

# Modern Foreign Languages (French) Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

## Intent

1	To foster a positive attitude towards learning French and other languages from an early age.
2	To develop pupils' confidence and enjoyment in speaking, listening, reading, and writing in French.
3	To introduce pupils to basic French vocabulary and structures through engaging, age-appropriate activities.
4	To encourage cultural awareness and appreciation of French-speaking countries.
5	To build a strong foundation in language learning skills that will support future language study.

## Intent explanation

1	It is our intention that our pupils develop a positive attitude towards learning French and feel confident to try new words and phrases.
2	It is our intention that our pupils become confident in speaking, listening, reading, and writing in French, using the language in a range of simple contexts.
3	It is our intention that our pupils learn key French words and sentence patterns through engaging activities, helping them to build a strong foundation in the language.
4	It is our intention that our pupils learn about French-speaking countries, their traditions, and daily life, so they can appreciate and respect different cultures.
5	It is our intention that our pupils develop the skills and confidence needed to continue learning French or other languages as they progress through school.

Our ACE Curriculum

**Aspire★Collaborate★Experience**

### ACE Curriculum Statement

At Cavendish Close Junior Academy, we aspire for our children to become enthusiastic, confident linguists with a love of French and an awareness of different cultures. Through a range of learning experiences, we help them to develop the skills to communicate in another language and appreciate the importance of languages in today's world.

By the end of Year Six, our children develop the ability to listen, speak, read and write in French with growing accuracy in pronunciation and grammar. Pupils can communicate about themselves, family and friends, hobbies, pets, food, transport, time, towns and the wider world. They build a secure bank of vocabulary which is revisited and extended to ensure long-term memory. Alongside this, children learn about French culture and where French is spoken around the world.

By collaborating with their peers, children practise conversations, discussions and role play to become confident speakers and respectful listeners. Incidental French, immersive classroom environments and opportunities to rehearse language aloud ensure children develop fluency and self-belief.

The pupils have a range of fantastic opportunities to experience French through competitions, Languages Day and enrichment activities which bring the subject to life. These inspire children to deepen their curiosity, broaden their cultural capital and see the possibilities of travel, work and study abroad.

Through all of these, our children are able to become **ACE French linguists – aspiring, collaborating and experiencing success in language learning.**

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**Implementation**

**Long term curriculum coverage**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
3	A new start	Calendar and celebrations	Animals	Carnivals and numbers	The hungry giant	Going on a picnic/where I live.
4	Welcome to School	My town, your town.	Alien faces and family.	Moving our bodies	At the doctors & Jungle animals	Summertime.
5	Me and my friends	Time in the city	At the market	Clothes	Out of this world	Going to the seaside.
6	This is me.	Homes and houses	Playing sport	My best day ever.	Café culture.	Let's celebrate.

**Key Concepts**

Speaking and listening
Reading
Writing
Culture

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**Skills progression**

Skill	Year 3	Year 4	Year 5	Year 6
Listening	Recognise and respond to simple greetings, instructions, and classroom language.	Understand familiar spoken words and short phrases (e.g., numbers, colours, days).	Follow short stories, songs, and simple conversations; pick out key information.	Understand longer sentences and short passages; identify main points and some detail.
Speaking	Repeat single words and simple phrases- and would be understood by a sympathetic native speaker; join in with songs and chants.	Answer simple questions; use short phrases and sentences to communicate basic information. Can pronounce familiar words and some new words accurately.	Take part in simple conversations; ask and answer questions; express likes/dislikes. Can take part in brief pre-prepared tasks such as short presentations and role plays	Speak in longer sentences; give opinions; describe people, places, and routines. Generally accurate pronunciation (to a sympathetic native speaker)
Reading	Recognise written words from class activities (e.g., labels, displays).	Match spoken words to written form; read and understand simple phrases.	Read short texts (e.g., dialogues, rhymes); understand main points. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Read and understand short paragraphs; use context to work out meaning of new words. Can use a bilingual dictionary to access unfamiliar language.
Writing	Copy single words and simple phrases.	Write familiar words and short phrases from memory. Write simple sentences with limited mistakes so that the message is understood.	Write simple sentences using a model; begin to adapt sentences. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Write short texts (e.g., postcards, descriptions) using familiar language and some new vocabulary. Use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary
Understanding	Learn about French-speaking countries through stories, songs, and celebrations.	Recognise similarities and differences between own culture and French culture.	Explore traditions, festivals, and daily life in French-speaking countries.	Discuss and reflect on cultural practices; show respect and curiosity about other cultures.



**Key Lesson Outcomes**

**Autumn term 1**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	<b>A new start</b> Greetings, feelings, numbers, colours)	<b>Welcome to school</b> Recap core language, rooms in a school, classroom objects)	<b>Me and my friends</b> Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>This is me.</b> (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>Know numbers to 10.</li> <li>French greetings</li> <li>Tell someone their name.</li> </ul>	<ul style="list-style-type: none"> <li>Know numbers to 20.</li> <li>Classroom objects/instructions.</li> <li>Days and months.</li> </ul>	<ul style="list-style-type: none"> <li>Use adjectives to describe.</li> <li>Feelings.</li> <li>Give opinions.</li> </ul>	<ul style="list-style-type: none"> <li>To describe themselves.</li> <li>Read and understand a poem. Recite the 'Rocket Song'.</li> </ul>
<b>Key Concepts</b>	Speaking and listening Reading Writing	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To be able to say and write a greeting and a farewell in French.</li> <li>To ask and answer the question 'How are you?'</li> <li>To be able to say 'My name is...' and ask 'What is your name?' in French.</li> <li>Know and say some numbers between 0 and 10.</li> <li>To remember and write some numbers between 0 and 10.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to ask and answer several questions about myself in French.</li> <li>To be able to recall and say classroom commands in French.</li> <li>To be able to say and read some numbers between 0 and 20 in French.</li> <li>To be able to remember days and months in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to understand some adjectives to describe my feelings in French.</li> <li>To be able to begin to answer the question "How are you?" in more detail in French.</li> <li>To be able to say an extended sentence about how I am feeling in French.</li> <li>To be able to say some important things about myself and somebody else in French.</li> </ol>	<ol style="list-style-type: none"> <li>To know useful phrases to talk about myself and how I feel.</li> <li>To be able to use adjectives to describe my personality.</li> <li>To know how to describe eye and hair colour.</li> <li>To be able to read and understand a poem about personality and appearance.</li> <li>To be able to write a short poem about myself.</li> <li>To know the words to the 'Rocket Song'.</li> </ol>



	6. To be able to say some colours in French.	5. To be able to say and write names of rooms in a school in French. 6. To be able to say and write nouns for classroom objects in French.	5. To be able to say if I like or dislike a school subject in French. 6. To be able to give my opinion about school subjects in French.	7. To be able to sing along confidently with the 'Rocket Song'.
<b>Key Vocabulary</b>	Salut ,Bonjour, Bonne après-midi, À bientôt , Au revoir, Çomment ça va, Je m'appelle	une gomme, un crayon, un stylo, une règle, Écoutez, Regardez, Levez-vous	Je suis, l'anglais, les maths, C'est, faim, soif, Elle habite à	Courageux/courageuse, sportif / sportive, J'ai, les cheveux, les yeux
<b>ACE (Aspire, Collaborate, Experience) links</b>	<b>Aspire:</b> Challenging themselves to greet others confidently. <b>Collaborate:</b> Working collaboratively to ask how people are. <b>Experience:</b> Experience the French counting system.	<b>Aspire:</b> Extending their conversational skills, using full sentences to express personal information. <b>Collaborate:</b> Follow French instructions and commands. <b>Experience:</b> What a French school is like.	<b>Aspire:</b> Writing or performing short presentations about themselves or their school subjects. <b>Collaborate:</b> Working in pairs to exchange information and practise dialogues. <b>Experience:</b> Learning how feelings and opinions are expressed differently from English.	<b>Aspire:</b> Compose and present their own short poem in French about themselves. <b>Collaborate:</b> Group performances of 'Rocket Song' <b>Experience:</b>

**Autumn term 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	<b>Calander and celebrations</b> Bonfire colours, days and months, the date, Christmas	<b>My town, your town.</b> Commands, shops, asking and giving directions	<b>Time in the city</b> French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper	<b>Homes and houses</b> Rooms in a house, furniture, Describe rooms, castles and castle story and game, elf on shelf.



<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>Know the days of the week and months of the year.</li> <li>Colours.</li> <li>How Christmas is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>Understand classroom commands.</li> <li>Write and say names of shops.</li> <li>Ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Know facts about Paris.</li> <li>Ask for directions.</li> <li>Role play buying a souvenir.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a house and rooms.</li> <li>Read descriptions.</li> <li>Use prepositions.</li> </ul>
<b>Key Concepts</b>	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To be able to say and write some colours linked to fireworks in French.</li> <li>To be able to say and write some days of the week in French.</li> <li>To be able to remember the days of the week in French.</li> <li>To be able to understand some months of the year in French.</li> <li>To be able to read and write dates in French.</li> <li>To be able to remember the months of the year and to know about how Christmas is celebrated in France.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to write my own "Fireworks" poem in French.</li> <li>To be able to say and understand classroom commands in French.</li> <li>To be able to use classroom commands to programme a robot in French.</li> <li>To be able to say and write some places in town in French.</li> <li>To be able to ask "Where is...?" and answer with "Here is..." in French.</li> <li>To be able to understand more nouns for shops in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to understand some facts about the capital city of France.</li> <li>To be able to ask for an entrance ticket in French.</li> <li>To be able to give and understand some simple directions around the city in French.</li> <li>To be able to say and write a description of the city in French.</li> <li>To be able to buy a souvenir and ask for a price in French.</li> <li>To be able to describe a festive jumper in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to describe a house in French.</li> <li>To be able to read and understand descriptive sentences in French.</li> <li>To be able to use adjectives to describe rooms in the house in French.</li> <li>To be able to understand and use new nouns to play a game in French.</li> <li>To be able to create a story in French.</li> <li>To be able to use prepositions to say where things are in French.</li> </ol>



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<b>Key Vocabulary</b>	lundi ,mardi Mercredi, jeudi, vendredi, samedi Dimanche,novembre, Décembre	Regardez, Ecoutez, Répétez, Le café, Le supermarché, Le stade, Asseyez-vous, Levez- vous	la ville, le parc, la piscine, Où est...?, à gauche, à droite, Bienvenue	une maison, une chambre, une cuisine, petit/petite , grand/grande, un salon, un jardin.
<b>ACE (Aspire, Collaborate, Experience) links</b>	<b>Aspire:</b> communicate confidently with others by learning colours, days and months. <b>Collaborate:</b> Verbal discussions to compare French celebrations with that of our own. <b>Experience:</b> Christmas in France.	<b>Aspire:</b> Express creativity by writing Fireworks poem.  <b>Collaborate:</b> Follow and give classroom commands to peers. <b>Experience:</b> Practise asking for directions and explore places in town.	<b>Aspire:</b> aspire to explore Paris by learning facts about the city, describing it in French, and confidently asking for tickets and prices. <b>Collaborate:</b> Practise giving directions to our peers and buy souvenirs in role play situations. <b>Experience:</b> French day.	<b>Aspire:</b> aspire to use their imagination and French skills to describe houses, rooms, and create their own stories. <b>Collaborate:</b> collaborate with classmates to play games, share ideas, and practise using new nouns, adjectives, and prepositions in French. <b>Experience:</b> experience French language in action by reading, writing, and exploring descriptions of homes and the placement of objects in meaningful contexts.

**Spring term 1**

<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Unit Title and description</b>	<b>Animals</b> Animal nouns, singular and plural, opinions, story	<b>Alien faces and family</b> Epiphany, family members, personal info, face parts and number	<b>At the market</b> Fruit and veg nouns, class survey, prices, market dialogue, recipe	<b>Sports</b> Sport nouns, opinions, verb to play, sports descriptions

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<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>• Know some animal names.</li> <li>• Tell someone any animals they have.</li> <li>• Write a simple story.</li> </ul>	<ul style="list-style-type: none"> <li>• Name family members.</li> <li>• Name parts of the face.</li> <li>• Know about Epiphany celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some vegetables.</li> <li>• Count in 10's to 100.</li> <li>• Simple conversation at the supermarket.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some sports.</li> <li>• Describe a sport.</li> <li>• Give opinions about sport.</li> </ul>
<b>Key Concepts</b>	Speaking and listening Reading Writing	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>1. To know some animal nouns in French.</li> <li>2. To recognise animal nouns in the plural form.</li> <li>3. To be able to say which animal I have.</li> <li>4. To be able to tell someone what my favourite animal is.</li> <li>5. To be able to listen to and join in with a story about animals.</li> <li>6. To be able to use a model to write a simple story about animals.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know about Epiphany celebrations in France.</li> <li>2. To know and say some nouns for family members in French.</li> <li>3. To be able to write some personal information about a family member in French.</li> <li>4. To know and say some parts of the face in French.</li> <li>5. To be able to understand simple sentences using numbers and parts of the face in French.</li> <li>6. To be able to write simple sentences to describe an alien in French.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to name some fruits and vegetables in French.</li> <li>2. To be able to take part in a class survey about favourite fruits and vegetables in French.</li> <li>3. To be able to count in 10s up to 100 in French.</li> <li>4. To be able to ask for and give the price of fruits and vegetables in French.</li> <li>5. To be able to take part in a simple shopping dialogue at the market in French.</li> <li>6. To be able to understand and use simple recipe instructions in French.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to understand and remember some sport nouns in French.</li> <li>2. To be able to talk about sports I like and dislike in French.</li> <li>3. To be able to create extended sentences about sports including an opinion in French.</li> <li>4. To be able to identify parts of the verb 'jouer' (to play) in French.</li> <li>5. To be able to understand a description of a sport using simple sentences in French.</li> <li>6. To be able to describe a sport using simple sentences in French.</li> </ol>
<b>Key Vocabulary</b>	un chat, un chien, un poisson, Je vois, J'ai, un cheval, un lapin	le papa, le frère, la maman, la famille, la bouche, les cheveux, les yeux	Vous desirez?, Avez vous.....?, la pomme, la	Le cricket, Le tennis, Le foot, J'aime, J'adore, seul/seule, rapide, nul



			banane, <u>les légumes</u> , vingt, cent	
<b>ACE (Aspire, Collaborate, Experience) links</b>	<p><b>Aspire:</b> aspire to expand their French vocabulary by learning animal nouns and using them to share ideas about their pets and favourite animals.</p> <p><b>Collaborate:</b> collaborate with classmates by listening to stories together, joining in, and sharing their own ideas about animals in French.</p> <p><b>Experience:</b> experience French in a creative way by reading, listening to, and writing their own simple stories about animals.</p>	<p><b>Aspire:</b> aspire to explore French culture and vocabulary by learning about Epiphany, family members, and parts of the face, and using this knowledge creatively in writing.</p> <p><b>Collaborate:</b> collaborate with classmates to practise speaking, listening, and sharing information about family members and descriptions in French.</p> <p><b>Experience:</b> experience French language and culture by reading, understanding, and writing simple sentences to describe people and imaginative creatures like aliens.</p>	<p><b>Aspire:</b> aspire to use their French skills to name fruits and vegetables, count in tens, and follow simple recipe instructions with confidence.</p> <p><b>Collaborate:</b> taking part in surveys, practicing shopping dialogues, and sharing ideas during market role-plays.</p> <p><b>Experience:</b> experience French language in practical contexts by asking for prices, participating in dialogues, and following recipes to bring learning to life.</p>	<p><b>Aspire:</b> aspire to express their opinions and expand their French skills by learning sports vocabulary and creating extended sentences about the sports they like or dislike.</p> <p><b>Collaborate:</b> discussing sports, sharing opinions, and practising using the verb “jouer” in different sentences.</p> <p><b>Experience:</b> discussing sports, sharing opinions, and practising using the verb “jouer” in different sentences.</p>

**Spring term 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	<b>Carnival and number</b> Carnival, numbers to 20, core language recap, age, commands, Easter	<b>Moving our bodies</b> Face and body parts nouns and commands, yoga with body parts, alien creation	<b>Clothes</b> Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write	<b>My best day ever</b> Time, activities during the day, funfair rides and opinions
<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>Know about a carnival celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Name parts of the body.</li> <li>Describe an alien.</li> </ul>	<ul style="list-style-type: none"> <li>Name clothing items.</li> <li>Describe an outfit.</li> </ul>	<ul style="list-style-type: none"> <li>Speak about a funfair.</li> </ul>

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	<ul style="list-style-type: none"> <li>Numbers to 20.</li> <li>Ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Create a yoga sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a description.</li> </ul>	<ul style="list-style-type: none"> <li>Speak about their daily routine.</li> <li>Tell the time.</li> </ul>
<b>Key Concepts</b>	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing Culture
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To know about French traditions and to be able to take part in a carnival celebration.</li> <li>To be able to say and write some numbers between 1 and 16.</li> <li>To be able to say and write some numbers up to 20.</li> <li>To be able to ask and answer "How old are you?" in French.</li> <li>To be able to take part in a simple dialogue about myself, using familiar questions and answers.</li> <li>To know and use Easter vocabulary in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to say nouns for parts of the body in French.</li> <li>To understand how to use colours to describe an alien in French.</li> <li>To be able to write a description of an alien including numbers and colours in French.</li> <li>To be able to join in and create a body scan sequence in French.</li> <li>To be able to join in with a yoga sequence in French.</li> <li>To be able to create a yoga sequence in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to name items of clothing in French.</li> <li>To be able to use adjectives of colour to describe clothes in French.</li> <li>To be able to identify parts of the verb "to wear" in French.</li> <li>To be able to describe an outfit including colours in French.</li> <li>To know vocabulary related to carnival outfits in French.</li> <li>To be able to understand a description of a carnival outfit in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to talk about funfair rides I like and dislike in French.</li> <li>To be able to create extended sentences about funfair rides in French.</li> <li>To be able to talk about my daily routine in French.</li> <li>To be able to understand how to tell the time in French.</li> <li>To be able to understand a description of a typical day at the funfair in French.</li> <li>To be able to describe a typical day at the funfair in French.</li> </ol>
<b>Key Vocabulary</b>	le Carnaval, un masque, onze, Quel âge as-tu?, un panier, un oeuf	la tête, l'épaule, le genou, la jambe, Bougez, Levez, Respirez	un pantalon, un pull, une jupe, des baskets, Je porte, Tu portes	le manège, la grande roue, les tasses, Quelle heure est-il?, Je déjeune, Je me prépare



<p><b>ACE (Aspire, Collaborate, Experience) links</b></p>	<p><b>Aspire:</b> aspire to engage with French traditions and celebrations, and to use numbers, vocabulary, and simple dialogues to express themselves confidently. <b>Collaborate:</b> collaborate with classmates by taking part in carnival activities, asking and answering questions, and practising dialogues about themselves. <b>Experience:</b> experience French culture and language firsthand through celebrations, conversations, and learning festive vocabulary like Easter terms.</p>	<p><b>Aspire:</b> use French creatively by describing aliens, combining numbers, colours, and body parts, and developing their own yoga sequences. <b>Collaborate:</b> collaborate with classmates by joining in body scan and yoga sequences, practising vocabulary together, and supporting each other in creating descriptions. <b>Experience:</b> experience French actively by moving, listening, and speaking, applying language in fun, physical, and imaginative contexts.</p>	<p><b>Aspire:</b> learning clothing vocabulary, colours, and verbs, and by describing outfits confidently. <b>Collaborate:</b> collaborate with classmates by discussing and describing carnival outfits, sharing ideas, and practising vocabulary together. <b>Experience:</b> exploring carnival costumes and using language to understand and describe what they see.</p>	<p><b>Aspire:</b> express their likes, dislikes, and daily routines in French, using extended sentences to describe funfair rides and typical days confidently. <b>Collaborate:</b> sharing ideas about funfair experiences, practising speaking and listening, and discussing daily routines together. <b>Experience:</b> engaging with descriptions of funfairs, telling the time, and using language in real-life and imaginative contexts.</p>
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**Summer term 1**

Year Group	Year 3	Year 4	Year 5	Year 6
<p><b>Unit Title and description</b></p>	<p><b>The Hungry Giant</b> Fruit and veg nouns, counting, asking politely, story, board game</p>	<p><b>At the doctors and Jungle animals.</b> Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p>	<p><b>Out of this world</b> ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster</p>	<p><b>Café Culture.</b> Typical French café foods, opinions, ordering politely, menus, café conversation</p>
<p><b>Crucial Curriculum Content</b></p>	<ul style="list-style-type: none"> <li>Know some fruits and vegetables.</li> <li>Understand a story.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how they are feeling.</li> <li>Describe a jungle animal.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about themselves.</li> <li>Understand a French story.</li> </ul>	<ul style="list-style-type: none"> <li>Nouns for French food.</li> <li>Short conversation in a Cafe.</li> </ul>

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	<ul style="list-style-type: none"> <li>Ask for fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a story.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the planets.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a conversation.</li> </ul>
<b>Key Concepts</b>	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing Culture
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To know and say some fruit and vegetable nouns in French.</li> <li>To recognise fruit and vegetable nouns in the plural form.</li> <li>To be able to understand and enjoy a story about fruits and vegetables.</li> <li>To be able to ask politely for fruits and vegetables in French.</li> <li>To be able to write a polite request for fruits and vegetables.</li> <li>To be able to create my own "Hungry Giant" story in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to say why I don't feel well in French.</li> <li>To be able to take part in a roleplay at the doctor's in French.</li> <li>To know and understand some jungle animal nouns in French.</li> <li>To be able to listen to and join in with a story about jungle animals in French.</li> <li>To be able to write a sentence to describe a jungle animal in French.</li> <li>To be able to create my own jungle explorer's story in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to fill out an ID card in French.</li> <li>To be able to ask and answer several questions about myself in French.</li> <li>To be able to use adjectives to describe planets in French.</li> <li>To be able to read and understand a story about planets in French.</li> <li>To be able to recall and use familiar vocabulary in French.</li> <li>To be able to create a poster about an imaginary planet in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to say some nouns for French café food.</li> <li>To be able to express opinions about food and drinks in French.</li> <li>To be able to create my own café menu in French.</li> <li>To be able to politely order food and drinks in French.</li> <li>To be able to understand a café conversation in French.</li> <li>To be able to create a café conversation in French.</li> </ol>
<b>Key Vocabulary</b>	Je voudrais, J'ai faim, Je veux, les fruits, les légumes, Merci, s'il vous plaît	une girafe, un serpent, un perroquet, C'est, gros, multicolore	Prénom, Nom de famille, La planète, Les étoiles, Le satellite, Le Soleil, La Terre.	un chocolat chaud, J'aime, Je n'aime pas, Bon après-midi, Vous désirez?, s'il vous plaît



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<p><b>ACE (Aspire, Collaborate, Experience) links</b></p>	<p><b>Aspire:</b> learning fruit and vegetable nouns, and to express themselves creatively through their own “Hungry Giant” story.  <b>Collaborate:</b> listening to and enjoying stories together, practising polite requests, and sharing ideas in French.  <b>Experience:</b> asking for fruits and vegetables, reading and writing stories, and applying language in fun, real-life situations.</p>	<p><b>Aspire:</b> aspire to communicate confidently in French by explaining how they feel, describing jungle animals, and creating their own explorer stories.  <b>Collaborate:</b> collaborate with classmates by participating in doctor roleplays, joining in stories, and sharing ideas about jungle animals in French.  <b>Experience:</b> experience French actively through roleplay, storytelling, and writing, making the language meaningful and fun in real-life and imaginative contexts.</p>	<p><b>Aspire:</b> aspire to use French confidently by describing themselves, planets, and creating imaginative posters about an imaginary planet.  <b>Collaborate:</b> collaborate with classmates by asking and answering questions, sharing ideas, and discussing vocabulary and stories about planets in French.  <b>Experience:</b> experience French through reading stories, filling out ID cards, and applying language creatively in poster projects.</p>	<p><b>Aspire:</b> use French confidently by expressing opinions, creating café menus, and composing their own café conversations.  <b>Collaborate:</b> collaborate with classmates by practising polite ordering, sharing ideas about food and drinks, and role-playing café interactions.  <b>Experience:</b> experience French in real-life contexts by engaging with café vocabulary, participating in conversations, and applying language creatively in menus and dialogues.</p>
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**Summer term 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<p><b>Unit Title and description</b></p>	<p><b>Going on a picnic and where I live.</b>            Picnic story, food items, polite request, explore France, ask and answer ‘where do you live?’, simple conversation</p>	<p><b>Summertime</b>            weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay</p>	<p><b>Going to the seaside</b>            Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach</p>	<p><b>Let’s Celebrate!</b>            Read/Hear all about it!            Language recall, personal information, family, favourites</p>
<p><b>Crucial Curriculum Content</b></p>	<ul style="list-style-type: none"> <li>• Know picnic foods.</li> <li>• Have a simple conversation about where they live.</li> <li>• To create a picnic.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some weather phrases.</li> <li>• Take part in a survey.</li> <li>• Say what they like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>• Items they take to the beach.</li> <li>• Create a leaflet about the seaside.</li> <li>• Write about the French seaside.</li> </ul>	<ul style="list-style-type: none"> <li>• Say phrases about themselves.</li> <li>• Create a mocktail.</li> <li>• Presentation about themselves.</li> </ul>

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<b>Key Concepts</b>	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing Culture	Speaking and listening Reading Writing
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To know and name some picnic food and drinks in French.</li> <li>To be able to listen to and join in with a story about going on a picnic.</li> <li>To be able to create my own picnic story.</li> <li>To be able to use the verb phrase “I live in...” in French.</li> <li>To be able to ask “Where do you live?” and answer with “I live in...” in French.</li> <li>To be able to create a simple conversation in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to understand and say some weather phrases in French.</li> <li>To be able to understand and say more weather phrases in French.</li> <li>To be able to give a weather forecast in French.</li> <li>To be able to take part in a survey about favourite ice creams in French.</li> <li>To be able to say which ice cream I like and dislike in French.</li> <li>To be able to take part in an ice cream van role play in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to say what items I take to the beach in French.</li> <li>To be able to understand persuasive sentences about visiting the seaside in French.</li> <li>To be able to create a spoken advert about visiting the seaside in French.</li> <li>To be able to create a leaflet about visiting the seaside in French.</li> <li>To be able to create extended sentences about the seaside in French.</li> <li>To be able to write several sentences about the seaside in French.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to understand a text in French covering a variety of topics.</li> <li>To be able to say several sentences about myself in French.</li> <li>To be able to create a presentation about myself in French.</li> <li>To be able to understand and create a recipe for a mocktail in French.</li> <li>To be able to understand vocabulary about nature for a scavenger hunt in French.</li> <li>To be able to apply my language detective skills to learn another language.</li> </ol>
<b>Key Vocabulary</b>	le pique-nique, le pré, la rivière, la montagne, le sable, Où habites-tu? J’habite à	soleil, vent, brouillard, nuages, froid, Paris, pleut	Viens à la plage!, un ballon, des tongues, un frisbee, On peut nager, Il fait chaud	Je m’appelle, J’ai..ans, J’habite à Ajoutez, Pressez, Coupez, Mélangez,



<p><b>ACE (Aspire, Collaborate, Experience) links</b></p>	<p><b>Aspire:</b> aspire to use French confidently by learning picnic vocabulary, expressing where they live, and creating their own picnic stories. <b>Collaborate:</b> collaborate with classmates by listening to and joining in stories, sharing ideas, and practising simple conversations in French. <b>Experience:</b> experience French through storytelling, roleplay, and real-life dialogues, making language learning fun and meaningful.</p>	<p><b>Aspire:</b> aspire to use French confidently by learning weather phrases, giving forecasts, and expressing their likes and dislikes about ice cream. <b>Collaborate:</b> collaborate with classmates by taking part in surveys, sharing preferences, and participating in an ice cream van role play. <b>Experience:</b> experience French through practical, real-life activities like giving weather forecasts and engaging in imaginative roleplays, making language learning fun and meaningful.</p>	<p><b>Aspire:</b> aspire to use French creatively by expressing what they take to the beach and producing adverts, leaflets, and extended sentences about the seaside. <b>Collaborate:</b> collaborate with classmates by sharing ideas, practising persuasive language, and giving feedback on spoken and written work. <b>Experience:</b> experience French through practical and imaginative tasks, such as creating adverts, leaflets, and writing multiple sentences about seaside activities.</p>	<p><b>Aspire:</b> aspire to use French confidently and creatively by talking about themselves, presenting ideas, and exploring recipes, nature, and other languages. <b>Collaborate:</b> collaborate with classmates by sharing sentences, participating in scavenger hunts, and creating presentations and recipes together. <b>Experience:</b> experience French through authentic, engaging activities such as reading texts, preparing mocktails, exploring nature, and applying language skills in new contexts.</p>
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**How each intention is met across units of work**

<p><b>Intention 1:</b> To foster a positive attitude towards learning French and other languages from an early age.</p>			
<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p>Pupils enjoy games, songs and stories (e.g., <i>The Hungry Giant</i>, Carnival celebrations) that make language learning fun and non-threatening.</p>	<p>Role play and creative activities (e.g., “Alien faces”, town directions) build engagement and encourage curiosity.</p>	<p>Pupils apply French in real-life contexts (e.g., market dialogues, shopping, seaside leaflets) which increase motivation.</p>	<p>Authentic experiences such as café role play and cultural celebrations nurture pride and enthusiasm for language learning</p>



**Intention 2:** To develop pupils' confidence and enjoyment in speaking, listening, reading, and writing in French.

Year 3	Year 4	Year 5	Year 6
Children practise greetings, numbers and colours orally, begin reading and writing single words, and share stories aloud.	Extended speaking tasks (e.g., describing family, giving directions) increase confidence in sentence building.	Pupils speak in longer sentences, write short texts (e.g., posters, menus) and engage in dialogues with increasing accuracy.	Pupils prepare presentations, poems and conversations with greater independence, showing fluency across all four skills.

**Intention 3:** To introduce pupils to basic French vocabulary and structures through engaging, age-appropriate activities.

Year 3	Year 4	Year 5	Year 6
Vocabulary includes greetings, numbers, colours, animals, food and classroom objects; pupils learn basic sentence frames.	Vocabulary broadens to family, body parts, town, animals and school life; children build on simple grammar and adjectives.	Vocabulary expands to clothing, markets, time, transport and planets; pupils practise verbs such as <i>porter</i> and <i>jouer</i> .	Vocabulary covers houses, sport, café culture and celebrations; pupils use tenses and descriptive language more confidently.

**Intention 4:** To encourage cultural awareness and appreciation of French-speaking countries.

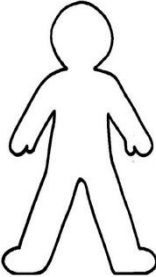
Year 3	Year 4	Year 5	Year 6
Pupils learn about French carnivals, Easter and Christmas traditions.	Pupils explore French towns, Paris landmarks, Epiphany, and cultural stories.	Pupils learn about French markets, seaside culture and festivals.	Pupils explore café culture, French homes and celebrations, making links to travel and work abroad.

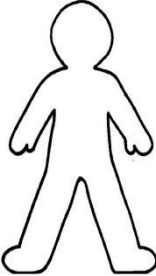
**Intention 5:** To build a strong foundation in language learning skills that will support future language study.

Year 3	Year 4	Year 5	Year 6
Pupils begin with phonics, word recognition and short oral exchanges.	They develop dictionary skills, recall strategies and sentence building.	Pupils consolidate memory strategies, verb awareness, and independent writing.	Pupils apply transferable skills (e.g., dictionary use, grammar knowledge) to produce extended spoken and written work.



**End Points/Impact**

1. Can greet others, introduce themselves, and count to 20.	<p style="text-align: center;"><b><u>A great linguist in Year 3</u></b></p> 	4. Shows enjoyment and curiosity about French culture (e.g., festivals, stories).
2. Recognises and uses basic classroom, colour, and animal vocabulary.		5. Begins to collaborate with peers through songs, games, and paired speaking activities.
3. Reads and writes single words and short phrases with support.		6. Develops a positive attitude towards French by engaging with stories, songs and role play.


1. Can ask and answer simple questions about themselves, family, school and town.	<p style="text-align: center;"><b><u>A great linguist in Year 4</u></b></p> 	4. Makes comparisons between French and English culture.
2. Understands and uses days, months, commands and common nouns.		5. Works with partners or groups to perform role plays and dialogues, showing growing confidence.
3. Reads short sentences and writes simple phrases with some accuracy.		6. Begins to build independence in language learning through recall strategies and dictionary use.




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<ol style="list-style-type: none"> <li>1. Can hold short conversations, express likes/dislikes, and describe clothing, food and sports.</li> </ol>	<p style="text-align: center;"><b><u>A great linguist in Year 5</u></b></p> 	<ol style="list-style-type: none"> <li>4. Appreciates aspects of French daily life such as markets and seaside culture.</li> </ol>
<ol style="list-style-type: none"> <li>2. Reads and understands short texts; writes short sentences using verbs and adjectives.</li> </ol>		<ol style="list-style-type: none"> <li>5. Takes part in surveys, discussions and presentations, collaborating with peers to share ideas.</li> </ol>
<ol style="list-style-type: none"> <li>3. Uses memory and phonics strategies to work out unfamiliar words.</li> </ol>		<ol style="list-style-type: none"> <li>6. Applies prior knowledge to build a strong foundation for future language learning.</li> </ol>

<ol style="list-style-type: none"> <li>1. Can speak in extended sentences and conversations, giving opinions and descriptions.</li> </ol>	<p style="text-align: center;"><b><u>A great linguist in Year 6</u></b></p> 	<ol style="list-style-type: none"> <li>4. Shows cultural awareness of French traditions and everyday life, and sees the value of language for future opportunities.</li> </ol>
<ol style="list-style-type: none"> <li>2. Reads and understands short paragraphs; writes short texts with some independence.</li> </ol>		<ol style="list-style-type: none"> <li>5. Demonstrates independence and self-confidence by leading conversations, presentations and role plays</li> </ol>
<ol style="list-style-type: none"> <li>3. Uses nouns, adjectives and common verbs accurately.</li> </ol>		<ol style="list-style-type: none"> <li>6. Reflects on their learning journey, recognising how their French skills prepare them for secondary school.</li> </ol>

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## Subject content

### Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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

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