

Progression of knowledge- Phonics				
National curriculum	Year 3	Year 4	Year 5	Year 6
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.	To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla. To know that a change in voice intonation can indicate when a question is being asked.	To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.

	To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.			
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Progression of skills- Language comprehension (Listening & Reading)				
National curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and inferring information from an extended audio passage using language detective skills
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.		Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns	
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes.	. Following a short text or rhyme, listening and reading at the same time.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar French words in written form.	Recognising some familiar French words when written in a short phrase.	Identifying key information in simple writing.	Identifying and extracting key information in a range of authentic texts.

	Beginning to understand and notice cognates and near cognates.	Identifying and discussing cognates and beginning to explore various language detective strategies.	Using a range of language detective strategies to decode new vocabulary including context and text type.	Reading and using language detective skills to assess meaning including sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary,	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

Progression of skills- Language production (Speaking & writing)				
National curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases.	Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs.	Using a model to form a spoken sentence.	Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary.	Planning and giving a short oral presentation. Modifying, expressing and comparing opinions.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.		Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.	
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases.	Rehearsing and performing a short Role-play or song.	Creating and presenting a dialogue or role-play	Giving a presentation drawing upon learning from a number of previous topics.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory.	Selecting and writing short words and phrases.	Adapting model sentences to express different ideas.	Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy.	Making short phrases or sentences using word cards and knowledge organisers.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size.	Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place.	Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive phrases.

Progression of skills and knowledge Cultural awareness			
Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Discussing similarities and differences between customs and traditions in France and the UK. Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.	To know that in French there are formal and informal greetings. To know some playground games played in France. To name some famous paintings by French artists.	Discovering French festivals and their traditions. Ordering typical French food and drink.	To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France.
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
N/A	N/A	Playing the traditional French game of la pétanque. Researching information about the French cycle race la Tour de France. Comparing sporting activities in France and the UK.	To know the rules for playing French bowls. To know how the maillot jaune is awarded during the Tour de France race.

Progression of knowledge (Grammar)				
	Year 3	Year 4	Year 5	Year 6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Compound nouns Compound sentences	Infinitive Conjugation Future tense Irregular verbs Partitive articles
Femine and masculine forms: Nouns (Including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.	To know whether to use the pronouns il 'he' or elle 'she' when describing someone.
Femine and masculine forms: Adjectives	To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun.	To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form:	To know that adjectives must agree with the gender and number of the noun being described.	To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects.

(Position and agreement)		rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.		
Verbs (Including conjunctions and negation)	To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that c'est means "it is" and is used to describe what something is. To know that placing ne...pas around the verb makes it negative: ne + verb + pas .	To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know the verbs avoir and être are used to describe appearance and personality. To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.	To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry. To know that some verbs are irregular. To know that compound sentences join two simple sentences together using connectives such as et and mais.	To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).

		To know how avoir (to have) and être (to be) are conjugated in the third p	To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.	
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	To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.	To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure English and French have the same pattern: subject + verb + object. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers. To understand that words in French and English will not always have a direct equivalent in the other language.	To know that parce que (because) can be used to extend a sentence and give a justification.

Year 3 Progression of vocabulary	Unit 1 French greetings with puppets		Unit 3 French playground games- numbers and age		Unit 4a A circle of life in French	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est Comment tu t'appelles ? Ça va/Comment ça va ?	I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is What is your name? How are you? (informal/formal).	Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale	How many/much? How old are you? one two three four five six seven eight nine ten eleven twelve plus minus and Equals (in Maths)	le la l' qui habite dans mange où est ?	the (masc) the (fem) the (when the noun begins with a vowel or an h). who lives in eat where is?
	Unit 2 French adjectives of colour, size and shape		Unit 4 In a French classroom			

	grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle	big small red blue yellow green white black orange purple pink brown a circle a square a rectangle a triangle	écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j'ai... je n'ai pas de... mais Tu as... ?	listen write read close open speak watch/look stand up sit down in my bag I have... I do not have... but Do you have...?		
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Year 4 Progression of vocabulary	Unit 1 Portraits - describing in French		Unit 2 Clothes - getting dressed in French		Unit 3 French numbers, calendars and birthdays	
Understanding and communicating ideas, using their knowledge of phonology, grammatical	il/elle a	he/she has	un	a/an (masculine article of clothing)	le jour la semaine	the day the week
	les cheveux les yeux	hair eyes	une	a/an (feminine article of clothing)	hier demain	yesterday tomorrow
	il/elle est	he/she is			aujourd’hui	today the
					les mois je voudrais	months
	poli(e) fort(e) travailleur/travaill euse sportif/sportive	polite strong hard working sporty	des	For articles of clothing that take the plural form in French	C’est quand ton anniversaire ?	I would like
					Mon anniversaire c’est le ...	When is your birthday?
		colour adjectives in masculine, feminine and plural forms	mon/ma/mes	my (m/f/pl) in my suitcase	Quelle est la date aujourd’hui ?	My birthday is on the...
			dans ma valise il y a	there is/are	lundi mardi mercredi jeudi vendredi samedi dimanche	What is the date today?
						Monday Tuesday Wednesday Thursday Friday Saturday Sunday
			Il/elle porte j’aime/je n’aime pas	he/she is wearing I like/I do not like		
				Which colour is it?		
			C’est de quelle couleur ?	Nouns for items of clothing		numbers 13-31 months of the year
	Unit 4 French food- miam, miam!					
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**structures and
vocabulary.**

le menu une
boisson une entrée
un plat principal
l'addition

s'il vous plaît ça
fait ...
le serveur / la serveuse un
billet
une pièce de monnaie Vous
désirez ?

Primary 2022

menu
drink starter
main dish
the bill

please
it comes to... (amount)
waiter/waitress a
banknote a coin
What would you like?

Names of different shops and eateries

**Standard progression of skills and knowledge nouns for
foods and drinks**

Year 5 Progression of vocabulary	Unit 1 French monster pets		Unit 2 Shopping in France		Unit 3 n a Verbs i veek	
Understandi ng and communicati ng ideas, using their knowledge of phonology, grammatical structures and vocabulary.	de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural) il/elle habite il/elle mange Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.)	of short pointy long he/she lives he/she eats What is it? head shoulders knes feet an eye ears mouth arms teeth nose legs colour adjectives in masculine, feminine and plural forms	du / de la / de l' / des bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer Je vais au marché et j'achète... C'est combien ? il a faim il n'a pas faim il a tout mangé il reste au lit	some enjoy your food! It is delicious leave to cook wash cut add slice I go to the market and I buy... How much is it? He is hungry He is not hungry He ate everything He stays in bed fruits and vegetables numbers 60-100 1000	nous vous ils/elles avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer	we you (formal/group) they (masculine/feminine) to have to be to sing to run to dance to sleep to read to swim to jump to live to look/watch to write to play
	Unit 4 Meet my French family					

j'ai un frère
j'ai une sœur
je n'ai pas de
je suis fils(masc)/fille
(fem) unique son
anniversaire c'est le ...
j'adore

I have a brother
I have a sister
I do not have I am
an only child

his/her birthday is on the
...

I love

names of family members
names of fruits

Year 6 Progression of vocabulary	Unit 1 French sport and the Olympics		Unit 2 In my French house		Unit 3 Planning a French holiday	
Understanding and communicating ideas, using their knowledge of phonology,	faire marcher adorer détester aller à droite à gauche tout droit vite lentement C'est quel sport ? Tu aimes le sport ?	to do to walk to love to detest to go (the whole verb paradigm) right left straight ahead quick slowly Which sport is it? Do you like sport? nouns for sports	J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l' / des Où est... ? Qu'est-ce que c'est ? c'est la salle à manger	I live in a flat a big/small house a terraced house the dining room the kitchen the bedroom the living room there is there is not on the ground floor on the first floor downstairs upstairs under in front of behind next to the... Where is...? What is it? it is the dining room nouns for objects in a bedroom	la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester Faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ?	the beach the mountains he/she goes we go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural) to stay to do/make When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?
	Unit 4 Visiting a town in France					www.kapowprimary.com

**grammatical structures
and vocabulary.**

un billet un
carnet entre
près/loin de
chez moi
voici
tourne à gauche / à droite la
deuxième à gauche / à droite un
billet pour Paris s'il vous plaît où
est ... ? tu vas aller au/à la/à l'... ?
non, je ne vais pas aller au/à la/à l'... [primary](#)

[2022](#)

a ticket a book of
tickets between
near to/far from at
my house/home
here is/are turn
left/right second on the
left/right a ticket for
Paris please
Where is...?
Are you going to...?

Non, I am not going to...

Standard progression of skills and knowledge [nouns for
transport and places in town](#)

Nation curriculum Year 3							
Key stage 2- curriculum French subject content:	Kapows primary's French strands	French greeting with puppets Lessons: 4 Autumn 1	French adjectives of colour, size and shape Lessons:5 Autumn 2	French playground games – numbers and age Lessons:5 Spring 1	In a French classroom Lessons: 5 Spring 2	French transport Lessons: 5 Summer 1	A circle of life in French Lessons: 5 Summer 2
Listen attentively to spoken language and show understanding by joining in and responding	Language comprehension Language production	✓		✓			
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓	✓	✓		✓	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓	✓		✓	✓	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar		✓	✓	✓	✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production		✓	✓	✓	✓	
Present ideas and information orally to a range of audience.	Language production		✓			✓	
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension			✓		✓	
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension			✓			
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension		✓				✓

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production				✓	✓	✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production				✓		✓
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.	Grammar		✓		✓	✓	✓

Nation curriculum Year 4

Key stage 2- curriculum French subject content:	Kapows primary's French strands	Portraits-describing in French Lessons: 5 Autumn 1	Clothes-getting dressed in France Lessons:5 Autumn 2	French numbers, calendars and birthdays Lessons:5 Spring 1	French weather and the water cycle Lessons: 5 Spring 2	French food- Miam, Miam! Lessons: 5 Summer 1	French and the Eurovision song contest Lessons: 5 Summer 2
Listen attentively to spoken language and show understanding by joining in and responding	Language comprehension Language production	✓	✓	✓	✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓		✓	✓		
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓	✓	✓	✓	✓	✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar				✓		✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production			✓			✓
Present ideas and information orally to a range of audience.	Language production			✓	✓		✓
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension	✓	✓	✓	✓	✓	✓
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension		✓				
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension		✓	✓	✓	✓	✓

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production		✓				✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production	✓	✓				
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.	Grammar	✓	✓				

Nation curriculum Year 5

Key stage 2- curriculum French subject content:	Kapows primary's French strands	French monster pets Lessons: 5 Autumn 1	Space exploration- in France Lessons:5 Autumn 2	Shopping in France Lessons:5 Spring 1	French-speaking world Lessons: 5 Spring 2	Verbs in French week Lessons: 5 Summer 1	Meet my French Family Lessons: 5 Summer 2
Listen attentively to spoken language and show understanding by joining in and responding	Language comprehension Language production			✓	✓		
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary	✓	✓	✓			
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production		✓		✓		✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar	✓	✓	✓		✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production	✓		✓	✓	✓	✓
Present ideas and information orally to a range of audience.	Language production	✓	✓	✓	✓		✓
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension	✓		✓	✓		✓
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension					✓	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension	✓		✓		✓	

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production	✓	✓	✓			✓
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production	✓	✓		✓	✓	✓
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.	Grammar	✓	✓	✓		✓	✓

Nation curriculum Year 6							
Key stage 2- curriculum French subject content:	Kapows primary's French strands	French sports and the Olympics Lessons: 5 Autumn 1	French football champions Lessons:5 Autumn 2	In my French house Lessons:5 Spring 1	Planning a French holiday Lessons: 5 Spring 2	Visiting a town in France Lessons: 5 Summer 1	Summer 2
Listen attentively to spoken language and show understanding by joining in and responding	Language comprehension Language production	✓		✓	✓	✓	
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Phonics Vocabulary		✓	✓			
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*	Language comprehension Language production	✓		✓		✓	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Language production Grammar			✓	✓	✓	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Phonics Language production		✓	✓			
Present ideas and information orally to a range of audience.	Language production			✓	✓		
Read carefully and show understanding of words, phrases and simple writing.	Language comprehension			✓	✓	✓	
Appreciate stories, songs, poems and rhymes in the language.	Cultural awareness Language comprehension						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Vocabulary Language comprehension	✓	✓	✓	✓	✓	

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Language production			✓	✓	✓	
Describe people, places, things and actions orally* and in writing.	Language comprehension Language production			✓	✓		
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.	Grammar	✓			✓	✓	

Cross- curriculum links – YEAR 3						
National curriculum subjects	French greeting with puppets Lessons: 4 Autumn 1	French adjectives of colour, size and shape Lessons:5 Autumn 2	French playground games – numbers and age Lessons:5 Spring 1	In a French classroom Lessons: 5 Spring 2	French transport Lessons: 5 Summer 1	A circle of life in French Lessons: 5 Summer 2
English	Spoken language - knowing we use formal and informal language on different occasions, performing a puppet conversation to the class.	Grammar - considering differences in word order between French and English.	Grammar - considering differences in sentence structure between French and English	Spoken language - planning and delivering an oral presentation 'Dans mon sac' (In my bag)	Spoken language - learning strategies for remembering new vocabulary	Grammar - identifying word classes, discussing dictionary skills
Maths		Recapping basic 2D shape names, completing a tangram puzzle (extension)	Solving algebra problems to work out unknown French numbers		Creating a pictogram showing how children travel to school	Solving logic puzzles, using a Venn diagram for sorting
Science						Living things in their habitats (Y4) Considering the habitats of animals, learning about life cycles of some animals and plants, showing food chains
Art and design	Making a finger puppet	Looking at the art of Henri Matisse, creating Matisse-inspired artwork				Creating and decorating a food chain flip
Computing		Using art software to create a festive scene				
Geography	Recognising famous Paris landmarks		Recognising famous Paris landmarks	Comparing school life in France with school life in Britain	Learning about different modes of transport from around the world, using maps to locate cities and their capitals	

Music	Singing a finger rhyme together with different partners		Singing French finger rhymes		Creating their own version of a song and performing to an audience	
RHE	Considering how they are feeling	Using manners when asking for something			Discussing the right to education	

Cross- curriculum links – YEAR 4						
National curriculum subjects	Portraits-describing in French Lessons: 5 Autumn 1	Clothes- getting dressed in France Lessons:5 Autumn 2	French numbers, calendars and birthdays Lessons:5 Spring 1	French weather and the water cycle Lessons: 5 Spring 2	French food- Miam, Miam! Lessons: 5 Summer 1	French and the Eurovision song contest Lessons: 5 Summer 2
English		Grammar - Comparing adjectival position in French and English	Spoken language - presenting their wish lists to the class	Spoken language - presenting a weather report to the class	Spoken language - role-playing being in a cafe or restaurant	Developing dictionary skills by using bilingual dictionaries
Maths			Completing maths calculations in French, recapping the days of the week and the months of the year in order	Revising points of the compass	Learning about currency conversion, completing mathematical calculations in French	
Science				Learning about the processes of the water cycle		
Art and design	Learning about the Louvre and looking at art collections on the website, learning about the Mona Lisa	Designing outfits using either cuttings from magazines, clothes from home, collage or pens				
Geography			Learning about different festivals and national days celebrated in France, comparing celebrations in different cultures	Revising points of the compass, talking about weather, identifying countries around Europe on a map		Researching European countries, recognising flags of some of the European countries
History	Learning about the history of the Louvre art gallery					
Music		Listening carefully to the lyrics of a song		Learning a weather rap and performing to the class		Recognising musical instruments, writing song lyrics for a Eurovision song contest entry, performing their entry

PE						Performing the actions to a dance
RHE	Knowing some words that describe personality traits	Understanding that other people may have different opinions and respecting them	Remembering to use manners	Remembering to use manners		Understanding that other people may have different opinions and respecting them

Cross- curriculum links – YEAR 5						
National curriculum subjects	French monster pets Lessons: 5 Autumn 1	Space exploration- in France Lessons:5 Autumn 2	Shopping in France Lessons:5 Spring 1	French- speaking world Lessons: 5 Spring 2	Verbs in French week Lessons: 5 Summer 1	Meet my French Family Lessons: 5 Summer 2
English	Grammar - understanding the terms 'singular' and 'plural', considering punctuation, practising dictionary skills (with a bilingual dictionary)	Writing - using metaphors and similes	Spoken language - retelling a story using a story map as a prompt Grammar - comparing French and English text structures		Grammar - learning about verbs and verb conjugation, understanding what subject pronouns are and recognising them in French Spoken language - presenting ideas to the class	Grammar - discussing the use of adjectives in descriptive writing and the use of connectives to extend sentences
Maths	Using a Carroll diagram to sort nouns		Writing money using the decimal place	Using the 8 points of the compass to describe the position of countries, interpreting data shown in graphs, bar charts and tables		
Science	Learning about the Komodo Dragon's habitat and diet.	Learning about the solar system, naming the planets and comparing their size and temperature				
Geography				Using the 8 points of the compass, recognising flags of different countries, describing the position of countries in relation to one another on a map, looking at climate data and making comparisons between countries, finding out key facts about some French-speaking countries		
History		Learning where the names for the days of the week originated				

Music			Singing to practise the days of the week			
RHE				Discussing the dangers of stereotyping when considering life in other countries		Talking about family trees

Cross- curriculum links – YEAR 5					
National curriculum subjects	French sports and the Olympics Lessons: 5 Autumn 1	French football champions Lessons:5 Autumn 2	In my French house Lessons:5 Spring 1	Planning a French holiday Lessons: 5 Spring 2	Visiting a town in France Lessons: 5 Summer 1
English	Grammar - knowing that prepositions tell us when or where something is in relation to something else	Spelling - learning strategies for practising spelling of new vocabulary	Grammar - knowing that prepositions tell us when or where something is in relation to something else	Grammar - understanding when to use the future tense, present tense and near-future tense Reading - using the context of a sentence/text to work out the meaning of unknown vocabulary	Spoken language - performing a prepared role-play conversation to the class, using connectives to justify opinions Grammar - identifying word classes in a text
Maths				Calculating and comparing the duration of journeys	
Art and design					Designing a tourism information leaflet about the local area
Computing		Using the internet to search for information on footballers		Navigating French accommodation websites, inputting research into a holiday planning spreadsheet	Navigating local tourism website
Geography	Looking at maps of the world and identifying countries of the UK and Europe			Locating the countries of Europe on a map	Using a map to direct each other in French, learning about some Paris landmarks
PE	Learning about competitive sports events such as the Tour de France and the Olympic games, playing the French sport of pétanque	Learning about the world cup and famous footballers			

RHE	Giving their opinions on sports they enjoy and respecting the opinions of others	Developing awareness that their peers may come from a range of different places			Learning about the difficult journeys many children make to school to ensure their right to education
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MFL (French) Long Term Plan 2025				
	Year 3	Year 4	Year 5	Year 6
Autumn 1	French greetings with puppets Lessons: 4 Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.	Portraits - describing in French Lessons: 5 Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	French monster pets Lessons: 5 Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	French sport and the Olympics Lessons: 5 Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.
Autumn 2	French adjectives of colour, size and shape Lessons:5 Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills	Clothes - getting dressed in France Lessons: 5 Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.	Space exploration - in French Lessons: 5 Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	French football champions Lessons: 5 Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.
Spring 1	French playground games - numbers and age Lessons:5 Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	French numbers, calendars and birthdays Lessons: 5 Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	Shopping in France Lessons: 5 Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	In my French house Lessons: 5 Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.

Spring 2	In a French classroom Lessons: 5 Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	French weather and the water cycle Lessons: 5 Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.	French-speaking world Lessons: 5 Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.	Planning a French holiday Lessons: 5 Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.
Summer 1	French transport Lessons: 5 Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go.	French food - Miam, miam! Lessons: 5 Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.	Verbs in a French week Lessons: 5 Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	Visiting a town in France Lessons: 5 Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France
Summer 2	A circle of life in French Lessons: 5 Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.	French and the Eurovision Song Contest Lessons: 5 Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.	Meet my French family Lessons: 5 Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.	We have left this half term free as we know that this can be a busy time in Year 6. If you want to continue with your French learning, you could revise and recap or study language related to other topics!