



French Curriculum



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - French



Prior Learning	This is the children's first French unit.	
What Comes Next	Next term children will learn about body parts and to say where it hurts. They will also learn about different items of clothing.	
Key Vocabulary	Capital letter, full stop, comma, conjunction (et), cognate, noun, determiner, silent letter, special character (accent)	
Notes and Guidance	Skills	Knowledge
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'Me': Children learn to talk about themselves and to ask questions to others name, age etc.</p> <p>'Let's party': Children learn to say when their birthday is and to ask somebody when their birthday is</p>	<p>Speaking</p> <ul style="list-style-type: none">• Repeat single words and simple sentences• Remember some words and some sentences from memory• Ask and answer simple questions• Take part in a short, prepared conversation <p>Listening</p> <ul style="list-style-type: none">• Understand some familiar words and sentences• Understand other people's responses following a question <p>Writing</p> <ul style="list-style-type: none">• Simple sentences using a model or a help card• Write some words and sentences from memory• Write longer sentences using commas and the conjunction and <p>Reading</p> <ul style="list-style-type: none">• Understand single words and some familiar sentences• Read aloud familiar words and sentences	<ul style="list-style-type: none">• Greetings, name, age, where they live, how they are feeling and numbers up to 10• Asking people their name, age, where they live• Colours• The days and months of the Year• Numbers up to 31• Sentence with birthday
<p>Enrichment</p> <p>During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.</p>		



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – French



Prior Learning	Last term, children learn to talk about themselves and their birthdays.	
What Comes Next	Next term, children will take part in a conversation in a shop and also learn how to talk about the weather.	
Key Vocabulary	Apostrophe, noun, determiner, cognate, capital letter, lower case, question mark, silent letter, special character (accent)	
Notes and Guidance		Skills
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'The body' – Children learn parts of the body and to say where it hurts. They can describe their eyes and hair colour.</p> <p>'Clothes and story' – Children learn the names of some items of clothing and listen to a story.</p>		<p>Speaking</p> <ul style="list-style-type: none">• Repeat single words and simple sentences• Say some single words and simple sentences from memory• Ask and answer simple questions <p>Listening</p> <ul style="list-style-type: none">• Understand familiar sentences• Join in with a story <p>Writing</p> <ul style="list-style-type: none">• Write simple sentences and link them with the conjunction 'and'. <p>Reading</p> <ul style="list-style-type: none">• Understand short and longer sentences made up of familiar language• Read aloud short sentences using correct pronunciation and intonation
<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>		



Topic – Ancient Greece
Year 3 – Summer Term
Subject – French



Prior Learning	Last term, children learnt body parts and to say where it hurts. They also learnt about describing their hair/eye colour and some items of clothing.	
What Comes Next	At the beginning of Year 4, children will learn language and vocabulary related to food and a market.	
Key Vocabulary	Question mark, cognate, euros, silent letter, special character (accent)	
Notes and Guidance	Skills	Knowledge
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'At the Gift Shop' – children learn to buy items in a shop using euros. Children continue with their learning of numbers.</p> <p>'The Weather' – children learn sentences related to the weather in French</p>	<p>Speaking</p> <ul style="list-style-type: none">• Take part in a short- prepared conversation• Take part in a short-prepared conversation• Manipulate the language by changing the item and the price in the dialogue given (some children) <p>Listening</p> <ul style="list-style-type: none">• Understand a conversation made up of familiar language <p>Reading</p> <ul style="list-style-type: none">• Read aloud simple sentences and questions using correct pronunciation and intonation <p>Writing</p> <ul style="list-style-type: none">• Write some words and some simple sentences from memory	<ul style="list-style-type: none">• Names of items in a souvenir shop (snow globe, cap, key ring, postcard, mug, pen)• Numbers up to 50• Vocabulary related to a conversation in a shop• Sentences about the weather: it's snowing raining/hailing/ stormy/ windy/ it's sunny/cold/hot/ foggy / cloudy, What is the weather like?• To situate some of the main cities of France
<p>Enrichment</p> <p>During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.</p>		



Topic – Roman Empire
Year 4 – Autumn Term
Subject – French



Prior Learning	At the end of Year 3, children learnt to buy items in a gift shop using euros. They also learnt words and phrases to describe the weather.	
What Comes Next	Next term, children will learn about hobbies and to describe monsters.	
Key Vocabulary	Kilos, grams, singular, plural, cognate, noun, determiner, apostrophe, negative form, silent letter, special character (accent)	
Notes and Guidance	Skills	Knowledge
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>'At the Market': Children learn vocabulary related to the market. They can say what food they love, like, don't like or hate. They practise a dialogue in a market. They can take part in a conversation buying food in a market</p>	<p>Speaking</p> <ul style="list-style-type: none">• Say some words and simple sentences from memory• Ask and answer simple questions• Take part in a longer prepared conversation reusing previous vocabulary learnt <p>Listening</p> <ul style="list-style-type: none">• Understand a short conversation made up of familiar language <p>Reading</p> <ul style="list-style-type: none">• Read aloud simple sentences• Understand longer sentences containing more than one item <p>Writing</p> <ul style="list-style-type: none">• Write simple sentences and some longer sentences containing more than one item using a model or a help card• Start to write some longer sentences from memory	<ul style="list-style-type: none">• Numbers up to 70• Fruits and vegs learnt: (potatoes, carrots, peas, salad, green beans, Brussels sprouts, mushrooms, pears, apples, cherries, strawberries, pineapple, bananas, kiwis). I love / I like/ I don't like/I hate• Vocabulary related to a conversation in a market
<p>Enrichment</p> <p>During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.</p>		



Topic – Water
Year 4 – Spring Term
Subject – French



Prior Learning	The children learnt the name of fruits and vegetables. They also learnt to have a conversation in a market.	
What Comes Next	Children will learn to talk about their routine and also to describe animals from the rainforest.	
Key Vocabulary	Singular, plural, adjective, negative sentence, cognate, capital letter, full stop, conjunction, personal pronoun, silent letter, special character (accent)	
Notes and Guidance		Skills
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>‘Hobbies’ – Children learn vocabulary related to hobbies, what they like and don’t like. What they do as a hobby using days of the week. They can ask others about their hobbies.</p> <p>‘Monsters’ – Children revisit vocabulary from the body learnt in Year 3 and colours learnt in Year 2. They describe a monster.</p>		<p>Speaking</p> <ul style="list-style-type: none">• Say some words and sentences from memory• Use the negative form• Ask and answer simple questions• Take part in a short, prepared conversation• Use different personal pronouns: I, he, she• Apply some patterns of the language: place of the adjective <p>Listening</p> <ul style="list-style-type: none">• Understand familiar single words and sentences containing one or two adjectives <p>Reading</p> <ul style="list-style-type: none">• Understand familiar words and sentences containing adjectives• <p>Writing</p> <ul style="list-style-type: none">• Write longer sentences using adjectives• Use the correct word order (noun followed by colour)• Write in a paragraph form• Use the conjunction “and”• Apply some patterns of the language: place of the adjective
<p>Enrichment</p> <p>During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.</p>		



Topic – Rainforests
Year 4 – Summer Term
Subject – French



Prior Learning	Children learnt about hobbies and to describe monsters
What Comes Next	At the beginning of Year 5, children learn about school subjects and complete a topic about going to a fair.
Key Vocabulary	Capital letter, full stop, time connectives, adjectives, masculine, feminine, determiner, noun, special character (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 4 continue to explore the patterns and sounds of the language and recognise some previous phonemes learnt in year 3. Pupils know that some words have silent letters.</p> <p>'Rainforest' – children learn to describe rainforest animals using adjectives.</p> <p>'My routine': children learn sentences related to their daily routine. They can reuse some of the vocabulary learnt in the topic Hobbies</p>	<p>Speaking</p> <ul style="list-style-type: none">Say sentences using time connectivesSay sentences using adjectives <p>Listening</p> <ul style="list-style-type: none">Understand single words and simple sentencesUnderstand longer sentences with more than one adjectiveUnderstand longer sentences with time connectivesUnderstand a short text made up of familiar language <p>Reading</p> <ul style="list-style-type: none">Understand single words and simple sentencesUnderstand longer sentences containing more than one adjectiveUnderstand sentences with time adverbsUnderstand a short text made up of familiar language <p>Writing</p> <ul style="list-style-type: none">Write sentences using adjectivesWrite a short paragraph about rainforest animalsUse time connectives when writing about daily routine	<ul style="list-style-type: none">Names of rainforest animals (sloth, red panda, green snake, cricket, chimpanzee, gorilla, orang-utan, parrot)Adjectives to describe animals (small, big, dangerous, nice, quick, slow, beautiful, ugly, long)Sentences related to morning routine (I get up, I have breakfast, I brush my teeth, I have a shower, I get dressed, I go to school) and afternoon (I eat at the canteen, I work, I play, I go home, I go to bed). Weekend routine (I watch TV. I play with my friends. I play at the park. I play video games. I read a book. I play in my garden). They can reuse some of the vocabulary learnt in hobbies to talk about their weekend.Time connectives (first, then, afterwards, finally)

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 – Autumn Term
Subject – French



Prior Learning	Children in Year 4 during summer term learnt about the Rainforest. They described animals using adjectives. During Summer 2 children learnt to talk about their daily routine using time connectives.
What Comes Next	During the Spring term, the children learn about space and to describe planets using adjectives and learning about the agreement system. In Spring 2, they then to describe their town. They also learnt to situate the main rivers and cities on a map of France.
Key Vocabulary	Conjunction, justification, commas, capital letter, full stop, conjunction, simple sentence, complex sentence, noun, determiner, adjective, special character (accent, cédille)

Notes and Guidance	Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>'School subjects' – Children learn the names of school subjects and say what they think about them using longer sentences with the conjunctions "but" and "because". They learn about the French school system.</p> <p>'At the fair' – Children learn the names of rides and add to their repertoire of justifications to express what they think about it.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express their opinion using a wider range of conjunctions (and, but, because) <p>Listening</p> <ul style="list-style-type: none"> Understand a text made up of familiar language. The text contains simple and complex sentences. <p>Reading</p> <ul style="list-style-type: none"> Understand a text made up of familiar languages containing simple and complex sentences start reading texts which are authentic materials <p>Writing</p> <ul style="list-style-type: none"> Write at longer length on the topic studied using the conjunctions and, but and because 	<ul style="list-style-type: none"> The names of school subjects (the ones taught at Highfields) The names of rides (roller coaster, merry-go-round, big wheel, pirate ship, ghost train, flying chairs) I like, I don't like, I hate, I love, It's ok, I don't know Justifications (extended from previous topic) Conjunctions: and, but, because Asking and answering questions about the fair. Do you like the pirate ship? Yes, I like... No, I do not like. I prefer...)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee

Topic – Reach for the Stars
Year 5 – Spring Term
Subject – French



Prior Learning	Children worked on two topics: school subjects and at the fair. In those two topics children learnt to express their opinion and to express themselves using longer sentences. They can use the connectives and, but and because.
What Comes Next	Our next two topics are pets and at the restaurant. Children will learn to say what pets they have and how many they have. They will learn to use the plural form. At the restaurant, children will learn the name of food and some dishes in French. They will learn to order food in a restaurant.
Key Vocabulary	Masculine, feminine, conjunction, noun, determiner, adjective, verb, agreement system, special characters (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>'Space' – Children learn the name of planets and to describe them using adjectives (size, colour)</p> <p>'Town' – Children learn the names of different places in town and to give out simple directions. They learn about some cultural differences.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express themselves using adjectives of size and colour using the adjectives in the correct order in the sentence (size, noun, colour) <p>Listening</p> <ul style="list-style-type: none"> Listen attentively and understand more complex sentences and phrases <p>Reading</p> <ul style="list-style-type: none"> Understand a text made of some familiar and unfamiliar language Start reading text which are authentic materials Understand main points of a text which is an authentic material <p>Writing</p> <ul style="list-style-type: none"> Recognise patterns when building sentences and apply knowledge of grammatical rules 	<ul style="list-style-type: none"> Names of planets Colours Adjective of size (big, small, enormous) Names of places in town (post office, town hall, shop, post office, swimming pool, park, square, theatre, market, supermarket, cinema, school) Vocabulary related to directions

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – French



Prior Learning	The children learnt about space, the name of planets and to describe them using adjectives (size, colour). Children learnt about the agreement system and how to apply the rule to the spelling of adjectives. The children also learnt the names of different places in town and to describe their town. They learnt to give out simple directions.
What Comes Next	In Year 6, the first topic will be sports. Children will learn the name of sports in French and to say/write what they think about it. They will work through authentic materials (listening and reading). They will also learn about our world.
Key Vocabulary	Feminine, masculine, determiner, verb, adjective, cognate, agreement system, accent

Notes and Guidance	Skills	Knowledge
<p>Year 5 progress onto recognising a wider range of phonemes and start to read some new words using their phonetic knowledge.</p> <p>'Pets' – children learn the names of pets. They learn to say how many pets they have and what colour they are. They learn to say what pet they would like. They take part in a longer conversation about themselves.</p> <p>'At the restaurant' – children learn the names of food and drinks and to order in a restaurant. They can reuse some of their learning from Year 3 and 4 (at the shop/at the market). They learn about some traditional French dishes. Children continue with their learning of numbers.</p>	<p>Speaking</p> <ul style="list-style-type: none">Express themselves with longer sentences using conjunctions and adjectivesTake part in a longer conversation and manipulate the language using a wider range of vocabulary <p>Listening</p> <ul style="list-style-type: none">Understand longer sentences containing adjectives and conjunctionsUnderstand a dialogue made up of familiar language <p>Reading</p> <ul style="list-style-type: none">Understand a text made up of familiar and unfamiliar languageStart reading texts which are authentic materialsUnderstand the main points of a text which is an authentic material <p>Writing</p> <ul style="list-style-type: none">Recognise patterns when building sentences and apply knowledge of grammatical rulesUnderstand the agreement system with masculine, feminine and plural and how to apply it to spell adjectives correctly	<ul style="list-style-type: none">Wider list of names of pets (cat, dog, rabbit, hamster, Guinea pig, bird, snake, turtle, bearded dragon, mouse, spider, chinchilla, lizard)Sentences to say how many pets they have and what colour they areFood and drink vocabulary (salad, soup, chicken with fries, fish with vegetables, hamburger with fries, ice-cream, cheese, cake, fruit salad, water, fruit juice, coke)Numbers up to 100Sentences related to ordering in a restaurant

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic - Survival of the Fittest
Year 6 – Autumn
Subject - French



Prior Learning	Children in Year 5 learnt about pets and to how to order in a restaurant in summer term in Year 5.
What Comes Next	Next term children will extend learning from Year 3 about clothes and to have a conversation in a clothes shop. They will also learn to describe their house.
Key Vocabulary	Determiner, noun, verb, adjective, feminine, masculine, neuter, agreement system, singular, plural, negative form, personal pronoun

Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Sports' – children express their opinion on various sports. They learn about some French athletes (authentic materials)</p> <p>'Our world' – children learn the names of some wild animals and can reuse some of their learning of Year 4 to describe animals. They learn more adjectives to add to their repertoire. They learn where some animals live.</p>	<p>Speaking</p> <ul style="list-style-type: none">Express their opinion using simple and complex sentences. They can express themselves at longer lengthApply grammatical structures <p>Listening</p> <ul style="list-style-type: none">Understand a text made up of familiar and unfamiliar languageListen attentively to short video (authentic material) on a familiar topic and understand some key words and some main points <p>Reading</p> <ul style="list-style-type: none">Read a text (authentic material) on a familiar topic and understand the main points and some details. <p>Writing</p> <ul style="list-style-type: none">Use their knowledge construct a text using a help card or a model. Some start writing from memoryApply grammatical structures (agreement system, place of adjective)Use simple and complex sentencesAdd some sentences from prior learning, which they write from memory	<ul style="list-style-type: none">Names of sports (football, hockey, rugby, swimming, horse riding, cycling, judo, tennis, athletics, gymnastics, skiing, dancing)I like/ I don't like/I love/ I hate (also with he / she)/ I don't know/ It's okJustificationsTo ask others what sport they like and answer that questionNames of wild animals (lion, cheetah, elephant, scorpion, panther, panda, crocodile, koala, tortoise, tiger, kangaroo, brown bear, polar bear)Adjectives to describe animals (small, big, dangerous, nice, quick, slow, aggressive, ugly, beautiful, silly, clever)Names of continents

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - French



Prior Learning	Children learnt about sports and worked through some authentic materials (reading and listening). They also learnt to describe wild animals and to use the negative form (building on knowledge from Year 4+).
What Comes Next	Children will learn about family members and to describe their family. They will also do some revision in preparation for secondary school.
Key Vocabulary	Singular, plural, adjective, determiner, noun, verb, agreement system

Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Buying clothes' – children expand their vocabulary of names of clothes (learnt in Year 3). They practise buying clothes from a clothes shop reusing some phrases learnt in previous Years and learn some new phrases for their dialogue (asking for the size, saying it's too big/too small)</p> <p>'The house' – children learnt the names of the different rooms of the house and learnt to describe their house</p>	<p>Speaking</p> <ul style="list-style-type: none">Take part in a longer prepared conversation.Communicate by asking a wider range of questions.Can manipulate the language by using previous vocabulary learntApply grammatical structures (agreement system with colours) <p>Listening</p> <ul style="list-style-type: none">Understand a longer conversation or a text made up of familiar and unfamiliar language <p>Reading</p> <ul style="list-style-type: none">Understand an authentic material made up of familiar and unfamiliar languageUse the context to work out the meaning of some unknown words. <p>Writing</p> <ul style="list-style-type: none">Use their knowledge to construct a text using a help card or a model. Some start writing from memoryApply grammatical structures (ex: agreement system)Use simple and complex sentencesAdd some sentences from prior learning, which they write from memory.Use a bilingual dictionary	<ul style="list-style-type: none">Wider list of items of clothing (t-shirt, trousers, blouse, underpants, socks, boots, jumper, coat, skirt, dress, hat, tie, scarf, woolly hat, gloves, shorts, cardigan)Phrases related to buy clothes in a shopNumbers up to 100Rooms of the house (bedroom, kitchen, toilet, bathroom, lounge, dining-room, garage, attic, loft, cellar, laundry room, garden, toilet, garden, stairs, basement)Sentences related to describe your house

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Topic – The American Dream
Year 6 – Summer Term
Subject – French



Prior Learning	Children learnt about clothes and the house. They learnt to use the negative form. They also described using their dream house using the conditional. (In my dream house there would be...)
What Comes Next	Children will move onto secondary school whether carrying on with French or learning Spanish or German.
Key Vocabulary	Feminine, masculine, neuter, agreement system, plural, adjective, bilingual

Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Family' – children learn the names of family members. They learn to describe family members using vocabulary learnt the previous Years (ex: hair / eye colour, size / personality etc...)</p> <p>'Revision' – Children revise some vocabulary learnt in Key stage 2 (ex: months of the Year, days of the week etc...). It is also an opportunity to learn some Spanish and German in preparation for secondary school.</p>	<p>Speaking</p> <ul style="list-style-type: none">• Present longer pieces of information using the vocabulary learnt during the topic and by adding words /sentences learnt in previous topics• Prepare a dialogue using a bilingual dictionary <p>Listening</p> <ul style="list-style-type: none">• Understand the main points and some details from a text spoken at normal speed. The text contains some familiar language and some unfamiliar language. <p>Reading</p> <ul style="list-style-type: none">• Understand a text made up from familiar and unfamiliar language. The text is an authentic material (ex: advert from an estate agent).• Use a bilingual dictionary <p>Writing</p> <ul style="list-style-type: none">• Use their knowledge to construct a text using a model and a help card. Some children can write from memory with some spelling mistakes.• Apply grammatical structures• Use simple and complex sentences• Add some sentences from prior learning, which they write from memory• Use a bilingual dictionary	<ul style="list-style-type: none">• Vocabulary related to family: mum, dad, brother, sister, uncle, auntie, grandad, grandma, stepmother, stepdad, half-brother, half-sister, stepbrother, stepsister, cousin• Hair / eye colour / adjectives of size• Adjectives to describe people's personality (nice, boring, loud, calm, interesting, boring, cool, intelligent, outgoing, annoying, generous, strict, shy)• The conjugation of the verb 'to be'• Revision vocabulary (e.g. months of the Year, days of the week etc...)• Some basic vocabulary in Spanish and German

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.

