



Modern Foreign Language - French

The core [Language](#) taught at Hollin Primary in KS2 is French. We use the well-loved Schemes by Catherine Cheater.

There are two underlying principles underpinning the Catherine Cheater Schemes of Work:

- children should enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.
- children should make real and measurable progress in their learning through innovative activities, challenging tasks and the desire to understand more and more as they listen to, speak and read French.

Our key ideas are to do a lot with a little, celebrate each learning outcomes and that small steps lead to big changes.

In 2021, each class started their journey on the [Year 3 Lesson Plans](#). This was to ensure they developed their language learning skills and to ensure teachers have good subject knowledge in French.

Hollin Primary School
French Curriculum Overview

Strand	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> • Enjoy listening to and speaking in the language • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work 	<ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text 	<ul style="list-style-type: none"> • Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories
Literacy	<ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory 	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help 	<ul style="list-style-type: none"> • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference source 	<ul style="list-style-type: none"> • Read and understand the main points and some detail from a short written passage • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs • Write sentences on a range of topics using a model
Intercultural Understanding	<ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives 	<ul style="list-style-type: none"> • Compare symbols, objects or products which represent their own culture with those of another country • Look at further aspects of their everyday lives from the perspective of someone from another country • Recognise similarities and differences between places 	<ul style="list-style-type: none"> • Compare attitudes towards aspects of everyday life • Recognise and understand some of the differences between people • Present information about an aspect of culture

Year 3 Curriculum Map

Term 1	Term 2	Term 3
<p>Numbers 0-6 zéro, un, deux, trois, quatre, cinq, six</p> <p>Greetings Bonjour! Bonjour + name Bonjour, monsieur / madame / mademoiselle Comment t'appelles-tu? Joyeux Noël !</p> <p>Classroom phrases e.g. asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez</p> <p>Adjectives e.g. bleu, gris, jaune, rouge, vert</p> <p>Vocabulary for spelling skills Comment ça s'écrit? some alphabet letters</p> <p>Vocabulary for sentence building Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin</p>	<p>Numbers 7-10 sept, huit, neuf, dix</p> <p>Phrase of celebration Bonne Année !</p> <p>Vocabulary for spelling skills consonne, voyelle more alphabet letters</p> <p>Verbs e.g. Courez, marchez, marchez sur la pointe des pieds, sautez</p> <p>Adverbs e.g. Lentement, vite</p> <p>Asking politely s'il te plaît, merci, voilà</p> <p>Masculine and feminine nouns e.g. Qu'est-ce que c'est? un pinceau, un feutre, un crayon, un stylo, une gomme, une règle</p> <p>Punctuation e.g. Virgule, point</p>	<p>Numbers 11-31 onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un</p> <p>Vocabulary from a song un tee-shirt, un pantalon, un pull, un chapeau, je mets</p> <p>Responding to questions oui, non</p> <p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera...</p> <p>Taking the register présent, présente</p> <p>Punctuation e.g. ouvrez les guillemets fermez les guillemets</p>