



Brookside Primary School
BROOKSIDE FRENCH CURRICULUM 2024-2025
 Supported by Language Angels

BROOKSIDE FRENCH CURRICULUM						
Year 1 (Switching from Spanish to French)						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
YEAR 3	Phonetics Lesson 1	Animals	Instruments	I Am Able	Fruits	I'm learning French!
YEAR 4	Phonetics Lesson 1 & 2	Vegetables	Presenting Myself	My Family	In the Classroom	Seasons
YEAR 5	Phonetics Lesson 2-3	At the Tea Room	Do you have a Pet?	What is the weather?	My Home	The Date
YEAR 6	Phonetics Lesson 3-4	Do you have a Pet?	Clothes	At School	At the Weekend	The Date

Extra Teaching	Early Language	Intermediate Language	Progressive Language
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Notes

- In our school transition to Language Angels, some units may appear more than once in the first 2 years in different year groups. This is to ensure all children have completed the necessary building blocks in the three pillars of progression: phonics, vocabulary and grammar. Year 1 and Year 2 planners are intended to be used for one year only
- Each lesson and unit is progressive and the children will encounter activities that will facilitate recycling of previous knowledge. Therefore, all units should be completed and taught in the given order.
- Each academic year, the Languages Curriculum will be reviewed to ensure that it is still current, challenging and that the content is engaging and relevant to the whole curriculum.
- 'One-off' cultural and seasonal lessons that may be accessed throughout the year to enhance the learning of Spanish and life in Spain. (Feliz Navidad, Picasso and Flamenco, for example).



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Key Stage Two FRENCH Objectives

Pupils should be taught about:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally and in writing
12. 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