

MFL

THE FOXTON CURRICULUM



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You live a new life for every language you speak. If you only know one language, you only live once.
– Czech proverb

At Foxton Primary School, we are linguists.



Our French Curriculum

Bienvenue à Foxton. We use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

At Foxton, children receive weekly French lessons from Class 2, taught by a subject specialist. The four key language learning skills - listening, speaking, reading and writing – as well as all necessary grammar - are introduced and built upon in an age-appropriate way. We enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment

in other subject areas. In addition, the children are taught how to look up and research language they are unsure of and they have a bank of reference materials to help them with their spoken and written tasks going forward.

The overview and progression grid below shows how children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Children build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. Knowledge organisers clearly set out the key knowledge and vocabulary to be learnt and remembered for every unit. These help staff understand what has been taught previously and how their lessons build on prior learning as well as create the foundations for what comes next. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.



Teaching Type: Early Language



Unit: LES ANIMAUX



Unit Objective: To remember and recall from memory 10 common animals in French with the correct article/determiner

By the end of this unit we will be able to:

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am).

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'J'apprends le français' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as **lion**) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...** plus an animal from memory.



Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- **ON** sound in **cochon** & **mouton**
- **OI** sound in **oiseau**
- **Silent letters and liaison.** 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**. The last 's' is however pronounced in the word **suis** as seen in lesson 5. Here it is in front of the indefinite article/determiners **un** and **une** that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **cochon**, **singe** and **mouton**.

Vocabulary we will learn & revisit:

10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.

Overview and Progression

Class 2		Class 3	
Cycle A	Cycle B	Cycle A	Cycle B
Les Animaux (Animals) This fun, pictorial unit introduces the children to ten nouns and articles for common animals. We will also introduce the children to the use of je suis... (I am...) in a very clear, uncomplicated manner. This is an exciting unit using fun, colourful images and offers the children the opportunity to role play the various animals presented. <i>Nouns and articles for 10 common animals (including: un lion / un lapin / une souris) / je suis.... plus choice of animal</i>	J'Apprends Le Français (I'm Learning French) This introduces France as a country and other French speaking countries. This increases the children's intercultural awareness. It also teaches the children how to ask and answer the questions ça va? comment tu t'appelles? and introduces numbers 1 to 10 along with ten colours. Within a few lessons the children can communicate some basic phrases describing facts relating to France and French speaking countries. <i>Comment tu t'appelles? / ça va? / je m'appelle... / numbers 1 to 10 / ten colours</i>	Je Me Présente (Presenting Myself) This unit teaches just enough language to the children to enable them to present themselves accurately in French. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic French conversation. <i>Numbers 1 to 20 / ça va? / je m'appelle / comment tu t'appelles? / j'ai ... ans / quel âge as-tu? / j'habite a... / où habites tu? / je suis + nationality</i>	La date (The Date) <i>Pupils that are able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, say their name and can ask simple questions) and are beginning to grasp basic grammar (concept of gender, articles and plurality).</i> <i>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</i>
Les Fruits (The Fruits) Pupils will learn 10 French fruit nouns in their singular form (using the indefinite articles "une" and "un") as well as in the plural form using "les". They will then learn the language "J'aime..." (I like...) and "Je n'aime pas..." (I do not like...) which they can put together with their fruit language	Les Salutations (Salutations) The focus will be on listening and speaking skills but there will also be opportunities for simple reading and written tasks. Pupils will learn enough words in French by the end the unit to say 'hello', 'goodbye', 'see you soon', 'my name is...', 'how are you' and give a simple reply back. We will build their knowledge gradually over the unit so that they will be able to	Au Café (At The Cafe) This unit teaches nouns and article for a variety of foods and drinks. It will teach the children how to order a selection of foods and drinks from a French menu. We will also teach the children how to order breakfast items, order typical French snacks, and ask for the bill in French. This is a	Les Vêtements (Clothes) This is a unit that increases the learners' range of vocabulary as 21 items of clothing are introduced with their correct gender. By also introducing the full breakdown of the verb porter the children begin to look at regular verbs and their patterns enabling more able learners the

<p>to create basic French sentences expressing their opinions.</p> <p><i>Includes: les fruits, une pomme, une banane, un abricot, les pommes, les bananes, les abricot, J'aime..., Je n'aime pas...</i></p>	<p>have a short oral exchange in French with a partner.</p> <p><i>Includes: bonjour, salut, je m'appelle, ça va? ça va bien, ça va mal, comme ci comme ça, au revoir à plus tard.</i></p>	<p>fun and involving unit full of role play opportunities.</p> <p><i>Je prends... / s'il vous plaît / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales, un croque-monsieur and many more.</i></p>	<p>opportunity to extend their language skills.</p> <p><i>Verb porter (using the form je porte) / 21 items of clothing including: une jupe / un manteau / des gants etc.</i></p>
<p>Les Légumes (The Vegetables)</p> <p>Pupils will learn 10 French vegetable nouns in their plural form using the definite article "les". They will then learn the language "un kilo de.../d'..." (one kilo of...) and "un demi kilo de.../d'..." (half a kilo of...) and "Je voudrais..." (I would like...) which they can put together with their vegetable language to create basic French sentences expressing the quantity of different vegetables they would like. We introduce extra phrases and transactional language at the end of the unit so the children can take part in a fun role-play activity where they can pretend to be buying and selling vegetables in a French market.</p> <p><i>Includes: les légumes, les aubergines, les haricots verts, les champignons, les tomates, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., Je voudrais</i></p>	<p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <p>Pupils will learn how to say, read and write 10 colours in French. Pupils will also learn the numbers 1 to 10 in French.</p> <p><i>Includes: rouge, bleu, noir, blanc, un, deux, trois</i></p>	<p>As-Tu Un Animal? (Do You Have A Pet?)</p> <p>This unit introduces the children to the nouns and article for eight common pets. The children will also learn how to, in French, tell somebody if they have or do not have a pet, ask somebody if they have a pet and tell somebody what their pet is called. This is great unit to encourage children to communicate in French using a topic they can all relate to.</p> <p><i>Eight pets (noun + article) including un chien / une tortue etc. / as-tu un animal / j'ai... plus a pet / je n'ai pas... plus a pet / qui s'appelle...</i></p>	<p>Quel Temps Fait-il? (The Weather)</p> <p>Children will learn how to describe the weather in French with an emphasis on map work and oral presentation skills. There is also ample opportunity for integrating ICT.</p> <p><i>Quel temps fait-il? / variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / key vocabulary needed for a French weather forecast including bienvenue / dans le nord etc.</i></p>

<p>Les Instruments (Musical Instruments)</p> <p>This is one of our most popular and original units introducing the children to ten musical instruments and their associated article. We will also introduce and use je joue... (I play...) This is a great unit with plenty of interactive sound and is highly pictorial. The children will love miming the various musical instruments.</p> <p><i>Nouns and articles for 10 musical instruments (including: la trompette / la guitare / le piano) / je joue.... plus choice of musical instrument</i></p>	<p>Les Glaces (Ice-Creams)</p> <p>In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice cream in French using 'je voudrais' (I would like). Say what flavour they would like and say whether they would like their ice cream in a cone or small pot/tub.</p> <p><i>Les glaces, je voudrais..., une glace au café, une glace au citron, une glace à la vanille, une glace à la pistache, un petit pot, un cornet etc.</i></p>	<p>Chez Moi (My Home)</p> <p>In this unit pupils will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p> <p><i>Includes: chez moi, j'habite dans..., une maison, un appartement, en ville, au bord de la mer, une cuisine, une salle à manger, chez moi il y a..., chez moi il n'y a pas de...</i></p>	<p>Boucle d'Or Et Les Trois Ours (Goldilocks & The Three Bears)</p> <p>This is a fun, story telling unit based around the familiar story of Goldilocks & The Three Bears. Using this well known story we will teach the children how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story following a structured storyboard approach.</p>
<p>Petit Chaperon Rouge (Little Red Riding Hood)</p> <p>This is a fun, story telling unit based around the familiar story of Little Red Riding Hood. Using this well known story we will teach the children how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story.</p>	<p>Les Saisons (The Seasons)</p> <p>In this unit pupils will learn in French how to say the four seasons, describe each season's key features and say which season is their favourite with an opportunity to justify their opinion.</p> <p><i>l'hiver, le printemps, l'été, l'automne, il fait froid, il fait chaud, les fleurs poussent, les arbres perdent leurs feuilles</i></p>	<p>La Famille (Family)</p> <p>By the end of the unit, the children will be expected to introduce their family members (factual or fictitious) by saying what their names are and how old they are. They will continue to work with numbers (with the opportunity of reaching 100) to enable them to say the age of various family members. They will also understand the concept of</p>	<p>Le Week-end (The Weekend)</p> <p>Another great unit for allowing the children to talk about what they do in their own time in French. They will be introduced to a variety of common weekend activities allowing them to talk about what they do when not at school and, importantly, at what time they do it. They will also be taught a series of connectives enabling them to join sentences</p>

<p>We will also use the story to introduce various parts of the body.</p>		<p>possessive adjectives (mon, ma and mes) in relation to family members as these will be introduced in a very clear and uncomplicated fashion. This ultimately allows the possibility for a presentation in French and is the ideal opportunity for children to start to present and speak French in front of others.</p> <p><i>La famille, ma famille, mon, ma, mes, il s'appelle, elle s'appelle, il a, elle a, ma mère, mon père</i></p>	<p>together developing more fluent phrases in French.</p> <p><i>Time in detail including et quart / moins le quart etc. 10 weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc.</i></p>
<p>Les Formes (The Shapes)</p> <p>Pupils will learn how to say, read and write 10 shapes in French in their singular form (using the indefinite articles "une" and "un"). Pupils will also learn the numbers 1 to 5 in French. We will then combine all of this knowledge so pupils will be able say a variety of shapes in their singular and plural form as well as combining this language with a number.</p> <p><i>Includes: un triangle, un carré, une ligne, un hexagone, un losange, un, deux, trois</i></p>	<p>Je Peux... (I Can...)</p> <p>This unit introduces the children to the French verb pouvoir in the form of je peux (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing etc.) using a variety of fun PowerPoints, worksheets and interactive games. It is the first introduction to the concept je peux + the infinitive version of the verb.</p> <p><i>Je peux... / ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook) etc.</i></p>	<p>A L'École (At School)</p> <p>This unit allows children to bring the French they are learning directly in to what they do everyday at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these topics. They are also introduced to the irregular verb aller (to go).</p> <p><i>10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour.</i></p>	<p>Manger Et Bouger (Healthy Lifestyle)</p> <p>This unit discusses healthy lifestyle choices. The unit is very pictorial and leads the children through the different lifestyle options available to them. By encouraging the use of the negative the children will also be able to tell you the things they don't do as well as the choices they do make. This leads to an interesting, engaging and extended unit. The unit ends with a healthy food recipe in French including preparation and cooking instructions.</p> <p><i>10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolate) / introduction to the concept of 'some' in French (du / de l' / de la / des) use of verbs manger and boire in conjunction with the foods & drinks / use of the negative</i></p>

			<i>form of the verbs manger and boire je ne mange pas de... etc. / 8 options for active and non-active physical activities je joue au foot / example of a healthy recipe</i>
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Knowing more and remembering more

French lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant units taught previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Every child has their own French book which forms a portfolio of their learning and progress. Additional support and challenge is provided as required, with the specialist teacher facilitating additional advanced sessions for several children who are already fluent speakers.

A Global Curriculum

Our aspiration is for all students to cultivate a sincere interest and positive curiosity towards foreign languages, discovering them as sources of joy and inspiration. Learning a second language not only offers students the chance to delve into the intricate interplay between language and identity but also facilitates a deeper exploration of diverse cultures and the global landscape. This journey fosters a heightened sense of self-awareness, intercultural understanding, and an appreciation for the richness of our differences. Rooted in the UN Sustainable Development Goals (SDGs), our primary French curriculum aligns with several key objectives.

First and foremost, our curriculum resonates with Goal 4: Quality Education, as it equips students with the invaluable skill of bilingualism, enabling them to communicate effectively across linguistic boundaries. The curriculum also aligns with Goal 10: Reduced Inequalities, as language proficiency opens doors to bridge gaps and promote inclusivity, both within and beyond our immediate community.

Through engaging with the French language and culture, students embark on a journey that mirrors the principles of Goal 16: Peace, Justice, and Strong Institutions. By fostering empathy, understanding, and tolerance, our curriculum contributes to the development of socially aware and empathetic individuals who are better equipped to navigate an increasingly interconnected world.

The biennial residential trip to Normandy for Class 3 students encapsulates the essence of Goal 17: Partnerships for the Goals. This experience creates opportunities for real-life language immersion, cultural exchange, and cross-cultural friendships, enhancing students' linguistic competence while fostering global citizenship.

Ultimately, our primary French curriculum nurtures a lifelong love for languages, aligning with Goal 4 and the pursuit of continuous learning (SDG

4.4). As students progress through their language learning journey, they develop the skills and mindset needed to adapt, communicate, and thrive in an ever-changing global landscape. Thus, our curriculum lays the foundation for a generation of compassionate, culturally literate, and internationally-minded individuals, actively contributing to a more harmonious and interconnected world.

Appendix 1

National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should 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 should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national 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.

Subject content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils 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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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 clearly

- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.