



Clipston Endowed VC Primary School – The Big Picture - French

Our Over-arching Curriculum Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum			
Aims of our Curriculum	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.	
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”			
The Intrinsic Core: Our Intent for French	Foster pupils’ curiosity and deepen their understanding of the world.	Express ideas and thoughts in French.	Read authentic literature, written in French.	Provide the foundation for learning further languages.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

How we organise learning in French, through the development of Big Ideas				
Explore and Investigate Whole School Big Ideas	Listen and respond to the spoken word in French in order to verbally express their thoughts and ideas.	Read and understand books written authentically in French.	Communicate through written forms for a variety of audiences, using grammatical conventions with increasing accuracy.	Develop an understanding of French culture, fostering curiosity of the wider world.
The Big Ideas are developed through the understanding of Key Themes or Schema. These are:				
Five Key Themes or Schema	Speaking, Listening, Reading, Writing, Grammar			
Speaking	<ul style="list-style-type: none"> *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 * present ideas and information orally to a range of audience *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * describe people, places, things and actions orally and in writing 			
Listening	<ul style="list-style-type: none"> *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 * appreciate stories, songs, poems and rhymes in the language 			
Reading	<ul style="list-style-type: none"> * read carefully and show understanding of words, phrases and simple writing 			
Writing	<ul style="list-style-type: none"> * 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 			
Grammar	<ul style="list-style-type: none"> * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			

* 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.

Implementation: How do we deliver our Curriculum?

Progression

Progression in Learning from Year 3 to Year 6 is outlined in our French Overview and End Points document.

Big Ideas - Planned Progression of Big Ideas for Lower Key Stage Two

Year 3

- learn a small amount of vocabulary including nouns, verbs, adjectives and a conjunction
- recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them
- create simple spoken and written sentences, e.g.
Voici un chat rouge et un chien bleu.
Je mets un pantalon jaune et un pull vert.
- memorise and recite a bank of finger rhymes
- listen to stories and become familiar with stories known and loved by French children
- listen to and sing along with traditional French folk songs
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Renoir and Monet and the music of the composer Debussy
- become familiar with the city of Paris by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

Colours, numbers 0-31, days of the week, months of the year, punctuation, the alphabet, accents, animal words & Christmas words, classroom commands, greetings.

DVD : Mon Ane (30 chansons enfantines) 	Finger Rhymes: 	Song :Henry Des 	Je veux manger 
Cache-cache cochons 	Chapeau 	Je m'habille et.... je te croque 	Je veux grandir 
Maman 	L'automne arrive 	La tototte 	Je veux mon P'tipot 
Toutes les couleurs 	Par une sombre nuit de tempete 	Silence, Pere-noel 	Roule galette 

Big Ideas - Planned Progression of Big Ideas for Lower Key Stage Two Year 4

- continue to use the vocabulary learnt in year 3, and learn a small amount of new vocabulary including nouns, verbs, adjectives and a conjunction. They learn to use sentence starters (in the form of simple adverbial phrases of place), e.g. Dans le sac, Chez moi. They learn to recognise and use plural forms of nouns, and to apply adjectival agreement by gender and number.
- recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them
- compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word **et** is always silent.
- create simple and sometimes more complex spoken and written sentences, e.g.
Dans le sac il y a un chat rouge et un chien bleu.
Dans le sac il y a trois petits chats verts et une grande baleine bleue.
- memorise and recite a bank of finger rhymes
- listen to stories and become familiar with stories known and loved by French children
- learn about customs and celebrations in France and make comparisons with customs and celebrations in their own culture

- listen to and sing along with traditional French folk songs
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Degas, Cézanne and Matisse and the music of the composer Ravel
- become familiar with the region of the Dordogne in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

Revise:

numbers 0-31, the alphabet, days of the week, months of the year, colours, more punctuation, phonic, pronunciation, classroom commands, animals, verbs, adjectives, towns in France, items of clothing.

 Je veux une petite soeur	 Bon appetit Mr Lapin!	 Pourquoi?	 Va-t'en Grand Montre Vert!	 Un lion	 La galette des rois d'Hugo
 Il y a un cauchemar dans mon placard	 Mon Tresor !	 La tarte aux abricots de Zazie	 L'annonce de Noel !	 Lulu et le loup !	 Loup y es-tu ?
 Je ne veux pas aller a l'hopital !	 Les sables de Noel	 Je ne veux pas aller au lit !	 Je veux ma dent !	 Plouf !	

Big Ideas - Planned Progression of Big Ideas for Upper Key Stage Two

Year 5

- continue to use the vocabulary learnt in years 3 and 4, and they learn new vocabulary consisting of nouns, verbs, adjectives and conjunctions. They develop their use of sentence starters, which still comprise simple adverbial phrases of place, for example *dans la cuisine, dans le jardin, dans la piscine*. They continue to develop their knowledge of singular and plural concepts and to understand how this can change pronunciation.
- learn about syntax and make comparison between French and English and other languages they know.
- can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either *Le Manuel Phonique* or *Methode d'apprendre à lire Pas a Pas*. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.
- continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision.
- use speaking frames and writing frames to create simple and more complex spoken and written sentences, for example
Dans mon placard je vois un petit lion jaune et une grande araignée bleue.
Dans le jardin j'entends un petit furet rouge et une grande libellule verte.
- Practise reading aloud, or reciting from memory, short passages of text from a book about the universe.
- Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children
- learn about products and symbols from France and make comparisons with products and symbols from the UK
- listen to and sing along with traditional French and British folk songs and learn and perform French folk dances
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Gaugin, Manet and Pissarro and the music of the composer Satie

- become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

Revise: numbers: 0-31 ,
 numbers: 32-60, mathematical operators, time tables: x2, more verbs, more nouns & adjectives,
 adverbs of time, dictating sentences, more French towns, spellings, classroom instructions

 Patatras	 Le chateau du petit prince	 Je veux un ami	 C'est moi le champion	 Superbouquin
 Trois courageux petits gorilles	 Petit-bleu et petit-jaune	 Qui conduit ?	 Silence Pere- Noel	 Henry Des, Vol 1
 . C'est comme ca chez moi les vacances	 Au loup !	 The very best of Satie	 France Gall, Evidement	 DVD : Mon Ane '30 chansons enfantines' V'la l'bon vent

Big Ideas - Planned Progression of Big Ideas for Upper Key Stage Two

Year 6

- continue to use the vocabulary learnt in years 3, 4 and 5, and they learn new vocabulary consisting of nouns, verbs, adjectives, conjunctions and verbs. They develop their use of sentence starters, which comprise simple adverbial phrases of place, e.g. *dans la cuisine, dans le jardin, dans la piscine* and also adverbial phrases of time such as *aujourd'hui, À trois heures et demie*. They begin to develop an understanding of tense by changing the verb and using an adverb of time. They have opportunities to use the following tenses: *present, futur proche, passé compose* and *imparfait*.
- continue to learn about syntax and make comparison between French and English and other languages they know.
- can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either *Le Manuel Phonique* or *Methode d'apprendre à lire Pas a Pas*. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.
- continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision..
- use speaking frames and writing frames to create simple and more complex spoken and written sentences, e.g.
Aujourd'hui je vais nager dans la piscine..
Hier j'ai entendu un petit elephant gris qui chantait dans la forêt.
- Practise reading aloud, or reciting from memory, short passages of text from a book about the history of France.
- Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children
- consider stereotypes and role models
- listen to and sing along with traditional French and British folk songs and learn and perform French folk dances
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Toulouse Lautrec and Magritte and the music of the composer Chopin
- become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

Revise: numbers 0-60, days of the week, months of the year, nouns, colours, French towns, time table X2, verbs in the perfect & imperfect, numbers 61-100, more mathematical operators & arithmetic, time tables X3, X4, X5, X6, X10, more verbs, the time: on the hour and every half an hour, verbs in the infinitive, memorisation and writing skills

 Lave-toi les mains	 La Première Histoire de France	 Une histoire sombre, très sombre	 Je ne veux pas changer de maison	 La nuit de l'étoile d'or	 Chapeau rond rouge
 Cette nuit-là	 Au lit, petit monstre	 L'apprenti loup	 Le petit chaperon vert	 Le loup est revenu	 Je suis revenu
 Loupiotte	 C'est moi le plus fort	 Le loup sentimental	 Mini-loup en vacances	 Le déjeuner des loups	

Impact

Most children achieve the End Point Milestones for French

Children become...

successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.

confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.

responsible, happy citizens of the world who have the capacity to make positive contributions to society.