



**Subject Intent:** Our French curriculum is designed to build pupils' confidence and competence in communicating in French. Rich, authentic language experiences provoke interest and curiosity, while deepening pupils' cultural understanding of the world. Our French curriculum lays the foundation for children to continue with language learning in the future.

**Big Ideas:** **Confident Communication, Curiosity, Cultural Awareness**

### Years 3, 4, 5 and 6

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning		Des animaux au zoo		Le pique-nique		Moi et mes animaux	
Cycle A	Statements from National Curriculum	<ul style="list-style-type: none"> <li>Au zoo il y a + indefinite article + animals</li> <li>Adjective + placement</li> </ul>		<ul style="list-style-type: none"> <li>Definite article + food/drinks</li> <li>Likes/dislikes + definite article + food/drink</li> <li>C'est + opinion adjective</li> </ul>		<ul style="list-style-type: none"> <li>Je m'appelle.../J'ai... ans</li> <li>J'ai + indefinite article + pets</li> <li>C'est + adjective</li> </ul>	
	Stage 1-2	<p><b>Stage 1-2 PLUS:</b></p> <ul style="list-style-type: none"> <li>Adjective + placement + agreement</li> <li>Il n'y a pas de...</li> </ul>		<p><b>Stage 1-2 PLUS:</b></p> <ul style="list-style-type: none"> <li>Likes/dislikes + definite article + food/drink</li> <li>Parce que c'est + opinion adjectives</li> <li>3<sup>rd</sup> person likes/dislikes</li> </ul>		<p><b>Stage 1-2 PLUS:</b></p> <ul style="list-style-type: none"> <li>J'habite a .../Mon anniversaire c'est le...</li> <li>Je suis + personality adjective + agreement</li> <li>Indefinite article + noun + adj + placement</li> </ul>	
	Stage 2-3	<p><b>Stage 2-3 PLUS:</b></p> <ul style="list-style-type: none"> <li>Il n'y a pas de...</li> <li>un/une... or il/elle peut, ne peut pas + infinitives e.g. courir; sauter</li> </ul>		<p><b>Stage 2-3 PLUS:</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> person likes/dislikes</li> <li>Conjugate opinion verbs for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural</li> <li>Apply regular verbs –er conjugation to other verbs.</li> </ul>		<p><b>Stage 2-3 PLUS:</b></p> <ul style="list-style-type: none"> <li>Mon anniversaire c'est le...</li> <li>Je suis + personality adjective + agreement</li> <li>Indefinite article + noun + adj + placement</li> <li>Draw on prior learning e.g. 3<sup>rd</sup> person likes/dislikes, negatives</li> </ul>	
	Stage 3-4						
SMSC and FBV Connections				<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>To be able to be reflective about their own beliefs and perspective on life.</li> <li>To be willing to reflect on own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>To understand and appreciate the wide range of cultural influences that has shaped their own heritage and that of others.</li> </ul>		<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>To be show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>To recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> </ul>	

## Years 3, 4, 5 and 6

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle B</b>	Area of Learning	Ici et là		A La Mode		Je Pars en Vacances	
	Statements from National Curriculum	<ul style="list-style-type: none"> <li>Definite article + places</li> <li>Likes/Dislikes + definite article + places</li> <li>C'est + opinion adjectives</li> </ul>		<ul style="list-style-type: none"> <li>Je porte + indefinite article + clothing</li> <li>Colour adjective + placement</li> </ul>		<ul style="list-style-type: none"> <li>Je m'appelle.../J'ai... ans</li> <li>Dans mon sac j'ai + indefinite article + nouns e.g. phone, book</li> </ul>	
	Stage 1-2	<ul style="list-style-type: none"> <li>Likes/Dislikes + definite article + places</li> <li>Parce que c'est + opinion adjectives</li> <li>3<sup>rd</sup> person likes/dislikes</li> </ul>		<ul style="list-style-type: none"> <li>Colour adjective + placement + agreement</li> <li>Il/elle porte</li> </ul>		<ul style="list-style-type: none"> <li>J'habite en/au + countries</li> <li>Je suis + own nationality + agreement</li> </ul>	
	Stage 2-3	<ul style="list-style-type: none"> <li>3<sup>rd</sup> person likes/dislikes</li> <li>Infinitives of opinion verbs</li> <li>Je vais visiter + definite article + noun</li> </ul>		<ul style="list-style-type: none"> <li>Il/elle porte</li> <li>Colour adjective + placement + agreement</li> <li>Je ne porte pas de: Je ne porte jamais</li> <li>Conjugate porter for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural</li> <li>Apply regular -er conjugation to other verbs.</li> </ul>		<ul style="list-style-type: none"> <li>Je suis + own nationality + agreement</li> <li>Draw on prior learning e.g. Je porte + clothes + adjective + agreement; likes/dislikes; 3<sup>rd</sup> person</li> </ul>	
SMSC and FBV Connections	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>To be able to be reflective about their own beliefs and perspective on life.</li> <li>To be willing to reflect on own experiences.</li> </ul> <p><b>Social Development:</b></p> <ul style="list-style-type: none"> <li>To accept and engage with the Fundamental British Values of democracy, the rule of law, <b>individual liberty, mutual respect and tolerance</b> of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>					<p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>To understand and appreciate the wide range of influences that has shaped their own heritage and that of others.</li> <li>To recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> <li>To be willing to participate in and respond positively to cultural opportunities.</li> </ul>	

## Years 3, 4, 5 and 6

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle C</b>	Area of Learning	Un monster aimable		Une famille de super héros		Je suis super héros/super héroïne	
	Statements from National Curriculum	Stage 1-2	<ul style="list-style-type: none"> <li>Le monstre a + indefinite article + body parts</li> <li>Colour adjective + placement</li> </ul>	<ul style="list-style-type: none"> <li>Dans la famille il y a + definite article + family nouns</li> <li>Likes/dislikes + proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>Je m'appelle.../J'ai... ans</li> <li>Je suis + attribute adjective</li> </ul>		
		Stage 2-3	<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>Colour adjective + placement+ agreement</li> <li>Le monstre n'a + pas de</li> </ul>	<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>Il/elle est + adjectives + agreement</li> <li>3<sup>rd</sup> person likes/dislikes + proper nouns</li> </ul>	<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>J'ai les yeus/cheveux + adjective + agreement</li> <li>Je suis + attribute adjective + agreement</li> </ul>		
		Stage 3-4	<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>Colour adjective + placement+ agreement</li> <li>Le monstre n'a + pas de</li> <li>Pour + infinitives e.g. manger, voir</li> </ul>	<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>3<sup>rd</sup> person likes/dislikes + proper nouns</li> <li>Conjugate opinion verbs for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural (proper nouns)</li> <li>Apply regular –er conjugation to other verbs.</li> </ul>	<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>J'ai les yeus/cheveux + adjective + agreement</li> <li>Je suis + attribute adjective + agreement</li> <li>Draw on prior learning e.g. J'ai + body parts + adjective + agreement; Je puex + infinitives; 3<sup>rd</sup> person</li> </ul>		
	SMSC and FBV Connections					<b>Spiritual Development:</b> <ul style="list-style-type: none"> <li>To be able to be reflective about their own beliefs and perspective on life.</li> <li>To be willing to reflect on own experiences.</li> <li>To be show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul>	

## Years 3, 4, 5 and 6

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle D</b>	Area of Learning	Mes Activities de Loisir		Au Parc d'attractions		Je Suis Athlète/Je Suis Artiste	
	Statements from National Curriculum	Stage 1-2	<ul style="list-style-type: none"> <li>Definite article + leisure nouns</li> <li>Likes/dislikes + definite article + leisure nouns</li> </ul>	<ul style="list-style-type: none"> <li>Il y a + indefinite article + rides/facilities</li> <li>C'est + opinion adjective</li> </ul>		<ul style="list-style-type: none"> <li>Je m'appelle.../J'ai... ans</li> <li>Je suis + noun (e.g. footballeur) + agreement</li> </ul>	
		Stage 2-3	<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>Parce que c'est + opinion adjective</li> <li>Likes/dislikes + definite article + leisure nouns</li> <li>3<sup>rd</sup> person likes/dislikes + leisure nouns</li> </ul>	<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>C'est un spectacle/une attraction + adjective + placement + agreement</li> <li>Il n'y a pas de...</li> </ul>		<b>Stage 1-2 PLUS:</b> <ul style="list-style-type: none"> <li>J'habite à.../mon anniversaire c'est le...</li> <li>Je suis + noun + agreement</li> </ul>	
		Stage 3-4	<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>3<sup>rd</sup> person likes/dislikes + leisure nouns</li> <li>Leisure nouns with infinitives e.g. regarder la télé, faire de cerf volant</li> </ul>	<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>Il n'y a pas de...</li> <li>C'est un spectacle/une attraction + adjective + placement + agreement</li> <li>Conjugate e.g. manger for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular + plural Il y a un café, On manger ici</li> <li>Apply regular –er conjugation to other verbs</li> </ul>		<b>Stage 2-3 PLUS:</b> <ul style="list-style-type: none"> <li>Je suis + nationality/adjectives + agreement e.g. sportif</li> <li>Draw on prior learning e.g. Je peux + infinitives; likes/dislikes</li> </ul>	
	SMSC and FBV Connections		<b>Spiritual Development:</b> <ul style="list-style-type: none"> <li>To be show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul> <b>Social Development:</b> <ul style="list-style-type: none"> <li>To accept and engage with the Fundamental British Values of democracy, the rule of law, <b>individual liberty, mutual respect and tolerance</b> of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<b>Social Development:</b> <ul style="list-style-type: none"> <li>To accept and engage with the Fundamental British Values of democracy, the rule of law, <b>individual liberty, mutual respect and tolerance</b> of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>		<b>Spiritual Development:</b> <ul style="list-style-type: none"> <li>To be able to be reflective about their own beliefs and perspective on life.</li> <li>To be willing to reflect on own experiences.</li> <li>To be show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul>	