Use their developing language skills to understand clues in a guessing game</li> <li>✓ Write a paragraph about a famous person</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn some words for presents</li> <li>✓ Learn how to ask for presents and be able to say what they will buy for other family members</li> <li>✓ Be able to thank someone for a gift and write gift tags, lists and letters</li> <li>✓ Use their previous knowledge, in a new context, to speak, read and write about family + hobbies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to a piece of music by a French composer</li> <li>✓ Learn new animal names</li> <li>✓ Learn about animal habitats</li> <li>✓ Learn how to design a poster in French</li> <li>✓ Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn to order a range of snacks and drinks</li> <li>✓ Understand and justify likes and dislikes</li> <li>✓ Learn to understand prices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn about France, Paris and Le Tour de France</li> <li>✓ Learn how to make an oral and written presentation in French</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learn names of countries in French</li> <li>✓ Learn shape names</li> <li>✓ Learn to describe nationality, where they are from + the language they speak</li> <li>✓ Learn to describe holiday plans</li> <li>✓ Become more aware of stereotypes</li> <li>✓ Develop awareness of francophone countries</li> <li>✓ Explore other European languages</li> </ul>



Teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3.

It enables 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.