

<h1 style="text-align: center;">French Curriculum</h1>	<p>BIG IDEAS:</p> <ol style="list-style-type: none"> 1. Express their ideas and thoughts in another language and respond to speakers of that language, both in speech and writing. 2. Develop the habits of a good linguist; to step outside their comfort zone, demonstrate a “have a go” attitude and equip themselves with linguistic strategies to deal with the unpredictable. 3. Manipulate grammatical structures and apply patterns and rules in order to express themselves and decode what they read or hear. 4. Broaden their horizons by learning about the culture of the countries where the language they are learning is spoken; music, dance, film, literature, fashion, gastronomy, geography and history. 5. Recognise the cultural and linguistic differences between countries and their languages, and adopt a tolerant attitude towards this diversity. 6. Take a pride in possessing a skill that is valued by universities and future employers and is increasingly unique in today’s society and will allow them to participate effectively in the multi-cultural world. 	<h2 style="color: red; font-size: 2em;">SMSC</h2>	<p style="color: green;">Main Learning Points/NC Objectives</p>
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YEAR 5
J’APPRENDS LE FRANCAIS 1 2 3 4
 Basic greeting vocabulary, numbers, colours, days and months. Focus on spelling and verbs. Focus on cognates to help with language manipulation and punctuation with months. Classroom commands using imperative verbs. **TOLERANCE CULTURE RESPECT ACCEPTANCE DIFFERENCE UNDERSTANDING**

LES INSTRUMENTS 1 2 3 4
 Introduce pupils to ‘Je joue’ present tense. Introduce new nouns and articles. Widen pupils vocabulary and imagination with pictures. Pupils confidence to build whilst having fun with this unit. **CULTURE**

LES ANIMAUX 1 2 3
 Introduction of nouns and articles with gender. Reintroduce the children to ‘Je’ by using ‘Je suis..’ in an uncomplicated way. Pupils will build their confidence by using role plays which will help them to extend their vocabulary by using their imagination. Chinese animals to link to cross curriculum. **CULTURE DIFFERENCE ENVIRONMENT**

LES SPORTS 1 2 3 4
 More practice with nouns and articles to strengthen understanding. Answering and asking questions to build confidence. Opinions to describe sports. Learn numbers to help them in the next topic and when writing the date – helps with cross curricular in Maths. Learn about different sports from other countries and discuss the Olympics being held in China. **CULTURE RESPECT ENVIRONMENT**

L’ANCIENNE HISTORIRE DE LA GRANDE BRETAGNE 1 2 3 4 5
 A particular focus on the history and interculture - three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. Pupils to relearn "I am..." and also learn "I have..." and "I live..." to expand their use of verbs and vocabulary. **CULTURE RESPECT UNDERSTANDING**

LES PLANETES 1 2 3 4 5 6
 Use of nouns, adjectives, quantifiers, prepositions and simple to complex sentences. Use of questions and answers to show clear understanding of the topic and show confidence from pupils willing to take a risk to speak. Relation to science to show the similarities between countries despite the world being multicultural. **ENVIRONMENT SCIENCE**

YEAR 6
LES VETEMENTS 1 2 3 4
 Nouns, articles and adjective agreements are used to help pupils manipulate the language. Pupils then add in time phrases, opinions, present tense and negatives to improve their writing and speaking skills. Pupils use their confidence and step outside their comfort zones by presenting their work. **DIFFERENCE CULTURE ENVIRONMENT**

EN FAMILLE 1 2 3
 Family member noun vocabulary to broaden knowledge. Use of possessive pronouns to help form sentences – mon ma mes. Introduction of the 3rd person to create grammatical structures. Pupils to use role play, acting and listening activities to build confidence and use new knowledge. **CULTURE DIFFERENCE SEGREGATION RESPECT**

LES HABITATS 1 2 3
 Use of cognates to teach pupil to use this skill to understand French words. Nouns, phrases and new spontaneous vocabulary to step outside their comfort zone. Use of 3rd person to create grammatical structures. Cross curricular topic to link in the science and mountains. **ENVIRONMENT CULTURE DIFFERENCE SCIENCE**

BOUCLE D’OR ET LES TROIS OURS 1 2 3 4 5
 Nouns, adjectives and phrases to help apply previously learned grammar. Use of story telling phrases to help pupils to understand literary texts. Difference in story to highlight culture differences. **HONESTY DIFFERENCE TOLERANCE RESPECT ACCEPTANCE**

QUEL TEMPS FAIT –IL? 1 2 3 4 5 6
 Use of present tense phrases to learn the weather. Use of opinions, conjunctions, time phrases. Learning about different places and cultures in France to present their forecast. Confidence to manipulate language and apply patterns. Present their own forecast, stepping out of comfort zone to do so and understand this is required in many professions in a multicultural world. **CULTURE ENVIRONMENT TOLERANCE**

RATATOUILLE 1 2 3 4 5 6
 Use of nouns, prepositions, present tense verbs, negatives and opinions to form complex sentences. Pupils to use their own opinion to write a film review. Use of British and French foods to show various cultures. **CULTURE DIFFERENCE DETERMINATION HONESTY**