

# Woodside Junior School

## French curriculum overview



### 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.

### In Key stage 2, pupils will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the pattern and sounds of language through songs and rhymes and link the spelling, sounds meaning of words
- Engage in conversation; 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 languages
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, include 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

	Autumn term	Spring term	Summer term
Year 3	<p><b>Rigolo 1 – Unit 1 ‘Bonjour’</b> Greetings and goodbyes</p> <p><b>Rigolo 1 – Unit 2 ‘En classe’</b> Classroom objects and colours</p>	<p><b>Rigolo 1 - Unit 3 ‘Mon Corps’</b> Days of the week and Parts of the body</p> <p><b>Rigolo 1 - Unit 4 ‘Les Animaux’</b> Animals, pets Numbers 11-20</p>	<p><b>Rigolo 1 - Unit 5 ‘Ma famille’</b> Family and household items</p> <p><b>Rigolo 1 - Unit 6 ‘Bon anniversaire!’</b> Birthdays and numbers 21-31</p>
Year 4	<p><b>Rigolo 1 - Unit 7 ‘Encore!’</b> Describing people and nationalities</p> <p><b>Rigolo 1 - Unit 8 ‘Quelle heure est-il?’</b> Tell the time and activities</p>	<p><b>Rigolo 1 - Unit 9 ‘Les fêtes’</b> Festivals and Instructions</p> <p><b>Rigolo 1 - Unit 10 ‘Où vas-tu?’</b> Directions. The Weather</p>	<p><b>Rigolo 1 - Unit 11 ‘On mange!’</b> Shopping, food and money</p> <p><b>Rigolo 1 - Unit 12 ‘Le cirque’</b> Where French is spoken/ clothing- Unit 12</p>
Year 5	<p><b>Rigolo 2 - Unit 1 ‘Salut Gustave’</b> Greetings revised</p> <p><b>Rigolo 2 - Unit 2 ‘À l’école’</b> School likes and dislikes</p>	<p><b>Rigolo 2 - Unit 3 ‘La nourriture’</b> Food likes/dislikes</p> <p><b>Rigolo 2 - Unit 4 ‘En ville’</b> Directions and places</p>	<p><b>Rigolo 2 - Unit 5 ‘En vacances’</b> Holidays Unit</p> <p><b>Rigolo 2 - Unit 6 ‘Chez moi’</b> Describing homes</p>
Year 6	<p><b>Rigolo 2 - Unit 7 ‘Le week-end’</b> Activities, likes and dislikes</p> <p><b>Rigolo 2 - Unit 8 ‘Les vêtements’</b> Clothing</p>	<p><b>Rigolo 2 - Unit 9 ‘Ma journée’</b> My daily routine</p> <p><b>Rigolo 2 - Unit 10 ‘Les transports’</b> Transport and travel</p>	<p><b>Rigolo 2 - Unit 11 ‘Le sports’</b> Sports and hobbies</p> <p><b>Rigolo 2 - Unit 12 ‘On va faire la fête’</b> Revision of food/greetings/ descriptions</p>