

**Can we speak in different languages?** Using greetings in different languages in class, noticing people speak different languages, and maybe use different alphabets when we go on holiday or meet other people.

Year One  
Year Two

**KS1 Geography & History:** children journey around the world! We visit different locations to find out where it is, about hot and cold climates and use maps, globes and Google Earth to find our way.  
  
The names of continents/oceans and features so we can talk about places. These help children relate to the wider world and being a global citizen.

Year Three  
greetings

introducing myself  
Noticing cognates

days & dates

**Geography in French:** using photos to describe 4 contrasting locations where French is spoken – DR Congo, Quebec, Senegal, Vanuatu, & Madagascar.

Adjective agreement (colours)

**The Caribbean**  
Geography unit  
In French, we look at children living in Martinique using videos to listen and understand.

Numbers 30-60

Weather & clothes

Year Four

Stories: Brown Bear & Hungry Caterpillar

colours

**Geography in French:** looking at maps of France, naming some key features & places, considering ways to get there from UK.

un/une noun groups

Body parts

alphabet

Looking for words we know

Possessive pronouns mon/ma/mes

Family members, friends & pets

Other strategies to understand – context, sensible guesses

Year Five

**Geography in French:** Mali – language in a different context. Location and features, life and languages. English language roots, Latin and Germanic

Introducing tenses

Role plays – café & buying tickets

Combine strategies + grammar K&U

à la and au pattern

Ice cream flavours

Numbers to 100+ and money

Hobbies

Famous French people

Year Six

Describing winter scenes

food

Transition to KS3 languages

**The Alps:** Geography unit. We look at maps of the French Alps and try to apply our phonics knowledge to pronouncing placenames.

School subjects

faire and jouer de la/du/de l'

Adjective agreement (eux/euse)

Introducing verb endings

Telling the time

Intent: In French at Bledlow Ridge School, we aim to:

- Inspire children's curiosity about the world & its people and respect for diversity
- Equip them with knowledge and skills to develop understanding and communication in French
- Build their understanding of strategies that can be used in learning any language

**KS1: In Geography and getting to know each other as a class, children are introduced to different places and languages**

**KS2: From Y3 – Y6 Children learn French, through a mix of speaking and listening, reading and writing activities.**

**Singing, pairs conversations and games give children opportunities to practise their speaking and listening, as well as develop their vocabulary.**

**In upper KS2 children have more opportunities to see a range of written texts and write their own texts.**



- **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, such as : feminine, masculine forms a the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English