



Subject Overview

French (KS2 only)

	Autumn			Spring			Summer		
	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills
Year 3	Phonetics (Lesson 1) (Ex-Phonics)	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: ch, ou, on and oi. 	Instruments (E)	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. 	Ice-creams (E)	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.
	I am Learning French (E)		<ul style="list-style-type: none"> • Ask and answer the question 'How are you?' in French. • Say 'Hello' and 'Goodbye' in French. • Ask and answer the question 'What is your name?' in French. • Count to ten in French. • Say ten colours in French. 	Fruits (E)		<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. 	I am able...(E)		<ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux...
	Seasons (E)		<ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French • Recognise, recall and remember a short phrase for 						

			<p>each season in French,</p> <ul style="list-style-type: none"> • Say what season is their favourite in French and attempt to say why using conjunctions 'et' and 'car'. 						
Year 4	<p>Phonetics (Lesson 2) (Ex-Phonics)</p> <p>Presenting Myself (I)</p> <p>My Family (I)</p>	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: i, in, ique and ille • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the 	<p>Ancient Britain (E)</p> <p>Habitats (I)</p>	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in French three of the types of people who lived in ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age. • Tell somebody in French the key elements animals and plants need to survive in their habitat. • Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. 	<p>In the Classroom (I)</p> <p>My Home (I)</p>	<ul style="list-style-type: none"> ➤ To speak confidently. ➤ To read fluently. ➤ To write imaginatively. ➤ To listen. ➤ To understand grammar. 	<ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article/determiner. • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case. • 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.

			<p>age of various family members.</p> <ul style="list-style-type: none"> • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 			<ul style="list-style-type: none"> • Tell somebody in French which animals live in these different habitats. • Tell somebody in French which plants live in these different habitats. 			<ul style="list-style-type: none"> • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
Year 5	<p>Phonetics (Lesson 3) (Ex-Phonics)</p> <p>Do you have a pet? (I)</p>	<ul style="list-style-type: none"> ➢ To speak confidently. ➢ To read fluently. ➢ To write imaginatively. ➢ To listen. ➢ To understand grammar. 	<ul style="list-style-type: none"> • Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: É, E, È, EAU, EUX. • 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"). 	<p>What is the Weather? (I)</p> <p>Romans (I)</p>	<ul style="list-style-type: none"> ➢ To speak confidently. ➢ To read fluently. ➢ To write imaginatively. ➢ To listen. ➢ To understand grammar. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. • Tell somebody in French the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in French and learn how these are related to the Roman gods and goddesses. • Tell somebody in French what the most 	<p>The Olympics (I)</p>	<ul style="list-style-type: none"> ➢ To speak confidently. ➢ To read fluently. ➢ To write imaginatively. ➢ To listen. ➢ To understand grammar. 	<ul style="list-style-type: none"> • Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l' and du when you say

	The Date (I)		<ul style="list-style-type: none"> Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. 			<p>famous Roman inventions were.</p> <ul style="list-style-type: none"> Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in French. 	Clothes (I)	<p>you play a sport in French.</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy
Year 6	Phonetics (Lesson 4) (Ex-Phonics) At school (P)	<ul style="list-style-type: none"> To speak confidently. To read fluently. To write imaginatively. To listen. To understand grammar. 	<ul style="list-style-type: none"> Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: QU, GNE, Ç, EN, AN. Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/dislike certain school subjects. Tell the time (on the hour) in French. 	The weekend (P) World War 11 (P)	<ul style="list-style-type: none"> To speak confidently. To read fluently. To write imaginatively. To listen. To understand grammar. 	<ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. Group/order unknown vocabulary to help decode text in French. 	Vikings (P)	<ul style="list-style-type: none"> To speak confidently. To read fluently. To write imaginatively. To listen. To understand grammar. <ul style="list-style-type: none"> Name in French, the key periods in ancient Britain, in chronological order. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.

	<p>Regular Verbs (Ex-Grammar)</p>		<ul style="list-style-type: none"> • Say what time they study certain subjects at school. • 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. • Conjugate in French a regular –ER verb. • Conjugate in French a regular –IR verb. • Conjugate in French a regular –RE verb. 			<ul style="list-style-type: none"> • 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. 	<p>Me in the world (P)</p>		<ul style="list-style-type: none"> • Use two irregular high frequency verbs ‘être’ (to be) and ‘avoir’ (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. • Recognise and start to understand commonly used reflexive verbs and pronouns. • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).
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