

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

Quelle heure est-il ? (What time is it?) Il est... (It is...) et cinq (five past) et dix (ten past) et quart (quarter past) et vingt (twenty past) et vingt-cinq (twenty-five past) et demie (half past) moins cinq (five to) moins dix (ten to) moins le quart (quarter to) moins vingt (twenty to) je regarde la télé (I watch TV) je joue aux jeux vidéo (I play video games) je lis un livre (I read a book) je fais du sport (I do sport) je fais mes devoirs (I do my homework) je retrouve mes amis (I meet my friends) je vais au cinéma (I go to the cinema) je vais au parc (I go to the park) j'écoute de la musique (I listen to music) je surfe sur Internet (I surf the internet) le samedi (on Saturday) le dimanche (on Sunday) le matin (in the morning) l'après-midi (in the afternoon) le soir (in the evening)

Knowledge	Skills
- Consolidate knowledge of numbers and apply this to telling the time. - Understand how to tell the time in French using five-minute intervals. - Know vocabulary for ten common weekend activities. - Understand how to combine activities with time phrases to create longer sentences. - Learn how to express opinions and justify them using parce que. - Develop understanding of sentence structure by combining verbs, time phrases, connectives and opinions. - Create personalised responses describing their own weekend routines.	- Listen carefully and respond to spoken French. - Recognise, recall, pronounce and spell time and activity vocabulary. - Ask and answer questions about weekend activities. - Tell the time accurately in French. - Build longer sentences using time phrases and conjunctions. - Express opinions and justify ideas. - Create detailed spoken and written descriptions of their weekend activities. - Develop confidence manipulating familiar language to produce independent responses.

Learning Objectives					
Lesson 1 In this lesson pupils will consolidate numbers in the foreign language and will progress to learning how to tell the time in increments of five.	Lesson 2 In this lesson pupils will consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.	Lesson 3 In this lesson pupils will consolidate the vocabulary introduced last week through a variety of listening and reading activities.	Lesson 4 In this lesson pupils will extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for weekend activities.	Lesson 5 In this lesson pupils will further extend their sentences in the foreign language by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.	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:

- Tell the time in French using five-minute intervals.
- Recognise and use ten weekend activity phrases.
- Describe what they do at the weekend using full sentences.
- Add time phrases to make descriptions more detailed.
- Use connectives such as *et*, *mais* and *aussi* to extend ideas.
- Express opinions and justify them using *parce que*.
- Create personalised spoken and written responses about their weekend routines.

In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of 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.

Encounters with Further and Higher Education

- Introduce the idea that pupils can continue learning languages throughout secondary school and beyond. Explore how languages can be studied alongside other subjects and can support future college, university, vocational and apprenticeship pathways.