

Anthony Curton and Tilney All Saints C of E Primary French Curriculum

What are the aims and intentions of this curriculum?

That children:

- will become confident when speaking and listening, reading and writing in another language
- will develop the knowledge and skills they need to converse in another language



Term	Topic	Knowledge & Skills	Vocabulary (French)	Vocabulary (English)
Year 3 Spring 1 4 weeks	I am learning French J'apprends le français	• know where France is on a map of the world • Highlight Paris and other famous French cities • Talk about other countries where French is spoken • Say their name and how they are feeling in French • Count to ten in French • Give a verbal response to a question using a short Phrase • Develop accurate pronunciation and intonation when speaking 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	• Bonjour • Ça va? • Ça va bien • Ça va mal • Comme ci, comme ça • Au revoir • Comment tu t'appelles? • Je m'appelle... • Un • Deux • Trois • Quatre • Cinq • Six • Sept • Huit • Neuf • Dix • Rouge • Bleu • Jaune • Vert	• Hello • How are you? • I am fine • I am not very well • So, so! • Goodbye • What is your name? • My name is ... • One • Two • Three • Four • Five • Six • Seven • Eight • Nine • Ten • Red • Blue • Yellow • Green

			• Noir • Blanc • Gris • Orange • Violet • Marron	• Black • White • Grey • Orange • Purple • Brown
Year 3 Spring 1 2 weeks	Phonetics Unit	• To begin to identify the alphabet names in French • To begin to identify the main vowel sounds in French • To hear and distinguish the following French phonemes – ch, ou, on, oi, i, in, ique, ille • To begin to identify silent letters in French • To begin to understand 'liaison' in French – changing a sound depending if it is followed by a vowel or consonant • To listen for and identify the above phonemes in French words • To begin to spell words in French • To begin to read a short piece of text in French which contains the focus phonemes for this unit • Develop accurate pronunciation and intonation when speaking in French	• ch as in 'chien' • ou as in 'rouge' • on as in 'lion' • oi as in 'trois' • i as in 'lion' • in as in 'juin' • ique as in 'informatique' • □ ille as in 'juillet'	• dog • red • lion • three • lion • June • Computing • July
Year 3 Summer 2 2 weeks	Animals Les Animaux	• Remember all of the language from Spring 1 • Know ten animal nouns in French.	• Les animaux • Un • Une • Un mouton • Un cochon	• The animals • "A" (masculine) • "A" (feminine) • A sheep • A pig

		• Match all the new animal nouns to the appropriate picture. • Remember the words for at least five animals in French unaided. • Spell at least three animals correctly in French • Start to speak in French using a full sentence	• Un canard • Un lion • Un singe	• A duck • A lion • A monkey
Year 3 Summer 2 2 weeks	Fruits Les Fruits	• Continue to broaden their French vocabulary • Name and recognise up to 10 fruits in French. • Spell some of these nouns from memory • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Have a short conversation saying 3-4 things in French.	• Une pomme • Les pommes • Une fraise • Les fraises • Une pêche • Les pêches • Une banane • Les bananes • Une cerise • Les cerises • Une orange • Les oranges • Une prune • Les prunes • Une poire • Les poires • Un kiwi • Les kiwis • Un abricot • Les abricots • J'aime... • Je n'aime pas...	• An apple • The apples • A strawberry • The strawberries • A peach • The peaches • A banana • The bananas • A cherry • The cherries • An orange • The oranges • A plum • The plums • A pear • The pears • A kiwi • The kiwis • An apricot • The apricots • I like... • I do not like...
Year 3 Summer 2	I Can.../I am able to... Je Peux...	• Recognise some common French verbs/activities.	• Danser • Manger • Chanter	• To dance • To eat • To sing

2 weeks		• Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with 'je peux...' • Present ideas and information orally • 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	• Boire • Cuisiner • Regarder • Sauter • Écrire • Parler • Écouter • Je peux...	• To drink • To cook • To watch TV • To jump • To write • To talk • To listen • I am able to...
Year 4 Spring 1 2 weeks	Revision Unit Core Vocabulary (greetings, numbers and colours)	• Speak in sentences, using familiar vocabulary, • phrases and basic language structures • Present ideas and information orally to a range of audiences • Broaden their vocabulary and develop their • ability to understand new words that are • introduced into familiar written material	• monsieur • madame • mademoiselle • bonsoir • bonne nuit • à bientôt • Salut • pas mal / comme ci, comme ça • s'il vous plaît • de rien • excusez-moi • merci • onze • douze • treize • quatorze • quinze • seize • dix-sept • dix-huit	• Mr/sir • Mrs/madam • Miss • Good evening • Good night • See you soon • Hi/hello • Not bad/so, so • Please • My pleasure • Excuse me • Thank you • Eleven • Twelve • Thirteen • Fourteen • Fifteen • Sixteen • Seventeen • Eighteen

			• dix-neuf • vingt • trente • quarante • cinquante • soixante • soixante-dix • quatre-vingts • quatre-vingt-dix • cent	• Nineteen • Twenty • Thirty • Forty • Fifty • Sixty • Seventy • Eighty • Ninety • One hundred
Year 4 Spring 1 2 weeks	Musical Instruments Les Instruments	• Continue to broaden their French Vocabulary • Name ten instruments in French. • Match all the new French nouns to the appropriate picture. • Remember the words for at least five instruments and their correct gender in French, unaided. • To say that they play an instrument of their choice correctly in French. • Begin to write simple phrases from memory	• Le • La • Les • La clarinette • La harpe • La trompette • La batterie • La guitar • La flûte à bec • Le piano • Le triangle • Le violon • Les cymbales • Je joue (du, de la, des)	• “The” (masculine) • “The” (feminine) • “The” (plural) • The clarinet • The harp • The trumpet • The drums • The guitar • The recorder • The piano • The triangle • The violin • The cymbals • I play...
Year 4 Spring 1 2 weeks	Vegetables Les Legumes	• Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article)	• Les aubergines • Les épinards • Les oignons • Les courgettes • Les tomates • Et • Les haricots verts	• The aubergines • The spinach • The onions • The courgettes • The tomatoes • And • The green beans

		• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. • Broaden their vocabulary and develop their • ability to understand new words that are • introduced into familiar written material	• Les petits pois • Les champignons • Les carottes • Les pommes de terre • Je peux vous aider? • C'est tout? • C'est combien? • Un kilo de... / d'... • Un demi kilo de... / d'... • Je voudrais... • Dans mon panier j'ai	• The peas • The mushrooms • The carrots • The potatoes • Can I help you? • Is that all/anything else? • How much is that? • One kilo of... • Half a kilo of... • I would like... • In my basket I have...
Year 4 Summer 2 3 weeks	Presenting Myself Je me presente	• Count to 20 in French. • Say their name and age in French. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live in French. • Tell you if they are French or English, introducing concept of gender and agreement. • Engage in conversations; ask and answer • questions; express opinions and respond to those of others • Broaden their vocabulary and develop their	• Quel âge as-tu? • J'ai.....ans • Où habites tu? • J'habite à... • Je suis français • Je suis française • Je suis anglais • Je suis anglaise • Greetings, numbers and colours are revised see vocabulary for Y3/4	• How old are you? • I am...years old. • Where do you live? • I live... • I am French (male) • I am French (female) • I am English (male) • I am English (female)

		• ability to understand new words that are • introduced into familiar written material		
Year 4 Summer 2 3 weeks	Do you have a pet? As-tu un animal?	• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”) • Engage in conversations; ask and answer • questions; express opinions and respond to those of others • Broaden their vocabulary and develop their • ability to understand new words that are • introduced into familiar written material • Understand basic grammar appropriate to the • language being studied	• Un chien • Un chat • Un lapin • Un hamster • Un poisson rouge • Un oiseau • Une souris • Une tortue • J’ai • Je n’ai pas de /d’ • J’ai un • J’ai une • Qui s’appelle • Et • Mais	• A dog • A cat • A rabbit • A hamster • A gold fish • A bird • A mouse • A tortoise • I have • I don’t have • I have a (masculine) • I have a (feminine) • Who is called • And • But
Year 5 Spring 1 2 weeks	Phonetics Revision Unit	• To begin to identify the alphabet names in French • To begin to identify the main vowel sounds in French	• E as in ‘ecouter’ • E as in ‘frere’ • E as in ‘cheval’ • Eau as in ‘oiseau’	• Listen • Brother • Horse • Bird

		• To hear and distinguish the following French phonemes – ch, ou, on, oi, i, in, ique, ille (revision) and e, e, e, eux, eau, qu, gne, c, en, an (accents) • To begin to identify silent letters in French • To begin to understand 'liaison' in French – changing a sound depending if it is followed by a vowel or consonant • To identify the accents in French; grave, cedilla, acute, circumflex and trema • To listen for and identify the above phonemes in French words • To begin to spell words in French • To begin to read a short piece of text in French which contains the focus phonemes for this unit • Develop accurate pronunciation and intonation when speaking in French	• Eux as in 'deux' • Qu as in 'cinquante' • C as in 'garçon' • En as in 'vent' • Gne as in 'montagne' • An as in 'manteau'	• Two • 50 • Boy • Wind • Mountain • Coat
Year 5 Spring 1 2 weeks	Regular Verbs	• Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. • Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs.	• Je • Tu • Il • Elle • Nous • Vous • Ils • Elles • Jouer • Habiter • Finir	• I • you • he • she • we • you all • they (masculine) • they (feminine) • to play • to live • to finish

		• Conjugate in French a regular – ER verb. • Conjugate in French a regular –IR verb. • Conjugate in French a regular – RE verb. • 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	• Vendre	• to sell
Year 5 Spring 1 2 weeks	Irregular Verbs	• Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. • Conjugate in French the irregular verb AVOIR. • Conjugate in French the irregular verb ÊTRE. • Conjugate in French the irregular verb ALLER. • Conjugate in French the irregular verb FAIRE.	• Aller • Avoir • Etre • Faire	• To go • To have • To be • To do

		• 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		
Year 5 Summer 2 2 weeks	The Classroom En Classe	• Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. • Broaden their vocabulary and develop their • ability to understand new words that are • introduced into familiar written material • Understand basic grammar appropriate to the • language being studied	• Un taille crayon • Un cahier • Un crayon • Un bâton de colle • Un stylo • Une trousse • Un cartable • Un livre • Une gomme • Une règle • Une calculatrice • Des ciseaux • Levez la main • Demandez • Qu'est ce qu'il y a dans ta trousse? • Dans ma trousse j'ai...	• A pencil sharpener • An exercise book • A pencil • A glue stick • A pen • A pencil case • A school bag • A reading book • A rubber • A ruler • A calculator • A pair of scissors • Raise your hand • Ask • What do you have in your pencil case? • In my pencil case I have..

			• Dans ma trousse je n'ai pas de.. • Écoutez • Écrivez • Répétez • Silence • Ouvrez vos cahiers • Fermez vos cahiers • Pensez • Lisez	• In my pencil case I do not have.. • Listen • Write • Repeat • Silence • Open your books • Close your books • Think • Read
Year 5 Summer 2 2 weeks	Family La Famille	• Say the nouns in French for members of their family. • Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable students to say the age of various family members. • Understand the concept of mon, ma and mes in French. • Engage in conversations; ask and answer questions; express opinions and respond to those of others • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• La famille • La mère • La grand-mère • La tante • La soeur • Le frère • L'oncle • Le père • Les parents • Les grandparents • Il s'appelle • Elle s'appelle • As-tu un frère? • Oui, j'ai un frère • As-tu une soeur?	• The family • The mother • The grand-mother • The aunty • The sister • The brother • The uncle • The father • The parents • The grand-parents • He is called • She is called • Do you have a brother? • Yes, I have a brother • Do you have a sister?

		Describe people, places, things and actions orally and in writing	- Oui, j'ai une soeur - Oui, j'ai deux frères - Oui, j'ai deux soeurs - Non, je suis fils unique - Non, je suis fille unique - Mon - Ma - Mes	- Yes, I have a sister - Yes, I have two brothers - Yes, I have two sisters - No, I am an only son - No, I am an only daughter - My (masculine singular) - My (feminine singular) - My (masculine and feminine plural)
Year 5 Summer 2 2 weeks	My Home Chez Moi	- Say whether they live in a house or an apartment and say where it is. - Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. - Tell somebody in French what rooms they have or do not have in their home. - Ask somebody else in French what rooms they have or do not have in their home. - Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal	- Où habites-tu? - J'habite dans... - Une maison - Un appartement - En ville - À la campagne - À la montagne - Au bord de la mer - Dans un village - Un jardin - Chez moi il y a... - Chez moi il n'y a pas de...	- Where do you live? - I live in... - A house - An apartment - In town - In the countryside - In the mountains - By the sea - In a village - A garden - In my home there is... / there are...

		details such as their name and age). • 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	• Une cuisine • Une salle à manger • Une salle de bains • Une chambre • Une buanderie • Un sous-sol • Un bureau • Un salon • Un garage	• In my home there is not... / there are no... • A kitchen • A dining room • A bathroom • A bedroom • A utility room • A basement • An office / a study • A living room • A garage
Year 6 Spring 1 4 weeks	Revision Unit/Core Vocabulary Days of the week & months of the year	• Broaden their vocabulary and develop their • ability to understand new words that are • introduced into familiar written material • Give a verbal response to a question using a short Phrase • Develop accurate pronunciation and intonation when speaking in French • Revision of Year 3 + 4 Spring 1 and Year 4 Summer 2	• lundi • mardi • mercredi • jeudi • vendredi • samedi • dimanche • janvier • février • mars • avril • mai • juin • juillet • août • septembre • octobre • novembre • décembre	• Monday • Tuesday • Wednesday • Thursday • Friday • Saturday • Sunday • January • February • March • April • May • June • July • August • September • October • November • December

Year 6 Spring 1 2 weeks	At the café Au Cafe	• Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. • 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 • Describe people, places, things and actions orally and in writing	• Le petit déjeuner au café • Qu'est-ce tu prends pour le petit déjeuner? • Vous désirez? • Je prends... • Une crêpe à la confiture • Un café • Un sandwich au fromage • Un café au lait • Un croque-monsieur • Un thé au citron • Un coca-cola • Un thé au lait • Un orangina • Un chocolat chaud • Des frites • Un croissant • L'addition s'il vous plait • Du pain • Du beurre • De la confiture • Des biscottes • Des céréales • Une omelette au jambon	• Breakfast in the café • What do you have for breakfast? • What would you like? • I would like... • A pancake with jam • A black coffee • A cheese sandwich • A white coffee • A toasted ham and cheese sandwich • A lemon tea • A coke • A tea with milk • A fizzy orange • A hot chocolate • Some chips • A croissant • The bill please • Some bread • Some butter • Some jam • Some melba toast • Cereal • A ham omelette
---	--------------------------------	---	---	---

			• Un jus d'orange	• An orange juice
Year 6 Summer 2	World War 2 La Seconde Guerre Mondiale	• Group/order unknown vocabulary to help decode text in French. • Improve their listening and reading skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside • 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 • 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 • Appreciate stories, songs, poems and rhymes in the language	• L'Angleterre • La France • L'Italie • L'Allemagne • La Pologne • La Tchécoslovaquie • Les Etats-Unis • En ____ on parle ____ • Aux Etats-Unis on parle • L'anglais • La français • L'italien • L'allemand • Le polonaise • Le tchécoslovaque • Cher • Chere • Chers • Parce que • Aussi • Amusant • Calme • Sans danger • Triste • Convivial • Sombre • Sain • Difficile	• England • France • Italy • Germany • Poland • Czechoslovakia • United States of America • In ____ you speak ____ • In the USA you speak ____ • English • French • Italian • German • Polish • Czechoslovakian • Dear (masc) • Dear (fem) • Dear (plural) • Because • Also • Fun • Calm/tranquil • Safe • Sad • Friendly • Gloomy • Healthy • Difficult

			• Dangereux • Enfume	• Dangerous • Full of smoke
--	--	--	--	---