



Shinewater Primary School

French

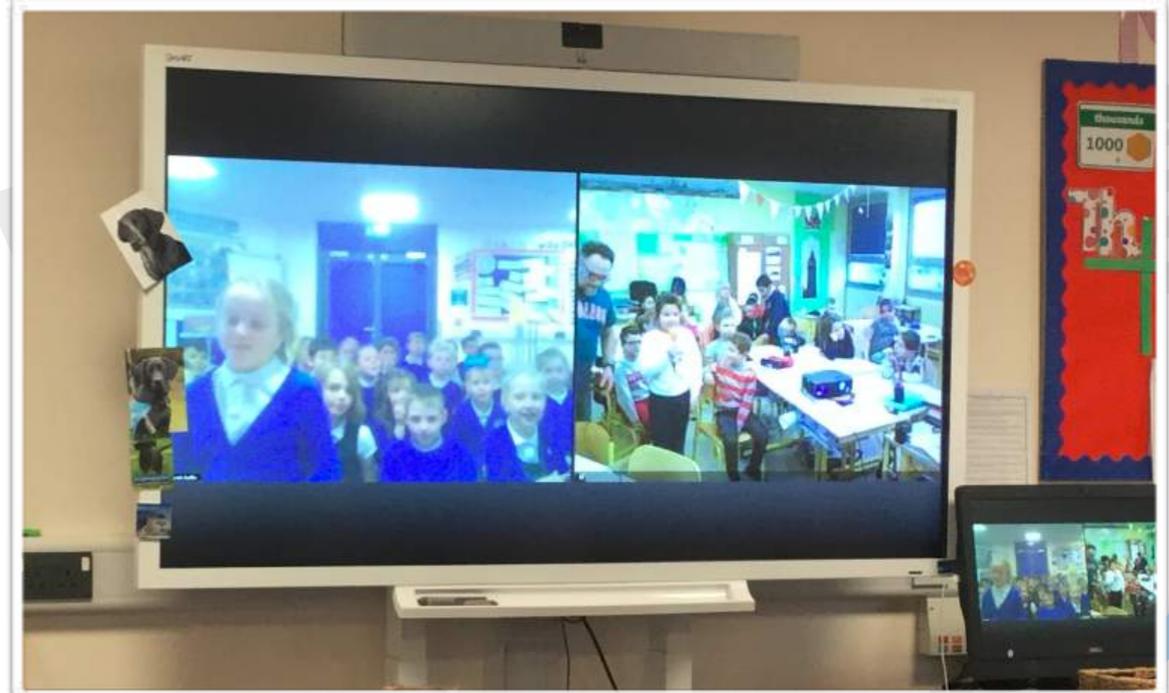
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Intent

The intention of the French curriculum at Shinewater primary school is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. A number of pupils at Shinewater are bilingual in English and their parents'/ carers' native languages, which contributes to an outward looking and enthusiastic approach to additional language acquisition. At Shinewater, we teach French in a fun way which promotes participation so that all children can engage and achieve. We encourage children's confidence and we strive to stimulate and encourage children's curiosity about language and culture. As we have a diverse cohort of children, we actively plan links to develop their awareness of cultural differences in other countries, starting with, as a base point, our British values.

Through our scheme of work, La Jolie Rhonde, we strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. We place a particular emphasis on speaking and listening and use real life scenarios relevant to the children's lives in order to promote and foster interest. At the same time as learning French, the children will deepen their understanding of the world.



Implementation

At Shinewater primary school we have a specialist teacher who is fluent in French to teach KS2 pupils 1/2 hour per week. Having a native speaker allows the children to be immersed in a French environment from the moment the lesson begins. All aspects of the lesson are carried out in French and the children are encouraged to respond where they can in French, too. In addition to this, signs in French have been placed around the school to promote the subject and serve as an aide memoire for the children.

In class, we use the La Jolie Rhonde scheme of work, which as well as being interactive and fun, ensures progression within and across year groups. Lessons are short, focused, revisit themes and language and structure so that the children maintain their interest.

Although children in KS1 do not have French lessons, they are introduced to MFL through exploring other languages and cultures informally when learning about other countries. We also celebrate French outside the classroom through music and, for example, a twinning programme with a school in France. Children in Shinewater have regular contact with children from the Jules Verne school in Normandy in Le Havre. The children communicate through video conferencing and write letters. During the video conferencing sessions, the children speak in each other's languages, play games e.g. Pictionary, scrabble etc and even play their musical instruments. This year, there will be a focus on European celebrations and both schools will complete projects, which they will share virtually.

The year 5 and year 6 schemes support a cross curricular approach with links to PSHE, Geography, Science and P.E.

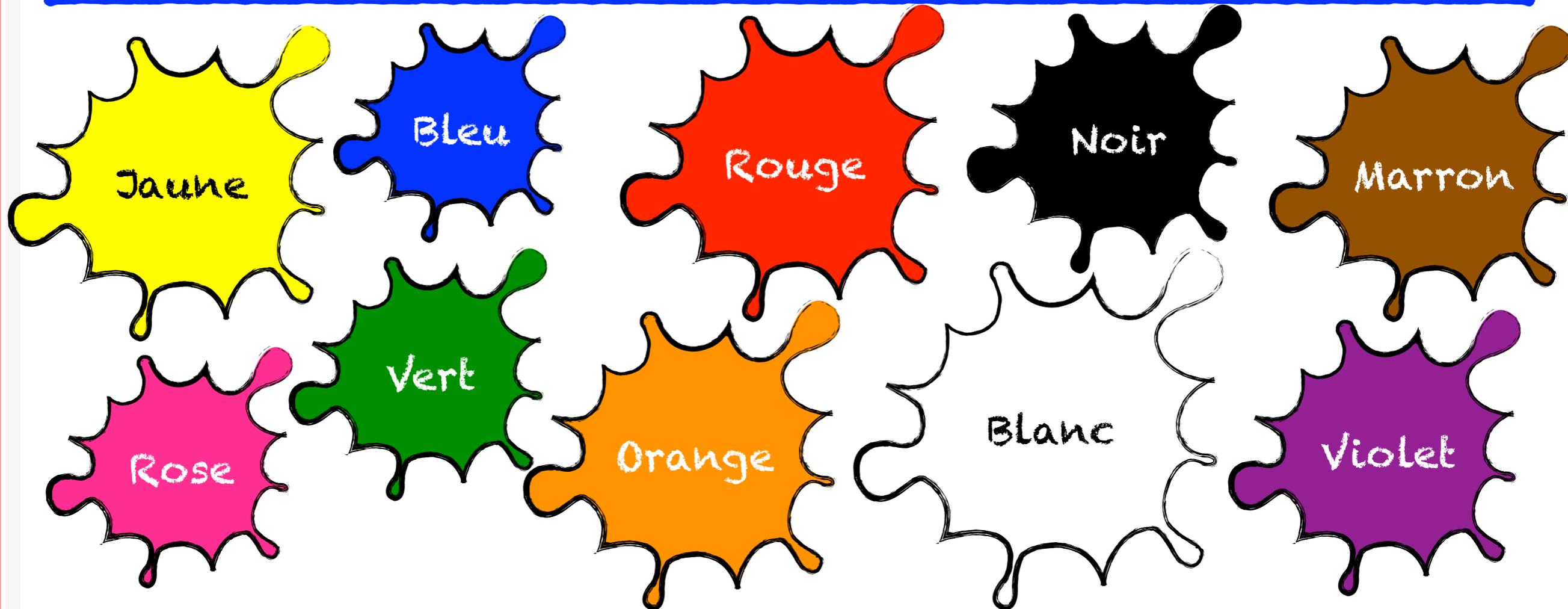
Bonsoir!

Je m'appelle

Au Revoir!

Bonjour!

Impact



In today's world, it is increasingly important for people to speak a second language. At Shinewater, we lay the foundations for this so that children are able to communicate in French. They will develop a love for learning another language and culture so that they will feel confident to develop this further through Key Stages 3 and 4.

The immediate impact of our MFL provision is that children are encouraged to make links between what they are learning in French and everyday life and travel. In addition to this, learning French could help them in another country or to talk to a French speaker.

Progression is ensured through formative assessment and progression through a topic should be evident in the development of key skills and acquisition of main vocabulary as evidenced in the children's knowledge and ability to apply their skills in spoken and written forms.

MFL Curriculum Map: French 2020-2021

Each unit of work consists of:

- Identified framework objectives taken from the strands of Oracy, Literacy and Intercultural Understanding
- References to Knowledge about Language and Language and Learning Strategies
- The Year 5 scheme has been written with a cross-curricular focus. The first term's work is linked to the Geography QCA unit of work: Should the High Street be closed to traffic? The second term is based on the Science QCA unit of work: Keeping Healthy; the third term covers points of the compass and weather conditions. During the past year teachers using the scheme have appreciated the opportunity to link work in French with other areas of the curriculum.
- The Year 6 scheme has been written to reinforce much of the vocabulary and structures covered in previous years. New material in Year 6 includes a unit on House and Home, during which children have the opportunity to consider cultural differences in housing at home and abroad. During the final term of Year 6 the children have the opportunity to work collaboratively on a project involving internet research: Planning a holiday to a French-speaking country. This culminates in a presentation on an aspect of culture.
- The lessons are divided into short sections to give maximum flexibility. Some schools may choose to deliver the programme in sessions of 30 minutes; others may opt for more frequent shorter periods of language learning.
- The scheme is entirely flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers slavishly follow every activity in every lesson! The lesson notes are very detailed and are intended as a guide only and much of the material covered will depend upon the ability of the children and the time available for language learning.



MFL Curriculum Map: French 2020-2021

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<ul style="list-style-type: none"> Numbers 0-10 Greetings, asking and saying 	<ul style="list-style-type: none"> Colours Nativity play 	<ul style="list-style-type: none"> Revision of colours Ask for and give name Ask for and state age 	<ul style="list-style-type: none"> Names of fruit Food items Making a pancake Easter celebrations Making an Easter card 	<ul style="list-style-type: none"> Days of the week 	<ul style="list-style-type: none"> Months of the year
Year 4	<ul style="list-style-type: none"> Revision of colours from Y3 Parts of the body: 	<ul style="list-style-type: none"> Revision of asking for French translation Christmas theme Revision of parts of the body Phrases and vocabulary for work on 	<ul style="list-style-type: none"> Zoo animals Some letters of the alphabet Introduction of vowels 	<ul style="list-style-type: none"> Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce Easter theme 	<ul style="list-style-type: none"> Members of the family: Hobbies 	<ul style="list-style-type: none"> Revision of pets vocabulary Verb – avoir (to have): Weather

MFL Curriculum Map: French 2020-2021

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Year 5	<ul style="list-style-type: none"> • Directions • Asking where places are 	Christmas theme Christmas vocabulary	<ul style="list-style-type: none"> • Revision of days of the week/months of the year • Weather • Revision of days of the week 	<ul style="list-style-type: none"> • Times of day • Revision of hobbies introduced in Y4 • • 	<ul style="list-style-type: none"> • Revision of sports/hobbies • Revision of fruit from Y3 • Saying where you live 	<ul style="list-style-type: none"> • Food items • Seasons
Year 6	<ul style="list-style-type: none"> • Classroom routines: • Answering the register • Saying the date • Describing the weather • Asking for classroom objects • Following instructions 	<ul style="list-style-type: none"> • Recap of verb être from Y4 and Y5: • Recap of clothes vocabulary 	<ul style="list-style-type: none"> • Recap of family members • Recap of phrases from Y4 and Y5: 	<ul style="list-style-type: none"> • Recap of prepositions from Y5 • Recap of days of the week and months of the year from Y3, Y4 and Y5 	<ul style="list-style-type: none"> • Recap of verb aller from Y5 	<ul style="list-style-type: none"> • Performance