

Stoneraise School Curriculum Statement



Subject: French (KS2 Only)

Subject Leader: James Webb

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.

Subject Curriculum Statement

At Stoneraise School our French lessons, give pupils opportunities to communicate for practical purposes around familiar subjects and routines. As it is a Key Stage 2 subject, we have a coherent and cyclical progression which is fine-tuned across four years of work. We provide balanced opportunities for communication in both spoken and written French. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work.

Intent

At Stoneraise School our aim is to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets **(there are no Key stage 1 attainment targets for Languages)**.

Implementation

Six strands run through our French scheme of work. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

We use a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been

made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

Scheme of Work Selection

Following consultation with staff and governors, Stoneraise School leaders selected Kapow Primary's French scheme of work. This has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again

CPD and Training

- Teacher videos are available with every lesson to ensure subject knowledge is in place before delivering a session
- Staff audits are used to monitor subject knowledge
- Further training is available to any staff who request further support and guidance in their teaching of French

Assessment Strategy

- Regular quizzing through Google Forms, use of Kapow's assessments, Kahoot! and Memrise
- Children's books are an excellent way to see progress and curriculum coverage
- Discussion with teachers, both formally and informally
- Half-termly progress updated on our tracking system – Insight Tracking (children who are working towards or working at the expected standard)

The children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.

- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management
 - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
 - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.

Long Term Plan

All units have 5 lessons unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French greetings with puppets (4 lessons)	French adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French
Year 4	Portraits - describing in French	Clothes- getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food- miam, miam!	French and the Eurovision Song Contest
Year 5	French monster pets	Space exploration - in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 6	French sport and the Olympics (6 lessons)	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Within each unit, lessons **must** be taught in order as they build upon one another. Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Year 3

<p>Autumn 1</p>	<p style="text-align: center;"><u>French greetings with puppets</u> (4 lessons)</p> <p>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.</p>	<p>Autumn 2</p>	<p style="text-align: center;"><u>French adjectives of colour, size and shape</u> (5 lessons)</p> <p>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills</p>
<p>Spring 1</p>	<p style="text-align: center;"><u>French playground games- numbers and age</u> (5 lessons)</p> <p>Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.</p>	<p>Spring 2</p>	<p style="text-align: center;"><u>French weather and the water cycle</u> (5 lessons)</p> <p>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>
<p>Summer 1</p>	<p style="text-align: center;"><u>French transport</u> (5 lessons)</p> <p>Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go.</p>	<p>Summer 2</p>	<p style="text-align: center;"><u>A circle of life in French</u> (5 lessons)</p> <p>Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.</p>

Year 4

<p style="text-align: center;">Autumn 1</p>	<p style="text-align: center;"><u>Portraits - describing in French</u> (5 lessons)</p>	<p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;"><u>Clothes- getting dressed in French</u> (5 lessons)</p>
	<p>Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>		<p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.</p>
<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;"><u>French numbers, calendars and birthdays</u> (5 lessons)</p>	<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;"><u>French weather and the water cycle</u> (5 lessons)</p>
	<p>Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.</p>		<p>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.</p>
<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;"><u>French food- miam, miam!</u> (5 lessons)</p>	<p style="text-align: center;">Summer 2</p>	<p style="text-align: center;"><u>French and the Eurovision Song Contest</u> (5 lessons)</p>
	<p>Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</p>		<p>Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.</p>

Year 5

<p>Autumn 1</p>	<p>French monster pets (5 lessons)</p>	<p>Autumn 2</p>	<p>Space exploration - in French (5 lessons)</p>
	<p>Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.</p>		<p>Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.</p>
<p>Spring 1</p>	<p>Shopping in France (5 lessons)</p>	<p>Spring 2</p>	<p>French speaking world (5 lessons)</p>
	<p>Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.</p>		<p>Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.</p>
<p>Summer 1</p>	<p>Verbs in a week (5 lessons)</p>	<p>Summer 2</p>	<p>Meet my French family (5 lessons)</p>
	<p>Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</p>		<p>Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.</p>

Year 6

Autumn 1	<u>French sport and the Olympics</u> (6 lessons)	Autumn 2	<u>French football champions</u> (5 lessons)
	Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.		Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.
Spring 1	<u>In my French house</u> (5 lessons)	Spring 2	<u>Planning a French holiday</u> (5 lessons)
	Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.		Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.
Summer 1	<u>Visiting a town in France</u> (5 lessons)	Summer 2	<p>We have left this half term free as we know that this can be a busy time in Year 6.</p> <p>If you want to continue with your French learning, you could revise and recap or study language related to other topics!</p>
	Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.		

Curriculum Progression Map

Year 3	<u>French greetings with puppets</u> ♦	<u>French adjectives of colour, size and shape</u> ♦*	<u>French playground games</u> ♦	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦*
Key knowledge from the unit	To know that in French there are formal and informal greetings and when it is appropriate to use each one	To know that a cognate is a word that is the same in both French and English e.g. un triangle	To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French	To know that, in French, a space is needed before and after ? and !	To know the phonemes oi, au, in and on	To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator
	To know that different greetings are used at different times of the day	To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle	To know that sentences are often structured differently in French and English	To understand some of the similarities and differences between school in France and schools in the UK	To know that I need to change my intonation to ask and answer questions	To know that a bilingual dictionary is a special dictionary to translate words from one language to another
	To know that tone of voice can indicate a question	To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle	To know the sounds the common phonemes eu, oi, ou and ui make in French	To understand that every French noun is either masculine or feminine	To know some French speaking countries around the world	To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English
	To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound	To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	To know the names of some Parisian landmarks	To know that the gender affects the form of the word un or une (the indefinite article)	To understand that I can use a model sentence as a guide for building other sentences	To know that placing ne and pas around a verb makes the verb negative
	To know that French words are pronounced differently to the way they are spelt		To know some French playground games	To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de	To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train , whereas à is used when you are not getting into a form of transport e.g. à vélo (a bicycle)	To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)

Year 4	<u>Portraits - describing in French</u> ♦	<u>Clothes - getting dressed in France</u> ♦	<u>French numbers, calendars and birthdays</u> ♦	<u>French weather and the water cycle</u>	<u>French food - Miam, miam!</u> ♦	<u>French and the Eurovision song contest</u>
Key knowledge from the unit	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement	To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.)	To know some similarities and differences between French and English schools	To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning	To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger	To know that de becomes du (not de le) when followed by a masculine noun
	To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine	To know that some adjectives do <i>not</i> change when describing a feminine noun (orange, marron, à pois)	To know some French festivals that happen throughout the year	To know the names and locations of some of the cities in France	To know that the currency used in France is Euros and to recognise some of the notes and coins	To know that sentences can be extended using et or mais
	To know that most adjectives go after the noun in French	To know that je aime (I like) becomes j'aime and je ne aime pas becomes je n'aime pas to help with pronunciation	To know some similarities and differences between French and English birthday celebrations		To know that I can use a bilingual dictionary to translate unknown words	To know that countries have different names in French and that each country is either masculine or feminine.
	To know that if the noun in a sentence is plural then the adjective describing it also becomes plural	To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)	To know that the abbreviation R.S.V.P, which is often used in English stands for Répondez s'il vous plaît which translates as 'Reply, if you please'			To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas
	To know that the Louvre is a famous French art gallery	To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing	To know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze , (cat, oars)			

Year 5	<u>French monster pets</u> ♦	<u>Space exploration- in French</u>	<u>Shopping in France</u> ♦	<u>French speaking world</u>	<u>Verbs in a French week</u> ♦	<u>Meet my French family</u> ♦
Key knowledge from the unit	To know that bilingual dictionaries should not be used to look up every single word in a text	To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system	To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, e.g soixante-dix (70), soixante-onze, soixante-douze	To know that when using à (to) and then the direct article à+ le = au (eg. au nord)	To understand that French verbs take different forms	To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother).
	To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine	To know that metaphors and similes are also used in French and that a metaphor is when we say an object <i>is</i> another object and that a simile is when we liken an object to another	To know that the word for 80 means 'four twenties' - quatre-vingts , and numbers up to 100 are built by continuing to count on from quatre-vingt , e.g quatre-vingt-neuf, (89) quatre-vingt-dix, (90) quatre-vingt-onze (91)	To know that there are many countries where French is spoken in the world and be able to name some of these	To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')	To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie
	To revise that adjectives of size go before the noun and adjectives of colour go after the noun	To know that I can compare nouns by placing plus / moins and que around the adjective (e.g. Neptune est plus grande que Mercure)	To know that there are clues in the words for the multiples of 10, eg cinquante - 50	To know some 'treasures' that make up the national identity of France and some other French-speaking countries	To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re	To revise agreement and position of adjectives in French.
		To know that I can use parce que (because) to extend my sentence and give a justification	To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (<u>not de le</u>) and when coupled with les to become des (<u>not de les</u>).	To know that I can use il y a to mean 'there is' or 'there are'	To know that the ending of regular -er verbs changes to go with the subject pronoun	To know that the word order is sometimes different in French compared to English
					To know that the French use guillemets << >> in the same way that the speech marks are used in English	
					To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)	
					To know how to conjugate the verbs avoir and être	

Year 6	French sport and the Olympics ♦	French football champions	In my French house ♦	Planning a French holiday ♦	Visiting a town in France ♦
Key knowledge from the unit	To know that we use the verb jouer to play) with some sports and faire (to make) with other sports	To know that pronunciation is important when presenting in French	To understand that existing written sentences in French can be adapted	To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, e.g. je vais manger - I am going to eat	When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des
	To know the French word for countries around the world	To know that there are different strategies to work out the meaning of new vocabulary	To know a range of prepositions to describe the position of objects	To know that, when saying you go to a country, the preposition used depends on the gender of the country name: en with feminine singular countries, au with the masculine singular countries, aux with countries that are plural	To recognise some modes of transport that are used in Paris
	To know that the way verbs change to match the pronoun is called conjugation			To understand that gisting a text involves getting an idea of what it is about and doesn't mean understanding every word	To know that when standalone adjectives are used, such as when saying c'est amusant , we always use the singular masculine
	To know each part of the verb aller - (to go), depending on the pronoun			To know different ways to travel to France	
	To know that different prepositions are used to say going to a country: en if the country is feminine singular (e.g. en France) au if the country is masculine singular (e.g. au Canada) aux if the country is plural (e.g. aux États-Unis d'Amérique)			To know how to distinguish between the present and the near future tense	
	To know that the Tour de France is a world famous cycling race that takes place in France each year				
	To know that pétanque is a popular French game sometimes known as boules				

Link to National Curriculum mapping: https://www.kapowprimary.com/featured_documents/french-curriculum-overview-featured-document

Kapow Primary offers full coverage of the KS2 Languages curriculum.
We have categorised our content into five strands, with one overarching strand:

