

## Key Stage 1

In Key Stage 1 there are no formal requirements for learning a modern foreign language. However, we have chosen to introduce basic language concepts and cultural awareness through an annual French themed day and termly songs in Year 2.

## Key Stage 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three	<p><b>I'm learning French</b> Introduction to France</p> <p>Greetings</p> <p>Introducing yourself</p> <p>Say how you are feeling</p>	<p><b>Numbers and Colours</b> Numbers Introduce numbers 1 - 20</p> <p>10 Colours</p> <p>Introducing giving an opinion.</p>	<p><b>Pet animals</b> Learning masculine and feminine nouns with its article. Giving an opinion: I like, don't like, I love, I hate... + animal noun Describing animals - simple adjectives April fools - Poisson d'avril World book Day - 'CHER ZOO' Easter celebrations in France</p>		<p><b>Pencil case -</b> Dans ma trousse. Recall colour work and numbers to 10.</p> <p>Use il y a ... There is/are</p>	<p><b>Food ' A Hungry Giant Story'.</b> Responding to a story. Responding to a song: 'J'aime les fruits'</p>
Sticky Knowledge	<p>Say hello and goodbye. Introduce themselves.</p> <p>Say if they are feeling good/bad/so-so.</p>	<p>Count to 10. Say how old they are.</p> <p>Give and respond to simple classroom instructions appropriately.</p> <p>Identify colours.</p>	<p>Name some common pets.</p> <p>In French nouns are masculine or feminine. Use masculine/feminine articles</p> <p>Learn the phrase il y a ... There is/are</p> <p>Give opinions 'J'aime, Je n'aime pas, J'adore, Je déteste'. Position of adjective in French.</p>		<p>Use masculine and feminine articles.</p> <p>Learn up to 5 items by heart.</p> <p>Recall numbers to 10 and 5 colours.</p>	<p>Numbers to 10.</p> <p>Food vocabulary x 5 nouns.</p>
Skills	<p>Listen and respond to simple rhymes and songs.</p> <p>Engage in conversations, ask and answer questions in the context of greeting people.</p>	<p>Recognise familiar words and short phrases and respond.</p>	<p>Using the phrase il y a to make a short sentence</p> <p>Include the correct article and noun.</p>	<p>Writing a short sentence using the phrase 'il y a ...'</p> <p>Include, article/number and noun.</p>	<p>Using plural article 'les'</p> <p>Reading and writing short sentences.</p>	<p>Learn and respond to a song in French.</p>
National Curriculum	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations, ask and answer questions in the context of greeting people.</p> <p>Engage in conversations, ask and answer questions in the context of introducing yourself.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; appreciate stories, songs, poems and rhymes in the language in the context of counting and naming colours</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming pets.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p>

Four	<p><b>Birthdays</b></p> <p>Months of the year Days of the week Numbers 1 - 31 Quel age as tu?</p>	<p><b>Family</b></p> <p>Recap phrase il y a (from Year 3) Recap definite articles le and la Recap indefinite articles un and une Focus on un/une for sentence structure 'j'ai...'</p>	<p><b>Matisse - A French Artist Study</b></p> <p>Learning shape names</p> <p>Preposition of place; on/under</p> <p><b>GALLERY VISIT TATE MODERN</b></p>	<p><b>Body Parts</b></p> <p>Name body parts Learn Il a deux main song Learn Il a les yeux verts song</p> <p>World Book Day - Le Petit Monstre Vert</p>	<p><b>Simple Descriptions</b></p> <p>Colours and agreement Verb Je suis</p>	<p><b>Ordering an ice cream</b></p> <p>Using 'Je voudrais'</p> <p>C'est Combien - How much is it?'</p> <p><b>ICE CREAM ordering experience at sch</b></p>
Sticky Knowledge	<p>Months of the year and days of the week song.</p> <p>Say and recognise Numbers to 31</p>	<p>Learn singular form of To have 'J'ai' - I have</p> <p>Comment s'appelle-t-il ?</p> <p>Comment s'appelle-telle ?</p> <p>il s'appelle, elle s'appelle,</p>	<p>Recall and use correctly 'il y a'</p> <p>Shape names x 5</p> <p>Recap and use colours in a sentence.</p> <p>Placement of adjective in sentence in French</p>	<p>Describe yourself and others (using 1st and 3rd person singular)</p> <p>Name some parts of the body. Give a simple description of their eyes and hair.</p> <p>Make simple statements using the 3rd person.</p> <p>Match emotions/health words with their pictures. Name facial features; Extend a description using adjectives and conjunctions.</p> <p>Make nouns/adjectives 'agree' according to their gender and number.</p>	<p>Use the phrase 'Je voudrais' correctly.</p> <p>Recap on numbers for prices.</p>	
Skills	<p>Communicate numbers with increasing accuracy.</p> <p>Recall new vocabulary words through learning and responding to a song.</p> <p>Ask and answer questions about your birthday.</p> <p>Say and order the days of the week. Say and order the months of the year. Count on from 11-31. Say their own birthday. Ask and answer questions about dates.</p>	<p>Develop understanding of articles and which article to use .</p> <p>Use possessive adjectives and simple verb conjugation: <i>Ma mere s'appelle, Mon pere s'appelle</i></p>	<p>Describing what you see using il y a phrase</p> <p>Understanding art in the world through a London gallery visit.</p> <p>Recreating art in the style of a famous artist.</p> <p>Using prepositional language.</p>	<p>Use a bi-lingual dictionary accurately</p> <p>Listen attentively to spoken language and show understanding by joining in and responding to songs; in the context of Body Parts</p>	<p>Using je voudrais in a real life setting - ordering an ice-cream in the playground</p>	
National Curriculum	<p>Engage in conversations in the context of birthdays.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; listen attentively to spoken language and show understanding by joining in and responding in the context of talking about age.</p>	<p>Understand basic grammar appropriate to the language being studied, including feminine, masculine.</p> <p>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.</p>	<p>To understand basic grammar appropriate to the language in the context of describing shapes and their position.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Appreciate stories, songs and rhymes in the French</p> <p>Describe people orally and in writing</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	

Five	All about me and Nationalities  Numbers	Around Town	The planets in the solar system  Cross curricular link Yr. 5 Earth and Space.	Paris and directions  Include The French Revolution	Sports  Include Tour de France	Asterix and Obelix (new for 2026)  Cross curricular link to Yr.5 ancient history
Sticky Knowledge	Numbers to 100  Recognise how some larger numbers are made by combining words for smaller numbers	Use il y a .. There is / are  Make simple sentences with habiter (to live). Talk about what there is to do in a town. Use simple prepositional phrases.	Use a bilingual dictionary.  Larger numbers up to and beyond 100, 1000	Directions - 4 phrases  Shops in town 10 nouns. Key monuments in Paris A minimum of 3 facts about the French Revolution	Intercultural understanding the 24 hour clock is used in France. For sports centre leaflet opening times.  Recall how some larger numbers are made by combining words for smaller numbers.	Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary  Give opinions using J'aime, Je n'aime pas, J'adore, Je déteste ..
Skills	Listen and show understanding of more complex familiar phrases and sentences.  Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.  Identify and say typical amenities found in French towns.	Follow the simple text of a familiar song or story and sing or read aloud.  Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement.	Respond to simple instructions for direction and movement. Follow simple directions to find a place on a map, Use the correct article to precede a noun according to gender.	Produce positive and negative sentences with high frequency verbs. (I like/I don't like + sport)  Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	Follow the simple text of a familiar song or story and sing or read aloud  Follow the text of familiar rhymes and songs identifying the meaning of words.
National Curriculum	Understand basic grammar appropriate to the language being studied, feminine, masculine 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.	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	Describe places orally and in writing.  Read carefully and show understanding of words, phrases and simple writing	Engage in conversations in the context of directions.  To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town,	To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.  To engage in conversations; ask and answer questions in the context of a TV schedule.	Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about favourite sports.

Six	French Grammar high frequency verbs: Avoir and Etre.	The Weather	Food and Cafe Je voudrais and Vous desirez World Book Day	Francophone countries Link to human geography and climate change Year 6 (they do this in Summer 1?)	Clothing and descriptions	Clothing Part 2 - make a waistcoat.  Cross-curricular link to DT making a waistcoat project (See Design & Technology Progression document)
Sticky Knowledge	Understanding there are 3 verb groups in French.  Subject pronouns and verb conjugation.  Key verbs AVOIR and ETRE	Name some of the major cities of France.  Memorise 8 x weather conditions	Food and Drink vocabulary in French.  Using the phrase Je voudrais	French is widely spoken  5 countries where they speak French	Learn a minimum of 10 clothing nouns.  Use the verb <i>je porte</i>	Use the correct sentence construction with the verb PORTER (je porte/il and elle porte)
Skills	Understand verb conjugation  Demonstrate understanding of the present tense of <i>avoir, être, faire</i> and <i>aller</i> , and regular <i>-er</i> verbs.	Read aloud the text of familiar rhymes and songs.  Listen and understand a French weather recording.  Present a weather forecast.	Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.  Read aloud the text of familiar rhymes and songs.  Understand a simple cafe menu in French	Write a complex sentence manipulating familiar language, using a dictionary for new language.	Manipulate familiar language to present own ideas and information in more complex sentences  Apply the rules of the agreement of adjectives in the singular and plural accurately.	Deliver a fashion show in front of an audience.  Design and make a simple waistcoat to model and wear. (See Design & Technology Progression document)
National Curriculum	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.	Listen attentively to spoken language and show understanding by joining in and responding  Present ideas and information orally to a range of audiences, in the context of giving a weather forecast.	Engage in conversations in the context of a cafe.	Present ideas and information orally to a range of audiences	Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like.	Listen attentively to spoken language and show understanding by joining in and responding  Present ideas and information orally to a range of audiences  (See Design & Technology Progression document)