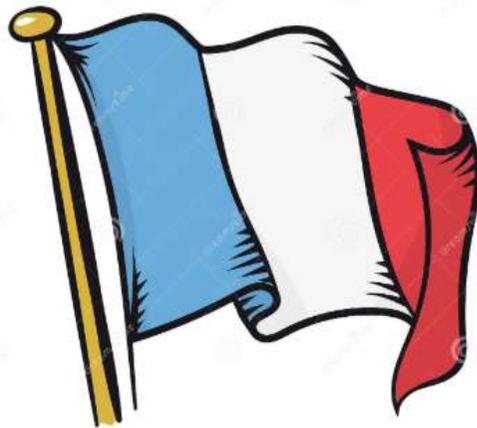




French



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

French Statement of Intent

At Folksworth Primary School we believe that learning a foreign language is enormously beneficial for young people. We aim to foster in our pupils a curiosity and a love of learning about the world and an understanding of the multi-cultural global and local community in which they live. Through the teaching of French in Key Stage 2, we aim to build on children's natural curiosity about the world that is sparked and fostered during the younger years and develop their inter-cultural understanding, respect and tolerance.

We use a the 'La Jolie Ronde,' scheme of work to build children's skills in speaking, listening, reading and writing. Our intention is that when our pupils leave us they are confident and increasingly proficient communicators in French. They will be able to make themselves understood when speaking about various key topics about themselves and their lives, and will be able to understand and respond to others. Through this curriculum we want our pupils to leave us with an enthusiasm for language learning that will stay with them as they move to secondary school and beyond, enabling them to study or work in other countries if they wish.

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French Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	Greetings	Numbers	Colours	Days of the week/ Months of the Year	Parts of the Body	Hobbies and Leisure
Years 5 & 6	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	At the Shops		Sports and Occupations		Dates/ Weather	Comparing Britain and France

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	Greetings	Numbers	Fruits	Nursery Rhymes	Family	Zoo Animals/ Pets
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett & Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper <i>Lucy Coats & David Roberts</i>	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	Food and Family		En Classe		House and Home	

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French Planning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 Cycle A	Greetings	Numbers	Colours	Days of week/ Months of Year	Parts of the Body	Hobbies and Leisure
	Y3 L2 Y3 L3 Y3 L4 <i>(Repeats in both years so mix up activities)</i>	Y3 L1 Y3 L5 Y4 L18 pt3/4 <i>(Repeats in both years)</i>	Y3 L6 Y3 L7 Y4 L15 bilingual dictionaries	Y3 L10 Y3 L11	Y4 L1 Y4 L2	Y4 L16 Y4 L17 Y4 L18 (not part 3/4 numbers)
Y3/4 Cycle B	Greetings	Numbers	Fruits	Nursery Rhymes	Family	Zoo Animals and Pets
	Y3 L2 Y3 L3 Y3 L4 <i>(Repeats in both years)</i>	Y3 L1 Y3 L5 Y4 L18 pt3/4 <i>(Repeats in both years)</i>	Y3 L8 Y3 L9 Y4 L15 bilingual dictionaries	Y4 L3 Y4 L8	Y4 L9 Y4 L10	Y4 L4 Y4 L10 Y4 L11

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Y5/6 Cycle A	At the Shops	Sport and Occupations	Date/ weather	Comparing Britain and France
	Y5 L1 Y5 L2 Y5 L3 Y5 L4 Y5 L5	Y5 L8 Y5 L9 Y5 L10 Y6 L5	Y5 L16 Y5 L17	Y5 L18 Y5 L19 Y5 L20
Y5/6 Cycle B	Food and Family	En Classe	House and Home	
	Y5 L11 Y5 L12 Y5 L13 Y5 L14 Y5 L15 Y6 L4	Y6 L1 Y6 L2 Y6 L3	Y6 L8 Y6 L9 Y6 L10 Y6 L11 Y6 L12	

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French Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Name a noun, adjective, verb, pronoun, conjunction in the language being studied.</p> <p>Use the 1st and 2nd person pronouns with a regular verb.</p>	<p>Use the correct form of the indefinite article in the singular and plural according to gender of the noun.</p> <p>Demonstrate understanding of the position of the majority of adjectives.</p>	<p>Apply the rules of agreement of adjectives in the singular and plural with some accuracy.</p> <p>Produce positive and negative sentences with regular and high frequency verbs in the present tense.</p>	<p>Use the correct form of the definite article in the singular and plural sentences.</p> <p>Apply all knowledge of grammar to build complex sentences in the singular, plural, positive and negative.</p>
Listening and Speaking	<p>Listen and show understanding of single words through physical response.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Name objects and actions and link words with a connective in a simple rehearsed statement.</p>	<p>Listen and show understanding of short phrases through physical response.</p> <p>Listen and demonstrate understanding of words in songs and rhymes.</p> <p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Use familiar vocabulary to say simple sentences to give information using a language scaffold.</p>	<p>Listen and show understanding of more complex familiar phrases and sentences.</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</p> <p>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</p>	<p>Listen and show understanding of more complex sentences containing unfamiliar words.</p> <p>Read aloud the text of familiar rhymes and songs.</p> <p>Engage in short conversation using familiar questions and express opinions.</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences.</p>

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Reading and Writing	<p>Use the knowledge and sound of some letter strings, read aloud or say unfamiliar words.</p> <p>Read and show understanding of familiar single words.</p> <p>Identify and use strategies for memorizing new vocabulary.</p> <p>Write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>Write single familiar words from memory with understandable accuracy.</p>	<p>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules; as applicable.</p> <p>Read and show understanding of simple familiar phrases and short sentences.</p> <p>Use bi-lingual dictionary to find the meaning of a word or its translation.</p> <p>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.</p> <p>Write simple familiar short phrases or sentences from memory with understandable accuracy.</p>	<p>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules; as applicable.</p> <p>Read and show understanding of a complex sentence using familiar language.</p> <p>Use bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</p> <p>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.</p> <p>Write familiar complex sentences from memory with understandable accuracy.</p>	<p>Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; as applicable.</p> <p>Read and show understanding of a series of complex sentences using familiar language.</p> <p>Describe a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p> <p>Write and say a complex sentence manipulating familiar language, using a dictionary for new language.</p> <p>Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>
Songs, Stories and Rhymes	<p>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p>	<p>Join in with the words of a rhyme, song or story sometimes from memory.</p>	<p>Follow the simple text of a familiar song or story and sing or read aloud.</p>	<p>Understand the gist of an unfamiliar text sing some familiar language.</p>

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