



Modern Foreign Languages Rationale

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). St. Joseph's Catholic Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils on a two-year rolling cycle.

Aims

Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between French and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview



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Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.



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8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.

12. 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.

Displays of the topics being taught in French will be displayed around individual classrooms and labels will be present around school identifying various objects and rooms in the language.

Organisation & Delivery

French is taught in a whole class setting by the class teacher or teaching assistant and is therefore not reliant on one key member of staff.

Teachers will plan their lessons using the **Language Angels** scheme of work beginning in the Autumn Term of 2021 and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.



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French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs
- Differentiated desk-based consolidation activities

- Worksheets (at three different levels of challenge) are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
'Core Vocabulary* and Phonetics 1' & 'I'm Learning French'	Core Vocabulary and Phonetics 2' & 'Presenting myself'	'Core Vocabulary and Phonetics 3' & 'Do You Have A Pet?'	'At School'
'Animals'	'Family'	'What Is The Date?'	'Regular Verbs'



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'Fruits'	'My Home'	'The Weather'	'The Weekend'
'Vegetables'	'Habitats'	'Clothes'	'Habitats' (Progressive Version)
'I am able to.../I can...'	'The Classroom'	'The Romans'	'Healthy Lifestyles'
'Little Red Riding Hood'	'At The Café'	'The Olympics'	'Me In The World'

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

Key Stage 1

It is not compulsory for languages to be taught in Key Stage 1 however there are still provisions put in place which will give the children an opportunity to access language learning. In the mornings, the register is taken in French with the French greetings 'Bonjour' or 'Salut' being accepted. The teacher models this for the children. Also, Key Stage 1 are able to take part in a 'European Day of Languages' which provides them with 'a liberation from insularity' and 'an opening to other cultures' which 'fosters pupils' curiosity and deepens their understanding of the world'(DfE 2013).

Here, they experience stories which are told in French, are able to taste a variety of French cuisine (along with cuisine from around the world) and learn about different cultures in different countries (not simply restricted to France).



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Displays are also present with different areas of the classroom having French labels.

We also aim to say, 'In the name of the Father, the Son and the Holy Spirit' in French (Au nom du père, du fils et du saint esprit) when we open and close in prayer.

Lower Key Stage 2 – Cycle A

Autumn Term

In autumn term, 'Core Vocabulary and Phonetics 1' & 'I'm Learning French' (Early Language Learning) and 'Animals' (Early Language Learning) are taught.

Core Vocabulary and Phonetics & I'm Learning French:

Unit	Speaking	Listening	Reading	Writing	Grammar
Core Vocabulary & Phonics	Say all vocabulary including some simple rhymes with accurate pronunciation.	Listen to and recognise all vocabulary in target language without written form.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A



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I am learning French (*)	Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Listen to model role-plays and infer meaning. Numbers listening exercise.	Match colours to written form. Match written form of numbers to digits.	Activities lessons 1-5. Create name labels. Worksheets in lesson 5.	N/A
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Week 1	France and French Speaking Countries	Children will learn key facts about France, basic geography of France and the countries that surround it.	
Week 2	Asking and saying how you feel	Children will learn fixed phrases in French to say how they are feeling answering the question ça va? This encourages role play activity with the children.	ça va? plus appropriate responses
Week 3	Asking and saying your name	Children will learn fixed phrases in French to say what they are called answering the question comment tu t'appelles? This encourages role play	Comment tu t'appelles? plus appropriate responses



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		activity with the children.	
Week 4	Numbers 1 to 10 and colours introduction	Children will learn the numbers from 1 to 10 and 10 basic colours.	Numbers 1 to 10 / 10 basic colours (including rouge / bleu / vert etc.)
Week 5	Consolidation of colours plus fun worksheet activities	Consolidation of colours plus worksheets based around the colours learnt. Differentiated for whole class involvement.	10 basic colours (including rouge / bleu / vert etc.)
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

Animals:



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Animals (*)	Activities in lessons 1-5. Be able to say "I am..." plus an animal in foreign language by end of unit.	Activities in lessons 1-5. Match sound to animal picture / word / phrase.	Activities in lessons 1-5. Match word to animal picture / word / phrase in English.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Introduction of gender via the indefinite article and first person singular of the verb 'to be' .
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Week 1	Introduce first 5 animals (noun and article)	Children will learn noun and article for the first five animals.	Nouns and articles for first 5 animals (un lion / un lapin etc.) grouped by gender (masculine)
Week 2	Introduce next 5 animals	Children will learn noun and article for the next five animals.	Nouns and articles for next 5 animals (un cochon / une vache etc.) grouped by gender (some masculine and some feminine)
Week 3	Consolidation of all 10 animals nouns with related article	Consolidation of all 10 animal nouns and article with consolidation activities on the PowerPoint	Nouns and articles for all 10 animals (un lion / une vache etc.)
Week 4	Focus on the spelling animal nouns and use of the correct article	The children will focus on the correct spellings of the animal nouns and	Nouns and articles for all 10 animals (un lion / une vache etc.)



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		practice using the correct article through the worksheet provided.	
Week 5	Introduction of 'je suis...'	Children will extend their knowledge by the introduction of je suis encouraging miming and oral presentation of je suis... plus an animal. This is consolidated through differentiated worksheets.	Je suis... / nouns and articles for all 10 animals (un lion / une vache etc.)
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

Spring Term

In spring term, 'Fruits' (Early Language Learning), and 'Vegetables' (Early Language Learning) are taught.



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Fruits:

Fruits (*)	Activities in lessons 1-5. Name 10 fruits and say " I like... " and " I don't like... " plus a fruit by end of unit.	Activities in lessons 1-5. Match sound to picture / word / phrase. Understanding slightly longer text.	Activities in lessons 1-5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Activities in lessons 1-5. Differentiated worksheets in all lessons.	Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.
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Week 1	First five fruits introduced in the singular form	In this lesson we introduce the first five fruits in their singular form using the indefinite articles "une" and "un". In this lesson all 5 fruits are feminine so we only use the indefinite article "une".	Includes: les fruits, une pomme, une banane etc.
Week 2	Next five fruits introduced in the singular form	In this lesson we introduce the next set of five fruits in their singular form using the indefinite articles "une" and "un". In this lesson 3 fruits are feminine and 2 are masculine so we use both	Includes: les fruits, une poire, un abricot etc.



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		the indefinite articles "une" and "un".	
Week 3	Changing our French fruit nouns from the singular form to the plural form	We change all ten fruit nouns from their singular form into their plural form using "les" in preparation for use with an opinion.	ncludes: les fruits, une pomme, les pommes, un abricot, les abricots
Week 4	Introduction of a positive opinion using 'J'aime...' (I like...)	In this lesson we introduce a positive opinion using "J'aime..." (I like...) and combine it with all ten of our fruits in their plural form.	Includes: les fruits, J'aime..., les pommes, les abricots
Week 5	Introduction of a negative opinion using 'Je n'aime pas...' (I do not like...)	In this lesson we introduce a negative opinion using "Je n'aime pas..." (I do not like...) and combine it with all ten of our fruits in their plural form. There is also the opportunity to introduce the target question "Est-ce que tu aimes...?" (Do you like...?)	Includes: les fruits, Je n'aime pas..., les pommes, les abricots
Week 6	End of unit assessments	This lesson contains the end of unit assessments. As with all of our units we	



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		<p>offer both formal (including assessment in each of the 4 key language learning skills) and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.</p>	
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Vegetables:

<p>Vegetables (*)</p>	<p>Activities in lessons 1-5. Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.</p>	<p>Activities in lessons 1-5. Match sound to picture / word / phrase. Understanding slightly longer text.</p>	<p>Activities in lessons 1-5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.</p>	<p>Activities in lessons 1-5. Differentiated worksheets every lesson.</p>	<p>Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".</p>
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<p>Week 1</p>	<p>First five vegetables introduced</p>	<p>In this lesson we introduce the first five vegetables in their plural form using the definite</p>	<p>Includes: les légumes, les épinards, les courgettes etc.</p>
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		article "les".	
Week 2	Next five vegetables	In this lesson we introduce the next set of five vegetables in their plural form using the definite article "les".	Includes: les légumes, les petits pois, les champignons etc.
Week 3	Adding weight to our vegetable phrases	In this lesson we look at the language for using a weight when talking about vegetables. We look at the French phrase "un kilo de.../d'..." (one kilo of...) and show how we use this with each of our vegetables. We also explain how when we use "de..." or "d'..." in relation to a quantity of a noun, the "de" or "d' " replaces the article normally used with the noun.	Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de..., un kilo d'... etc.
Week 4	Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences.	In this lesson we introduce another weight quantity phrase "un demi kilo de.../d'..." (half a kilo of...) and combine it with all ten of our vegetables. We also introduce the	Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., je voudrais..., s'il vous plaît etc.



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		language "je voudrais..." (I would like) and "s'il vous plaît" (please) so pupils can start to create longer, more complex sentences.	
Week 5	Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity.	In this lesson we revisit all of the language learnt in the unit so far and introduce some extra phrases and transactional language so the children can take part in a fun role-play activity where they can pretend to be buying and selling vegetables in a French market. Some of the extra language we introduce is: "je peux vous aider?" (can I help you?), "c'est tout?" (is that everything?) and "c'est combien?" (how much is that?)	Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., je voudrais..., s'il vous plaît, je peux vous aider? c'est tout? c'est combien? etc.
Week 6	End of unit assessment	This lesson contains the end of unit assessments. As with all of our units we offer both formal	



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		(including assessment in each of the 4 key language learning skills) and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.	
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Summer Term

In summer term, 'I am able to.../I can... ' (Early Language Learning) and 'Little Red Riding Hood' (Early Language Learning) are taught.

I am able to.../I can...':

I am able to... / I can... (*)	Activities in lessons 1-5. Say " I am able to.. " / " I can... " plus activity by end of unit.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match key verb to picture / word / phrase in English.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.
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Week 1	Introduce first 5 activities/verbs	In this lesson we will introduce the children to	Five verbs for every day activities (including
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		the first five verbs / every day activities that they might do in their day.	danser (to dance) / cuisiner (to cook) etc.
Week 2	Introduce next 5 activities/verbs	In this lesson we will introduce the children to the next five verbs / every day activities that they might do in their day.	Five verbs for every day activities (including sauter (to jump) / parler (to talk) etc.
Week 3	Introduction of 'je peux'	In this lesson we will introduce the children to the French verb pouvoir in the form of je peux (I can). We will then use je peux in conjunction with the 10 every day activities (talking, eating, dancing etc.) taught in earlier lessons.	Je peux... / ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook) etc.
Week 4	Reading and listening exercises around 'je peux'	In this lesson we will consolidate our work with je peux (I can) by focusing on fun listening and reading activities.	Je peux... / ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook) etc.
Week 5	Consolidation of 'je peux'	In this lesson we will continue to consolidate our work with je peux (I can) by focusing on fun	Je peux... / ten activities to use with je peux... (including danser (to dance) / parler (to talk) /



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		writing activities using a variety of differentiated worksheets.	cuisiner (to cook) etc.
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

Little Red Riding Hood:

Little Red Riding Hood (*)	Activities in lessons 1-5. Say words / parts of the story or retell the story in the target language.	Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.	Read the story and understand meaning. Match picture, word and phrase cards.	Activities in lessons 1-5. Differentiated worksheets in lesson 5 including mind- mapping.	Definite articles with parts of the body (lessons 4-5).
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Week 1	Introduction to the story using picture cards	This is a fun, story telling unit based around the familiar story of Little Red Riding Hood. Using this well known story we will teach the children how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. We will also use the story to introduce various parts of the body. NB: As this is a story telling unit we do not recommend that lessons are purchased individually. This should only be purchased as a whole unit as the lessons are inter-related and continuous.	
Week 2	Introduction to the story using word cards		
Week 3	Introduction to parts of the body		



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Week 4	Consolidation of parts of the body and make a flexible rabbit		
Week 5	Storyboard and 'odd one out'		
Week 6	End of unit assessments		

Lower Key Stage 2 – Cycle B

Autumn Term

In autumn term, 'Core Vocabulary and Phonetics 2' & 'Presenting myself' (Intermediate Language Learning) and 'Family' (Intermediate Language Learning) are taught.

Core Vocabulary and Phonetics 2 & Presenting myself:

Core Vocabulary & Phonics	Say all vocabulary including some simple rhymes with accurate pronunciation.	Listen to and recognise all vocabulary in target language without written form.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A
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<p>Presenting Myself (*)</p>	<p>Activities in lessons 1-5. Perform role play with name, age, where they live and nationality in lesson 5.</p>	<p>Activities in lessons 1-5. Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.</p>	<p>Activities in lessons 1-5. Read role-plays and understand the content.</p>	<p>Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.</p>	<p>Nationalities and adjectival agreement based on gender.</p>
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<p>Week 1</p>	<p>Revising France and French speaking countries, numbers 1-10 and 'how are you?'</p>	<p>Quick revision of France and French speaking countries. Teach the children how to ask <i>bonjour, ça va?</i> (hello, how are you?) give a reply <i>ça va bien, ça va mal</i> etc (I am well, I am not so well etc) and end their conversation with <i>au revoir</i> (goodbye).</p>	<p>ça va? (plus options) / numbers 1 to 10 / au revoir</p>
<p>Week 2</p>	<p>Saying your name and asking someone their name. Numbers 11 to 20.</p>	<p>Teach the children how to say <i>je m'appelle</i> (I am called.. / my name is..) and ask someone else</p>	<p>Je m'appelle / comment tu t'appelles? / numbers 10 to 20</p>



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		comment tu t'appelles? (what is your name?). Learn numbers 10 to 20.	
Week 3	Numbers 10 to 20 listening exercise and 'how old are you?'	Teach the children how to ask quel âge as-tu? (how old are you?) and reply with j'ai ... ans (I am ... years old). Consolidate numbers 10 to 20 with listening exercise.	Quel âge as-tu? / J'ai ... ans / numbers 10 to 20
Week 4	'Where do you live?' and further number work	Teach the children how to ask où habites-tu? (where do you live?) and reply with j'habite a (I live in...). Consolidate numbers 10 to 20 with differentiated worksheets (extension worksheet up to number 30).	J'habite a ... / où habites tu? / numbers 1 to 20 (extension up to number 30)
Week 5	Nationality, 'je suis...', individual presentations, class French ID cards activity	Introduce nationality and teach the children je suis + nationality. Discuss and explain why nationality spellings change with gender. See sample ID cards and then create their own one.	Je suis + nationality



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Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	
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Family:

Family (*)	Activities in lessons 1-5. Present orally on your / a family in lesson 5.	Activities in lessons 1-5. Match sounds to picture / word / phrase.	Activities in lessons 1-5. Longer reading task in lesson 5.	Activities in lessons 1-5. Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'
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Spring Term



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In spring term, 'My Home' (Intermediate Language Learning), and 'Habitats' (Intermediate Language Learning) are taught.

My Home:

My Home (*)	Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.	Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.	Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.	Activities in lessons 1-5. Longer written email task and authentic reading task week 5.	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".
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Week 1	Types of home and different locations	In this lesson we introduce pupils two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.)	Includes: une maison, un appartement, en ville, au bord de la mer
Week 2	Introduction to the first five rooms of the home plus 'chez moi il y a...' (in my home there is/are...)	In this lesson we introduce the vocabulary for the first set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite	Includes: chez moi il y a..., une cuisine, une salle à manger etc.



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		article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all feminine nouns so we only use the indefinite article "une". We also introduce the phrase "chez moi il y a..." (in my home there is/are...)	
Week 3	Introduction to the next five rooms of the home plus consolidation of 'chez moi il y a...' (in my home there is/are...)	In this lesson we introduce the vocabulary for the next set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all masculine nouns so we only use the indefinite article "un". We consolidate use of the phrase "chez moi il y a..." (in my home there is/are...)	Includes: chez moi il y a..., un bureau, un salon
Week 4	Introduction of the phrase 'chez moi il n'y a pas de...' (in my home there is	In this lesson we look at how to change the positive phrase "chez moi	Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y



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	not.../there are no...)	il y a..." (in my home there is/are...) into the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...") We explain how to make the linguistic change correctly, show the process visually and then use both phrases with the rooms of the home we have learnt previously.	a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine
Week 5	Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.)	A great opportunity to bring together all of the language learnt in this unit in a variety of speaking and writing activities. There is also the opportunity to incorporate other French vocabulary your pupils have learnt in other units - including language covering personal details (such as their name and age etc.).	Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine, je m'appelle, j'habite dans..., j'ai ... ans
Week 6	End of unit assessments	This lesson contains the	



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		<p>end of unit assessments. As with all of our units we offer both formal (including assessment in each of the 4 key language learning skills) and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.</p>	
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Habitats:

<p>Habitats (Yrs 3-4) (*)</p>	<p>Activities in lessons 1-5. Present orally on an animal and its habitat in lesson 5 (framework provided).</p>	<p>Activities in lessons 1-5. Match sound to picture / word / phrase.</p>	<p>Activities in lessons 1-5. Match word to picture / sound / phrase.</p>	<p>Activities in lessons 1-5. Written presentations on an animal and its habitat in lesson 5 (framework provided).</p>	<p>Introduction to the verbs 'to live' and 'to grow' (full conjugation available in yrs 5- 6 version).</p>
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<p>Week 1</p>	<p>Five basic elements that plants and animals need to thrive and survive in a</p>	<p>In this lesson we look at five key elements plants and animals need to</p>	<p>Includes les habitats, la nourriture, l'eau etc.</p>
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	habitat.	thrive and survive in their habitat. They are: Shelter, food, air, sun and water.	
Week 2	Five different habitats and examples of each in the world	In this lesson we look at the five different habitat examples in the world including the Sahara desert and the Amazonian tropical rainforest.	Includes l'Amazonie, le Sahara etc.
Week 3	Which plants grow in each habitat	In this lesson we look at which plants grow in each of the five different habitats we are studying. They include cactus, tall trees and seaweed.	Includes les cactus, les buissons etc.
Week 4	Which animals live in each habitat	In this lesson we look at which animals live in each of the five different habitats we are studying. They include the spider monkey, camel and shark.	Includes le singe araignée, le requin etc.
Week 5	Consolidation of all habitats, plants and animals. Presentation preparation.	In this lesson we revisit all of the key language from the unit and prepare our vocabulary scaffold and prompt sheets to enable the children to	Includes les habitats, la nourriture, l'eau, l'Amazonie, le Sahara, le désert, la prairie, les cactus, les buissons, le singe araignée, le requin.



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		make a habitat presentation to the rest of the class in French.	
Week 6	AFL worksheet and end of unit assessments.	This lesson contains the end of unit assessments and an AFL worksheet. As with all of our units we offer both formal (including levelling in each of the 4 key language learning skills) and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.	

Summer Term

In summer term, 'The Classroom' (Intermediate Language Learning) and 'At the café' (Intermediate Language Learning) are taught.

The Classroom:



Modern Foreign Languages Rationale

The Classroom (*)	Activities in lessons 1-5. 'What I have.. / don't have..' in my pencil case in lesson 5.	Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Various tasks in lessons 1-5. 'I have... / I don't have...!' worksheets in lesson 3. Extended written opportunity week 4.	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying ' I do not have... '
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Week 1	Introduce vocabulary for first 6 classroom objects and article. Matching pair game.	Children will be taught 6 items of classroom stationery grouped by gender (masculine) consolidated with a matching pairs snap card game.	Classroom stationery including un stylo, un livre etc.
Week 2	Introduce vocabulary for next 5 classroom objects and article. Class games.	Children will be taught a further 5 items of classroom stationery grouped by gender (feminine and plural) consolidated with a variety of class games including picture bingo and the 'follow-on' game.	Classroom stationery including une gomme, des ciseaux etc.



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Week 3	Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)	Children will use all stationery items learnt in previous two weeks to integrate the concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case.	Consolidation of all classroom stationery items / j'ai... / je n'ai pas de...
Week 4	What the children do and do not have in their pencil case in class survey form.	Children will consolidate concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case as part of a class survey.	Classroom stationery including un stylo, un livre, une gomme etc. / j'ai... / je n'ai pas de... / dans ma trousse...
Week 5	Classroom commands	Children will be taught a full set of classroom commands and instructions.	Classroom instructions including écoutez, écrivez, lisez etc.
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with	



Modern Foreign Languages Rationale

		OFSTED guidelines. This assessment can be retained for proof of progression.	
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At The Café

At the Café (*)	Activities in lessons 1-5. Café role play in lesson 5.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.	1st person singular 'I would like / have' when ordering food and drink.
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Week 1	Introduce vocabulary for a range of drinks with article	Children will learn how to order a variety of drinks in French.	Je prends... / s'il vous plaît / selection of French drinks including: un jus d'orange, un thé au lait and many more.
Week 2	Introduce vocabulary for a range of foods with article	Children will learn how to order a variety of foods in French.	Je prends... / s'il vous plaît / selection of French foods including: un croissant, des céréales and many more.



Modern Foreign Languages Rationale

Week 3	Ordering something to eat and drink in a French café	Children will learn how to ask the question and reply with their order for breakfast items in French.	Qu'est-ce tu prends pour le petit déjeuner / je prends... / s'il vous plaît / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more.
Week 4	'What do you eat for breakfast?' class survey	Using all the vocabulary learnt so far children will participate in a class survey interviewing each other in French on what they eat and drink for breakfast.	Qu'est-ce tu prends pour le petit déjeuner / je prends... / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more.
Week 5	Children will learn typical snacks and drinks you can order in a French café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks	Children will learn a variety of typical snacks and drinks available in a French cafe so as to be able to order the items in an authentic role play situation.	Qu'est-ce tu prends / je prends... / je voudrais / l'addition s'il vous plaît / selection of French snacks and drinks including: un croque monsieur, une crêpe and many more.
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively	



Modern Foreign Languages Rationale

		assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	
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Upper Key Stage 2 – Cycle A

Autumn Term

In autumn term, 'Core Vocabulary and Phonetics 3' & 'Do You Have A Pet?' (Intermediate Language Learning) and 'What Is The Date?' are taught.

Core Vocabulary & Do You Have A Pet?



Modern Foreign Languages Rationale

Core Vocabulary & Phonics	Say all vocabulary including some simple rhymes with accurate pronunciation.	Listen to and recognise all vocabulary in target language without written form.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A
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Do You Have A Pet? (*)	Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.	Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.
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Week 1	This lesson introduces the children to the nouns and article for eight common pets	To learn noun and article for all 8 pets to answer target question "Do you have a pet?"	un chien / une tortue etc. / as-tu un animal.
Week 2	This lesson revises the	To consolidate the article	un chien / une tortue etc.



Modern Foreign Languages Rationale

	nouns and article for eight common pets and introduces the phrase 'J'ai' (I have...) plus the connective 'et' (and).	and nouns for eight common pets and learn how to use "J'ai" (I have...) plus the connective "et" (and).	/ as-tu un animal? / J'ai... / et
Week 3	This lesson revises the nouns and article for eight common pets, the phrase 'J'ai' (I have...), the connective 'et' (and) and the phrase 'qui s'appelle' (that is called).	To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and learn the phrase "qui s'appelle" (that is called).	un chien / une tortue etc. / as-tu un animal? / J'ai... / et / qui s'appelle...
Week 4	This lesson revises the nouns and article for eight common pets, the phrase 'J'ai' (I have...), the connective 'et' (and), the phrase 'qui s'appelle' (that is called) and the NEGATIVE 'Je n'ai pas de...' (I do not have...).	To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)	un chien / une tortue etc. / as-tu un animal? / J'ai... / et / mais / qui s'appelle... / Je n'ai pas de...
Week 5	This lesson revises the nouns and article for eight common pets, the phrase 'J'ai' (I have...), the connective 'mais' (but), the phrase 'qui s'appelle' (that is called) and the	To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE	un chien / une tortue etc. / as-tu un animal? / J'ai... / et / mais / qui s'appelle... / Je n'ai pas de...



Modern Foreign Languages Rationale

	NEGATIVE 'Je n'ai pas de...' (I do not have...).	"Je n'ai pas de..." (I do not have...)	
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

What Is The Date?

The Date (*)	Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.	Activities in lessons 1-5. Months listening exercise in lesson 2.	Activities in lessons 1-5. Birthday reading exercise in lesson 5.	Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.	N/A
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Modern Foreign Languages Rationale

Week 1	Introduce twelve months of the year	This lesson introduces the children to the months of the year in French using pictures. We will focus on cognates to encourage the children.	All 12 months of the year
Week 2	Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game	This lesson allows the children to really focus on the pronunciation and spelling of the twelve months of the year. The listening and reading and matching pairs games are fun consolidation activities.	All 12 months of the year
Week 3	How to say the date in French plus a matching pairs game	This lesson teaches the children how to say the date in French quelle est la date aujourd'hui? (We recommend teaching / revising days of the week (separate lessons available) before this lesson).	All 12 months of the year / quelle est la date aujourd'hui? / c'est le..... (We recommend teaching / revising days of the week (separate lessons available) before this lesson).
Week 4	How to say your birthday in French including class birthday survey	This lesson focuses on the key question and answers to quand est ton	All 12 months of the year / quand est ton anniversaire? / mon



Modern Foreign Languages Rationale

		anniversaire? There is also a survey included for class completion.	anniversaire c'est le.....
Week 5	Create a French calendar	This lesson relies on previous PowerPoints and lessons.	
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

Spring Term

In spring term, 'The Weather' (Intermediate Language Learning) and 'Clothes' (Intermediate Language Learning) are taught.

The Weather:



Modern Foreign Languages Rationale

The Weather (*)	Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 1-5. Weather reading exercise in lesson 3.	Create weather map and written weather report in lesson 5. Extended written opportunity.	N/A
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Week 1	Introduction of vocabulary for weather	This lesson introduces nine key weather phrases to the children. The PowerPoint includes a true or false activity for whole class involvement.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc.
Week 2	Consolidation of weather vocabulary and matching pairs game	This lesson consolidates the nine key weather phrases. The focus on the spellings is achieved though the use of gap-fill activities and a matching pairs game.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc.
Week 3	Weather reading and listening activities	This lesson consolidates the key weather phrases	Variety of weather descriptions and



Modern Foreign Languages Rationale

	incorporating days of the week	with a particular focus on listening skills. This is achieved through the use of a reading and/or listening exercise (with all answers provided) incorporating days of the week and weather descriptions. (We recommend teaching / revising days of the week (separate lessons available) before this lesson).	responses including il pleut / il fait froid / il y a un orage etc. (We recommend teaching / revising days of the week (separate lessons available) before this lesson).
Week 4	Weather map work	This lesson consolidates the key weather phrases with a particular focus on map work. Children will learn about some of the main French cities, they will learn compass points in French (dans le nord / dans le sud etc.) and incorporate this with the weather vocabulary learnt.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc.
Week 5	Create your own French weather forecast	This lesson incorporates all of the vocabulary learnt throughout this	Variety of weather descriptions and responses including il



Modern Foreign Languages Rationale

		<p>unit culminating with the children creating (and if you so wish, presenting) an authentic weather forecast in French. This has always been a real favourite with the children and can be spread over a longer period of time if necessary incorporating more ICT work if you want to.</p>	<p>pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc. / bienvenue / je m'appelle</p>
<p>Week 6</p>	<p>End of unit assessment</p>	<p>This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.</p>	

Clothes:



Modern Foreign Languages Rationale

Clothes (*)	Activities in lessons 1-5. Say what you wear in different situations in lesson 3.	Activities in lessons 1-5. Challenging clothes and days of the week listening exercise in lesson 5.	Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5.	Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3. Extended written opportunity week 5.	Verb 'to wear' in full (present tense) with consolidation activities also.
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Week 1	Introduction of the first 10 items of clothing and the article	This lesson introduces the first 10 items of clothing with a strong focus on using the correct gender / article for each item.	10 items of clothing including: une robe / un manteau etc.
Week 2	Introduction of the remaining 11 items of clothing the the article	This lesson introduces the remaining 11 items of clothing with a strong focus on using the correct gender / article for each item.	11 items of clothing including: des gants / des bottes etc.
Week 3	Consolidation of clothes vocabulary and introduction of verb 'porter' using the form 'je porte' (I wear)	This lesson introduces the children to the je porte (I wear) form of the verb porter using clothing items introduced in the	Je porte / items of clothing including: une jupe / un manteau / des gants etc.



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		previous lessons.	
Week 4	Detailed examination of the verb 'porter' (to wear)	This lesson will highlight the regular endings of the verb porter introducing the children to the concept of regular -ER verbs in French without using heavy grammatical terminology! Don't be scared!	All forms of the verb porter
Week 5	Listening activity based on 'porter' (to wear)	This lesson includes a whole class listening activity that is differentiated by outcome. The teacher is provided with everything needed including actual listening recording, copy of the script and most importantly an answer sheet. This lesson also includes days of the week. (We recommend teaching / revising days of the week (separate lessons available) before this lesson).	Je porte / items of clothing including: une jupe / un manteau / des gants etc. / days of the week
Week 6	End of unit assessments	This contains the End Of	



Modern Foreign Languages Rationale

		Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	
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Summer Term

In summer term, 'Romans' (Intermediate Language Learning) and 'Olympics' (Intermediate Language Learning) are taught.

Romans:

The Romans (*)	Activities in lessons 1-5. Oral presentation of life as a Roman child in lesson 5.	Various activities in lessons 1-5. Extended listening exercise in lesson 2.	Variety of activities in lessons 1-5. Story re-ordering exercises in lessons 1 & 2.	Activities in lessons 1-5. Written diary exercise of life as a Roman child in lesson 5.	"I am..." and negative "I am not..." exercises in lesson 5.
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Modern Foreign Languages Rationale

Week 1	Briefly introduce Roman history and story of Romulus and Remus	In this lesson we look at the mythical story of Romulus and Remus - the supposed original founders of Rome. We examine the story from their birth to the gods Vesta and Mars, their abandonment, being brought up by a wolf to their founding of Rome and the eventual death of Remus. There are a range of interactive games to consolidate our learning.	Selon la légende, Rome fut fondée, un frère jumeau, la déesse, le dieu, une louve.
Wee 2	Key people in Roman history	In this lesson we look at the three different eras of ancient Rome: Monarchy, Republic and Empire. We also look at some of the main characters from each of these eras.	La Royauté, La République, l'Empire, Tarquin le Superbe, dernier roi de Rome, les sénateurs, les plébéiens, des esclaves.
Wee 3	Roman Gods and Goddesses and their links to days of the week	This is a fun and pictorial lesson where we look at some of the main Roman Gods and how they link to the days of the week.	La mythologie romaine, les dieux romains, Diane, Mars, Mercure, jour de la semaine.



Modern Foreign Languages Rationale

		There are a range of gap-fill activities and interactive games to consolidate our learning.	
Week 4	Famous Roman inventions	The Romans invented a lot of amazing things, many of which we still use today (they may have been developed a bit since!) We take a look at a selection of these famous Roman inventions and consolidate our learning with some 'true or false' activities and word searches.	Les thermes romains, le chauffage central, les routes romaines, les aqueducs, vrai o faux.
Week 5	Being a child in Roman times (rich and poor comparisons)	This lesson shows the children how differently rich people and poor people lived in ancient Rome. We do this through the stories of a rich boy and a poor boy. We also use comparative French so we can introduce and examine the use of the negative form in French.	Je suis riche, je suis pauvre, je vais à l'école, je ne vais pas à l'école, je mange de la viande, je ne mange pas de viande.
Week 6	AFL worksheet and end of	This contains the End Of	



Modern Foreign Languages Rationale

	<p>unit assessments</p>	<p>Unit Assessment and an AFL worksheet. Both should be used by the children (and the teacher if desired) to positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. These assessments can be retained for proof of progression.</p>	
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Olympics:

<p>The Olympics (*)</p>	<p>Activities in lessons 1-5. Oral presentation of ancient and modern Olympic games (lessons 1- 2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5).</p>	<p>Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p>	<p>Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb 'to do' in conjunction with sports and</p>	<p>Various activities in lessons 1-5. Variety of writing activities (including worksheets) in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing</p>	<p>The verb "to do" in conjunction with sports and describing sports as someones profession (using it as an adjective) which requires correct adjectival agreement.</p>
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Modern Foreign Languages Rationale

			describing sports as a profession.	sports as a profession.	
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Week 1	History of the ancient Olympic games	In this lesson we look at the history of the ancient Olympics; When it started? Why it started? Who competed? What did winners get? Why did the games stop? We use a variety of tasks including true or false worksheets.	Les jeux Olympiques de l'antiquité, fêtes religieuses, le lancer du poids, le lancer du javelot, signe de victoire etc.
Week 2	History and background to the modern Olympic games	In this lesson we look at the background of the modern Olympic games; When they restarted and why? Who competed?	Les jeux Olympiques modernes, la flamme, la médaille, recommencé, Olympic ring colours (bleu, noir, rouge, jaune,



Modern Foreign Languages Rationale

		What do winners get? Details regarding the Olympic rings, the Olympic flag, the Olympic torch and the Olympic flame. We use a variety of tasks including word category sort activities and story reordering worksheets.	vert), une torche.
Week 3	Introduction of 10 modern Olympic sports	We introduce 10 Olympic sports and look at gender and agreement. We use a variety of fun tasks including gap-fills and word banks.	10 Olympic sports (including l'équitation, la boxe, le cyclisme), le, la, l', de and du.
Week 4	Introduce the verb 'faire' in full plus a negative option for not doing a sport to create more complex and interesting sentences	This lesson contains 2 PowerPoints. One covers the use of the positive and negative when expressing if someone does or does not do a particular sport. The second concentrates on the grammar required to correctly use the verb 'faire' (to do) in respect of expressing if someone does or does not do a	Verb 'faire' in full , je fais... plus an Olympic sport, je ne fais pas... plus an Olympic sport.



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		particular sport. We use an interesting and fun class survey of sport participation to consolidate this language.	
Week 5	Look at Olympic sports and the grammatical changes that occur when we use them to describe someone's profession	In this lesson we introduce the children to a number of famous Olympians and look at their nationalities as well as the sports they do. We look at how sports and nationalities work grammatically when used in this context using a selection of gap fill activities.	Il/elle est... plus correct use of sport and nationality.
Week 6	End of unit assessments	This contains the End Of Unit Assessment and an AFL worksheet. Both should be used by the children (and the teacher if desired) to positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with	



Modern Foreign Languages Rationale

		OFSTED guidelines. These assessments can be retained for proof of progression.	
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Upper Key Stage 2 – Cycle B

Autumn Term

In autumn term, 'Core Vocabulary and Phonetics 4' & 'At School' (Progressive Language Learning) and 'Regular Verbs' (Progressive Language Learning) are taught.

Core Vocabulary and Phonetics 4 & At School:

Core Vocabulary & Phonics	Say all vocabulary including some simple rhymes with accurate pronunciation.	Listen to and recognise all vocabulary in target language without written form.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A
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Modern Foreign Languages Rationale

<p>School Subjects and Opinions (*)</p>	<p>Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.</p>	<p>Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.</p>	<p>Activities in lessons 1-5. Match words to picture / sounds / phrases throughout the unit.</p>	<p>Activities in lessons 1-5. Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5.</p>	<p>Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.</p>
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<p>Week 1</p>	<p>Introduction of vocabulary for ten school subjects</p>	<p>This lesson introduces 10 typical school subjects to the children with a focus on the use of the correct gender. There are plenty of consolidation activities on the PowerPoint.</p>	<p>10 school subjects in French including les maths / l'anglais etc.</p>
<p>Week 2</p>	<p>Expressing an opinion on school subjects and class survey</p>	<p>This lesson teaches the children how to express an opinion about the various school subjects allowing them to then participate in a class survey about which subjects they like and</p>	<p>10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas...</p>



Modern Foreign Languages Rationale

		don't like at school. This teaches the children how to correctly express various opinions in conjunction with school subjects.	
Week 3	An introduction to telling the time in French	This lesson teaches the children how to tell the time (by the hour) and the vocabulary for midday and midnight in French. By the end of the lesson the children will be able to tell you at what time they study various subjects. Teachers may also wish to use this in conjunction with other vocabulary.	Il est... (plus the time by the hour)
Week 4	Working with the verb 'aller' and listening activity consolidating school subjects, opinions and time	This lesson introduces the common irregular verb aller. It is introduced fully (in all forms) and will be useful to the children well beyond the end of this unit. The lesson ends with a listening activity incorporating days of the week, school subjects,	10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour (il est...) / days of the week



Modern Foreign Languages Rationale

		opinions and time. This is a truly differentiated task with no stress for the teacher! All answers are provided.	
Week 5	Create your own school timetable in French with Assessment for Learning opportunity	This lesson contains an opportunity for AFL but is based on all of the language and techniques presented in the earlier weeks of this unit. It will not work as a stand alone lesson. It will only work if used as part of the whole unit.	
Week 6	End of unit assessments	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	



Modern Foreign Languages Rationale

Regular Verbs:

Pronouns and regular verbs (*)	Activities in lessons 1-5. Create a regular verb booklet in lessons 5 & 6.	Pronouns in lesson 1. Creating verb stem and look at endings in lesson 2. Regular verb endings in lessons 3-5. Worksheets in lessons 1-5.			
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Week 1	French Pronouns	An introduction to French personal pronouns.	All of the pronouns are introduced including Je, Tu, Nous, Vous, Elles etc.
Week 2	Verb Stems and Ending	In this lesson we look at verbs in their infinitive form before dissecting them into their component parts - the stem and the endings.	Regular verbs including Jouer, Finir and Vendre.
Week 3	Regular -ER Verbs	A full study of the French regular -ER verb JOUER in it's fully conjugated form.	Regular -ER verbs JOUER and HABITER.



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Week 4	Regular -IR Verbs	A full study of the French regular -IR verb FINIR in it's fully conjugated form.	Regular -IR verb FINIR.
Week 5	Regular -RE Verbs	A full study of the French regular -RE verb VENDRE in it's fully conjugated form.	Regular -RE verb VENDRE.
Week 6	End of unit assessment	A revision of all of the topics taught in this unit giving the children an opportunity to complete their French REGULAR verbs booklet. If you choose to get your pupils to present their knowledge to the rest of the class this can also be done in this lesson.	

Spring Term

In spring term, 'The Weekend' (Progressive Language Learning) and 'Habitats' (Progressive Language Learning) are taught.

The Weekend:



Modern Foreign Languages Rationale

The Weekend (*)	Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.	Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.	Various activities in lessons 1-5. Reading exercise in lesson 3.	Activities in lessons 1-5. Written presentations on what they do at the weekend using connectives and time in lesson 5.	Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.
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Week 1	Telling the time in detail	This lesson revises time expressed by the hour and introduces the concept of quarter to the hour, quarter past the hour and half past the hour. There are lots of consolidation activities on the PowerPoint.	Time in detail including et quart / moins le quart etc. / il est...
Week 2	Ten complex phrases describing weekend activities	This lesson introduces the children to more sophisticated language as they will be exposed to phrases that allow them to talk about their weekend in depth. It is very pictorial in	10 weekend activities including je joue au foot / je vais à la piscine etc.



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		presentation. There is also an activity to consolidate time.	
Week 3	Reading and listening lesson based on weekend activities	This lesson is full of reading and listening activities concentrating on and consolidating the work done so far on weekend activities. This lesson allows the children to put their knowledge to full use.	10 weekend activities including je joue au foot / je vais à la piscine etc.
Week 4	Introduction of connectives	Children are introduced to a variety of connectives which easily allow them to link activities and times to their knowledge of weekend activities enabling longer pieces of spoken and written French. This is a great way to encourage extended yet guided speaking and writing skills. The children always respond well to how easily they can make longer 'real French sounding' sentences!	10 weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc.



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Week 5	Creative lesson based on weekend activities	This lesson contains an opportunity for the children to create their own presentations based on what they have learnt in the previous weeks. It uses the language and techniques presented in the earlier weeks of this unit. It will not work as a stand alone lesson. It will only work if used as part of the whole unit.	
Week 6	End of unit assessment	This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.	

Habitats:



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Habitats (yrs 5-6) (*)	Activities in lessons 1-5. Present orally on an animal, their adaptation and their habitat in lesson 5.	Activities in lessons 1-5. Match sound to picture / word / phrase. LONGER LISTENING EXERCISES.	Activities in lessons 1-5. Matching words to pictures / words / phrases. LONGER TEXT PASSAGES TO READ.	Activities in lessons 1-5. Written presentations on an animal, their adaptation and their habitat in lesson 5.	Verbs ' to grow ' and ' to live ' in full (fully conjugated) in the present tense in lessons 3 and 4. Worksheets to consolidate also.
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Week 1	Five basic elements that plants and animals need to thrive and survive in a habitat	In this lesson we look at five key elements plants and animals need to thrive and survive in their habitat. They are: Shelter, food, air, sun and water.	Includes les habitats, la nourriture, l'eau etc.
Week 2	Five different habitats and examples of each in the world	In this lesson we look at the five different habitat examples in the world including the Sahara desert and the Amazonian tropical rainforest.	Includes l'Amazonie, le Sahara etc.
Week 3	Which plants grow in each	In this lesson we look at	Includes les cactus, les



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	habitat and some of their adaptations. We also looks at the verb 'pousser' (to grow)	which plants grow in each of the five different habitats we are studying. They include cactus, tall trees and seaweed.	buissons, les feuilles, les épines etc.
Week 4	Which animals live in each habitat and some of their adaptations. We also look at the verb 'habiter' (to live)	In this lesson we look at which animals live in each of the five different habitats we are studying. They include the spider monkey, camel and shark.	Includes le singe araignée, le requin, la queue, les bosses etc.
Week 5	Consolidation of all habitats, plants and animals. Presentation preparation.	In this lesson we revisit all of the key language from the unit and prepare our vocabulary scaffold and prompt sheets to enable the children to make a habitats presentation to the rest of the class in French.	Includes les habitats, la nourriture, l'eau, l'Amazonie, le Sahara, le désert, la prairie, les cactus, les buissons, le singe araignée, le requin.
Week 6	AFL worksheet and end of unit assessments.	This lesson contains the end of unit assessments and an AFL worksheet. As with all of our units we offer both formal (including levelling in each of the 4 key language learning skills)	



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		and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.	
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Summer Term

In summer term, 'Healthy Lifestyles' (Progressive Language Learning) and 'Me in the World' (Progressive Language Learning) are taught.

Healthy Lifestyles:

Healthy Lifestyles (*)	Activities in lessons 1-5. Healthy lifestyle diary in lesson 4 to facilitate oral presentation on healthy lifestyles in lesson 5.	Variety of activities in lessons 1-5. Extended listening task in lesson 4.	Activities in lessons 1-5. Extended reading task in lesson 4.	Various activities in lessons 1-5. Various worksheets including written diary exercise in lesson 6.	Quantitative article "some" in lessons 2 and 3.
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Week 1	Introduction to 10 examples of healthy foods and drinks	This is a detailed lesson where the children will be introduced to 10	10 healthy food and drink choices (including du poisson / des fruits) etc.
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		examples of healthy foods and drinks. Children will be expected to pick a selection to enable them to express what foods make up a healthy diet. The lesson includes a variety of activities included in the PowerPoint.	
Week 2	Introduction to 10 examples of unhealthy foods and drinks	This is a detailed lesson where this time the children will be introduced to 10 examples of unhealthy foods and drinks. Children will be expected to pick a selection to enable them to express what foods make up an unhealthy diet. The lesson includes a variety of activities included in the PowerPoint.	10 unhealthy food and drink choices (including des frites / du chocolate)
Week 3	Consolidation of 20 food and drink items introduced in past two lessons and brief introduction to the	Consolidation of the 20 food and drink items introduced in past two lessons plus a brief introduction to the	10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolate)



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	concept of 'some' in French.	concept of 'some' in French. This encourages the children to articulate in French foods that eat and don't eat and drinks that they drink and don't drink to maintain a healthy diet.	/ introduction to the concept of 'some' in French (du / de l' / de la / des) / use of the verbs manger and boire in both positive and negative form using the form je only.
Week 4	Introduction of 8 possible activities that help/hinder a healthy lifestyle	The children will be introduced to activities they will recognise and hear to articulate which ones they do and don't do to lead healthy lifestyles. There are a variety of activities provided on the PowerPoint with all answers given. The lesson ends with a class survey.	8 options for active and non-active physical activities je joue au foot / je ne regarde pas la télévision
Week 5	Healthy recipe with instructions in French	This lesson leads the children through the ingredients required and instructions necessary for a healthy recipe. This is always a very popular lesson as many teachers decide to actually encourage the children to create their own healthy	Example of a healthy recipe and various cooking instructions including coupez / ajoutez etc.



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		<p>recipes in French and to then cook them in school. Also included in this lesson is a healthy lifestyle diary for the children to complete and the option of a differentiated worksheet also.</p>	
Week 6	End of unit assessments	<p>This contains the End Of Unit Assessment where children (and the teacher if desired) can positively assess their level of learning for the unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. This assessment can be retained for proof of progression.</p>	

Me In The World:



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<p>Me in the World (*)</p>	<p>Activities in lessons 1-5. Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment.</p>	<p>Activities in lessons 1-5. Plenty of longer, more complex listening tasks.</p>	<p>Activities in lessons 1-5. Differentiated worksheets in all lessons. Plenty of extended reading tasks.</p>	<p>Activities in lessons 1-5. Differentiated worksheets in all lessons. Most lessons contain extended written task.</p>	<p>Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future in lesson 5.</p>
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<p>Week 1</p>	<p>Introduction to our 4 friends/characters</p>	<p>Introduction to our 4 friends / characters, where they live and which languages they speak. We examine the flag and currency for each country and learn the difference in how to express 'I live in a city' and 'I live in a country' in French. We also show pupils a full list of Francophone countries.</p>	<p>Includes: Je m'appelle..., J'habite à..., J'habite en..., Je parle...</p>
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Week 2	Each character tells the others about their favourite festival/celebration	We look at festivals including: Mardi Gras, 14th July (Bastille Day), Canada Day and Eid.	Includes: Ma fête préférée est..., il y a des défilés de chars, il y a des feux d'artifice, il y a des plats spéciaux, il y a des défilés militaires.
Week 3	Two characters discuss their Eid and Christmas celebrations in more detail	We look at the similarities and differences in the celebrations of two of our characters when they celebrate Eid and Christmas in their respective countries. We also introduce information about Diwali and Passover.	Includes: l'Aïd, Noël, rupture du jeûne, grande fête, en famille, des cadeaux.
Week 4	Two characters discuss the similarities and differences between the cities in which they live: Port-au-Prince and Paris	We look at the similarities and differences in two capital cities in Francophone countries: Port-au-Prince (Haiti) and Paris (France). We look at population numbers and a number of tourist attractions in each city.	Includes: il y a, habitants, climat, des montagnes, des plages.
Week 5	All four character discuss what they will do to try to help protect the planet	All four characters discuss what they will each do to try to help protect and	Includes: Qu'est-ce que tu vas faire pour protéger notre planète?, Je vais



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		preserve our planet.	utiliser moins de...
Week 6	End of unit assessments	This lesson contains the end of unit assessments. As with all of our units we offer both formal (including assessment in each of the 4 key language learning skills) and less formal (I can do grids) methods of assessment. These assessments can be retained for proof of learning and progression.	

Notes:

** Assessment in each of the four key language learning skills is available in Lesson 6 of each unit.*

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at time of transition.



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Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.