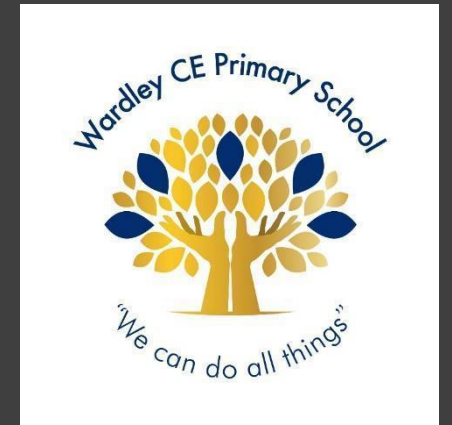


Modern Language Curriculum



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.

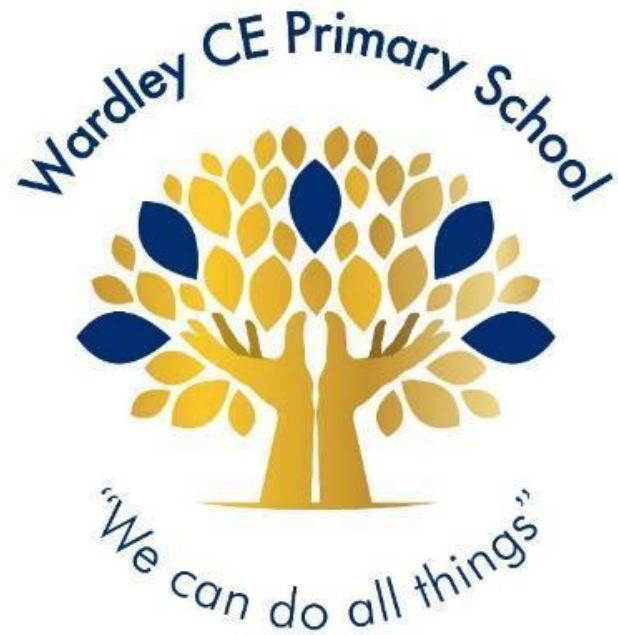
We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

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.

ML Curriculum



French topic Overview

French Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	J'apprends le Français	Les Fruits	L'ancienne Histoire de la Bretagne	Les Saisons	Les Instruments	Les Animaux
Y4	Je Me Présenté	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'école	La Seconde Guerre Mondiale	Manger et Bouger	Le Week-end	Les Verbes Réguliers	Les Verbes Irréguliers

ML Curriculum



Threshold Concepts:
Disciplinary Knowledge

Modern Languages: Threshold Concepts - Disciplinary Knowledge

To be developed over Y3 & Y4 (Milestone 2)

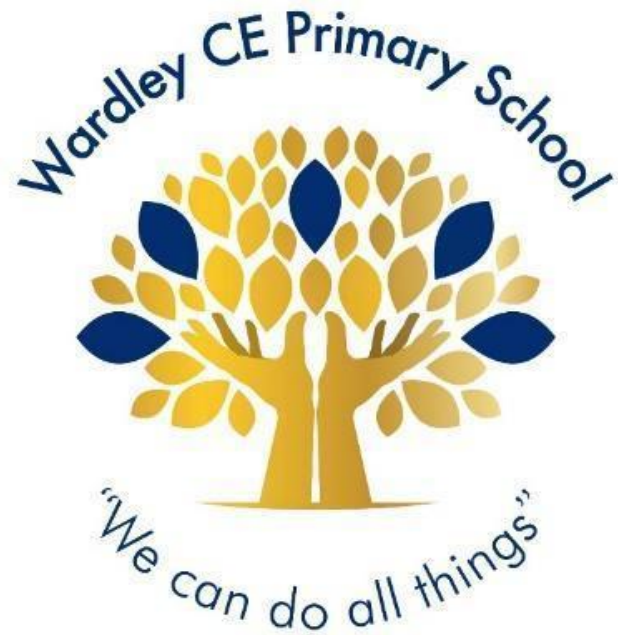
Read Fluently	Write Imaginatively	Speak Confidently	Understand the Culture of Countries in which the language is spoken	Grammar
<i>This concept involves recognising key vocabulary and phrases.</i>	<i>This concept involves using key vocabulary and phrases to write ideas.</i>	<i>This concept involves using key vocabulary and phrases to verbally communicate ideas.</i>	<i>This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</i>	<i>This concept underpins language learning across reading, writing and speaking.</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p><i>This concept involves recognising key vocabulary and phrases.</i></p>	<p><i>This concept involves using key vocabulary and phrases to write ideas.</i></p>	<p><i>This concept involves using key vocabulary and phrases to verbally communicate ideas.</i></p>	<p><i>This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</i></p>	<p><i>This concept underpins language learning across reading, writing and speaking.</i></p>
<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learn to use and recognise the terminology of articles: <ul style="list-style-type: none"> - 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 ('après', 'plus tard', 'aussi' and 'finalement') • Explore regular verbs including 'jouer', 'finir' and 'vendre' • Explore irregular verbs including 'avoir', 'être', 'faire' and 'aller'

ML Curriculum



Substantive Knowledge

Modern Languages: Substantive Knowledge

To be developed over Y3 & Y4 (Milestone 2)

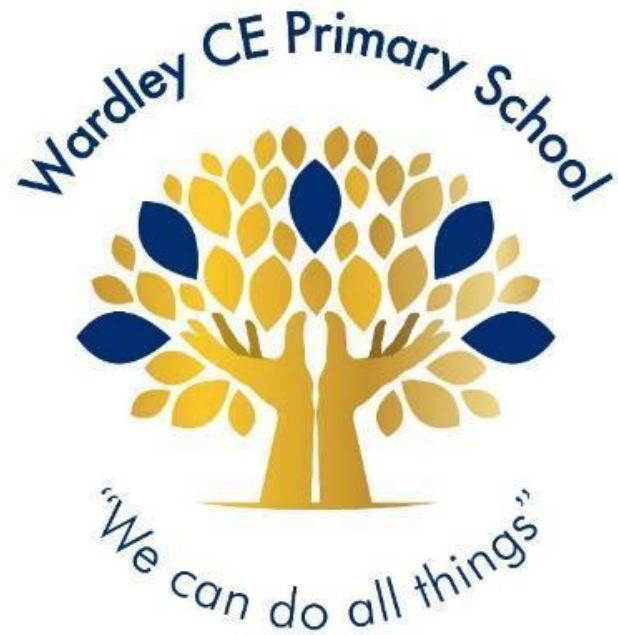
	Listening	Speaking	Reading	Writing	Grammar
Y3	<ul style="list-style-type: none"> Ask and answer simple questions about name and age. Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> Understand numbers 1-10 and be able to say 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). 	<ul style="list-style-type: none"> Understand numbers 1-10 and be able to read them. Be familiar with the days of the week and be able to read them 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Understand better the concept of gender (masculine, feminine, neuter) Have better knowledge and recall of 1st person singular of high frequency verbs.
Y4	<ul style="list-style-type: none"> Use a wider range of vocabulary to ask and understand questions 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand numbers 1-100 (in multiples of 10) and be able to read them 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Revise grammar from Y3</i> 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
Y5	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Be able to read longer passages of text and answer questions about the passage they have read 	<ul style="list-style-type: none"> Understand and use the alphabet to assist in correct spelling Understand and communicate simple descriptions in writing 	<ul style="list-style-type: none"> <i>Revise grammar from Y3 & Y4</i> Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation.
Y6	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Be able to read or listen to longer passages of text and answer more detailed questions about the passage they have read 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>Revise grammar from Y3, Y4 & Y5</i> Opinions Introduce the concept of whole irregular verb conjugation.

ML Curriculum



Progression of Vocabulary

By the end of Year 4

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

By the end of Year 5

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

