



French - Curriculum Overview

| Year | Subject specific Vocabulary | 'The Greats' | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | Grammar Adjective Nouns Position Pronunciation Tone Feminine Masculine Pattern Pattern Similar Different Negative Form First Person Possessive Preposition Memorise Repeat Translate | Leonardo Da Vinci | Children listen attentively to spoken language and show understanding by joining in and responding. - To repeat modelled words -To listen and show understanding of single words through physical response. - Repeat modelled short phrases. Children present ideas and information orally to a range of audiences. -To name nouns and present a simple rehearsed statement to a partner. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. - Use context to predict the meaning of new words. Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. - Identify individual sounds in words and pronounce with some precision when modelled. Children explore the patterns and sounds of language through songs | | Children listen attentively to spoken language and show understanding by joining in and responding. -Listen and show understanding of short phrases through physical response. Children present ideas and information orally to a range of audiences. -Present simple rehearsed statements about themselves, objects and people to a partner. Children read carefully and show understanding of words, phrases and simple writing. -Read and show understanding of familiar single words. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words. Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. -Start to read and recognize the sound of some letter strings in | | Children describe people, places, things and actions orally. -Say one or two short sentences that may contain an adjective to describe people, places, things and actions. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words. Children appreciate stories, songs, poems and rhymes in language. -Join in with words of a song or storytelling. Children read carefully and show understanding of words, phrases and simple writing. -Read and show understanding of simple phrases and sentences containing familiar words. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words. Children write phrases from memory and adapt these to create new sentences, to express ideas clearly. | |



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| | | | <p>and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> -Listen and identify specific words in songs and rhymes and demonstrate understanding. -Listen and identify specific phrases in songs and rhymes and demonstrate understanding. <p>Children appreciate stories, songs, poems and rhymes in language.</p> <ul style="list-style-type: none"> -Join in with actions to accompany familiar songs, stories and rhymes. | <p>familiar words and pronounce when modelled.</p> <p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none"> -Copy simple familiar words to describe people, places things and actions using a model. <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> -Show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English. | <ul style="list-style-type: none"> -Write single familiar words from memory with understandable accuracy. <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <ul style="list-style-type: none"> - Adapt intonation to ask questions. <p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none"> -Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. <p>Children appreciate stories, songs, poems and rhymes in language.</p> <ul style="list-style-type: none"> -Join in with words of a song or storytelling. <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> -Use a simple negative form (ne...pas) -Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. -Recognise and use the first person possessive adjectives (mon, ma, mes) -Use simple prepositions in their sentences |
| <p>Year 4</p> | <p>Rehearsed Familiar Intonation Pronunciation Feminine Masculine Negative Form First Person Possessive Preposition Translate</p> | <p>Napoleon Bonaparte Leonardo Da Vinci - recap</p> | <p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> -Recognise a familiar question and respond with a simple rehearsed response. -Ask and answer simple and familiar questions with a response. | <p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> -Express simple opinions such as likes, dislikes and preferences -Ask and answer familiar questions with a response. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> | <p>Children engage in conversation; ask and answer questions; express opinions and responds to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> -Ask and answer at least two familiar questions with a response. <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> -Speak about everyday activities and interests with increasing accuracy. -Refer to recent experiences or future plans. |



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| | <p>Bilingual Genders Definite Indefinite Plural form of nouns. Partitive articles First and second singular subject Pronouns High frequency verb Imperfect tense Simple tense</p> | | <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures. -Use familiar vocabulary to say a short sentence using a language scaffold. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. -Identify individual sounds in words and pronounce accurately when modelled. Children 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 example, to build sentences; and how these differ from or are similar to English. -Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words.</p> | <p>-Speak about everyday activities and interests. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. -Start to recognise the sound of some letter strings in familiar words and pronounce when modelled. Children present ideas and information orally to a range of audiences. -Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words. -Begin to use a bilingual dictionary to find the meaning of individual words in French and English Children write phrases from memory and adapt these to create new sentences, to express ideas clearly. -Replace familiar vocabulary in short phrases written from</p> | <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. -Adapt intonation to ask questions or give instructions. -Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. Children present ideas and information orally to a range of audiences. -Present ideas and information in sentences using familiar and rehearsed language to a partner or a small group of people. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use strategies for memorization of vocabulary. - Make links with English or known language to work out the meaning of new words. -Use context to predict the meaning of new words. -Begin to use a bilingual dictionary to find the meaning of individual words in French and English Children describe people, places, things and actions in writing. -Write <i>two simple sentences</i> that may contain an adjective to describe people, places, things and actions. Children 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 example, to build sentences; and how these differ from or are similar to English.</p> |
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| | | | <p>-When appropriate begin to use a bilingual dictionary to find the meaning of individual words in French and English Children write phrases from memory and adapt these to create new sentences, to express ideas clearly. -To begin to write familiar short phrases from memory with understandable accuracy. Children 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 example, to build sentences; and how these differ from or are similar to English. -Show an awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English. -Name the gender of limited nouns.</p> | <p>memory to create new short phrases. Children describe people, places, things and actions in writing. -Write one simple sentence that may contain an adjective to describe people, places, things and actions. Children 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 example, to build sentences; and how these differ from or are similar to English. -Name the indefinite and definite articles for both genders and use correctly. -Say how to make the plural form of nouns. -Recognise and use partitive articles. - Name the first and second singular subject pronouns. -Recognise a high frequency verb in the imperfect tense and in the simple.</p> | <p>-Use the correct form of some regular and high frequency verbs in the present tense with first and second person. -Use some the present tense of some high frequency verbs in the third person singular. -Name the third person singular subject pronouns</p> |
| <p>Year 5</p> | <p>Intonation Pronunciation Feminine Masculine Negative Form First Person Possessive Preposition Translate Bilingual</p> | <p>Jeanne d'Arc (Joan of Arc)</p> | <p>Children listen attentively to spoken language and show understanding by joining in and responding. -Listen and show understanding of simple sentences containing familiar words through physical response. Children develop accurate pronunciation an intonation so that others understand when they are using familiar words and phrases.</p> | <p>Children listen attentively to spoken language and show understanding by joining in and responding. -Listen and understand the main points from short, spoken material in French Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> | <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Engage in a short conversation and using a range of simple, familiar questions. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. -Say a longer sentence using familiar language.</p> |



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| <p>Genders Definite Indefinite Plural form of nouns. Partitive articles First and second singular subject Pronouns High frequency verb Imperfect tense Simple tense Depict Interpret Accurate Familiar Connectives Patterns Accuracy Third person singular possessive</p> | | <p>-Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) -When appropriate use a bilingual dictionary to identify the word class Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Write a simple sentence from memory using familiar language. Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Listen and identify rhyming words and specific sounds in songs and rhymes. -Follow the text of familiar songs and rhymes, identifying the meaning of words. -Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> | <p>-Engage in a short conversation and using a range of simple, familiar questions. Children develop accurate pronunciation an intonation so that others understand when they are using familiar words and phrases. -Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) -Use a bilingual dictionary to identify the word class Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Write several sentences from memory with familiar language with understandable accuracy. Children present ideas and information orally to a range of audiences. -Manipulate familiar language to present ideas and information in simple sentences. Children describe people, places, things and actions orally. -Say several simple sentences containing adjectives to describe</p> | <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) -Use a bilingual dictionary to identify the word class Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. -Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. -Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Write several sentences from memory with familiar language with understandable accuracy. Children present ideas and information orally to a range of audiences. -Present a range of ideas and information, using prompts, to a partner or a small group of people. Children describe people, places, things and actions orally. -Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. Children appreciate stories, songs, poems and rhymes in language. -Understand the gist of unfamiliar story or song using familiar language and sing or read aloud.</p> |
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| | | | | <p>people, places, things and actions using a language scaffold. Children appreciate stories, songs, poems and rhymes in language. -Follow the text of a familiar song or story -Follow the text of a familiar song or story and sing or read aloud Children 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 example, to build sentences; and how these differ from or are similar to English. -Identify word classes -Demonstrate understanding of gender and number of nouns and use appropriate determiners. -Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)</p> | <p>Children 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 example, to build sentences; and how these differ from or are similar to English. -Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. -Recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses) -Recognise the third person plural of a few high frequency verbs in the present tense.</p> |
| <p>Year 6</p> | <p>Language Cognates Etymology Context Bilingual Elision Immediate Future Tense First, Second and Third Person Singular Conjugate</p> | <p>David Guetta Claude Debussy</p> | <p>Children listen attentively to spoken language and show understanding by joining in and responding. -Listen and understand the main points and some detail in short, spoken material in French. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Ask and answer more complex questions with a scaffold of responses.</p> | <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Express a wider range of opinions and begin to provide simple justification. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. -Refer to everyday activities and interests, recent experiences and future plans.</p> | <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Converse briefly without prompts. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. -Vary language and produce extended responses. Children broaden their vocabulary and develop their ability to understand new words that are</p> |



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| | <p>Perfect Tense;</p> <p>Y6 currently working at Y5 stage due to COVID and limited input.</p> | | <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none">-Use familiar vocabulary to say several longer sentences using a language scaffold. <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <ul style="list-style-type: none">-Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.-Beginning to appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.-Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)-Use a bilingual dictionary to identify the word class-Use a bilingual paper/online dictionary to find the meaning of | <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <ul style="list-style-type: none">-Adapt intonation, for example to mark questions and exclamations. <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)-Use a bilingual dictionary to identify the word class-Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English <p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none">-Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold. <p>Children present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none">-Present a range of ideas and information, without prompts, to a partner or a group of people. <p>Children describe people, places, things and actions orally.</p> <ul style="list-style-type: none">-Use a wider range of descriptive language in their descriptions of people. Places, things and actions. <p>Children understand basic grammar appropriate to the language being</p> | <p>introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none">-Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)-Use a bilingual dictionary to identify the word class-Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English <p>Children describe people, places, things and actions in writing.</p> <ul style="list-style-type: none">-Manipulate familiar language to describe people, places, things and actions, using a dictionary-Use a wider range of descriptive language in their descriptions of people, places, things and actions. <p>Children describe people, places, things and actions orally.</p> <ul style="list-style-type: none">-Use a wider range of descriptive language in their descriptions of people, places, things and actions. <p>Children 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 example, to build sentences; and how these differ from or are similar to English.</p> <p>Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <ul style="list-style-type: none">-Name and use a range of conjunctions to create compound sentences-Use some adverbs-Explain and use elision; state the differences and similarities with English. |
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| | | | <p>unfamiliar words and phrases in French and in English Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none">-Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. Children describe people, places, things and actions orally.-Use a wider range of descriptive language in their descriptions of people. Places, things and actions. | <p>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 example, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none">-Explain and apply rules of position and agreement of adjectives with increasing accuracy and confidence.-Name and use a range of conjunctions to create compound sentences-Use some adverbs-Explain and use elision; state the differences and similarities with English.-Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.-Name all subject pronouns and use to conjugate a high frequency verb in the present tense.-Recognise and use a high frequency verb in the perfect tense; compare with English.-Follow a pattern to conjugate a regular verb in the present tense | <ul style="list-style-type: none">-Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed.-Name all subject pronouns and use to conjugate a high frequency verb in the present tense.-Recognise and use a high frequency verb in the perfect tense; compare with English.-Follow a pattern to conjugate a regular verb in the present tense-Choose the correct tense of a verb (present/perfect/imperfect/future) according to the context. |
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