

French Curriculum Overview 2023-24

Rationale	<ul style="list-style-type: none"> Our French curriculum is broad, vibrant and ambitious to inspire and excite pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their French learning, motivating them to continue studying languages beyond KS2. Content is continuously updated and reviewed annually to create a dynamic programme of study outlined in long and short-term planning to ensure pupil knowledge progresses within each academic year and is extended year upon year in the primary phases, ensuring it is relevant and in line with national DfE requirements. The four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered in an age-appropriate way to enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping improve attainment in other subject areas. Pupils will develop a genuine interest and positive curiosity about foreign languages. Learning a second language offers them the opportunity to explore relationships between language and identity, as well as develop a deeper understanding of other cultures and the world around them. 						
Approach	<ul style="list-style-type: none"> All classes have access to a high-quality French curriculum using the Language Angels scheme of work and resources which progressively develops skills through regularly taught and well-planned weekly lessons from Reception to Year 6. Pupils will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes. Lessons offering appropriate levels of challenge and stretch will be taught to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Units are progressive as lessons build on the language and knowledge taught in previous lessons. Over the course of a 6-week unit, pupils are encouraged to build more complex and sophisticated language structures. Pupil learning and progression is assessed at regular intervals in line with school policy. 						
Autumn 1	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Rhymes	Greetings	Animals	I am Learning French	The Classroom	Do You Have a Pet?	At School
	- Participate in and enjoy six traditional nursery rhymes - Start to understand and decode more spoken/sung French	- Say 'hello' (formally and informally) - Say 'my name is...' - Ask somebody how they are feeling and give a reply - Say 'goodbye' and 'see you soon'	- Name and recognise up to 10 animals - Attempt to spell some of these nouns with their correct indefinite article/determiner - Pretend to be a particular animal	- Locate France, Paris and few key cities on a map - Understand the Francophone world better - Ask somebody how they are feeling and what their name is - Say how we are feeling and our names - Read, write, say and recall ten different colours	- Recall a selection of nouns and indefinite articles/determiners for twelve common classroom objects - Learn how to replace an indefinite article/determiner with the appropriate possessive adjective - Describe what is (not) in pencil case/rucksack	- Know the nouns and indefinite articles for 8 common pets - Ask somebody if they have a pet and give an answer back - Say what pet we have/do not have and give our pet's name - Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences	- Name the subjects we study in school with the correct definite article/determined - Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject - Start to tell the time by learning how to say time by the hour - Explore the irregular, high frequency verb 'aller' (to go) in full
Grammar	Introductory unit	Introductory unit	Nouns, gender, articles/determiners and verbs High frequency verb (to be) – je suis (I am)	Introductory unit	Nouns, gender, articles/determiners and use of the negative (je n'ai pas)	Indefinite articles, high frequency verbs and negative	Nouns, gender, definite articles Revision of definite article le, la, l' and les High frequency irregular verb (to go) - aller

	Minibeasts	Numbers and colours	Instruments	Fruits	At the Tea Room	What is the Date?	The Weekend
Autumn 2	<ul style="list-style-type: none"> - Recognise and recall 10 minibeasts - Recall greetings more easily - Recognise and follow instructions - Follow an animated story 	<ul style="list-style-type: none"> - Say 10 common colours - Count from 1-10 	<ul style="list-style-type: none"> - Recognise, recall and spell up to ten instruments - Say and write 'I play an instrument' with up to ten different instruments 	<ul style="list-style-type: none"> - Name, recognise and remember up to 10 fruits - Attempt to spell some of these nouns with their correct article/determiner - Ask somebody if they like a particular fruit - Say what fruits we like and dislike 	<ul style="list-style-type: none"> - Recall a wide range of nouns and determiners for common foods, snacks and drinks in a typical French 'salon de thè', improving cultural knowledge of France - Understand better how to make nouns plural - Improve knowledge of French currency - Order something to eat and drink in a role-play 	<ul style="list-style-type: none"> - Recall the seven days of the week, the twelve months of the year and numbers 1-31 - Ask and answer what the date is - Ask and answer the question 'When is your birthday?' 	<ul style="list-style-type: none"> - Tell the time in French using quarter past, half past and quarter to - Say and write what we do at the weekend using two or more sentences - Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences
Grammar	Nouns and articles/determiners	Introductory unit	Nouns and articles/determiners (introduction of plural 'les') High frequency verb (to play) – je joue (I play)	Nouns, gender, articles/determiners and plural form	Nouns, indefinite articles/determiners and plurality	Ordinal and cardinal numbers	Verbs, conjunctions and opinions (revision and consolidation + new and reflexive verbs)
	Minibeasts (cont.)	Numbers and colours (cont.)	Seasons	I Can	My Home	The Weather	Healthy Living
Spring 1	<ul style="list-style-type: none"> - Recognise and recall 10 minibeasts - Recall greetings more easily - Recognise and follow instructions - Follow an animated story 	<ul style="list-style-type: none"> - Say 10 common colours - Count from 1-10 	<ul style="list-style-type: none"> - Recognise all four seasons - Learn an associated action for each season - Understand better what happens in the world around us in each season 	<ul style="list-style-type: none"> - Recognise, use and remember 10 common verbs/activities - Use these verbs in the infinitive to make a short sentence starting with 'je peux' 	<ul style="list-style-type: none"> - Say and write whether we live in a house or an apartment - Say what room we have and do not have at home - Use the connective/conjunction et to link two sentences together 	<ul style="list-style-type: none"> - Recognise and recall the 9 weather expressions - Ask what the weather is today and give a reply - Describe the weather in France using a weather map with symbols 	<ul style="list-style-type: none"> - Follow a simple, healthy recipe - Say and write what we eat and drink to stay healthy - Say and write what we do not eat and drink to stay healthy - Say and write the activities we do and do not do to stay in shape
Grammar	Nouns and articles/determiners	Introductory unit	Nouns and articles/determiners	Modal verb (pouvoir) plus infinitive	Indefinite articles, negative and high frequency verbs	Use of il y a and faire in weather phrases	First person singular conjugation of high frequency verbs Use of the negative and imperative instructions
	Transport	Shapes	Seasons (cont.)	Ancient Britain	Goldilocks	The Romans	WWII
Spring 2	<ul style="list-style-type: none"> - Recognise and recall 7 modes of transport - Recall numbers 1-5 and the colours yellow, red, green, orange and blue more easily 	<ul style="list-style-type: none"> - Name, recognise and remember up to 10 shapes - Attempt to spell some of the shapes - Attempt to remember which shapes are un or une - Revise numbers 1-5 	<ul style="list-style-type: none"> - Name the six periods of ancient Britain - Say the three types of people that lived in ancient Britain, where they lived and what hunting tool they used - Use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite) 	<ul style="list-style-type: none"> - Name the six periods of ancient Britain - Say the three types of people that lived in ancient Britain, where they lived and what hunting tool they used - Use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite) 	<ul style="list-style-type: none"> - Listen attentively to a whole familiar fairy tale - Remember new language using picture, word and phrases cards - Improve gist reading and gist listening skills - Attempt to retell a familiar fairy tale using a mini book for support 	<ul style="list-style-type: none"> - Understand the key facts of the history of Ancient Rome - Say and spell the days of the week - Write a diary entry as a rich/poor Roman 	<ul style="list-style-type: none"> - Group and order words to decode unknown language - Understand the key facts of history from WWII when described - Say and write the main countries involved in WWII as well as their languages - Write a letter explaining what life was like as an evacuee in the countryside
Grammar	Nouns and articles/determiners	Nouns, gender and articles/determiners	Nouns and articles/determiners	Verbs and elisions (contractions)	No explicit grammar point or structure as working on language learning strategies	Changing sentences from the positive to their negative form using the	Recycling and consolidation of the language learning skills connected to

						structure 'ne...pas de/d' ...'	recognising and categorising nouns, verbs and adjectives
Summer 1	Under the Sea	Shapes (cont.)	Vegetables	Presenting Myself	Clothes	Habitats	Me in the World
	- Recognise and recall 7 sea creatures - Recall numbers 1-5 more easily	- Name, recognise and remember up to 10 shapes - Attempt to spell some of the shapes - Attempt to remember which shapes are un or une - Revise numbers 1-5	- Name, recognise and remember up to ten vegetables - Attempt to spell some of these nouns with their plural article/determiner - Learn and use the high frequency verb 'je voudrais' from the verb 'vouloir'	- Count to 20 - Ask somebody how they are feeling, their age, name and where they live - Say how we are feeling, how old we are, what our name is and where we live - Apply rules of adjectival agreement when saying our nationality	- Recognise and recall 21 items of clothing - Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what someone is wearing - Revisit the use of the possessive adjective 'my' and describe colour of clothes	- Say and write the key elements that animals and plants need to survive - Name the 5 most common types of habitats - Name an animal and a plant that live and grows in each type of habitat	- Say and spell some of the different countries and the relative capital cities - Say and write about some key celebrations in the Francophone world and say some of the differences between Paris and Port-au-Prince - Say and write something we do to help the planet
Grammar	Nouns and articles/determiners	Nouns, gender and articles/determiners	Nouns and articles/determiners in plural form	Adjectival agreement	Verbs, possessive adjectives, gender, definite/indefinite/partitive articles and adjectival agreement	Verbs (3 rd person conjugation of pousser and habiter, regular ER verbs)	Verbs and near future tense
Summer 2	In the Jungle	Little Red Riding Hood	Ice Cream	Family	The Olympics	At School	Regular Verbs
	- Recognise and recall seven jungle animals - Recall numbers 1-5 more easily	- Sit and listen to a familiar story - Learn to use picture and word cards to recognise and help retain new language - Remember key parts of the body	- Name, recognise and remember up to 10 ice cream flavours in French - Attempt to spell some of the flavours - Use the structure 'je voudrais...' plus a flavour - Request either a cone or a pot and say how many scoops - Learn how to say 'please' and 'thank you'	- Remember the nouns for family members - Describe our own or a fictitious family by name, age and relationship - Count to 70 - Understand possessive adjectives better	- Understand the key facts of the ancient and modern Olympics - Learn 10 nouns and articles for common Olympic sports - Explore the full present tense conjugation of the high frequency verb faire - Look at the adjectival changes involved when you describe a male/female Olympian	- Name the subjects studied in school with the correct definite article/determiner - Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification - Start to tell the time by learning how to say time by the hour - Say at what time we study certain subjects at school	- Understand better what personal/subject pronouns are - Understand better the concept of verb stems and endings - Conjugate regular -er verbs like jouer - Conjugate regular -ir verbs like finir - Conjugate regular -re verbs like vendre
Grammar	Nouns and articles/determiners	Definite, indefinite and partitive articles/determiners	Nouns, gender and high frequency verb (vouloir – je voudrais)	Nouns, articles/determiners and possessive adjectives (focus on my – mon, ma, mes) Moving from first person of metre/avoir to third person	Adjectival agreement and irregular verb 'faire'	Nouns, gender, definite articles and high frequency regular verb étudier	Verbs and near future tense