

“A liberation from insularity, providing an opening to other cultures.”
National Curriculum

VISION: Our vision for Languages is that learning French equips pupils with the knowledge and cultural capital they need to succeed in life. It encourages children to appreciate and celebrate difference, provides a foundation for learning further languages, and opens opportunities to study and work in other countries.



Brampford Speke C of E Primary School

French Curriculum Overview



WHOLE KS2 - CYCLE A

AUTUMN	SPRING	SUMMER
<i>Autumn 1: Phonics 1-2 recap and I Am Learning French</i>	<i>Spring 1: In the Classroom</i>	<i>Summer 1: Around School</i>
• Locate France and recognise French as a language spoken in France and elsewhere. • Use simple greetings; ask and answer questions about name and feelings. • Recognise, say and write introductory vocabulary with increasingly accurate pronunciation.	• Remember and recall twelve classroom objects with their indefinite articles. • Replace an indefinite article with an appropriate possessive adjective. • Say and write what is and is not in a pencil case.	• Name key places around school and use language to describe their location. • Give a simple description of the school using familiar vocabulary and structures. • Combine vocabulary and connectives to produce longer spoken and written sentences.
<i>Autumn 2: Animals</i>	<i>Spring 2: Do You Have a Pet?</i>	<i>Summer 2: Cultural Learning, Retrieval and Performance</i>
• Recognise, recall and spell up to ten animals with the correct indefinite article. • Understand that French uses more determiners than English. • Use the high-frequency structure je suis to create a simple sentence.	• Recognise and spell eight pet nouns with the correct article. • Say whether they have a pet and ask somebody else the same question. • Create a longer phrase using et or mais.	• Revisit core vocabulary, phonics and sentence structures from the year. • Explore an aspect of French-speaking culture through songs, stories or celebration. • Prepare and present a short spoken or written outcome.

Early Language Intermediate Progressive Cultural / consolidation

Mixed-age implementation: all pupils study the same unit. Newer learners focus on recognising and producing core language; experienced learners apply vocabulary in longer spoken and written sentences. Phonics 1-2 are revisited annually, with Phonics 3-4 introduced and applied progressively.



Brampford Speke C of E Primary School

French Curriculum Overview



WHOLE KS2 - CYCLE B

AUTUMN	SPRING	SUMMER
<i>Autumn 1: Phonics 1-2 recap and Instruments</i>	<i>Spring 1: My Home</i>	<i>Summer 1: At School</i>
• Recognise, recall and spell the names of common musical instruments. • Use an appropriate determiner with each instrument noun. • Say which instrument they play or would like to play using a short sentence.	• Name different types of home and the main rooms in a house. • Say where they live and describe which rooms their home has. • Use a negative structure to say which rooms their home does not have.	• Recognise and use vocabulary for school subjects. • Express and justify likes and dislikes about subjects. • Tell the time on the hour and say when particular subjects are studied.
<i>Autumn 2: Seasons</i>	<i>Spring 2: Family</i>	<i>Summer 2: Cultural Learning, Retrieval and Performance</i>
• Recognise and recall the four seasons in French. • Remember a short phrase associated with each season. • State a favourite season and begin to justify the choice using <i>et</i> or <i>car</i>.	• Name family members and give names and ages in French. • Use the possessive adjectives <i>mon</i>, <i>ma</i> and <i>mes</i>. • Move from first-person to third-person forms of <i>s'appeler</i> and <i>avoir</i>.	• Retrieve language from across the cycle and apply it in new contexts. • Explore school life or a seasonal celebration in a French-speaking country. • Create and perform a short presentation, dialogue or written comparison.

Early Language Intermediate Progressive Cultural / consolidation

Mixed-age implementation: all pupils study the same unit. Newer learners focus on recognising and producing core language; experienced learners apply vocabulary in longer spoken and written sentences. Phonics 1-2 are revisited annually, with Phonics 3-4 introduced and applied progressively.



Brampford Speke C of E Primary School

French Curriculum Overview



WHOLE KS2 - CYCLE C

AUTUMN	SPRING	SUMMER
<i>Autumn 1: Phonics 1-2 recap and Vegetables</i>	<i>Spring 1: Clothes</i>	<i>Summer 1: Planets</i>
• Recognise, recall and spell the names of common vegetables. • Use the correct French determiner with each vegetable noun. • Take part in a short market-style exchange using quantities and polite language.	• Recognise and use vocabulary for a range of items of clothing. • Describe what somebody is wearing using colour and adjectival agreement. • Build longer sentences using familiar verbs, opinions and connectives.	• Name the planets and describe selected features in French. • Use adjectives accurately, including appropriate agreement and position. • Produce extended comparisons and descriptions using connectives.
<i>Autumn 2: The Date</i>	<i>Spring 2: At the Tea Room</i>	<i>Summer 2: Cultural Learning, Retrieval and Performance</i>
• Recall days of the week, months of the year and numbers needed for dates. • Ask and answer questions about today's date. • Say and write a birthday date using the correct French structure.	• Recall foods, snacks and drinks with their determiners. • Develop understanding of singular and plural noun forms. • Perform a short role-play ordering food and drink politely.	• Consolidate phonics, vocabulary and grammatical structures from the cycle. • Investigate food, daily life or scientific achievement in the French-speaking world. • Share learning through a role-play, display or recorded presentation.

Early Language Intermediate Progressive Cultural / consolidation

Mixed-age implementation: all pupils study the same unit. Newer learners focus on recognising and producing core language; experienced learners apply vocabulary in longer spoken and written sentences. Phonics 1-2 are revisited annually, with Phonics 3-4 introduced and applied progressively.



Brampford Speke C of E Primary School

French Curriculum Overview



WHOLE KS2 - CYCLE D

AUTUMN	SPRING	SUMMER
<i>Autumn 1: Phonics 1-2 recap and Ice-Creams</i>	<i>Spring 1: Presenting Myself</i>	<i>Summer 1: The Weekend</i>
- Name and recognise up to ten ice-cream flavours. - Order an ice cream using je voudrais and state a preferred flavour. - Specify whether they would like a cone or a small pot.	- Use greetings and exchange information about name and feelings. - Count to twenty and state age, home town and nationality. - Apply basic rules of gender agreement when describing nationality.	- Ask and tell the time accurately in French. - Describe weekend activities using familiar verbs and vocabulary. - Use connectives to present an extended account of activities and times.
<i>Autumn 2: I Am Able... (Fruits may be used as an alternative)</i>	<i>Spring 2: What Is the Weather?</i>	<i>Summer 2: Cultural Learning, Retrieval and Performance</i>
- Recognise, recall and spell ten common action verbs. - Use je peux and je ne peux pas to form positive and negative sentences. - Join ideas using et and mais to create longer sentences.	- Recognise and use key weather expressions. - Ask and answer what the weather is like today. - Create and present a weather map describing different regions of France.	- Draw together language from the complete four-year programme. - Explore a French-speaking place, tradition or celebration. - Plan and deliver an extended spoken or written outcome for an audience.

Early Language Intermediate Progressive Cultural / consolidation

Mixed-age implementation: all pupils study the same unit. Newer learners focus on recognising and producing core language; experienced learners apply vocabulary in longer spoken and written sentences. Phonics 1-2 are revisited annually, with Phonics 3-4 introduced and applied progressively.