



## French

### Vision

At Village it is our vision that our curriculum will provide children the opportunity to become well-round, global citizens. Through language learning the children are able to gain a further understanding of the world around them, further than that of their locality. We begin teaching French during EYFS to enable children to gain a good understanding of the French language where they are able to develop upon this as they progress throughout their school life. Meaningful links are made to Global Goals and the UNICEF Rights of the Child where relevant.

The teaching of modern foreign languages enables our children to be mindful and prepares our children for life in modern Britain. Through the teaching of French our children develop awareness of cultural differences and develop tolerance within diverse society. Together with the teaching of Philosophy for Children, Global Goals and Rights Respecting Children our children are open-minded and aware of the fast-changing world around them. We aim for our children to **dream** of the wider world, **explore** its languages and **discover** its culture.



### French - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Simple Counting</b>	<b>Simple Counting</b>	<b>Simple Counting</b>	<b>Colours</b>	<b>Colours</b>	<b>Colours</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>To recognise and count simple numbers independently.</li> <li>To follow a song whilst counting</li> </ul>			<ul style="list-style-type: none"> <li>To use the French colours for blue, green, red, yellow, pink, orange, black, brown and white.</li> </ul>		
<b>Reception</b>	<b>Counting 1-10</b>	<b>Counting 1-10</b>	<b>Counting 1-10</b>	<b>Colours</b>	<b>Colours</b>	<b>Colours</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>To count to 1-10 independently.</li> <li>To follow a song whilst counting from 1-10.</li> </ul>			<ul style="list-style-type: none"> <li>To use the French colours for blue, green, red, yellow, pink, orange, black, brown and white.</li> </ul>		
<b>Year 1</b>	<b>Counting 10-20</b>	<b>Counting 10-20</b>	<b>Counting 10-20</b>	<b>Days of the week</b>	<b>Days of the week</b>	<b>Days of the week</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>To count from 10-20 independently.</li> <li>To follow a song whilst counting from 10-20.</li> </ul>			<ul style="list-style-type: none"> <li>To name the days of the week.</li> <li>To recognise the days of the week.</li> <li>To use the day of the week in the date for recorded work.</li> </ul>		
<b>Year 2</b>	<b>Months of the year</b>	<b>Months of the year</b>	<b>Months of the year</b>	<b>Greetings</b>	<b>Greetings</b>	<b>Greetings</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>To name the months of the year.</li> <li>To recognise the months of the year</li> <li>To use the month of the year in the date for recorded work.</li> </ul>			<ul style="list-style-type: none"> <li>To say hello and goodbye.</li> <li>To introduce yourself.</li> <li>Listen to and join in with 'Frere Jacques'</li> </ul>		
<b>Skills KS1</b>	<ul style="list-style-type: none"> <li>Respond and join in with spoken language.</li> <li>Appreciate stories, songs, poems and rhymes.</li> <li>Listen attentively to spoken language.</li> </ul>					
<b>Year 3</b>	<b>How are you?</b>	<b>How are you?</b>	<b>Birthdays</b>	<b>Parts of the body</b>	<b>Animals</b>	<b>Animals</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>To describe how you are feeling using good, bad, unhappy, happy.</li> <li>To ask how your friends are.</li> </ul>		<ul style="list-style-type: none"> <li>To ask when your friend's birthday is.</li> <li>To recall when your birthday is.</li> <li>To say happy birthday.</li> </ul>	<ul style="list-style-type: none"> <li>To name the head, shoulders, knees, toes, arm, hand, nose, mouth, ears and eyes.</li> </ul>	<ul style="list-style-type: none"> <li>To name animals (pets)- dog, cat, mouse, rabbit, horse, fish and hamster.</li> <li>To ask if your friend has any pets.</li> </ul>	
<b>Year 4</b>	<b>Numbers 20-50</b>	<b>Numbers 20-50</b>	<b>Classroom</b>	<b>Classroom</b>	<b>Sports</b>	<b>Time</b>



<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>To count from 20-50 independently.</li> <li>To follow a song whilst counting from 10-20.</li> </ul>	<ul style="list-style-type: none"> <li>To name the classroom.</li> <li>To identify classroom resources e.g. pen, pencil, ruler, rubber, board and calculator.</li> </ul>	<ul style="list-style-type: none"> <li>To name sports e.g. football, rugby, running, swimming, tennis and horse-riding.</li> <li>To ask your friend what sports they like.</li> </ul>	<ul style="list-style-type: none"> <li>To read o'clock and half past.</li> <li>To say times using o'clock and half past.</li> </ul>		
<p><b>Year 5</b></p>	<p><b>On Holiday</b></p>	<p><b>Eating Out</b></p>	<p><b>Hobbies</b></p>	<p><b>A School Trip</b></p>	<p><b>Seasons</b></p>	
<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>To say where they are going on holiday</li> <li>To talk about the activities at different places</li> </ul>	<ul style="list-style-type: none"> <li>To ask your friend if they would like a drink or snack.</li> <li>To name drinks e.g. water, cola, lemonade, orange juice.</li> <li>To name food e.g. cheese, sandwich, crisps, fish, ham, chicken, chocolate.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about what they like to do</li> <li>To talk about what they dislike doing</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the journey</li> <li>To name the different parts of the bus</li> </ul>	<ul style="list-style-type: none"> <li>To ask what the weather is like today.</li> <li>To name weathers e.g. sunny, windy, snowy and rainy.</li> <li>To recall the temperature as hot or cold</li> </ul>	
<p><b>Year 6</b></p>	<p><b>School routine</b></p>	<p><b>School routine</b></p>	<p><b>Places in town</b></p>	<p><b>Places in town</b></p>	<p><b>Ordering in a café</b></p>	<p><b>Ordering in a café</b></p>
<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>To read a basic school routine e.g. wake up, go to school, have lunch, go to bed.</li> <li>To say what you are going to do at the point of the day.             <ul style="list-style-type: none"> <li>To ask to go to the toilet.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To name places in town e.g. city, town, cinema, swimming baths, bowling alley, park.</li> </ul>	<ul style="list-style-type: none"> <li>To use a simple order in a café.</li> <li>To identify words for cake, biscuit, coffee, tea and sandwich.</li> </ul>			



### Skills KS2

- Explore patterns and sounds of language.
- Read carefully and show understanding of words, phrases and simple writing.
- Engage in conversations.
- Ask and answer questions.
- Express and respond to opinions.
- Seek clarification and help.
- Speak using sentences with familiar vocabulary, phrases and structures.
- Develop accurate pronunciation and intonation.
- Presents ideas and information orally.
- Describe places, people and things.
- Write phrases from memory and adapt to create new sentences.
- Link spelling and meaning of words.
- Broaden their vocabulary and use a dictionary.

