



Great Ponton's Languages Curriculum



Our learners will have an appreciation of other cultures through the learning of their languages.

At Great Ponton, we use Languages Angels as a tool for teaching French. We intend to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS1 and KS2 which will be taught by the class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Key skills:

- *Listening*
- *Speaking*
- *Reading*
- *Writing*
- *Grammar*

Key:

SO	MO	MU	E	I	P	X
Starting Off	Moving On	Moving Up	Early Language	Immediate	Progressive	Extra Teaching



Great Ponton's Curriculum Overview – French – Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery Rhymes					
Y1/2	Greetings (SO)		Seasons (MU)			
Y3/4	Phonics 1&2 (X) Shape (E)	Instruments (E)	Vegetables (E)		In the Classroom (I)	
Y5/6		Phonics 3&4 (X) The Date (I)		My Home (I)		Me in the World (P)

Great Ponton's Curriculum Overview – French – Cycle A			
	Autumn	Spring	Summer
EYFS	Enquiry Question: What do nursery rhymes sound like in French?		
	Intent: Actively participate and enjoy traditional nursery rhymes in French. Start to understand and decode more of the spoken/sung French we hear.		
	Future Learning: Appreciate and actively participate in traditional short stories & fairy tales. Learn to repeat and reproduce the language I hear with accurate pronunciation. Be able to identify written versions of the words I hear. Consolidate letter formation skills by copying words in the foreign language from a model. Start to understand that foreign languages can have different structures to English.		
Year 1/2	Enquiry Question: How do we greet people in French?	Enquiry Question: How can we talk about the seasons in French?	
	Builds on: Children can- Actively participate and enjoy traditional nursery rhymes in French.	Builds on: Children can- Say 'hello' (formally and informally). Say their name.	



	<p>Start to understand and decode more of the spoken/sung French we hear.</p>	<p>Ask how somebody is feeling and give a reply. Say 'goodbye' and 'see you soon'.</p>	
	<p>Future Learning: Children will be able to- Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French.</p>	<p>Future Learning: Children will use and develop current knowledge and skills in LKS2 units. <i>(See content knowledge for skills learnt in LKS2)</i></p>	
<p>Year 3/4</p>	<p>Enquiry Question: What does phonics sound like in French? How can we talk about shapes and instruments in French?</p>	<p>Enquiry Question: How can we talk about vegetables in French?</p>	<p>Enquiry Question: How we can talk about what is in classroom?</p>
	<p>Builds on: KS1 skills and knowledge.</p>	<p>Builds on: Children can- Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments. Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns. Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'.</p>	<p>Builds on: Children can- Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>



	<p>Future Learning: Children will be able to- Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>Future Learning: Children will be able to- Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.</p>	<p>Future Learning: Children will use and develop current knowledge and skills in UKS2 units. <i>(See content knowledge for skills learnt in UKS2)</i></p>
<p>Year 5/6</p>	<p>Enquiry Question: What does phonics sound like in French? How can we say what the date is?</p>	<p>Enquiry Question: How can we talk about our homes in French?</p>	<p>Enquiry Question: How can we talk about our world in French?</p>
	<p>Builds on: LKS2 skills and knowledge.</p>	<p>Builds on: Children can- Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar. Recognise some phonics in French.</p>	<p>Builds on: Children can- Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>



	<p>Future Learning: Children will be able to- Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>Future Learning: Children will be able to- About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).</p>	<p>Future Learning: <i>See KS3/4 grid below</i></p>
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Great Ponton’s Curriculum Overview – French – Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery Rhymes					
Y1/2	Colours and Numbers (SO)		In the Jungle (SO)		Minibeasts (MU)	
Y3/4		Animals (E)		Fruits (E)		Do you have a pet? (I)
Y5/6	Phonics 1&2 (X) Weather (I)		My Family (I)		At School (P)	



Great Ponton's Curriculum Overview – French – Cycle B

	Autumn	Spring	Summer
EYFS	<p>Enquiry Question: What do nursery rhymes sound like in French?</p>		
	<p>Intent: Actively participate and enjoy traditional nursery rhymes in French. Start to understand and decode more of the spoken/sung French we hear.</p>		
	<p>Future Learning: Appreciate and actively participate in traditional short stories & fairy tales. Learn to repeat and reproduce the language I hear with accurate pronunciation. Be able to identify written versions of the words I hear. Consolidate letter formation skills by copying words in the foreign language from a model. Start to understand that foreign languages can have different structures to English.</p>		
Year 1/2	<p>Enquiry Question: How do we count and say colours in French?</p>	<p>Enquiry Question: How can we talk about animals and the jungle in French?</p>	<p>Enquiry Question: How can we talk about minibeasts in French?</p>
	<p>Builds on: Children can- Actively participate and enjoy traditional nursery rhymes in French. Start to understand and decode more of the spoken/sung French we hear.</p>	<p>Builds on: Children can- Name and recognise up to 10 colours in French. Count from 1-10 in French.</p>	<p>Builds on: Children can- Recognise, recall and remember up to 7 jungle animals in French. Recognise, recall and remember a short phrase for each jungle animal in French. Learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle.</p>
	<p>Future Learning: Children will be able to- Recognise, recall and remember up to 7 jungle animals in French. Recognise, recall and remember a short phrase for each jungle animal in French. Learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle.</p>	<p>Future Learning: Children will be able to- Recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation. Recognise, recall and remember how to say 'hello' and 'goodbye' in French. Learn to listen attentively to a story in French. Follow simple instructions in French.</p>	<p>Future Learning: Children will use and develop current knowledge and skills in LKS2 units. <i>(See content knowledge for skills learnt in LKS2)</i></p>



Year 3/4	<p>Enquiry Question: How can we talk about animals in French?</p>	<p>Enquiry Question: How can we talk about fruits in French?</p>	<p>Enquiry Question: How can we talk about our pets in French?</p>
	<p>Builds on: KS1 skills and knowledge.</p>	<p>Builds on: Children can- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	<p>Builds on: Children can- Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p>
	<p>Future Learning: Children will be able to- Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p>	<p>Future Learning: Children will be able to- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</p>	<p>Future Learning: Children will use and develop current knowledge and skills in UKS2 units. <i>(See content knowledge for skills learnt in UKS2)</i></p>
Year 5/6	<p>Enquiry Question: What does phonics sound like in French? How can we talk about the weather in French?</p>	<p>Enquiry Question: How can we talk about our families in French?</p>	<p>Enquiry Question: How can we talk about our school in French?</p>



	<p>Builds on: LKS2 skills and knowledge.</p>	<p>Builds on: Children will be able to- Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Builds on: Children will be able to- Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>
	<p>Future Learning: Children will be able to- Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p>Future Learning: Children will be able to- Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.</p>	<p>Future Learning: <i>See KS3/4 grid below</i></p>

KS3 National Curriculum Objectives

Pupils should be taught to:

Grammar and vocabulary



identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
use accurate grammar, spelling and punctuation.

Linguistic competence

listen to a variety of forms of spoken language to obtain information and respond appropriately.
transcribe words and short sentences that they hear with increasing accuracy.
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
express and develop ideas clearly and with increasing accuracy, both orally and in writing.
speak coherently and confidently, with increasingly accurate pronunciation and intonation.
read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.