

The Languages Curriculum at Brownlow Fold



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Purpose of Study

Learning a language opens the door to other cultures and fosters pupils' curiosity about the wider world. At Brownlow Fold, our languages curriculum provides children with the foundation to express ideas and thoughts in French, both orally and in writing, as well as understanding and responding to speakers of that language. Through high-quality teaching, pupils develop the confidence to communicate for practical purposes, discover patterns in language and make links between French and English. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Our curriculum, supported by the Kapow Primary French scheme of work, aims to instil a love of language learning and an appreciation of different cultures. It provides engaging and progressive opportunities for children to listen, speak, read and write in French, building their knowledge step by step. This approach nurtures curiosity, resilience, and creativity, as well as encouraging pupils to see themselves as confident language learners.

By the end of children's Brownlow Fold journey, they will have developed the linguistic foundations necessary for further language study, as well as transferable skills such as memory, pattern-spotting and problem solving. More importantly, they will have gained the confidence to explore and enjoy communicating with others in a new language and an openness to the richness and diversity of the world around them.

Aims

The teaching of languages at Brownlow Fold aims to ensure that all pupils:

- Foster curiosity and deepen their understanding of the world through language learning.
- Develop the ability to understand and respond to spoken and written French with increasing confidence and fluency.
- Gain confidence in expressing themselves in French through speaking and writing, using key vocabulary and grammatical structures.
- Explore and recognise patterns between French and English, strengthening their awareness of how languages work.
- Build resilience and creativity in language learning, seeing mistakes as part of the learning journey.
- Appreciate and respect the cultural diversity of French-speaking countries and communities.
- Acquire a strong foundation for further study at Key Stage 3 and beyond, as well as transferable skills that support wider learning.

Curriculum Design

At Brownlow Fold, our Languages curriculum is carefully designed to ensure learning is progressive. We do this through:

- **Spiral Curriculum:** Knowledge and skills are revisited and built upon progressively across KS2, ensuring children develop depth as well as breadth in vocabulary, grammar and cultural awareness.
- **Progressive Framework:** Children move from single words and formulaic phrases in lower KS2 to increasingly complex sentence structures, opinions and justifications, and short texts in upper KS2.
- **Balance:** All language skills (listening, skills, reading and writing) are taught in balance, with a strong emphasis on oracy and confidence in communication.
- **Inclusivity:** Learning is planned with differentiation and challenge, allowing all learners to access the curriculum where learning is extended when appropriate.

Languages Key Teaching Methodology

- **Communicative Language Teaching:** Focus on purposeful communication, encouraging children to use French in meaningful contexts.
- **Task-Based Learning:** Pupils achieve communicative outcomes (e.g., role-playing a shop transaction, planning a holiday) that replicate real-life language use.
- **Phonics and Language Detective Skills:** Pupils are explicitly taught to notice sound–spelling patterns, spot cognates, and apply grammar rules independently.
- **Scaffolded to Independent:** Lessons move from repetition and modelling → guided practice in pairs/groups → independent application in speaking/writing (linking to the Rosenshine’s Principles of Direct Instruction)
- **Intercultural Approach:** Authentic materials and cultural references support engagement and broaden world knowledge.

Languages Key Teaching Pedagogy

- **Active Learning:** Pupils learn by doing — speaking, listening, and interacting — rather than passive memorisation.
- **Oracy Development:** Oracy is prioritised, with opportunities for dialogue, presentation, role-play, and structured talk embedded throughout.
- **Metacognitive Skills:** Pupils reflect on strategies for remembering vocabulary, spotting patterns, and self-correcting.
- **Differentiation:** Activities are adaptable by outcome; higher-ability learners are stretched through extended tasks, while scaffolds support those who need it.
- **Building Confidence:** Low-stakes speaking opportunities and celebration of effort help pupils take risks in language use.
- **Cross-Curricular Links:** Links with geography, art, maths, science and culture are highlighted, reinforcing the relevance of French beyond language learning.

Teaching Strategies

- **Modelling and Repetition:** Teachers model accurate pronunciation and intonation; pupils practise through choral repetition, games, and paired activities.
- **Interactive Activities:** Songs, rhymes, role-play, and storytelling ensure engagement and memorisation of key structures.
- **Scaffolding for Success:** Use of visuals, sentence stems, actions, and word banks enable pupils to participate orally before moving to independent production.
- **Progressive Challenge:** Opportunities for open-ended responses, extended speaking, and creative writing challenge higher-ability learners.
- **Assessment for Learning:** Ongoing questioning, mini whiteboard tasks, peer/self-assessment, and end-of-unit reflections provide feedback to inform next steps.

Rosenshine’s Principles of Direct Instruction and Languages

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support. Our French curriculum aligns closely with these principles, ensuring consistency across key stage two.

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	Questioning: Children are asked lots of questions and responses are checked for pupil understanding. 	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation. 	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills and the Bottom 20% in Reading

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. This means giving pupils repeated opportunities to acquire, revisit, and apply core concepts. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind. A strong foundation in core language knowledge is essential for supporting pupils' long-term progress in French. Building secure understanding of key phonics, vocabulary, and grammatical structures enables children to develop confidence, accuracy, and independence as language learners. Foundational knowledge provides the tools for communication and allows pupils to make meaningful connections between new learning and prior understanding. Through the Kapow Primary French scheme of work, this focus is embedded and progressive. The scheme systematically revisits key knowledge such as pronunciation patterns, common sentence structures, and high-frequency vocabulary ensuring that learning is revisited, reinforced, and applied in new contexts. This cumulative approach supports pupils in retaining essential language knowledge over time, while also promoting enjoyment and curiosity in language learning. By prioritising foundational knowledge, our teaching ensures that all pupils, including those with additional needs or limited prior experience of language learning, can access and succeed in French.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects. Developing strong basic skills is vital for pupils to succeed in learning French. These skills including listening carefully, accurate pronunciation, recognising key vocabulary, constructing simple sentences, and responding appropriately form the building blocks of language learning. When pupils are secure in these fundamentals, they are better able to apply their knowledge confidently, communicate meaningfully, and build towards greater fluency. The Kapow Primary French scheme of work supports the systematic development of these essential skills through a clear, progressive structure. Lessons provide regular opportunities for pupils to practise speaking, listening, reading, and writing in manageable steps, with repetition and reinforcement built in. The scheme also promotes the use of songs, games, and interactive activities to help pupils internalise the basics in an engaging and memorable way. By prioritising these core skills, our approach ensures that all pupils regardless of their starting points develop the confidence and competence needed to progress in French. This focus underpins sustained language learning and prepares pupils for continued success as they move through KS2 and onto further study.

How these skills look in our languages curriculum:

- **Listening:** Understanding spoken words, phrases, instructions, and short dialogues.
- **Speaking/Oracy:** Repetition, role-play, greetings, describing people/objects, and asking/answering simple questions.
- **Reading:** Decoding familiar vocabulary, cognates, short texts, and simple instructions.
- **Writing:** Copying, labelling, and constructing simple sentences using learned vocabulary and sentence structures.
- **Language Detective Skills:** Using context, patterns, and prior knowledge to infer meaning in unfamiliar language.

Addressing the Needs of the Bottom 20% in Reading

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. We offer targeted support for the bottom 20% in reading because fluency is essential for accessing the wider curriculum. Without secure reading skills, pupils risk falling behind across all subjects. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** including additional phonics, precision teaching, and guided reading tailored to need.
- **Skilled adult support** deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.

Supporting the bottom 20% of readers is a key priority to ensure that all pupils can access and succeed in language learning. These pupils often need additional support with decoding, retention of vocabulary, and understanding written texts, which can impact their confidence and participation in French lessons. By addressing these barriers early, we can promote inclusion, build self-esteem, and enable every child to experience success in learning a new language. The Kapow Primary French scheme of work provides structured opportunities to support these learners through its clear progression, visual resources, and emphasis on speaking and listening before reading and writing. Lessons use repetition, songs, games, and visual prompts to reinforce key vocabulary and sentence structures in an engaging, accessible way. This multi-sensory approach helps pupils strengthen their oral language and comprehension skills, which in turn supports their developing reading fluency. Teachers adapt activities and

provide targeted support such as pre-teaching vocabulary, using visual aids, and offering additional modelling to ensure that the bottom 20% of readers can fully participate and achieve success in French. This focus ensures equity of access and fosters positive attitudes towards language learning for all pupils.

How this looks in our languages curriculum:

- **Scaffolded Access:** Use of visual prompts, gestures, and sentence stems to reduce decoding demands.
- **Oracy-first Approach:** Prioritising listening and speaking before independent reading/writing to build confidence and understanding.
- **Small Steps and Repetition:** Breaking vocabulary and grammar into manageable chunks with frequent review.
- **Multi-sensory Learning:** Incorporating songs, rhymes, actions, and games to reinforce vocabulary and concepts.
- **Peer and Teacher Modelling:** Regular guided practice, paired work, and teacher demonstrations to support comprehension and pronunciation.
- **Regular Formative Assessment:** Identifying gaps in understanding early and providing targeted support.

Our strategy reflects a moral and professional commitment to equity. By prioritising foundational knowledge, systematically developing basic skills, and providing scaffolded support, we ensure that all pupils including the bottom 20% leave Brownlow Fold equipped for the next stage of learning. This approach ensures progression, supports language acquisition, and builds strong oral, reading, and writing skills across KS2 so that pupils can engage confidently with French.

Adaptive Teaching

We are committed to providing every pupil with the opportunity to experience success. Our whole-school approach ensures that:

- **Lessons are adapted**, while maintaining high expectations, so that all pupils are supported to meet the same ambitious outcomes.
- **New content is carefully balanced**, enabling pupils to secure mastery of key concepts before progressing.
- **Learning support staff are deployed effectively**, maximising the impact of targeted support.
- **Provision is quality assured**, with external validation including DAQM (November 2024) and BPTAA (July 2025).

All pupils access the same broad and ambitious curriculum, with scaffolds provided where needed to ensure equity and high achievement. This approach not only raises attainment but also raises aspirations for all learners. Teachers use a range of strategies tailored to pupils' needs, while also making in-the-moment adaptations for example, adjusting language, clarifying tasks, re-explaining concepts, or presenting information in a different way. Within our languages curriculum using the Kapow scheme, each lesson provides teachers with adaptive teaching support. This includes pupils needing more support and pupils working at greater depth.

How we adapt the curriculum for pupils with SEND in Languages:

- Good acoustics are important for all language learning.
- Interactive whiteboards are non-reflective to reduce glare.
- In guided reading/writing place pupils who need most support sit opposite the teacher so they can hear and see teacher prompts clearly.
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- We avoid the need for copying lots of information. For example, notes on interactive whiteboards are printed off for all pupils.

- We reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.
- Film, interactive computer material, role-play and drama contribute to effective language learning.
- ICT can offer alternatives to writing as a way of responding to text.
- In language learning, ICT allows pupils to listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness.
- We use symbols and audio recordings to associate a word and an object.
- In languages, pupils learn key vocabulary.

How we build in Challenge:

- **Spiral Curriculum/Revisiting with increasing depth** vocabulary, grammar and phonics are revisited multiple times over KS2. Each revisit isn't just repetition: pupils are expected to handle more complexity, more accuracy, and more variety. This means higher ability pupils can engage in tasks that deepen their understanding rather than just repeating what they already know. For example: some units of work expect pupils to use conjunctions, adverbs and more complex sentence structures.
- **Language Detective Skills** Pupils are taught to use strategies for dealing with unknown language. For example: cognates/near-cognates, seeing patterns and using context rather than simply learning by rote. Higher ability pupils can use these skills more independently to tackle more challenging texts, make predictions and experiment with unfamiliar structures.
- **Grammar Focus and Discrete Grammar Teaching** Grammar is integrated throughout our languages curriculum as well as being taught discretely. Pupils are gradually exposed to more complex grammatical concepts. Higher ability pupils can be expected to handle more sophisticated grammar and to self-correct using grammar knowledge.
- **Progressive skills in speaking, listening, reading and writing** Early KS2 focuses on oral skills, over time more expectation is added for reading and writing. For higher ability pupils, this means they can engage with more extended reading and writing tasks. Tasks that include expressing opinion and justifying personalisation can stretch and challenge pupils.
- **Length of texts/variety and complexity** As pupils move throughout KS2, they face longer texts, varied inputs (authentic and semi-authentic), more demanding listening comprehension and varied reading. Pupils are expected to produce more continuous writing rather than isolated sentences.
- **Differentiation and Challenge** Throughout our languages curriculum, each planned lesson includes adaptive teaching guidance to provide support for pupils who require more support and those pupils who need challenge.

Explicit Teaching of Vocabulary

Vocabulary is the foundation of language learning. Without a secure knowledge of words and their meanings, pupils are unable to develop confidence in speaking, listening,

reading, or writing in another language. The National Curriculum for Languages (2014) emphasises that pupils should “*understand and respond to spoken and written language from a variety of authentic sources*” and “*speak with increasing confidence, fluency and spontaneity*”. These goals can only be achieved if pupils have a secure and accessible bank of vocabulary to draw upon.

Explicit teaching of vocabulary ensures that our pupils can:

- Recognise, recall, and use high-frequency words in meaningful contexts.
- Make connections between French and English (including cognates) and spot patterns across languages.
- Build their knowledge progressively, revisiting, and deepening vocabulary over time.
- Develop the linguistic repertoire needed for practical communication and creative expression.

Our languages curriculum is carefully structured to support this. Vocabulary is introduced in manageable steps, grouped thematically, and revisited regularly to ensure retention. Lessons explicitly model pronunciation, support memory with songs, games and visuals and provide opportunities for children to practice using new words in speaking and writing. This approach aligns with the National Curriculum’s expectations that language learning should combine knowledge, skills and cultural awareness while building the foundations for future study.

By explicitly teaching vocabulary, we enable pupils not only to communicate effectively in French but also to develop wider learning skills such as memory, sequencing and pattern recognition. This ensure that language learning is inclusive, accessible, and enjoyable for all learners.

Progression of Vocabulary

Year 3		Year 4		Year 5		Year 6	
bonjour salut au revoir bonsoir bonne nuit ça va bien ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui rouge bleu jaune vert orange un cercle un triangle	une gomme une trousse des ciseaux j'ai je n'ai pas tu as...? un ferry un train un autobus un ballon un hélicoptère un vélo un sous-marin un avion une voiture un bateau à pied je vais un éléphant	il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s) un T-shirt un short un pantalon un chapeau une culotte	il neige il y a du soleil il y a du vent le nord le sud l'est l'ouest le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime s'il vous plaît merci	le corps la tête la bouche le nez les yeux les pieds les bras les jambes les dents la queue court (s) courte (s) long (s) longue (s) le Système solaire le Soleil la Lune	au nord au sud à l'est à l'ouest je vais tu vas la France la Grande-Bretagne un pays un drapeau parce que il y a chanter courir danser dormir écrire	le sport je joue je fais le football le basketball le tennis le rugby le ski la boxe le gymnastique la natation le tir à l'arc le skate j'aime j'adore je déteste le ballon	le jardin la salle de bain à côté de derrière devant entre sous sur je vais en/au/aux ... je vais aller ... maintenant demain les vacances une valise en été en hiver pourquoi ?

un carré un rectangle grand petit c'est un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze un crayon un taille-crayon un stylo un cahier un sac une règle	un lion un lapin un lou un oiseau un poisson un serpent un singe un ver une grenouille une tortue une girafe	une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte onze, douze, treize, quatorze, quinze, seize, dix-sept, dix- huit, dix-neuf, vingt, vingt-et-un, trente un anniversaire il fait beau il fait mauvais il fait chaud il fait froid il pleut	le serveur l'addition le piano le violon le saxophone le clavier la guitare la flûte la flûte à bec la clarinette la batterie la trompette jouer de la musique	la Terre une planète l'espace plus ... que moins ... que grand petit chaud froid trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingt-dix cent ça fait ... c'est combien ?	jouer lire manger nager aimer avoir être mon frère ma sœur fils/fille unique mon père ma mère mes parents mon grand-père ma grand-mère mon oncle ma tante mon cousin ma cousine	le but le sifflet le terrain marquer un but mi-temps sauver un but un carton jaune un carton rouge une équipe un match de foot un footballeur/footballeuse une maison le salon la chambre la cuisine	parce que cette année beaucoup de en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche
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The Importance of Retrieval Practice

Retrieval practice the act of recalling previously learned information is one of the most effective strategies for strengthening memory and improving long-term learning. Research shows that knowledge is forgotten rapidly if not revisited, a process described by Ebbinghaus' Forgetting Curve, which illustrates how retention drops steeply over time without reinforcement. Retrieval interrupts this decline: every time pupils recall information, the memory trace strengthens, making it easier to access in the future. This not only improves recall but also helps pupils transfer knowledge to new situations.

At Brownlow Fold, retrieval practice is a high priority across all areas of the curriculum. We believe that remembering more leads to knowing more, and we have embedded strategies to ensure pupils revisit and apply prior learning regularly.

Whole-School Approaches

Retrieval Alley

To support retrieval, we have created a **Retrieval Alley** a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a **‘Key Knowledge Box’** containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school.



Brownlow Time Traveller

Each class celebrates a **‘Time Traveller of the Week’** to reward pupils who excel in retrieval activities.

Teachers look for children who:

- Connect current lessons to previous units.

Brownlow Fold Primary School

Congratulations



Knowledge is power.
Travel back to bring it forward.

You are a Brownlow Fold **Time Traveller** of the Week because you successfully discussed your previous learning, consolidated your understanding and strengthened your recall.

Link 	Learn 	Know 	Retrieve 	Apply 
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- Recall key facts, vocabulary, and methods with increasing accuracy.
- Explain how prior knowledge has supported their learning today.
- Show effort and positivity in retrieval activities.

Curriculum-Based Retrieval

Green for Growth Checks: At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.

Knowledge Organisers: Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.

The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

<u>Link</u>	<u>Learn</u>	<u>Know</u>	<u>Retrieve</u>	<u>Apply</u>
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

These approaches ensure pupils are consistently **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

Retrieval Practice in Languages

Our languages curriculum is designed with retrieval practice at its core to ensure that pupils retain and build on prior learning. Each unit revisits previously taught vocabulary, grammar, and phonics, giving pupils repeated opportunities to recall and apply their knowledge in new contexts. Lessons begin with a 'recap and recall' section which consists of short retrieval activities such as games, songs, or quick-fire questions. This activates prior knowledge and strengthens memory pathways.

Knowledge is sequenced progressively, with key vocabulary and structures reappearing across different topics so that learning is reinforced rather than taught in isolation. This approach helps pupils make connections, deepen understanding and embed language into long-term memory. Retrieval is not only about recalling words but also about applying this knowledge in practical speaking, listening, reading, and writing tasks.

Retrieval in our French curriculum has been planned and sequenced so that each half term pupils recall key knowledge and skills from the previous unit of work. Pupils are given the opportunity to recall language from the previous half term through short retrieval tasks, songs, games, and oral rehearsal. This way pupils are prepared to confidently access increasingly complex language as they progress through the curriculum.

Languages Retrieval Practice						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1 – French Greetings		Unit 2 – Describe colour, shape and size	Unit 3 – Recall numbers 1-12	Unit 4 – French Classroom	Unit 5 – French Transport
Year 4	Year 3 : Unit 6 Life Cycles	Unit 1 – Describing	Unit 2 - Clothing	Unit 3 – Numbers, days, months, seasons	Unit 4 – Weather and Water Cycle	Unit 5 – Food
Year 5	Year 4 : Unit 6 Eurovision	Unit 1 – Monster pets	Unit 2 - Space	Unit 3 - Shopping	Unit 4 – French speaking world	Unit 5 - Verbs
Year 6	Year 5 : Unit 6 A French Family	Unit 1 – Sports/Olympics	Unit 2 – Football Champions	Unit 3 – French house	Unit 4 – French holiday	Unit 5 – Visiting a town

Retrieval Practice Examples:

Colors:

Pink - Rose
Rouge - Red
Orange - Orange
Yellow - Jaune
Green - Vert
Blue - Bleu
Purple - violet
Black - Noir
Brown - Marron
White - blanc
Blue - Bleu

Weather: Il pleut, Il fait froid
 Il fait beau - beautiful
 Il fait soleil - Hot and sunny.
 Il fait chaud - hot.

Food: Des champignons,
 un banane, un Pomme
 de terre, un pomme
 le carrot.

Clothes -
 Un robe - dress
 un pantalon - trousers.



Tuesday 9th January 2024

Retrieval Practice – French

Do you know numbers Eleven to Twenty in French?

Eleven Onze

Twelve Douze

Thirteen Treize

Fourteen Quatorze

Fifteen Quinze

Sixteen seize

Seventeen Dix - Sept

Eighteen Dix - Huit

Nineteen Dix - neuf

Twenty vingt

Last Week	Last Term	Last Year	Further Back
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Retrieval practice involves generating answers to questions about previously learnt information. Retrieval practice provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

For example, this could take the form of a past paper, a multiple-choice quiz or a verbal question and answer. This requires children recalling information that they have learned throughout the week, term, year, previous years and has several benefits:

- It helps the children make new connections
- It helps strengthens existing connections
- It is reliable under pressure
- It gets information into their long-term memory (which also makes it easier to learn new things)
- It provides a foundation for future learning as it prompts feedback

Oracy

At Brownlow Fold, we view oracy as a fundamental skill that underpins learning, social development, and future success. Through deliberate teaching across all subjects, pupils are supported to develop strong speaking and listening skills, use vocabulary and grammar accurately, and communicate with clarity and respect. Oracy at Brownlow Fold not only supports academic achievement, critical thinking, and deeper understanding, but also builds confidence, empathy, and positive relationships. By providing language-rich experiences, we help close attainment gaps, ensuring every child has the opportunity to thrive in school and beyond.

Oracy in Languages

- **Listening and responding:** Pupils practise identifying sounds, words, and meaning through songs, rhymes, stories, and teacher modelling.
- **Speaking for communication:** Pupils are encouraged to use target language in everyday routines (e.g. greetings, instructions) and short exchanges.
- **Pronunciation and intonation:** Repetition, call-and-response, and phonics work support accurate and confident delivery.
- **Developing fluency:** Structured speaking tasks (pair work, role-plays, and games) move pupils from single words → short phrases → full sentences.
- **Confidence building:** Oracy develops through regular low-stakes opportunities to “have a go” without overemphasis on correctness.

How we embed Oracy in the language's curriculum

We build oracy systematically, using a spiral curriculum where vocabulary and structures are revisited and extended. Here are some key features:

Speaking and Listening are Core Strands

- Each unit balances listening, speaking, reading and writing — but speaking and listening are heavily emphasised in early KS2.
- Many lessons include choral repetition, songs, rhymes, and games that prioritise sound–symbol correspondence.

Language Detective Skills

- Pupils are encouraged to listen carefully for cognates, patterns, and familiar sounds, supporting phonological awareness and pronunciation.

Role-play and Practical Contexts

- Units like ‘Shopping in France’ or ‘Planning a holiday’ include role-play, dialogues, and pair/group speaking activities where pupils practise functional language in context.

Progressive Speaking Goals

- KS2 progression: from repeating words/phrases → asking and answering questions → expressing opinions → justifying choices and reasons.
- Example: In French Monster Pets, pupils start by describing features, then higher-ability learners give extended oral descriptions with adjectives.

Scaffolding for Confidence

- Use of actions, visuals, and sentence stems means children can rehearse orally before moving to independent speaking.
- “Model–repeat–adapt” is a key approach.

Authentic Pronunciation Practice

- Audio support and teacher pronunciation guides give consistent exposure to correct French sounds, helping pupils imitate accurately.

Oracy Linked to Cultural Learning

- Pupils practise speaking about real Francophone places, foods, traditions — making language meaningful and communicative.

Examples from the Units

- **Year 3:** Getting to know you → greetings, introducing self, asking simple questions in pairs.
- **Year 4:** Portraits → describing facial features and colours, practising adjective–noun agreement orally.
- **Year 5:** Space Explorers → presenting descriptive sentences about planets; higher pupils extend with reasons (“parce que...”).
- **Year 6:** Planning a holiday → oral role-play of booking travel, giving preferences, asking questions.

Intent

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.’ (National Curriculum). Our languages curriculum intends to instil a love of language learning and awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. We intend to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a stronger understanding of English language, facilitating future study and opening opportunities for work later on in life. The skills, knowledge and understanding gained through learning a language contribute to the development of pupil’s oracy and literacy and to their understanding of their own culture and those of others. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We will prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully. Our languages curriculum matches the scope and ambition of the national curriculum. It is increasingly demanding and broadens and deepens our pupils’ linguistic knowledge. Languages is clearly taught in our curriculum, in its own right, from the start of year 3 to the end of year 6. Curriculum plans prevent pupils from forgetting what was taught previously as retrieval practice is detailed within the curriculum.

Implementation

Our French curriculum is designed with three knowledge strands that run throughout our units with knowledge building cumulatively: These are: **Phonics**, **Vocabulary** and **Grammar**. This knowledge can then be applied within our skills strands, which also run throughout each unit of work. These are: **Language Comprehension** (listening and

reading) and **Language Production** (speaking and writing). Through our spiral curriculum, key skills and vocabulary are revisited and repeated with increasing complexity, allowing pupils to revise and build on previous learning. Our curriculum focuses on developing 'language detective skills' and developing an understanding of French grammar, and key vocabulary. The progression of skills and knowledge ensures that attainment targets are securely met by the end of Key Stage 2. Through our languages curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. Our curriculum provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. Our lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work.

Units are selected and lessons are planned, to ensure that each pupil's knowledge of phonics, vocabulary and grammar is introduced systematically and revisited regularly. Between years 3 and 6, threads of content will be repeated, practised and built upon to show a clear progression in understanding of how to speak, read, write and listen in French.

During one unit:

- new learning builds on prior knowledge and understanding
- phonics, vocabulary and grammar are introduced systematically and explicitly
- pupils are encouraged to answer questions and express themselves in French, both verbally and through written work
- pupils are given the opportunity to use and manipulate their acquired French language vocabulary skills to show a clear understanding of grammatical structures that have been introduced

Impact

All teachers adhere to the curriculum intent for languages and have high expectations and a high level of confidence and expertise. Teaching ensures that pupils are able to make use of their prior learning in moving their understanding forward. Teachers present new knowledge in small connected steps and use a wide variety of methods to model concepts and processes. Formal, summative assessment in French takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding and Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.

Through learning French our pupils are given the chance to not only gain an awareness of other cultures and countries, but also foster an interest in learning a foreign language and the benefits of doing so. They will also develop their speaking and listening skills, understand that different languages have different structures and develop transferable skills to learn foreign languages in the future. The majority of pupils are already bilingual and they enjoy learning French. When our pupils leave year six, they are well prepared for the demands of the KS3 languages curriculum.

A linguist at Brownlow Fold:

- Are enthusiastic, independent language learners
- Understands that languages are a part of a broader cultural understanding
- Can read and speak vocabulary and simple sentences
- Can explore new words and grammar independently
- Are motivated, reflective and resilient learners through developing their ability to read, write and speak French
- Can reflect on similarities and differences between our own culture/language and others.
- Are tolerant and responsible citizens through developing their appreciation of how others live and by learning in more depth about other cultures and languages other than our own
- Engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Languages.

National Curriculum - Subject Content

Key Stage Two

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.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

- describe people, places, things and actions orally and in writing
- 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

Learning beyond the Classroom

Learning beyond the classroom plays a vital role in enriching pupils' language acquisition and cultural understanding. It provides opportunities to apply learning in meaningful, authentic contexts and helps to deepen engagement with the French curriculum. These experiences broaden pupils' horizons, strengthen cultural awareness, and encourage curiosity and confidence in using the language.

As part of our strategic development of French, we are expanding our curriculum through a range of activities designed to enhance learning and promote a love of languages:

- **French Culture Day:** An immersive event celebrating French language and culture. This includes a "Trip to Paris" workshop, enabling pupils to experience real-world scenarios—such as ordering food, navigating the city, and exploring French life—in a creative, interactive way. This practical application builds confidence, fluency, and enthusiasm.
- **Curriculum Enrichment Resources:** A new collection of French reading books and reference materials has been ordered to support the curriculum. These resources will widen pupils' exposure to authentic language, support differentiated learning, and encourage independent study both inside and outside the classroom.
- **Outreach Teaching Programme:** We will be welcoming a specialist French teacher who will deliver a high-quality lesson across classes as part of an outreach initiative. This provides pupils with expert language modelling, exposure to native or fluent pronunciation, and enriched cultural knowledge. Staff will also benefit from professional development through collaboration and shared practice.

Together, these initiatives ensure that pupils not only learn French within the classroom but also experience it as a living, vibrant language. This approach supports higher levels of motivation, deeper cultural understanding, and improved linguistic outcomes across the school.

Other Enrichment Opportunities: Children have the opportunity to take part in forest schools led by the Assistant Headteacher.

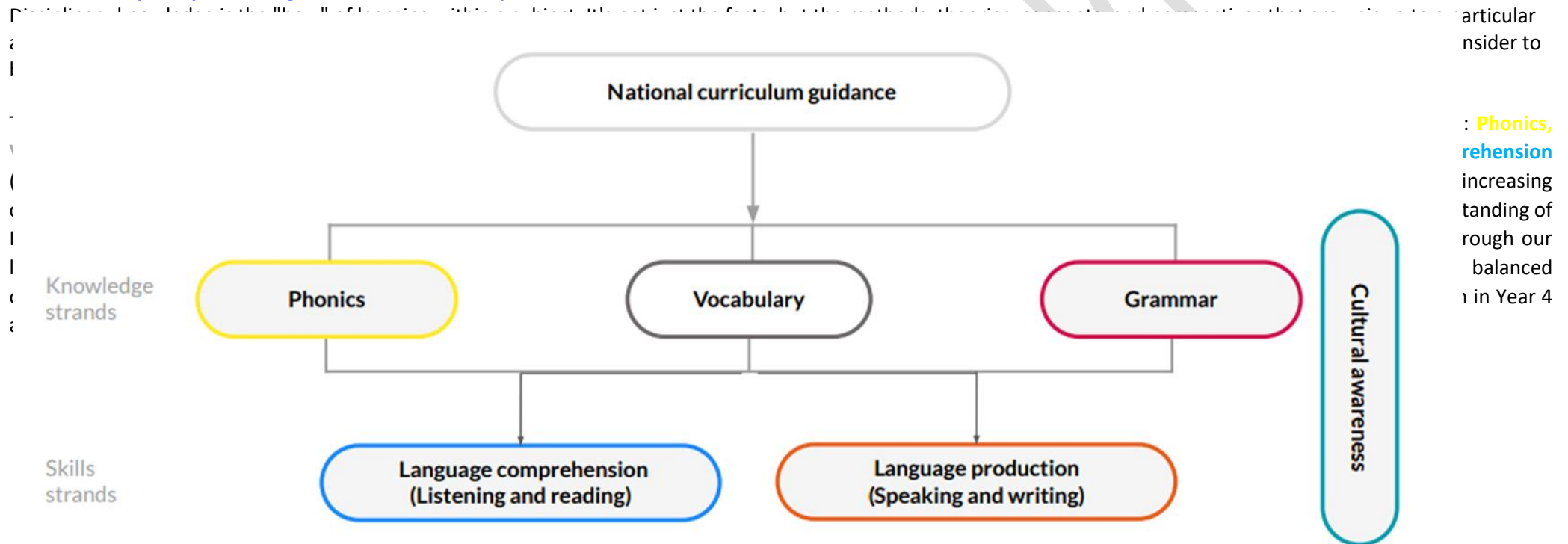
Knowledge and Skills Strands

Substantive Knowledge: Established Facts

Substantive knowledge is the collection of established facts within a subject. It's the content that our pupils **need** to know.

Substantive knowledge is content-driven and focused on what we know. It's the "what" of a subject, providing the foundational knowledge needed to understand the world. The substantive knowledge we consider to be the essential knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Essential Disciplinary Knowledge: Methods and Concepts



Our Languages Curriculum – Knowledge and Skills

Our French curriculum is built around the following six key areas:

- **Phonics** – becoming familiar with key French phonemes, spelling and pronunciation.
- **Vocabulary** – introducing commonly-used words; memorising high-frequency keywords.
- **Grammar** – systematically learning French grammar and applying it in a variety of contexts; practising grammar structures in speaking, writing, reading and listening activities.
- **Language comprehension (listening and reading)** – applying knowledge of phonics, vocabulary and grammar; decoding what the children hear and read more accurately and efficiently using a range of strategies.
- **Language production (speaking and writing)** – applying what the children have learnt across other knowledge strands to speak and write in French.
- **Cultural awareness** – learning about French food, celebrations, festivals, art and French-speaking countries around the world.

Spiritual, Moral, Social and Cultural Development

Our Languages Curriculum whilst following the Kapow scheme actively promotes pupils' spiritual, moral, social and cultural development through meaningful, inclusive and engaging language learning experiences. Children develop spiritual awareness by exploring their own sense of identity and expression through a new language, appreciating the beauty of communication and the diversity of human experience. Moral understanding is fostered as pupils learn to respect and value cultural differences, demonstrating empathy and tolerance when exploring traditions, customs, and ways of life from French-speaking countries. The scheme also nurtures social development through collaborative activities, games and role-play that encourage teamwork, turn-taking, and respectful listening. Cultural development is embedded throughout, with opportunities to celebrate festivals, foods, music, and stories from French and Francophone cultures, helping children to become open-minded, curious, and globally aware learners.

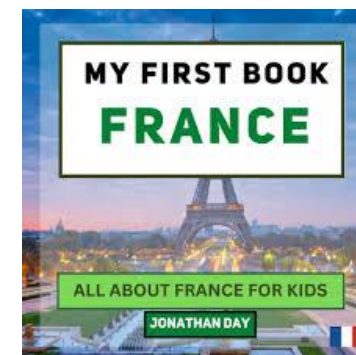
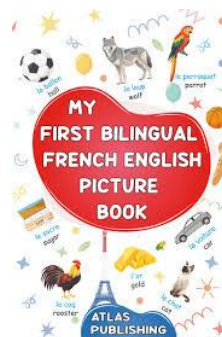
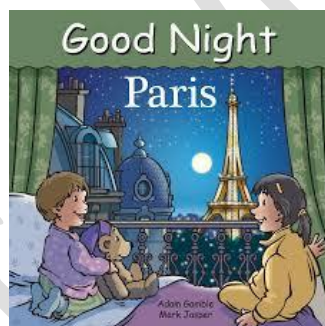
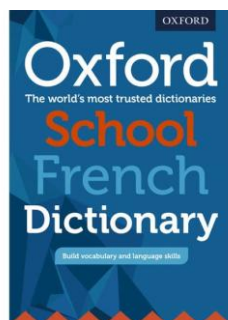
Spiritual Development	Moral Development
• Provides opportunities to learn about life in another country and consequently to reflect on their own lives. • Encourages children to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.) • Instils a sense of wonder around language etymology through developing language detective skills. • Gives opportunities for pupils to reflect on their language skills.	• Provides opportunities to further explore moral issues, such as stereotyping and access to education around the world.
Social Development	Cultural Development

- | | |
|--|--|
| <ul style="list-style-type: none"> • Promotes communication and conversation skills. • Gives opportunities to cooperate with a group towards a shared goal. • Ensures that there are regular opportunities to work with their peers from different backgrounds and abilities. | <ul style="list-style-type: none"> • Fosters respect for French culture and subsequently other cultures as well. • Encourages pupils to reflect on their own cultural heritage when considering cultural differences. • Celebrates cultural differences as a positive thing. • Explores the commonalities between French and British culture. • Raises awareness of the need to challenge cultural stereotypes. • Develops awareness of social conventions in France and that social conventions differ between cultures. • Celebrates cultural achievements in France (art, architecture, sport, music). |
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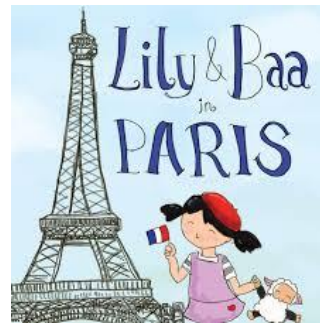
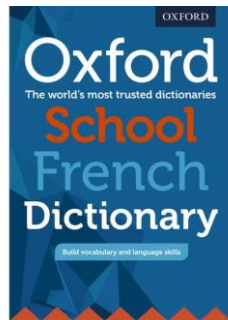
High quality resources and texts underpinning our curriculum

Languages is promoted and prioritised at Brownlow Fold which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality texts to inspire our children to create high quality pieces of writing, encourage the love of reading and embed their skills further. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range of fabulous resources which are used to support learning. Each year group has access to various resources linked to each of their topics.

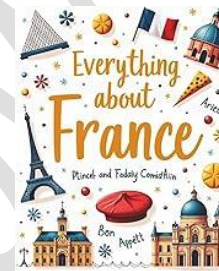
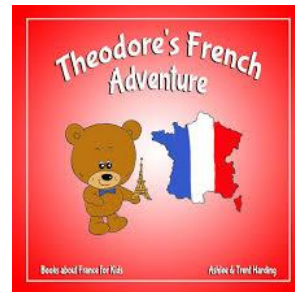
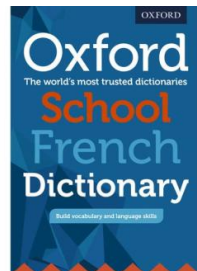
Year Three



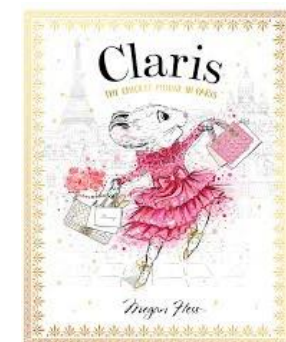
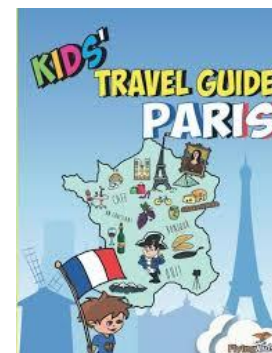
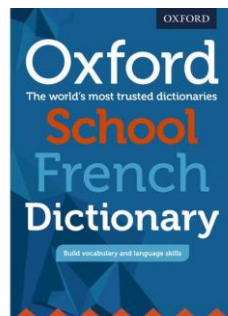
Year Four



Year Five



Year Six



Year 3			
Autumn 1	French greetings with puppets	Autumn 2	French adjectives of colour, size and shape
	Using puppets to learn a variety of French greetings and introductions and choosing the correct greeting based on the time of day.		Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun and identifying cognates - similar sounding words in English and French.
Spring 1	French playground games- numbers and age	Spring 2	In a French classroom
	Counting in French from one to twelve, asking how old someone is and answering the same question. Comparing sentence structures in French and English.		Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that French nouns are either 'masculine' or 'feminine.'
Summer 1	French transport	Summer 2	A circle of life in French
	Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' - to go.		Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.

Year 4

	Portraits - describing in French		Clothes- getting dressed in French
Autumn 1	Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Autumn 2	Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.
Spring 1	French numbers, calendars and birthdays Learning: the numbers 1-31, the days of the week, months of the year, dates and seasons through maths, songs and class surveys. Researching the dates of French festivals.	Spring 2	French weather and the water cycle Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about the temperature.
Summer 1	French food - miam, miam! Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.	Summer 2	French and the Eurovision Song Contest Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding knowledge of the French names for European countries.

Year 5

Autumn 1	French monster pets	Autumn 2	Space exploration - in French
	Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.		Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.
Spring 1	Shopping in France	Spring 2	French speaking world
	Learning to construct high numbers, developing food-related vocabulary, building on understanding of sentence structures, questions and phrases.		Learning about French speaking countries, learning to give and follow directions, discussing climate and using comparative language.
Summer 1	Verbs in a week	Summer 2	Meet my French family
	Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.		Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.

Year 6

	French sport and the Olympics		French football champions
Autumn 1	Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	Autumn 2	Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.
Spring 1	In my French house Describing a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.	Spring 2	Planning a French holiday Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.
Summer 1	Visiting a town in France Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.	Summer 2	Revision.

Brownlow Fold

Teaching Sequence

Our languages curriculum provides a structured and progressive approach to language learning. Each unit builds on prior knowledge through carefully sequenced lessons that develop pupil's confidence in listening, speaking, reading and writing in French. Lessons are designed to be interactive, practical and engaging, making use of songs, stories, games and visual support to promote enjoyment and cultural awareness. Our teaching sequence ensures a clear progression of key vocabulary, phonics, and grammatical structures, whilst supporting the development of oracy and communication skills. Activities are fully differentiated and inclusive, supporting pupils with EAL and SEND through visual prompts, repetition and opportunities for collaborative learning.

Our spiral curriculum enables revisiting and reinforcement of core language skills across year groups, ensuring retention and long-term understanding. The Kapow scheme encourages cross-curricular links, for example, through art, geography and cultural celebrations, helping pupils make meaningful connections to their wider learning.

Each unit of work is carefully designed to build on knowledge and skills in small, meaningful steps, ensuring pupils develop both linguistic fluency and cultural understanding. A typical unit of work contains six lessons, each following a clear and consistent sequence that promotes progression, retrieval and connection.

- **Unit Overview and Prior Knowledge** Each unit begins by revisiting prior learning – key vocabulary, sounds and phrases from previous lessons or units. The retrieval practice activates long-term memory, enabling pupils to make links between familiar and new language. Visual and oral cues are often used to consolidate recall before introducing new content.
- **Introduction of New Learning** New vocabulary and structures are introduced through modelling and repetition, supported by songs, stories, videos and images to establish meaning. Teachers model pronunciation (with the support of Mouth Mechanics), intonation, and sentence formation, supporting pupils to build accurate mental models of how language works.
- **Guided Practice** Pupils practice new language in structured contexts – such as games, paired work, or choral repetition – enabling them to apply knowledge with increasing independence.
- **Independent and Creative Application** Later lessons in the sequence move towards more independent use of language, where pupils apply their learning in new contexts (creating short dialogues, describing pictures or performing).
- **Retrieval and Reflection** Each lesson and unit of work provides opportunities for retrieval practice – revisiting key vocabulary and sentence structures through quick-fire games, quizzes and recall activities.

Our Lesson Structure

Each French lesson follows the same structure:

- **Recap and Recall** Each lesson begins with Recap and Recall to activate prior knowledge and strength long-term memory retrieval. Pupils revisit vocabulary, sounds and sentences structures from previous learning. This stage ensures learning is cumulative, not isolated, supporting progression across the sequence.
- **Attention Grabber** This is designed to spark curiosity, focus attention and introduce new learning in an engaging and meaningful context. The Attention Grabber is often a story, song, video, image or games that immerses pupils into the new topic. It helps to capture interest and motivate participation, provide a contextual hook for new vocabulary and structures and support comprehension through visuals and actions particularly for EAL learners.
- **The Main Event** This stage is where teachers explicitly teach and practice new language in structured and interactive ways. During The Main Event, teachers model pronunciation, intonation, and grammar, guiding pupils through listening, speaking, reading and writing tasks. This stage allows for modelling and guided practice leading to independent application.
- **Wrapping Up** This is where learning is consolidated, teachers assess understanding and prepare for future retrieval. This final stage focuses on reflection and recall allowing pupils to summarise key learning, demonstrate understanding through games, quizzes and discussion and reflect on progress as they prepare for the next step.

This structure is designed to balance retrieval, engagement, explicit teaching and reflection ensuring lessons are cognitively aligned with how pupils' best acquire, retain and apply new language. This consistency supports teacher clarity, learner confidence and curriculum coherence across KS2.

Within each unit of work, we include a Green for Growth post learning check. This task is designed to enable pupils to showcase all the knowledge they have acquired and demonstrate their depth of understanding. The Key Knowledge for each unit is in bold, retrieved and then applied to future learning across the curriculum. Each unit of work is also enhanced by a unit specific knowledge organiser which highlights the key knowledge for that particular unit of work.

Teachers use the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for languages.

Each half term pupils are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides pupils with the opportunity to share their learning with others and make connections between components. Pupils are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting pupils to develop strong schemata.

Curriculum Conversation	Retrieval Questions
What are you currently learning about in French? What do you enjoy about French? How do you remember new words in French? How do you know you are doing well in French? Do you get to practise speaking, listening, reading and writing in French? How does your teacher help you to build upon vocabulary, grammar and phonics from previous learning? What key vocabulary and grammar do you need to know? How can we use the context of the sentence to work out what the word might mean?	Can you remember how to count in French? Do you know any colours in French? Can you describe the weather in French? Can you tell me what item of clothing you are wearing in French? Can you tell me what your favourite food is in French? Do you know when your birthday is in French? How would you describe your friend in French? Do you know how to use phrases to express opinion?

End Point Progression in Languages

Lower KS2 Languages End Points What will the children be able to know and do?	
Year Three	Year Four
- Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. - Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. - Link actions or pictures to the new language, both in spoken and written form. - Imitate the pronunciation of sounds. - Take turns to speak and use appropriate intonation. - Listen carefully to build correct sequences of three to four blocks. - Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. - Recognise cognates. - Use please and thank you. - Listen carefully to instructions. - Describe some of the shapes in their work using language of colour, size or shape. - Listen and then select the correct decoration according to its colour. - Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). - Join in with a song using actions. - Respond to numbers by showing fingers or ticking on whiteboards. - Ask and answer a question about their age. - Change their answers and recognise number words. - Listen carefully and relate sounds to a written phoneme.	- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. - Identify a person correctly from a description of their hair and eye colour. - Place word cards in the correct order, with the adjectives following the noun. - Compose a spoken sentence to describe a friend. - Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. - Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des. - Understand how to convert the indefinite article to a possessive adjective. - Correctly identify items of clothing based on the written word. - Say the words for items of clothing with accurate pronunciation. - Make an intelligible attempt to spell new words. - Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. - Compose a sentence using j'aime or je n'aime pas. - Use il/elle correctly and place the adjective in the correct position in relation to the noun. - Say the numbers to 31 in French. - Read and calculate Maths sums correctly in French. - Say all the days of the week, working out the words for the days that are yesterday and today. - Match most of the French months to their English equivalents. - Ask when someone's birthday is and give the number and month of their own birthday.

- Recall numbers one to 12 with increasingly accurate pronunciation.
- Show their understanding of key vocabulary with a physical response.
- Attempt to imitate the pronunciation of vocabulary accurately.
- Correctly identify masculine and feminine nouns in written form.
- Use modelled language to create questions or sentences using appropriate articles.
- Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.
- Attempt to build their own sentences using labels as a model.
- Speak clearly and present simple phrases when supported visually.
- Use appropriate intonation to engage the audience.
- Explain strategies for working out the meaning of words.
- Recognise nouns that are cognates or near cognates.
- Recognise transport words in written form.
- Join in with a song using actions to aid recall.
- Form simple statements about a picture, using and adapting a model.
- Create a range of different phrases using a sentence builder.
- Generally, speak words with accurate pronunciation.
- Write a simple sentence, using a model for support and using two different accents.
- Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).
- Build a range of sentences from a model, selecting appropriate vocabulary.
- Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.
- Attempt to decode new sentences by using their context and sentence structure.
- Apply understanding of the sentence structure to generate new phrases.

- Say the seasons of the year.
- Translate the date from English to French.
- Say the similarities and differences between birthdays in the UK and France.
- Use a physical response to show their understanding of six to eight weather phrases.
- Repeat new phrases with accurate pronunciation.
- Say at least two sentences intelligibly to convey the weather in a given place.
- Point or move in the correct direction during a compass points game.
- Understand and say several directions and weather sentences.
- Place weather symbols in the correct locations on a map.
- Match at least three temperature numerals and words correctly.
- Say the correct number for a temperature.
- Show an understanding of the water cycle and relevant cognates in both English and French.
- Recognise and understand the meaning of new words that are cognates.
- Use a model text to support conversation.
- Complete mathematical calculations in French, writing answers in euros.
- Recognise shop names and label a triarama.
- Use a bilingual dictionary to translate given words.
- Use a range of strategies to understand a familiar text.
- Ask and respond to questions found in a café conversation
- Answer questions based on a video of a French speaker, getting at least half of them correct.
- Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English).
- Say which instrument they play.
- Say what kind of music they like, using a whole sentence.
- Ask a question after listening to other pupils' attempts.
- Read and understand music genres in written form.
- Recall country names with accurate pronunciation.
- Use a full sentence to say 'J'habite en/au/aux ...'
- Write information in French about a character from a different country.
- Use familiar language to write several phrases or short sentences.
- Perform a song from memory with accurate pronunciation.

Upper KS2 Languages End Points

What will the children be able to know and do?

Year Five

- Notice cognates and near cognates in the text. Recognise some previously known words.
- Use a dictionary to research the meaning of relevant vocabulary.
- Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.
- Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.
- Unscramble jumbled sentences without any errors in word order.
- Recognise rules of agreement in longer phrases.
- Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.
- Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.
- Write their own metaphors using a writing model, replacing nouns with original vocabulary.

Year Six

- Pronounce the name of a sport accurately and confidently.
- Use the verbs jouer and faire correctly with different sports.
- Create sentences using two verbs, the second one in the infinitive form.
- Construct simple sentences to say whether or not they play a sport.
- Express and justify opinions in relation to sports.
- Identify some of the French country names using cognates and near cognates.
- Use the correct form of aller with correct preposition to indicate where you are going.
- Write an article in French, using a writing frame, about an imaginary Olympic Games.
- Try two methods of memorising and learn at least four of the new words.
- Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.
- Translate some player profiles.

- Make the correct choice of un/une for gender and add colour adjectives when writing.
- Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. Adapt a model text to create an original sentence of their own, including descriptive phrases.
- Recognise number words in written form.
- Correctly build and pronounce two-digit numbers that have been generated randomly.
- Recall vocabulary by matching the correct pictures to the appropriate words.
- Join in with a story, using gestures and key vocabulary.
- Correctly sort word-cards by gender and apply the appropriate article.
- Highlight a range of known and easily recognisable vocabulary in a text.
- Recognise and respond to directions.
- Form directional phrases of their own.
- Read and understand a range of sentences including directions.
- Form full sentences to ask and answer questions as modelled orally.
- Show some understanding of national identity.
- Understand a set of true/false statements and know where to locate the information about these statements in a graph/table.
- Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed.
- Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.
- Create an opinion phrase using one of the new verbs.
- Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. Work together to build a verb spinner and use it to generate appropriate phrases.
- Recognise and recall different parts of verbs avoir and être.
- Create an original short text, correctly adapting a range of verbs to their appropriate form.
- Complete correctly a gap-fill activity to match French vocabulary with pictures.
- Recognise words that are similar to English.
- Adapt a sentence to change its meaning.
- Apply some understanding of French pronunciation.
- Recognise key information within a longer text.
- Build sentences confidently using word cards. Respond to spoken opinions with the correct gesture.
- Use different opinions in sentences.
- Change elements of a sentence whilst retaining the meaning.
- Organise a text, making simple adaptations that do not affect its overall sense.

- Construct the sentence, 'I come from [a place]' in French.
- Understand comprehension questions based on the topic of football and show some competence in answering them. Complete part of a player profile.
- Deliver an oral presentation with a reasonable standard of pronunciation.
- Understand the French words for different types of houses and their rooms.
- Ask and answer questions using vocabulary about houses and rooms.
- Remember and understand the elements of a house and family.
- Use a writing frame to create a written description of their house.
- Label things in a bedroom and use the related vocabulary in simple sentences.
- Use prepositions accurately, both verbally and in written sentences.
- Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.
- Remember the countries in the world in French.
- Use a writing model to create a complex sentence.
- Begin to understand the present and future tense of 'aller' in French.
- Identify the present and future tenses in reading and listening.
- Label images of clothing correctly.
- Speak in sentences and write a paragraph.
- Recognise familiar words and cognates.
- Begin to understand the gist of the text to be able to answer some questions.
- Find out information from a range of websites and use this information to plan a holiday.
- Describe routes to school using pictures and word cards.
- Follow simple directions accurately.
- Describe the relationship between places using a preposition.
- Put modes of transport into a simple sentence.
- Role-play buying tickets in French.
- Use modes of transport to build sentences about going to places.
- Begin constructing negative sentences correctly.
- Learn to say and read places in a town.
- Use a writing frame to give a reasoned opinion for visiting a place.
- Identify the grammatical elements of a text.
- Understand the gist of a text.
- Use a text to write their own description of a place.

Careers in Languages

At Brownlow our aim is to raise aspirations and support career related learning, helping pupils learn about the world around them, broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that pupils recognise the opportunities that are available to them.

[#startsmalldreambig](#)

Learning French helps children understand that languages open doors to exciting opportunities in education, travel, and future careers. We want pupils to see languages as a valuable life skill that can support them in many different jobs and avenues in life.

How learning French supports future careers:

- Builds confidence in communicating with others.
- Helps children understand different cultures and work with people from around the world.
- Develops listening, speaking, memory, and problem-solving skills that employer's value.
- Encourages curiosity, resilience, and flexible thinking.

Examples of careers that use languages:

- Travel & tourism – cabin crew, travel agents, tour guides
- Hospitality – hotels, restaurants, customer service
- Business & international trade – sales, marketing, management
- Public services – police, healthcare, social work
- Education – teachers, teaching assistants, early years practitioners
- Media & communication – journalism, translation, interpreting
- Technology & gaming – localisation, global product design
- Creative industries – fashion, art, film, photography
- Transport – trains, airports, customer liaison roles

Our approach:

We help children make early connections between language learning and the wider world by:



- Highlighting real roles where languages are used.
- Sharing examples of bilingual/multilingual people in everyday life.
- Celebrating home languages and showing that being multilingual is a strength.
- Including simple discussions about “Why we learn French”.

National Curriculum Coverage by Unit – Year 3

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 3					
		<u>*French greetings with puppets</u>	<u>*French adjectives of colour, size and shape</u>	<u>*French playground games - numbers and age</u>	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦
Listen attentively to spoken language and show understanding by joining in and responding.	Language comprehension Language production	✓		✓			
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓	✓	✓		✓	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓	✓		✓	✓	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar		✓	✓	✓	✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production		✓	✓	✓	✓	
Present ideas and information orally to a range of audience.	Language production		✓			✓	
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension			✓		✓	

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 3					
		*French greetings with puppets	*French adjectives of colour, size and shape	*French playground games - numbers and age	In a French classroom ♦	French transport	A circle of life in French ♦
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension			✓			
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension		✓				✓
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production				✓	✓	✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production				✓		✓
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.	Grammar		✓		✓	✓	✓

National Curriculum Coverage by Unit – Year 4

Brownlow Fold

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
Listen attentively to spoken language and show understanding by joining in and responding.	Language comprehension Language production	✓	✓	✓	✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓		✓	✓		
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓	✓	✓	✓	✓	✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar				✓		✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production			✓			✓
Present ideas and information orally to a range of audience.	Language production			✓	✓		✓
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension	✓	✓	✓	✓	✓	✓

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension		✓				
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension		✓	✓	✓	✓	✓
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production		✓				✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production	✓	✓				
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.	Grammar	✓	✓				

National Curriculum Coverage by Unit – Year 5

Brownlow Fold

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 5					
		*French monster pets	Space exploration - in French	*Shopping in France	French speaking world	*Verbs in a French week	*Meet my French family
Listen attentively to spoken language and show understanding by joining in and responding.	Language comprehension Language production			✓	✓		
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓	✓	✓			
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production		✓		✓		✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar	✓	✓	✓		✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production	✓		✓	✓	✓	✓
Present ideas and information orally to a range of audiences.	Language production	✓	✓	✓	✓		✓
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension	✓		✓	✓		✓

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</u>
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension					✓	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension	✓		✓		✓	
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production	✓	✓	✓			✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production	✓	✓		✓	✓	✓
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.	Grammar	✓	✓	✓		✓	✓

National Curriculum Coverage by Unit – Year 6

Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
Listen attentively to spoken language and show understanding by joining in and responding.	Language comprehension Language production	✓		✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary		✓	✓		
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓		✓		✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar			✓	✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production		✓	✓		
Present ideas and information orally to a range of audience.	Language production			✓	✓	
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension			✓	✓	✓

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Key stage 2 - National Curriculum French subject content:	Kapow Primary's French strands	Kapow Primary topics Lower key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension					
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension	✓	✓	✓	✓	✓
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production			✓	✓	✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production			✓	✓	
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.	Grammar	✓			✓	✓

Cross Curricular Links – Year 3

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 3					
	*French greetings with puppets	*French adjectives of colour, size and shape	*French playground games - numbers and age	In a French classroom ♦	French transport	A circle of life in French ♦
English	Spoken language - knowing we use formal and informal language on different occasions, performing a puppet conversation to the class	Grammar - considering differences in word order between French and English	Grammar - considering differences in sentence structure between French and English	Spoken language - planning and delivering an oral presentation 'Dans mon sac' (In my bag)	Spoken language - learning strategies for remembering new vocabulary	Grammar - identifying word classes, discussing dictionary skills
Maths		Recapping basic 2D shape names, completing a tangram puzzle (extension)	Solving algebra problems to work out unknown French numbers		Creating a pictogram showing how children travel to school	Solving logic puzzles, using a Venn diagram for sorting
Science						Living things in their habitats (Y4) Considering the habitats of animals, learning about life cycles of some animals and plants, showing food chains
Art and design	Making a finger puppet	Looking at the art of Henri Matisse, creating Matisse-inspired artwork				Creating and decorating a food chain flip
Computing		Using art software to create a festive scene				
Geography	Recognising famous Paris landmarks		Recognising famous Paris landmarks	Comparing school life in France with school life in Britain	Learning about different modes of transport from around the world, using maps to locate cities and their capitals	
Music	Singing a finger rhyme together with different partners		Singing French finger rhymes		Creating their own version of a song and performing to an audience	
RSE/PSHE	Considering how they are feeling	Using manners when asking for something			Discussing the right to education	

Cross Curricular Links – Year 4

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4					
	<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
English		Grammar - Comparing adjectival position in French and English	Spoken language - presenting their wish lists to the class	Spoken language - presenting a weather report to the class	Spoken language - role-playing being in a cafe or restaurant	Developing dictionary skills by using bilingual dictionaries
Maths			Completing maths calculations in French, recapping the days of the week and the months of the year in order	Revising points of the compass	Learning about currency conversion, completing mathematical calculations in French	
Science				Learning about the processes of the water cycle		
Art and design	Learning about the Louvre and looking at art collections on the website, learning about the Mona Lisa	Designing outfits using either cuttings from magazines, clothes from home, collage or pens				
Geography			Learning about different festivals and national days celebrated in France, comparing celebrations in different cultures	Revising points of the compass, talking about weather, identifying countries around Europe on a map		Researching European countries, recognising flags of some of the European countries
History	Learning about the history of the Louvre art gallery					
Music		Listening carefully to the lyrics of a song		Learning a weather rap and performing to the class		Recognising musical instruments, writing song lyrics for a Eurovision song contest entry, performing their entry
PE						Performing the actions to a dance

PSHE/PSHE	Knowing some words that	Understanding that other	Remembering to use manners	Remembering to use manners		Understanding that other people
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Cross Curricular Links – Year 5

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5					
	<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</u>
English	Grammar - understanding the terms 'singular' and 'plural'; considering punctuation, practising dictionary skills (with a bilingual dictionary)	Writing - using metaphors and similes	Spoken language - retelling a story using a story map as a prompt Grammar - comparing French and English text structures		Grammar - learning about verbs and verb conjugation, understanding what subject pronouns are and recognising them in French Spoken language - presenting ideas to the class	Grammar - discussing the use of adjectives in descriptive writing and the use of connectives to extend sentences
Maths	Using a Carroll diagram to sort nouns		Writing money using the decimal place	Using the 8 points of the compass to describe the position of countries, interpreting data shown in graphs, bar charts and tables		
Science	Learning about the Komodo Dragon's habitat and diet.	Learning about the solar system, naming the planets and comparing their size and temperature				
Geography				Using the 8 points of the compass, recognising flags of different countries, describing the position of countries in relation to one another on a map, looking at climate data and making comparisons between countries, finding out key facts about some French-speaking countries		
History		Learning where the names for the days of the week originated				

Music			Singing to practise the days of the week			
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Cross Curricular Links – Year 6

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 6				
	<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
English	Grammar - knowing that prepositions tell us when or where something is in relation to something else	Spelling - learning strategies for practising spelling of new vocabulary	Grammar - knowing that prepositions tell us when or where something is in relation to something else	Grammar - understanding when to use the future tense, present tense and near-future tense Reading - using the context of a sentence/text to work out the meaning of unknown vocabulary	Spoken language - performing a prepared role-play conversation to the class, using connectives to justify opinions Grammar - identifying word classes in a text
Maths				Calculating and comparing the duration of journeys	
Art and design					Designing a tourism information leaflet about the local area
Computing		Using the internet to search for information on footballers		Navigating French accommodation websites, inputting research into a holiday planning spreadsheet	Navigating local tourism website
Geography	Looking at maps of the world and identifying countries of the UK and Europe			Locating the countries of Europe on a map	Using a map to direct each other in French, learning about some Paris landmarks
PE	Learning about competitive sports events such as the World Cup and the Olympic games, playing the French sport of pétanque	Learning about the world cup and famous footballers			

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