



## Steam Mills Key Stage 2 French

Article 29: Your education should help you use and develop your talents and abilities.

Article 28: You have the right to an education.

All French units detailed cover the National Curriculum through the SALUT CGP Scheme (one unit is from Twinkl – Y6 Time to cover the Rainbow Skills); there are elements of Speaking, Listening, Reading and Writing throughout that are stage appropriate. Teachers will need to ensure that any units, that are repeated to ensure the learning is embedded, will need extension tasks to be utilised, especially if a cohort has covered these units previously. Units have been selected to ensure that children can build upon writing and listening skills within the curriculum as well as a basic, comprehensive conversation in French, in readiness for the Key Stage 3 Curriculum.

Although there are tasks that SALUT builds into each lesson, teachers will need to ensure they provide opportunities to extend the children's skills, as detailed in the Rainbow Skills section... i.e. a letter to a pen pal in France, Posters and Presentations. Many of the Rainbow Skills overlap throughout units so teachers need to highlight off what has been covered and to what level; this can be done via Medium Term Plans and individual lesson plans to ensure children are moved through the curriculum and skills and knowledge progress.

### **National Curriculum**

- 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
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 3 – Year A</b>	Core 1 – ensure Y4s are extended <ul style="list-style-type: none"> <li>Greeting each other</li> <li>Introducing themselves</li> <li>Counting up to 10</li> <li>Introducing their immediate family</li> </ul>	Core 2 - ensure Y4s are extended <ul style="list-style-type: none"> <li>Saying the days of the week</li> <li>Naming colours</li> <li>Counting between 11 and 20 (ext numbers to 40 for Y4)</li> <li>Naming countries</li> <li>Expressing likes and dislikes</li> </ul>	Core 3 - ensure Y4s are extended <ul style="list-style-type: none"> <li>Identifying body parts</li> <li>Counting up to 31 (ext numbers to 50)</li> <li>Identifying items of clothing</li> <li>Naming the months of the year</li> <li>Talking about birthdays (Y4s know their birthday AND family's)</li> </ul>	<u>My Home</u> <ul style="list-style-type: none"> <li>Saying where they live</li> <li>Identifying a variety of rooms and types of furniture</li> <li>Saying what there is in the kitchen</li> <li>Describing their daily routine</li> </ul>	<u>My Town</u> <ul style="list-style-type: none"> <li>Asking how much something costs and saying prices</li> <li>Talking about what is in their town</li> <li>Giving directions</li> <li>Saying names of shops</li> <li>Saying the names of items you might buy in a shop</li> </ul>	<u>At School</u> <ul style="list-style-type: none"> <li>Saying how they travel to school</li> <li>Naming places in school</li> <li>Listing the contents of their pencil case</li> <li>Telling the time</li> <li>Naming school subjects</li> </ul>
<b>Class 3 – Year B</b>	Core 1 - ensure Y4s are extended <ul style="list-style-type: none"> <li>Greeting each other</li> <li>Introducing themselves</li> <li>Counting up to 10</li> <li>Introducing their immediate family</li> </ul>	Core 2 - ensure Y4s are extended <ul style="list-style-type: none"> <li>Saying the days of the week</li> <li>Naming colours</li> <li>Counting between 11 and 20 (ext numbers to 40 for Y4)</li> <li>Naming countries</li> <li>Expressing likes and dislikes</li> </ul>	Core 3 - ensure Y4s are extended <ul style="list-style-type: none"> <li>Identifying body parts</li> <li>Counting up to 31 (ext numbers to 50)</li> <li>Identifying items of clothing</li> <li>Naming the months of the year</li> <li>Talking about birthdays (Y4s know their birthday AND family's)</li> </ul>	<u>Food</u> <ul style="list-style-type: none"> <li>Naming common foods</li> <li>Expressing likes and dislikes</li> <li>Saying what they are eating</li> <li>Naming cutlery</li> <li>Saying what they would like to have</li> <li>Understanding cooking instructions</li> </ul>	<u>The Body</u> <ul style="list-style-type: none"> <li>Naming parts of the face</li> <li>Saying basic verbs in the first person</li> <li>Saying that something hurts</li> <li>Naming fairy tale characters</li> <li>Saying traditional fairy tale locations</li> </ul>	<u>Describing People</u> <ul style="list-style-type: none"> <li>Saying colours that are useful for describing hair and eyes</li> <li>Describing physical features</li> <li>Describing a person's personality</li> <li>Saying what they are wearing</li> <li>Using "il" and "elle" with "être" and "avoir"</li> </ul>
<b>Class 4 – Year A</b>	Revision of Core Units (2 lessons on each)	<u>In France</u> <ul style="list-style-type: none"> <li>Learning where some French cities are located in France</li> <li>Talking about tourist attractions in Paris</li> <li>Learning about French-speaking countries</li> <li>Naming popular French foods</li> </ul>	<u>Seasons</u> <ul style="list-style-type: none"> <li>The names of seasons</li> <li>Talking about seasonal activities</li> <li>Saying the date and when their birthday is</li> <li>Naming craft materials</li> <li>Following craft instructions</li> </ul>	<u>On Holiday</u> <ul style="list-style-type: none"> <li>More countries</li> <li>Holiday accommodation</li> <li>Vocabulary associated with the zoo, beach and theme park</li> <li>Using the perfect past tense</li> </ul>	<u>The Future</u> <ul style="list-style-type: none"> <li>The future tense in the first, second and third person singular and first person plural</li> <li>Using adjectives to compare people</li> <li>More ways to describe how they are feeling</li> </ul>	<u>Time – Twinkl Unit</u> All in a day (spend 4 sessions on 3 objectives) <ul style="list-style-type: none"> <li>O'clock, half past, quarter past, quarter to</li> <li>A.P and P.M</li> <li>5 minute intervals</li> </ul> Revision and applying skills
<b>Class 4 – Year B</b>	Revision of Core Units (2 lessons on each)	<u>Family</u> <ul style="list-style-type: none"> <li>Naming extended family members</li> </ul>	<u>Actions</u> <ul style="list-style-type: none"> <li>Using action verbs in the first person</li> </ul>	<u>Hobbies</u> <ul style="list-style-type: none"> <li>Naming hobbies</li> </ul>	<u>A Weekend with Friends</u> <ul style="list-style-type: none"> <li>Talking about activities that they</li> </ul>	<u>Time – Twinkl Unit</u>

		<ul style="list-style-type: none"><li>• Saying how many siblings they have</li><li>• Talking about the household tasks they do and have done</li><li>• Forming sentences using "on"</li><li>• Vocabulary associated with birthday parties</li></ul>	<ul style="list-style-type: none"><li>• Using action verbs in the third person singular</li><li>• Using some adverbs</li><li>• Naming craft materials</li><li>• Using the perfect past tense in the third person singular form</li></ul>	<ul style="list-style-type: none"><li>• Talking about types of music and giving a variety of opinions</li><li>• Saying what musical instruments they play</li><li>• Talking about different types of film</li></ul>	<ul style="list-style-type: none"><li>• might do at the weekend</li><li>• Expressing what they would and wouldn't like to do</li><li>• Asking others if they would like to do something</li><li>• Naming foods associated with midnight feasts</li><li>• Giving a reason for accepting or declining an invitation</li></ul>	<p>I in a day (spend 4 sessions on 3 objectives)</p> <ul style="list-style-type: none"><li>• 24 hour times</li><li>• At the airport</li><li>• The school week</li></ul> <p>Revision and applying skills</p>
<p><b>Rainbow Skills Progression</b></p> <p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"><li>• Show the beginnings of interest and participation</li></ul>	<ul style="list-style-type: none"><li>• Begin to maintain attention to words in another language</li><li>• Acquire simple vocabulary for common nouns and verbs</li><li>• Repeat simple phrases, sometimes without understanding</li><li>• Repeat rhymes, enjoying the sounds</li></ul>	<ul style="list-style-type: none"><li>• Listen to simple phrases with growing understanding</li><li>• Use basic key vocabulary and build on this through listening, practice, trial, and error</li><li>• Acquire simple vocabulary for some verbs, not always in tense (<b>CORE UNIT</b>)</li><li>• Recall simple phrases</li><li>• Count to ten independently (<b>CORE UNIT</b>)</li></ul>			
<ul style="list-style-type: none"><li>• Listen beyond a level at which they can speak independently</li><li>• Tell the time in simple terms</li><li>• Articulate clearly</li><li>• Get meaning across, sometimes using set phrases</li><li>• Discuss word meanings, linking to patterns in English and new language</li><li>• Use known phrases to ask and answer questions</li><li>• Create oral sentences independently</li></ul>	<ul style="list-style-type: none"><li>• Begin to understand and use simple grammatical features – e.g. tense</li><li>• Memorise key words and phrases from books, building vocabulary</li><li>• Draw on background understanding of vocabulary and grammar when listening</li><li>• Use language in drama and role play, and experiment with new vocabulary</li><li>• Speak audibly with increasing fluency</li><li>• Demonstrate understanding through verbalisation, linking new meanings to known vocabulary</li><li>• Use increasingly correct vocabulary and terminology</li><li>• Listen and respond to each other and to adults</li><li>• Tell the time in more complex terms.</li><li>• Ask questions to extend understanding</li><li>• Explain ideas and concepts, showing understanding and comprehension</li></ul>	<ul style="list-style-type: none"><li>• Organise thoughts before verbalising</li><li>• Be active in discussions, and reiterate arguments</li><li>• Begin to chatter in the new language</li><li>• Explain ideas and concepts, using subject specific vocabulary</li><li>• Begin to paraphrase</li><li>• Define key points, and give brief descriptions</li><li>• Experiment with a range of vocabulary and terms to explain concepts</li></ul>	<ul style="list-style-type: none"><li>• Gain the interest of listeners</li><li>• Appraise and compare verbally, using remembered vocabulary</li><li>• Imagine and explore ideas verbally using an increasingly extensive vocabulary</li><li>• Report on events, verbally</li><li>• Speculate and hypothesise, explaining and exploring the meaning of new words</li><li>• Extrapolate information in conversation and use it to theorise and debate</li><li>• Respond to the comments of others, building conversation</li><li>• Prepare a verbal presentation, and use a dictionary to check the meaning of new words</li></ul>			

<p><b>Rainbow Skills Progression</b></p> <p><b>Reading and Writing</b></p>	<ul style="list-style-type: none"> <li>Show the beginnings of interest and participation</li> </ul>	<ul style="list-style-type: none"> <li>Label objects in the new language</li> <li>Copy write in the new language</li> </ul>	<ul style="list-style-type: none"> <li>Make lists and memorise information</li> <li>Name and label articles</li> </ul>
<ul style="list-style-type: none"> <li>Fill in a table of verbs</li> <li>Underline correct / incorrect</li> <li>Identify simple errors</li> <li>Memorise and recall key words to use in writing</li> <li>Sequence sentences to form short narratives</li> <li>Check that simple text makes sense and discuss understanding of the meaning</li> <li>Identify key details from text even without full interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Read about a given topic, with simple interpretations</li> <li>Retrieve and record information</li> <li>Paraphrase and summarise information in the new language</li> <li>Write explanations and concepts</li> <li>Summarise information in their own writing</li> <li>Apply new phrases from reading to previous vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Extrapolate the main points of information from books</li> <li>Read an increasing range of non fiction and reference books</li> <li>Retrieve, record and present information</li> <li>Précis longer passages</li> <li>Complete longer pieces of writing</li> <li>Organise writing to report on a topic in the new language</li> <li>Use vocabulary effectively to establish understanding</li> </ul>	<ul style="list-style-type: none"> <li>Assemble written presentations on a topic following reading</li> <li>Imagine and explore</li> <li>Assemble pieces of writing into longer presentations</li> </ul>