

# Languages (French)

At Norton Community Primary School

At Norton CP School, our MFL curriculum is designed to recognise, value and build upon the remarkable linguistic experience and knowledge our pupils bring with them, including many boys and girls who are bilingual or even multilingual. We do not want pupils to leave these talents at the classroom door; instead, we actively invite them into lessons to enrich learning for everyone. We have chosen French because it is continued in our two local secondary schools, enabling children to arrive with knowledge to share, confidence in their abilities and, we hope, an excitement about languages that continues beyond primary school.

In Key Stage 2, lessons are based on the *Rising Stars French* scheme of work and are thoughtfully adapted by teachers to meet the academic needs, interests and engagement of their classes, ensuring learning is interactive, practical and games-based while gradually introducing the technical aspects of the language. Pupils are encouraged to understand and respond to spoken and written French, make meaningful links with other subjects, particularly Literacy, and compare grammatical structures across languages. They are given opportunities to write in French at varying lengths and to present their work to a high standard in class 'Big Books', where learning is shared, celebrated and revisited. Children are also exposed to a range of French texts to develop an appreciation of writing in another language, while events such as Language Day and the inclusion of music from other cultures throughout the year further celebrate multilingualism and allow pupils to take pride in what they already know.

Throughout their time at Norton CP, all children will develop an understanding and appreciation of France and the wider Francophone world. They will explore different languages, cultures, traditions and ways of life, making meaningful comparisons with their own experiences and community. Through learning about festivals, schools, geography, arts, food and daily life in French-speaking countries, pupils will develop curiosity, respect for diversity and a broader understanding of the world around them as global citizens.

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# Year Three

## Y3 – Moi (Me)

### Content

Children will learn some simple French phrases and greetings, to raise awareness of where French is spoken, and to draw attention to some cultural differences.

### National curriculum link

- Listen to and show understanding of single words through a actions
- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Identify and use strategies for memorising new vocabulary

### Vocabulary

Bonjour (Hello), Salut (Hi/Bye), Ç ava? (How are you?), Au revoir (Goodbye), Monsieur/Madame (Mr/Mrs), oui (yes), non (no), Je m' appelle... (My name is...).

### Key essential skills/knowledge

- Use greetings in French
- Understand and answer simple questions in French
- Name some family members in French
- Count from 1 to 10 in French

## Y3 – Jeux et chansons (Games and songs)

### Content

The purpose of this unit is for the children to learn to count to 20 and start talking about their favourite games.

### National curriculum link

- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Listen to and show understanding of single words through a physical response

### Vocabulary

Numbers to 20 in French, Combien de...? (How many...?), Je préfère... (I prefer), J'ai... (I have), le football (football), le saut á la corde (skipping), Cache-cache (hide and seek), le chat (tcat), le chein (the dog), la souris (the mouse).

### Key essential skills/knowledge

- Count from 1 to 20 in French,
- Understand and answer the question Combien de...?,
- Talk about preferences using Je préfère...

## Y3 – On fait la fête (Celebrations)

### Content

The purpose of this unit is for the children to learn to talk about their achievements in games and activities. They also learn the names of the months, as well as a birthday greeting.

### National curriculum link

- Read and show understanding of familiar simple words

- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs

### Vocabulary

Je joue bien au football (I'm good at playing football), Je nage (I swim/I'm swimming), Je danse (I dance/I'm dancing), Je chante (I sing/I'm singing), Je lis (I read/I'm reading), Bravo! (Well done!), Joyeux anniversaire! (Happy birthday), Les mois (The months).

### Key essential skills/knowledge

- Name the months of the year in French and put them into the correct order
- Join sentences using et
- Talk and write about hobbies in French

## Y3 – Portraits (Portraits)

### Content

The purpose of this unit is to teach main parts of the body and describe colours. Children will also learn that nouns in French are split into two groups - masculine and feminine.

### National curriculum link

- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs
- Identify parts of speech including a noun, adjective, pronoun and conjunction
- Recognise plurals
- Begin to work out strategies to get help

### Vocabulary

Rouge (red), rose (pink), jaune (yellow), bleu(e) (blue), vert(e) (green), noir(e) (black), blanc(he) (white), Violet(te) (purple), marron (brown), orange (orange), un nez (a nose), une bouche (a mouth), des yeux (the eyes), un bras (an arm), une jambe (a leg).

### Key essential skills/knowledge

- Understand, name and write colours in French
- Learn the names of parts of my body in French
- Know that nouns in French are split into two groups – masculine and feminine

## Y3 – Les Quatre Amis (The Four Friends)

### Content

In this unit, children learn to talk about animals and describe their colour and movement, while listening and responding to a story.

### National curriculum link

- Listen to and show understanding of single words through actions
- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Identify and use strategies for memorising new vocabulary

### Vocabulary

Le cheval (the horse), le mouton (the sheep), le lapin (the rabbit), la souris (the mouse), vite (quickly), lentement (slowly), gris(e) (grey), la pomme (the apple).

### Key essential skills/knowledge

- Understand the names of some animals in French
- Identify animals from words read and heard in French
- Listen to and join in with a story in French

## Y3 – Ça pousse! (Growing things)

### Content

The purpose of this unit is to teach children the names of some vegetables and how to say what they like and don't

### National curriculum link

- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs
- Identify parts of speech including a noun, adjective, pronoun and conjunction
- Recognise plurals
- Begin to work out strategies to get help

### Vocabulary

Tu aimes...? (Do you like...?), J'aime...(I like...), Je n'aime pas...(I don't like...), beaucoup (a lot/much), Je voudrais... (I would like...), un haricot (a bean), un concombre (a cucumber), une tomate (a tomato), une laitue (a lettuce), du cresson (some watercress), une graine (a seed), un marché (a market).

### Key essential skills/knowledge

- Understand and say the names of vegetables in French
- Talk and write sentences about food likes and dislikes in French
- Use simple expressions of approval and disapproval in French, such as bravo and fantastique

## Year Four

### Y4 – On y va! (All aboard!)

#### Content

Children will find out about the francophone world. They will also learn days of the week, and some phrases relating to transport and weather.

#### National curriculum link

- Listen to and show understanding of short phrases through actions
- Listen and understand words in songs and rhymes
- Use a bilingual dictionary to find the meaning or translation of a word

#### Vocabulary

Je vais à l'école (I go/I'm going to school), à pied (on foot), en voiture (by car), en vélo (by bike), en bus (by bus), en train (by train), Où vas-tu? (Where are you going?)

#### Key essential skills/knowledge

- Name places where French is spoken and find them on a map
- Learn weather and transport words in French
- Recognise and order the days of the week in French

### Y4 – L'argent de poche (Pocket money)

#### Content

- Children will have an opportunity to manipulate numbers, introduce them to euros, and allow them to express likes and dislikes.
- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Read and show understanding of familiar phrases and short sentences

#### National curriculum link

Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns

#### Vocabulary

Numbers 21 – 30 in French, J'adore (I love), Je déteste (I hate), Ça (that), J'ai (I have), Je n'ai pas de... (I don't have...), C'est combien? (How much is it?), un euro (one euro).

#### Key essential skills/knowledge

- Learn numbers 1-30 in French
- Use the correct indefinite determiner un/une according to the gender of the noun
- Use an adjective in French to describe an object

### Y4 – Raconte-moi une histoire! (Tell me a story!)

#### Content

The purpose of this unit is to raise children's awareness of simple adjective agreement and French sounds/spellings in the context of a fairy tale.

#### National curriculum link

- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form

- Recognise and use first, second and third person, singular forms of high frequency verbs

### Vocabulary

Regardez (look), répétez (repeat), écoutez (listen), grand(e) (big), petit(e) (small), levez-vous (stand up/get up), asseyez-vous (sit down)

### Key essential skills/knowledge

- Understand a familiar story in French
- Make links between French words and familiar words
- Count and recognise numbers in 10s to 100 in French

## Y4 – Vive le sport! (Our sporting lives)

### Content

Children will have the opportunity to talk about sports, and healthy and unhealthy eating habits.

### National curriculum link

- Use the definite and indefinite article according to gender of the noun (singular) and in plural form
- Recognise and use first, second and third person, singular forms of high frequency verbs
- Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns

### Vocabulary

Qu'est-ce que tu fais (lundi)? (What are you doing. Do you do (Monday)?), Je joue au tennis/basket (I play tennis/basketball), Je joue au cricket (I play cricket), Je fais du vélo (I ride my bike/go cycling).

### Key essential skills/knowledge

- Talk about sports, choosing the correct verb je joue á / je fais de
- Understand others talking about their sporting preferences in French
- Learn the names of foods in French and revise those learnt previously
- Say and write more extended sentences about healthy lifestyles

## Y4 – Le Carnaval des Animaux (The Carnival of the Animals)

### Content

Children will learn the names of some animals in French. They will also learn to tell the time in French.

### National curriculum link

- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Read and show understanding of familiar phrases and short sentences
- Use a bilingual dictionary to find the meaning or translation of a word
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form
- Recognise and use first, second and third person, singular forms of high frequency verbs

### Vocabulary

Quelle heure est-il? (What time is it?), Il est midi (It's midday), Il est minuit (It's midnight), le lion (the lion), le kangourou (the kangaroo), Le poisson (the fish), la tortue (the tortoise), la poule (the hen), le cygne (the swan).

### Key essential skills/knowledge

- Name and spell animals in French
- Describe characteristics in French using Je suis... (I am)
- Understand and say the time in French

## Y4 – Quel temps fait-il? (What's the weather like?)

### Content

Children will learn more phrases to describe the weather and talk about the temperature. Children will also learn to describe the clothes they need to wear in particular weather conditions.

### National curriculum link

- Listen to and show understanding of short phrases through actions
- Read and show understanding of familiar phrases and short sentences
- Recognise and use first, second and third person, singular forms of high frequency verbs

### Vocabulary

Il neige (It's snowing), Il gèle (It's freezing/icy), un manteau (a coat), un chapeau (a hat), un parapluie (an umbrella), une écharpe (a scarf), Il fait...degrés (It's...degrees).

### Key essential skills/knowledge

- Say what the weather is like and recognise weather expressions in French
- Understand and form the date in French
- Describe clothing in French using appropriate adjectives, obeying rules of agreement

## Year Five

### Y5 – Bon appétit, bonne santé (Healthy eating)

#### Content

Children will revise and extend language about healthy and unhealthy eating.

#### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language

#### Vocabulary

Dans le sac, il y a... (In the bag, there is...), et (and), aussi (also), mais (but), Elle est bonne/mauvaise (It is good/bad), un sandwich au jambon (a ham sandwich), un gâteau (a cake), une banane (a banana), une pizza aux champignons (mushroom pizza)

#### Key essential skills/knowledge

- Listen and respond to opinions about food
- Talk about whether food is healthy or not
- Order food and drink, including specifying filling/flavour

### Y5 – Je suis le musicien (I am the music man)

#### Content

Children will discuss musical tastes and talk about the musical instruments they play.

#### National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs
- Apply rules of agreement of adjectives in singular and plural with some accuracy

#### Vocabulary

Tu joues...? (Do you play...?), Je joue du saxophone/piano/violon (I play the saxophone/piano/violin), C'est génial! (It's brilliant!), C'est nul! (It's rubbish!), le jazz (jazz), le reggae (reggae), la musique pop (pop music), la musique Classique (classical music)

#### Key essential skills/knowledge

- Listen and respond to opinions about music and musical instruments
- Ask and answer questions about types of music, instruments played and musical tastes
- Write a short text about music

### Y5 – En route pour l'école (On the way to school)

#### Content

Children will learn simple directions and familiar landmarks in a town. Children will also learn the French alphabet and do further work on telling the time.

#### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text and read aloud using knowledge of letter strings and observing silent letters

- Read and show understanding of a complex sentence using familiar language

### Vocabulary

Quand je vais à l'école... (When I go to school,...), je passe devant (I pass in front of...), je traverse la rue (I cross the road), je vais... (I go...), le magasin (the shop), le musée (the museum) le bureau de poste (the post office), la gare (the railway station).

### Key essential skills/knowledge

- Listen to and follow simple and longer directions in French
- Recite and use the French alphabet
- Understand, give and sequence instructions in French

## Y5 – Scène de plage (Beach scene)

### Content

Children will use both new and familiar language in the description of a beach scene. They will recycle colour adjectives and learn some new nouns and verbs.

### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs
- Apply rules of agreement of adjectives in singular and plural with some accuracy
- Be aware of and know when to use tu and vous

### Vocabulary

Les gens marchent, parlent et jouent. (The people are walking, talking and playing.), C'est... (It is...), Ce n'est pas... (It isn't...), le sable (the sand), le ciel (the sky), la plage (the beach), une falaise (a cliff), une grotte (a cave).

### Key essential skills/knowledge

- Listen and respond to questions about a picture
- Identify an image by listening to a description
- Describe a scene using a variety of verbs in third person singular and plural

## Y5 – Le Retour du Printemps (The Return of Spring)

### Content

The purpose of this unit is to recycle and extend familiar languages (months, weather, colours) in a new context.

### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text of familiar rhymes/songs/stories and identify the meaning of some words
- Begin to apply grammatical knowledge accurately in speaking and writing activities

### Vocabulary

Au printemps (in the spring), en été/automne/ hiver (in the summer/autumn/winter), clair (bright), sombre (dark), heureux (happy), triste (sad), les couleurs sont... (the colours are...), trop (too), très (very)

### Key essential skills/knowledge

- Listen and respond to a poem/song
- Listen and identify the month of someone's birthday
- Ask and answer questions about the weather, the seasons and the months

## Y5 – Les planètes (The planets)

### Content

The purpose of this unit is to develop children's awareness of sentence structure in the context of describing the planets.

### National curriculum link

- Begin to apply grammatical knowledge accurately in speaking and writing activities
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text of familiar rhymes/songs/stories and identify the meaning of some words
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs

### Vocabulary

La Terre (the Earth), le Lune (the Moon), près de (near), loin de (far), un adjectif (an adjective), parce que (because), assez (quite, fairly), elle (if).

### Key essential skills/knowledge

- Listen and respond to information in French about the solar system
- Describe the planets in French using prepositions and adjectives
- Talk and write about the planets

## Year Six

### Y6 – Notre école (Our school)

#### Content

Children will be able to exchange information about their school and school routine. They will also revise describing people and telling the time.

#### National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words

#### Vocabulary

La salle de classe (the classroom), la cour (the playground), le terrain de sport (the sports field), Je cherche... (I'm looking for...), Je cours (I run/I'm running), le professeur (the teacher), la grande salle (the hall), la bibliothèque (the library).

#### Key essential skills/knowledge

- Describe a school in French
- Understand a timetable and give information about it in French
- Name places at school and describe what takes place there

### Y6 – Notre monde (The world around us)

#### Content

Children will find out about and compare the geography of France, French speaking countries and other areas of the world.

#### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language

#### Vocabulary

l'Europe (Europe), l'Afrique (Africa), le matin (the morning), l'après-midi (the afternoon), l'Espagne (Spain), l'Amérique du Nord (North America), l'Amérique du Sud (South America), l'Asie (Asia), l'Australasie (Australasia)

#### Key essential skills/knowledge

- Compare the French and English words for countries and continents
- Understand and talk about where animals can be found
- Discuss the geography and weather of countries and continents.

### Y6 – Le passé et le présent (Then and now)

#### Content

Children will have the opportunity to recycle and extend previously learnt language (places in town, clothes and colours) in new contexts.

### National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs
- Apply grammatical knowledge confidently and accurately in speaking and writing activities

### Vocabulary

Un supermarché (a supermarket), une boulangerie (a baker's), une boucherie (a butcher's), une épicerie (a grocer's), une pâtisserie (a cake shop)

### Key essential skills/knowledge

- Recall vocabulary from previous units: clothes, places in the town and directions
- Understand information about towns in the past and present tense
- Compare the past and the present of a town

## Y6 – Ici et là (Out and about)

### Content

Children will have opportunities to express and justify opinions in the context of leisure activities. They also develop their ability to use high numbers.

### National curriculum link

- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs

### Vocabulary

Numbers 71 – 99 in French, un homme (a man), une femme (a woman), Qu'est-ce que tu aimes/ détestes? (What do you like/hate?), le grand huit (the rollercoaster), le carrousel (the merry-go-round), le train fantôme (the ghost train), la grande roue (the big wheel).

### Key essential skills/knowledge

- Understand opinions about free time activities
- Ask and answer questions about activities
- Understand and use larger numbers (to 100).

## Y6 – Monter un café (Setting up a café)

### Content

The purpose of this unit is for children to recycle and extend familiar language (food and drink) in a new context. Children buy snack in a café, learn a song to help memorise key language, and perform in a play to practise the language learnt.

### National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters

### Vocabulary

Une limonade (a lemonade), une eau minérale (a mineral water), un jus d'orange (an orange juice), un verre de coca (a glass of cola), un chocolat chaud (a hot chocolate), un café (a coffee), un café au lait ( a coffee with milk), une tasse de thé ( a cup of tea).

### Key essential skills/knowledge

- Recall the names of a variety of foods and write them from memory
- Role-play being in a café
- Find new language to create a song and play

## Y6 – Quoi de neuf? (What's in the news?)

### Content

Children will recycle and extend previously learnt language in a new context, and to use more complex language to express opinions about the media.

### National curriculum link

- Apply grammatical knowledge confidently and accurately in speaking and writing activities
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters

### Vocabulary

la météo (the weather forecast), la mode (fashion), la cuisine (cookery), C'est beau (It's beautiful), C'est intéressant (It's interesting), C'est ennuyeux (It's boring), C'est dégueulasse (It's disgusting), l'actualité (the news).

### Key essential skills/knowledge

- Understand announcements about TV programmes
- Understand and give times using the 24-hour clock
- Work with others to script and take part in a mock TV programme.