



2022/2023

French Scheme of Work



Gramacri Ltd

Company Number 14109123

2022/2023

French EYFS – KS1 – KS2

French Level 1

French Level 1		
Unit 1	Greetings & Numbers	Pupils learn basic greetings , say how they are and gain an understanding of the French speaking countries. They also learn numbers up to 10 and begin to respond to and ask questions about name and age . Children learn some French songs and take part in role-playing activities and a number of Games such as Beat the Teacher and Word Tennis.
Unit 2	Family Members	Pupils continue to practise greetings and learn family member vocabulary and how to describe family relationships. Children work with colourful flashcards of Disney characters, and creative activities such as family trees and portraits. Children will be inspired to live sustainable lives with their families and communities (reduce, reuse and recycle, save energy and water)
Unit 3	Colours	Pupils continue to practise prior learning as starter activities and begin to learn the names of the colours . They will be working with many creative activities and will be playing many games and will learn some songs to memorize all vocabulary and reinforce their pronunciation. In this unit children will also listen to some stories in French to develop listening skills.
Unit 4	Animals	Pupils learn the names of some animals in French, and also the verb I have (J'ai) to say if they have pets. They also play games such as Guess which animal and Hangman to practise these words and reinforce their learning. Children will use colours and animals vocab together to describe their pets and will be introduced to some Endangered species, animals' habitats, and will learn the importance of protecting and preserving them .
Unit 5	Food	Pupils learn vocabulary about food and how to make some French dishes . They play games such as Bingo, Beat the Teacher and Contre la petite souris to get familiar with their learning and help memory. The Children will learn some opinions verbs Me gusta (I like); No me gusta (I do not like); Me encanta (I love) to express preferences . They also learn about eating sustainably and shopping wisely (minimize meat, eat more plants, look local) by watching videos and learning some vocabulary in the target language .

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Unit 6	My Body	<p>Pupils learn the names of some body parts. They sing 'head, shoulders, knees and toes' but in French, and play games such as Who Wants to Be a Millionaire, Bingo and Beat the Teacher to practise the new vocabulary and have some fun. They also combine the use of body parts with colours to describe themselves in terms of appearance.</p>
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French Level 2

Unit 7	Getting to Know You	<p>In this unit, pupils learn new ways to greet others, say how they feel and introduce themselves. They begin to respond to and ask questions in French about name and age and will develop speaking skills. They gain an understanding of the countries where French is spoken. This unit encourages children to listen attentively to new sounds and start learning French alphabet and phonics. It reinforces opportunities for children to work in pairs or in small groups, play games and enjoy their learning.</p>
Unit 8	Animals & Biodiversity	<p>In this unit, pupils learn colours and animals in the target language. They will get the chance to combine the use of animals, colours and numbers, with particular emphasis on the adjectival agreement and masculine/feminine nouns. They play games to help them remember new language and sing different songs to reinforce vocabulary. Children will be also introduced to Biodiversity, animals habitats, and will learn the importance of protecting and preserving Biodiversity.</p>
Unit 9	My Body & Self-Description	<p>In this unit pupils learn and follow instructions in French, name parts of the body, recap colours and describe their own and others' appearance (such as family members). Children play a number of games such as Guess Who Is, Bingo and One Pen One Dice. They will also listen to some songs in French to support long-term memory. This unit reinforces opportunities for children to work in pairs or in small groups and move.</p>
Unit 10	Food & Sustainability	<p>In this unit, pupils recap some prior vocabulary about food and learn the new vocabulary for a range of food and drinks. They start expressing likes and dislikes as well as reasons by using a number of adjectives. Children understand how to use the plural form and modify adjectives when describing Spanish dishes.</p>

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		They are encouraged to express themselves clearly and convey ideas confidently. This unit reinforces opportunities to talk about eating sustainably and shopping wisely (minimize meat, eat more plants, look local) by watching videos and learning some vocabulary in the target language.
Unit 11	Global Issues & How We Can Help	In this unit, children learn vocabulary in the target language about global issues (climate change and pollution), and discuss how they can contribute to the nature recovery and reduce their Carbon Footprint. Children play some games such as: Wordwall, Word Bingo, Beat the Teacher, Hangman and do some creative activities such as: drawing the effects of the plastic pollution in the oceans, label their work in the target language, and create an Eco-Poster. This Unit reinforces opportunities for children to engage with the natural world by joining outdoor lessons in the garden/playground of the school.
Unit 12	Celebration & Revision	Pupils will learn about French culture, celebrations, and life in France. They continue to practise food and opinion verbs, whilst learning additional vocabulary and French expressions especially about French delicacies. This unit reinforces cultural awareness and promotes tolerance and respect for all people. Children also revise everything that they have learnt so far this year to assess progress and support long-term memory.



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French Level 3

Unit 13	Time	In this 'Time' unit, pupils will learn to say the days of the week, months and dates and also count on from 11 to 31. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.
Unit 14	Holidays & Hobbies	In this unit, pupils learn to talk about free time activities and sports while revising opinion verbs They learn what an infinitive is and some Spanish connectives to make their Spanish sentences longer and more interesting. Pupils will be encouraged to start writing and speaking consistently in full sentences and role-play different situations. This unit encourages children to spend time outdoor in nature in order to practise the vocabulary learnt by doing physical activities and build connection with nature. They also discuss free time activities with low impact to our planet.
Unit 15	Transports & Weather	In this unit, pupils learn about different transports and will be able to say how they go to school. They talk about the weather, read and understand different weather phrases, and work with some weather reports as well as some maps of Spain which will improve their Geography Knowledge. Children also learn about the importance of zero emission vehicles, carbon reduction and green transports in order to tackle climate change.
Unit 16	My School	In this unit, children learn vocabulary for school places and classroom objects; they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences about school subjects. Children learn a range of adjectives to describe their school, and play games to help them remember new language and support long-term memory.
Unit 17	Likes & Dislikes	In this unit, pupils will be able to elaborate further on the things they like and dislike by extending their vocabulary and creating short statements. Pupils will be encouraged to give their opinions as well as their reasons in the target language about different topics. Children will also discuss different ways to help the planet (recycling, waste prevention, resource efficiency etc.) and will say what they would like to do to create a better, greener world for future.

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Unit 18	My City & My Planet	<p>In this unit, pupils will gain an understanding of how to name different places and shops in their town. Pupils will also learn how to follow and give simple directions and be able to read and understand a short description of a journey. This unit encourages children to work in pairs and in groups, play some games and develop speaking skills. Pupils will also discuss local actions (plant trees and look after rivers and seas) to spread widely across their communities in order to help our planet to recover.</p>
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French Level 4

Unit 19	This is France	<p>This 'This is France!' unit will teach children key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focuses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to the themes which run through this unit. Finally, to support non-specialists, there are sound files for all key vocabulary and extra teacher guidance, where necessary, at the end of each lesson plan. This unit reinforces opportunities for children to discuss different kinds of pollution in cities and ways to reduce air pollution to help our planet to restore.</p>
Unit 20	Family & Friends	<p>In this unit, your class will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail. Children will also discuss several ways to help the planet from home.</p>
Unit 21	Clothes & Stories	<p>In this unit, pupils learn how to name different items of clothing, and how to describe those using colours. The young people will be able to say the clothes that they wear on different occasions and give their opinion about them. Children work with creative activities and have to create their own outfits for an event. They will also enjoy</p>

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		some stories such as Hansel & Gretel, and La lièvre et la tortue (The hare and the turtle).
Unit 22	Let's Visit a French Town	In this 'Let's Visit a French Town' unit, pupils will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.
Unit 23	Time Travelling	In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people as well as family members and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.
Unit 24	All in a Day	In this 'All in a Day' unit, your class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned. This unit makes children aware of sustainable tourism and some ways to be environmentally friendly on holiday.

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Green >> Greetings

Yellow >> Numbers

Light Blue >> Family Members

Purple >> Colours

Grey >> Animals

Red >> Food

Peach >> Opinion Verbs

Environment >>

French EYFS – KS1 – KS2

Intent

Learners will

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work;
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding;
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language;
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features with and without a dictionary;
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud;
- Recognise some of the language patterns of French and how these differ or are similar to English;
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes;
- Have a deeper understanding of cultural differences and similarities;
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages;
- Acquire Environmental Knowledge to contribute in the fight against the Climate Change.

See the 'Planning Overview' for each unit for specific vocabulary.

Year 3 – Skills and Knowledge

Skills

- Listen, read and show understanding of single words;
- Recognise a familiar question and respond;
- Write and say a sentence with single familiar words and a connective with support and confident to attempt it without;
- Recognise some letter strings and pronounce them in familiar words;
- Use strategies for memorising vocabulary;
- Find the meaning of word in a bi-lingual dictionary;
- Join in with the actions of familiar songs, stories and rhymes;
- Take steps to help the planet at home as well as at school;

Knowledge

- Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction;
- 1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs;
- Basic opinion verbs to express preferences;
- Awareness that there are 2 groups of nouns in French

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- 2 forms of 'you' in French (formal/informal)
- Awareness that letters in French can make a different sound to English and silent letters are frequent;
- Awareness that French is spoken in other countries besides France;
- Some of the traditions of Christmas and New Year in France;
- Awareness of some of the challenges faced by the environment and some steps we can take in our daily lives to help;

Year 4 – Skills and Knowledge

Skills

- Listen, read and show understanding of short phrases in texts as well as songs and rhymes;
- Ask and answer several simple and familiar questions;
- Write and say a simple phrase to describe people, animals and things with a language scaffold as well as be confident to do the same without support;
- Read aloud short familiar sentences using knowledge of phonics;
- Use a bi-lingual dictionary to find the meaning or translation of a word;
- Join in with the words of familiar songs, stories and rhymes sometimes from memory;
- Use a range of steps to help the environment and at home involving families;
- Make more sustainable choices when shopping, travelling and eating;

Knowledge

- Concept of gender of nouns;
- Formation of a question with rising intonation;
- Pattern of questions with question words;
- Better understanding of silent letters;
- Awareness of elision;
- Rules for making nouns plural;
- Formation of 1st and 2nd person singular of 2 irregular high frequency verbs;
- Partitive in plural;
- Making a sentence say not;
- Position of colour adjectives in a sentence;
- Understanding of the challenges faced by the environment and the steps to take to help;
- Traditions and Celebrations in France (Bastille Day; Carnival in France; Epiphany etc..);
- Deeper understanding of the challenges faced by the environment;
- Concept of Sustainability and Sustainable Tourism;

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Year 5 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex familiar phrases and sentences in texts;
- Ask and answer more complex familiar questions;
- Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support;
- Read aloud more complex familiar sentences using knowledge of phonics;
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs;
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words;
- Make sustainable choices when shopping, travelling and eating with an impact felt in families and communities;

Knowledge

- Rules of agreement of adjectives in the singular and plural;
- Position of majority of adjectives in a sentence;
- Concept of liaison;
- 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb;
- Development of understanding of formation of questions;
- 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb;
- Formation of the definite/indefinite articles;
- Concept of Carbon Footprint and how to reduce CO2 emissions;
- Deeper understanding of the challenges faced by the environment;

Year 6 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words;
- Engage in short conversations using familiar questions and express opinions;
- Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support;
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge;
- Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary;
- Read aloud the text of familiar songs, rhymes and stories;
- Take concrete steps to help the environment at home as well as at school, and make sustainable choices when shopping, travelling, eating and in everyday life;

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Knowledge

- Formal use of 'you' with regular and irregular high frequency verbs;
- Knowledge about France;
- Connectives;
- Consolidation of grammatical knowledge from Years 3 to 5 (adjectival agreement; masculine/feminine nouns; present tense; singular/plural etc.);

Implementation

- The lesson plans are designed to be between 45-60 minutes in length for all Years groups. There are follow-up activities to each lesson to increase the exposure time in a week;
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the years,
- The lesson plans include ideas for support for the less able and to extend the more able;
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills;
- Interactive whiteboard resources with audio support are provided; a set of storybooks and phonics book are available in the online library and additional resources are added to each unit and lesson;
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge;
- In Year 6, the content allows for revisiting and consolidating prior knowledge;
- In Year 4, 5, 6 the content allows children to pursue French at secondary school confidently and have great knowledge linked to French GCSEs content;
- Who teaches the scheme to ensure high quality lessons is a linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of stories and rhymes read by a native speaker;
- Formative assessment in each lesson informs the planning, adaptation and teaching of subsequent lesson plans;
- Based on the evidence of the above records of achievement and progress, teachers can inform class teachers of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding' - red; orange; green (on request);

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Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, assessment targets, teachers assessment grids and summative assessments aimed at targeting next steps in learning.

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above;
- A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress (on request);
- The completed activities in the accompanying workbooks gather evidence of the listening, reading and writing targets;
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans (on request);
- Children self-assess their progress at the end of each section of work using a traffic light system and comment on their grasp of the new knowledge (on request);
- The use of the 'transition document' is encouraged to relay information to feeder secondary schools about prior language learning;
- To enhance the impact on enjoyment and intercultural understanding, the school should consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.;
- All of the above provides evidence that the 'statements of intent' are met.