

# The **French** Club

## with Mr Lefebvre

[thefrenchclub.co.uk](http://thefrenchclub.co.uk)

With **The French Club**, children are taught **French** from **Year 3 to Year 6** and the focus for learning is on practical communication, with a strong emphasis on **speaking** and **listening**. **Reading, writing** and French **grammar** are introduced little by little and reviewed regularly to ease understanding and memorization.

Teaching is in line with the recommendations of the **National Curriculum**, with modifications in place which allow for the *individual and differentiated needs* of the children.

KS2 children have a regular weekly lesson of French, in order to ensure *progression and skills development*.

Children are taught to know and understand how to:

- **Ask and answer questions**
- **Use correct pronunciation and intonation**
- **Memorise words**
- **Interpret meaning**
- **Understand basic grammar**
- **Look at life in another culture**

# French Curriculum

## Year 3 :

### **Autumn Term:**

Year 3 pupils start with the **phonics**, learning the **vowels** first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other **key phonic sounds**. They read **rhyming stories, sing songs, practise tongue twisters** and have further opportunities to make the **sound-written link** by listening to words and anticipating their spelling. They also learn some **nouns (pencil case items)**. They are made aware of gender through colour coding. They use the verb forms **'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.**

### **Spring Term:**

The theme is **animals** and **colours**. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of **9 animal nouns** and **6 colours** so nothing so becomes too difficult. The key verbs are **'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are)**. The negative is revisited and there is also a subtle introduction to **'aussi' (also/too/as well), 'mais' (but)**.

### **Summer term :**

This unit focuses on useful vocabulary – numbers, days of the week, fruits, foods – and then introduced to a story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story.

## Year 4 :

### **Autumn Term:**

This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations.

### **Spring Term:**

This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse ).

### **Summer term :**

During this term, pupils learn the language for family members and apply this also in the context. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural.

## Year 5 :

### **Autumn Term:**

This unit starts with numbers, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in French.

### **Spring Term:**

This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using unknown words. They describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a '. They learn how to say which sports they like/dislike doing, using 'aimer' + infinitive verb.

### **Summer term :**

In this term, children learn different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because).

As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – there by building confidence.

## Year 6 :

### **Autumn Term:**

Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places. They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours. They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying where they live.

### **Spring Term:**

Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their memory skills, learning a French poem about Paris and creating their own version. Pupils will extend their use of '-ER' regular verbs in the present tense.

### **Summer term :**

This term should be approached flexibly. There are opportunities for revision and consolidation of essential KS2 language, but, if desired, there are new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams.

