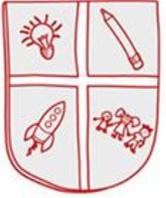


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MAL
INTENT



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Modern Foreign Language - Intent

Our vision for learning French at Barrow is to provide a high-quality and engaging curriculum for all children in Key Stage 2, enabling them to learn to communicate effectively in another language as well as understanding people from another culture.

Through subject specific learning blocks, allocated at regular intervals, we will enable our pupils in Key Stage 2 to:

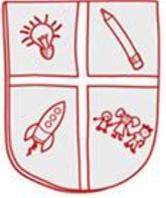
- Cover all the requirements of the National Curriculum for MFL;
- Gain confidence and enjoyment in their ability to communicate their ideas and thoughts effectively in another language leading on to further study at Key Stage 3;
- Develop an awareness of their place in the global community;
- Begin to understand how communication can create communities which are wider than geographical boundaries;
- Value contributions of different peoples and cultures.

In addition to explicit French teaching in Key Stage 2, all children in Early Years and Key Stage 1 will also encounter French and other languages through activities such as responding to the register in another language, reading books in French, learning French terminology for key routines and singing French songs. We are also introducing German for the last half-term in year 6 and plan to have a Japanese language day in the summer term.

Through a wide variety of high quality, culture rich texts, our school seeks to encourage understanding and tolerance between people of all cultures and languages and all children are encouraged to share their knowledge of languages and cultural events, spoken and celebrated at home.

The Subject Leader for Languages maintains an action plan to monitor the intent, implementation and impact of French provision at Barrow, as well as celebrating and encouraging contributions from world cultures to the whole school.

INTENT



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The National Curriculum for Languages

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”
(National Curriculum 2014)

- The aim of the National Curriculum is for pupils to learn to communicate effectively – both verbally and in written form – in another language.
- The purpose should lead to being able to communicate in practical situations, to understand different viewpoints and thought processes and to allow children to access seminal texts in another language.
- It relates to a wider aspiration that pupils learn that they are citizens of a global community and should support their understanding of the need for wider understanding between countries and cultures, linking to aims for SMSC learning.

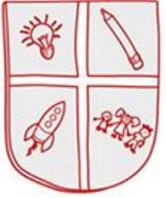
Aims of the Language Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Specialist Teaching

Our French curriculum is delivered by a specialist French teacher which is followed on by revisiting and retrieving learning by the class teacher on alternate weeks. Across KS2, French is taught weekly, with specialist teaching being delivered every other week. In KS1, the children have a 10-15 minute input by the specialist teacher. Each half-term the children focus on a vocabulary set and basic structures are introduced such as I like/ don't like that they can apply to them (colours, numbers, pets, food, family. Etc).



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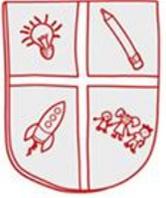
French Scheme of Work

Year 3 and 4 Objectives:

- To introduce key structures that will be used in future years, in a simple format
- To introduce sets of vocabulary on topics to enable discussions with a French speaking friend or on a visit to a French speaking country
- To learn about the culture, history and geography of France and other French speaking countries.
- To normalise learning a second language and make it a fun experience
- To learn clear pronunciation and how to pronounce key sounds in French
- To understand simple classroom instructions in French

Year 5 and 6 Objectives

- To build on key structures and learn to manipulate them to form sentences and convey own ideas
- To revise key vocabulary from years 3 and 4 and extend these sets, to greater convey own opinions and thoughts
- To continue to learn about the culture, history and geography of France and French speaking countries
- To be confident in using basic structures to make own sentences and extend our speaking and writing using adjectives
- To continue to practise good pronunciation so as to be understood by French speakers
- To follow more complex classroom instructions in French and be able to use French for basic classroom requests



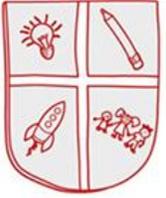
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SOW overview 1-6

MENT

	Year 2	Year 3	Year 4	Year 5	Year 6
Key structures		Il y a (there is) J'ai (I have) J'aime (I like) Je préfère (I prefer) C'est (It's) Basic questions	Il y a Avoir (To have- 1 st , 2 nd person and questions) J'aime Je n'aime pas J'adore Je déteste Asking a question m/f nouns His/her name is... +er verbs Negatives Cognates	Adj-colours Accents and apostrophes Il n'y a pas Je suis (I am) Je joue (I play) Je fais (I do)	Adjectives and position Regular verbs Je mange Je bois J'habite
Classroom vocabulary	Bonjour Au revoir	Please, Thank you, Sit down, stand up,	Write, hand out, toilets, put your hand up	Asking a polite question Classroom objects	Advanced dictionary skills



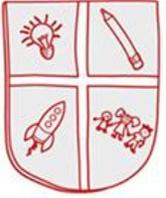
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SOW overview 1-6 cont...

MENT

	Year 2	Year 3	Year 4	Year 5	Year 6
		listen, choose	Dictionary skills		
Topic vocabulary	Number s and colours	1: Colours Likes/dislike s 2: Fruit 3: Food Restaurants 4:Days/Mont hs Numbers 10- 31 5: Maps Compass points Travel	1: Parts of the body Feeling ill 2: My village Pets 3: Family members 4: Hobbies 5: Numbers to 100 Weather	1: Likes and dislikes- extended Numbers beyond 100 including years 2: The allotment 3: Food including preferences and culture. Extended restaurant 4:days/months/seas ons and weather including likes and dislikes and hobbies 5: Maps and travel. Booking tickets. Case study of another country or European countries	1: At the doctor 2: My country/ France + other country? 3: Pets/family and what they like to do 4: Hobbies- likes and dislikes 5: Extended weather and geography
Summer consolidati on topic		Tour de France	La <u>r</u> évolu <u>t</u> ion	La <u>j</u> ongle	Introductio n to German
Revision		Bonjour, au revoir, numbers and colours	Food, <u>g</u> eography, <u>d</u> at <u>e</u> s, colours, numbers,	Colours, pets, food, dates, hobbies, geography	Food, geography, dates, colours, numbers, pets, family



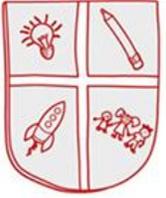
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SOW overview 1-6 cont...

MENT

	Year 2	Year 3	Year 4	Year 5	Year 6
Target	To recognise and pronounce basic colours correctly. To recognise and pronounce numbers to 10.	To recognise and pronounce basic vocabulary and to use simple structures to communicate own thoughts	To revise structures and vocabulary acquired in Year 3. To develop basic structures and use with different vocab sets	To revise structures and vocabulary acquired in years 3/4. To develop more complex verbal and written work through addition of adjectives. To gain confidence in using familiar French and slowly add new vocab sets. Widen grammatical knowledge for example by using 3 rd person of verbs	To have good pronunciation and recognition of basic French vocabulary to allow good progress in KS3. To be able to manipulate basic verbs and structures to a variety of simple situations.
Extras		Christmas Easter	Christmas, Easter	Christmas, Easter	Christmas, Easter
pancakes	Armistice day	Poisson d'avril	St Valentin	14 th July	



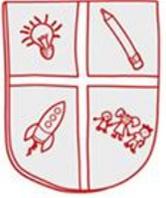
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EYFS and Key Stage 1

MENT

ELGs (from Early Adopter Framework)	How this is achieved in EYFS	Languages KS1	
		Year 1	Year 2
<p>Being imaginative</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> Singing days of the week and Heads, Shoulders, Knees and Toes in French. 	<ul style="list-style-type: none"> Singing the days of the week song. Learning to sing the colours song. 	
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Saying 'Bonjour' and 'Au revoir' Children share their home language. Children from an EAL background share their own Christmas traditions. Answering the register in other languages. 	<ul style="list-style-type: none"> Saying 'Bonjour' in response to the register. Saying 'Au revoir' at the end of the day. Answering the register using languages from the class community. Children from EAL backgrounds share their family's traditions with the class. 	



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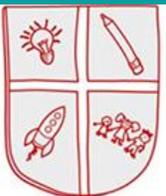
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Key Stage 2

Year 3 Autumn

MENT

Year 3	Key Skills	Inputs SW	Follow up work: ideas
Autumn	Likes & Dislikes	Basic colours	Elmer
Colours	Preferences	Likes & Dislikes	Consolidation games: Lotto, dice game, police game,
	J'aime Je n'aime pas Je préfère...	Preferences	Written activity: Name and what your favourite colour. Survey in class.
Fruit	Likes and dislikes/ colours	Numbers & Colours	Colour by numbers
		Traditions and Nativity.	Au Marché
Christmas	Revise numbers/ likes and dislikes	St Nicholas	Christmas cakes Decorating and naming nativity scene Counting angels and shepherds etc



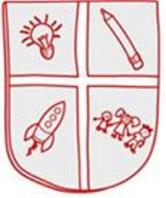
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Key Stage 2 Year 3 Spring

INFORMATION

Spring 1 Food	Understanding and responding to a question Conversation	Types of food Incl. culture	Revise J'aime and Je n'aime pas using different foods. Research French foods.
		Preferences Food tasting	Write a letter to a French friend and tell them what you do and don't like to eat for your visit?
		Restaurant	Make a menu
Spring 2 Time- days & months	Pronunciation Sentence structure- What day/date is it It's...	Days of the week	games to practice
		Months of the year	Make a calendar and decorate with seasonal pictures?
		Numbers 10-31 Easter Theme	If weather ok play <u>number games</u> outside with maths? Egg hunting?



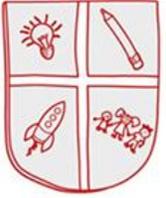
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Key Stage 2 Year 3 Summer

MENT

Summer 1	Describing There is...	Maps	Making maps?
French geography	Position	Compass points	games outside
		Paris	Making a guide book
Summer 2	Sentence structures		
French culture		Tour de France: Overview and practicing numbers	<u>watch Tour de France</u> <u>and note geography</u> <u>and colours of jerseys.</u>
		Tour De France- route	Draw map of the route labelling geographic features and design and jersey



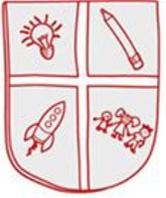
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Key Stage 2 – Year 4 Autumn

INVENT

Year 4 2021/22	Key Skills	Inputs SW	Follow up work:
Parts of the body	J'ai J'ai mal + à M/F/Pl	Vocab	Stick word on picture
		Song and additional vocab	practice <u>song</u> . Dice game
		J'ai mal	charades
My village	Il y a Compass points	Vocab Il y a	Games to practice Design a tourist guide or map
		Traditions and Nativity.	Christmas cakes Decorating and naming nativity scene
		St Nicholas	Counting angels and shepherds etc



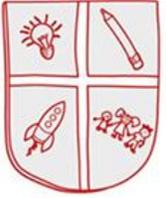
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Key Stage 2 – Year 4 Spring

MENT

Spring 1 Pets and family	Revise j'ai and questions	Pets vocab	games to practice. draw your pet and label colours
	M/f / plurals	J'ai and tu as	questionnaire
		My family	Write a letter about yourself and your family
Spring 2 Hobbies	Revise likes and dislikes and preferences.	vocab- jouer	practice games
	Je joue, je fais,	vocab- faire	written work about hobbies
		Easter Theme	Egg hunting?



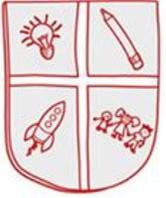
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Key Stage 2 – Year 4 Summer

INFORMATION

Summer 1	revise numbers	numbers	revise. Bingo
Big numbers and weather	Cent and mille - prefixes Il fait	vocab intro	Practice with games or worksheet
		weather reports	Make a weather report
Summer 2	La révolution Revise dates. Revise colours. Follow a story in French	L’histoire	Further research
		le 14, juillet	Make a fireworks picture with colours



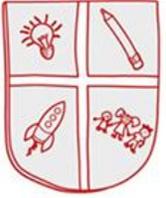
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Key Stage 2 – Year 5 Autumn

INSET

Year 5 2021/22	Key Skills	Inputs SW	Follow up work:
Autumn Colours	Likes & Dislikes <input checked="" type="checkbox"/> Preferences	Basic colours	colouring and labelling pictures
	J'aime Je n'aime pas Je préfère...	Likes & Dislikes	Consolidation games: Lotto, dice game, police game,
	Questions: Tu aimes? Revise likes and dislikes. Revise numbers (up to 100 if they can remember!)	Preferences Numbers & Colours	Written activity: Name and what your favourite colour. Survey in class. Colour by numbers
Le jardin	Revise likes/dislikes and colours Il y a + de	Vocab Au marché	Games to practice Picture of allotment and label Market stall
Christmas		Traditions and Nativity. St Nicholas	Christmas cakes Decorating and naming nativity scene Counting angels and shepherds etc



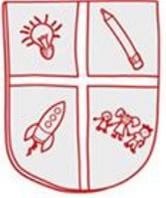
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Key Stage 2 – Year 5 Spring

INFORMATION

Spring 1 Food	Understanding and responding to a question	Types of food Incl. culture	Revise J'aime and Je n'aime pas using different foods. Research French foods.
	Conversation	Preferences Food tasting	Write a letter to a French friend and tell them what you do and don't like to eat for your visit?
		Restaurant	Make a menu
Spring 2 Time- days & months	Pronunciation	Days of the week	
	Sentence structure- What day/date is it It's...	Months of the year	Make a calendar and decorate with seasonal pictures?
	Revise likes/ dislikes and hobbies	Number revision Easter Theme	If weather ok play <u>number games</u> outside with maths? Egg hunting?



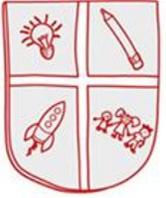
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Key Stage 2 – Year 5 Summer

INDEPENDENT

Summer 1	Describing There is...	Maps	Making maps?
French geography	Position	Compass points	
		Travel	Role plays with simple script?
Summer 2	Verbs: To be, to have, to eat	La jungle	games to practice vocab and labelling animals
Je suis une célébrité _ sortez-moi de là!	Revise maps and compass points	Verbs + nouns	Celebrity diary



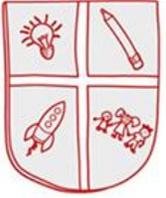
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Key Stage 2 – Year 6 Autumn

INFORMATION

Year 6 2021/22	Key Skills	Inputs SW	Follow up work:
At the doctor	J'ai J'ai mal + à M/F/Pl Revise greetings vous et tu	Vocab	Stick word on picture
		j'ai mal	charades
		he's le médecin	role play
		Vocab Il y a Revise colours	Design a tourist guide or map Cultural studies
L' Angleterre, la France et les pays francophones	Il y a Compass points	Traditions and Nativity. St Nicholas	Christmas cakes Decorating and naming nativity scene Counting angels and shepherds etc



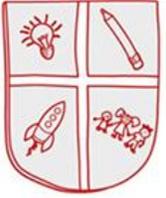
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Key Stage 2 – Year 6 Spring

MENT

Spring 1 Pets and family	Revise j'ai and questions	Pets vocab. Colour agreements	games to practice. draw your pet and label colours
	Il et elle	J'ai and tu as. Il/elle	questionnaire
	M/f / plurals	My family	Write a letter about yourself and your family
Spring 2 Hobbies	Revise likes and dislikes and preferences.	vocab- jouer	practice games
	Je joue, je fais, regular verbs	vocab- faire	written work about hobbies
		Easter Theme	Egg hunting?



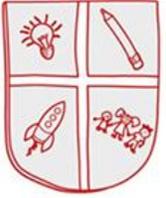
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Key Stage 2 – Year 6 Summer

INFORMATION

Summer 1	revise numbers	numbers	revise. Bingo
Big numbers and weather	Il fait	vocab intro	Practice with games or worksheet
	Follow a report in French	weather reports	Make a weather report for a different country
	Revise geography		
Summer 2	Introduction to German	Greetings	practice and dialogues. History of Germany
		Geography.	Maps or guide books



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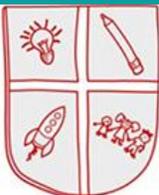
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Key Stage 2 – Progression of Skills

Listening

IMPLEMENT

National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> • Responding to single words and short phrases e.g. greetings, numbers • Following classroom instructions • Pointing to objects and repeating a sequence 	<ul style="list-style-type: none"> • Identifying items by colour adjective • Listening and selecting information e.g. weather, compass points • Decoding vocabulary e.g. shopping items 	<ul style="list-style-type: none"> • Gisting information from an extended text e.g. about the solar system • Listening and following the sequence of an unfamiliar story 	<ul style="list-style-type: none"> • Indicating the position of objects from a descriptive paragraph • Understanding phrases to describe a route to school • Recognising present and future tense sentences
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	<ul style="list-style-type: none"> • Listening and joining in with rhymes and songs about numbers e.g. puppets • Beginning to identify vowel sounds and combinations e.g. colours • Listening and noticing rhyming words e.g. travel song 	<ul style="list-style-type: none"> • Joining in with songs and noticing patterns in sounds e.g. days of week • Noticing and beginning to predict word patterns and spellings e.g. numbers 	<ul style="list-style-type: none"> • Matching unknown written words while hearing new vocabulary e.g. the body parts • Recognising common spelling patterns and blending and selecting words by sound 	<ul style="list-style-type: none"> • Recalling and performing an extended song or rhyme • Making increasingly accurate attempts to read unfamiliar words and phrases



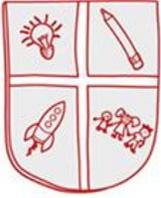
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Speaking

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National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> Asking simple questions e.g. about feelings, how many Saying if you have or don't have something 	<ul style="list-style-type: none"> Asking and giving personal information e.g. birthdays Asking and giving an opinion e.g. music Conversational phrases e.g. ordering food 	<ul style="list-style-type: none"> Forming a question in order to ask for information e.g. about someone's family Presenting factual information in extended sentences including justification e.g. about the planets 	<ul style="list-style-type: none"> Expressing and justifying an opinion e.g. sport Planning and asking extended questions e.g. rooms in the house Engaging in purposeful dialogue e.g. buying a ticket
Speak in sentences, using familiar vocabulary, phrases and simple writing	<ul style="list-style-type: none"> Using short phrases to give information e.g. It is..., age Beginning to adapt phrases from a known rhyme/song e.g. travel 	<ul style="list-style-type: none"> Using a model to form a spoken sentence e.g. café Speaking in full sentences using known vocabulary e.g. about the weather, temperature 	<ul style="list-style-type: none"> Rehearsing and recycling extended sentences orally e.g. running dictation Planning and presenting a short descriptive text e.g. about family 	<ul style="list-style-type: none"> Planning and presenting a short text e.g. description of a route to school Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<ul style="list-style-type: none"> Listening and repeating key phonemes with care e.g. playground games, colours Repeating short phrases accurately, including liaison of final consonant before vowel 	<ul style="list-style-type: none"> Comparing sounds and spelling patterns with English Practising speaking with a partner 	<ul style="list-style-type: none"> Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, unknown vocabulary 	<ul style="list-style-type: none"> Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and accuracy
Present ideas and information orally to a range of audiences	<ul style="list-style-type: none"> Introducing self with simple phrases e.g. name, age 	<ul style="list-style-type: none"> Planning and performing a short presentation e.g. weather report 	<ul style="list-style-type: none"> Adapting a story and retelling it to the class e.g. a week in the life 	<ul style="list-style-type: none"> Responding to questions orally, including giving and justifying opinions e.g. on sport
Describe people, places and things and actions orally and in writing	<ul style="list-style-type: none"> Recognising and using adjectives e.g. colour, size 	<ul style="list-style-type: none"> Using appropriate adjectives e.g. to describe someone's appearance or character 	<ul style="list-style-type: none"> Using different adjectives, correctly positioned and agreed, to describe e.g. animals, family Using language of comparison e.g. about the planets 	<ul style="list-style-type: none"> Recognising and using a wide range of descriptive phrases e.g. about a town, sightseeing



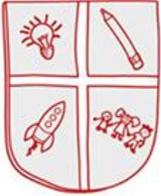
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Reading

INSENT

National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> Recognising some familiar words in written form e.g. numbers, colours, transport 	<ul style="list-style-type: none"> Noticing and discussing cognates e.g. café 	<ul style="list-style-type: none"> Recognising features of different text types e.g. recipes, scientific texts Using a range of strategies to decode new vocabulary 	<ul style="list-style-type: none"> Reading and understanding the main points and some detail from a short written passage e.g. about football Reading short, authentic texts for enjoyment or information e.g. about the Olympics
Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> Reading aloud a familiar sentence, rhyme or poem 	<ul style="list-style-type: none"> Following a short familiar text, listening and reading at the same time 	<ul style="list-style-type: none"> Reading and adapting a range of different formats of short texts e.g. Monsieur Mangetout 	<ul style="list-style-type: none"> Reading and responding to e.g. an extract from a story, an e-mail message or song
Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary	<ul style="list-style-type: none"> Beginning to develop dictionary skills, e.g. alphabetical animals Recognising cognates and near cognates 	<ul style="list-style-type: none"> Understanding how to use a bilingual dictionary Making comparisons of word order in French and English 	<ul style="list-style-type: none"> Using contextual clues and cues to make predictions about meanings e.g. fact file, recipes Recognising key information within a text 	<ul style="list-style-type: none"> Beginning to recognise different verb form endings Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town



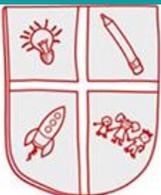
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Writing

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National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
Write phrases from memory and adapt to create new sentences to express ideas clearly	<ul style="list-style-type: none"> Recalling and writing simple words from memory e.g. colours, numbers 	<ul style="list-style-type: none"> Selecting and writing short words and phrases e.g. a menu 	<ul style="list-style-type: none"> Making a short text using word and phrase cards Completing a gapped text with key words/phrases, e.g. about the planets 	<ul style="list-style-type: none"> Choosing words, phrases and sentences and writing as a text or captions Using a bilingual dictionary to check the spelling of familiar words
Use familiar vocabulary in phrases and simple writing	<ul style="list-style-type: none"> Experimenting with simple writing, copying with accuracy e.g. classroom signs 	<ul style="list-style-type: none"> Making short phrases or sentences using word cards 	<ul style="list-style-type: none"> Making short phrases or sentences using a model 	<ul style="list-style-type: none"> Constructing a short text on a familiar topic
Describe people, places, things and actions orally and in writing	<ul style="list-style-type: none"> Recognising and using adjectives e.g. colour, size 	<ul style="list-style-type: none"> Using adapted phrases to describe someone's outfit, appearance or character 	<ul style="list-style-type: none"> Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family Using language of metaphor and comparison e.g. about the planets 	<ul style="list-style-type: none"> Using a wide range of descriptive phrases e.g. about towns, sightseeing Recognising and using verbs in different tenses



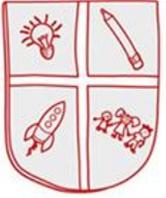
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Grammar

INTENT

National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
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 to build sentences and how these differ from or are similar to English	<ul style="list-style-type: none">• Beginning to recognise gender of nouns, definite and indefinite article• Identifying plurals of nouns• Recognising placement of adjectives, compared with English• Beginning to understand that verbs have patterns• Noticing the negative form	<ul style="list-style-type: none">• Using pronouns he/she• Recognising and applying rules for placement and agreement of adjectives• Using indefinite article in the plural 'some'• Recognising and using possessive adjective 'my'• Beginning to use regular singular verb endings (l/ he/she)• Recognising and using the negative form	<ul style="list-style-type: none">• Applying rules for adjectives to new vocabulary• Recognising and using the partitive article 'some of'• Using comparative language• Exploring verbs in infinitive form and recognising them in the dictionary• Recognising and applying verb endings for present regular 'er' verbs• Memorising key verb patterns for 'have' and 'be'	<ul style="list-style-type: none">• Identifying word classes within a sentence• Understanding how word order differs between French and English• Learning and using some common irregular verbs, e.g. 'to make', 'to go'• Recognising and beginning to form some verbs in future tense



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Intercultural Understanding

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National Curriculum Targets	Year 3	Year 4	Year 5	Year 6
Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.	<ul style="list-style-type: none">• Recognising that different languages are spoken in the community/world• Naming the capital of France and some other countries where French is spoken• Knowing that some of the great artists come from France• Appreciating and imitating the works of the artist Matisse	<ul style="list-style-type: none">• Recognising landmarks of Paris e.g. Louvre• Comparing birthday celebrations in France and the UK• Discovering some of the major cities of France• Comparing shops and high streets of France and UK• Recognising and using the Euro currency	<ul style="list-style-type: none">• Identifying and locating other countries in the world where French is spoken• Comparing geographical features and climates of different French-speaking countries	<ul style="list-style-type: none">• Discovering and researching some French international football players• Planning a journey to and around France