



## French Overview 2025-26

### Aims

The National Curriculum for Languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

### **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.

## **Intercultural Awareness**

Through the study of modern foreign children's intercultural awareness is stimulated leading to the fostering of curiosity about and a deepening understanding of the world around them. Our French curriculum is designed to promote global citizenship and personal development by incorporating teaching about cultures, communities and people in France. Through experiencing this, and making comparisons, children gain a new insight into their own culture and society; they learn new ways of thinking, recognising that there are different ways of seeing and interpreting the world, developing a truly international outlook.

## **Strands of Learning**

Our French curriculum is designed to be progressive, with formal learning commencing in Year 3, covering learning in the following core strands:

Listening: Speaking: Reading: Writing: Grammar: Intercultural Awareness.

'Ongoing skills' are progressive and split between the three terms of the school year and across the 4 year groups that make up Key Stage 2 (Years 3 to 6).

There is an expectation that there is frequent revision of prior learning, as is good practice when mastering a foreign language. (Quiz Rapide at the start of each half term and 5 minute revision activities at the start and end of each lesson)

### **Autumn 1**

European Day of Languages—*all year groups*

Year 3: Bonjour

Basic Greetings and Introductions

Numbers and colours

Year 6: Tout sour moi

Revision

Weather where we live

### **Autumn 2**

Year 4: La Semaine et Les Mois

Days, months, seasons.

Numbers to 20

Christmas

Year 5: La Nourriture

Food and Drink

Opinions

### **Spring 1**

Year 3: Bonjour! Comment ça va?

Birthdays, days and months

Opinions

Year 6: Je me présente

Sports and hobbies

Opinions

### **Spring 2**

Year 4: Chez Nous

Family

Possessive pronouns

Year 5: Les Planètes

Planets

Adjectives

Numbers to 50

## **Summer 1**

Year 3: Va-t-en grand monstre vert!

Body parts (face)

Opinions

Year 6: Je me présente

Personal descriptions

## **Summer 2**

Year 4: Les Animaux

Animals

Introduction to French Grammar

Opinions

Year 5: Les Temps

The Weather

Martinique

## Overview Year 3

### Autumn 1

What do you know about France?

Francophone countries

Bonjour/Salut/Au revoir

Comment t'appelles-tu?

Numbers 1-10 (link to number bonds/ un petit peu de maths)

Ça va

Les Couleurs (link to class book Rebellion chez les Crayons and Art—colour mixing)

Traditional songs

### Spring 1

Bonne année! Epiphanie

Les Couleurs (link to music)

Numbers (links to maths)

Quel age as-tu? Mon anniversaire

Greetings

Comment t'appelles-tu?

Les Jours

Opinions

Les Mois

### Summer 1

Va t'en grand Monstre vert

C'est ....

Numbers 1-20 (link to maths)

Nouns—gender / indefinite article (link to English grammar)

Adjectives—les couleurs—order (link to English grammar)

Mon Monstre—body vocabulary

Definite article (link to English grammar)

## FRENCH Overview Year 4

### Autumn 2

Cognates

La Toussaint / Halloween—cultural differences

Conversation

Les Jours—simple sentences

Les Mois - Joyeux Anniversaire

Questions—collect data/information (link to maths)

Les Saisons

Noël—make a Christmas card (instructions in French)

### Spring 2

Mardi Gras—cultural comparisons

Aural work—familiar vocabulary

Possessive pronouns—ma, mon., mes

Ma famille

Voici .... Drama/presentation

J'ai

Introduce / recognise negative

Adjectives—simple sentences (word order)

Famous French people—focus Marie Curie

### Summer 2

Les Animaux—phonics

Ask/answer questions

Nouns—singular/plural

J'ai—extending / linking sentences

Opinions

Using a bi-lingual dictionary

## FRENCH Overview Year 5

### Autumn 1

Alphabet—phonics

Comment ca s'écrit? (link to alphabet and phonics)

Using a bi-lingual dictionary

Numbers 1-50 (link to maths)

La Nourriture et les Boissons

Using the negative

Extended opinions

Simple conjunctions

Ordering in a café—simple conversation from memory

### Spring 1

Bonne année!

Les Planetes— module link

Listening skills—phonics

Translation—cognates

Using a writing frame

Adverbs

Using a bi-lingual dictionary independently (link to masc/fem adjectives)

Sentence starters to create a short text

Adjective agreement

### Summer 1

Francophone countries

Martinique— French overseas territories (link to module)

Les Temps (links to geography)

Answering questions from text in English and French

Negative—ne plus ne jamais

Speaking practise—weather report

Comparing life in France/U.K.

## FRENCH Overview Year 6

### Autumn

Cognates—translation work

Conversations spontaneous oral work

Compass/Geography (link to geography)

Ma famille

Poetry (presentation)

Noel (translation/instructions)

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### Spring

Possessive pronouns ma, mon, mes / sa, son, ses

J'habite a (links to geography)

Nationalities

Verb conjugation (links to English grammar)

Sports and Hobbies

Easter

### Summer

Family extended sentences

Les animaux

BANGS adjectives

Physical description and character

Adverbs (link to English grammar)

Je me presente—a letter to MFL teacher