

Horn's Mill Languages Curriculum

'A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language' Noam Chomsky

Curriculum Intent

At Horn's Mill, our aim is to foster a love of languages; a curiosity about how languages works; the skills for practical communication and a sense of exploration and enquiry about other cultures. Learning a language provides a cultural experience for our children, which allows them to deepen their understanding of the world. We develop and extend children's knowledge of how languages work, providing them with tools that enable pupils to express their ideas and thoughts in another language and to understand and respond, both in speech and in writing. This enables pupils to understand and communicate ideas, facts and feelings using their knowledge of phonology, grammatical structures and vocabulary.

Across the school, we primarily teach French, as this is the most common language studied at our feeder high school, however we also encourage wider opportunities for other language learning and the celebration of other cultures around the world.

At Horn's Mill, we lay the foundations for future learning and begin this when children join us in the Early Years. Throughout EY and KS1, our developing linguists learn that different languages are spoken around the world and are introduced to basic phrases that they then build upon throughout KS2. Children leave Horn's Mill as confident and enthusiastic linguists, equipped to broaden their understanding of the world and ready for their future learning in high school.

Early Learning Goals	EYFS
Understanding the World:	Context for learning and key vocabulary (to hear) (to speak - prior knowledge) (to speak – new learning)
<u>People, culture and communities</u> <ul style="list-style-type: none">Explain some similarities and differences between life in this country and life in other countries	Vocabulary <ul style="list-style-type: none">Greetings- Bonjour, Au revoirComment t'appelles tu? (What's your name ?)Je m'appelle... (I am called..)Numbers 1-5- un, deux, trois, quatre, cinq Traditional song: Frere Jacques Intercultural understanding <p>Understanding that there are lots of different languages spoken around the world and that people I meet may speak a different language than I do, and that some of my classmates may speak a different language at home</p>

End Points: EYFS

Children will know that different languages are spoken. They begin to respond using simple greeting words.

National Curriculum Knowledge	Year 1	Year 2
<ul style="list-style-type: none"> I can continue to listen attentively to spoken language and show understanding by joining in and responding I can appreciate songs and rhymes in the language 	<p>Context for learning and key vocabulary (to hear) (to speak – prior knowledge) (to speak – new learning)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Greetings- Bonjour, au revoir Comment t'appelles tu? Je m'appelle... Numbers to 5 / Numbers up to 10 Traditional song and dance: Sur le pont d'Avignon Song: Les chiffres (numbers) Colours rouge (red), jaune (yellow), rose (pink), vert (green), orange (orange), violet (purple), bleu (blue) <p>Intercultural understanding</p> <ul style="list-style-type: none"> Christmas traditions in France- leaving shoes by the fire for Santa to fill 	<p>Vocabulary</p> <p>Autumn</p> <ul style="list-style-type: none"> Recap all Year 1 vocabulary Greetings- Bonsoir (Good evening) Bonne nuit (good night), Salut (as 'Hi' and 'Bye') Numbers 1-10, 11 to 20 Introduce Combien? (how much/how many?) Il y a combien de...? (how many ... are there?) Traditional Song: Nous irons au bois (numbers song) Ages: Quel age as-tu? (How old are you?) J'ai ...ans (I am...) <i>NB. In French they say I have...years)</i> <p>Spring</p> <ul style="list-style-type: none"> Colours : jaune (yellow), rouge (red), orange (orange), rose (pink), bleu (blue) vert (green) violet (purple) marron (brown) gris (grey) noir (black) blanc (white) Introduce C'est de quelle couleur ? (What colour is this ?) C'est... (It is...), Trouvez le...(find the..) Traditional song : arc en ciel (colours of the rainbow song) <p>Summer</p> <ul style="list-style-type: none"> Classroom language: oui, non, bravo, bien (good), très bien (very good), écoutez ! (Listen!) Regardez ! (Look!) Répétez ! (Repeat!) Merci and s'il vous plaît (please and thank-you) Monsieur/Madame <p>Intercultural understanding</p> <ul style="list-style-type: none"> Learning to play petanque (practise colours and counting) Traditional songs and rhymes Easter traditions- Easter fish (the French equivalent of April Fool's Day, taking place on 1st April. It is tradition that children create paper fish, pinning them to unsuspecting adults and while saying Poisson d'Avril (April fool). Christmas traditions- Listen to Christmas carols in French
<p>End Points: KS1</p> <p>Children will respond to French language spoken by their teachers, and be able to play games, and sing songs using the vocabulary highlighted in blue and green. They will have a growing knowledge of some traditions in France.</p>		

National Curriculum Knowledge	Year 3	Year 4
<ul style="list-style-type: none"> 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 ask and answer questions seek clarification and help speak in short sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation so that others understand when they are using familiar words and phrases present ideas and information orally broaden vocabulary read carefully and show understanding of words and phrases 	Context for learning and key vocabulary (to hear) (to speak - prior knowledge) (to speak – new learning)	
	<p>Vocabulary and Phonics Autumn</p> <ul style="list-style-type: none"> Recap KS1 greetings Alphabet and sounds of additional French letters é è Greetings/ feelings- Comment ça va? (How are you?) ça va (alright), ça ne va pas (not ok), ça va très bien (very good), ça va bien (good) ça va super bien (great) <p><i>Please note brackets are how we would say these in English, in French 'ça va' literally means 'it's going' so ça va bien (it's going well), ça ne va pas (it is not going well)</i></p> <p><i>Key French sound- ç sounds like an s in snake, é sounds like a in day</i></p> <p>Spring</p> <ul style="list-style-type: none"> Numbers up to 20 and multiples of 10 to 100 Combien? (how much/how many?) Il y a combien de...? (how many ... are there?) <p>Ages: Quel âge as-tu? (How old are you?) J'ai ...ans (I am.. Please note in French they say I have...years)</p> <ul style="list-style-type: none"> Colours : jaune (yellow), rouge (red), orange (orange), rose (pink), bleu (blue) marron (brown) gris (grey) violet (purple) noir (black) blanc (white) vert (green) <p>C'est de quelle couleur ? (What colour is this ?) C'est... (It is...), Trouvez le...(find the..) Touchez le ...(touch the...) As-tu... (do you have..?, J'ai (I have...) Je n'ai pas (I don't have...)</p> <p><i>Key French sound- don't pronounce the s on the end of words after a vowel</i></p> <p>Summer</p> <ul style="list-style-type: none"> Classroom language- recap KS1 classroom language and learn levez-vous (stand up), asseyez-vous (sit down), levez le doigt (put your hand up), fermez les yeux (close your eyes), ouvrez les yeux (open your eyes), ouvrez vos livres (open your books), 	<p>Vocabulary and Phonics Autumn</p> <ul style="list-style-type: none"> Recap colours Recap classroom language Recap greetings/personal information including name, age, how are you? Learn Où habites-tu? (Where do you live?) and J'habite à (I live in) Revisit multiples of 10 to 100 and introduce numbers to 21-50 Combien? (how much/how many?) Il y a combien de...? (how many ... are there?) Il y a... (there is/are...) <p><i>Key French sound- In Il y a the y sounds like ee in tree</i></p> <p>Spring</p> <ul style="list-style-type: none"> Days of the week- lundi, mardi, mercredi, jeudi, vendredi, Samedi, dimanche Months of the year- Janvier, février, mars, avril, mai, juin, juillet, août, Septembre, novembre, décembre My birthday is- mon anniversaire est le .. <p><i>Key French sound- lundi, mardi, mercredi, jeudi, vendredi - ee sound made by l at the end of the days of the week</i></p> <p>Summer</p> <ul style="list-style-type: none"> Animals (pets focus): un chat (cat), un chien (dog), un poisson (fish), un lapin (rabbit), une souris (mouse), un cochon d'inde (guinea pig), un serpent (snake), une tortue (tortoise), un hamster (hamster) et (and) Qu'est-ce que c'est ? (what is it?) C'est .. (it is...) As-tu? (do you have..?, J'ai (I have ...), je n'ai pas... (I don't have...) Introduce J'aime (I like) , je n'aime pas (I don't like)

<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • Begin to understand basic grammar- feminine and masculine forms (le, la, les, l'); key features and patterns of the language (recognise the pattern of negatives – <i>ne</i> and <i>pas</i>, adjective after the noun); and how these differ from English • Express opinions (Year 4) • write phrases from memory (Year 4) • describe things orally and in writing (Year 4) 	<p>Fermez vos livres (close your books) silence s'il vous plaît (silence please), je ne comprends pas (I don't understand), pouvez-vous m'aider s'il vous plaît? (can you help me please?)</p> <p><i>Key French sound- 'ez' makes an ay sound, focus on pronunciation of je</i></p>	<p><i>Key French sound- s after a vowel at the end of a word is not pronounced, focus pronunciation of on and en at the end of words</i></p>
	<p>Grammar</p> <ul style="list-style-type: none"> • Begin to recognise the pattern of negatives – <i>ne</i> and <i>pas</i> eg. ça ne va pas bien, je n'ai pas, je ne comprends pas 	<p>Grammar</p> <ul style="list-style-type: none"> • Begin to understand that nouns in French have feminine and masculine forms of the (le, la, les, l') and how this differs from English (animals topic) • Recognise the pattern of negatives – ne and pas eg Je n'aime pas, Je n'ai pas (animals topic) • Begin to recognise the key pattern of adjective follows the noun- J'ai une souris verte (Literal- I have a mouse green) Children may note the adjective gender agreement (vert/verte, noir/noire) (animals topic)
	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Music link- Arabic music- look at call to prayer in Morocco • French Christmas carols • Geography link- cities (explore Paris and its famous monuments) • Christmas traditions in France- what do French people eat at Christmas? (part of European Christmas markets project) To include discussion of French food and some regional differences, comparing to how this may be similar in the UK • Fete des Rois (Epiphany or Kings Day)- 1st Sunday after 1st January. Children to learn about the celebration and celebrate with a Galette des Rois. This is a traditional pastry cake that contains a small favour. The youngest child goes under to table to designate randomly who gets each slice. The person who gets the favour has good luck for the whole year. 	<p>Intercultural understanding</p> <ul style="list-style-type: none"> • Music/ RE link- look at how Mardi Gras is celebrated in France overseas departments (countries outside France that are still governed by France) Carnival takes place in February and is a big celebration before the start of lent. Martinique and Mayotte are in the Caribbean, which would link to Calypso music when studying 'When the Giant Stirred' • Music link- French Christmas carols • Christmas traditions in France- what do French people eat at Christmas? (part of European Christmas markets project) • Maths link- Euros used in France and Europe- apply knowledge of numbers to create a cafe or shop role play and use the euros notes/coins to pay

End Points: LKS2

Children will respond to French language spoken by their teachers and begin to ask some simple questions using the vocabulary highlighted in blue and green. They will know that grammar is different in the French language than in English and begin to use the pattern of negatives. They will know that some letters are pronounced differently in French. They will have knowledge of cultural traditions in France.

National Curriculum Knowledge	Year 5	Year 6
	Context for learning and key vocabulary (to hear) (to speak - prior knowledge) (to speak – new learning)	
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs- link the spelling, sound and meaning of words engage in conversations ask and answer questions express opinions and respond to those of other seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation (for 	<p>Vocabulary and Phonics</p> <p>Autumn</p> <ul style="list-style-type: none"> Recap multiples of 10, numbers 1-50 and learn numbers 50-100 Revise classroom language. Learn question form 'Est-ce-que je peux...?' '(Can I ...)' Literal translation 'is-it that I can...' <p>Fermer/ouvrir (close/open) la fenêtre (window), la porte (door) aller au toilette (go to the toilet), lire (read), laver les mains (wash my hands), avoir de l'eau (have some water)</p> <p><i>Key French sound-focus pronunciation of numbers- trente, quarante, cinquante, soixante etc.</i></p> <p>Spring</p> <ul style="list-style-type: none"> Recap greetings/personal information including name, age, birthday, how are you? Where do you live? Pets Family- un frère (brother) une sœur (sister), un père (father), une mère (mother), un fils (son), une fille (daughter), un grandpère (grandfather), une grandmère (grandmother), un cousin (cousin-boy), une cousine (cousin-girl) et (and) <p><i>Key French sound- è pronounced e in bed, é pronounced ay, as pronounced like a in cat</i></p> <p>Summer</p> <ul style="list-style-type: none"> Describe people (feelings/personality)- Je suis/il est/elle est/tu es (I am, he is, she is, they are)... triste (sad), heureux/heureuse (happy/great) Inquiet/inquiète (worried), Content(e) (content/ok), Surpris(e) (surprised), Effrayé(e) (frightened), En colère (angry), amical/amicale (friendly), amusant/amusante (funny) Introduce children to French-English dictionaries to find further vocabulary. Describe people (physically)- j'ai/il a/elle a/tu as (I am, he is, she is, they are) les cheveux (hair) blonds, bruns, roux, gris, noirs, longs, courts (blond/brown/red/grey/black/long/short) les yeux (eye) bleus, verts, marrons (blue/green/brown) 	<p>Vocabulary and Phonics</p> <p>Autumn</p> <ul style="list-style-type: none"> Recap days of the week and classroom vocabulary All about me- consolidate KS2 vocabulary and asking related questions using the tu form of the verb- allow children opportunities to generate their own ideas and express their ideas in different contexts eg. Letter, postcard, voice message, role play Use a French-English dictionary to find new vocabulary when building sentences and to decode unfamiliar vocabulary in short texts (95% known vocabulary) <p><i>Key French sound- focus on pronunciation of tu, similar to the word to in English</i></p> <p>Spring</p> <ul style="list-style-type: none"> Describe actions (school)- les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art] Express opinions and feelings- Quelle est ta matière préférée? [Which is your favourite subject?], Ma matière préférée est... [My favourite subject is...] Describe actions (hobbies) - this vocabulary should be child-led, dependent on their interests and children should use English-French dictionaries or short pieces of writing to find their vocabulary. Examples might include jouer au foot (play football), lire (read), regarder la télé (watch TV), sortir avec mes amis (go out with my friends). J'aime / Je n'aime pas... parce que (I like/do not like ... because ...) et (and) mais (but) applied across a range of contexts

<p>questions) so that others understand when they are reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> • 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 	<p><i>Key French sound- Focus pronunciation of est and suis, do not hear the s on the end of the plural adjectives</i></p>	<p><i>Key French sound- 'ez' makes an ay sound, è pronounced e in bed, é pronounced ay, focus pronunciation of aime</i></p> <p>Summer</p> <ul style="list-style-type: none"> • Getting around- le café (the café) le cinéma (the cinema) l'école (the school) la maison (the home), le musée (the museum) le restaurant (the restaurant) le parc (the park) la piscine (the swimming pool) le supermarché (the supermarket) la ville (the town) le zoo (the zoo) Où vas-tu ? (where are you going?) Je vais à (I am going to) Où est...? (Where is ...?) C'est.. (it is..) à gauche (on the left) à droite (on the right) tout droit (straight on) Tournez (turn) Continuez (continue) <p><i>Key French sound- A c before e, i or y makes a s sound, ç also makes a s sound, à makes a similar sound to a in the English word apple. It can be written as a, â or à in French but they all make the same sound.</i></p>
<ul style="list-style-type: none"> • 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 	<p>Grammar</p> <ul style="list-style-type: none"> • Conjugate high frequency verbs and recognise the key pattern of subject-verb reversal to form a question avoir (to have)- j'ai (I have), tu as (you have), il a (he has), elle a (she has), as-tu...? (do you have?) (pets and family topics) être (to be)- il est (he is), elle est (she is), je suis (I am), tu es (you are) Es-tu...? (are you...?) (describing people) • Understand the key pattern of the negative form ne...pas (not) and apply this to build sentences (pets, family, describing people topics) Eg. Je n'ai pas une cousine. (I do not have a cousin (girl)) Je n'ai pas un chien (I do not have a dog), Il n'est pas heureux (He is not happy), Je n'ai pas les yeux bleus (I do not have blue eyes) • understand that nouns in French have feminine and masculine forms and begin to apply this to build sentences; and note how this differs from English (un and une- family and pets topics, le,la,les, l'- describing people and classroom language topics) 	<p>Grammar</p> <p>Consolidate previously taught grammar when recapping KS2 vocabulary in Autumn term. Through expressing their ideas in a range of contexts, children will apply basic grammar, the conjugation of high-frequency verbs and the key patterns of French to build sentences.</p> <ul style="list-style-type: none"> • Conjugate high frequency verbs and recognise the key pattern of subject-verb reversal to form a question avoir (to have)- j'ai (I have), tu as (you have), il a (he has), elle a (she has), as-tu...? (do you have?) être (to be)- il est (he is), elle est (she is), je suis (I am), tu es (you are) Es-tu...? (are you...?) • Understand the key pattern of the negative form ne...pas (not) and apply this to build sentences Eg. Je n'ai pas une cousine. (I do not have a cousin (girl)) Je n'ai pas un chien (I do not have a dog), Il n'est pas heureux (He is not happy), Je n'ai pas les yeux bleus (I do not have blue eyes)

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Recognise the pattern that in French the adjective agrees with the noun (describing people topic) 	<ul style="list-style-type: none"> understand that nouns in French have feminine and masculine forms and begin to apply this to build sentences; and note how this differs from English (un and une, le,la,les, l') Recognise the pattern that in French the adjective agrees with the noun
	<p>Intercultural understanding</p> <ul style="list-style-type: none"> RE link- Le cloches de Pacques (Easter bells)- It is not the Easter bunny but church bells that bring Easter eggs in France. Complete an egg hunt in French after explaining the different tradition. RE link- Fete de Saint Nicolas- 6 december (Pere Fouettard) Whilst this tradition has become outdated in most of France, in the northern regions, they still have parades each year 	<p>Intercultural understanding</p> <ul style="list-style-type: none"> Civil Rights and Equality/British values link- Explore the French national motto '<i>Liberté, Egalité, Fraternité</i>' (Liberty, Equality, Fraternity) Differences and similarities in school life- (including discussion around secular schools unless a private religious school) Bastille Day – 14th July
<p>End points: UKS2</p> <p>Children will apply the vocabulary learnt when asking and responding to question in oral and written form. They will know grammatical forms in French and be able to use this to form simple sentences. They will increase their knowledge that some letters are pronounced differently in French. They will consolidate and build on their existing knowledge of cultural traditions in France.</p>		