



Languages Curriculum

2021-22

Northbourne CE Primary School
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Languages

Speaking another language is an essential practical skill for children growing up as global citizens in the 21st century. At Northbourne, language teaching aims to enable pupils to start to express their ideas and thoughts in another language, and to understand and respond to its speakers. Our language teaching also allows children to develop an international outlook and grow an enhanced understanding of the world and their place within it, as well as developing generic skills which will be essential to pupils when learning other languages throughout their time in school.

1. The structure of our Languages curriculum

At Northbourne, French is taught as our main language to all pupils in Key Stage Two. This is because, historically, staff at the secondary schools that we feed to have been able to provide outreach support for French teaching, and the secondary schools have a strong tradition of teaching in French at Key Stage Three.

As with other curriculum subjects, French is structured over a two-year cycle with vocabulary grouped thematically across this. As pupils move through Key Stage Two, the range of vocabulary they can use and recall fluently becomes increasingly broad, laying key foundations that would be needed for conversational French. Knowledge of, and ability to use, key grammatical structures is layered within this, allowing pupils to start to express themselves more fully by the end of Y6.

Cultural understanding and knowledge of France as a country and society is layered throughout the curriculum in a systematic way, allowing pupils to develop their understanding of another culture as they learn its language.

2. Teaching of French

French is taught by class teachers. Acknowledging that not all of our teachers are language specialists, the PlanIt! scheme and resources are used to support this. The online resources through this ensure that teaching of, for example, pronunciation of words is still accurate, even for non-French speakers. In line with a 'little-and-often' approach to language learning, French is taught for a minimum of 30 minutes each week; in some classes, this is blocked into an hour each fortnight.

3. Key aims and objectives

Throughout their learning of French, children will:

- 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;
- 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;
- 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.

4. Content

Lower Key Stage Two Cycle 1	Lower Key Stage Two Cycle 2	Upper Key Stage Two Cycle 1	Upper Key Stage Two Cycle 2
<p>Key objectives: Speaking</p> <ul style="list-style-type: none"> Say and repeat single words and simple phrases; Answer simple questions and give basic information. 	<p>Key objectives: Listening</p> <ul style="list-style-type: none"> Understand a few familiar spoken words and phrases; Listen attentively to spoken language and show understanding by joining in and responding; Understand a range of familiar spoken phrases. 	<p>Key objectives: Speaking</p> <ul style="list-style-type: none"> Ask and answer simple questions; Take part in an interview; 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; Give a short, prepared talk on a topic of choice, including expressing opinions, talking on a familiar subject; describing a picture or part of a story; making a presentation to the class. 	<p>Key objectives: Listening</p> <ul style="list-style-type: none"> Understand the main points from a short spoken passage made up of familiar language in simple sentences; Understand and respond to spoken and written language from a variety of authentic sources.
<p>Key objectives: Reading</p> <ul style="list-style-type: none"> Recognise and read out a few familiar words and phrases; Understand and read out familiar written phrases. 	<p>Key objectives: Writing</p> <ul style="list-style-type: none"> 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 	<p>Key objectives: Reading</p> <ul style="list-style-type: none"> Understand the main point(s) and some of the detail from short written texts or passages in clear printed script (for example, very simple messages on a postcard or e-mail or part of a story); Understand the main points and opinions in written texts from various contexts (for example, postcard or letter from a pen-pal; a written account of school life, a poem or part of a story). 	<p>Key objectives: Writing</p> <ul style="list-style-type: none"> 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 including key features and patterns of French; how to build sentences; and how these differ from English.
<p>Key objectives: Cultural understanding</p> <ul style="list-style-type: none"> Understand and respect that there are people and places in the world around me that are different to where I live and play; Understand that some people speak a different language to my own; Identify similarities and differences in my culture to that of another; Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. 		<p>Key objectives: Cultural understanding</p> <ul style="list-style-type: none"> Respect and understand cultural diversity; Understand how symbols, objects and pictures can represent a country; Talk about, discuss and present information about a particular country's culture; Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war. 	

Lower Key Stage Two	Lower Key Stage Two	Upper Key Stage Two	Upper Key Stage Two
Term 1			
<p><u>Getting to know you</u></p> <p>Greetings <i>Hello, hi, good evening, good night, goodbye, see you soon, see you later, see you tomorrow, have a good weekend</i></p> <p>Introductions <i>My name is...Mr, Mrs, Miss, What's your name?</i></p> <p>How are you? <i>How are you? I'm well, thank you. I'm not ok. And you? I'm very well. I'm ok. I'm not good at all.</i></p> <p>Age <i>How old are you? I am years old. And you?</i></p> <p>Numbers 0-10</p>	<p><u>All about Me</u></p> <p>Classroom Instructions <i>Sit down, stand up, push your chairs under, listen, repeat, look, be quiet, come to the carpet, tidy up your things, off you go</i></p> <p>My Body <i>Voici, head, shoulders, knees, feet, eyes, ears, mouth, nose, body</i></p> <p>Actions <i>Hand, put your hand up, clap your hands, run, jump, arms, fold your arms, tap your feet, take, place, walk, touch</i></p> <p>Colours <i>What colour is this? Blue, white, red, black, yellow, green, grey, brown, orange, purple, pink</i></p> <p>Clothes <i>What's in the wardrobe? There is..., skirt, trousers, jumper, t-shirt, shirt, shorts, dress, shoes, socks, vest, sweatshirt, underpants</i> <i>How do you say...in French? What are you wearing? I'm wearing..., scarf, coat, glasses, raincoat, boots, hat, belt, gloves, and</i></p>	<p><u>Getting to know you</u></p> <p>The verb 'I can'</p> <p>When I grow up <i>work, jobs, I am a..., ski instructor, fireman, teacher, doctor, pilot, racing car driver, soldier, hairdresser, farmer, artist</i></p> <ul style="list-style-type: none"> • Infinitive (to be), present tense (to be), simple future (to be) <p>Spelling (Letters A-Z) <i>A-Z, How do you spell...? Capital letter, double letter</i></p> <ul style="list-style-type: none"> • Spelling with accents (cedille, aigu, grave, circumflex, trema) <p>Feelings <i>How are you feeling? I am ..., happy, tired, proud, impatient, anxious, surprised, angry, sad, embarrassed, scared, bored</i></p> <ul style="list-style-type: none"> • Feminine and masculine endings <p>Near Future Tense</p> <ul style="list-style-type: none"> • Future simple verb tense, • Near future tense: <i>I'm going to...</i> 	<p><u>Let's Visit a French Town</u></p> <ul style="list-style-type: none"> • habiter (to live) endings plus relevant pronoun • choose the correct form to go with the subject of the sentence <p><i>swim, take the train, pray, go for a walk, go shopping, watch a film, learn, I go to the ...to... Where is...? prepositions: opposite..., next to...,</i> Revise places in a town</p> <p>Maths <i>Numbers up to 1000, more than/less than, subtract, add, first, second, third, fourth, fifth, sixth</i></p> <p>My Home Revision of rooms in a house, objects in a house <i>In my, there is a..., wardrobe, carpet, television, sofa, armchair, oven, apron, table, homework, blanket, teddy, cap, suitcase, chair</i></p>
Term 2			
<p><u>Our School</u></p> <p>Classroom <i>Classroom, door, window, table, chair, computer, book, lights, where is...? It is there</i></p> <ul style="list-style-type: none"> • Masculine, feminine il/elle/un/une <p>School Resources <i>What is in your pencil case?</i></p>	<p><u>On the move</u></p> <p>Transport <i>Transport, car, bus, bike, train, lorry, helicopter, plane, scooter, taxi, motorbike, food, horse</i></p> <p><i>How do you go to school? I go to school by...</i></p> <p>Directions</p>	<p><u>Time Travelling</u></p> <p>Counting <i>Count with me 0 – 5000?</i></p> <p>Matching subject/verb <i>How old are you? I am... I am more than... I am nearly... I am about...you are, he is, she</i></p>	<p><u>Let's go shopping</u></p> <p>Shopping Revision of greetings/goodbyes, food, 1-100, different shops, food <i>I would like a (un/une) some (du, de la, de l', des, how much, it is, euros, at the shops, sweet shop, toy shop, shoe shop, cake shop,</i></p>

<p><i>Pencil case, pencil, pen, pencil crayon, pencil sharpener, rubber, ruler, I have...</i></p> <p>PE <i>Stand up, sit down, stop, walk, run, jump, hop, run on the spot,</i></p> <p>Subjects <i>I like...I do not like... Who likes...? Maths, English, French, art, geography, music, science, history, PE computing</i></p> <p>What do I like to do? Read, eat, run, sing, play football, walk, chat with friends, work on computers, play basketball, help teachers, I like...</p> <ul style="list-style-type: none"> • Preposition – in • Infinitive form of verbs <p>Around the school <i>Place around the school, classroom, playground, library, music room, field, hall, computer room, head teacher's office, office, corridor, staff room, where are you? I am in...I am on...</i></p>	<p><i>Left, right, straight ahead, go..., turn...,</i></p> <p>Keeping fit (body parts) <i>Arm, head, shoulder, knees, feet, eyes, mouth, nose, jump, run, walk, hop, skip, stop, go, leg, elbow, hand, bend, stretch, link, hold, release</i></p> <p><i>The verb 'to go'</i></p>	<p><i>is, they are</i></p> <ul style="list-style-type: none"> • Verb conjugation – avoir (tu, il, elle, ils, elles, vous, nous) <p>Dates in history</p> <ul style="list-style-type: none"> • The history of France <p><i>Revision: Yesterday, it was...Today, it is..., Tomorrow, it will be...What is the date? Days, months, years</i></p> <p>In the Past <i>What year was it? Year 1 – 1999</i> <i>I was born... (ne/e) Where were you born? When were you born? I was born in...He died in...</i></p> <ul style="list-style-type: none"> • Parts of speech: subject, auxiliary, verb, main (past participle) • conjugate the auxiliary verb to match the subject. • change the past participle of the main verb to agree with number and gender of the subject. 	<p><i>Where is.... It is in between/next to the...</i></p> <p><i>Shopping list</i></p> <p>Clothes Revision of clothes/colours</p> <ul style="list-style-type: none"> • Changing adjectives depending about masc./fem • Adjective comes after the noun <p><i>Light/dark</i></p> <p>Money Recap on numbers 1- 500 <i>How much is it? It is...Here is... Here is your change</i></p>
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Term 3

<p><u>Food Glorious Food</u></p> <ul style="list-style-type: none"> • I can follow a familiar story in French <p>Food <i>Apple, pear, plums, strawberry, orange, cake, ice-cream cone, cheese, sausage, lollipop, watermelon</i></p> <p>Ordering <i>Please may I have...</i> <i>Determiners (1, 2, 3, 4, some, the)</i></p> <p>Preferences <i>What do you like to eat? I like... I hate...</i></p> <p>Colour and description <i>What colour is the... It is bight, dark, light (+ colour revision)</i></p>	<p><u>Family and Friends</u></p> <p>Family <i>Who's this? It's me, This is my family, brother, sister, mother, father, parents, grandad, grannie, grandparents, aunt, uncle, cousin/s, nephew, niece</i></p> <ul style="list-style-type: none"> • Mon, ma, mes, un, une, des <p>Pets <i>Have you got a pet? What is it? It's a..., rabbit, dog, cat, tortoise, hamster, fish, bird, mouse, guinea-pig, rabbit, snake, Yes I've a... No, I don't have a pet</i></p> <p>Spelling <i>a-z, How do you spell that? capital</i></p> <p>Names</p>	<p><u>All about ourselves</u></p> <p>The Body <i>Face, hair, teeth, lips, belly, throat, chest, neck, tongue, chin, back, finger, thumb, toe, bottom</i></p> <p>What do I look like <i>Long, medium length, short, straight, wavy, curly, blond, red, black, brown, blue, grey, green, brown</i></p> <ul style="list-style-type: none"> • word order noun/adjective • noun/adjective agreement <p>Actions</p>	<p><u>This is France</u></p> <p>Countries <i>UK, Belgium, Luxembourg, Germany, Switzerland, Italy, Spain, a neighbour, du, de la, de l'</i></p> <p>Distances Revision of numbers 0 - 1000 <i>How far is it between...and..., kilometres</i></p> <p>Directions <i>North, south, east, west, north-east, south-east, north-west, north-west</i> <i>au, a l'</i></p> <p>Famous French landmarks</p>
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<ul style="list-style-type: none"> Placement of adjectives, change of spelling of adjectives for plurals and gender <p><i>Beautiful, small, big, What is it? It's...</i></p> <p>Preparation <i>We are getting ready. Wash your hands, dry your hands, water, soap, foam, towel, open, cut, I'm hungry</i></p>	<p><i>What's his name? What's her name? He is called... She is called...</i></p> <p>My Home <i>My home, house, apartment, living room, kitchen, stairs, bedroom, bathroom, attic, garden, garage</i></p>	<p><i>What am I doing? I'm doing something. I take the pen, I pick the pencil crayon, I close the door, I tidy the table, I cross my legs, I pick up the objects, I help a friend, I read a book, I write a sentence</i></p> <p>Fashion <i>Clothing revision, I'm wearing, you/ he/she is wearing</i></p> <ul style="list-style-type: none"> word order noun/adjective noun/adjective agreement plural agreement third person <p>Feelings</p> <ul style="list-style-type: none"> alter an adjective to match gender. pronounce the difference between two versions of the same adjective. <p><i>happy, surprised, angry, tired, sorry, sad, proud, nervous</i></p> <p>Doctors/illnesses <i>What's the matter? I have a headache/toothache, earache, hurt knee</i></p>	<p><i>In Paris, one can visit/walk/travel/rest/go/eat</i></p> <p>Famous French People <i>Famous, director, actor/actress, emperor, football player, scientist, politician, chef, artist, soldier, singer</i></p> <ul style="list-style-type: none"> the masc./fem agreements Past and present form to be (Etre) He/she was/is... (est/etait) <p>Nationalities <i>en/au masculine/feminine 'in' Canadian, French, Swiss, Belgium, Luxembourger, I live in...I am ...</i></p>
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Term 4

<p>All around town</p> <p>Where do you live <i>Where do you live? Where's that? Here is..., I live..., Me, I live, And me, I live...</i></p> <p>My town <i>In my town... In...there is a..., In... there is not a....school, shop, church, museum, bakery, swimming pool, train station, supermarket, cinema, café, park, theatre, market, mosque, river</i></p> <p>Counting in 10s and 100s</p>	<p>Where in the World?</p> <p>UK <i>United Kingdom, Scotland, England, Wales, Northern Ireland, Hello, my name is..., I live in..., ...is the capital of ...</i></p> <p>French speaking countries <i>Where do they speak French? France, Canada, Switzerland, Haiti, Mali, Ivory Coast, Tunisia, Belgium, They speak French in...</i></p> <ul style="list-style-type: none"> en/au/a masculine/feminine nouns, masculine/feminine prepositions <p>Equator and Continents</p>	<p>Family and Friends</p> <p>Meet the family</p> <ul style="list-style-type: none"> I can recognise and repeat rhyming words in a song Possessive pronouns <p><i>My family, my son/s, my daughter/s, my wife, husband, my children (mon, ma, mes, son, sa ses)</i></p> <p>At the farm <i>cow, duck, sheep, chicken</i></p> <p>Homes <i>What sort of home do you live in? I live in..., small, medium-sized, large, In my house...,</i></p>	<p>All in a Day</p> <p>Telling the time <i>What time is it? O'clock, half past, quarter to, quarter past, It is... ,in the morning, in the afternoon, in the evening,</i></p> <ul style="list-style-type: none"> follow patterns to conjugate regular verbs ending in -er, -ir and -re. translate simple phrases conjugating verbs in the present tense. <p><i>What time do you eat your breakfast? Go to bed? Come home from school? Eat your</i></p>
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<p>Count with me Revision 1-31, 30 - 100, the tens, add, subtract, multiply, divide, equals</p> <p>My address My address is... What is your address? street, square, avenue, drive</p> <p>How do you say How do you say...? Who has...? Dictionary work</p>	<p>The equator, north, south, on, the continents, How many continents are there? North America, South America, Europe, Antarctica, Africa, Asia, Switzerland, Australia, Japan, Brazil, Ivory Coast, Canada</p> <ul style="list-style-type: none"> feminine preposition 'in' est/sont <p>Animals Animals, panda, lion, polar bear, kangaroo, zebra, reindeer, cobra, jaguar, penguin, brown bear, whale, I saw a...I went to the zoo, What is it?</p>	<p>bathroom, toothbrush, bath, television, case, carpet, snail, chair, bed, cooker, teddy</p> <ul style="list-style-type: none"> Using a bilingual dictionary <p>Animals Animal revision, cute, dangerous, funny, scary, beautiful, friendly</p> <ul style="list-style-type: none"> Masculine/feminine pronunciations Extending sentences <p>I like, I love, I don't like, I hate, What do you think of...? Why do you like...? I like...because</p> <p>Conjunctions and, but</p>	<p>lunch? Do your homework? to be, to have, to go, to do Telling the time in five minute intervals, telling the time in the 24 hour clock</p> <p>At the airport Departed, early, arrived, delayed, on time, arrivals, arriving from, departures, what time does the plane from arrive/leave?</p> <ul style="list-style-type: none"> Perfect past/future tense (est arrive/arrivera) <p>The school week Revision of school subjects, days of the week, time On Friday, what time does art start/end? The first lesson...The last lesson...</p>
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Term 5

<p>Going shopping</p> <p>Fruit Fruit, What fruit is it? Apple, peach, orange, grape, banana, pear, strawberry, plum, do you like? I like..., I don't like..., I like.. a lot, I like... a little</p> <ul style="list-style-type: none"> Plurals <p>Vegetables Pepper, potato, onion, carrot, cauliflower, broccoli, cabbage, I would like some...</p> <ul style="list-style-type: none"> The/some le → du la → de la les → des l' → de l' <p>Clothes Clothes, trousers, coat, jumper, cardigan, dress, shirt, scarf, pink, purple, blue, green, yellow, orange, red, brown, white, grey, black do you have...? Yes, I have... No, I don't have...</p> <ul style="list-style-type: none"> Changing colour spelling of feminine clothing <p>Shops Review of greetings Where would I buy...? I can buy it at... I</p>	<p>Time Counting 11- 31</p> <p>Days/Months What day is it? Days of the week, Monday, Tuesday, Wednesday, Thursday, Friday, the week, Months of the year, What month is it? It is... January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Birthday/Dates My birthday is... When is your birthday?</p> <p>Yesterday, Today, Tomorrow</p> <ul style="list-style-type: none"> To conjugate the verb 'to be' to the past and future <p>Yesterday, today, tomorrow, It was..., It will be...</p>	<p>That's Tasty</p> <p>Times (open/closed) Revision of days and time On, what time does the restaurant open/close?</p> <p>Drinks I'm thirsty, hot drinks, tea, coffee, white coffee, hot chocolate, cold drinks, coke, lemonade, orange juice, water, a bottle of..., a cup of..., a glass of..., I would like</p> <p>Food Sandwiches, I would like, ham, roast beef, chicken, onion, lettuce, cucumber, tomato, I like to eat..., chocolate, cake, crisps, chips, pancakes, lollipops, hotdog, ice-cream, I like...I don't like..., delicious, hot, cold, I like...because..., What would you like on your pizza?, salami, pineapple, mushroom, onion, ham, bacon, cheese, I would like... on my pizza</p> <ul style="list-style-type: none"> Masculine/feminine agreements Some (du, de la, de l' des) 	<p>School Life</p> <p>Classroom Revision of school object, door, window, table, chair, computer, cabinet, library, beside, il/elle, ils, Where are the objects? Pencil case, pencil, pen, colouring pencil, scissors, sharpener, rubber, ruler, glue, above, below, to the right of, to the left of</p> <p>Subjects</p> <ul style="list-style-type: none"> Comparative/superlative adverbs <p>French, art, geog, English, PE, Computing, Maths, Music, History, science, Which is your favourite subject? I like...the best, My favourite subject is...</p> <p>Asking questions Excuse me, where is/are... ? It's over there...,They're over there... It's here...They're here...It's under... They're under...It's on...They're on... It's next to...They're next to...It's under...They're under...It's behind...</p>
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<p>would like,, Do you have...? I have...? No, I don't have..., How much is that? It is... Here is your change, 0 - 100</p> <p>Money cent, euro, How much is that? It is...? Here is your change</p> <p>-</p>		<p>Breakfast Breakfast, for my breakfast, I would like..., baguette, croissant, yoghurt, cereal, pain au chocolate, milk</p>	<p>They're behind...</p>
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Term 6

<p><u>What's the time?</u></p> <p>Telling the time O'Clock, half past, it's hour/hours, quarter past, quarter to, count in fives to 60, How many minutes..? There are</p> <p>My day My day, At..., I get up, I eat my breakfast, I brush my teeth, I go to school, I eat my lunch, I go home, I watch television, I eat my dinner, I do my homework, I go to bed Television Programmes The school day (before/after)</p> <p>Television What's on television? It is... before, after</p>	<p><u>Holidays and Hobbies</u></p> <p>Seasons The seasons, <ul style="list-style-type: none"> • third place plural for 'to be' (ils sont) spring, summer, autumn, winter, January, February, March, April, May, June July, August, September, October, November December, March is in the Spring, Which season is it? </p> <p>Weather What is the weather like? It is (il fait) hot, cold, windy, cloudy, foggy, raining, snowing, freezing, What is the weather forecast today? Today in It is...</p> <p>Holidays Holiday, Canada, France, Wales, Scotland, Belgium, Portugal, bike, train, boat, horse, car, plane, bus, foot, I go to..., my mum, sister, father, brother <ul style="list-style-type: none"> • Possessive my </p> <p>Sports and Hobbies Gymnastics, skiing, tennis, rugby, football, horse riding, running, swimming, My favourite sport it... How many people preferred...? Skateboarding, reading art, computing, cricket, television, dancing, Do you like..? I love, I like, I don't like, I hate</p>	<p><u>Consolidation</u></p>	<p><u>Consolidation</u></p>
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