

Curriculum Intent

“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” –Nelson Mandela Learning a foreign language provides a valuable educational, social, and cultural experience and links strongly to our curriculum vision. At Sileby Redlands Community School, we aim to instill in children a love of language that enables them to communicate effectively and confidently with the wider world. As well as this, we hope to create children with the ability to understand, respect and value the amazing cultural differences that can be found across the globe. Ultimately, it is our aim to create citizens who can participate in and contribute valuably to the wider world.

Curriculum Implementation

At Sileby Redlands Community School, we teach French throughout KS2, providing children with the opportunity to practise listening, speaking, writing, and reading alongside developing their intercultural understanding. We follow the Language Angels French scheme of work but have also modified our own Key Stage One curriculum through purposeful French language content. Skills and knowledge is built upon and revisited over the course of the whole school to ensure progression and retention of learning. To aid this, learning is delivered using a range of strategies such as games, songs, pneumatic, chanting, and visual representations.

Curriculum Impact

To ensure that we know how children’s learning is progressing, at the end of each unit, assessments are conducted to identify strengths and weaknesses in speaking, reading, writing, and listening. This enables teachers to adapt planning to suit the learning needs of the children. In addition, impact of language learning can be seen through children’s engagement in lessons; interest in the content; and curiosity to develop their own learning.

Subject Context (National Curriculum)

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

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
I am learning French / Spanish / Italian (*)	Say colours and numbers 1 10. Role play on saying how you are and what your name is.	Listen to model role plays and infer meaning. Numbers listening exercise.	Match colours to written form. Match written form of numbers to digits.	Activities lessons 1 5. Create name labels. Worksheets in lesson 5.	N/A
Animals (*)	Activities in lessons 1 5. Be able to say "I am..." plus an animal in foreign language by end of unit.	Activities in lessons 1 5. Match sound to animal picture / word / phrase.	Activities in lessons 1 5. Match word to animal picture / word / phrase in English.	Activities in lessons 1 5. Differentiated worksheets in lesson 5.	Introduction of gender via the indefinite article and first person singular of the verb 'to be' .
Seasons (*)	Activities in lessons 1 5. Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.	Activities in lessons 1 5 matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5.	Activities in lessons 1 5. Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.	Activities in lessons 1 5. Differentiated worksheets in each lesson. Building towards writing a short phrase about each season by lesson 5.	Use of definite articles with the seasons and learning how to say 'in' a particular season.

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
I Am Able... / I Know How... (*)	Activities in lessons 1 5. Say " I am able to.. " / " I can... " plus activity by end of unit.	Activities in lessons 1 5. Match sound to picture / word / phrase.	Activities in lessons 1 5. Match key phrase to picture / word / phrase in English.	Activities in lessons 1 5. Differentiated worksheets in lesson 3-5.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus a range of high frequency infinitive verbs.
Vegetables (*)	Activities in lessons 1 5. Short role play using " I would like... " and the quantity of vegetable (1kg and 1/2kg only) by end of unit.	Activities in lessons 1 5. Match sound to picture / word / phrase. Understanding slightly longer text.	Activities in lessons 1 5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Activities in lessons 1 5. Differentiated worksheets every lesson.	Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".
Fruits (*)	Activities in lessons 1 5. Name 10 fruits and say " I like... " and " I don't like... " plus a fruit by end of unit.	Activities in lessons 1 5. Match sound to picture / word / phrase. Understanding slightly longer text.	Activities in lessons 1 5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Activities in lessons 1 5. Differentiated worksheets in all lessons.	Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
What is the Weather (*)	Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 1-5. Weather reading exercise in lesson 3.	Create weather map and written weather report in lesson 5. Extended written opportunity.	N/A
At the Tea Room / Café / Restaurant (*)	Activities in lessons 1-5. Role play in lesson 3-5.	Activities in lessons 1-5. Match sound to picture / word / phrase. Extended listenings on food/drink orders 3-5.	Activities in lessons 1-5. Match word to picture / sound / phrase. Extended readings 3-5.	Activities in lessons 1-5. Extended writing tasks 3-5 including prices in week 5.	1st person singular ' I would like / have ' when ordering food and drink using conjunctions. Gender sorting activities and focus on the different determiners.
Clothes (*)	Activities in lessons 1-5. Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.	Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5.	Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5.	Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5.	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.

Unit	Speaking	Listening	Reading	Writing	Grammar
What's the weather?	Various activities in lessons 1 5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5	Activities in lessons 1 5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 1 5. Weather reading exercise in lesson 3.	Create weather map and written weather report in lesson 5. Extended written opportunity	N/A
Shapes	Activities in lessons 1 5. Starting with the individual shapes (noun and focus on the indefinite article) and building towards saying how many of each shape they see by lesson 5.	Activities in lessons 1 5 matching each shape to a picture, word or phrase. Slightly more complex listening tasks in lessons 4 & 5 where pupils have to draw the number of shapes they hear.	Activities in lessons 1 5. Matching shapes to images / words / phrases. Short and simple reading tasks by lessons 4 & 5. Reading a short instruction and drawing the correct number of shapes.	Activities in lessons 1 5. Differentiated worksheets in each lesson. Building towards spelling the shapes accurately with their correct indefinite article by lesson 5. An opportunity offered to be able to create their own 'paint by shapes'.	Introduction of gender using indefinite articles with a selection of shapes.
Do you have a pet?	Activities in lessons 1 5. Oral class survey / interview on pets in lesson 5.	Activities in lessons 1 5. Match sound to picture / word / phrase throughout whole unit.	Activities in lessons 1 5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Various written tasks in lessons 1 5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3

Substantive Knowledge

Animals	Vegetables
Seasons	Fruits

Yr 3	I am learning French	Animals	Seasons
Substantive Knowledge	By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.

Yr 4	I am able	Vegetables	Fruits
Substantive Knowledge	In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions	In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like

Substantive Knowledge

Yr 5	What's the weather?	At the tearoom	Clothes
Substantive Knowledge	By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room., pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.

Yr 6	The date	Shapes	Do you have a pet?
Substantive Knowledge	Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality).	In this unit pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 shape nouns with their indefinite articles/determiners.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality).

Substantive Knowledge

Year 4	Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to apply the Principles of Balance to make balances easier or more challenging. Knowing how to link balances with smooth transitions and perform them on different levels and apparatus (e.g. benches, large equipment). Understanding how to create, remember, and improve movement phrases that include balances, travel, and arm patterns along clear pathways. Knowing how to perform and link rotational actions (e.g. rolls, spins, twists) with control, clarity, and variation in speed, level, and direction. Understanding how to use hand apparatus (e.g. beanbags, balls, hoops, ribbons) in movement phrases showing changes in speed, level, and direction. Knowing how to refine and perform movement phrases that combine apparatus use with expressive and technical control. 	<ul style="list-style-type: none"> Understanding how to create and perform movement phrases that include stillness, stepping patterns, and interweaving pathways. Knowing how to use themed stimuli (e.g. snowflakes, penguins, polar bears, rugby, haka) to create expressive movement. Understanding how to link sections of a dance using compositional devices such as mirroring, unison, action/reaction, lead and follow, and basic contact. Knowing how to perform group dances using rhythm, timing, levels, dynamics, and spatial awareness. Understanding how to refine and perform a complete dance with structure, control, and expressive intent. Knowing how to compose and perform movement phrases that demonstrate contrasting dynamics, shapes, levels, and travel.

Year 4	Physical Education		
Substantive Concepts	Games	Athletics	LKS2 OAA
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to dribble, pass, and control a ball with accuracy in small-sided games. Knowing how to tackle, keep possession, and pass effectively while avoiding defenders. Understanding how to apply ball-handling skills (e.g. dribbling, passing, hitting) in game situations to maintain possession and score. Knowing how to work as a team to complete game tasks with control, accuracy, and tactical awareness. 	<ul style="list-style-type: none"> Understanding how to develop personal performance in running, jumping, and throwing. Knowing how to measure, record, and compare athletic performance over time. Understanding the role of an athlete and an official in athletic events. Knowing how to compete fairly and use results to set personal goals and track improvement. 	<ul style="list-style-type: none"> Understanding how to interact positively and work as a team to solve a variety of physical and problem-solving tasks. Knowing how to design, follow, and assess trails using simple maps and symbols. Understanding how to assess risks and make safe decisions during outdoor activities. Knowing how to create simple plans and orient maps using North and map markers. Understanding how to work together to complete practical outdoor tasks, such as preparing a simple drink or food item safely.

Substantive Knowledge

Year 5	Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to create and perform pair sequences using matching, mirroring, unison, canon, and partner relationships (e.g. meeting, parting, copying, complementing). Knowing how to develop and refine a compositionally structured sequence with 6–8 actions showing variety in speed, level, and direction. Understanding how to perform press-and-go actions and rebound actions with clarity and control. Knowing how to link press-and-go and rebound actions into a continuously moving sequence using floor and apparatus. Understanding how to create, remember, and improve sequences that show smooth transitions, quality of movement, and use of space and equipment. 	<ul style="list-style-type: none"> Understanding how to compose movement phrases using question/answer structure, gestures, travel, and formations to communicate different actions. Knowing how to link motifs and movement phrases using choreographic devices such as canon, unison, mirroring, and changes in speed, direction, and level. Understanding how to perform dance steps from specific styles/eras (e.g. rock 'n' roll, disco) and combine them into a final composition. Knowing how to identify and apply choreographic devices (e.g. action/reaction, formation, rhythm) in performance and evaluation. Understanding how to copy, repeat, and adapt motifs (e.g. hand jive, night fever) and use them to create original movement phrases. Knowing how to perform with a partner or group using timing, spatial awareness, and expressive movement.

Year 5	Physical Education		
Substantive Concepts	Games	Athletics	OAA
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to pass, receive, and intercept the ball with control and accuracy. Knowing how to dribble, turn, and shoot with increasing control, power, and accuracy in different game situations. Understanding how to work as a team to maintain possession, move into space, and apply tactics to outplay opponents. Knowing how to tackle safely and effectively to regain possession. Understanding how to apply skills and tactics to complete game tasks successfully. 	<ul style="list-style-type: none"> Understanding how to develop personal performance in running, jumping, and throwing. Knowing how to measure, record, and compare athletic performance over time. Understanding the roles and responsibilities of both athlete and official in athletic events. Knowing how to compete fairly and use results to set goals and track improvement. 	<ul style="list-style-type: none"> Understanding how to contribute ideas and work effectively as part of a team to solve complex problems and complete tasks. Knowing how to use all parts of a compass, follow compass directions, and set accurate bearings. Understanding how to identify and interpret map symbols, use thumbing techniques, and follow maps accurately. Knowing how to use orienteering tools (e.g. punches) to collect answers and navigate to control points with precision.

Substantive Knowledge

Year 6	Physical Education	
Substantive Concepts	Gymnastics	Dance
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to create and perform symmetrical and asymmetrical body actions using floor and apparatus. Knowing how to link actions into a sequence that includes symmetry, asymmetry, and partner work using benches and small apparatus. Understanding how to create, remember, and improve a floor and apparatus sequence of 8+ actions showing variety in shape, level, and direction. Knowing how to safely explore and adapt obstacle and negotiation ideas in pairs and groups, incorporating stillness and canon. Understanding how to apply group compositional devices to develop and perform a structured sequence using apparatus and partner/group relationships. Knowing how to perform press-and-go and rebound actions with clarity and link them into a continuously moving sequence. 	<ul style="list-style-type: none"> Understanding how to copy, repeat, and adapt taught motifs (e.g. Football Fan, bullying, disco) and use them to create original movement phrases. Knowing how to compose and perform movement phrases that include gestures, travel, and formations to express different actions and themes (e.g. match play, bullying, teamwork). Understanding how to use choreographic devices such as unison, canon, repetition, mirroring, action/reaction, and changes in speed, level, and direction. Knowing how to combine movement phrases into a final dance composition that communicates a clear idea or theme. Understanding how to perform with a partner or group using timing, spatial awareness, and expressive movement. Knowing how to identify and describe choreographic devices and use dance terminology when evaluating performance.

Year 6	Physical Education		
Substantive Concepts	Games	Athletics	OAA
Substantive Knowledge	<ul style="list-style-type: none"> Understanding how to pass, dribble, shoot, and tackle with consistent control and accuracy. Knowing how to use space effectively in attack and defence during small-sided games. Understanding how to work as a team to maintain possession, move into space, and apply tactics to outplay opponents. Knowing how to complete core game tasks successfully and play effectively in a competitive setting. 	<ul style="list-style-type: none"> Understanding how to prepare for, participate in, and recover from a training session to improve athletic fitness. Knowing how to develop personal performance in running, jumping, and throwing. Understanding the roles and responsibilities of both athlete and official in athletic events. Knowing how to measure, record, and compare performances to track progress and set goals. 	<ul style="list-style-type: none"> Understanding how to contribute ideas and work effectively as part of a team to solve complex problems and complete tasks. Knowing how to use all parts of a compass, follow compass directions, and set accurate bearings. Understanding how to identify and interpret map symbols, use thumbing techniques, and follow maps accurately. Knowing how to use orienteering tools (e.g. punches) to collect answers and navigate to control points with precision.

Substantive Knowledge

Swimming	Physical Education		
Substantive Concepts	Beginners	Improvers	Advanced
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> • Understanding the basic techniques of front crawl and backstroke. • Knowing how to develop core aquatic skills to feel confident and at ease in the water. • Understanding how to swim short distances using correct technique. • Knowing how to observe and identify good technique and areas for improvement in peers. • Understanding how to reflect on peer feedback to improve personal swimming ability. • Knowing the dangers of open water and how to stay safe if unexpectedly in water. • Understanding how to stay calm in water, including being comfortable with water on the face. • Knowing how to float on the back to control breathing and maintain safety. 	<ul style="list-style-type: none"> • , Understanding the correct techniques for front crawl, backstroke, and breaststroke. • Knowing how to swim longer distances with improved stamina and technique. • Understanding how to stay safe and confident in deeper water. • Knowing how to observe and evaluate peer technique to support personal improvement. • Understanding how to reflect on feedback to refine swimming skills. • Knowing the dangers of open water and how to stay safe if unexpectedly in water. • Understanding how to remain calm in water, including being comfortable with water on the face. • Knowing how to float on the back to control breathing and maintain safety in open water situations. 	<ul style="list-style-type: none"> • Understanding how to perform effective and efficient front crawl, backstroke, and breaststroke techniques. • Knowing how to swim longer distances with endurance, control, and refined technique. • Understanding how to stay safe and confident in deep water environments. • Knowing how to observe, evaluate, and give constructive feedback on peer technique to support improvement. • Understanding how to apply advanced swimming skills and tactics in different contexts. • Knowing the dangers of open water and how to stay safe if unexpectedly in water. • Understanding how to remain calm in water, including being comfortable with water on the face. • Knowing how to float on the back to control breathing and maintain safety. • Understanding and performing survival techniques such as sculling and treading water with confidence.