Modern Foreign Languages Curriculum Summary

French

Learning a language enables children to experience the joy of another culture and to further their knowledge of the world around them. At St John's, children are currently introduced to one main language (French) from the start of their time in Kindergarten. Our aim is to help children develop their confidence in communicating fluently using the language they have learnt and to give them a broad cultural awareness in our multilingual and multicultural world.

Key Skills and Content

Pre-Prep: KG-T2 (Reception – Year 2)

Key skills include:

- Use French phonic sounds and memorise pronunciation;
- Understand basic classroom instructions;
- Listen and respond with repetition and/or actions;
- Communicate simple words and phrases in French.

Topics:

- Greetings
- Introducing yourself
- Colours.
- Numbers 1- 10
- Parts of the body
- Animals
- Fruit and vegetables

Guidance for parents:
Talk to your child about their French lesson to prompt them to recall what they did. They may like to tell you some of the words that they learnt, sing you a song or tell you about a story they were read. This will help to embed their learning.

Form 1 - Form 2 (Year 3-4)
Key skills include:

- Communicate French words and phrases, interacting with others in a conversation;
- Pronounce key phonic sounds correctly;
- Recognise the written form of familiar French words;
- Develop ability to copy and write familiar words in French.

Topics:

- Numbers to 30
- Colours (including adjective agreement in gender and number)
- Animals
- Classroom object

- My house and town
- Form of transport
- Basic food items – au café
- The Alphabet in French
- Saying age and birthday (self and others)
- Describing yourself and others (physical and character)
- School subjects and opinions
- Free time activities
- The weather

Guidance for parents:
Talk to your child about their French lesson to prompt them to recall what they did. They may like to tell you some of the words and phrases that they learnt, sing you a song or explain what they learnt about the differences between French and English. This will help to embed their learning.

Form 3 (Year 5)
Topics:

- Meeting and greeting people
- Asking and giving ages
- Talking about where we live, introduction to a French town
- Talking about family and home
- Saying who things belong to
- Animals: talking about animals and pets, describing animals and objects
- Expressing likes/dislikes/preferences
- Time: asking for and giving the date, discussing important events of the year, talking about birthdays, talking about days of the week
- Talking about the weather/seasons, understanding weather information
- Talking about sport and leisure

Grammar:

- Definite and indefinite articles
- Present tense of être, avoir, faire and regular -er verbs
- Possessive adjectives (1st and 2nd person singular – mon, ma, mes, ton, ta, tes)
- Adjectival agreement in the singular and plural
- Use of tu/vous where relevant
- Forming questions using « est-ce que…? »
- Prepositions
- Introduction to the negative

Guidance for parents:
Talk to your child about their French lesson to prompt them to recall what they did. Before they begin their homework, look through the work they covered in their most recent French lessons to help refresh their memory. Support their vocabulary learning and preparation for assessments by encouraging the use of flashcards and/or testing them. Review previous learning regularly to help them commit it to their long-term memory. Be their pupil and let them teach you what they learnt.

Form 4
Topics:

- My town: talking about places/buildings in a town, asking for and giving directions, using the tourist information office, discussing how faraway places are;
- Time: understanding and giving the time, including 24-hour clock;
- School: talking about a typical day at home/school, saying which subjects are liked/disliked, school life/timetables/subjects;
- Talking about food and drink/ meals;

- Shops and shopping;
- Talking about leisure activities including sport and music.

Grammar:

- Present tense of regular -ir and -re verbs, slightly irregular –er verbs (manger and commencer), prendre, avoir, faire.
- Possessive adjectives (all forms)
- Introduction to reflexive verbs
- Partitive article (du/de la/ des and de/d' with quantity)
- Use of the negative
- Use of jouer à and jouer de
- Use of verb followed by infinitive

Guidance for parents:
Talk to your child about their French lesson to prompt them to recall what they did. Before they begin their homework, look through the work they covered in their most recent French lessons to help refresh their memory. Support their vocabulary learning and preparation for assessments by encouraging the use of flashcards and/or testing them. Review previous learning regularly to help them commit it to their long-term memory. Be their pupil and let them teach you what they learnt or be their audience and let them perform their speaking tasks to you.

Form 5
Topics:

- Transport
- Clothing
- School (in greater depth)
- Talking about what you did last weekend and on a recent trip or holiday
- Food and drink: buying drinks/snacks, describing food and meals, likes/dislikes, discussing menus and ordering meals
- Travel: travel by train/air/boat/coach, station signs, buying a train ticket, understanding travel information
- Health: parts of the body, saying something hurts or that you are unwell, seeking advice at the chemist, making appointments at the doctor/dentist, giving details of an accident.

Grammar:

- Prepositions with towns/countries
- Future tense with aller + infinitive
- Modal verbs pouvoir + infinitive, vouloir + infinitive
- Comparative with plus…/moins… que
- Reflexive verbs in present tense
- Perfect (past) tense, including questions and negative forms
- Irregular verbs in present tense (boire, partir, mettre)
- Agreement of adjectives
- contrasting past and present tenses
- demonstrative adjectives (ce/cet/cette/ces)
- Idiomatic use of avoir + mal à
- Using the imperative

Guidance for parents:
Pupils should generally work unaided on homework at this stage; however, it is always useful to encourage good routines of revisiting classwork prior to starting homework and regular practice of vocabulary (both French to English and English to French). Parents could also be a good audience for the practice of a speaking task or be of support in preparation for an assessment.

Form 6

Topics:

- Family, friends and pets: descriptions and making arrangements to go out;
- House, daily routine and helping at home;
- Town: being a tourist, giving and understanding tourist information;
- Holidays and weather: describing a recent visit, giving opinions, finding out about theme parks, booking accommodation, reporting problems;
- Free time, health and fitness: talking about media and technology, sport and leisure activities;
- Life and work at school and future plans;
- A film study;
- Les Francophones et la Francophonie – study of famous French speaking people and the French speaking world;
- The environment and social issues;
- Specific exam preparation where appropriate.

Grammar:

- Perfect, present and (near-) future tenses appropriately
- Perfect tense of reflexive verbs
- Adverbs of manner, time and place
- Nouns and adjectives with appropriate agreement
- Modal verbs + infinitive
- Comparative and superlative
- Different negative structures (ne…rien, ne…jamais, ne…plus, ne...personne, ne…que)

Extended Grammar:

- Future (future simple) tense
- Imperfect tense, using the perfect and imperfect together
- The pronoun 'y'
- Depuis and the present tense
- Direct and Indirect object pronouns

Guidance for parents:
Pupils should generally work unaided on homework at this stage; however, it is always useful to encourage good routines of revisiting classwork prior to starting homework and regular practice of vocabulary (both French to English and English to French). Parents could also be a good audience for the practice of a speaking task or be of support in preparation for an assessment.

Contribution to Spiritual, Moral, Social and Cultural Development

Learning another language develops SMSC in several different ways, including:

- Giving children an understanding and appreciation of life in other countries
- Looking at differences between Anglophone and Francophone countries
- Helping children learn to communicate with people in other parts of the world
- Teaching children to work collaboratively
- Developing children's wonder and sensitivity to the variety in the world
- Developing children's listening skills