

KS2 French – Lifton Community Academy

INTENT:

Our French curriculum aims to:

- DEEPEN PUPILS' UNDERSTANDING OF THE WORLD
- CREATE ENTHUSIASTIC LIFELONG LANGUAGE LEARNERS
- EQUIP PUPILS WITH LANGUAGE LEARNING STRATEGIES, AN UNDERSTANDING OF THE BUILDING BLOCKS OF LANGUAGE AND COMMON CHALLENGES FOR ENGLISH SPEAKERS (e.g. agreement of adjectives, formal and informal 'you', alternative word order) TO ENSURE SUCCESS WITH ANY LANGUAGE at KS3.

Children will progress through a spiral curriculum that revisits and deepens their knowledge of:

- Introductions
- Opinions and reasons
- Activities they do (verbs)
- Objects they have (nouns, adjectives)
- French for practical purposes (numbers, alphabet)
- Stories, songs and knowledge of the culture and traditions of French speaking countries

Children learn through a 4 year rolling programme. Resources, knowledge organisers are provided for teachers to adapt and develop for Y3/4 or Y5/6. This enables staff delivering the French curriculum (often an area where teachers lack experience or subject knowledge) to support each other as they are delivering similar content. The 4 rolling programmes are:

- Animals
- Food
- School
- Free Time

IMPLEMENTATION:

- SELF EFFICACY
- CHUNKING
- LISTENING AS MODELLING / FLOODED INPUT
- FLUENCY IN READING, WRITING, SPEAKING AND LISTENING

Teachers make the most of the extensive research on second language learning research. New language is introduced through repeated listening tasks to ensure all children build strong models so they can understand, respond and use the new language fluently. Teachers are cognisant of the fact that learning language is different to learning declarative knowledge such as in History or RE. Teachers utilise strategies similar to those they employ in music, drama and PE lessons in order for the children to learn the procedural knowledge needed to understand and produce language. Children spend time rehearsing chunks of language and deepening their knowledge of the language. The fossilisation of errors is avoided, by learning language in chunks (I have eyes blue) rather than teaching nouns, adjectives and verbs in isolation. Teachers have fun with the language, are committed to languages for all and build self-efficacy through ensuring children achieve high levels of success in all tasks. Teachers prioritise fluency in all 4 skills, and all activities are designed to build rapid recall of the relevant chunks of language.

Each half term the curriculum builds towards a final task / independent task in one of the 4 skills (reading, listening, speaking and writing). There are retrieval quizzes at the start of each lesson to revisit learning from last week / month / term or year. Lessons follow a communicative language teaching approach and are structured using the MARSEARS (Extensive Processing Instruction) method.

The MARSEARS acronym stands for the following stages, each designed to build up students' abilities to carry out key communicative functions, as listed by Finocchiaro and Brumfit (1983):

- **M**odelling (using lexico-grammatical chunks in relevant contexts)
- **A**wareness-raising (introducing students to patterns or rules in the chunks)
- **R**eceptive processing (intensive listening and reading practice using the chunks)
- **S**tructured production (scaffolded writing and speaking practice)
- **E**xpansion (recycling old chunks alongside new to provide a great depth of understanding and wider context)
- **A**utonomy (intensive practice with the scaffolding slowly removed, intense retrieval practice)
- **R**outinisation (recycling the chunks over the years through interleaving material)
- **S**pontaneity (unplanned responses to unseen stimuli with little to no scaffolding) (Conti, 2018).

IMPACT

Children enjoy their French lessons and are inspired to learn more about other languages and cultures.

Children make good progress at KS3 due to the collaboration between Y6 and Modern Language departments at local secondary schools.

Children can engage independently in conversations in French, can use a bi-lingual dictionary, understand most frequent grammar differences between English and French, and enjoy French songs, stories and rhymes.

SUBJECT KNOWLEDGE SUPPORT + CPD

Knowledge organisers are prepared for the year. Teachers print these booklets for the year. All language that children are expected to learn can be found in these sentence builder style knowledge organisers, ensuring all teachers can create accurate sentences from the first lesson.

Each term there is a 'curriculum walk through' video which highlights potential misconceptions and challenging content for English speakers. These are available for all staff to watch throughout the term.

Weekly lesson resources are provided (with audio clips if required). All KS2 classes are learning the same content to ensure staff can support each other with the content and can seek support from the subject leader if needed. CPD on MARSEARS and EPI is delivered through PDMs throughout the year. The subject leader maintains a You Tube channel and curates useful video clips for each year. <https://www.youtube.com/@mrsjordan-primarylanguages3967/playlists>

FRENCH KS2 CURRICULUM OVERVIEW

Curriculum A 'les animaux'

	Introductions + Classroom Language	Opinions	Numbers	Using verbs + adjectives	Using language for practical purposes	
Substantive knowledge Y3/4	<p>Please introduce yourself I can ask others how they are and respond for myself. I can greet someone and give my name and ask their name. I can understand and respond to some classroom instructions. I can identify France on a map and name some key features. I know what Le Tour De France is. I can name some other European countries that are francophone. I can understand and join in with a traditional French nursery rhyme (Frere Jacques)</p>	<p>Do you like animals? I can give and understand basic opinions on animals. I can describe the Christmas 'Galette des Rois' tradition. I can join in with a Christmas song (il est né).</p>	<p>How old are you? When is your birthday? I can use and understand numbers 1-15 to give and understand ages. I understand all the months of the year. I can give my birthday (and may know some numbers up to 31). I understand and can join in with a French traditional rhyme to practise the pronunciation of numbers (nous irons au bois)</p>	<p>What animals do you have? I can give information on the animals I have (number, colour) and understand others describing their pets. I can say which animals I do not have. I can describe what happens on poisson d'avril.</p>	<p>I'd like to buy a dog please? I can buy a pet in a pet shop (using 2 adjectives) I can ask about price and understand prices. I can describe Bastille Day. I can understand a French story and talk about the impact of moving to a new country.</p>	<p>How do you spell that? I can understand others using the French alphabet to spell familiar names/words. I can spell my own name using the French alphabet. I can understand a French rhyming and spot the rhyming words</p>
Substantive knowledge Y5/6	<p>I can give and understand reasons for how I am feeling. I can introduce others, including some famous francophones. I can explain where French is spoken across the globe. I can describe Le Tour de France. I can understand and sing a traditional French nursery rhyme (frere Jacques)</p> <p><i>Grammar – adjective agreement, 3rd person and 2nd person verbs, imperative endings</i></p>	<p>I can justify my opinions on animals using conjunctions and adjectives. I know that adjectives need to be changed to match the noun. I can describe the Christmas 'Galette des Rois' tradition and sing a Christmas song (il est né).</p> <p><i>Grammar – opinions are followed by definite articles (le, la, les) in French. Adjectives must agree with their noun e.g. amusants/amusantes</i></p>	<p>I can use and understand numbers 1-31 and months to give and understand ages and birthdays. I know a French traditional rhyme to practise the pronunciation of numbers. (nous irons au bois)</p> <p><i>Grammar – use of avoir for age</i></p>	<p>I can give information on the animals I have and don't have. I can describe the animals colour and personality. I can describe what happens on poisson d'avril.</p> <p><i>Grammar –after negative verbs, you do not need an indefinite article just 'de' (je n'ai pas de)</i></p>	<p>I can buy a pet in a shop (using 3 adjectives). I can ask and answer questions in a shop. I can describe La Tour de France. I can understand a French story and talk about the impact of moving to a new country</p> <p><i>Grammar – adjectives relating to size come BEFORE the noun. There are 2 forms of you . Tu = informal and vous =polite</i></p>	<p>I can understand + use the French alphabet to write familiar words.</p> <p>I can understand a French rhyming poem about pets and add a verse.</p>

<p>NC links</p>	<ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> ♣ 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"> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> ♣ read carefully and show understanding of words, phrases and simple writing ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ describe people, places, things and actions orally and in writing 	<ul style="list-style-type: none"> ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ present ideas and information orally to a range of audiences ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ appreciate stories, songs, poems and rhymes in the language
<p>Vocabulary Y3/4</p>	<p><i>Accents, Pronunciation, Cedilla, Francophone, landmark,</i></p>		<p><i>Celebrate, pagan, blessed</i></p>		<p><i>Fortress, Mob, Currency, Euros, prestigious / yellow jersey / cumulative / iconic / terrain/ inaugural / edition</i></p>	
<p>Vocabulary Y5/6</p>	<p><i>Cognate, intonation, imperative, conjunction</i></p>		<p><i>Pagan, negative,</i></p>		<p><i>Euros, Currency exchange, interrogative, prestigious / yellow jersey / cumulative / iconic / terrain/ inaugural / edition</i></p>	
<p>Disciplinary Knowledge</p>	<p>Qualities of a good language learner. listening</p>	<p>Word order / additional words e.g. j'aime LES chats speaking</p>	<p>Translation – you have to translate the meaning, not the individual words e.g. j'ai 7 ans I HAVE 7 years. Reading</p>	<p><i>Dictionary skills – identifying the correct nouns, checking for gender</i> writing</p>	<p>Memorisation strategies / general conversation speaking</p>	<p><i>Translating into French – revisit word order</i></p>

Curriculum B 'la nourriture'

	Introductions + Classroom Language	Opinions	Numbers	Using verbs + adjectives	Using language for practical purposes	
Y3/4 Substantive knowledge	<p>Please introduce yourself I can introduce myself with my name and nationality. I can ask introductory questions. I can make requests to my partner and teacher in French (classroom language).</p>	<p>What food do you like? I understand Armistice Day. I can give and understand basic opinions on common French foods. I can understand what happens in France on New Year's Eve. I can join in with a Christmas song.</p>	<p>What is the time? I can use and understand numbers 1-15 to give and understand times of the day. I can understand and take part in a French playground game to practise the time. I understand some facts about Martinique and its famous festival</p>	<p>What do you eat? I can give information on the foods I eat for breakfast/lunch/dinner I can say what I do not eat. I can understand some Easter traditions in France.</p>	<p>Au café I can order foods and drinks in a café I can ask for the bill and understand prices. I can describe what happens on VE day.</p>	<p>How do you spell that? I can understand others using the French alphabet to spell familiar names/words. I can spell my own name using the French alphabet. I can understand the story 'la chenille qui fait des trous'.</p>
Y5/6 Substantive Knowledge	<p>I can introduce myself (name, nationality, age, birthday) I can ask introductory questions and introduce others. I can make requests to my partner and teacher in French (classroom language).</p> <p><i>Grammar – adjectives must agree with who they are describing</i></p>	<p>I can describe Armistice Day and explain why it is celebrated in France. I can justify my opinions on food using conjunctions and adjectives. I know that adjectives need to be changed to match the noun I can describe what happens in France on New Year's Eve. I can join in with a Christmas song</p> <p><i>Grammar – opinions are followed by definite articles (le, la, les) in French. Adjectives must agree with their noun e.g. délicieux/délicieuse</i></p>	<p>I can use and understand numbers 1-31 to give and understand times of the day. I can understand and take part in a French playground game to practise the time. I can describe Martinique and its famous festival</p>	<p>I can give information on the foods I eat for breakfast/lunch/dinner. I can say what I do not eat and why. I can describe what others eat. I can describe what happens at Easter in France.</p> <p><i>Grammar – du/de la/des after manger and boire. 1st and 3rd person of verbs in present tense</i></p>	<p>I can order foods and drinks in a café I can ask for the bill and understand prices. I can order foods for others. I can describe what happens on VE day.</p>	<p>I can understand + use the French alphabet to write familiar words and names. I can understand and join in with the story 'la chenille qui fait des trous'.</p> <p><i>Grammar – There are 2 forms of you . Tu = informal and vous =polite</i></p>
NC links	♣ listen attentively to spoken language and	♣ understand basic grammar appropriate to the language being	♣ listen attentively to spoken language and	♣ broaden their vocabulary and develop their ability to	♣ engage in conversations; ask and answer questions;	♣ appreciate stories, songs,

	<p>show understanding by joining in</p> <p>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>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</p> <p>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>show understanding by joining in</p> <p>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>♣ describe people, places, things and actions orally and in writing</p> <p>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>express opinions and respond to those of others; seek clarification and help*</p> <p>♣ present ideas and information orally to a range of audiences</p>	<p>poems and rhymes in the language</p> <p>♣ read carefully and show understanding of words, phrases and simple writing</p>
Vocabulary	<i>Nationality, interrogative, adjective agreement</i>	<i>Parade, memorial, wreath, synonymous, veterans, courses, abundance, municipal, concierge, articles</i>	Francophone, Caribbean,	Preposition, (conjugation Y5/6) mourn, resurrection	Surrender, ignite, patriotic,	<i>Formal, informal,</i>
Disciplinary Knowledge	<i>Speaking + Qualities of a good language learner</i>	<i>Reading + Dictionary skills – 2 meanings</i>	<i>Listening for details</i>	<i>Writing + Dictionary Skills – identifying the correct plural</i>	<i>Speaking - Role-plays</i>	Dictionary skills – false friends ‘les chips’

Curriculum C 'mon école'

	Introductions	Opinions	Numbers	Using verbs + adjectives	Using language for practical purposes	
Substantive Knowledge Y3/4	<p>Please introduce yourself I can introduce myself with my name and where I live. I can ask introductory questions</p>	<p>Which subjects do you like? I can give and understand basic opinions on school subjects I can understand facts about an Ivory Coast celebration. I can understand and join in with a Christmas song Culture: Exploring the Ivory Coast - KS2 French - BBC Bitesize - BBC Bitesize</p>	<p>What is in your classroom? I can use and understand numbers 1-15 to describe what is in my classroom. I can understand what happens at la chandeleur festival</p>	<p>What do you wear? I can give and understand descriptions of what we wear to school I can understand and join in with the story "je m'habille et je te croque"</p>	<p>Shopping for la rentrée I understand the French tradition of the return to school in September. I can buy items for the return to school. I can understand and join in with a traditional French rhyme (sur le pont d'avignon)</p>	<p>Me and My School I can give and understand introductions (including using the French alphabet to spell familiar names.) I understand the tradition of Name Days</p>
Substantive Knowledge Y5/6	<p>I can introduce myself (name/spelling/nationality/ where I live) I can ask introductory questions and introduce others. <i>Grammar - prepositions</i></p>	<p>I can give and understand justified opinions on school subjects I can describe a celebration in the Ivory Coast. I can sing a Christmas song. <i>Grammar – adjectives must agree</i></p>	<p>I can use and understand numbers 1-31 to describe classroom objects I can describe what happens at la chandeleur festival <i>Grammar – plural nouns</i></p>	<p>I can give and understand descriptions of what we wear to school in England and France. I can say what I don't wear to school I can understand and read aloud the story "je m'habille et je te croque" <i>Grammar – present tense verbs 1st and 3rd person. Negative verbs.</i></p>	<p>I can describe the French tradition of the return to school in September. I can buy items for the return to school and play the part of the shop keeper, using numbers 1-31. I can understand and say the traditional French rhyme (sur le pont d'avignon)</p>	<p>I can give and understand introductions (including using the French alphabet to spell names.) I understand the tradition of Name Days</p>
NC links	<p>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and</p>	<p>♣ broaden their vocabulary and develop their ability to understand new words that are</p>	<p>♣ listen attentively to spoken language and show understanding by joining in</p>	<p>♣ engage in conversations; ask and answer questions; express opinions and</p>	<p>♣ present ideas and information orally to a range of audiences</p>

	<ul style="list-style-type: none"> ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>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</p> <ul style="list-style-type: none"> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> ♣ describe people, places, things and actions orally and in writing ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> ♣ appreciate stories, songs, poems and rhymes in the language ♣ read carefully and show understanding of words, phrases and simple writing 	<p>respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
Vocabulary	<i>preposition</i>	<i>Independence / promote / unity</i>	<i>articles, singular, plural,</i>	<i>Articles, agreement, adjectives, conjugate,</i>	<i>Christian name, surname, celebrate</i>	<i>Singular, plural, articles</i>
Disciplinary Knowledge	<i>speaking</i>	<i>reading</i> <i>Dictionary skills – selecting the correct noun and article</i>	<i>Writing</i> <i>Dictionary skills – identifying irregular plurals</i>	<i>Listening</i>	<i>Speaking</i>	<i>Speaking</i>

Curriculum D 'mon temps libre'

	Introductions + Classroom Language	Opinions	Numbers	Using verbs + adjectives	Using language for practical purposes	
Substantive Knowledge Y3/4	<p>Please introduce yourself I can introduce myself with my name and physical descriptions. I can ask introductory questions I can use French within classroom language. I can join in with a French song/story about body parts</p>	<p>What hobbies do you like to do? I can give and understand basic opinions on hobbies. I can design and label a Christmas jumper (using a dictionary) I can join in with a Christmas song. I can understand facts about Haiti</p>	<p>What is the time? I can use and understand numbers 1-12 to give and understand times of the day. I can understand facts about Guadeloupe</p>	<p>What do you do? I can give information on the hobbies I do and don't do.</p>	<p>En ville I can ask directions to familiar places in a town I can understand directions around the town.</p>	<p>How do you spell that? I can describe a town. I can understand others using the French alphabet to spell names of places in France I can understand facts about Cameroon I can understand and join in with a French rhyme (allouette gentille allouette)</p>
Substantive Knowledge Y5/6	<p>I can introduce myself with my name and physical descriptions. I can ask introductory questions and introduce others. I can use French within classroom conversations. I can understand and read aloud a story about body parts</p>	<p>I can give and understand justified opinions on hobbies. I can design and label a Christmas jumper I can join in with a Christmas song. I can describe Haiti</p>	<p>I can use and understand numbers 1-24 to give and understand times of the day. I can describe events in Guadeloupe</p>	<p>I can give information on the hobbies I do and why. I can say what I do not do and why.</p>	<p>I can ask directions to places in a town. I can understand and give directions to others. <i>Grammar – tu/vous and au/a la</i></p>	<p>I can describe a town (what is there and what is not there) I can understand and use the French alphabet to spell names of places in France and places in a town. I can describe Cameroon I can say a French rhyme (allouette, gentille allouette)</p>
NC links	♣ speak in sentences, using familiar vocabulary, phrases and	♣ understand basic grammar appropriate to the language being	♣ listen attentively to spoken language and	♣ describe people, places, things and	♣ engage in conversations; ask and answer questions;	♣ develop accurate pronunciation and intonation so that

	<p>basic language structures</p> <ul style="list-style-type: none"> ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>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</p> <ul style="list-style-type: none"> ♣ read carefully and show understanding of words, phrases and simple writing 	<p>show understanding by joining in</p>	<p>actions orally and in writing</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>express opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> ♣ present ideas and information orally to a range of audiences 	<p>others understand when they are reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ appreciate stories, songs, poems and rhymes in the language
Vocabulary	<i>adjective</i>	Occupies, Borders, indigenous <i>Verb, preposition</i>	Archipelago, Pristine Suaveness, Embraces Assemble, seized	Preposition, verb	Formal, informal, imperative	Reputation, Culture Volcanic, Bordered Diverse, Diversity, Rodents
Disciplinary Knowledge	<i>Speaking</i>	<i>Dictionary skills/ reading</i>	Listening	Writing	<i>Speaking</i>	<i>Speaking – alphabet + describing my town</i>

OVERVIEW OF SONGS, LITERATURE, CULTURE KS2

Songs below will be enjoyed by KS1 and EYFS + [Hello To All The Children Of The World - YouTube](#)

	Songs / Rhymes	Literature	Culture
Curriculum A Autumn	French Greetings Song for Children - YouTube Frere Jacques + flashcards flashcards Il est né le divin enfant		Tour de France + Geography of France/Europe Tour de France Epiphany + Kings Day Culture: Exploring the Festival of the Kings - KS2 French - BBC Bitesize - BBC Bitesize Galette des Rois
Curriculum A Spring	Un, deux, trois, nous irons au bois Les poissons (Alain le Lait) avec sous-titres - YouTube quel age as tu?.m4v - YouTube		Poisson D'avril
Curriculum A Summer	🎵 La Chanson des Couleurs 🎵 French Colors Song 🎵 Les Couleurs en Français 🎵 Learn French Basics 🎵 - YouTube https://www.youtube.com/watch?v=6BWdnOqHTh4 https://www.youtube.com/watch?v=6BWdnOqHTh4 🎵 La Chanson de l'Alphabet 🎵 French ABC Song 🎵 French Alphabet 🎵 Les Lettres de l'Alphabet 🎵 - YouTube	(A partir de 6 ans) Un Lion à Paris - YouTube (Y 6 transition and cultural activity) Tu-as un animal? poem + phonics work	Bastille Day
Curriculum B Autumn	https://youtu.be/l0a4jv-h4Ro bonjour salut song Page 49 Hoorah! Hoorah! (Skoldo French song) J'aime les fruits - alain le lait (I like fruits) - YouTube Douce nuit		Culture: Exploring Normandy - KS2 French - BBC Bitesize - BBC Bitesize November 11 – Jour l'Armistice December 31 – La Nuit de la Saint Sylvestre
Curriculum B Spring	Numbers Song in French. Une Chanson des Chiffres. - YouTube Au petit déjeuner - Alain Le Lait (Breakfast) – YouTube https://youtu.be/-uvPd2R7dRA j'aime les glaces	Quelle heure est-il monsieur loup ? Playground game Quelle heure est il monsieur le loup - YouTube	Pâques – In France the church bells Paques - Easter La Martinique What Does the World Eat for Breakfast? - YouTube
Curriculum B Summer	Tourne Tourne Petit Moulin – YouTube Au café - YouTube	La chenille qui fait des trous- d'Eric Carle – YouTube	May 8 – Jour de la Victoire

	Songs / Rhymes	Literature	Culture
Curriculum C Autumn	Bonjour, Bonjour! - alain le lait (French greetings) – YouTube Quand le père noel vient me visiter		National Peace Day in Ivory Coast in 2022 Office Holidays Culture: Exploring the Ivory Coast - KS2 French - BBC Bitesize - BBC Bitesize
Curriculum C Spring	Dans ma salle de classe French colors - Couleurs - Arc en ciel by alain le lait - YouTube Les vêtements - Alain LeLait (clothes in French) – YouTube	Je m’habille et je te croque	La Chandleur
Curriculum C Summer	Sur le pont d’avignon ♪ La Chanson de l'Alphabet ♪ French ABC Song ♪ French Alphabet ♪ Les Lettres de l'Alphabet ♪ - YouTube		Name Days
Curriculum D Autumn	https://www.youtube.com/watch?v=cSEz-QQilv8 bonjour song Heads, Shoulders, knees and toes Qu’est-ce que tu aimes faire ? (youtube.com)	Va-t’en Grand Monstre Vert VA T'EN GRAND MONSTRE VERT ! - YouTube	Comptinette du renne de Noël - comptine à gestes - YouTube THIS IS HAITI – 'A Paradise Unknown' (Ayiti) (youtube.com)
Curriculum D Spring	♪ FRENCH Days of the Week Song (Remix) ♪ Les Jours de la Semaine ♪ Die Wochentage auf Französisch ♪ - YouTube Qu’est-ce que tu aimes faire ?(youtube.com) Le Sport - YouTube Hobbies + days of the week in French (youtube.com)		Carnaval de Guadeoupe(1 janv - 27 fév, Guadeloupe) Guadeloupe's Carnival: An island fiesta • FRANCE 24 English (youtube.com)
Curriculum D Summer	Quand je vais à l'école - French song to learn the places in town - YouTube	Alouette, gentille alouette - Comptine avec gestes pour enfants et bébés (avec les paroles) - YouTube	Culture: Exploring Montpellier - KS2 French - BBC Bitesize - BBC Bitesize Discover CAMEROON: All of Africa in one Country 10 INTERESTING FACTS TO KNOW ABOUT IT (youtube.com)