



Bishop Ellis Catholic Voluntary Academy



Modern Foreign Languages Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality languages curriculum in order to foster pupils' curiosity and deepen their understanding of God's world. The curriculum will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We aim for our French curriculum to provide the foundation for learning further languages, equipping our children to study and work in other countries.

Our 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.

Our French curriculum will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It will enable children to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Our main focus of study in French is on practical communication.

At Bishop Ellis we use the Oak Academy scheme of work to support our curriculum design

BISHOP ELLIS FRENCH CURRICULUM PLAN

Year 3						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	<p>Me and others: singular 'être' and regular adjectives</p> <p>Cultural spotlight Listen and respond to songs and rhymes Questions Verb: to be, being</p> <p>In this unit, in the context of the classroom, pupils use statements and intonation questions to talk about how people are, what they are like, and days of the week, using singular 'être' and high frequency adjectives. They learn key sounds a, e, i, o, u, eu, an, en and silent final consonants.</p> <p>The vowels in French: [a] [e] [i] Practice with French vowels and verbs for the classroom Greetings: 'je suis' and 'il, elle est' Introductions and taking the register: singular regular adjective agreement In class: intonation questions Is it going ok? 'Ça va ?' What you are like: 'tu es' What you are like: singular regular adjective agreement Friends: adjectives ending in -e What is he or she like? Intonation questions It's Monday! 'C'est' and days of the week I'm brave! Adjectives ending in -eux, -euse Poem: Matthieu le merveilleux Christmas: practice with key sounds</p>	<p>What I and others have: singular 'avoir' and nouns</p> <p>Nouns and determiners Questions Use reference resources Verb: to be, being Verb: to have, having</p> <p>In this unit a dream, a story and packing a bag offer multiple contexts for learning that nouns have grammatical gender and that this determines the word for a/an. Pupils learn to use c'est, it is, with liaison, and singular forms of the verb 'avoir'. Key sounds learnt are un, on, ch, au, u and ou.</p> <p>What is it? Naming belongings with 'un' and 'une' What is it? C'est and liaison What is it? Intonation questions and 'quoi' What I and others have: 'j'ai' and 'il, elle a' An excursion: 'tu as' and intonation questions</p>	<p>What I and others do: singular regular -er verbs</p> <p>Nouns and determiners The present</p> <p>In this unit pupils use -er infinitive and singular forms to talk about activities in school and at home. New sounds are complementary er/é/ez, and contrastive eu, è/ê. New vocabulary is selected for its frequency and contexts, and pupils anchor previously taught vocabulary in new contexts.</p> <p>In class activities: -er infinitive verbs In-class activities: translating -er infinitive verbs into English At school: -er verbs 'I' and 'you' At school: singular -er verbs A family: singular definite articles 'le' and 'la' A birthday: -er verbs 'she, he'</p>	<p>Numbers: 'il y a', plural nouns</p> <p>Listen and respond to songs and rhymes Nouns and determiners</p> <p>In this unit pupils learn numbers 1-12 and the plural indefinite article 'des' meaning some. They add -s to form plural nouns and learn that the irregular verb phrase 'il y a' means there is, there are. Pupils combine these knowledge components to talk about how many of things there are.</p> <p>Numbers: 1-12, plural nouns, 'il y a' Numbers: 'il y a', liaison Numbers: plural indefinite article 'des', 'combien' Numbers: 1-12, 'des'</p>	<p>Poem: Unique et spécial</p> <p>Listen and respond to songs and rhymes Read and respond to texts Use reference resources</p> <p>In this unit, pupils read a poem 'Unique et spéciale', practising reading aloud a range of previously taught sounds. They respond further to the text by creating their own poems about different animals, in the style of the original, making use of reference resources.</p> <p>Poem: Unique et spécial My animal poem: singular definite articles 'le' and 'la'</p>	

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		<p>Who has what?</p> <p>Singular 'avoir' and intonation questions</p> <p>Who has what?</p> <p>Singular 'avoir' and 'être'</p> <p>Packing a bag: singular 'avoir'</p>			
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Year 4						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	<p>Me and others: singular 'être' and regular adjectives</p> <p>Cultural spotlight Listen and respond to songs and rhymes Questions Verb: to be, being</p> <p>In this unit, in the context of the classroom, pupils use statements and intonation questions to talk about how people are, what they are like, and days of the week, using singular 'être' and high frequency adjectives. They learn key sounds a, e, i, o, u, eu, an, en and silent final consonants.</p> <p>The vowels in French: [a] [e] [i] Practice with French vowels and verbs for the classroom Greetings: 'je suis' and 'il, elle est' Introductions and taking the register: singular regular adjective agreement In class: intonation questions Is it going ok? 'Ça va ?' What you are like: 'tu es' What you are like: singular regular adjective agreement Friends: adjectives ending in -e What is he or she like? Intonation questions It's Monday! 'C'est' and days of the week I'm brave! Adjectives ending in -eux, -euse Poem: Matthieu le merveilleux Christmas: practice with key sounds</p>		<p>What I and others have: singular 'avoir' and nouns</p> <p>Nouns and determiners Questions Use reference resources Verb: to be, being Verb: to have, having</p> <p>In this unit a dream, a story and packing a bag offer multiple contexts for learning that nouns have grammatical gender and that this determines the word for a/an. Pupils learn to use c'est, it is, with liaison, and singular forms of the verb 'avoir'. Key sounds learnt are un, on, ch, au, u and ou.</p> <p>What is it? Naming belongings with 'un' and 'une' What is it? C'est and liaison What is it? Intonation questions and 'quoi' What I and others have: 'j'ai' and 'il, elle a' An excursion: 'tu as' and intonation questions Who has what? Singular 'avoir' and intonation questions Who has what? Singular 'avoir' and 'être' Packing a bag: singular 'avoir'</p>		<p>What I and others do: singular regular -er verbs</p> <p>Nouns and determiners The present</p> <p>In this unit pupils use -er infinitive and singular forms to talk about activities in school and at home. New sounds are complementary er/é/ez, and contrastive eu, è/ê. New vocabulary is selected for its frequency and contexts, and pupils anchor previously taught vocabulary in new contexts.</p> <p>In class activities: -er infinitive verbs In-class activities: translating -er infinitive verbs into English At school: -er verbs 'I' and 'you' At school: singular -er verbs A family: singular definite articles 'le' and 'la' A birthday: -er verbs 'she, he'</p>	<p>Numbers: 'il y a', plural nouns</p> <p>Listen and respond to songs and rhymes Nouns and determiners</p> <p>In this unit pupils learn numbers 1-12 and the plural indefinite article 'des' meaning some. They add -s to form plural nouns and learn that the irregular verb phrase 'il y a' means there is, there are. Pupils combine these knowledge components to talk about how many of things there are.</p> <p>Numbers: 1-12, plural nouns, 'il y a' Numbers: 'il y a', liaison Numbers: plural indefinite article 'des', 'combien' Numbers: 1-12, 'des'</p>

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Year 4/5						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	<p>Introductions: singular 'être', 'avoir', and regular adjectives</p> <p>Adjectives Listen and respond to songs and rhymes Nouns and determiners Questions Verb: to be, being Verb: to have, having</p> <p>In this unit, pupils embed vowel and other sounds. They secure numbers 1-12 and essential verbs to be, to have and there are, describing themselves, friends and a monster. Pupils learn that 'avoir' also means 'be' for ages and states, enabling them to say with more precision how they feel.</p> <p>Introductions: voici, 'je suis' and 'il, elle est' New friends: 'mon, ma', 'ton, ta' Months of the year My birthday: 'quand' My monster: numbers 1-12, 'des', 'combien' My monster: 'il y a' and 'il a' I'm hungry: 'avoir' meaning 'be'</p>	<p>Activities: singular regular -ER verbs</p> <p>Adjectives Cultural spotlight Nouns and determiners The present</p> <p>In this unit, in the contexts of the Menton Carnival and family activities, pupils deepen their knowledge of different 'e' sounds, practise uses 'de' and use -er verbs in the present. They use prior knowledge of adjective agreement to describe photos of Menton's colourful citrus fruit sculptures.</p> <p>Menton Carnival: uses of 'de' Menton Carnival: singular adjective agreement Family activities: singular regular -er verbs Family activities: translating French present tense into English</p>	<p>What I and others like: opinion verbs</p> <p>The present</p> <p>In this unit, pupils learn singular persons of new -er verbs 'aimer' to like and 'préférer' to prefer to express likes and preferences. They use reference resources to personalise their responses, researching new nouns. Pupils also develop phonics, learning a new spelling [ai] for the [ê/è] sound.</p> <p>Likes: 'aimer', 'mon, ma' and 'ton, ta' My friend: singular -er verbs Preferences: singular verbs of opinion Preferences: extending my sentences</p>	<p>People, places, things: adjective agreement, subject pronouns 'it'</p> <p>Cultural spotlight Nouns and determiners The present Use reference resources Verb: to be, being Verb: to have, having</p> <p>In this unit, pupils use prior knowledge of 'avoir' and 'être' in cultural contexts: Mother's Day in Francophonie, the cartoon Tintin, and also the context of a trip to the zoo. New knowledge includes the subject pronouns for 'it', 'il' and 'elle'. Silent Final e, ç/c, -ien, and qu are introduced.</p> <p>What do you have? 'J'ai' and 'tu as' What it is like: adjectives after the noun Describe what you have: adjectives after the noun Describe what you have: speaking in sentences</p>	<p>What I and others like doing: 2-verb phrases</p> <p>Nouns and determiners Read and respond to texts The present Use reference resources</p> <p>In this unit, pupils learn to use 2-verb structures to communicate effectively about activities they and their friends like doing at school at school. They also extend their phonics knowledge with new sounds -tion and r.</p> <p>Activities at school: -er 1 and 2-verb phrases What I like doing at school: 'aimer' + infinitive Friendship: plural definite article 'les' Friends at school: 2-verb phrases All about me: intonation questions Message to a friend: writing words and phrases</p>	<p>Telling a story</p> <p>Read and respond to texts</p> <p>In this unit, pupils read an adapted version of a well-known story, The Hungry Caterpillar. They revisit vocabulary for numbers and days of the week, read aloud familiar and unknown words using the full range of sounds learnt so far, and practise narrating the story with decreasing support.</p> <p>Understand the story: numbers and colours Retell the story: numbers and days of the week Listen and pronounce: food Retell the story: numbers and food</p>

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	<p>Age: 'avoir' meaning 'be'</p> <p>How are you today? 'Avoir' meaning 'be'</p> <p>I'm sick! 'Avoir' meaning 'be'</p>			<p>Mother's day in 'la Francophonie': 'il' and 'elle' meaning 'it'</p> <p>Mother's day in 'la Francophonie': 'mon, ma' and 'ton, ta'</p> <p>At the zoo: 'il, elle' (it) and adjective agreement</p> <p>At the zoo: writing from a word list for reference</p> <p>Tintin: person nouns, 'avoir', 'être'</p>		
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Year 5/6						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	<p>Me and others: plural 'être' and regular adjectives</p> <p>Adjectives Cultural spotlight Listen and respond to songs and rhymes Nouns and determiners Questions Read and respond to texts Verb: to be, being</p> <p>In this unit, in the context of school, pupils use singular and plural 'être' and adjectives, numbers 16-31 and intonation questions to understand a story, describe teachers and friends, talk about birthdays and important cultural dates. Several key sound-symbol correspondences are revisited.</p> <p>Back to school: information questions with 'qui' and 'comment' Story: Soura, la souris Teachers: 'nous sommes' and plural adjective agreement Self and friends: 'nous sommes' and plural adjective agreement Birthdays: numbers 1-31, months Birthdays: 'quand', dates Dates: intonation questions with 'quel' and 'quelle' Important dates in Francophonie Cousins: 'vous êtes' and plural adjective agreement Cousins: 'être' and adjective agreement Mum is pleased! 'ils, elles sont' and plural adjective agreement People: adjective agreement In the classroom: 'ils' and 'elles' meaning 'they' for nouns</p>	<p>What I and others have: plural 'avoir' and nouns</p> <p>Adjectives Nouns and determiners Read and respond to texts Verb: to be, being Verb: to have, having</p> <p>In this unit, pupils use singular and plural postnominal adjectives and 'avoir' in the contexts of an online exchange, conversations between cousins in France and Haiti, and physical description of hair and eyes. Supporting sounds are Silent Final e and -s liaison.</p> <p>A horrible week! 'avoir' singular persons and adjectives after the noun Lost and found! 'avoir' and 'être' singular My ideal teacher: singular and plural adjectives In class: 'il y a' and 'ce sont' Exchange school in England: 'nous avons' and 'vous avez' Exchange school in England: intonation questions Our own space: 'ils ont', 'elles ont' and adjectives before the noun Our own space: practice with adjectives before the noun Hair and eyes: singular and plural adjective agreement My friend Max: understanding descriptions</p>	<p>School: 'avoir', 'être' , 'il y a' and regular verbs in the present</p> <p>Adjectives Negation The present Verb: to be, being Verb: to have, having</p> <p>In this unit, pupils secure prior knowledge of essential verbs, introducing and describing friends. They revisit useful verbs for class activities and instructions, numbers 1-31 and extend their knowledge of negation to 'il n'y a pas de'. Knowledge of several key sounds is strengthened.</p> <p>Introduce a friend: voici, 'il, elle est', adjective agreement School: Instructions in class Numbers 1-31: 'il n'y a pas de' School: 'ils, elles ont' and 'ils, elles sont'</p>			

