



Our KS2 French Curriculum at Borough Green Primary School



At BGPS we want our pupils to approach learning a new language with enthusiasm and confidence. To this end, we will deliver an exciting and ambitious language curriculum (using Language Angels) to enable our pupils to communicate in spoken and written French. Through the learning of a foreign language, our children will also grow to appreciate cultural diversity and the importance of being able to communicate in more than one language in today's global community. Where relevant, there will be opportunities for pupils for whom English is an additional language to share simple language and information with their peers.

By the end of Year 6 our pupils will have worked through a carefully planned curriculum which revises and builds on previous learning in a series of relevant and themed units, ranging from Shapes to Pets to Planets to Me in the World. Interactive teaching methods support children to make progress in spoken and written French, including asking and answering questions and expressing opinions and feelings with increasing accuracy in pronunciation. They will have the opportunity to develop their understanding of patterns of language through songs and rhyme, and make comparisons between French and English in pronunciation, vocabulary and grammar.

Our aim is to lay a foundation and enthusiastic springboard for future language learning in secondary school and throughout life. In a world where communication and understanding of another's culture are critical, we want our pupils to leave BGPS with curiosity, respect and confidence with regard to language learning.

Year 3 and 4	Year 5 and 6

Cycle B Term 1 – Shapes Children engage in lots of different speaking and listening tasks to learn to say and write common shapes in French. They work on correct pronunciation by listening to and repeating native speakers, and by learning French phonetics appropriate to this unit.		Cycle B Term 1 – The Date Children start this unit by learning to recognise and say the 7 days of the week and the 12 months of the year in French. They revisit numbers 1-31 and learn how to combine all three elements to say and record the date.
Vocabulary	Un triangle Une ovale Un cercle Une carré Un rectangle	Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier février mars avril mai juin juillet août septembre octobre novembre décembre
End Points	Children have increased their spoken and written vocabulary to include some basic shapes in French. They have identified that the word “a” can be written un or une depending on the gender of the noun, and is pronounced differently. They have used previous knowledge of numbers to five to describe how many sides a shape has.	Children can use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date and when their birthday is.

Cycle B Term 2 – Musical Instruments Children learn to recognise, say and spell some common musical instruments. As well as learning nouns, children learn the definite articles le, la and les. Memory skills are developed using brightly coloured images, songs and the use of cognates (eg un triangle, un piano). Children start to build short phrases in French using the personal pronoun (je), conjugated 1st person verb (joue), and partitive article (du, de la or des), choosing and ordering these words accurately.		Cycle B Term 2 – My Home Children learn to say where they live and to list the rooms in a house by listening and repeating vocabulary and phrases on the interactive whiteboard. Games are also used to reinforce pronunciation and vocabulary acquisition. Children use this learning to have a short conversation with a friend about where they live. They recycle previously learnt language such as their name and age into these activities.
Vocabulary	la trompette la batterie la guitare le piano le triangle Je joue (du, de la, des) I play...	J'habite dans un... Une maison Un appartement Une cuisine Une salle de bains Une salle a manger Une chambre
Endpoints	As new vocabulary for instruments is introduced, children revise indefinite articles ("a" - un/une) and learn how definite articles ("the" - le/la) also agree with the noun they are modifying. They build up to saying short sentences including (je joue... I play ...),	Children can repeat, recognise and attempt to spell some nouns for the rooms of the house in French. They speak with increasing accuracy of pronunciation. They can tell somebody in French what rooms they have using the first person phrase "j'ai ... (I have)", previously learnt in Year 3 and 4.

	with some able to write the sentences using a word bank.	
Cycle B Term 3 - Vegetables Children continue to build up their vocabulary, learning the names of common vegetables using songs, games, paired tasks, flashcards and cognates. Phonics teaching concentrates on sounds met in this unit eg ch in champignon. Children build up to performing a short role play, using quantities and basic phrases “je voudrais ...”, “merci”, “un demi kilo de... “.		Cycle B Term 3 – Clothes Children build on their knowledge of days of the week and colours to describe what they are wearing. They have previously practised the phrase “I have...” using “j’ai”. They now learn the phrase “je porte” or “I am wearing”. Learning is delivered using colourful image and native French audio, with opportunities to learn vocabulary and improve pronunciation.
Vocabulary	Je voudrais Les oignons Les tomates Les petits pois Les carottes Les pommes de terre	Les vêtements Je porte Un pull Un t-shirt Un pantalon Une jupe Une robe
Endpoints	Children can repeat, recognise and recall new vocabulary relating to vegetables. Using a word bank and/or mental recall, children combine new vocabulary with the verb vouloir (to want) to say what they would like.	Children can repeat and recognise the vocabulary for a variety of clothes in French. They are becoming more confident using the appropriate genders and articles for these clothes. They use the verb “porter” to describe what they are wearing using the phrase “je porte”.

Cycle B Term 4 – Les Glaces <p>This unit includes a wide variety of speaking and listening tasks associated with the common ice-cream flavours, working towards ordering an ice-cream from an ice-cream seller. Children continue to learn that nouns can be either masculine or feminine, and they consolidate learning from the previous unit, when they used “je voudrais” to order something. There are opportunities to improve written skills with an ample choice of desk based activities.</p>		Cycle B Term 4 - Planets <p>Children learn the names of the planets in the solar system using colourful flashcards and interactive resources. They use previously learnt vocabulary relating to colour to describe the planets. They learn how to use the verb to be – être - in the third person. They learn that the spelling of adjectives can change in the feminine and plural forms.</p>
Vocabulary	je voudrais s'il vous plaît merci une glace... à la vanille à la fraise au chocolat	Les planètes Jupiter La lune Le soleil Mars La Terre Neptune Saturne Vénus
Endpoints	Children can name and recognise common flavours for ice creams. They can order an ice-cream in French using 'je voudrais' and say what flavour they would like.	Children will recognise and recall some of the planets in French. They will say and write extended sentences for at least one planet, using taught adjectives.
Cycle B Term 5 - In Class		Cycle B Term 5 - Healthy Living

<p>Children will learn new items of vocabulary to name objects in the class room. They will reinforce previous learning of using the verb “avoir” in the first person – j’ai – and learn how to say “I do not have/je n’ai pas. Children use the masculine, feminine and plural possessive pronouns - mon, ma and mes, building on their previous learning of definite and indefinite articles.</p>		<p>Children have previously learnt the names of some vegetables in year 3 and 4. This unit teaches new vocabulary relating to foods that are considered healthy and foods that are considered to be less healthy. Children learn how to place these nouns into sentences using the key verbs je mange (I eat) and je bois (I drink) expanding further by using je ne mange pas (I don’t eat) and je ne bois pas (I don’t drink).</p>
Vocabulary	<p>Dans ma trousse j’ai...</p> <p>Dans ma trousse je n’ai pas..</p> <p>un livre</p> <p>un cahier</p> <p>un crayon</p> <p>un stylo</p> <p>une gomme</p>	<p>de la viande blanche</p> <p>du poisson</p> <p>du pain complet</p> <p>des légumes</p> <p>des fruits</p> <p>du chocolat</p> <p>des frites</p> <p>des biscuits</p> <p>des bonbons</p>
Endpoints	<p>Children can repeat, recognise and recall some common vocabulary related to objects in a pencil case. They are beginning to pronounce words more accurately using phonic knowledge gained. They build on short phrases already learnt by using “j’ai ...” or “I have...” when saying what is in their pencil case. Some are able to say what they do not have using “je n’ai pas ...”</p>	<p>Children can repeat, recognise and recall additional vocabulary relating to food and drink. They read words with increasing accuracy with regard to pronunciation. They combine nouns and verbs into short phrases to say what they eat and drink to stay healthy.</p>
Cycle B		Cycle B

Term 6 – Goldilocks <p>Children listen to a familiar story in French and then work in groups to sequence the story and link new vocabulary and pictures. They reinforce new language and improve reading skills through a number of tasks and games. Their final task is to create their own simple story board of Goldilocks in French. Phonics and pronunciation will link to key words in the unit, such as the /i/ sound in lit, petit, il.</p>		Term 6 - Me in the world <p>Children learn about different countries that have French as their official language and practise locating these on a map. They learn how to pronounce some country and capital names. They learn some key facts about two celebrations in French speaking countries.</p>
Vocabulary	Boucle D'Or Les Trois Ours Papa Ours Maman Ours Bebe Ours un bol une chaise un lit petit grand	Je m'appelle... J'habite... Je parle... l'anglais/ le français Ma fête préférée est .. le Mardi Gras, Pâques, Noël, le jour de nouveau an, l'Aïd
Endpoints	Children can link picture and word cards to sequence a story. They can repeat some words from memory, using increasingly accurate pronunciation. They can use word banks to create their own simple story board in French.	Children can say read and write some of the different countries and their capital cities in the French-speaking world. They can talk about some of the key celebrations in the French speaking world
Cycle A		Cycle A

Term 1 – Greetings In this early language unit children learn how to say basic greetings (hello, my name is, how are you? and goodbye). They complete a lot of tasks to help us listen carefully. Repeating the words each lesson to ensure they can remember all the new words and language presented to them. Children revise what they already know each lesson before learning new vocabulary so that they can improve their memory skills and have a simple conversation in French from memory.		Term 1 - Presenting Myself The children start to learn very simple, fixed phrases in French that they can use to introduce themselves. The language will initially be taught through pictorial representation, and the children will therefore eventually associate what they hear with what they see. The pace of the unit allows the children to hear these phrases and high frequency structures as much as possible so that their confidence and enthusiasm for the language grows
Vocabulary	Bonjour Salut Au revoir Ça va bien/mal/comme ci come ça À plus tard Je m'appelle	bonjour je m'appelle... ça va bien/mal j'ai ... ans Numbers 0-20
End Points	Children can have a basic conversation in French from memory using the greetings words and phrases taught.	Children can say their name and age. They can say hello and goodbye and say how they are feeling. They can count to 20.
Cycle A Term 2 – I'm learning French The unit will teach the children very basic phrases and nouns in French using native French speakers and interactive resources.		Cycle A Term 2 – Family Children will take part in activities to help learn the nouns and articles/determiners for key members of the family. They will

<p>Pupils will be taught basic greetings and how to ask and answer the question 'how are you?'. They will apply this knowledge in role plays. Children will learn numbers to 10 by counting different objects. They will finally see how to form basic sentences in French, with the aim of saying which is their favourite colour.</p>		<p>learn to say what our family members are called and how old they are. They will engage in lots of activities to help understand better how to use a possessive adjective (the word for 'my') accurately in French. The reading and listening tasks will build up to the final task of a written and/or oral presentation on our own / a fictitious family.</p>
Vocabulary	<p>bonjour au revoir je m'appelle numbers to 10 bleu rouge blanc</p>	<p>La famille La mère Le père Le frère La soeur Comment t'appelle ta Mon père s'appelle</p>
Endpoints	<p>Children can locate France on a world map and know that French is spoken in other countries around the world. They can say the basics in French - 'Hello', 'Goodbye' and 'My name is'. They can count to ten and recognise some basic colours in French.</p>	<p>Children will remember the nouns for key family members in French. They can describe some family members by name, age and relationship. They can count to 70 in French. They will understand possessive adjectives better in French ('my' form only).</p>
<p>Cycle A</p> <p>Term 3 – Animals</p> <p>This Early Language unit will help children learn language skills and build up good memory skills for future use. The unit uses colourful images and animal sounds to support learning, while songs and</p>		<p>Cycle A</p> <p>Term 3 – Pets</p> <p>Children follow a number of different activities to learn the nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word</p>

music enable children to become more familiar with the phonic sounds in French. Children gradually build up new vocabulary and learn how to incorporate it into a short phrase – je suis un/une... I am a - to say which animal they are.		banks and word puzzles). They recycle and revisit j'ai... (I have), and learn how to say je n'ai pas de/d'... '(I don't have) plus the pet in French. They do a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.
Vocabulary	<p>Je suis ...</p> <p>un cochon</p> <p>un lapin</p> <p>un lion</p> <p>une souris</p> <p>un oiseau</p> <p>un singe</p>	<p>Un chat</p> <p>Un chien</p> <p>Un lapin</p> <p>Une souris</p> <p>Un hamster</p> <p>Un poisson rouge</p> <p>J'ai un/une</p> <p>Je n'ai pas de d/</p> <p>et</p> <p>mais</p>
Endpoints	Children can name up to ten animals in French, using an indefinite article/determiner. They become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), attempting phrases to say which animal they are.	Children know the nouns and indefinite articles for common pets. They can ask somebody if they have a pet and give an answer back. They are starting to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences
Cycle A		Cycle A
Term 4 – I Can		Term 4 – The Weather

Children learn to say a number of common verbs, using bright visuals and different speaking activities. Awareness of French phonemes is revised and built on through listening to native French speakers. Children play a number of games to support memorisation of the common verbs. They consolidate their knowledge of the singular 1st person pronoun “je” to create a short phrase by adding the activity verb (eg je peux danser – I can dance.)		Children use interactive whiteboard resources to learn to say and recognise phrases for the weather. They reinforce language through playing paired card games and singing songs. They apply their knowledge of saying what the weather is like by preparing and practising a weather forecast to present to the class.
Vocabulary	Je peux danser chanter parler écouter regarder	Quel temps fait-il? Il fait chaud Il pleut Il fait froid Il neige Il y a du soleil
Endpoints	Children can name up to five common French verbs/activities. They can say that they are to do some of these activities in French by using the verb form je peux.	Children can repeat and recognise the vocabulary for weather in French. They can ask what the weather is like today and respond appropriately.
Cycle A Term 5 – Fruits This unit begins with speaking and listening activities to build up children’s language learning skills, vocabulary and phonic awareness. They learn to say and recognise the French words for some common fruit, before moving on to seeing and writing the		Cycle A Term 5 – At School Children learn nouns and definite articles for the subjects learnt at school, using a variety of speaking, listening and writing activities. They learn how to express positive and negative opinions and conduct a class survey. They revisit their knowledge on basic personal details

written words. They build up to use the fruit names in a short phase, saying what they like and dislike.		
Vocabulary	j'aime je n'aime pas les pommes les bananes les peches les oranges les kiwis	À l'école le français l'anglais le dessin la geographie l'histoire les maths le sport j'aime je n'aime pas j'adore je deteste Quelle est ta matiere preferee? Ma matiere preferee est. ...
Endpoints	Children can name and recognise up to 5 fruits in French. They use the 1 st person form “j’aime...” to say what they like and dislike.	Children can name key subjects we study in school in French with the correct definite article/determiner. They are beginning to extend sentences by giving an opinion on the various school subjects. They are beginning to say what time we study certain subjects at school.
Cycle A		Cycle A
Term 6 – At the Café		Term 6 – At the Weekend

<p>A number of different speaking, reading and writing activities help children learn the nouns and articles for foods, drinks and snacks typically served in a French café. Over successive lessons, they build up vocabulary and phrases to take part in a role play between a waiter and customer in a French speaking café. They continue to improve pronunciation, focussing on the phonemes - I IN IQUE ILLE.</p>		<p>Children learn to tell the time in French and learn some short phrases for activities that often happen at the weekend. They take part in lots of listening, reading and spoken tasks each week which become progressively more challenging by the end of the unit. Final activities include a picture story and an email in French detailing what you do at the weekend.</p>
Vocabulary	<p>je prends s'il vous plaît un café un the un coca-cola un sandwich un croissant</p>	<p>Le weekend Quelle heure est-il? Il est deux heures. Je me leve Je prends mon petit déjeuner Je joue au foot Je regarde la télé Je me couche</p>
Endpoints	<p>Children can order a selection of typical foods, drinks and snacks from a French menu, using simple phrases and useful language such as 'hello', 'can I have...', 'please', 'thank you' and 'goodbye'</p>	<p>Children can tell the time in French, with some able to use quarter past, half past and quarter to. They can say and write in French what we do at the weekend using two or more sentences.</p>