



## French Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 5 (1 hour a week)</b></p>	<p><b>Greetings and instructions. Numbers.</b> After a quick baseline test and some language awareness, pupils will revise/learn how to greet people, understand simple instructions and numbers up to 20.</p>	<p><b>Days &amp; Months. Age. Alphabet. School equipment.</b> Pupils will learn to say their age and extend their number knowledge to 31 to be able to say the date and their birthday. They will also learn the alphabet in French to spell out words. Colours are revised in the description of school equipment, which introduces the pupils to the notion of nouns and adjectives in French.</p>	<p><b>Body parts &amp; Pains. Dictionary skills.</b> After having revised the colours, pupils learn the parts of the body. Using adjective agreement, they give a description of a monster they have created. This is an opportunity to introduce them to a bilingual dictionary and how to use it. Pupils learn also how to use the negative form. Extension work includes ailments and at the doctor's.</p>	<p><b>Animals.</b> Skills learnt in Spring 1 are used for this topic. Pupils use bilingual dictionaries and learn how to make spoken and written fuller descriptions of animals, using adjectives, adverbial phrases and some connectives.</p>	<p><b>Food and drink.</b> Pupils learn food and drink vocabulary and phrases to use in a café. Role plays at the snack-bar and at the café reinforce their confidence in using common phrases such as 'je voudrais..'</p>	<p><b>Opinions.</b> Pupils are learning set expressions and reactions, for example 'mince alors, zut, beurk, oh non...'. The pupils design a menu and are acting out a conversation, which is also a revision of the year, using numbers (prices), colours, greetings, descriptions and some likes and dislikes.</p>
<p><b>Year 6 (1 hour a week)</b></p>	<p><b>Countries and nationalities.</b> Pupils will learn the names of European countries and be able to say their nationalities. Links are made to Geography and the compass directions. Pupils learn the verbs to be and to live</p>	<p><b>Describing where you live.</b> Pupils will learn to give details of a location and of where they live: settlements (town, village ...), geographical features (mountains, on the coast ...) and accommodation types. Pupils are encouraged to give a reason for an opinion about a location.</p>	<p><b>Describing appearance and personality.</b> After describing how tall someone is and revising colours and adjective agreement, pupils will learn how to give eye colour and other facial details. They will also learn how to describe hair colour, length and type. Use of the verb to have will be highlighted. Finally, by learning how describe someone's character/personality, they will encounter different types of adjective agreement.</p>	<p><b>Family.</b> Pupils will learn members of the family. Using the skills learnt in Spring 1, they will describe their family physically and give their characteristics. Possessive adjectives are introduced and questioning/answering is further practised by dialogues and surveys.</p>	<p><b>Clothing.</b> Pupils will extend their ability to describe someone by learning to give details what someone wears. This topic also facilitates the revision of adjectives and will introduce some pupils to comparisons.</p>	<p><b>Descriptions &amp; Opinions.</b> Summer 1 topic has prepared pupils for Summer 2 topic. Clothes designing, as well as elaborating an ideal school uniform, invite pupils to describe and give opinions. Pupils will also learn and notice cultural features of France.</p>



<p><b>Year 7 (2 hours a week)</b></p>	<p><b>Personal introductions.</b> After revising classroom language and extending its use for everyday needs, pupils will further their describing skills acquired in year 7 Spring term. In doing so, they will develop the use the verbs to be and to have and the comparatives. Pupils will also learn to extend their expression in French by incorporating intensifiers and more connectives.</p>	<p><b>At school.</b> Pupils will be introduced to French schools, noticing similarities and differences. They will learn school subjects, express opinions about them and give reasons. Group Talk is ideally used there. Pupils will learn numbers up to 60 to be able to tell and understand the time.</p>	<p><b>Sports and hobbies.</b> Pupils will learn the names and verbs of many sports and leisure activities and the use of verbs to do and to play. They will describe what they do in their spare time and how often. Opinions and intensifiers are revised in this topic too.</p>	<p><b>The weather.</b> Pupils learn the various weather types and the seasons. Linking with Spring 1, pupils will describe what they do in a particular weather, revising the present tense in doing so. They will also understand weather forecasts and will present one on powerpoint, using the future tense.</p>	<p><b>At home.</b> After revising the vocabulary seen in year 6, pupils will learn how to describe where they live from a general to a more and more detailed aspect. Description of a town, then of a house (with floors), then of rooms (and what they do in them: eating, sleeping...) and finally furniture in the bedroom. Position words are introduced to help the description of a room. Pupils will learn to understand and give directions ; they will identify in French buildings in town and will describe where places are.</p>
<p><b>Year 8 (2 hours a week)</b></p>	<p><b>Revision of family and present tense. Jobs.</b> After an introduction to phonemes, pupils are encouraged to recognised the way French is spoken. The pupils then move onto topic by learning different job titles, masculine and feminine, as well as work places. They revise to be, to have and to do. Pupils will describe what job a member of their family does. They also learn how to say what job they would like to do, using 'je voudrais', and why.</p>	<p><b>Planning a holiday Use of near future.</b> Pupils revise countries, masculine and feminine. They learn how to use to go and practise how to talk about where and how they go on holiday (je vais à/ en/ au/aux ...) and what they do. After the revision of to go at present tense, the 'near future' is introduced. Finally their extension work leads them to talk about their ideal holiday, again with opinions and reasons.</p>	<p><b>French speaking countries then focus on one.</b> Stemming from vocabulary and grammar seen in Autumn 2, pupils start this topic by recognising familiar expressions and deducting new ones. Pupils research the country or département they chose (previously they had the choice between the Seychelles and Martinique): facts about culture, food and describing tastes, animals, climate, geography/history.... They are encouraged to use comparatives and to give opinions in complex sentences. Pupils learn how to use present and past tense by describing/reporting holidays there, in the form of a powerpoint or word document.</p>	<p><b>The French Revolution Use of past tense.</b> The previous topic introduced the past tense; here this is reinforced, when pupils do a report on the Revolution. Pupils do a guided research on the events of the French Revolution. They learn the main ideas and features in French, which lead them to establish further questions and answers, in French too. The latter range from simple to elaborate. Pupils are exposed to various ways the Revolution has been portrayed, in songs and films notably. Finally we will be looking at how the French Revolution has influenced today's France, both generally culturally and linguistically.</p>	