

ST OSMUND'S FRENCH CURRICULUM OVERVIEW Y5-8 2025

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5 (1 lesson a fortnight) Revision and consolidation of Y3/4)	C'est moi Greetings, age, dates, numbers up to 31. Classroom instructions The alphabet. Bonjour, ça va? Quel âge as-tu?	C'est moi Birthday, talking about classroom articles and your school bag Joyeux anniversaire Dans mon sac il y a Colour adjectives Christmas in France.	Dans ma salle de classe – plurals and negative – il y a /il n'y a pas de Tu as un animal? Pets and animals; masculine, feminine and plural nouns; colours and position of adjectives BAGS The negative St Valentin	Ma Famille Say if you have any brothers and sisters Create a family tree As-tu des frères et soeurs? J'ai/je n'ai pas de qui s'appelle/s'appellent Joyeux Pâques	Tu es comment? Hair/eyes/physical descriptions/ personality J'ai les yeux/les cheveux, je suis grand/gentil Adjective agreement Être Je/tu/il/elle/on	Tu es comment? Third person Hair/eyes/physical descriptions/ personality Il/elle a les yeux il/elle est petit/sympa Mon Monstre
Year 6 (1 lesson a fortnight)	La Météo The weather Quel temps fait-il? Où habites-tu? Using prepositions to describe where you live Using adjectives to add extra detail grand/petit Details about family.	Où habites-tu? Extend to include Countries and nationalités J'habite en/au Je suis anglais/anglais	J'aime le judo Talking about hobbies with simple opinions and justifications and making longer sentences using conjunctions. J'adore/j'aime/je n'aime pas/ je déteste Parceque c'est...mais	En Ville Talking about what there is and isn't in a town. Il y a/il n'y a pas de Nouns, articles Prepositions – à côté de/ en face de/devant/derrière	Food and Drink À Table Food & drink-breakfast? Revisit simple opinions Extend sentences using "mais" Partitive article du/de la/de l'/ des	Où vas-tu en vacances? Saying where you are going to go on holiday and the activities you are going to do using the future tense Aller + infinitive
Year 7	La Rentrée Talking about myself and other people. Extend family members and pets? Mon.ma,mes Avoir and Être Using regular ER verbs (je,tu,il/elle/on), Saying whatyou do "faire"	En classe Complex opinions on school using er verbs. Describing your uniform and the school day with time il y a /il n'y a pas de Assessment 1 Listening, Reading and Writing	Mon Temps Libre Talking about the weather. Talking about which sports you play and activities you do. Jouer and Faire	Mon Temps Libre Talking about what you like doing j'aime + infinitive Interview with a celebrity Questions and answers Assessment 2 Listening, Reading, and Writing	En ville Saying where you go at the weekend - Aller Inviting someone out – Vouloir + infinitive Ordering food and drinks in a café	En ville Saying what you are going to do aller + infinitive Assessment 3 Listening/Reading/Writing
Year 8	Vive les vacances Où habites-tu? Tu es où en vacances? Revising present tense Saying what you did on holiday – the perfect tense er verbs/irregular verb with avoir	Vive les vacances Saying where you went & how with être Describing a holiday - the negative asking and answering questions 2 tenses Assessment 1 Listening, Reading and Speaking/Writing?	J'adore les fêtes Talking about festivals & celebrations – revise opinions Describing festivals – regular er, re and ir verbs present tense Au marché/Miam miam buying and food and drink – 2 tenses present and past	J'adore les fêtes Talking about a future school trip - future Bonne année Present and near future Assessment 2 Listening, Reading and Writing	Le Monde est petit Où habites-tu? Quel temps fait-il? Describing where you live Pouvoir + infinitive Devoir +infinitive Daily routine Using reflexive verbs	Le Monde est petit Moving house Irregular adjectives Past and present Holidays in a new place Using 3 tenses Assessment 3 Transfer test Une lettre à mon prof

FIRST SCHOOL KS2 FRENCH CURRICULUM OVERVIEW Y3-4 2025

	Autumn Term	Spring Term	Summer Term
Year 3	<p>Practise phonics – vowels and learn numbers 1-12</p> <p>They read rhyiming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.</p>	<p>The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in French. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</p> <p>Take some video of your pupils' performances or have the most confident perform in assembly!</p>
Year 4	<p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.</p>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse).</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' – The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).</p>