

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

un stylo (a pen) un crayon (a pencil) un livre (a book) un cahier (an exercise book) un sac (a bag) un taille-crayon (a pencil sharpener) un bâton de colle (a glue stick) une règle (a ruler) une trousse (a pencil case) une gomme (an eraser) une paire de ciseaux (a pair of scissors) une calculatrice (a calculator) Qu'est-ce qu'il y a dans ta trousse ? (What is in your pencil case?) Il y a... (There is/are...)

Knowledge	Skills
- Know the names of twelve common classroom items in French. - Understand and use the correct indefinite articles (un and une) with classroom nouns. - Understand how to ask and answer questions about items they have in their pencil case or school bag. - Revisit and apply possessive adjectives (mon, ma, mes) to describe ownership. - Understand how to form negative sentences using je n'ai pas ("I do not have"). - Recognise how previously learnt grammar can be applied to new vocabulary. - Develop confidence creating independent spoken and written responses.	- Listen carefully and respond to spoken French. - Recognise, recall, pronounce and spell classroom vocabulary accurately. - Apply the correct article with classroom items. - Ask and answer questions about possessions. - Use possessive adjectives accurately to describe what they have. - Use negative structures to explain what they do not have. - Create and present a short spoken and written description of their pencil case or school bag. - Develop independence when manipulating familiar language to create new sentences.

Learning Objectives

Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.	Lesson 2 In this lesson, pupils will learn how to recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language..	Lesson 3 In this lesson, pupils will learn how to ask and answer the question: 'what is in your pencil case?' in the foreign language.	Lesson 4 In this lesson, pupils will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.	Lesson 5 In this lesson, pupils will revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.	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 twelve classroom items in French.
- Use the correct indefinite articles (un and une) with nouns.
- Ask and answer questions about what is in their pencil case.
- Use possessive adjectives (mon, ma, mes) to describe their belongings.
- Use negative structures (je n'ai pas) to explain what they do not have.
- Combine familiar grammar with new vocabulary to create independent sentences.
- Present information about their pencil case or school bag confidently in spoken and written French

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

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.