

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

le football (football) le tennis (tennis) le rugby (rugby) le cyclisme (cycling) le basket (basketball) la natation (swimming) la gymnastique (gymnastics) l'athlétisme (athletics) la boxe (boxing) le judo (judo) faire (to do/make) je fais... (I do...) il fait... (he does...) elle fait... (she does...) Je ne fais pas... (I do not do...) Il/Elle fait... (He/She does...) un athlète (an athlete)

Knowledge	Skills
- Understand strategies for decoding longer French texts, including identifying cognates and familiar language. - Know how to identify key parts of a sentence, including nouns, verbs and adjectives. - Recognise and use ten Olympic sports in French with the correct definite articles. - Understand and use the irregular verb faire to describe sports they do. - Know how to form positive and negative sentences using je fais and je ne fais pas. - Understand how to describe male and female athletes using appropriate gendered language. - Develop awareness of gender agreement when describing people in French. - Apply language skills to a familiar context through the theme of the Olympic Games.	- Use reading strategies to understand unfamiliar French texts. - Identify cognates and familiar vocabulary to find meaning. - Recognise verbs, nouns and adjectives within sentences. - Listen for key information in longer spoken texts. - Recall and pronounce Olympic sports vocabulary accurately. - Use faire to describe sports they do and do not do. - Describe what different athletes do using first and third person structures. - Apply gender agreement when describing male and female Olympians. - Create longer spoken and written responses using familiar grammar and vocabulary.

Learning Objectives					
Lesson 1 In this lesson pupils will learn how to decode and breakdown longer texts in the foreign language using language learning strategies such as looking for cognates.	Lesson 2 In this lesson pupils will continue to decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.	Lesson 3 In this lesson pupils will learn how to recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in the foreign language.	Lesson 4 In this lesson pupils will integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'faire' to be able to say which sports they do in the foreign language. They will also have the opportunity to further expand on these sentences by revisiting negative structures in the foreign language. There is a separate PowerPoint available for the full conjugation of the verb 'faire'.	Lesson 5 In this lesson pupils will learn how to describe what sports different Olympians do in the foreign language, along with their sporting titles.	Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit

Learning Objectives/End Points

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

- Use strategies such as recognising cognates to understand longer French texts.
- Identify nouns, verbs and adjectives within French sentences.
- Recognise, pronounce and spell ten Olympic sports.
- Use the verb faire in the first person to describe sports they do and do not do.
- Use third person structures to describe what Olympians do.
- Apply gender agreement when describing male and female athletes.
- Produce longer spoken and written responses using a wider range of vocabulary and grammar.

Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.

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.