

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Languages Basic/Advancing/Deep

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and Year 6
<p>Not part of EYFS – children will be given opportunities through the year to become familiar with the idea of a foreign language, learning basic greetings, instructions and classroom vocabulary, and singing French songs</p>	<p>Not compulsory at KS1 – children will be given opportunities through the year to become familiar with the idea of a foreign language, learning basic greetings, instructions and classroom vocabulary, and singing French songs. Key indicators below will be introduced, and reinforced throughout Years 3 and 4</p>	<p>Pupils should be taught to:</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 	<p>Pupils should be taught to:</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

		<ul style="list-style-type: none">• appreciate stories, songs, poems and rhymes in the language• 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	<ul style="list-style-type: none">• 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
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		<p>Numbers 0-6 zéro, un, deux, trois, quatre, cinq, six Greetings Bonjour! Bonjour + name Bonjour, monsieur / madame / mademoiselle Comment t'appelles-tu? Joyeux Noël ! Classroom phrases e.g. asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez Adjectives e.g. bleu, gris, jaune, rouge, vert Vocabulary for spelling skills Comment ça s'écrit? some alphabet letters Vocabulary for sentence building Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin</p>	<p>Numbers 7-10 sept, huit, neuf, dix Phrase of celebration Bonne Année ! Vocabulary for spelling skills consonne, voyelle more alphabet letters Verbs e.g. Courez, marchez, sur la pointe des pieds, sautez Adverbs e.g. Lentement, vite Asking politely s'il te plaît, merci, voilà Masculine and feminine nouns e.g. Qu'est-ce que c'est? un pinceau, un feutre, un crayon, un stylo, une gomme, une règle Punctuation e.g. Virgule, point</p>	<p>Numbers 11-31 onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un Vocabulary from a song un tee-shirt, un pantalon, un pull, un chapeau, je mets Responding to questions oui, non Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera ... Taking the register présent, présente Punctuation e.g.</p>	<p>Masculine nouns e.g. un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre. Feminine nouns e.g. une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache. French food e.g. aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits Healthy food e.g. le céleri, le concombre, les carottes, les radis, les tomates Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux Expressions of annoyance,</p>	<p>Adjectives that precede the noun e.g. Jeune, joli. Adverbs of place/ sentence starters e.g. chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine. Adverbs of time/ frequency aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock Verbs e.g. aller, être tricoter, chanter j'entends, je vois je pense que/ qu'... Simple negatives ne...pas, ne...jamais Immediate future tense aller + infinitive Asking questions, e.g. Où est la baleine ? Que fait la coccinelle ? Qu'est-ce qu'il fait ? Est-ce que le canard tricote ? Où va le lion ?</p>	<p>Telling the time Quelle heure est-il ? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, onze heures... et demie. Il est midi, il est minuit... et demi. Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable ! Relative pronoun qui (e.g. un cochon qui chante) Conjunction mais Numbers 32 - 60</p>
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		ouvrez les guillemets fermez les guillemets	impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable !	Le chat, qu'est-ce qu'il va faire ? Subject pronouns, e.g. je, tu, il, elle, ils, elles Disjunctive pronouns, e.g. moi, toi, lui, elle	trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante, cinquante et un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante.
	Questions, answers and sentence building e.g. Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et... Further adjectives e.g. blanc, brun, noir, orange, rose Vocabulary for a game Coin! Coin! Encore! Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris	Adjectives that precede the noun e.g. Petit, grand Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard Verbs e.g. danser, sauter, voler, nager Punctuation e.g. Point d'exclamation Point d'interrogation Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera... Definite article le, la l', les	Vocabulary from a song une culotte, une chemise, une veste, des lunettes Que fais-tu? Questions and answers e.g. Combien de cochons y a-t-il ? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date. Qui + verb Phrases of celebration / greeting e.g. Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire ! Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.		

Learning Objective	EYFS	Key Indicators	Year 1 and 2	Key Indicators	Year 3 and 4	Key Indicators	Year 5 and 6
To read fluently		Read out loud everyday words and phrases.	With the support of a teacher, some everyday words and phrases are read out loud. Generally, familiar words and phrases are read out loud. A growing range of familiar words and phrases are read out loud with confidence.	Read and understand the main points in short written texts.	There are some good examples of reading and understanding the main points in written texts. There is a growing confidence in and ability to understand the main points in written texts. Most short, written texts are quickly understood and explained.	Read and understand the main points and some of the detail in short written texts.	With some support, the main points, and some detail in short written texts is generally understood. Generally, the main points, and many of the extra details are understood. The main points and extra details are understood and explained well.
		Use phonic knowledge to read words.	With the support of a teacher, there are some attempts to use phonic knowledge to read words. Generally, phonic knowledge is applied when reading words. Most words can be read because of fluent phonic knowledge.			Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.	With some support, the context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word. Generally, the context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word. The context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word.
		Read and understand short written phrases.	With the support of a teacher, short written phrases are read with some understanding. Generally, short written phrases with familiar language can be read and understood. Short written phrases that include some unfamiliar words are understood.			Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.	There are some good examples of reading and understanding texts in a variety of contexts. Generally, texts from a variety of contexts are understood. Texts from a wide variety of contexts are understood.
		Read out loud familiar words and phrases.	With encouragement, there is some attempt to read out loud familiar words and phrases. There is a growing confidence in reading out loud familiar words and phrases. Familiar and unfamiliar phrases are read out loud with confidence.			Show confidence in reading aloud, and in using reference materials.	With encouragement, using reference materials and reading aloud shows some confidence. Generally, using reference materials and reading aloud shows confidence. Using reference materials and reading aloud in a wide range of situations shows confidence.
To write imaginatively		Write or copy everyday words correctly.	With the support of a teacher, there are some good attempts to write or copy everyday words. There is increasing confidence in deciding how to write everyday words correctly. Most familiar words are	Write a few short sentences about personal experiences and responses using familiar expressions.	There are some good examples of short sentences about personal experiences and responses written using familiar expressions. Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses. Well-chosen language is	Write short texts on familiar topics.	There are some good examples of short written texts on topics from the past and the future. There is a growing range of short written texts on topics from the past and in the future. There is a wide range of short written texts on a number of topics from the past and in the future.

			recalled rapidly and written correctly.		chosen to write short sentences about personal experiences and responses.		
		Label items and choose appropriate words to complete short sentences.	With the support of a teacher, appropriate words are selected from a list to label items and complete short sentences. Generally, appropriate word choices are selected from a list to label items and complete short sentences. Carefully chosen words are used to label items and complete short sentences.	Write short phrases from memory with spelling that is readily understandable.	There are some good examples of accurate spelling when writing from memory. Generally, spelling is mostly accurate when writing from memory. Spelling is accurate when writing from memory.	Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.	There are some examples of appropriate grammar choices. There is a growing range of appropriate grammar choices. There are many examples of accurate and appropriate grammar choices.
		Write one or two short sentences.	With the support of a teacher, one or two short sentences are written. There is increasing confidence in deciding how to write short sentences about familiar topics. Thoughtful, short sentences are written confidently in a wide range of situations.			Include imaginative and adventurous word choices.	With some encouragement, imaginative and adventurous word choices are made. Imaginative and adventurous words are selected appropriately from lists provided. Well-chosen imaginative and adventurous words are used in a wide variety of contexts.
		Write short phrases used in everyday conversations correctly.	With the support of a teacher, short phrases used in everyday conversations are written. There is increasing confidence in deciding how to write short phrases used in everyday conversations. Short phrases used in everyday conversations are written confidently in a wide range of situations.			Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).	Writing generally conveys meaning. Writing conveys meaning well and there are few mistakes. Writing is thoughtful and well-structured and conveys meaning very well.
To speak confidently		Understand a range of spoken phrases.	With the support of a teacher, some spoken phrases are understood. There is increasing confidence in deciding what some spoken phrases mean. Many spoken phrases about familiar topics are quickly understood.	Understand the main points from spoken passages.	There are some good examples of understanding the main points from spoken passages. Generally, the main points from spoken passages are understood. Careful listening means that the main points from spoken passages are understood well.	Give a short, prepared talk that includes opinions.	With some support, short talks that include experiences, plans for the future and interests are prepared. The audience generally understands most points. Generally, short talks that include experiences, plans for the future and interests are prepared and delivered with appropriate pronunciation and growing confidence. The audience understands the main points and some of the extra details. Short, well-planned talks, that include interesting

							details about experiences, plans for the future and interests are prepared and delivered with accuracy, confidence and good pronunciation. The audience has little or no difficulty in understanding.
		Answer simple questions and give basic information.	With encouragement, responses and basic information about everyday events are given. There is increasing confidence in deciding how to provide responses to questions about everyday events. Well-considered responses to questions about everyday events are given.	Ask others to repeat words or phrases if necessary.	There are some good examples of asking others to repeat words or phrases. Generally, there is little hesitation in asking others to repeat words or phrases if necessary. Confident requests for others to repeat words if necessary, lead to a good understanding of what is being said.	Vary language and produce extended responses.	Language is generally varied and, with some support, some extended responses to questions are provided. Language is generally varied and adventurous and extended responses to questions are provided. Well-considered language choices and a good variety of adventurous and extended responses to questions are provided.
		Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	With encouragement, some words are pronounced correctly. There is a growing knowledge of and confidence in word pronunciation. Most familiar words are pronounced accurately and confidently.	Ask and answer simple questions and talk about interests.	There are some good examples of talking about interests and asking and answering questions. Generally, confidence is growing in making decisions about how to talk about interests, asking and answering questions. Well-chosen language is used to describe interests and to ask and answer questions.		
				Demonstrate a growing vocabulary.	Basic vocabulary is generally used well. A growing vocabulary, beyond a basic level, is developing. A wide vocabulary is developing and used in a wide range of contexts		
To understand the culture of the countries in which the language is spoken		Identify countries and communities where the language is spoken.	During structured activities, countries where the language is spoken are explored. There is a growing awareness of some of the countries in which the language is spoken. There is a good awareness of many of the countries in which the language is spoken.	Describe, with some interesting detail, some aspects of countries or communities where the language is spoken.	There are some good examples of interesting details being used to describe some areas in which the language is spoken. Interesting details are selected and expanded upon to describe some areas in which the language is spoken. Many well-chosen and interesting details are used to describe some areas in which the language is spoken.	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	There are some good examples of detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Detailed descriptions, that include some ambitious phrases about the customs, history and culture of the countries and communities where the language is spoken, are produced. Thoughtful and detailed descriptions that include a wide range of information about the customs, history and culture of the countries and communities where the language is spoken are produced.
		Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the	During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored. There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is	Make comparisons between life in countries or communities where the language is spoken and this country.	During structured activities, comparisons between life in different areas in which the language is spoken are made. Generally, some good comparisons between life in different areas in which the language is spoken are made. Thoughtful comparisons that show similarities and differences in	Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	There are some good examples of descriptions and, with some support, interesting details of the similarities and differences between areas in which the language is spoken. Some decisions are made in choosing which areas and details to include when describing the similarities and differences between areas in which the language is spoken. Criteria for and exploration of similarities and differences between areas in

	language is spoken.	spoken. There is a well-developed knowledge and understanding of the customs and features of the areas where the language is spoken.		life in different areas in which the language is spoken are made.		which the language is spoken are confidently decided and carried out.
		Show awareness of the social conventions when speaking to someone.	There is some awareness that there are conventions to follow when speaking. There is a growing awareness that language used sometimes needs to be chosen to fit social conventions. Social conventions are generally understood well, resulting in well-considered language choices.			