Prestolee Multi Academy Trust

MFL French

Springside Rules
Safe
Respectful
Ready

Springside Primary School

Where every child matters and is prepared for a future of possibilities

SPRINGSIDE PRIMARY SCHOOL
GROWING TOGETHER

RESPECT

RESPONSIBILITY

RELATIONSHIPS

RESILIENCE

RESOURCEFULNESS

Bury Area – Today and in the Past

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009,2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

Bury Area – Today and in the Past

Bury Transport Museum - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

Famous People from Bury

- John Kay (1704–c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788–1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

Information for consideration in our curriculum

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding – link to Sport curriculum?
- Industrial revolution to be part of local history curriculum – cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

Walmersley

Walmersley Post Office

Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom
Post town	BURY
Postcode district	BL9
Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West
UK Parliament	Bury North

List of places: UK · England · Greater Manchester

53.6166°N 2.3°W

Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

Walmersley

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53.6166°N 2.3°W

Walmersley

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

<u>Information for consideration in our curriculum</u>

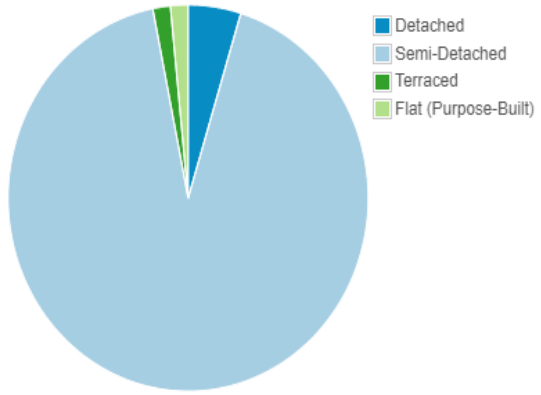
- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

Walmersley Road Statistics

Housing Types

Detached	6
Semi-Detached	117
Terraced	2
Flat (Purpose-Built)	2
Flat (Converted)	0
Total	127

Are these numbers higher than you expected? Click here for explanation.



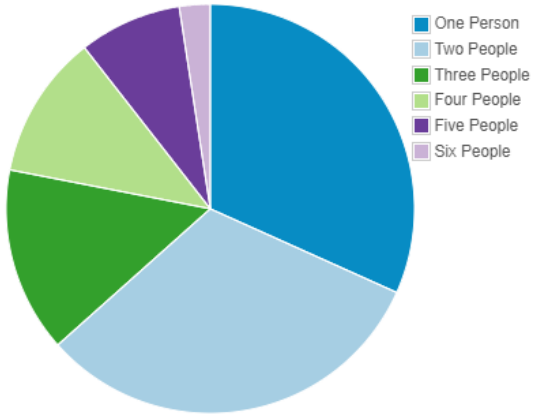
Housing Occupancy

Back to Top Embed This

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

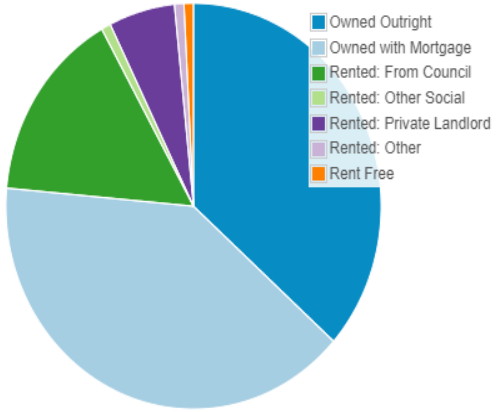
Housing Occupancy

One Person	39
Two People	39
Three People	18
Four People	14
Five People	10
Six People	3
Seven People	0
8+ People	0
Total	123



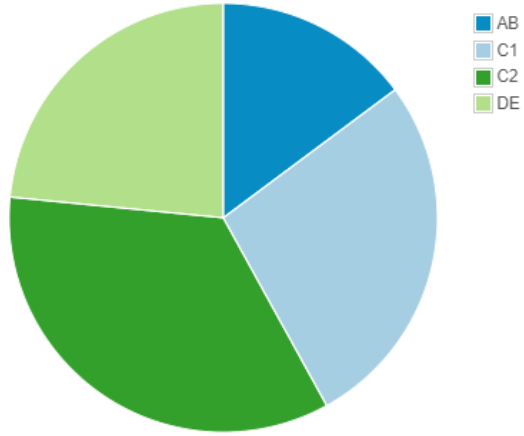
Housing Tenure

Owned Outright	45
Owned with Mortgage	49
Shared Ownership	0
Rented: From Council	19
Rented: Other Social *inc. charities and housing associations*	1
Rented: Private Landlord *inc. letting agents*	7
Rented: Other	1
Rent Free	1
Total	123

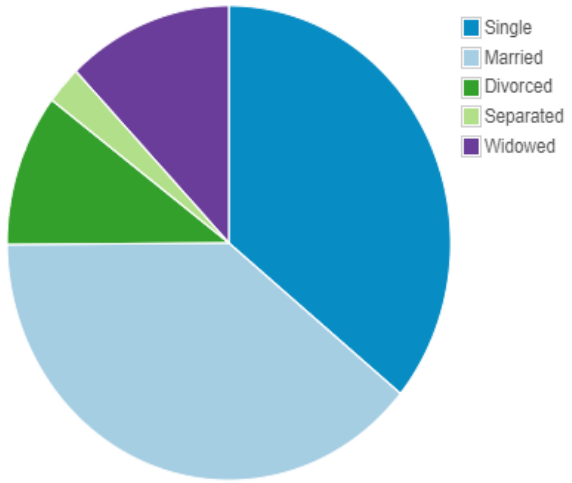


Social Grade

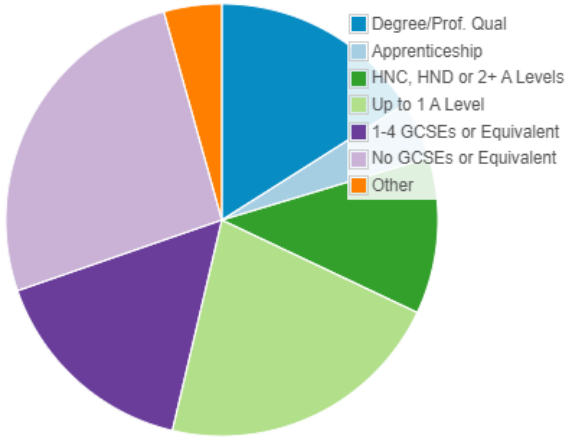
AB - Higher and intermediate managerial, administrative, or professional positions	12
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	22
C2 - Skilled manual workers	28
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	19
Total	81



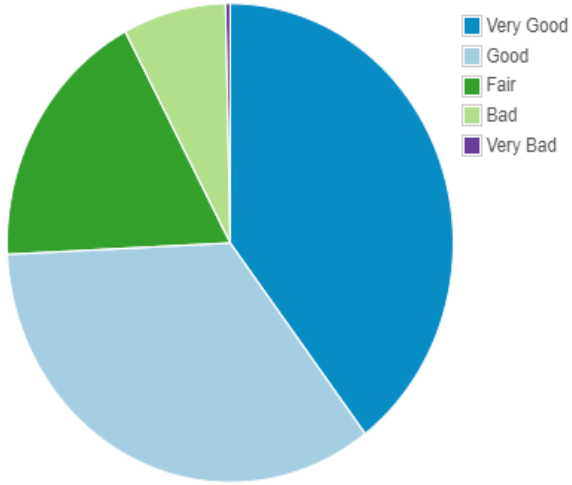
Relationship Status	
Single	83
Married	90
Divorced	24
Separated	6
Widowed	28
Same Sex	0
Total	231



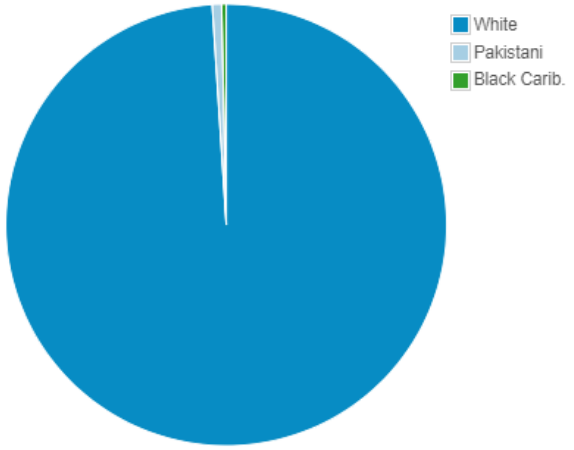
Highest Qualification Level Achieved	
Degree or Similar *e.g. professional qualification (accountancy etc)*	37
Apprenticeship	10
HNC, HND or 2+ A Levels	27
5+ GCSEs, an A-Level or 1-2 AS Levels	50
1-4 GCSEs or Equivalent	37
No GCSEs or Equivalent	60
Other	10
Total	231



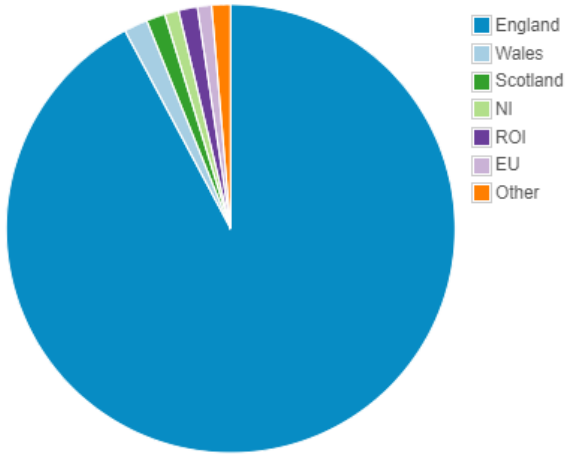
Health	
Very Good	117
Good	102
Fair	53
Bad	22
Very Bad	1
Total	295



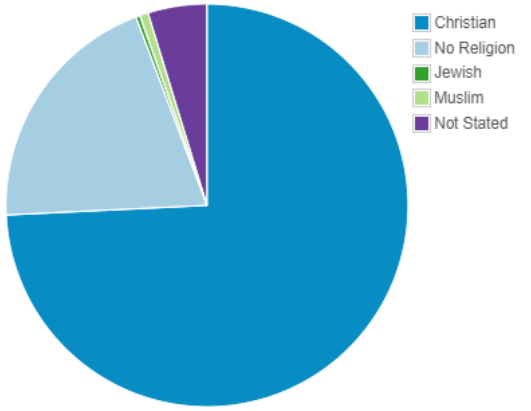
Ethnic Group	
White	292
Pakistani	2
Black Caribbean	1
Total	295



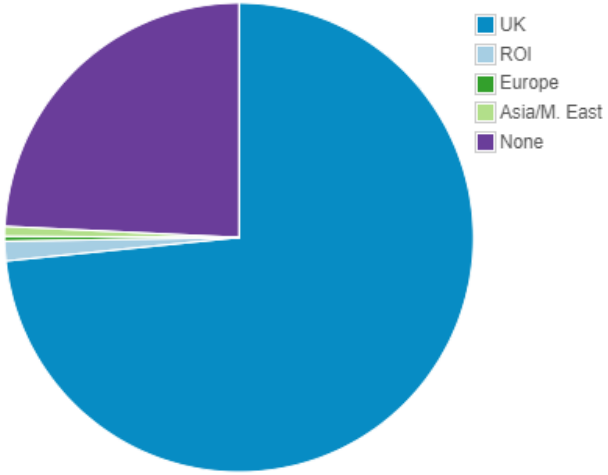
Country of Birth	
England	272
Wales	5
Scotland	4
Northern Ireland	3
Republic of Ireland	4
European Union	3
Other	4
Total	**295**



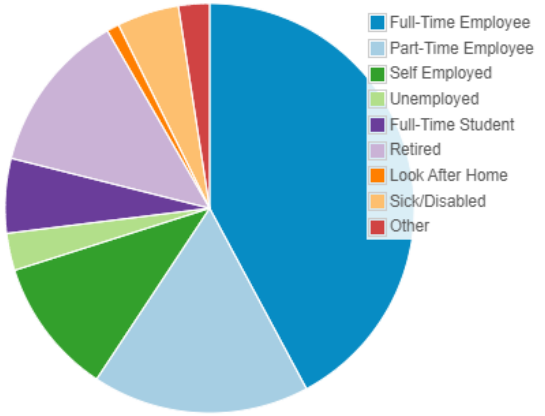
Religion	
Christian	219
No Religion	59
Buddhist	0
Hindu	0
Jewish	1
Muslim	2
Sikh	0
Other Religion	0
Not Stated	14
Total	**295**



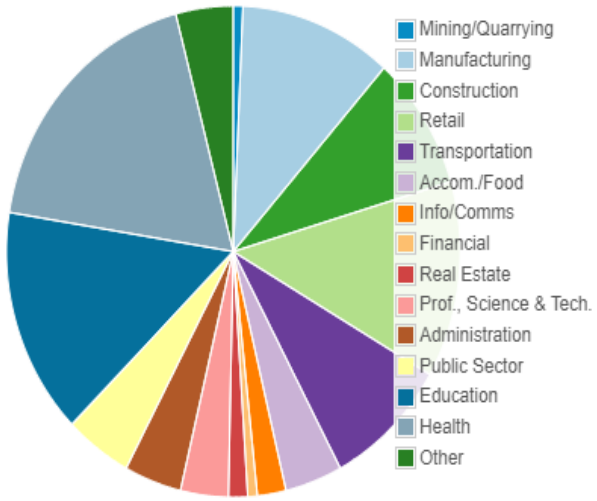
Passport(s) Held	
United Kingdom	218
Republic of Ireland	4
Europe (including European Union)	1
African Countries	0
Middle East or Asia	2
North America or Caribbean	0
Central America	0
South America	0
Oceania *(Australia, New Zealand, Indonesia and nearby islands)*	0
None	72



Economic Activity	
Full-Time Employee	86
Part-Time Employee *(defined as 30 hours or less per week)*	35
Self Employed	22
Unemployed	6
Full-Time Student *(with or without job)*	12
Retired	26
Looking After Home or Family	2
Long-Term Sick or Disabled	10
Other	5
Total	**204**



Employment Industry	
Mining/Quarrying	1
Manufacturing	16
Construction	13
Retail *Inc. Wholesale*	19
Transportation *Inc. Storage and Logistics*	13
Accommodation and Food	6
Information and Communication	3
Financial Services *Inc. Insurance*	1
Real Estate	2
Professional, Scientific and Technical	5
Administration	6
Public Administration and Defence	7
Education	22
Health *Inc. Social Work*	27
Other *Inc. Arts, Recreation etc.*	6
Total	147



Information for consideration in our curriculum

-23% are semi-skilled, unskilled or on benefits
-8% consider their health to be ‘fair’ or ‘bad’
-26% have no GCSEs or equivalent
-16% have 1-4 GCSEs only
-99% White British
-24% do not have a passport
-74% are Christian
-20% no religion
-70% employed full time, part time or self employed
-33% of employed people are employed in education or health

Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:

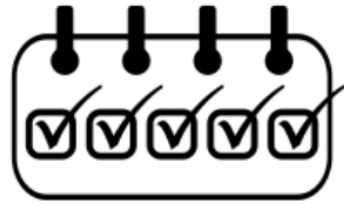
Confident Communicators

· Passionately continue independent learning outside the classroom
· Are avid readers who read fiction and non-fiction to continuously learn more about the world
· Are engaged and motivated to learn
· Are ambitious and want to further their life choices
· Fail well, responding to set-backs by continuing to work hard and face challenges

Global Citizens

· Understand their place and position in the world
· Have strong knowledge of their local area
· Have pride in themselves and their local area
· Have a sense of community
· Show respect and empathy towards other cultures, beliefs and religions
· Have a good understanding of British values
· Can demonstrate respectful, suitable behaviour in a range of settings

Real-life Specialists



· Are ready to face the challenges of the “real world”
· Can communicate effectively
· Can apply their numeracy skills to everyday problems
· Demonstrate good organisational skills
· Demonstrate practical life-long skills
· Understand positive choices which represent a healthy lifestyle and wellbeing

Life-long Learners

· Passionately continue independent learning outside the classroom
· Are avid readers who read fiction and non-fiction to continuously learn more about the world
· Are engaged and motivated to learn
· Are ambitious and want to further their life choices
· Fail well, responding to set-backs by continuing to work hard and face challenges

Inquisitve Thinkers

· Solve Problems through logical thinking
· Apply learning in different contexts
· Have a thirst for knowledge
· Are resilient in the face of set-backs
· Try to solve the problem but ask for help if needed
· Work independently, applying knowledge to new challenges

French at Springside

Where every child matters and is prepared for a *future* of possibilities

15 Reasons for Kids to Learn a Foreign Language

1. You can speak to more people
Learn a foreign language as a child and you have a lifetime to benefit from cross-cultural friendships, broader career opportunities, exciting travel adventures and deeper insights into how others see the world.

2. It grows kids' brains
Studies have shown that people who are bilingual are better at tasks that require multi-tasking and attention focusing than monolinguals. Brain scans show they have more grey matter in the regions of their brain that are involved in executive function. The hypothesis is that the effort to constantly choose the right language at the right time provides a "mental gymnastics" for bilinguals which gives them extra practice in focusing their attention.

3. It boosts test scores in core subjects
Studies of tens of thousands of high school students have found that students who have studied foreign languages perform better in formal tests.

4. It boosts kids' abilities in their native language
Years ago people believed that learning a second language would confuse a child. Now, research shows that children who study a foreign language perform better in their native language than non-bilingual students, as measured on standardised tests. Other research has shown that children learning a second language start reading earlier, and the advantage increases the earlier they are exposed to the second language. In addition, bilingual children were better at identifying grammatically incorrect sentences than monolinguals.

5. It's easier to acquire foreign languages as a child
We've all heard babies described as "sponges" for learning language. Research shows that there is "critical period" for language acquisition, when your brain is primed to learn. Post-puberty our aptitude for second language acquisition is reduced.

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6. It boosts empathy

Dr. Katherine Kinzler, at Cornell University, tested monolingual and bilingual children on a task which required them to consider someone else's perspective to understand her meaning. Children in bilingual environments performed better than monolingual children.

7. It helps prevent age-related cognitive decline

Some studies have shown that people who regularly speak a second language may be able to delay Alzheimer's disease and other types of dementia by 4.5 years. The hypothesis is that by improving the executive function of the brain, bilinguals develop a "cognitive reserve" which helps delay symptoms of dementia.

8. It boosts cross-cultural understanding

With 7 billion people living on the only known inhabited planet in the universe, it's important we get along. And as any relationship therapist will tell you, to get along, good communication is key. That gets a lot easier if, at a minimum, you can understand each other's language.But learning a foreign language packs a more powerful punch. Language and culture are so intertwined that learning a foreign language both builds cultural understanding and provides deep insights into how other people see the world.

9. It helps train a child's ear for music

Studies have shown that speakers of tonal languages, like Mandarin and Cantonese, were better at identifying musical pitches than speakers of non-tonal languages like English and French. In tonal languages a word can have different meanings depending on the pitch and inflection of the voice. What happens if you don't pay attention to the tone in Chinese? Say "ma" with a high-level tone, and you've said "mother". Say it with a falling then rising tone, and you've said "horse". Best not to get the two words mixed up!

10. It boosts career opportunities

Language education is critical for the workforce of the future and being bilingual can broaden career options. Many jobs in education, healthcare, social work, national security, translation, tourism, and international business require or favour candidates who are bilingual, resulting in more job opportunities for those who can speak a second language.

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11. It boosts salaries

MIT economist Albert Saiz, calculated that there is a 2% salary premium for American college graduates who can speak a second language versus those who can't.

12. It makes travel more fun

International travel is an amazing way to broaden children's perspectives and help them experience the diversity and beauty of the world first hand. Being able to speak the language of the country they're visiting unlocks the possibility of deeper connections and understanding. And most foreigners will appreciate the effort your children are making even if they aren't fluent yet. Putting their language skills to use in "real life" can also be a motivation booster for kids.

13. It can connect kids to their heritage

A big reason many parents want their children to learn a foreign language is so they can speak to family members in their native tongue. Not only can learning the language improve communication, it comes along with a great deal of cultural insight that can help children appreciate their family's perspective.

14. It can increase out of the box thinking

Much has been written about how many jobs in the future will be automated – with tasks requiring ingenuity and creativity being left to humans. How then to build creative thinking skills in children? One of the surprising ways is by learning a second language. Several studies have demonstrated greater creativity and problem-solving skills amongst bilinguals.

15. It's fun!

Sure, there's a joy that comes from being able to speak to others in their native language – not to mention a sense of achievement. But part of the fun of learning a foreign language is discovering differences in how people look at the world. It's fun to think about why dogs say "woof" in English, "wang wang" in Mandarin and "guau" in Spanish. What's the right word? The dogs aren't saying!

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French Intent Statement

Springside Primary intends to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase. Pupils recall and build on previous knowledge throughout their primary school language learning journey. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. All pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

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Induction Guide			
Subject Leadership	Subject Lead	Subject Team	Previous Lead
	Gill Thornicroft		
Equipment	Tools	Consumable resources	BeeBots etc.
Curriculum Resources	Vocabulary/Progression Maps	Scheme of Work	Planning
	-	www.Languageangels.com/schools/	www.Languageangels.com/schools/
Recall and Vocabulary	Flashback Four	Vocabulary	Display
	Past learning and new learning highlighted in the school scheme of work for French	Picture vocabulary sheets provided by Language Angels Topic vocabulary highlighted in the school scheme of work for French	Display of current vocabulary in every classroom Display materials provided by Language Angels
Assessment	Individual Lesson	End of Unit/Term	End of Year
	Formative assessment *Questioning, self and teacher assessment*	Insight *Teacher judgement*	Insight *Teacher judgement*

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Steps to Success

1.Purpose (Why *this*? Why *now*?)

- Share the Learning Question, either written, shared on the board, verbally or all of the above.

- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?

2. Vocabulary (What language do they need to express their learning?)

- Share new vocabulary which is going to be introduced this lesson

- Give them an opportunity to consider the new language

3. Recall (How are you supporting pupils to learn more/remember more?)

- Flashback Four: Where does this fit with the last lesson, unit, term? (past linked units are highlighted in the French scheme of work)

- Help the children to remember the work from last lesson.

- Create concrete links to previous learning in this subject from the rest of the unit, previous units or previous terms/year groups. Where does it fit?

4. Presentation (How are children going to record their work effectively and with pride?)

- Model correct quality of recording, demand high standards and expect pupils to demonstrate these.

- Ensure that, where possible, oral work is recorded or there is some other evidence of learning within a lesson.

5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Regularly check in with all children to assess accuracy of pronunciation and understanding when completing oral work.

- Ensure that pupils are effectively sharing resources and working effectively in mixed ability groups

- Regular mini-plenary breaks to ensure pupils are on task and understand the work

- Use effective classroom management methods to ensure pupils engage with teacher-led parts of each lesson

Model French Lesson at Springside

Steps to Success

Pre-Lesson

1. Ensure that all technology is working so you can link to the website and project online resources (including speakers for listening to pronunciation)
2. Ensure all required resources are downloaded and printed in preparation for the lesson
3. Consider how you will record learning, especially if much of the lesson will be oral.

Lesson

3. Remind pupils of the purpose of the unit: “This unit we are learning about …. because… “In the future, you may need this to…”
4. Put the Flashback 4 for the lesson on the board and talk through the four questions, asking for relevant information.
5. Revise past French vocabulary which links to this lesson and explain how the new vocabulary fits in (this may be from earlier in the topic or in previous topics)
6. Talk through the Learning Question for the lesson and spend time discussing the new learning. Give opportunities for paired discussion.
7. Put the new vocabulary terms on the board. At the start of every lesson, model giving each a definition and context. Throughout the lesson, ask pupils to share their understanding of the terms and demonstrate the use the words in context.
8. Use regular plenaries to ensure pupils are on task and to share/model any solutions to issues.
9. End the task and recap the Learning Question and purpose of lesson

Post-Lesson

10. New vocabulary is added to the classroom French working wall.

	1	2	3	4
Year 3	J'Apprends Le Francais (I'm Learning French) Les Couleurs et Les Numbres	Je Peux (I can…)	Les Fruits (The Fruits)	Les Legumes (The Vegetables)
Year 4	Je Me Presente (Presenting Myself)	En Familie (The Family)	Les Animaux (Animals) As-Tu Un Animal? (Do you have a pet?)	En Classe (In The Classroom)
Year 5	Quelle Est La Date Aujourd'hui? (What Is The Date?)	Quel Temps Fait-il (The Weather) Les Saisons (The Seasons)	Au Salon de The (At the Tea Room)	Les Vetements (clothes)
Year 6	A L'Ecole (At School)	Le Week-end (The weekend)	Manger Et Bouger (Healthy Lifestyle)	

National Curriculum

Languages

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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

National Curriculum

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

National Curriculum – NB. All objectives are addressed throughout all topics in all year groups

1. listen attentively to spoken language and show understanding by joining in and responding

2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

4. speak in sentences, using familiar vocabulary, phrases and basic language structures

5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

6. present ideas and information orally to a range of audiences

7. read carefully and show understanding of words, phrases and simple writing

8. appreciate stories, songs, poems and rhymes in the language

9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly

11. describe people, places, things and actions orally and in writing

12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

	Topic	Key Concepts and vocabulary	Outcomes	Links to previous learning
Year 3	J'Apprends Le Francais (I'm Learning French) Les Couleurs et Les Numbres (Colours and Numbers)	- France and French speaking countries - Asking and saying how you feel - Asking and sating your name - Numbers 1-10 - Colours introduction - Consolidation and end of unit assessment - Learn 10 colours - Learn numbers 1-10 - Consolidation and end of unit assessment	Be able to introduce yourself To know numbers to 10 and know the names of basic colours	Beginning of learning
Year 4	Je Me Presente (Presenting Myself)	- Revise France and French speaking countries, numbers 1-10 and greetings - Learn numbers 11-20 - Link numbers to the phrase quel age as-tu? (how old are you?) and reply j'ai ... ans (I am ...years old) - Where do you live? (où habites-tu?) and I live... (j'habite a..) - Nationality Je Suis (I am...) - Consolidation and end of unit assessment	Be able to present yourself Be able to ask someone's age and give your age Be able to ask where someone lives and say where you live Be able to ask someone's nationality ad give your nationality	This topic follows on from J'Apprends Le Francais and Les Couleurs et Les Numbres in year 3
Year 5	Quelle Est La Date Aujourd'hui? (What Is The Date?)	- Learn days of the week - Learn months of the year - Numbers to 31 - Learn how to say the date in French - When is your birthday? (quand est ton anniversaire?) My birthday is.. (mon anniversaire c'est le.....) - French calendar work - Consolidation and end of unit assessment	To be able to say the date (number, day and month) Be able to ask someone's birthday and say your birthday.	This topic links to J'Apprends Le Francais and Les Couleurs et Les Numbres in year 3 and Je Me Presente in year 4
Year 6	A L'Ecole (At School)	- Revise En Classe (Year 4) especially classroom objects, classroom commands, I have and I don't have - Learn 10 school subjects - j'aime... (I like) je n'aime pas...(I don't like) - Class survey - Tell the time by the hour - Il est... (it is..) midday, midnight - Combine simple time with subjects, children to be able to say what time they study different subjects Combine simple time, subjects and days of the week - common irregular verb aller. It is introduced fully (in all forms) - Consolidation and end of unit assessment	To be able to name school subjects and say if you like them Tell the time (to nearest hour) Describe a timetable (subject day and time)	This topic links to En Classe in year 4 and to Quelle Est La Date Aujourd'hui? in year 5 (I like and don't like revised from Les fruites in year 3)

	Topic	Key Concepts and vocabulary	Outcomes	Links to previous learning
Year 3	Je Peux (I can…)	- Learn 10 verbs - Je peux… - Consolidation and end of unit assessment	Be able to name 10 verbs Be able to say what you can and cannot do	Beginning of learning
Year 4	En Familie (The Family)	- Introduce nouns for family members and their definite article (learn about masculine, feminine and plural) - What are family members called? elle or il s'appelle comment? (what is she/he called?) elle or il s'appelle.. (she/he is called…) - Do you have a brother or sister? as-tu un frère? and as-tu une soeur? - Learn multiples of 10 to 100 - French possessives my sister, my brother, my parents (mon, ma, mes) - Linking knowledge together from Y3 and Y4 to talk about yourself and your family - Consolidation and end of unit assessment	Be able to introduce family members Be able to say what family members are called Know multiples of 10 to 100 To know how to use 'my' (masculine, feminine and plural)	This topic links to J'Apprends Le Francais and Les Couleurs et Les Numbres in year 3 and Je Me Presente in year 4
Year 5	Quel Temps Fait-il (The Weather) Les Saisons (The Seasons)	- Learn weather vocabulary - Incorporate talking about the weather with days of the week Weather map work - Say/write a simple weather forecast - Consolidation and end of unit assessment - Name the 4 seasons -Say/write a sentence about Winter – e.g. en hiver, il fait froid, et, il neige (in Winter is is cold and it snows) - Say/write a sentence about Spring e.g. au printemps, les fleurs poussent, et, les oiseaux chantant (in Spring the flowers grow and the birds sing) - Say/write a sentence about summer e.g. en été, il y a du soleil, et, il fait chaud (in Summer it is sunny and it is hot) - Say/write a sentence about Autumn e.g en automne, les arbres perdent leurs feuilles (In autumn the trees lose their leaves) - My favourite season is …(ma saison préférée est…) Consolidation and end of unit assessment	To be able to describe the weather To be able to link the weather to days of the week To be able to name the seasons To be able to write a sentence about the weather in each season	This topic links to Quelle Est La Date Aujourd'hui? In year 5
Year 6	A L'Ecole (At School)	Continuation of topic from last term		

	Topic	Key Concepts and vocabulary	Outcomes	Links to previous learning
Year 3	Les Fruits (The Fruits)	- Learn 10 fruits (singular) - Changing nouns from singular to plural - I like (J'aime..) - I don't Like Je n'aime pas..) - Consolidation and end of unit assessment	To be able to name 10 fruits To be able to say what you like and don't like	Beginning of learning
Year 4	Les Animaux (Animals) As-Tu Un Animal? (Do you have a pet?)	- Learn 10 animals - noun and definite article (further work on masculine, feminine and plural) - I have… (Je suis…) Consolidation and end of unit assessment - Learn 8 pets - noun and definite article (further work on masculine, feminine and plural) - J'ai… (I have…) and the connective et (and) Qui s'appelle (that is called) Je n'ai pas de…(I do not have..) - Putting phrases together to make longer sentences use connective but (mais) - Consolidation and end of unit assessment	To be able to name a variety of animals To say what animals you have or don't have To be able to give the names of pets Use connectives 'et' (and) and 'mais' (but) to make longer sentences	This topic inks to J'Apprends Le Francais in year 3 (I am called) and En Familie in year 4 (he/she/they is/are called)
Year 5	Au Salon de The (At the Tea Room)	- Revise Les Fruits and Les Legumes (year3) especially I like, I don't like and the language around ordering in the market - Learn a range of drinks and café foods - noun and definite article (further work on masculine, feminine and plural) - Ordering in a café - Qu'est-ce tu prends pour le petit déjeuner (What do you have for breakfast?) je prends… (I have…) s'il vous plaît (please) - Breakfast survey - Café role play - Qu'est-ce tu prends? (What will you have?) je prends (I have…) - je voudrais.. (I'd like..) l'addition s'il vous plaît (the bill please) - Consolidation and end of unit assessment	Be able to say what you like and don't like Be able to name a range of foods and drinks Be able to use café language (what will you have for breakfast, I will have, please, I would like, the bill)	This topic links to Les Fruits and Les Legumes in year3
Year 6	Le Week-end (The weekend)	- Revise telling the time by the hour - Il est… (it is..) midday, midnight (previous unit) - Telling time in detail - et quart (quarter past) moins le quart (quarter to) il est… (it is) - Learn 10 complex phrases to describe weekend activities e.g. je joue au foot (I am playing football) je vais à la piscine (I am going to the swimming pool) - Introduction to connectives to allow children to say/write longer sentences - plus tard (later) aussi (as well) - Perform a presentation about your weekend activities. Consolidation and end of unit assessment	To be able to tell the time to the quarter hour To be able to talk about activities to do at a weekend (I am playing, I am going) Use connectives 'plus tard' (later) and 'aussi' (as well) to make longer sentences	This topic links to Je Peux in year 3 This topic links to Quelle Est La Date Aujourd'hui? In year 5

	Topic	Key Concepts and vocabulary	Outcomes	Links to previous learning
Year 3	Les Legumes (The Vegetables)	- Learn 10 vegetables - Learn how to ask for weights (un Kilo de…) - Making longer sentences - "je voudrais…" (I would like) and "s'il vous plait" (please) - Market role play - "je peux vous aider?" (can I help you?), "c'est tout?" (is that everything?) and "c'est combien?" (how much is that?) - Consolidation and end of unit assessment	To be able to name 10 vegetables To be able to ask for different weights of vegetables To be able to have a market conversation (I would like, can I help you?, is that all?, how much?)	This topic links to Les Fruits in year 3
Year 4	En Classe (In The Classroom)	- Learn 11 classroom objects - noun and definite article (further work on masculine, feminine and plural) - j'ai… (I have..) and je n'ai pas de… (I do not have…) - Pencil case survey - Classroom commands - Consolidation and end of unit assessment	To be able to name objects in the classroom and the pencil case To be able to say 'I have..' and 'I don't have..' Know some classroom commands	This topic inks to Revision of j'ai… (I have..) and je n'ai pas de… (I do not have…) from Les Animaux Unit in year 4
Year 5	Les Vetements (clothes)	- Learn 21 items of clothing - noun and definite article (further work on masculine, feminine and plural) - je porte (I wear) - All forms of the verb porter - regular endings of the verb porter – - introducing the children to the concept of regular -ER verbs in French - Linking clothes worn to days of the week - Consolidation and end of unit assessment	To be able to name various clothing To be able to say what you wear on different days of the week	This topic links to Quelle Est La Date Aujourd'hui? in year 5 (days of the week) This topic could lso be linked with Quel Temps Fait-il in year 5 (weather and clothes) This topic could also link with colours in year 3
Year 6	Manger et Bouger (Healthy Lifestyle)	- Revise Au Café (Year 5) especially the different food and drinks - Learn 10 healthy food and drinks -Learn 10 unhealthy food and drinks - introduction to the concept of 'some' in French (du / de l' / de la / des). - Use of the verbs manger (eat) and boire (drink) in both positive and negative form using the form je only. - Revise Le Week-end (previous topic) especially weekend activities - Learn 8 possible activities that help/hinder a healthy lifestyle - Write a healthy recipe with cooking instructions e.g. coupez (cut) ajoutez (add) etc. - Consolidation and end of unit assessment	To be able to name healthy and unhealthy foods and drinks Be able to talk about what you will eat and drink Ba able to link healthy and unhealthy food and drinks to healthy and unhealthy activities To be able to talk about cooking (cut, add)	This topic links to les Fruits and Les Legumes in year 3 Je Peux in year 3 Au Café in year 5 Le Week-end in year 6

Flashback Four Focus

Year 3 Flashback Four Questions			
	Last Unit	Last Term	Last Year
J'Apprends le Francais (I am learning French)	New Learning	New Learning	New Learning
(Colours and Numbers)	New Learning	New Learning	New Learning
Je Peux (I can…)	J'Apprends le Francais	Colours and Numbers	New Learning
	Can you ask your partner their name and say what your name is?	**Can you count to 10?**	New Learning
Les Fruits (The Fruits)	Je Peux	Je Peux	New Learning
	Can you say 'I can speak French'?	**Can you say 'I can play and instrument'?**	New Learning
Les Legumes (The Vegetables)	Les Fruits	Les Fruits	New Learning
	Can you name 3 fruits?	**Can you say 'I like peaches'?**	New Learning

Flashback Four Focus

Year 4 Flashback Four Questions

	Last Unit	Last Term	Last Year
Je Me Presente (Presenting Myself)	Les Legumes	Les Legumes	J'Apprends le Francais
	How would you ask for a kilo of potatoes?	**How would you say 'How much is that?'**	**How would you say 'I am happy'?**
En Familie (The Family)	Je Me Presente	Je Me Presente	Je Peux
	Can you ask your partner 'how old are you? and tell them your age'?	**Can you ask your partner 'where do you live? And say where you live'?**	**Can you say 'I can swim'?**
Les Animaux (Animals) As-Tu Un Animal? (Do you have a pet?)	En Familie	En Familie	Les Fruits
	Can you say 'I have a sister'?	**Can you say 'I have 2 brothers'?**	**Can you say 'I don't like pineapple'?**
En Classe (In The Classroom)	Les Animaux	As-Tu Un Animal?	Les Legumes
	Can you say 'I have a dog'?	**Can you say 'I have a cat, she is called Snowball'?**	**Can you say 'I would like some peas please'?**

Flashback Four Focus

Year 5 Flashback Four Questions

	Last Unit	Last Term	Last Year
Quelle Est La Date Aujourd'hui? (What Is The Date?)	En Classe	En Classe	Je Me Presente
	How do you say 'I have a ruler'?	**How do you say 'Open the window'?**	**How do you say 'I am English'?**
Quel Temps Fait-il (The Weather)	Quelle Est La Date Aujourd'hui?	Quelle Est La Date Aujourd'hui?	En Familie
Les Saisons (The Seasons)	**How do you say it is 'Monday 5th January'?**	**What is the date today? (day, number and month)**	**How do you say 'I have a brother, he is called John'?**
Au Salon de The (At the Tea Room)	Quel Temps Fait-il	Quel Temps Fait-il	Les Animaux
	How do you say 'it is raining'?	**What is the weather today?**	**Tell me you have 2 fish, they are called Bob and Jack**
Les Vetements (clothes)	Au Salon de The	Au Salon de The	En Classe
	How would you say 'I would like a water please'?	**How do you say 'I would like a coffee and a cake'?**	**How do you say 'I don't have a pencil'?**

Flashback Four Focus

Year 6 Flashback Four Questions

	Last Unit	Last Term	Last Year
A L'Ecole (At School)	Les Vetements	Les Vetements	Quelle Est La Date Aujourd'hui?
	How would you say 'A yellow shirt'?	**How would you say 'I wear a green t-shirt'?**	**How do you say it is 'Friday 15th March'?**
A L'Ecole (At School)	Les Vetements	Les Vetements	Quel Temps Fait-il Les Saisons
	How would you say 'a red dress'?	**How would you say 'a white shirt on Sunday'?**	**How do you say 'it is windy today'?**
Le Week-end (The weekend)	A L'Ecole	A L'Ecole	Au Salon de The
	How do you say 'I like history'?	**How do you say 'I don't like maths'?**	**How do you Say 'I would like an orange juice and a croissant'?**
Manger et Bouger (Healthy Lifestyle)	Le Week-end	Le Week-end	Les Vetements
	How do you say 'I get up'?	**How do you say 'I play football'?**	**How would you say 'black trousers on Monday?'**