



French Long-term Planning & Assessment EYFS

| Topic | Language/Vocabulary | Key Concepts Knowledge & Skills (Learning Objectives) | By the end of EYFS, pupils should be able to... |
|--|---|---|---|
| Greetings and intro | Bonjour! Toc, toc, toc! Qui est là? Au revoir | A | say bonjour and au revoir |
| Getting to know | Bonjour! Au revoir | A B | say bonjour and au revoir |
| Where is France?* | France, Great Britain, the English Channel, Europe | B | locate France on a map of Europe |
| Introduce yourself | Je m'appelle Oui, non | A | answer the question "Comment t'appelles-tu?" |
| Say how you are | Ça va? Ça va bien, ça va mal, comme ç i comme ç a | A | answer the question "Comment ça va?" |
| Versailles and Buckingham Palace* (Year A) | Palace, king, queen, garden, fountain | B | make some simple comparisons between The Palace at Versailles and Buckingham Palace |
| French-speaking countries* (Year B) | Africa, Canada, the world | B | explain that French is not just spoken in France |
| Say please and thank you | S'il te plaît, merci Le nounours, la balle | A | say s'il te plaît and merci |
| Christmas* | Noël, joyeux Noël, père Noël, le sapin de Noël, le cadeau | A | say a few French words connected to Christmas |
| Colours: red, white, blue | Bleu, blanc, rouge | A | say bleu, blanc, rouge |
| Colours: green, orange, yellow | Vert, orange, jaune | A | say vert, orange, jaune |
| Paris* | Capital, Paris | B | explain that Paris is the capital of France |
| Camembear's pets | Le chien, le chat, le canard, la poule, la souris, le poisson | A | remember le chien, le chat, le canard, la poule, la souris, le poisson |

Key

A ELG Listening/Attention, ELG Speaking: pupils will listen with encouragement, respond to and join in with songs, rhymes and stories, participate in discussions, offer explanations and express their opinions and feelings about what they have heard/experienced.

B ELG People, Cultures and Communities: through playing, exploring and active learning via songs, rhymes and games and a variety of resources including stories, non-fiction texts and maps, pupils will be exposed to the French language and begin to develop knowledge of life in other countries where French is spoken (France, Senegal); they will draw on this knowledge to explain some similarities and differences between life in this country (GB) and life in other countries.



All topics are from the Headstart Languages: Learning French with Camembear programme unless marked with an *.

Topics marked with an * are cross-curricular or cultural. They may change according to pupil interest, class topics and whole-school projects.



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|------------------------------|---|---|---|
| Colours: pink, purple | Rose, violet L'arc-en-ciel | A | say rose and violet |
| People who help us* (Year A) | Médecin, sapeur-pompier, gendarme | B | name some people who help us in French |
| Easter* (Year B) | Pâques, les oeufs de Pâques, le poussin | A, B | use key words about Easter |
| Numbers 1-5 | Un, deux, trois, quatre, cinq | A | count to 10 |
| Camembear's friend | Deux petits nounours sautent dans l'air | A | sing a French nursery rhyme |
| French food* | La baguette, le pain au chocolat, la crêpe, le fromage | B | describe French foods they have tried |
| France and its neighbours* | France, Belgium, Germany, Switzerland, Italy, Spain, Andorra, Luxembourg | B | name some of France's neighbouring countries |
| Numbers 6-10 | Six, sept, huit, neuf, dix | A | count to 10 |
| Camembear's family | Ma mère, mon père Ma soeur – elle s'appelle Angélique Mon petit frère – il s'appelle Frédéric | A | say the word for father, mother, brother and sister in French |
| Camembear's birthday | Joyeux anniversaire | A | sing Happy Birthday (joyeux anniversaire) in French |

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