

What are the aims of our curriculum?

In line with the 2014 National Curriculum for Modern Foreign Languages, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

How will teachers deliver the curriculum?

In KS2, each class has a timetabled French lesson per week which uses the NYCC French Scheme

- Children are taught to listen attentively to spoken language and respond.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered throughout the curriculum,
- French activities enable the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

In KS2, children's written work is recorded in a designated French book, which stays with the child as they move through the Key Stage. The children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for MFL.

What are the intended outcomes for pupils?

By the end of each key stage, pupils will know, apply and understand the matters, skills and processes specified in the relevant Programme of Study.

Year 3 and Year 4

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year 5 and Year 6

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year A Y3 Ma famille et moi	Les fêtes Le monde	des animaux	Bon appétit	Le temps libre	Destination vacances
NYCC Unit 1 Moi Where do you live? ES2/1 Places in town.ES2/2 Directions ES2/3	NYCC Unit 2. Les couleurs Xmas: A French Christmas Festival: Fête des rois	NYCC Unit 3 La jungle	NYCC Unit 4 TuttiFrutti The Hungry Caterpillar	NYCC Unit 5 Vive le sport! Sports & leisure time ES2/13 Olympic Games	NYCC Unit 6. La météo Festival: Bastille Day
Year B Y4					
NYCC Unit 7 Les Monstres Body Parts Big Book: Le grand monstrevert	NYCC Unit 8 Les Calendrier Xmas: How to make a snowman.	NYCC Unit 9 Les Animaux Pets/Animals ES1/13	NYCC Unit 10 Au Marche Festival: Le Poisson d'avril	NYCC Unit 11 je suis le musicien French composers and well-known singers	NYCC Unit 12 A la mode ClothesES2/15 Story: Chapeau
Year C Y5					
NYCC Unit 13 Ma Famille Family ES1/14	NYCC Unit 14 On fait la fête	NYCC Unit 15 Cher Zoo	NYCC Unit 16 Le Petit Dejeuner	NYCC Unit 17 Vive le temps libre!	NYCC Unit 18 A la plage

Places in the home Furniture; Big Books: Peace at Last and Boucle d'or	Xmas: Les Deux Petit Rats DVD		Shopping at la boulangerie/ patisserie. Big Books: The gingerbread man and RouleGalette	French Art Museums & French Painters.	Ice creams ES2/12 Drinks
Year D Y6					
NYCC Unit 19 Les portraits School subjects ES2/14 Places around school ES2/4 Objects in your pencil case.ES2/5	NYCC Unit 20 Les Cadeaux Xmas: Christmas presents/letter to Santa	NYCC Unit 21 Le carnaval des animaux Festival: Mardi Gras (pancakes, crêperie etc.)	NYCC Unit 22 Au Café Café and Meals ES2/10 & ES2/11 Big book: Bon appetit Monsieur Lapin	NYCC Unit 23 Tour de France Places in France Visit to a French region (Provence - cities, regional food e.g. ratatouille, Sur le Pont d'Avignon etc.)	NYCC Unit 24 Destinations Going on holiday. Transport TGV, Channel Tunnel, car number plates etc. Big book: Monsieur Beauregard