



St Peter's CofE Primary School: Languages

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10)
- the golden strand that runs through all our work.

How does our vision impact Languages at St Peter's?

At St Peter's, our Languages curriculum reflects our belief that all are valued, valuable and empowered to be the best they can be. Through learning French, pupils develop the confidence to communicate in another language while growing in curiosity, respect and appreciation for cultures and communities beyond their own. By learning from and about others, pupils broaden their understanding of the world and recognise both the richness of difference and what we share, contributing to our vision of 'life in all its fullness'.

Peace	Hope	Joy
Learning French encourages pupils to listen to and communicate with others with respect. Through developing an understanding of different cultures and perspectives, pupils learn to value difference and see themselves as part of a wider global community.	Learning another language broadens pupils' horizons and helps them recognise a world of possibilities beyond their immediate experience. Pupils develop the confidence and curiosity to communicate, explore other cultures and see themselves as capable participants in a wider world.	French is taught as a language to be used and enjoyed. Through conversation, songs, games, stories and cultural experiences, pupils experience the joy of communicating in another language and discovering new ways of seeing and understanding the world.

Languages Whole School Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	French Greeting with Puppets	French Adjectives of Colour, Size and Shape	French Playground Games: Numbers and Age	In a French Classroom	French Transport	A Circle of Life in French
Year 4	Portraits: Describing in French	Clothes: Getting Dressed in France	French Numbers, Calendars and Birthdays	French Weather and the Water Cycle	French Food: Miam, Miam!	Musical Instruments in French
Year 5	French Monster Pets	Space Exploration- in French	Shopping in France	French-Speaking World	Verbs in a French Week	Meet my French Family
Year 6	French Sport and the Olympics	French Football Champions	In My French House	Planning a French Holiday	Visiting a Town in France	No Unit

Year 3 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 French Greetings with Puppets	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.	How can I greet someone and introduce myself in French? How do I use the correct French greeting for the time of the day? How do I ask and answer a question about feelings in French? How do I perform a finger rhyme in French?	Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation.	Bonjour: hello/good morning (formal) Salut: hi (informal) Je m'appelle...: my name is... Comment tu t'appelles?: what's your name? Au revoir: goodbye Bonsoir: good evening Bonne nuit: good night Ça va?: how are you? Comment ça va?: how are you? Ça va bien: I'm well, I'm fine Ça va très bien: I'm very well, I'm really good Ça va mal: I'm not well, I'm bad, I'm not fine, it's not going well (not ill)	This is pupils' first unit of formal French, so it deliberately begins with immediately useful, highly repetitive social language: greeting somebody, introducing themselves, asking a name and talking about how they feel. The emphasis on listening, imitation, turn-taking, gesture and simple phonemes gives pupils the

				Ça va très mal: I'm really not well, I'm really not fine, it's going badly (not ill) Comme ci comme ça: so so, OK C'est...: it is... Oui: yes Non: no	essential habits of language learning before they are expected to manipulate vocabulary or grammar independently. It also establishes early confidence in speaking French aloud in a low-risk, playful context.
Autumn Term 2 French Adjectives of Colour, Size and Shape	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. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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.	How do I recognise and name colour words? How do I describe shapes by their colour? How do I describe shapes by their size and colour? How can I identify and understand cognates and near cognates in French? How do I follow instructions in French?	Listen carefully to build correct sequences of three to four blocks. Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates. Use please and thank you. Listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour.	Rouge: red Bleu: blue Jaune: yellow Vert: green Orange: orange Violet: violet Blanc: white Noir: black Rose: pink Brun: brown Et: and C'est: it is Un cercle: a circle Un triangle: a triangle Un rectangle: a rectangle Un carré: a square Rouge: red Bleu: blue Vert: green Jaune: yellow Orange: orange Violet: violet	Once pupils can listen and respond to familiar spoken French, they begin to expand what they can communicate by combining vocabulary rather than using isolated greetings. Colours and shapes provide concrete, visually supported nouns and adjectives, allowing pupils to recognise cognates, follow instructions and begin constructing simple descriptive phrases. This is also an appropriate first introduction to the idea that French has its own grammatical patterns and word

					order, preparing pupils for the more explicit work on gender and sentence construction later in Year 3.
Spring Term 3 French Playground Games- Numbers and Age	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. Appreciate stories, songs, poems and rhymes in the language. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	How do count from one to six in French? How do you count from six to twelve in French? How can I use number words to give more information about myself? How can I recognise and understand the numbers one to twelve when they are written in French? How can I use the French number words one to twelve when playing playground games?	The French number words un to douze are used to count from one to twelve. French number words can be recognised both when spoken and when written. French number words can be used in games, rhymes and classroom activities. French finger rhymes help learners practise counting and pronunciation. The question Tu as quel âge ? is used to ask someone how old they are. The phrase J'ai ... ans is used to tell someone your age in French. French and English sentences sometimes use different words and structures to express the same idea. French has specific sounds, known as phonemes, such as eu, oi and ou, which may be different from English sounds. Listening carefully to spoken French helps learners identify numbers and respond appropriately. French vocabulary for taking turns and playing games, such as à toi, à	Un: one Deux: two Trois: three Quatre: four Cinq: five Six: six Sept: seven Huit: eight Neuf: nine Dix: ten Onze: eleven Douze: twelve Plus: plus Et: and Moins: minus Égale: equals Combien ?: how many?/how much? À toi: your turn À moi: my turn J'ai gagné !: I've won! Rouge: red Bleu: blue Vert: green Jaune: yellow Orange: orange Violet: violet Blanc: white Noir: black C'est: it is Un cercle: a circle Un carré: a square Un triangle: a triangle Un rectangle: a rectangle Tu as quel âge ? : How old are you?	This unit extends the question-and-answer structures first encountered through greetings by teaching pupils to ask and answer another personally meaningful question: age. Numbers 1–12 are introduced through games, songs and rhymes so that pupils continue developing pronunciation and listening while beginning to recognise the same vocabulary in written form. Familiar colours and shapes are deliberately revisited within games, allowing pupils to retrieve earlier vocabulary rather than learning each unit in isolation. Pupils also encounter the important idea that French and English

			moi and j'ai gagné !, supports communication in interactive activities.	J'ai ... ans: I am ... years old. Manqué: missed	may express the same meaning through different sentence structures, for example J'ai ... ans.
Spring Term 4 In a French Classroom	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 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. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Can I understand and respond appropriately to simple classroom instructions? Can I name common school bag objects and identify whether they are masculine or feminine? Can I ask and answer questions about what I have and do not have? Can I read and understand short sentences in French? Can I prepare and present a short spoken text in French?	Understand that classroom instructions such as écoutez, lisez and écrivez tell pupils what action to take and respond appropriately. Use familiar classroom commands accurately to give simple instructions to other people in French. Recognise familiar French words when they are spoken, written or mouthed silently, using knowledge of pronunciation and spelling patterns. Identify whether common classroom and school bag nouns are masculine or feminine and choose the correct article. Use the structure j'ai to compose simple sentences describing items in a pencil case or school bag. Ask and answer simple questions about possessions using familiar vocabulary and sentence structures such as Tu as... ?, J'ai... and Je n'ai pas.... Apply a range of vocabulary-learning strategies, such as repetition, visual association and cognates, to remember and recall new French words.	écrivez: write écoutez: listen lisez: read ouvrez: open fermez: close regardez: look parlez: speak asseyez-vous: sit down levez-vous: stand up un crayon: a pencil un taille-crayon: a pencil sharpener un stylo: a pen un cahier: an exercise book un sac: a bag une règle: a ruler une gomme: a rubber une trousse: a pencil case j'ai...: I have tu as ... ? : have you ...? dans mon sac ...: in my bag ... j'ai: I have je n'ai pas: I don't have et: and mais: but oui: yes non: no des ciseaux: some scissors je n'ai pas ... de: I don't have ... a/any un: one deux: two trois: three quatre: four cinq: five six: six	By this point pupils have experience of listening, responding, asking questions and constructing very simple phrases, so the curriculum moves into a familiar everyday context in which French can be used functionally. Classroom objects allow grammatical gender and articles to become explicit, while j'ai, tu as and je n'ai pas build directly on the earlier use of J'ai ... ans and develop pupils' ability to make affirmative and negative statements. Previously taught numbers and colours are also deliberately retrieved, while pupils progress from rehearsed responses towards reading, adapting model sentences

			Read and understand short French sentences by using known vocabulary, grammatical clues and visual context. Adapt a model sentence to create an original sentence of their own while maintaining accurate meaning and structure. Plan and deliver a short presentation in French that includes recently learned and previously learned vocabulary, speaking clearly and confidently for an audience.	sept: seven huit: eight neuf: nine dix: ten onze: eleven douze: twelve rouge: red bleu: blue vert: green jaune: yellow orange: orange violet: violet	and giving a short presentation.
Summer Term 5 French Transport	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple 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. Present ideas and information orally to a range of audiences. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Can I compare French and English and identify words that are cognates? How can we change simple musical phrases and perform a song confidently to an audience? How can I adapt, ask and answer questions about a picture prompt? How can I describe a journey to different French-speaking countries around the world? How can I conduct a survey in French and choose the best way to present the results?	New French words can often be understood by looking for clues such as familiar words, context and patterns in language. A cognate is a word that is similar in spelling, meaning and/or pronunciation in two different languages. Listening carefully for specific words and phrases helps us understand spoken French. Songs can be adapted by changing words and phrases while keeping the same structure or melody. French questions can be used to gather information about people, places and pictures. Known vocabulary and sentence structures can be adapted to create new descriptions in French.	je vais: I go en: on, by, in en vacances: on holiday je vais à...: I am going to... je vais en...: I am going by... je vais à l'école: I go to school tu vas où?: where are you going? tu y vas comment?: how are you going there? Comment tu vas à l'école?: How do you go to school? puis: then il y a: there is/are combien de...?: how many...? un avion: an aeroplane en avion: by plane un train: a train en train: by train un autobus: a bus en autobus: by bus un bus: a bus en bus: by bus un bateau: a boat en bateau: by boat un ferry: a ferry en ferry: by ferry une voiture: a car	Having learned to create simple sentences and questions, pupils now apply those structures to movement and journeys. The introduction of je vais, tu vas où? and transport phrases using en and à broadens pupils' grammatical repertoire beyond avoir and prepares the ground for later work on the high-frequency verb aller. The unit also deliberately develops cognate recognition, adapting known sentence structures and

	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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.		French sentences follow grammatical patterns that can be reused to communicate different ideas. French is spoken in many countries and cities around the world, not just in France. Surveys and investigations can be used to collect data, test predictions and identify patterns. French uses a range of accents (é, è, ê, ë, à, â, î, ï, ô, ù, û, ü, ç) which can affect pronunciation, spelling and meaning.	en voiture: by car un taxi: a taxi en taxi: by taxi un hélicoptère: a helicopter en hélicoptère: by helicopter un ballon: a hot air balloon en ballon: by balloon un sous-marin: a submarine en sous-marin: by submarine un scooter: a scooter (motorised) à scooter: by scooter une trottinette: a scooter (push-along) à trottinette: by (push-along) scooter une moto: a motorbike à moto: by motorbike un vélo: a bicycle à vélo: by bicycle à pied: on foot	spoken presentation, while beginning to widen pupils' cultural understanding by showing that French is spoken in many countries and cities beyond France.
Summer Term 6 A Circle of Life in French	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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	How can I research a new French noun and identify its gender? How can I build sentences to describe where something lives or does not live? How can I use my knowledge of language to solve a science-based puzzle? How can I describe a food chain in French?	French phonemes can sound different from English sounds and help us pronounce unfamiliar words accurately. Dictionaries can be used to find the meaning of new nouns and identify whether they are masculine or feminine. French nouns have a grammatical gender and must be used with the correct article, such as un/une or le/la. Sentences are made up of different word classes, including nouns, verbs and articles, which work together to convey meaning.	les animaux: the animals un éléphant: an elephant un lapin: a rabbit un loup: a wolf un oiseau: a bird un poisson: a fish un serpent: a snake un singe: a monkey un ver: a worm une baleine: a whale une grenouille: a frog une tortue: a tortoise un lion: a lion une girafe: a giraffe un chat: a cat une chenille: a caterpillar une feuille: a leaf le (masc.): the (for masculine singular nouns)	The final Year 3 unit brings together several foundational strands pupils have encountered across the year: noun gender, articles, sentence building, negatives, phonics and adapting model sentences. Rather than simply supplying all vocabulary, pupils begin using dictionaries to discover unfamiliar

	sentences; and how these differ from or are similar to English. 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.	How can I write a range of sentences in French to describe a food chain?	Negative forms in French can be used to say what something is not or does not do. Patterns in French vocabulary and sentence structure can often be compared with English to support understanding. Knowledge from other curriculum subjects, such as science, can help us interpret and use new French vocabulary. Animals can be described in French by naming them and explaining what they eat. Known vocabulary and sentence structures can be adapted to communicate new ideas and information. Model sentences can be used as a framework to support the writing of original sentences in French.	la (fem.): the (for feminine singular nouns) qui ?: who? où est ?: where is? il habite: he/it lives elle habite: she/it lives habite: lives dans: in la jungle: the jungle le désert: the desert la forêt: the forest la savane: the savannah la mer: the sea l'étang (masc.): the pond le lapin: the rabbit le loup: the wolf le singe: the monkey le poisson: the fish le ver: the worm le serpent: the snake la grenouille: the frog la baleine: the whale la tortue: the tortoise l'oiseau: the bird l'éléphant: the elephant est: is mangé: eaten par: by le lion: the lion la girafe: the giraffe le chat: the cat la chenille: the caterpillar la feuille: the leaf un carnivore: a carnivore un herbivore: a herbivore un omnivore: an omnivore les plantes: the plants	nouns and identify their gender, increasing their independence as language learners. The familiar science context of animals, habitats and food chains reduces the conceptual demand of the subject matter so that pupils can concentrate on applying their growing French knowledge to increasingly original spoken and written sentences.
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Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 Portraits-Describing in French	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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. Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	How do adjectives change when they describe a feminine noun in French? How can I identify hair and eye colour when listening to or reading French? How can I create simple descriptive sentences about hair and eye colour in French? How can I understand and use simple descriptive sentences about a person's appearance and personality in French? How can I use il/elle a and il/elle est to describe a friend in French?	The Louvre is a famous art gallery and museum located in Paris, France. French adjectives can change their spelling to match the gender of the noun they describe. Hair colour and eye colour can be used to identify and describe a person's appearance in French. In French, colour adjectives usually come after the noun they describe. Plural nouns such as les cheveux and les yeux often require plural adjective forms. French descriptions can be built using sentence stems such as il a, elle a, il est and elle est. Personality traits can be expressed using a range of descriptive adjectives in French. Adjectives often change form when describing feminine nouns, for example heureux becomes heureuse. Adjectives must agree with the noun they describe in both gender (masculine/feminine) and number (singular/plural). Word cards, sentence models and language patterns can be used to construct and adapt original sentences in French.	elle: she il: he heureux, heureuse: happy sérieux, sérieuse: serious le Musée du Louvre: the Louvre museum l'entrée: the entrance un tableau: a painting une statue: a statue il a: he has elle a: she has les cheveux (masc. pl.): the hair les yeux (masc. pl.): the eyes les cheveux châains: brown hair les cheveux blonds: blond hair les cheveux noirs: black hair les cheveux roux: red/ginger hair les yeux bleus: blue eyes les yeux marron: brown eyes châains (masc. pl.): brown (for hair) blonds (masc. pl.): blond marron: brown noir(s), noir(e)(s): black roux (masc. pl.): ginger/red (for hair) bleu(s), bleu(e)(s): blue vert(s), vert(e)(s): green rouge(s): red jaune(s): yellow blanc(s), blanche(s): white rose(s): pink violet(s), violette(s): violet orange: orange qui ?: who? il est...: he/it is... elle est...: she/it is... petit(e): small fort(e): strong poli(e): polite travailleur, travailleuse: hard working sportif, sportive: sporty	Year 4 begins by deliberately retrieving the colour and size adjectives introduced in Year 3 and the understanding of masculine and feminine nouns developed through classroom objects and animals. Pupils now move beyond simply knowing that nouns have gender to understanding that adjectives can change to agree with gender and number, and that adjective position can differ from English. The introduction of il/elle a and il/elle est also shifts pupils from describing themselves or possessions to describing other people, increasing

				il s'appelle...: he is called... elle s'appelle...: she is called...	grammatical and communicative complexity.
Autumn Term 2 Clothes-Getting Dressed in France	Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language. 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. 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	How can I recognise and use vocabulary relating to clothing in French? How can I apply my understanding of noun and adjective agreement in French? How can I understand and use adjectival position and agreement for gender and number in French? How can I say what I like and dislike in French? How can I describe an outfit using adjectives correctly in French?	French clothing vocabulary includes nouns that are masculine, feminine or plural and must be used with the correct determiner. Determiners such as un, une, des, mon, ma and mes indicate the gender and number of a noun. French words may be pronounced differently from English, and understanding key sounds helps with accurate communication. Simple statements can be created by combining determiners, nouns, verbs and adjectives in the correct order. Colour adjectives usually come after the noun in French (e.g. une jupe rouge). Size adjectives such as grand and petit usually come before the noun in French. Adjectives must agree with the noun they describe in gender, often by adding -e for feminine nouns. Adjectives must also agree with the noun in number, often by adding -s when describing plural nouns. Opinions can be expressed in French to communicate likes and dislikes about clothing and outfits. Pronouns such as il and elle can be used with clothing vocabulary to	un T-shirt: a T-shirt un short: shorts un pantalon: a pair of trousers un chapeau: a hat un maillot de bain: a swimsuit un maillot de foot: a football shirt une culotte: a pair of pants une chemise: a shirt une veste: a jacket des chaussettes (f): socks des bottes (f): boots des lunettes (f): glasses des baskets (f): trainers des chaussures (f): shoes un pull: a jumper or pullover un manteau: a coat une jupe: a skirt une robe: a dress mon (masc. sing.): my ma (fem. sing.): my mes (plural): my je porte: I am wearing il porte: he wears elle porte: she wears bleu: blue rouge: red jaune: yellow vert: green orange: orange rose: pink marron: brown violet: violet blanc: white noir: black grand: big petit: small brillant: sparkly à pois: spotted à carreaux: checked	This follows Portraits because clothing provides an immediate context in which pupils can repeatedly apply, rather than merely encounter, adjective agreement. Familiar colours and size adjectives are retrieved, but pupils must now select determiners according to gender and number and consider adjective position within fuller noun phrases. The unit also adds possessives (mon, ma, mes) and opinion phrases such as j'aime and je n'aime pas, increasing pupils' ability to make

	Describe people, places, things and actions orally and in writing.		describe what someone is wearing and create accurate descriptions of outfits.	à rayures: striped j'aime: I like je n'aime pas: I don't like	personalised descriptions and express preferences.
Spring Term 3 French Numbers, Calendars and Birthdays	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 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.	How can I recall and use numbers 1 to 31 in French? How can I say the days of the week in French? How can I say the months of the year in French? How can I select and use the correct vocabulary to discuss the date in French? How are traditional birthday celebrations in France similar to and different from those in England?	French numbers from 1–31 can be recognised, spoken and written to communicate dates and solve mathematical calculations. French mathematical calculations use number vocabulary and mathematical language that may differ from English sentence patterns. The days of the week in French can be used to identify past, present and future days, such as yesterday, today and tomorrow. Months of the year have specific French names that are used when discussing dates and birthdays. Dates in French are formed using numbers, days and months in a structured format. The four seasons in French are le printemps, l'été, l'automne and l'hiver, and they can be linked to different times of the year. Birthdays can be discussed in French by asking and answering questions such as C'est quand ton anniversaire ? Traditional birthday celebrations in France and England share some common features but also have distinct cultural customs and traditions.	un nombre: a number les mathématiques: maths treize: thirteen quatorze: fourteen quinze: fifteen seize: sixteen dix-sept: seventeen dix-huit: eighteen dix-neuf: nineteen vingt: twenty vingt-et-un: twenty-one vingt-deux: twenty-two vingt-trois: twenty-three vingt-quatre: twenty-four vingt-cinq: twenty-five vingt-six: twenty-six vingt-sept: twenty-seven vingt-huit: twenty-eight vingt-neuf: twenty-nine trente: thirty trente-et-un: thirty-one les jours de la semaine: the days of the week la semaine: the week lundi: Monday mardi: Tuesday mercredi: Wednesday jeudi: Thursday vendredi: Friday samedi: Saturday dimanche: Sunday aujourd'hui: today demain: tomorrow hier: yesterday les mois: the months janvier: January	Numbers 1–12 were established in Year 3 through age and playground games; pupils are now ready to extend this secure pattern to 31 for a purposeful reason: dates and birthdays. Days, months and seasons enable pupils to combine several known and new elements into structured answers rather than recalling vocabulary in isolation. The unit also revisits asking and answering personal questions and introduces explicit cultural comparison through French and English birthday traditions,

			Listening carefully for key vocabulary, numbers and dates supports understanding of spoken French and accurate recording of information. Translation between English and French requires selecting appropriate vocabulary and applying language patterns accurately to communicate meaning.	février: February mars: March avril: April mai: May juin: June juillet: July août: August septembre: September octobre: October novembre: November décembre: December C'est quand ton anniversaire ?: When is your birthday? Mon anniversaire c'est le...: My birthday is on the... les saisons: the seasons Il y a quatre saisons: There are four seasons le printemps: spring l'été: summer l'automne: autumn l'hiver: winter Quelle est la date d'aujourd'hui ?: What is the date today?	broadening the cultural dimension of language study.
Spring Term 4 French Weather and the Water Cycle	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. Present ideas and information orally to a range of audiences. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversations; ask and answer questions; express	How can I understand and use weather phrases in French? How can I perform a French weather rap with accurate pronunciation and expression? How can I describe the weather using points of the compass in French? How can I recognise the French written	French weather phrases can be used to describe different weather conditions such as sunshine, rain, snow, wind, heat and cold. Accurate pronunciation in French relies on careful listening and repetition of sounds, words and phrases. Compass points (le nord, le sud, l'est, l'ouest) can be used to describe where particular weather conditions are occurring. Weather descriptions can be extended by combining weather phrases with compass points to give more detailed information.	Quel temps fait-il aujourd'hui ?: What's the weather like today? il fait beau: it's fine weather il fait mauvais: it's bad weather il fait chaud: it's hot il fait froid: it's cold il pleut: it's raining il neige: it's snowing il y a du soleil: it's sunny il y a du vent: it's windy il y a des nuages: it's cloudy the west dans le in the le nord: the north le sud: the south l'est: the east l'ouest: the west dans le: in the dix: ten	Seasons and dates from the previous term provide a natural bridge into talking about weather. Pupils extend their numerical understanding further through multiples of ten and temperature, while compass points allow them to add location to a

	opinions and respond to those of others; seek clarification and help. 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.	words for multiples of ten? How can I understand and explain the water cycle in French?	In French, the position of a compass-point phrase within a weather sentence can change without changing the overall meaning. Multiples of ten from 10 to 100 have specific written and spoken forms that can be recognised and used in French. Temperature, weather vocabulary and compass directions can be combined to create a detailed weather report in French. Cognates are words that are similar in French and English and can help us understand new scientific vocabulary related to the water cycle. Listening for key sounds and matching spoken words to their written forms supports reading accuracy and language comprehension. Scientific ideas such as the water cycle can be represented visually, and language knowledge can be used to create labelled diagrams and models such as a water cycle wheel.	vingt: twenty trente: thirty quarante: forty cinquante: fifty soixante: sixty soixante-dix: seventy quatre-vingts: eighty quatre-vingt-dix: ninety cent: one hundred le cycle de l'eau: the water cycle la condensation: condensation l'évaporation: evaporation les précipitations: precipitation l'océan: the ocean les nuages: the clouds un bol: a bowl voici: here is le sac plastique: the plastic bag l'assiette: the plate la glace: ice l'eau bouillante: boiling water de l'eau: some water il pleut: it rains / it is raining	weather statement and therefore create increasingly detailed spoken sentences. The water-cycle element then applies familiar strategies such as cognate recognition to unfamiliar scientific vocabulary, building on the successful cross-curricular approach used in Year 3's Circle of Life.
Summer Term 5 French Food-Miam, Miam!	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into	How can I understand and take part in a simple conversation in French? How can I read and say amounts of money in French? How can I identify and pronounce the	Spoken French can be understood by listening for familiar vocabulary, key words and language patterns. Cognates are words that look or sound similar in French and English and can help learners work out the meaning of unfamiliar vocabulary. French cafés and restaurants use specific vocabulary and phrases for ordering food and drinks politely.	le restaurant: the restaurant une table: a table le café: the café le menu: the menu une entrée: a starter un plat principal: a main course une boisson: a drink la soupe: the soup la soupe de légumes: vegetable soup la soupe de tomates: tomato soup la pizza: the pizza le hot-dog: the hot dog	Pupils now apply their accumulated language to an authentic everyday situation: cafés, restaurants and shops. Greetings and politeness from the beginning of Year

	familiar written material, including through using a dictionary. Read carefully and show understanding of words, phrases and simple writing.	names of French shops correctly? How can I work out the meaning of unfamiliar French words? How can I create a French menu using information from authentic French texts?	Numbers can be used in French to calculate totals, discuss prices and handle money in everyday situations. Prices in France are written using the euro (€), which is the currency used in many European countries. Accurate spelling is important in French because accents and letter patterns can affect meaning and pronunciation. A range of strategies can be used to understand unfamiliar French texts, including identifying cognates, using context clues and recognising familiar vocabulary. French shops sell different products, and their names often provide clues about what can be purchased there. Different text types, such as menus and recipes, follow common conventions of layout, organisation and language to help the reader find information. Questions and answers can be used to participate in simple conversations, gather information and communicate choices in French.	le hamburger: the hamburger une ratatouille: a ratatouille la quiche: the quiche le fromage: the cheese le croissant: the croissant la baguette: the baguette une crêpe: a pancake un croque monsieur: a cheese toastie le sandwich: the sandwich un Coca-Cola: a Coca-Cola une limonade: a lemonade un jus d'orange: an orange juice j'aime: I like je n'aime pas: I don't like bonjour: hello au revoir: goodbye s'il vous plaît: please merci: thank you je voudrais: I would like vous désirez...?: would you like...? voilà: here is l'addition: the bill de l'argent: some money un billet: a bill, note or paper money la monnaie: change une pièce: a coin dix: ten vingt: twenty trente: thirty quarante: forty cinquante: fifty soixante: sixty soixante-dix: seventy quatre-vingts: eighty quatre-vingt-dix: ninety cent: one hundred les magasins: the shops la boulangerie: the baker's shop du pain: some bread la pâtisserie: the cake shop le gâteau: the cake la tarte: the tart	3, opinions from the clothing unit and numbers up to 100 from the previous unit become functional tools for ordering food, discussing prices and handling money. The unit also increases reading independence through authentic menus and other French texts, requiring pupils to combine cognates, contextual clues and familiar vocabulary rather than relying solely on explicitly taught translations.
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				la chocolaterie: the chocolate shop le chocolat: the chocolate une épicerie: a grocer's shop les fruits: fruit les légumes: vegetables le marché: the market la nourriture: food le supermarché: the supermarket les courses: shopping un hypermarché: a superstore tout: all/everything un gâteau: a cake un fromage: a cheese un sandwich: a sandwich une baguette: a baguette une quiche: a quiche une soupe: a soup une pizza: a pizza un croissant: a croissant un hamburger: a hamburger un hot-dog: a hot dog excellent: excellent super: super le serveur: the waiter la serveuse: the waitress	
Summer Term 6 Musical Instruments in French	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 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	How can I say which musical instrument I play in French? How can I say what kind of music I like or do not like in French? How can I use research skills to find and present information about European countries in French? How can I write a short, simple text	Musical instruments have specific names in French, and the phrase jouer de is used to say which instrument someone plays. Cognates are words that are similar in French and English and can help learners understand unfamiliar vocabulary. Different types of music can be described in French, including la musique jazz, la musique pop, la musique classique, la musique folklorique and la musique rock.	le piano: the piano le violon: the violin le saxophone: the saxophone le clavier: the keyboard la guitare: the guitar la flûte: the flute la flûte à bec: the recorder la clarinette: the clarinet la batterie: the drums la trompette: the trumpet jouer de: to play (an instrument) tu joues d'un instrument ?: do you play an instrument? je joue de ...: I play the ... tu joues du piano ?: do you play the piano?	This unit draws together several Year 4 strands at the end of the year: expressing increasingly nuanced opinions, asking and answering questions, using cognates, researching information and presenting in French. Musical instruments give pupils another

	familiar written material, including through using a dictionary. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase. Present ideas and information orally to a range of audiences.	using familiar French language? How can I perform a French song from memory with accurate pronunciation?	Opinions about music can be expressed using phrases such as j'aime, je n'aime pas, je déteste and je préfère. Questions can be used to gather information in French, for example asking someone which instrument they play or what type of music they like. Europe is made up of many countries, including la France, l'Espagne, l'Allemagne, l'Italie and le Royaume-Uni, each with its own identity and culture. Information about countries can be researched, selected and presented using simple French sentences and familiar vocabulary. Previously learned vocabulary can be recalled and adapted to create new spoken and written sentences in French. Listening carefully to spoken French helps learners identify key words, understand meaning and respond appropriately to simple questions. Performing songs from memory develops pronunciation, fluency and confidence when communicating in French.	Quel genre de musique aimes-tu ? : What kind of music do you like? la musique jazz: jazz music la musique pop: pop music la musique classique: classical music la musique folklorique: folk music la musique rock: rock music j'aime: I like je n'aime pas: I do not like je déteste: I hate je préfère: I prefer mais: but et: and les pays de l'Europe: European countries le Royaume-Uni: the United Kingdom l'Italie: Italy l'Espagne: Spain l'Allemagne: Germany la Pologne: Poland le Portugal: Portugal les Pays-Bas: the Netherlands la France: France la Belgique: Belgium la Suisse: Switzerland	opportunity to apply noun gender and sentence structures, while jouer de introduces a useful verb construction. The European dimension also builds on pupils' growing awareness of France and the wider French-speaking/world context, while performance from memory strengthens pronunciation, fluency and confidence before the greater independence expected in Year 5.
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Year 5 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 French Monster Pets	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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Present ideas and information orally to a range of audiences. 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.	How can I investigate a French text to work out the meaning of new words? How can we identify nouns by their gender, number and meaning? Can I use French nouns and correct gender agreement in my writing? How do adjectival rules help us use adjectives correctly in French? How can we apply our knowledge of French vocabulary and grammar to create a piece of writing?	French nouns have a gender and are either masculine or feminine. Articles change depending on the gender and number of the noun. Some spelling patterns can help identify whether a noun is masculine or feminine. Written French words can often be decoded by applying known sound–spelling relationships. Different text types have identifiable features that help readers understand their purpose. Reading detective skills can be used to work out the meaning of unfamiliar words and phrases. Texts can be scanned for key information to find important facts about a topic, such as Komodo dragons. Third-person phrases such as il a and elle a are used to describe what someone or something has. French adjectives agree with the noun they describe and may change according to gender and number. Dictionaries can be used to find, check and select appropriate vocabulary	un carnivore: a carnivore un mammifère: a mammal un prédateur: a predator un reptile: a reptile un varan de Komodo / un dragon de Komodo: a Komodo dragon la tête: the head les épaules (f): the shoulders les genoux (m): the knees les pieds (m): the feet les yeux (m): the eyes un œil: an eye les oreilles (f): the ears la bouche: the mouth le nez: the nose les bras (m): the arms les jambes (f): the legs les dents (f): the teeth le corps: the body le corps de...: the body of... la queue: the tail qu'est-ce que c'est?: what is it? c'est un/une...: it is a... il a: he/it has elle a: she/it has court(s) (m): short courte(s) (f): short long(s) (m): long longue(s) (f): long pointu(s) (m): pointed or sharp pointue(s) (f): pointed or sharp beau (m): beautiful/handsome beaux (m.pl): beautiful/handsome belle (f): beautiful belles (f.pl): beautiful	Year 5 starts by retrieving two substantial bodies of prior knowledge: animals and noun gender from Year 3, and physical description and adjective agreement from Year 4. Pupils are expected to use these more independently, identifying gender and number, applying adjective rules and decoding unfamiliar vocabulary from a French text. The emphasis therefore shifts from learning individual language items towards becoming a more independent reader and writer, including using dictionaries to

			when creating an extended piece of writing.		select vocabulary for an extended piece of writing.
Autumn Term 2 Space Exploration in French	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	How can we identify keywords, phrases and ideas from spoken French?	Cognates and near cognates can help readers understand unfamiliar French vocabulary.	le Système solaire: the Solar System l'espace: space une planète: a planet Mercure: Mercury Vénus: Venus la Terre: the Earth Mars: Mars Jupiter: Jupiter Saturne: Saturn Uranus: Uranus Neptune: Neptune Pluton: Pluto le Soleil: the Sun la Lune: the Moon est: is un ballon: a ball une tomate: a tomato une banane: a banana une orange: an orange un lion: a lion petit(e): small minuscule: tiny grand(e): big énorme: enormous chaud(e): hot froid(e): cold plus ... que: more ... than plus: more moins: less moins ... que: less ... than parce que: because loin de: far from proche de: near to près de: near or next to très: very plus petit(e): smaller plus grand(e): bigger plus chaud(e): hotter	Once noun–adjective agreement has been deliberately re-established in Term 1, pupils use it more flexibly and creatively through descriptions of planets and metaphors. Familiar size adjectives are extended into explicit comparative structures such as plus grand que and plus petit que, while temperature vocabulary links directly back to Year 4 weather. Pupils also develop their ability to listen for information, formulate questions and adapt sentence models, moving from accurate description towards more
	Describe people, places, things and actions orally and in writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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. 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.	How can we apply noun and adjective agreement to create metaphors in French? How can we make comparisons in French? How do adjectives change to agree with nouns in French? How can we form questions in French to ask for information about alien planets?	Contextual clues can be used to work out the meaning of unknown words and phrases. French nouns have a gender, and adjectives must agree with the noun they describe. French adjectives often change their spelling to match masculine and feminine nouns. Adjectives have specific positions within French sentences. Metaphors can be created in French by combining nouns and adjectives in imaginative ways. Comparative language such as plus grand que and plus petit que is used to compare size. Comparative language such as plus chaud que and plus froid que is used to compare temperature. Sentence models can be adapted to create new questions and answers in French. Listening carefully to questions and answers allows information to be gathered and used to construct a		

			description or drawing of a mystery planet.	plus froid(e): colder Comment elle s'appelle ?: What is it/she called? Quelle est la température ?: What is the temperature? Il fait [X] degrés.: It is [X] degrees.	generative use of French.
Spring Term 3 Shopping in France	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 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. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	How can we build numbers and prices confidently in French? How can we name different foods in French and notice patterns in sounds? How can we use our voice and actions to perform a short repetitive story in French? How can we use French vocabulary to describe quantities of different foods? How can we explore and understand an authentic French text?	French number words follow specific patterns that can be combined to create larger numbers. Prices in French are expressed using euros and can be written and spoken in different ways. French nouns are either masculine or feminine and require the correct article. The articles un and une indicate the gender of a singular noun. The partitive articles du, de la and des are used to express quantities such as "some". French sounds and letter combinations often differ from English pronunciation patterns. Listening carefully to words and phrases can help match spoken language to meaning and images. Stories contain repeated language patterns that support understanding, recall and participation. Authentic French texts can be decoded using strategies such as identifying cognates, familiar vocabulary and grammatical clues.	30–33: trente, trente-et-un, trente-deux, trente-trois 40: quarante 50: cinquante 60: soixante 70–79: soixante-dix to soixante-dix-neuf 80–81: quatre-vingts, quatre-vingt-un 90–99: quatre-vingt-dix to quatre-vingt-dix-neuf cent: hundred mille: thousand euro(s): euro(s) Fruit les fruits: the fruits un ananas: a pineapple un abricot: an apricot un citron: a lemon une pomme: an apple une poire: a pear une pêche: a peach une banane: a banana une orange: an orange une fraise: a strawberry une pastèque: a watermelon des raisins: some grapes des cerises: some cherries Food and mealtimes lundi: Monday mardi: Tuesday mercredi: Wednesday jeudi: Thursday vendredi: Friday samedi: Saturday dimanche: Sunday il a faim: he is hungry	This deliberately revisits the food, café, shop, price and money contexts introduced in Year 4, but increases the grammatical and numerical demand. Pupils extend familiar number patterns into larger numbers and prices and move from naming foods towards expressing quantities using the partitive articles du, de la and des. Authentic texts, transactional phrases and repetitive stories require pupils to apply increasingly established decoding strategies, making this a deeper application of

	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. Present ideas and information orally to a range of audiences.		French and English texts may be organised differently and comparing them can support understanding and language learning.	il n'a pas faim: he is not hungry il mange: he eats un croissant: a croissant une glace: an ice cream des chips: some crisps de la soupe: some soup du chocolat: some chocolate du fromage: some cheese du pain: some bread Buying food je voudrais: I would like c'est combien ?: how much is it? ça fait €: that's ... € Cooking les ingrédients: the ingredients les ustensiles: the utensils des herbes: some herbs du sel: some salt un poivron: a pepper un couteau: a knife les légumes: the vegetables c'est délicieux !: it's delicious! bon appétit !: enjoy your meal! / bon appétit!	earlier learning rather than a new isolated topic.
Spring Term 4 French Speaking World	Understand and respond to spoken language. Develop accurate pronunciation. Read carefully and show understanding of simple writing. Describe places orally and in writing. Present ideas and information orally. Deepen their understanding of the world.	How can I recognise, read and respond to directional language? How can I identify French-speaking countries and use directional language to describe where they are? How can I ask and answer questions in French while learning about French-speaking countries?	French uses the compass points nord, sud, est and ouest to describe location and direction. French-speaking countries can be located using compass directions in relation to one another. Numbers in French can be used to describe distance, including metres and steps. Directional instructions in French often combine compass points, numbers and movement verbs. Many countries across Europe, Africa, North America and the Caribbean have	au nord: to the north au sud: to the south à l'est: to the east à l'ouest: to the west le nord-est: north-east le nord-ouest: north-west le sud-est: south-east le sud-ouest: south-east je vais: I go / I am going tu vas: you go / you are going mètres: metres les pas: steps J'ai trouvé le trésor !: I've found the treasure! La France: France La Grande-Bretagne: Great Britain La Suisse: Switzerland L'Algérie: Algeria	Earlier units have gradually widened pupils' geographical understanding: Year 3 establishes that French is spoken beyond France; Year 4 introduces European countries; and pupils have already encountered compass directions and

		How do I use charts, graphs and spoken French to understand climate information? How can I use French to ask questions and present information about different countries?	French as an official or widely spoken language. Countries have distinctive geographical, cultural or symbolic features that can be used to identify them. The language of comparison in French includes phrases such as plus... que and moins... que. Information presented in charts and graphs can be interpreted to compare data about places, weather or populations. Pronunciation patterns in French may differ from English and require careful listening and practice. French questions and answers are often communicated in full sentences to provide and justify information or opinions.	Le Luxembourg: Luxembourg La Tunisie: Tunisia Le Maroc: Morocco Madagascar: Madagascar Le Québec: Quebec La Martinique: Martinique La Guyane Française: French Guiana Le Laos: Laos La Belgique: Belgium Le Viêt Nam: Vietnam L'Égypte: Egypt un pays: a country il y a: is there...? / there is les trésors: the treasures des montagnes: some mountains des châteaux: some castles du fromage: some cheese des canaux: some canals des forêts: some forests des tigres: some tigers les Pyramides: the Pyramids le marché flottant: the floating market des ours: some bears des volcans: some volcanoes des chameaux: some camels des mosaïques: some mosaics des sangliers: some wild boar des gaufres: some waffles il fait chaud: it's hot il fait très chaud: it's very hot il fait plus chaud qu'en/au/à [...]: it's hotter than in [...] il fait moins chaud qu'en/au/à [...]: it's less hot than in [...] il ne fait pas chaud: it's not hot il fait froid: it's cold il pleut: it rains il pleut beaucoup: it rains a lot il pleut plus qu'en/au/à [...]: it rains more than in [...] il pleut moins qu'en/au/à [...]: it rains less than in [...]	weather. This unit deliberately brings those strands together and broadens them globally, locating French-speaking countries across Europe, Africa, North America and the Caribbean. Numbers, compass points, weather language and comparative structures are all retrieved and applied to authentic geographical information, allowing pupils to use French as a means of learning about the wider world.
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				il ne pleut pas: it doesn't rain la température est de [...] degrés: the temperature is [...] degrees	
Summer Term 5 Verbs in a French Week	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	How can I identify infinitive verbs and use them to express my opinions in French? How can I use subject pronouns and verb endings to understand French sentences? How can I identify and use infinitive verbs to express my opinions in French? How do I use irregular verbs that do not follow regular patterns in French? How can I build and deliver a short presentation in French using a range of action verbs?	An infinitive verb is the form of a verb found in the dictionary (e.g. chanter, avoir, être). French infinitive verbs commonly end in -er, -ir or -re. Infinitive verbs can be used after opinion phrases, for example J'aime chanter (I like to sing). Subject pronouns identify who is carrying out the action: je, tu, il, elle, nous, vous, ils, and elles. French verbs change their endings according to the subject pronoun being used. The high-frequency irregular verb avoir means "to have" and has unique forms such as j'ai, tu as, and nous avons. The high-frequency irregular verb être means "to be" and has unique forms such as je suis, tu es, and nous sommes. Knowledge of French phonics and pronunciation patterns can be applied to decode and pronounce unfamiliar words. Context clues within a sentence help readers choose the correct meaning or grammatical form. New texts can be created by adapting vocabulary, structures and grammar	chanter: to sing courir: to run danser: to dance dormir: to sleep écrire: to write jouer: to play lire: to read manger: to eat nager: to swim aimer: to like habiter: to live regarder: to look écouter: to listen sauter: to jump j'aime: I like je: I tu: you (singular/informal) il: he elle: she nous: we vous: you (plural/formal) ils: they (masculine plural) elles: they (feminine plural) je chante: I sing tu chantes: you sing il chante: he/it sings elle chante: she/it sings nous chantons: we sing vous chantez: you sing (plural/formal) ils chantent: they sing (masculine) elles chantent: they sing (feminine) avoir: to have j'ai: I have tu as: you have (singular/informal) il a: he has elle a: she has nous avons: we have vous avez: you have (plural/formal or singular formal)	Pupils have encountered many high-frequency verb forms since Year 3 j'ai, il/elle a, je vais, je porte, j'aime, il habite but largely within learned phrases. At this point the curriculum makes the underlying grammatical system explicit: infinitives, subject pronouns, verb endings and the irregular verbs avoir and être. This is a significant step from phrase-level learning towards understanding how French works, deliberately positioned before Year 6 so pupils can manipulate verbs and tenses with greater independence.

			from a model text while developing original meaning. Language learners can improve their fluency and accuracy by practising new vocabulary and sentence structures with a partner. Presenting ideas clearly involves selecting appropriate vocabulary, using correct pronunciation and speaking with confidence.	ils ont: they have elles ont: they have être: to be je suis: I am tu es: you are (singular/informal) il est: he is elle est: she is nous sommes: we are vous êtes: you are (plural/formal or singular formal) ils sont: they are elles sont: they are	
Summer Term 6 Meet my French Family	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Present ideas and information orally to a range of audiences. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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	How can I say whether I have a brother or sister in French? How can I name different members of my family in French? How can I build descriptive French sentences into a short paragraph? How can I express simple opinions in French? How can I plan and present information about my family in French?	French family vocabulary includes specific words for different family members. French uses different forms of the possessive adjective "my" (such as mon, ma and mes) depending on the noun being described. Adjectives are used to add description and detail to nouns. French adjective placement can differ from English word order. Words within a French sentence must be organised according to French grammatical rules. Some French words change form within a sentence to match meaning and grammar. Likes and dislikes can be expressed using simple sentence structures in French. Pictures, symbols and visual clues can support understanding when reading French words, phrases and sentences.	une sœur: a sister un frère: a brother j'ai: I have je n'ai pas: I do not have je n'ai pas de frère: I do not have a brother je n'ai pas de sœur: I do not have a sister ou: or mais: but un fils unique: an only child (male) une fille unique: an only child (female) mon: my (with a masculine noun) ma: my (with a feminine noun) mes: my (with a plural noun) mon père: my father ma mère: my mother mes parents: my parents mon grand-père: my grandfather ma grand-mère: my grandmother mes grands-parents: my grandparents mon frère: my brother ma sœur: my sister le fils: the son la fille: the daughter mon oncle: my uncle ma tante: my aunt mon cousin: my cousin (boy) ma cousine: my cousin (girl) il a: he has	This is an effective end-of-Year-5 synthesis because pupils can draw on descriptions from Year 4 Portraits, possessives from Clothes, age and birthdays from Calendars, opinions from several previous units and the explicit verb/pronoun knowledge taught immediately beforehand. Rather than learning these elements separately, pupils combine them into connected descriptive

	instance, to build sentences; and how these differ from or are similar to English. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Describe people, places, things and actions orally and in writing.		Matching text to images and drawing representations are strategies that help demonstrate comprehension of written French. French speakers use speaking, listening, reading and writing skills to communicate ideas, construct sentences and develop short descriptive paragraphs.	elle a: she has les cheveux: hair les yeux: eyes les cheveux blonds: blond hair les cheveux noirs: black hair les cheveux roux: ginger/red hair les yeux bleus: blue eyes les yeux verts: green eyes les yeux gris: grey eyes son anniversaire, c'est le...: his/her birthday is on the... il a dix ans: he is ten years old elle a dix-sept ans: she is seventeen years old j'aime: I like j'aime beaucoup: I really like j'adore: I love je n'aime pas: I do not like les ananas (m.pl): the pineapples les abricots (m.pl): the apricots les citrons (m.pl): the lemons les pommes (f.pl): the apples les poires (f.pl): the pears les pêches (f.pl): the peaches les bananes (f.pl): the bananas les oranges (f.pl): the oranges les cerises (f.pl): the cherries les fraises (f.pl): the strawberries les pastèques (f.pl): the watermelons les raisins (m.pl): the grapes et: and les carottes (f.pl): the carrots les bonbons (m.pl): the sweets les biscuits (m.pl): the biscuits le nez: the nose l'anniversaire de ma mère, c'est le trois juillet: my mother's birthday is the third of July il a trente-huit ans: he is thirty-eight years old	paragraphs and an oral presentation about family. The unit therefore marks a move from individual sentences towards sustained communication using deliberately selected and organised language.
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Year 6 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive and Disciplinary Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 French Sport and the Olympics	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Read carefully and show understanding of words, phrases and simple writing. Listen attentively to spoken language and show understanding by joining in and responding. 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. Describe people, places, things and actions orally and in writing.	How can I talk about playing sports in French using the correct verbs and prepositions? How can I give and justify my opinions about sports in French? How can I use the verb aller to talk about where I and other people are going? How do I combine opinion verbs, action verbs and adjectives to write about sports in French? How can I use familiar French language, vocabulary and grammar to create and present a description of an imaginary Olympic Games?	Accurate pronunciation in French relies on recognising and applying established phonics patterns to unfamiliar vocabulary. Different sports are expressed using different verbs in French, with jouer used for many ball and racket sports and faire used for other sporting activities. French nouns have a grammatical gender, and this affects the articles and prepositions used with them. Listening for key words and phrases helps learners identify specific information in spoken French. Language detective strategies such as using cognates, context clues and prior knowledge can help learners understand unfamiliar language. Opinions can be expressed positively or negatively using phrases such as j'adore, j'aime, je n'aime pas and je déteste. Opinions can be justified by using conjunctions and adjectives, for example parce que c'est amusant or parce que c'est fatigant. The verb aller (to go) changes its form according to the subject pronoun, for	je joue: I play je fais: I do le basketball: basketball le football: football le tennis: tennis le rugby: rugby le badminton: badminton le tir à l'arc: archery la gymnastique: gymnastics la boxe: boxing la natation: swimming le skate: skateboarding jouer: to play faire: to do j'adore: I love j'aime: I like je n'aime pas: I do not like je déteste: I detest je préfère: I prefer parce que: because c'est: it is rapide: fast fatigant: tiring amusant: fun compétitif: competitive passionnant: engaging cool: cool technique: technical je vais: I go / I am going tu vas: you go / you are going il va: he goes / he is going elle va: she goes / she is going nous allons: we go / we are going au Canada: to Canada au Sénégal: to Senegal au Luxembourg: to Luxembourg	This unit brings together pupils' prior knowledge of opinions, adjectives, countries and verbs. Building on Year 5's explicit work on infinitives and verb conjugation, pupils learn to select jouer or faire appropriately and revisit aller across different subject pronouns. Familiar opinion phrases are extended using parce que and adjectives, moving pupils from stating preferences to giving justified opinions and communicating with greater grammatical accuracy.

	Present ideas and information orally to a range of audiences.		example je vais, tu vas and nous allons. The prepositions au and en are used with countries, depending on the gender of the country name. Information can be extracted from a French text by identifying familiar vocabulary, grammatical structures and key details before adapting these features to create new spoken or written descriptions.	en France: to France en Suisse: to Switzerland en Côte d'Ivoire: to Ivory Coast en Belgique: to Belgium en Martinique: to Martinique la flamme olympique: the Olympic flame le drapeau olympique: the Olympic flag la médaille: the medal le podium: the podium l'athlète: the athlete se passer: to take place pendant: during les langues: languages	
Autumn Term 2 French Football Champs	Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	How can I use different language-learning strategies to understand, learn and recall French football vocabulary? How can I use language detective skills to understand information about football players in French? How can I use venir de to say where I and other people come from in French? How can I use my French reading skills to find and understand information about footballers? How can I use French football vocabulary to create and present a footballer profile?	Vocabulary can be learned using a range of strategies, including repetition, retrieval practice and speaking aloud. Cognates and near cognates can help learners work out the meanings of unfamiliar French words. Prior knowledge can be used to infer the meaning of new vocabulary and phrases. Football-related vocabulary can be used to describe people, objects and events connected to football. The verb phrase venir de is used to say where a person comes from. Different subject pronouns require different forms of venir de. French texts can be scanned for key words and details to identify important information.	le ballon: the ball le but: the goal le terrain: the pitch le sifflet: the whistle mi-temps: half-time un match de foot: a football match un joueur de foot / un footballeur: a footballer (male) une joueuse de foot / une footballeuse: a footballer (female) Les Bleus: The Blues (the nickname of the French team) un bon joueur: a good player (m) une bonne joueuse: a good player (f) un supporter: a fan (m) une supportrice: a fan (f) un attaquant: a striker/attacker/forward (m) une attaquante: a striker/attacker/forward (f) un gardien de but: a goalkeeper (m) une gardienne de but: a goalkeeper (f) un milieu de terrain défensif: a defensive midfielder venir de: to come from je viens de: I come from il vient de: he comes from elle vient de: she comes from	This unit builds directly on the sporting context of the previous term while increasing pupils' independence as language learners. Pupils apply established strategies such as cognates, prior knowledge and scanning to understand French texts, while their knowledge of verb conjugation is extended through venir de. They move from using familiar sporting language to extracting, selecting and combining information to create and present

			New vocabulary can be used to construct accurate spoken and written sentences. A football player profile can include information such as name, nationality, team and position. Accurate pronunciation and intonation help listeners understand spoken French more easily.	marquer un but: to score a goal sauver un but: to save a goal un carton jaune: a yellow card un carton rouge: a red card	a footballer profile.
Spring Term 3 In my French House	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Describe people, places, things and actions orally and in writing. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	How can I describe a house in French? How can I use French vocabulary to describe my house and the people who live there? How can I use prepositions to describe where items are in a bedroom in French? How can I use positional language to add detail to my writing in French? How can I use French to write a letter describing my home, my bedroom and the people I live with?	Different types of homes in French include un appartement, une maison, une maison jumelée and une ferme. The rooms in a house have specific French names, such as la cuisine, le salon, la chambre and la salle de bain. Questions in French can be used to find out information about a house, its rooms and the people who live there. Listening carefully for familiar vocabulary and key details helps learners understand descriptions of houses in French. Family members can be described using vocabulary such as ma mère, mon père, mon frère and ma sœur. A model text can be used to identify useful vocabulary, sentence structures and grammar patterns when creating new writing. New vocabulary can be learned and retained by using it in simple spoken and written sentences.	J'habite dans: I live in un appartement: an apartment une grande maison: a big house une petite maison: a small house une maison: a house une maison jumelée: a semi-detached house une ferme: a farm la salle à manger: the dining room la cuisine: the kitchen le salon: the living room/lounge la chambre: the bedroom la chambre de mes parents: my parents' bedroom ma chambre: my bedroom la salle de bain: the bathroom le jardin: the garden le garage: the garage qu'est-ce que c'est?: what is it? c'est la salle à manger: it's the dining room il y a: there is / there are il n'y a pas: there isn't / there aren't ma mère: my mother mon père: my father mon frère: my brother ma sœur: my sister ma grand-mère: my grandmother mon grand-père: my grandfather ma tante: my aunt	This unit reconnects several previously taught strands, including family vocabulary and mon, ma, mes from Year 5, alongside familiar verbs and adjective agreement. New vocabulary for rooms and furniture is combined with positional prepositions, extending pupils from describing what something is to explaining where it is. Pupils bring these elements together in increasingly sustained spoken and written descriptions of home and family.

	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. Describe people, places, things and actions orally and in writing. Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.		Prepositions such as sur, sous, devant, derrière, à côté de, dans and entre show the position of objects. The choice of preposition depends on the location of an object in relation to another object. Descriptions of houses can include where someone lives, who they live with, the rooms in the house and the position of objects within those rooms.	mon oncle: my uncle mon, ma, mes: my au rez-de-chaussée: on the ground floor au premier étage: on the first floor en bas: downstairs en haut: upstairs le lit: the bed un lit: a bed le poster: the poster un poster: a poster la table: the table les rideaux: the curtains des rideaux: (some) curtains le tapis: the rug un tapis: a rug l'armoire: the wardrobe une garde-robe: a wardrobe le mur: the wall la chaise: the chair une chaise: a chair la lampe: the lamp une lampe: a lamp le bureau: the desk un bureau: a desk les jouets: the toys des jouets: (some) toys les livres: the books des livres: (some) books l'ordinateur: the computer un ordinateur: a computer le chien: the dog la niche: the kennel sur: on sous: under devant: in front of derrière: behind à côté de: next to dans: in entre: between où est ?: where is?	
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Spring Term 4 Planning a French Holiday	Understand basic grammar and conjugation of high-frequency verbs, how to apply these to build sentences, express opinions, write phrases to create new sentences. Read and show understanding of words, speak in sentences, understand basic grammar and patterns of language. Listen attentively to spoken language and show understanding by joining in and responding, speak in sentences using familiar vocabulary, write phrases and adapt these to write new phrases.	How can I use the future tense to talk about what I am going to do in French? How can I identify and form the present tense and the near future tense in French? How can I describe what I need to pack for a holiday in French? How can I use reading strategies to understand a story about a summer holiday in French? How can I plan a holiday to France using research and information sources?	The verb aller means “to go” and is an irregular verb that changes form according to the subject pronoun. The present tense of aller includes forms such as je vais, tu vas, il va and nous allons. An infinitive verb is the dictionary form of a verb, such as manger, nager or jouer. The near future tense is formed by using the present tense of aller followed by an infinitive verb. The present tense describes actions happening now, while the near future tense describes actions that are going to happen. Common holiday vocabulary includes clothing, personal belongings and travel items needed for a trip. The verb aller can be used to talk about both current destinations and future plans. A writing frame provides a structure that helps organise ideas into clear and accurate sentences. Language detective skills, such as identifying cognates and using context clues, help readers predict the meaning of unfamiliar words. Gisting involves understanding the overall meaning of a text without needing to translate every word,	je vais: I go / I am going je vais en France: I am going to France je vais au Canada: I am going to Canada je vais aux États-Unis: I am going to the United States cet été: this summer cette année: this year ce mois-ci: this month parce que: because c'est magnifique: it's magnificent / great c'est chaud: it's hot j'aime nager: I like swimming j'aime la plage: I like the beach j'adore les montagnes: I adore the mountains c'est amusant: it's fun j'aime faire de la planche à voile: I like windsurfing je vais aller: I am going to go tu vas aller: you are going to go elle va aller: she is going to go je vais nager: I am going to go swimming je vais manger: I am going to eat je vais jouer au football: I am going to play football je vais regarder un livre: I am going to look at a book je vais marcher: I am going to walk ils vont manger: they are going to eat je vais faire du camping: I am going to go camping je vais faire du ski: I am going to go skiing je vais aller à la plage: I am going to go to the beach je vais jouer au volley: I am going to play volleyball je vais travailler: I am going to work maintenant: now demain: tomorrow une valise: a suitcase	This is pupils' first explicit introduction to the near future tense, positioned here because they already understand aller, subject pronouns and infinitive verbs. Familiar learning about countries, weather, clothing, activities and opinions is deliberately retrieved, allowing pupils to focus on combining aller + infinitive and distinguishing present from future meaning. This moves pupils from describing the present to expressing future intentions and plans.
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while retrieval skills help readers
locate and extract specific
information from a text or source.

dans ma valise, il y a...: in my suitcase,
there is/there are...
un short: a pair of shorts
une casquette: a cap
un t-shirt: a T-shirt
un chapeau de soleil: a sun hat
la crème solaire: sun cream
des lunettes de soleil: sunglasses
une robe: a dress
des baskets: trainers
un maillot de bain: a swimsuit
un livre: a book
une brosse à dents: a toothbrush
le pyjama: pyjamas
un pantalon: trousers
un pull: a jumper
des chaussettes: socks
Quand vas-tu en vacances?: When are
you going on holiday?
Où vas-tu en vacances?: Where are
you going on holiday?
Pourquoi vas-tu en vacances?: Why
are you going on holiday?
Qu'est-ce que tu vas faire en
vacances?: What are you going to do on
holiday?
Quel temps va-t-il faire?: What is the
weather going to be like?
Qu'est-ce qu'il y a dans la valise?:
What is in the suitcase?
encore: again
rester: to stay
le centre-ville: the town centre
génial: great
beaucoup de: lots of
les magasins: the shops
les glaces: ice-creams
près de: near to
un parc: a park
la bibliothèque: the library
la place: the square
il vend: he/she/it sells

				pendant: during la natation: swimming se bronzer: to sunbathe une plage: a beach	
Summer Term 5 Visiting a Town in France	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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. 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	How can I describe my route to school in French? How can I ask for and give directions to places in a town in French? How can I use French to role play a journey to France and develop a conversation? How can I express and justify my opinion about places to visit in a town? How can I analyse a French text to identify key grammatical features and use it as a model for my own writing?	Knowing vocabulary for different modes of transport makes it possible to describe journeys to school and other destinations. Places in a town, such as shops, schools, parks and stations, have specific French names that can be used in descriptions and directions. Directional language is used to explain routes and guide someone from one location to another. Prepositions and prepositional phrases help describe movement, location and direction. French questions can be used to ask for directions and information when travelling. Negative sentences in French are formed using specific grammatical structures to express what is not happening or not wanted. Adjectives can be used to describe places and provide additional detail about towns, villages and cities. Connectives join ideas together to create longer, more coherent spoken and written sentences. Identifying grammatical features in a text helps readers understand how	Comment vas-tu à l'école?: How do you get to school? je vais à l'école: I go to school en voiture: by car en autobus: by bus en bus: by bus à vélo: by bicycle à pied: on foot en avion: by plane en train: by train en bateau: by boat en métro: by metro/underground je vais: I'm going je vais aller: I'm going to go je vais y aller: I'm going to go there sur: on sous: under derrière: behind devant: in front of dans: in entre: between à côté de: next to près de: near loin de: far from autour de: around au bord de: on the edge of il y a: there is / there are il y a aussi: there is also / there are also un parc: a park un musée: a museum un marché: a market une école: a school une plage: a beach une gare: a train station la gare: the station une bibliothèque: a library une boulangerie: a bakery un café: a café	As the final taught KS2 unit, this draws together learning from across the French curriculum. Pupils revisit transport, aller, places, prepositions, questions, opinions and connectives, extending positional language into routes and directions. They increasingly select and adapt familiar language for themselves, demonstrating their ability to combine vocabulary and grammar independently for purposeful spoken and written communication.

	of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		meaning is constructed and communicated. Model texts can be analysed and adapted to support the planning and writing of original descriptions of places.	un zoo: a zoo une piscine: a swimming pool une pharmacie: a pharmacy un supermarché: a supermarket le cinéma: the cinema le théâtre: the theatre l'aéroport: the airport où est ... ? : where is ...? près de chez moi il y a: near my house there is / there are loin de chez moi il y a: far from my house there is / there are voici: here is / here are la droite: right la gauche: left tourne à droite: turn right tourne à gauche: turn left la deuxième à droite: the second right la deuxième à gauche: the second left un billet: a ticket un carnet: a book of tickets un passeport: a passport j'aime: I like je n'aime pas: I don't like je déteste: I hate j'adore: I love je préfère: I prefer parce que c'est: because it is et: and mais: but visiter: to visit aller: to go ma ville: my town mon village: my village une rivière: a river les habitants: inhabitants le centre: the centre au sud: in the south au nord: in the north beaucoup de: many / lots of les montagnes: the mountains la mer: the sea	
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				un château: a castle c'est très amusant: it's great fun une grande statue: a big statue	
Summer Term 6	No Unit				