

Modern Language Curriculum

Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- Be ever-evolving, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- Be rooted in the school's Christian ethos, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- Be inspiring, to empower pupils to respect each other and themselves, show respect and understanding
 for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring
 children are well prepared for life in a rapidly changing world.

Modern Language Intent



At Wardley CE Primary we teach French from Year 3 to Year 6.

A high quality Modern Foreign Language education should foster children's curiosity and deepen their understanding of the world.

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 KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

To be a linguist at Wardley CE Primary School, pupils will develop the following essential characteristics:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.



French topic Overview

			French (Overview		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 3	J'apprends le Francais	Les Fruits	L'ancienne Histoire de la Bretagne	Les Saisons	Les Instruments	Les Animaux
Y4	Je Me Presenté	La Famille	Quel Temps Fait-il?	Les Vetements	Au Café	Les Jeux Olympiques
Y5	En Classe	Chez Moi	As-Tu un Animal?	Les Habitats	La Date	Boucle D'or et les Trois Ours
Y6	A L'ecole	La Seconde Guerre Mondiale	Manger et Bouger	Le Week-end	Les Verbes Réguliers	Les Verbes Irréguliers



Threshold Concepts: Disciplinary Knowledge

Modern Languages: Threshold Concepts - Disciplinary Knowledge

To be developed over Y3 & Y4 (Milestone 2)

Read Fluently	Write Imaginatively	Speak Confidently	Understand the Culture of Countries in which the language is spoken	Grammar
This concept involves recognising key vocabulary and phrases.	This concept involves using key vocabulary and phrases to write ideas.	This concept involves using key vocabulary and phrases to verbally communicate ideas.	This concept involves the background knowledge and cultural capital needed to infermeaning from interactions.	This concept underpins language learning across reading, writing and speaking.
 Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. 	 Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. 	 Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. 	 Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. 	 Understand the concept of noun, gender and the use of articles. First person, singular version of common verbs (I like, I play). Possessive adjectives (mon/ma/mes)

Modern Languages: Threshold Concepts - Disciplinary Knowledge

To be developed over Y5 & Y6 (Milestone 3)

Read Fluently	Write Imaginatively	Speak Confidently	Understand the Culture of Countries in which the language is spoken	Grammar
This concept involves recognising key vocabulary and phrases.	This concept involves using key vocabulary and phrases to write ideas.	This concept involves using key vocabulary and phrases to verbally communicate ideas.	This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.	This concept underpins language learning across reading, writing and speaking.
Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.	 Write short texts on familiar topics. Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). Use dictionaries or glossaries to check words. 	 Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. Vary language and produce extended responses. Be understood with little or no difficulty. 	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	 Learn to use and recognise the terminology of articles: definite (le, la, les) indefinite (un, une) partitive (du, de la, de l') Negatives (je n'ai pas/ il n'y a pas) Using connectives to extend sentences ('et' and 'mais') Consolidate understanding of gender and nouns, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives ('aprés', 'plus tard', 'aussi' and 'finalement') Explore regular verbs including 'jouer', 'finir' and 'vendre' Explore irregular verbs including 'avoir', 'être', 'faire' and 'aller'



Substantive Knowledge

Modern Languages: Substantive Knowledge

To be developed over Y3 & Y4 (Milestone 2)

	Listening	Speaking	Reading	Writing	Grammar
Y3	 Ask and answer simple questions about name and age. Develop understanding of the sounds of individual letters and groups of letters (phonics). 	 Understand numbers 1-10 and be able to say them. Be familiar with the days of the week and be able to say them Use simple greetings (e.g. saying hello and goodbye, saying how they are) Ask and answer simple questions about name and age. Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. Use simple adjectives (e.g. colours). 	 Understand numbers 1-10 and be able to read them. Be familiar with the days of the week and be able to read them 	 Understand numbers 1-10 and be able to write them. Use some simple verbs in the first person "I" form (e.g. I am and I play). Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). 	 Understand better the concept of gender (masculine, feminine, neuter) Have better knowledge and recall of 1st person singular of high frequency verbs.
Y4	Use a wider range of vocabulary to ask and understand questions	 Understand numbers 1-100 (in multiples of 10) and be able to say them Use a wider range of vocabulary to ask and understand questions Understand and use adjectives to describe people, places, things and themselves 	Understand numbers 1-100 (in multiples of 10) and be able to read them	 Understand numbers 1-100 (in multiples of 10) and be able to write them Understand and communicate using a wider range of familiar nouns Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. 	 Revise grammar from Y3 Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form.

Modern Languages: Substantive Knowledge

To be developed over Y5 & Y6 (Milestone 2)

	Listening	Speaking	Reading	Writing	Grammar
Y 5	 Follow and give simple instructions and descriptions Take part in conversations Be able to listen to longer passages of text and answer questions about the passage they have heard 	 Understand and use the alphabet to assist in correct pronunciation Follow and give simple instructions and descriptions Take part in conversations Understand and communicate simple descriptions orally 	 Be able to read longer passages of text and answer questions about the passage they have read 	 Understand and use the alphabet to assist in correct spelling Understand and communicate simple descriptions in writing 	 Revise grammar from Y3 & Y4 Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation.
Y 6	 Understand and use transactional language Be able to listen to longer passages of text and answer more detailed questions about the passage they have heard 	 Understand, express and be able to justify opinions orally Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese). Understand and use transactional language Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive, making sure that the adjective agrees with the noun Use connectives to make sentences more descriptive and fluent 	Be able to read or listen to longer passages of text and answer more detailed questions about the passage they have read	 Understand, express and be able to justify opinions in writing Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive, making sure that the adjective agrees with the noun Use connectives to make sentences more descriptive and fluent 	 Revise grammar from Y3, Y4 & Y5 Opinions Introduce the concept of whole irregular verb conjugation.



Progression of Vocabulary

J'apprends le Francais		Les Fruits		Histoir	L'ancienne istoire de la Les Saisons Bretagne		Les Instruments		Les Animaux		
bonjour salut Ça va? au revoir á plus tard rouge bleu jaune vert noir blanc gris orange violet marron un deux trois quatre cinq six sept huit neuf dix	hello hi how are you? goodbye later red blue yellow green black white grey orange purple brown one two three four five six seven eight nine ten	une pomme une fraise une pêche une banane une cerise une orange une prune une poire un kiwi un abricot les pommes les fraises les pêches les bananes les cerises les oranges les prunes les poires les poires jes abricots j'aime je n'aime pas	an apple a strawberry a peach a banana a cherry an orange a prune a pear a kiwi an apricot the apples the strawberries the peaches the bananas the cherries the oranges the prunes the pears the kiwis the apricots I like I don't like	l'âge de la pierre l'âge du bronze l'âge du fer la période des Romains Je suis un homme une femme J'ai J'habite J'habite dans	the Stone Age the Bronze Age the Iron Age the Roman Empire I am a man a woman I have I live I live in	les saisons l'hiver le printemps l'été l'automne il fait froid il fait chaud il neige les fleurs poussant et car	the seasons winter spring sumer autumn it is cold it is warm it snows the flowers grow and because	le la l' les la trompette la batterie la guitare la flûte à bec la clarinette la harpe le piano le triangle le violon les cymbales je joue	the (m) the (f) the (before a vowel) the (plural) the trumpet the drums the guitar the recorder the clarinet the harp the piano the triangle the violin the cymbals I play	les animaux un une un cochon un lion un oiseau un cheval un lapin un canard un singe un mouton une souris une vache Je suis	the animals a (m) a (f) a pig a lion a bird a horse a rabbit a duck a monkey a sheep a mouse a cow I am

t'appelle? name? la mère la mère la grand- more the grandmother the grandmother da- a-tu? J'ai ans lam years old Mhere do you Où live? le frère I habites-tu? l'Ive in le grand-père le grand-père the uncle douze thireen a trieze quinze guinze guinze geize dix-sept dix-sep	Je me Presenté		enté La famille		Quel Temps Fait-II?		Les Vetements		Au Café		Les Jeux Olympiques		
thirty forty quarante cinquante sixty thirty solvante sol	t'appelle? je m'appelle Quel âge as-tu? J'ai ans Où habites-tu? J'habite à onze douze treize quatorze quinze seize dix-sept dix-huit	name? my name is How old are you? I am years old Where do you live? I live in eleven twelve tize thirteen fourteen fifteen sixteen seventeen eigt eighteen nuit nineteen euf twenty	t'appelle? name? e m'appelle my nar Quel âge as-tu? you? J'ai ans Where Où live? I live in onze douze thirteer douze treize quatorze quinze seize gevent dix-sept dix-huit dix-neuf	la mère la grand- mère la tante la sœur la fille le fils le frère le père le grand-père l'oncle les parents les grands- parents il s'appelle elle s'appelle elle s'appelle trente quarante cinquante soixante-dix quatre-vingts quatre-vingts -dix	the mother the grandmother the grandmother the auntie the sister the daughter the son the brother the father the grandfather the uncle the parents the grandparents he is called (m) she is called (f) my (m) my (f) my (plural) thirty forty fifty sixty seventy eighty ninety	il neige il y a un orage il y a du soleil il y a du vent il fait beau il fait mauvais le temps le nord le sud l'ouest l'est	it is snowing there is a storm it is sunny it is windy the weather is fine the weather is not good the weather the north the south the west the east	bain un manteau un pull un tee shirt un short un pantalon une robe une casquette une chemise une cravate une jupe des chaussures des chaussettes des bottes des sandales lundi mardi mercredi jeudi vendredi samedi dimanche bleu vert noir rouge blanc jaune	costume a coat a jumper a t-shirt shorts trousers a dress a hat a shirt a tie a skirt shoes socks boots sandals Monday Tuesday Wednesday Thursday Friday Saturday Sunday blue green black red white yellow	désirez? je voudrais s'il vous plaît merci et l'addition un croissant un pain au chocolat un sandwich au jambon un sandwich au fromage un café au lait un thé un jus d'orange un coca-cola un chocolat	you like? I would like please thank you and the bill a croissant a pain au chocolat a ham sandwich a cheese sandwich a coffee with milk a tea an orange juice a coca cola a hot	olympiques la boxe le plongeon l'athlétisme l'equitation le cyclisme l'escrime le tir à l'arc l'aviron la natation je fais je ne fais pas tu fais il fait elle fait nous faisons vous faite ils font elles font il est	the Olympic Games boxing diving athletics horse riding cycling fencing archery rowing swimming I do I don't do you do he does she does we do you do (p) they do (m) they do (f) he is she is

En Classe	Chez Moi	As-Tu Un Animal? Les Habitats		La Date	Boucle D'or et Les Trois Ours	
un livre un cahier un crayon un stylo un taille-crayon un régle une trousse une gomme des ciseaux j'ai je n'ai pas a reading book an exercise book a pencil a pen a ruler a pencil case a rubber scissors I have I don't have	j'habite dans une maison un appartement en ville à la campagne à la montagne au bord de la mer dans un village in my house there is il y a il n'ya pa une cuisine une salle a manger une chambre un garage une salle de bains I live in a house an apartment in town in the countryside in the mountains by the sea in a village in my house there is there isn't a kitchen a dining room a garden a garage a bathroom I live in a house an apartment in town in the countryside in the mountains by the sea in a village in my house there is a kitchen a dining room a garden a garage a bathroom	un chien un chat un lapin un hamster un poisson rouge un oiseau une souris une tortue J'ai Je n'ai pas J'ai s'apple un chien a dog a cat a rabbit a hamster a goldfish a bird a mouse a tortoise I have I don't have that is called	les habitats la forêt tropicale la prairie l'océan le désert l'Arctique est un habitat dans le Sahara l'Amazonie l'Océan Pacifique le chameau l'ours blanc le singe araignée le requin habite habitent la forêt the tropical rainforest the meadow the ocean the desert the Arctic is a habi in the Sahara the Amazor the Pacific Ocean the camel the polar be the spider monkey the shark in (he/she) live	janvier fevrier February mars March avril April mai juin juillet tat août Septembre octobre novembre decembre vingt-et-un vingt-deux vingt-trois vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf january February March April May June July August September October November December twenty-one twenty-two twenty-three twenty-four twenty-four twenty-five twenty-six twenty-six twenty-seven twenty-eight twenty-nine	Boucle d'or papa ours maman ours bébé ours bébé ours le grand bol le moyen bol le petit bol la grande chaise la moyenne chaise la petite chaise la petite chaise le grand lit le moyen lit le petit lit le petit lit le petit lit bed the small bed sucré salé grand basse dur mou hard soft	

A L'ecole		econde Mondiale	Manger et Bouger		Le Week-end		Les Verbs Réguliers		Les Verbes Irréguliers	
à l'école at school le français l'anglais le dessin le sport la musique la géographie l'histoire les maths les sciences l'informatique l'aime j'adore je n'aime pas je deteste amusant utile intéressant facile ennuyeux difficile inutile parce que c'est cependant sort l'anglais l'école la school l'entre l'anglais l'entre l'ent	l'Angleterre la France l'Italie l'Allemagne la Pologne on parle le francais l'anglais l'italien l'allemand le polonais Chère maman Cher papa Chers parents aussi calme sans danger convivial dangereux enfumé	England France Italy Germany Poland you speak French English Italian German Polish Dear mother Dear father Dear parents also calm safe friendly dangerous full of smoke	je mange je ne mange je ne mange pas je bois je ne bois pas Épluchez coupez ajoutez mélangez râpez faîtes cuire bon pour la santé mauvais pour la santé	eat and move I eat I don't eat I drink I don't drink peel cut add mix grate cook good for (your) health bad for (your) health	le week-end quelle heure est-il? et quart et demie moins le quart il est heaur/ heures il est midi il est minuit Je me lève après plus tard finalement	the weekend what time is it? quarter past half past quarter to it is o clock it is midday it is midnight I get myself up. after later finally	finir je finis tu finis tu finis il finit elle finit nous finissons vous finissez ils finissent elles finissent vendre je vends tu vends il vend elle vend nous vendons vous vendez ils vendent elles vendent	finir I finish you finish he finishes she finishes we finish you all finish they finish (m) they finish (f) to sell I sell you sell he sells she sells we sell you all sell they sell (m) they sell (f)	aller avoir Être je suis tu es il est elle est nous sommes vous êtes ils sont elles sont faire je fais tu fais il fait elle fait nous faisons vous faites ils font elles font	to go to have to be I am you are he is she is we are you all are they are (m) they are (f) to do I do you do he does she does we do you all do they do (m) they do (f)