

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

la mère (mother) le père (father) le frère (brother) la sœur (sister) la grand-mère (grandmother) le grand-père (grandfather) l'oncle (uncle) la tante (aunt) le cousin (male cousin) la cousine (female cousin) mon / ma (my) As-tu des frères ou des sœurs ? (Do you have any brothers or sisters?) Oui, j'ai... / Non, je n'ai pas... (Yes, I have... / No, I don't have...) Il s'appelle... / Elle s'appelle... (He/She is called...) Il a... ans / Elle a... ans (He/She is ... years old.) Numbers 1–69 (with extension to 100)

Knowledge	Skills
- Know the names of key family members in French with the correct definite article. - Understand and use the possessive adjectives mon and ma to say "my". - Know how to ask and answer whether someone has siblings. - Understand how to move from first person (Je m'appelle...) to third person (Il/Elle s'appelle...) when describing others. - Recognise and use numbers 1–69 (with extension to 100) to describe ages. - Develop an understanding of French grammar by using possessive adjectives and third-person sentence structures. - Combine previously learnt language with new vocabulary to create more personalised spoken and written presentations	- Listen carefully and respond to spoken French. - Recognise, recall, pronounce and accurately spell family vocabulary. - Use mon and ma correctly with family members. - Ask and answer questions about siblings. - Introduce members of their own or a fictional family. - Use third-person sentence structures to describe others. - State the ages of family members using numbers up to 69. - Create and present a short spoken and written description of a family.

Learning Objectives

Lesson 1 In this lesson pupils will learn how to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.	Lesson 2 In this lesson pupils will consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.	Lesson 3 In this lesson pupils will learn how to ask and answer the question 'do you have any siblings?' in the foreign language.	Lesson 4 In this lesson pupils will further consolidate the language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'.	Lesson 5 In this lesson pupils will be introduced to numbers 1-69 in the foreign language and will use this knowledge to be able to say how old their own/fictitious family members are. Numbers 70-100 are explored in the Challenge Section.	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 key family member vocabulary.
- Use the correct definite articles and possessive adjectives (mon and ma).
- Ask and answer questions about siblings.
- Describe members of their own or a fictional family using Il/Elle s'appelle....
- Use numbers 1–69 to state the ages of family members.
- Combine previously learnt language with new vocabulary to produce longer spoken and written descriptions.
- Present information about a family confidently, demonstrating increasing grammatical accuracy and fluency

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

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
- 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

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.

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.