

Beaufront First School Long-Term Plan: French

| Intent | Implementation | Impact |
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| <p>The French Curriculum at Beaufront aims to allow children to engage with a foreign language in a way that inspires them and promotes curiosity about language and other cultures. It is not a compulsory part of the National Curriculum until Key Stage 2 but at Beaufront, children will begin to experience and explore French informally throughout Early Years and Key Stage 1 through songs, rhymes, stories and games. In Key Stage 2, children will engage more formally with French as informed by the National Curriculum, enriched by planning and resources from Kapow and other sources. The French Curriculum at Beaufront aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop a love of learning new languages. • Develop an awareness of other cultures, inclusive of the importance of the languages of other cultures. • Be able to listen to, understand, and respond to spoken French. • Be able to read words, phrases and simple sentences in French. • Grow in confidence, fluency and accuracy to communicate in French through speech and writing. • Experience French from authentic sources, being exposed to the pronunciation and intonation of the French language. • Be respectful of the languages of other countries and cultures. <p>This will enable our pupils to become engaged and</p> | <p>Children in EYFS and KS1 will engage in around 30 minutes of French throughout the week. In EYFS, this will be done as short sessions through stories, songs, rhymes and games. In KS1, children will receive a 30 minute session once per week in which they will also enjoy songs, rhymes, games and stories as well as learning some basic greetings, words and phrases. In KS2, pupils will develop their language skills through:</p> <ul style="list-style-type: none"> • Carefully planned sequences of lessons designed to develop listening, speaking and reading skills in French. • Opportunities to communicate in French, both in lesson time and during transition times, such as morning greetings and breaks between lessons. • Opportunities to improve speaking, listening and writing skills through active role play. • Experience French culture through visitors in school, events days linked to French culture and celebrations, and visits to local French events or places such as restaurants, plays, or art exhibitions. <p>Children will also build skills in relation to:</p> <ul style="list-style-type: none"> - Listening - Speaking - Problem Solving - Creativity - Planning - Adapt | <p>Through a creative, engaging, interactive, and ambitious French Curriculum children are able to:</p> <ul style="list-style-type: none"> • Be language detectives - identifying, interpreting and understanding words through association, translation and similarities to our own language (cognates or near cognates). • Enjoy, respond to, and join in with, songs, rhymes, stories and games in French. • Communicate using an increasing French vocabulary starting with simple words and progressing to phrases and sentences → Engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion. • Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts. • Speak and read aloud with confidence and accuracy in pronunciation. • Demonstrate understanding of spoken language by listening and responding appropriately. • Use a bilingual dictionary or interactive translator to support their language learning. • Gain a solid foundation for continuing their learning of French. |

| enthusiastic speakers of French during their time in Beaufront, and to foster a love and respect for languages. | <ul style="list-style-type: none"> - Leadership - Teamwork | |
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| French Curriculum Objectives | | |
| EYFS (Nursery & Reception) | KS1 (Year 1 & 2) | KS2 (Year 3 & 4) |
| <p>ELGs</p> <p><i>Communication and Language</i></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p><i>Personal, Social and Emotional</i></p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | <p>There are no National Curriculum objectives for languages in KS1.</p> <p>Specific Objectives</p> <ul style="list-style-type: none"> • Respond to simple, known songs with gestures eg head, shoulders, knees and toes. • Join in with songs/ sing along to familiar songs in French. • Respond with actions to stories read aloud → Pick out some key words from stories such as names, animals, colours, foods, places. • Identify and say/ sing the colours of the rainbow and others such as black (noir) and white (blanc). • Exchange simple greetings such as Bonjour, Au Revoir. • Understand simple praise words – très bien, bravo, fantastique! • Sing some familiar rhymes and songs. • Understand numbers 1 – 10. • “Play” with French sounds through songs and games. • Understand simple classroom commands, such as silence, asseyez-vous, levez-vous. • Say the month of their birthday. • Understands some describing words such as grande, petite. | <p>National Curriculum (by the end of KS2)</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • 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. • Write phrases from memory, and adapt these to create new sentences, to express ideas |

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| <p><i>Understanding the World</i></p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <p>Specific Objectives</p> <ul style="list-style-type: none"> • Begin to know some simple words and phrases in French, e.g. Bonjour, Au Revoir, colours of the rainbow. • Sing Nursery Rhymes and other traditional rhymes and songs in French. • Know and say French numbers to 10. • Sing counting songs and rhymes in French. • Engage with stories and poems in French, finding key words such as character names, the names of animals and foods and recognising them over time. | | <p>clearly.</p> <ul style="list-style-type: none"> • Describe people, places, things and actions orally and in writing. <p>Specific Objectives</p> <p><i>Phonics</i></p> <ul style="list-style-type: none"> • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u → To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. • To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound → To recognise and begin to predict key word patterns and spellings. • To know that consonants at the end of words in French are not usually pronounced → To know that ‘h’ at the start of a word in French is not pronounced. <p><i>Grammar</i></p> <ul style="list-style-type: none"> • To understand that every French noun is either masculine or feminine → To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. • To know that the gender affects the form of the indefinite article un or une → To know |
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| | | <p>that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <ul style="list-style-type: none"> • To know that feminine nouns often (but not always) end in 'e'. • To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular. • To know that the pronoun ça means 'it'. • To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun → To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. • To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns. • To know that c'est means "it is" and is used to describe what something is. • To know that il y a is used to say 'there is/are.' • To know that placing ne...pas around the verb makes it negative: ne + verb + pas → To know that the endings of verbs change according to the subject. • To know that the word order is sometimes different in French compared to English. • To know that we can use conjunctions such |
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| | | <p>as et (and) and puis (then) to join clauses.</p> <ul style="list-style-type: none"> • To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. • To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • To know that accents in French can change the sound of a letter. • To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. • To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. • To know that some adjectives are irregular in the feminine and/or plural forms. • To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). • To know that we can use conjunctions to link phrases such as et/mais. • To know the verbs avoir and être are used to describe appearance and personality. • To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. • To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. |
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| | | <ul style="list-style-type: none"> • To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. • To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. • To know that basic sentence structure English and French have the same pattern: subject + verb + object. • To know that you can make a statement into a question simply by changing the intonation of your voice in French. • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. <p>- Children will also develop skills in Language Comprehension (listening and reading) and Language Production (speaking and writing). Objectives for these are skills-based and can be found in the individual lesson plans from Kapow.</p> <p><i>Cultural awareness</i></p> <ul style="list-style-type: none"> • To know that in French there are formal and informal greetings. • To know some playground games played in France. • To know the names and locations of some of the cities in France. • To name some famous paintings by French artists. • To know that French is spoken in different countries around the world. |
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| | | <ul style="list-style-type: none"> • To identify some French-speaking countries. • To know that in French there is a formal and informal version of the word for 'you', and when to use which one. • To know that in France the temperature is measured in celsius. • To know that the currency used in France is euros and to recognise some of the notes and coins. • To know that orders are typically taken at the table in France. • To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War. |
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| Programme of Study - Overview | | | |
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| | EYFS | KS1 | KS2 |
| Autumn 1A | Where in the World: An Introduction to France | Introductions: Saying Hello and Goodbye | French Greetings |
| Autumn 2A | Our Favourite Things: Naming Familiar Objects | Christmas in France | French Adjectives: Colour, Shape and Size |
| Spring 1A | Songs and Rhymes: Nursery Rhymes and Lullabies | Songs and Rhymes: Traditional French Songs | Playground Games |
| Spring 2A | Spring in France: Colour Songs and Rhymes | Familiar Stories in French | In a French Classroom |
| Summer 1A | Nanette's Baguette | Breakfast in France | Bon Appetit |

| Programme of Study - Overview | | | |
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| | EYFS | KS1 | KS2 |
| Summer 2A | Farms in France | Cafe Parisian | Shopping for French Food |
| Autumn 1B | Where in the World: An Introduction to France | Introductions: Saying Hello and Goodbye (Year 2 as teachers) | This is Me |
| Autumn 2B | Our Favourite Things: Naming Familiar Objects | Christmas in France (Year 2 as teachers) | School Days |
| Spring 1B | Songs and Rhymes: Nursery Rhymes and Lullabies | Songs and Rhymes: Traditional French Songs (Year 2 as 'experts') | Birthday Celebrations |
| Spring 2B | Spring in France: Colour Songs and Rhymes | Familiar Stories in French (Year 2 as 'experts') | Colourful Creatures |
| Summer 1B | Nanette's Baguette | Breakfast in France (Year 2 as 'experts') | Fabulous French Food |
| Summer 2B | Farms in France | Cafe Parisian (Year 2 as 'experts') | A Gourmet Tour of France |