

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. Our aim is to help children develop their confidence in communicating using their skills in and out of the classroom. At St John's, children are currently introduced to one main language (French) from the very beginning of Kindergarten so that they achieve a fluency and confidence in another language such that they are able to communicate effectively and even perform plays in French.

Key Skills and Content

Kindergarten

Key skills include:

- Use new sounds and memorise pronunciation
- Understand basic classroom instructions
- Communicate simple words and phrases in French.

Topics:

- Greetings
- Introducing yourself
- Colours.
- Numbers 1- 10
- Days of the week
- Parts of the body
- Animals
- Fruit and vegetable
- Family
- Story telling - Le petit chaperon rouge, Les trois petits cochons, etc.

Form 1

Key skills include:

- Read and write as well as speak simple French words and phrases.
- Interact with others, taking turns in conversation.
- To enjoy listening to and using spoken language.
- Sustain attentive listening, responding to what they have heard by repetition or actions.
- Speak clearly and audibly.
- Pronounce vowel sounds correctly
- Know how accents are used

Topics:

- Number and time: numbers to 100, the date, days, months, time
- Colours
- Simple animals
- Myself: family members, body parts, simple illness, giving your age, likes and dislikes, opinions, talking about where you live
- Basic food items

- Directions
- Weather
- Sports and activities
- School: following classroom instructions

Form 2

Topics:

- Greetings: asking how people are
- Animals: using adjectives to describe
- Place: rooms in the house
- School subjects, sports and pastime activities, likes and dislikes
- Myself: clothing, parts of the body, talking about illness/pain
- Talking about the weather and seasons
- Telling the time
- Some food items

Grammar:

- Gender and number of nouns
- Adjectives
- Prepositions

Form 3

Topics:

- Meeting and greeting people
- Asking and giving ages
- Place: talking about where we live, introduction to a French town, talking about places/buildings in a town, asking for and giving directions, using the tourist information office, discussing how faraway places are
- 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:

- Prepositions
- Introduction to the negative
- Definite and indefinite articles
- Present tense of être, avoir, faire, aller
- Possessive adjectives (1st and 2nd person singular)
- Adjectival agreement in the singular and plural
- Use of tu/vous where relevant
- Forming questions using « est-ce que...? »

Form 4

Topics:

- Time: understanding and giving the time, including 24 hour clock, asking when
- 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
- Talking about leisure activities including sport and music
- Saying what you do to help at home, giving reasons and opinions

- Shops (buying/selling)
- Describing places/locations
- Transport
- Reading and writing postcards
- ICT vocabulary

Grammar:

- Present tense of slightly irregular –er verbs (manger and commencer), prendre, avoir, faire, -er/-re/-ir verbs, voir, venir, lire, écrire
- 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
- Prepositions with towns/countries
- Future tense with aller + infinitive
- Modal verb pouvoir + infinitive, vouloir + infinitive
- Derivatives of prendre
- Using reflexive verbs

Form 5

Topics:

- Clothing
- Family
- School (in greater depth)
- 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
- Introducing people/staying with a family
- Souvenirs/presents
- 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, describing a recent day out
- Myself : describing appearance, parts of the body, illness and feeling pain, health, visiting the doctor, exchanging personal information, family and pets, describing friends and other people, describing everyday life
- Times and events : dates, festivals, time, invitations, arranging to meet, discussing leisure activities, buying tickets

Grammar:

- contrasting past and present tenses
- perfect tense with avoir + regular past participle.
- demonstrative adjectives (ce/cet/cette/ces)
- irregular verbs (boire, partir, mettre, dormir, sortir)
- using pour + infinitive
- perfect tense, including questions, negative, with avoir and être
- using irregular past participles
- Agreement of adjectives
- Using direct object pronouns
- Idiomatic use of avoir + mal à
- Other uses of avoir
- Using the imperative
- Using si, quand, mais
- Imperfect tense (c'était)

- Comparative with plus.../moins... que
- Using reflexive verbs

Form 6

Topics:

- Tourists: places to visit in Paris, understanding tourist information, reading and writing postcards, saying what the weather was like, travel by metro, saying what you have done, describing a recent visit, giving opinions, finding out about theme parks, hotel facilities, booking accommodation, booking in at a hotel, reporting problems
- Talking about leisure activities, talking about TV, cinema, describing books etc.
- Information about celebrities (writers, poets, actors, comic book heroes, etc...)
- Comparing past and present
- School: information about school life in France, describing a typical school day, saying which subjects you like and why, saying what you are going to do, discussing plans for work experience/future careers
- The Environment and social issues.
- Media and a film study
- Exam preparation where appropriate

Grammar:

- Using perfect tense: with avoir and être in the negative; with questions
- Using expressions of past time
- Imperfect tense
- Using adverbs of frequency
- Using the comparative and superlative
- Understanding and using different negative forms (ne...rien, ne...jamais, ne...plus, ne...personne, ne...que)
- Using modal verbs + infinitive
- Using expressions of future time
- Using nouns and adjectives describing people and jobs
- Using different tenses for future, past and present where required
- Using the pronoun 'y'
- Using future tense : regular and irregular verbs
- Using adverbs of manner, time and place
- Using the imperative
- Using the perfect tense of reflexive verbs
- Using expressions with avoir
- Using 'depuis' and the present tense
- Using the perfect and imperfect together

Contribution to Spiritual, Moral, Social and Cultural Development

Learning another language develops SMSC in a number of 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