**The LIFE Mid-Essex Primary French Curriculum Year A**

**Years 3 and 4**

**Key Knowledge –** Factual information that children will acquire in the topic

**Skills Progression –** the building of key skills that children will develop as they go through the year groups and through the topic

**Rationale –** to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

**Subject Intent Statement**

Our Mid-Essex Primary Schools’ French Curriculum is designed to introduce young leaners to the enchanting world of languages, fostering and encouraging their curiosity and appreciation for different tongues and cultures. Through engaging and interactive activities, games, stories, and songs, we aim to ignite their passion for language learning, laying a solid foundation for future linguistic exploration and understanding. The French curriculum provides opportunities for children to communicate in meaningful and purposeful ways and to have an awareness of where French is spoken in the world. It encourages heartfelt compassion as children are taught to be empathetic to other cultures in a boundlessly creative way. We aim for our pupils to be courageously optimistic and feel they can speak with increasing confidence, fluency, and spontaneity, through discussion and asking questions. Our curriculum intention is to allow students to maximise their potential in a foreign language, culture and tradition, so that they are ready to move onto secondary school with a good basic knowledge of French.

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| **Topic** | **Key Knowledge**  | **Skills Progression**  | **Rationale**  |
| **Salut!****Core Unit 1** | * Recognise some basic French greetings.
* Recognise the numbers 1-10.
* Respond to some simple classroom instructions.
* Respond to some simple questions when prompted with visual cues.
* Recognise basic family vocabulary.
 | Speaking* To be able to greet each other confidently and introduce themselves and their family.
* To use the numbers 1-10 to say how old they are.
* To respond to some simple questions and instructions.
* To pronounce some French words correctly.
* To be competent at using some classroom language in French.

Listening* To understand the numbers 1-10.
* To understand some simple questions and instructions.

Reading* To recognise some words in their written form.

Writing* To write some numbers from 1-10 correctly.
 | * This unit works well at the beginning of the year as it encourages children to introduce themselves to their peers while also learning a new language.
* This unit also introduces the children to some key French vocabulary, which they will use throughout the year in their French lessons. It promotes Heartfelt Compassion as children learn to greet each other and talk about themselves in another language.
* It also encourages children to learn how to ask and respond to simple questions about themselves and their families.
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| **Salut!****Animals** | * Be able to respond to questions when given a spoken model to copy.
* Repeat a simple phrase to say that they don’t understand something.
* Hear a simple sentence and then repeat it orally.
* Copy down a short, simple sentence.
* Read a short rhyme with help.
* Recognise some basic French adjectives such as colours.
 | Speaking* To speak clearly and confidently when responding to simple questions.
* To answer a question with a simple sentence from memory.
* To use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don’t understand something.
* To repeat a simple sentence from memory.
* To be able to use basic French adjectives in simple spoken sentences.

Listening* To understand some simple questions and instructions.
* To recognise some basic French adjectives when heard.

Reading* To recognise some words in their written form.
* Read along with a rhyme with the class.

Writing* To write short, simple sentences in response to written and spoken questions.
 | * This unit helps the children to develop their speaking and listening skills and will encourage them to grow in confidence in speaking French about things which they enjoy and are passionate about.
* This unit will encourage the children to have meaningful conversations in French about their pets and what they are like. It promotes Courageous Optimism as they develop their vocabulary through using French describing words in their conversations.
* This unit fits in with the science topic of ‘Animals’ which will be taught at the same time, in Autumn 2.
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| **Salut!****Food** | * Give a spoken response to a simple written question.
* Pronounce some common letter strings correctly.
* Give an opinion in French with a visual prompt.
* Repeat a couple of sentences, including talking about what they would like, using the first person.
* Be able to prepare and recite a few sentences using vocabulary from the unit.
 | Speaking* To speak clearly and confidently when responding to simple questions.
* To give a full sentence spoken answer to a written question.
* To begin to understand how French sounds are pronounced.
* To ask and answer questions, including asking for and giving opinions.
* To say what they would like, using a common verb in the first person.
* To be able to recite a few sentences using vocabulary from the unit.

Listening* To understand some simple questions and instructions.
* To begin to understand how French sounds are pronounced.
* To recognise some basic French adjectives when heard.

Reading* To read and understand a simple question written in French.
* To recognise some words in their written form.

Writing* To be able to prepare a few sentences using vocabulary from the unit.
* To write some vocabulary from memory.
 | * This unit helps the children to develop their speaking and listening skills and will encourage them to grow in confidence in speaking French about things which they enjoy and are passionate about.
* This unit will encourage the children to have meaningful conversations in French about food and their likes and dislikes. This is vocabulary which they would need if they visited a French speaking country.
* This unit is taught in Spring 1 as it builds on what the children learnt in the Autumn Term and allows them to develop a fuller conversation.
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| **Salut!****Core Unit 2** | * Recognise the days of the week when spoken in sequence.
* Understand the colours.
* Understand numbers up to 20.
* Respond to questions about likes and dislikes.
* Recognise negative responses to a question when given a visual prompt.
 | Speaking* To speak clearly and confidently when responding to simple questions.
* To say which day of the week it is.
* To name a variety of colours.
* To use most or all numbers up to 20 out of sequence.
* To be able to express simple likes and dislikes using the first person.

Listening* To understand some simple questions and instructions.
* To understand numbers up to 20, including out of sequence.
* To recognise a negative sentence when they hear it.
* To recognise names of colours and days of the week.

Reading* To recognise some words in their written form.
* To recognise the days of the week, numbers 1-20 and colours in their written form.

Writing* To write short, simple sentences about their likes and dislikes.
* To write days of the week, colours and numbers 1-20 in French.
 | * This unit introduces the children to some key French vocabulary, which they will use throughout the year in their French lessons.
* A lot of the vocabulary taught here would be very useful if they visited a French speaking country, such as numbers and colours. The language allows the children to be more creative when speaking.
* This unit is taught in the second half of Spring to even further build on conversations.
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| **Salut!****At School** | * Be able to respond to questions.
* Use numbers in a sentence to tell the time.
* Repeat basic questions.
* Pronounce vocabulary, including articles, correctly with some support and visual aid.
* Copy down singular nouns with their article.
* Pronounce some French sounds correctly.
* Follow a story as it is read, with visual prompts.
* Identify a sound in a song.
* Understand that plural nouns have a different article to singular nouns.
 | Speaking* To speak clearly and confidently when responding to simple questions.
* To respond to simple questions using sentence models from the lesson.
* To confidently use number vocabulary from previous lessons to say what time it is.
* To ask simple questions learnt in the unit.
* To pronounce vocabulary accurately including the definite or indefinite article.
* To correctly pronounce words with common French sounds.

Listening* To understand some simple questions and instructions.
* To recognise words with common French sounds.
* To identify specific sounds in a song.

Reading* To recognise some words in their written form.
* To read along with the text of a French story.
* To recognise if nouns are singular or plural based on their article.

Writing* To write some singular nouns with their article.
 | * This unit fits in well with school life as they will learn the names of subjects and school equipment which they use on a day-to-day basis.
* This unit is taught in the Mid-Essex Primaries because it encourages the children to have meaningful conversations in French about familiar activities, objects and likes and dislikes.
* This allows the children to practise the skill of telling the time, which fits in with their maths learning in Summer 1.
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| **Salut!****Playtime**  | * Recognise a familiar word in a spoken sentence, given a visual prompt.
* Repeat and copy down a few short sentences about themselves.
* Play a simple French playground game, when given visual or spoken prompts.
* Repeat part of a simple French song.
* Spell basic French words.
* Express an opinion with a simple phrase.
* Follow some of a written text when listening to it read aloud.
 | Speaking* To speak clearly and confidently when responding to simple questions.
* To say a few sentences about themselves in the first person from memory.
* To prepare and present some basic instructions for a playground game.
* To recite some verses of a song from memory.
* To express opinions using basic sentences.

Listening* To understand some simple questions and instructions.
* To pick out familiar words and phrases from a spoken sentence.
* To listen to a French song.

Reading* To recognise some words in their written form.
* To follow and understand the majority of a written text when listening to it read aloud.

Writing* To write a few sentences about themselves in the first person from memory.
* To prepare and present some basic instructions for a playground game.
* To use knowledge of French phonics to spell some simple words correctly.
 | * This unit fits in well with school life as they will learn the names of sports and activities which they would complete at home and at school.
* This unit is taught in the Summer Term as it encourages the children to have more informal and fluid conversations in French about familiar activities, objects and likes and dislikes. This builds on the knowledge learnt throughout the year.
* This topic is taught during this half term as there will be lots of sports competitions and also sports day. Therefore it will give the children a meaningful reason to learn this vocabulary in French.
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