

NC Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent	Implementation	Impact
At Broadway Junior School, we believe that learning a language provides a valuable educational, social and cultural experience for our pupils. Children tend to really enjoy learning a new language at primary school. Most language-learning techniques are great fun, and children get a real sense of achievement from mastering and using new key phrases. As well as learning a new language, the children at Broadway are also developing an awareness of different cultures and countries. We want our pupils to be enthusiastic, engaged and challenged, and ultimately to develop their ability to use and understand another language. We strive to embed the skills of listening, speaking, reading and writing in French, which will enable our children to use and apply their learning in later life, whether that be in Key Stage 3 or out in the real world. We want our children to develop a love of language for life.	French is taught by class teachers across school. The French curriculum is broken down into twelve topics; each year group is taught three topics. The topics are split into one topic per term. Children progressively acquire, use and apply a growing bank of vocabulary organised around these topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities, drama and games. As confidence and skill grows, children record their work in their Curriculum books through pictures, captions and sentences. In addition to weekly French lessons, French is embedded throughout Broadway with visible displays in classrooms and in corridors; whole-school assemblies; whole-school competitions; children's work/photographs appearing on the school website and by celebrating special days/events such as 'European Day of Languages'.	Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, and are ready to access the challenges of year seven by the time they leave Broadway. More importantly we hope to develop a life-long love of languages as well as an understanding of other cultures. Language and culture are so intertwined that learning a foreign language builds cultural understanding and provides deep insights into how other people see the world.

Key Vocabulary

chocolat (chocolate) vanille (vanilla) fraise (strawberry) citron (lemon) banane (banana) menthe (mint) caramel (caramel) café (coffee) framboise (raspberry) pistache (pistachio)
je voudrais... (I would like...) et (and) un cornet (a cone) un pot (a cup/tub) une boule (a scoop) une boule, deux boules, trois boules (one, two, three scoops) s'il vous plaît (please) merci (thank you)

Knowledge	Skills
- Know ten common ice cream flavours in French. - Understand and use the transactional phrase je voudrais ("I would like"). - Know how to join flavours using the conjunction et ("and"). - Understand how to ask for an ice cream in either un cornet (a cone) or un pot (a cup/tub). - Know how to specify the number of scoops they would like. - Learn key transactional language used when buying food politely in French. - Develop confidence using French in a real-life role-play situation.	- Listen carefully and respond to spoken French. - Recognise, recall and accurately pronounce ten ice cream flavours. - Read and spell familiar vocabulary. - Use je voudrais to order food politely. - Combine vocabulary using et to express more than one flavour. - Specify whether they would like a cone or cup and the number of scoops. - Take part confidently in a simple transactional role-play. - Develop speaking, listening, reading and writing skills through practical communication.

Learning Objectives

Lesson 1 In this lesson pupils will learn how to recognise, recall and remember 5 different ice-cream flavours in the foreign language.	Lesson 2 In this lesson pupils will learn how to recognise, recall and remember a further 5 different ice-cream flavours in the foreign language.	Lesson 3 In this lesson pupils will apply their knowledge of the 10 different ice-cream flavours in the foreign language to the structure 'I would like' along with the conjunction 'and'.	Lesson 4 In this lesson pupils will learn how to specify whether they would like their ice-cream in a cone or a cup in the foreign language.	Lesson 5 In this lesson pupils will consolidate all vocabulary taught so far in the unit and progress to learning how to specify how many scoops of ice-cream they would like as well as some key transactional vocabulary in order to take part in a role-play at an ice-cream parlour in the foreign language.	Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit
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Learning Objectives/End Points

By the end of the unit, pupils will be able to:

- Recognise, pronounce and spell ten common ice cream flavours in French.
- Use je voudrais to order politely.
- Join flavours using et.
- Specify whether they would like a cone (un cornet) or cup (un pot).
- Say how many scoops they would like.
- Use polite transactional language such as s'il vous plaît and merci.
- Participate confidently in a simple role-play at an ice cream parlour using familiar vocabulary and sentence structures

In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in the foreign language. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Translator
- Interpreter
- Language teacher
- French teacher
- Language tutor
- Proofreader
- International communications officer
- Language researcher
- Travel agent
- Tour guide
- Airport worker
- Airline cabin crew

Learning from Career and Labour Market Information

- Explore how French is used in different countries and workplaces. Introduce age-appropriate examples of jobs where people may use French, such as translators, interpreters, teachers, tour guides, hotel staff, travel agents, international business workers and diplomats.
- Addressing the Needs of Each Pupil**
- Encourage pupils to recognise their own strengths in listening, speaking, memory, communication, confidence and learning languages. Provide opportunities for different pupils to take different roles, such as speaker, listener, questioner, vocabulary expert or cultural researcher.
- Linking Curriculum Learning to Careers**
- Make explicit links between French learning and future careers. Greetings and introductions develop communication skills; pronunciation develops careful listening; numbers link to money, dates, quantities and information; colours link to design, fashion, art and visual communication; cultural learning links to travel, tourism and international work.

- Hotel receptionist
- Tourist information officer
- Holiday representative
- Travel company manager
- Hotel manager
- Restaurant worker
- Diplomat
- International charity worker
- Government employee
- Embassy worker
- Aid and development worker
- International relations specialist

Transferable skills such as Communication Listening Confidence Memory Concentration Teamwork Resilience Accuracy Problem-solving Adaptability Cultural awareness Curiosity Organisation Self-evaluation Social skills

Encounters with Employers and Employees

- Provide opportunities to meet or hear from people who use languages at work, such as a French teacher, translator, interpreter, travel professional, hotel worker, tour guide, international business employee or someone who has worked in a French-speaking country.

Experiences of Workplaces

- Explore workplaces where French might be used, including schools, hotels, airports, travel companies, restaurants, museums, international businesses, embassies, translation agencies and tourist attractions.