FOREIGN LANGUAGES (French) Subject Profile

	Substantive Knowledge End Points (Unit outcomes) **Includes:** Declarative knowledge ***To know (that)…*** Procedural knowledge ***To know how to…***	**<u>Substantive Knowledge Strands</u>** **Numbers** **Shapes** **Time** **Colours** **Pets** **Weather** **Places** **Our things** **Clothes** **Food** **Culture** **Sport** **Opinions**	**<u>Disciplinary Knowledge (What an expert linguist does / uses)</u>** Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 3			
Who am I? Culture: Christmas: Vive le Vent - European Day of Languages (EDL)	*To know how to…* • Greet someone in French • Ask someone and give my name • Ask someone and give my age • Ask someone and give my birthday	**Numbers** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
What is in your bag? Culture: La fete des rois (Epiphany)	*To know how to…* • Recognise and say items in my bag • Determine the gender of an item	**Numbers** **Our things** **Culture**	Listen attentively to spoken language

Le Poisson d'avril Pacques (Easter)	• Say what items I have and do not have • Say how many items I have		Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Do you have any pets?	*To know how to…* • Recognise and say colours • Ask and give opinion on colours • Understand meaning of a poem • Recognise and say animals • Determine the gender of an animal • Say what animal I have and have not, in a sentence • Describe an animal using colours • Invent a new animal	**Colours** **Pets** **Numbers** **Opinions**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 4			
What is the weather like? Culture: Christmas – Vive le Vent – sing from memory EDL	*To know how to…* • Describe the weather • Say what the weather is like in places in France • Say what the temperature is • Give the weather forecast for a day • Give the weather for part of the day	**Numbers** **Weather** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

What is your town like? Culture: Le poisson d'avril Pacques (Easter)	*To know how to…* • Name places in town • Describe what is / is not in your town	**Places** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
What clothes would you like to buy? Culture: La Fête des Mères Culture: Le 14 juillet	*To know how to…* • Say names for items of clothing • Say names of colours • Describe clothing using colours • Describe what I wear and when • Ask for a price • Understand a role play buying an item	**Clothes** **Weather** **Numbers** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 5			
What is your house like? Culture: Christmas – Vive le Vent EDL	*To know how to…* • Say what rooms there are / are not in my house • Give the size of rooms • Describe a dream house	**Culture** **Opinions**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

What fruit would you like to buy? Culture: Le poisson d'avril Pacques (Easter)	*To know how to…* • Say the names of fruits • Say what fruits I like and dislike • Link my opinions • Ask and give the price • Order fruit at a market • Understand a role play at the market Understand meaning of a poem	**Food** **Numbers** **Culture** **Opinions**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Are you sporty? Culture: La Fête des Mères Le 14 juillet	*To know how to…* • Say the names of sports • Classify sports • Say what sports I like and dislike and why • Linking opinions on sports • Say what sports I do / play • Say when I do sport	**Sport** **Opinions** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 6			
Do you like my monster? Culture: Christmas – Vive le Vent EDL	*To know how to…* • Name body parts • Give the size of a body part • Give the colour of a body part • Describe a monster using adjectives • Give opinion of a monster • Give justification for my opinion	**Colours** **Opinions** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

What is your day like? Culture: Le Saint Valentin Le Poisson d'avril Pacques (Easter)	*To know how to…* • Use target language • Tell the time • Say what I do before and after school • Describe my routine using time • Use time phrases • Understand a poem	**Numbers** **Time** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Do you like Matisse? Culture: La Fête des Mères Henri Matisse	*To know how to…* • Use different pronouns • Name French artists • Name shapes used by Matisse • Describe shapes using colour • Describe a picture • Give my opinion of a Matisse and justify it	**Numbers** **Colours** **Shapes** **Opinions** **Culture**	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

National Curriculum objectives

Key Stage 2 National Curriculum Expectations	Children should be taught to:
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.	• 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.