

The intent of our **French** curriculum at Lyncrest is that all children will have an interest and understanding of the French language and culture. This will be delivered by using the Catherine Cheater scheme of work in key stage two. We aim to develop three key concepts as set out below:



- **Oracy** – children will be able to conduct simple conversations in French, allowing them the experience of speaking another language.
- **Possibility and growth** – children will learn about the culture of different countries and compare cultures of different French speaking countries with our own culture of the UK.
- **Community** – children will have a greater knowledge of the global community we, as a country, are part of. Specifically, a greater understanding of France as our neighbouring country.

Our French curriculum follows the Catherine Cheater scheme of learning which has been deliberately sequenced to build upon prior knowledge and allow for a progression of skills. By using the Catherine Cheater scheme, we know our pupils will have embedded the skills of speaking, listening and writing in French to allow them to learn new languages in the future. Our progression map shows the vocabulary learnt in each year group and how the vocabulary is built upon in each year group.

Through regular weekly lessons of thirty minutes, children will acquire a growing bank of vocabulary and our progression map shows the vocabulary learnt in each year group and how the vocabulary is built upon in each year group. Children will also be exposed to French stories, rhymes and songs, which support their understanding of the language and culture of France.

We further embed the language we have learnt over the week through dates, numbers and instructions used in French as well as English over the week to allow constant retrieval of key vocabulary over the course of the week,

We aim to provide further enrichment opportunities for new experiences as well as nurturing and developing a thirst for learning a language and a culture. These experiences occur through events such as a 'Languages Day' and home enrichment tasks the children can access each term.

Currently, we are teaching the Year 3 scheme of work to the whole of key stage two. This is due to a change in language being taught, from Spanish to French. The change was made to use the expertise of our current staff more proficiently so that learning could be maximised. The intention is to accelerate the learning so that by 2024, all classes will be learning the appropriate year group scheme of learning.

Progression of Vocabulary

Year 3		
Autumn Term	Spring Term	Summer Term
<p>Numbers 0 – 6</p> <p>Greetings <i>Good day, Good day mr/mrs/miss</i> <i>What is your name?</i> <i>Happy Christmas</i></p> <p>Classroom phrases <i>Sit down, sit down correctly, cross your arms,</i> <i>listen, look, show me, be quiet, touch</i></p> <p>Adjectives (Colours) <i>Blue, grey, yellow, red, green</i></p> <p>Vocabulary for spelling skills <i>How is it spelt? Some alphabet letters</i></p> <p>Vocabulary for sentence building - Christmas and animals <i>Here, and, a snowman, father Christmas, a reindeer, a cat, a dog, a pine tree</i></p>	<p>Numbers 7 – 10</p> <p>Phrase of celebration <i>Happy birthday!</i></p> <p>Vocabulary for spelling skills <i>Consonant, vowel, more alphabet letters</i></p> <p>Verbs <i>Walk, run, walk on your tip toes, jump</i></p> <p>Adverbs <i>Slow, quick</i></p> <p>Asking politely <i>Please, thank you, there</i></p> <p>Masculine and Feminine nouns (classroom resources) <i>What is it?</i> <i>A brush, a pencil, a pen, a rubber, a ruler</i></p>	<p>Numbers 11 – 31</p> <p>Vocabulary for clothes (from a song) <i>I put</i> <i>T shirt, trousers, jumper, hat</i></p> <p>Responding to questions <i>Yes/no</i></p> <p>Days of the week</p> <p>Taking the register <i>Here</i></p> <p>Punctuation <i>Open speech marks, close speech marks</i></p>

Year 4

Questions, answers and sentence building

*Who is it?*

*It is...*

*It isn't...*

*In the bag there is .... and...*

Further adjectives (more colours)

*White, brown, black, orange, pink*

Vocabulary for a game

*Quack, quack*

*Again!*

Masculine nouns (animals)

*donkey, plane, chameleon, pig, elephant, ferret, lion, sheep, bear, butterfly, parrot*

Feminine nouns (animals)

*Bee, spider, whale, caterpillar, frog, dragonfly, panther, budgie, chicken, mouse*

Adjectives that precede the noun

*Big, small*

Sentence starters

*In my bedroom,*

*In my wardrobe*

*At my house*

Verbs

*Dance, skip, fly, swim*

Punctuation

*Exclamation mark, question mark*

Months

Vocabulary of clothes (from a song)

*Shorts, blouse, vest, glasses*

*What are you doing?*

Questions and answers

*How many...are there?*

*There are...*

*What is the date?*

*It is...*

Phrases of celebration and greetings

*Good holiday!*

*Happy bithday,*

Towns in France

Year 5

Masculine nouns (for animals)  
*Duck, camel, horse, crocodile, dolphin, sail, rabbit, wolf, blackbird, fish, fox, monkey, zebra*

Feminine nouns (animals)  
*Doe, goat, labybird, star, ant, magpie, tortoise, cow*

French food  
*Aioli, tapenade, salmon rillettes, duck pate, honey candy, pancakes, nougat, fruit syrup*

Healthy food  
*Celery, cucumber, carrots, olives, radish, tomatoes*

Opinions  
*I like  
 I don't like  
 It is delicious*

Expressions of feelings  
*Damn them, gosh, finally, wow, you laugh, that's not right!*

Adjectives that precede the noun  
*Young, attractive*

Adverbs of place and sentence starters  
*At my house, in the garden, in the pear tree, in the garage, in the lounge, in the swimming pool, in the kitchen*

Adverbs of time and frequency  
*Today, now, often, sometimes, time on the clock*

Verbs  
*Go, be, knit, sing, I hear, I see, I think that*

Simple negatives  
*Not, don't like*

Asking questions  
*Where is the ...?  
 What does...?  
 What is he doing?  
 Does the .... ?*

Subject pronouns  
*I, you, he, she, they*

Disjunctive pronouns  
*You, me, him, she*

Telling the time  
*What time is it?  
 It is...*

Relative pronouns  
*Who*

Conjunction  
*But*

Numbers 32 - 60

Year 6

<p>Masculine nouns <i>Apricot, bison, deer, castle, lemon, crow, crab, toad, flag, squirrel, pigeon, boy, flower, hedgehog, heron, owl, kangaroo, koala, hammer, sparrow, pony, shark, bucket, snake, scorpion, bull, train, elk</i></p>	<p>Conjugated verbs in the perfect tense <i>I have/ you have/ she heard</i> <i>I have seen/ she has seen</i></p> <p>Conjugated forms in the near future tense <i>I will</i> <i>She has</i></p>	<p>Numbers 61 - 100</p>
<p>Feminine nouns <i>Ostrich, cherry, flower, strawberry, gazelle, giraffe, currant, grape, swallow, orange, prune, mole</i></p>	<p>Adverbs of place <i>In the road</i> <i>In the woods</i> <i>In the forest</i> <i>Behind a bush</i></p>	
<p>Verbs in the infinitive form <i>To whistle, to snore, to hide, to go for a walk, to read, to sleep</i></p>	<p>Adverbs of time <i>Today, yesterday, this morning, this evening, at, next weekend, next week, in the next half an hour</i></p>	
<p>Conjugated verbs in the present tense <i>He/she whistles,</i> <i>He/she snores</i> <i>He/she hides</i> <i>He/she walks</i> <i>He/she reads</i> <i>He/she sleeps</i></p>	<p>Negative adverbs <i>Not, never</i></p> <p>Asking questions <i>Who knits?</i> <i>What does the pig do?</i> <i>What does the beetles do?</i> <i>What did you see?</i> <i>What did you hear?</i> <i>What did you hear at midnight?</i></p>	
<p>Conjugated verbs in the imperfect tense <i>He/she whistles,</i> <i>He/she snores</i> <i>He/she hides</i> <i>He/she walks</i> <i>He/she reads</i> <i>He/she sleeps</i></p>		

By the end of their time at Lyncrest a year 6 child will be able to . . . .

- Have a simple conversation in French about a subject they are interested in.
- Read some simple French stories.
- Recognise and discuss differences in cultures.
- Write simple sentences in French using appropriate word order.
- Recite French actions and rhymes with appropriate intonation and expression.

In order to support all children to achieve this, including those with Special Educational Needs, we will . . .

- Provide oral instructions for pupils and present materials in an oral format.
- Provide frequent progress checks so individuals know how well they are progressing toward a goal.
- Provide opportunities for discussion prior to recording so children can demonstrate understanding.
- Give immediate feedback to ensure that the pupils can see the relationship between what was taught and what was learned.
- Wherever possible, make activities concise and short.
- Provide concrete objects/pictorial representations and specialist resources, linked to individual needs, to support learning.
- Pre-teach new vocabulary and new concepts.
- Provide access arrangements, such as a scribe or additional time, where appropriate.
- Provide opportunities for pupils to re-visit prior learning.
- Ensure praise given is specific and link the activity directly with the recognition, e.g. I was particularly pleased with your use of ...
- Encourage cooperative learning activities when possible and have pupils of varying abilities work together to create an atmosphere in which a true 'community of learners' is facilitated and enhanced.