

# French Curriculum Path of Progression

In Y5, pupils begin by consolidating their learning about using bilingual dictionaries, as well as looking at singular and plural within the French language, whilst learning about French monster pets! Following this, pupils will learn about space exploration, as well as the days of the week, as well as similes and metaphors in French. Following this, pupils will learn number skills, whilst exploring the topic of Shopping in France. Pupils will learn about the various patterns in number, in French as well as learning to count up to 100. Following this, pupils will explore the French speaking world, learning about various French speaking countries, as well as treasures that make up the national identity of France. Finally, pupils will learn how to introduce and meet the family, in French. Pupils will learn how to use possessive apostrophes and adjectives, in French.

In Y3, pupils will begin by learning French greetings, with the use of puppets. Pupils will learn simple greetings, from different times of the days. Following this, pupils will begin to learn about adjectives, including colour, size and shape. Pupils will look at the different placement of adjectives, in relation to the noun. Following this, pupils will explore French playground games, learning how to pronounce common phonemes, as well as Parisian landmarks. Following this, pupils will explore aspects of the French classroom, looking at the similarities and differences between schools in France and the UK. Following this, pupils will be exploring French transport, looking at changes in intonation, as well as looking at the different modes of transport, in French. Finally, pupils will explore a circle of life, in French, looking at dictionary skills, as well as knowing that a bilingual dictionary is a special dictionary to translate words from one language to another.



In Y6, pupils will begin by exploring French sport and the Olympics, learning the French words for countries around the world. Pupils will also learn about the impact of the Tour de France. Following this, pupils will explore historical French football champions, learning that pronunciation is important when presenting in French, as well as learning the different strategies to work out the meaning of new vocabulary. Following this, pupils will learn about the house in French, learning how to name the different items and rooms in a house. Pupils will learn how to adapt sentences, as well as the use of prepositions. Following this, pupils will plan a French holiday, linking to our William Ford experience of travelling to France. Pupils will learn about the different ways to travel to France, as well as tense forms. Finally, pupils will look at the topic of visiting a town in France - learning how to use and apply prepositions, as well as exploring the different modes of transport that used in Paris.

In Y4, pupils will begin by learning how to use adjectives, in French, looking at the differences between masculine and feminine - whilst studying famous French Portraits. Following this, pupils will explore clothes and getting dressed in France - learning about possessive adjectives and pronouns. Following this, pupils will learn about the similarities and differences between French and English schools, as well as learning French numbers, calendars and birthdays. Following this, pupils will explore French weather and the water cycle, learning about compass point phrases, weather phrases and the name and locations of some of the cities in France. Following this, pupils will be learning about French food, learning that some English words are borrowed by the French, as well as exploring the currency in France and beginning to explore a bilingual dictionary. Finally, pupils will explore the Eurovision song contest, whilst also learning about masculine and feminine nouns, as well as learning about the different articles: la, le and les.



## Autumn Term 1 – French greetings with puppets

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that in French there are formal and informal greetings and when it is appropriate to use each one**

**To know that different greetings are used at different times of the day**

**To know that tone of voice can indicate a question**

**To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound**

**To know that French words are pronounced differently to the way they are spelt**

Pupils will begin by learning French greetings, with the use of puppets. Pupils will learn simple greetings, from different times of the days.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by learning French greetings, with the use of puppets. Pupils will learn simple greetings, from different times of the days.

This will lead on to learning about numbers, birthdays and weather in Y4.

## Autumn Term 2 – French adjectives of colours, size and shape

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that a cognate is a word that is the same in both French and English**

**To know that a near-cognate is a word that is very similar but not identical in French and English**

**To know that adjectives of size are positioned in front of the noun in French**

**To know that adjectives of colour are positioned after the noun in French**

Throughout this unit, pupils will begin to learn about adjectives, including colour, size and shape. Pupils will look at the different placement of adjectives, in relation to the noun.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by learning about adjectives, including colour, size and shape. Pupils will look at the different placement of adjectives, in relation to the noun.

This will lead on to learning about numbers, birthdays and weather in Y4.



## Spring Term 1 – French playground games

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French**  
**To know that sentences are often structured differently in French and English**  
**To know the sounds the common phonemes eu, oi, ou and ui make in French**  
**To know the names of some Parisian landmarks**  
**To know some French playground games**

During this unit, pupils will explore French playground games, learning how to pronounce common phonemes, as well as Parisian landmarks.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by exploring French playground games, learning how to pronounce common phonemes, as well as Parisian landmarks.

This will lead on to learning about numbers, birthdays and weather in Y4.

## Spring Term 2 – In a French classroom

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions;

### Coverage

**To know that, in French, a space is needed before and after ? and !**  
**To understand some of the similarities and differences between school in France and schools in the UK**  
**To understand that every French noun is either masculine or feminine**  
**To know that the gender affects the form of the word un or une**

Throughout this unit, pupils will explore aspects of the French classroom, looking at the similarities and differences between schools in France and the UK.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by exploring aspects of the French classroom, looking at the similarities and differences between schools in France and the UK.

This will lead on to learning about numbers, birthdays and weather in Y4.



## Summer Term 1 – French transport

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know the phonemes oi, au, in and on**  
**To know that I need to change my intonation to ask and answer questions**  
**To know some French speaking countries around the world**  
**To understand that I can use a model sentence as a guide for building other sentences**  
**To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train**

During this unit, pupils will be exploring French transport, looking at changes in intonation, as well as looking at the different modes of transport, in French.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by exploring French transport, looking at changes in intonation, as well as looking at the different modes of transport, in French.

This will lead on to learning about numbers, birthdays and weather in Y4.

## Summer Term 2 – A circle of life in French

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**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 a bilingual dictionary is a special dictionary to translate words from one language to another**  
**To know that a bilingual dictionary is in two parts one where the words are listed in French and the other where the words are listed in English**  
**To know that placing ne and pas around a verb makes the verb negative**

Throughout this unit, pupils will explore a circle of life, in French, looking at dictionary skills, as well as knowing that a bilingual dictionary is a special dictionary to translate words from one language to another.

### Progression pathway

This unit builds upon prior knowledge and skills and introductions to modern foreign languages.

They build upon those skills this half term by exploring a circle of life, in French, looking at dictionary skills, as well as knowing that a bilingual dictionary is a special dictionary to translate words from one language to another.

This will lead on to learning about numbers, birthdays and weather in Y4.



## Autumn Term 1 – Portraits –describing in French

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that, in French, adjectives change if they describe a girl or a feminine noun**  
**To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine**  
**To know that most adjectives go after the noun in French**  
**To know that if the noun in a sentence is plural then the adjective describing it also becomes plural**  
**To know that the Louvre is a famous French art gallery**

During this unit, pupils will learn how to use adjectives, in French, looking at the differences between masculine and feminine – whilst studying famous French Portraits.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by learning how to use adjectives, in French, looking at the differences between masculine and feminine – whilst studying famous French Portraits.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.

## Autumn Term 2 – Clothes – getting dressed in France

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that, in French, the possessive adjective 'my' must agree with the gender of the noun**  
**To know that some adjectives do not change when describing a feminine noun**  
**To know that je aime (I like) becomes j'aime and je ne aime pas becomes je n'aime pas**  
**To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form**  
**To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing**

Throughout this unit, pupils will explore clothes and getting dressed in France – learning about possessive adjectives and pronouns.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by learning clothes and getting dressed in France – learning about possessive adjectives and pronouns.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.





## Spring Term 1 – French numbers, calendars and birthdays

### National Curriculum

#### Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know some similarities and differences between French and English schools**  
**To know some French festivals that happen throughout the year**  
**To know some similarities and differences between French and English birthday celebrations**  
**To know that the abbreviation R.S.V.P, which is often used in English stands for Répondez s'il vous plaît which translates as 'Reply, if you please'**  
**To know that creating images to help remember pronunciation of new vocabulary is a good strategy**

During this unit, pupils will learn about the similarities and differences between French and English schools, as well as learning French numbers, calendars and birthdays.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by learning about the similarities and differences between French and English schools, as well as learning French numbers, calendars and birthdays.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.

## Spring Term 2 – French weather and the water cycle

### National Curriculum

#### Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning**  
**To know the names and locations of some of the cities in France**

Throughout this unit, pupils will explore French weather and the water cycle, learning about compass point phrases, weather phrases and the name and locations of some of the cities in France.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by exploring French weather and the water cycle, learning about compass point phrases, weather phrases and the name and locations of some of the cities in France.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.



## Summer Term 1 – French food

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger**  
**To know that the currency used in France is Euros and to recognise some of the notes and coins**  
**To know that I can use a bilingual dictionary to translate unknown words**

During this unit, pupils will be learning about French food, learning that some English words are borrowed by the French, as well as exploring the currency in France and beginning to explore a bilingual dictionary.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by learning about French food, learning that some English words are borrowed by the French, as well as exploring the currency in France and beginning to explore a bilingual dictionary.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.

## Summer Term 2 – French and the Eurovision song contest

### National Curriculum Coverage

- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions.

### Coverage

**To know that de becomes du (not de le) when followed by a masculine noun**  
**To know that sentences can be extended using et or mais**  
**To know that countries have different names in French and that each country is either masculine or feminine**  
**To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas**

Throughout this unit, pupils will explore the Eurovision song contest, whilst also learning about masculine and feminine nouns, as well as learning about the different articles: la, le and les.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt French greetings, the French classroom and French transport.

They build upon those skills this half term by learning about the Eurovision song contest, whilst also learning about masculine and feminine nouns, as well as learning about the different articles: la, le and les.

This will lead on to exploring French verbs, space, shopping and family, in Year 5.



## Autumn Term 1 – French monster pets

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### Coverage

**To know that bilingual dictionaries should not be used to look up every single word in a text**  
**To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine**  
**To revise that adjectives of size go before the noun and adjectives of colour go after the noun**

During this unit, pupils consolidate their learning of using bilingual dictionaries, as well as looking at singular and plural within the French language, whilst learning about French monster pets!

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by learning how to use bilingual dictionaries, as well as looking at singular and plural within the French language, whilst learning about French monster pets!

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.

## Autumn Term 2 – Space exploration – in French

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### Coverage

**To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system**  
**To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another**  
**To know that I can compare nouns by placing plus / moins and que around the adjective (e.g. Neptune est plus grande que Mercure)**  
**To know that I can use parce que (because) to extend my sentence and give a justification**

Throughout this unit, pupils will learn about space exploration, as well as the days of the week, as well as similes and metaphors in French.

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by learning about space exploration, as well as the days of the week, as well as similes and metaphors in French.

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.





## Spring Term 1 – Shopping in France

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### Coverage

**To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60**  
**To know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt**  
**To know that there are clues in the words for the multiples of 10, eg cinquante - 50**  
**To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les).**

During this unit, pupils will learn number skills, whilst exploring the topic of Shopping in France. Pupils will learn about the various patterns in number, in French as well as learning to count up to 100.

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by learning number skills, whilst exploring the topic of Shopping in France. Pupils will learn about the various patterns in number, in French as well as learning to count up to 100.

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.

## Spring Term 2 – French speaking world

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### Coverage

**To know that when using à (to) and then the direct article à+ le = au (eg. au nord)**  
**To know that there are many countries where French is spoken in the world and be able to name some of these**  
**To know some 'treasures' that make up the national identity of France and some other French-speaking countries**  
**To know that I can use il y a to mean 'there is' or 'there are'**

Throughout this unit, pupils will explore the French speaking world, learning about various French speaking countries, as well as treasures that make up the national identity of France.

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by exploring the French speaking world, learning about various French speaking countries, as well as treasures that make up the national identity of France.

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.



## Summer Term 1 – Verbs in a French week

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### Coverage

**To understand that French verbs take different forms**  
**To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')**  
**To know that there are three different endings for French verbs in the infinitive form**  
**To know that the ending of regular -er verbs changes to go with the subject pronoun**  
**To know that the French use guillemets << >> in the same way that the speech marks are used in English**  
**To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)**

Throughout this unit, pupils will explore verbs in a French week, looking at the ways verbs take different forms, as well as the use of speech marks in French.

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by learning about verbs in a French week, looking at the ways verbs take different forms, as well as the use of speech marks in French.

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.

## Summer Term 2 – Meet my French family

### National Curriculum Coverage

- 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\*
- present ideas and information orally to a range of audiences.

### LIs

**To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother)**  
**To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used**  
**To revise agreement and position of adjectives in French**  
**To know that the word order is sometimes different in French compared to English**

Throughout this unit, pupils will learn how to introduce and meet the family, in French. Pupils will learn how to use possessive apostrophes and adjectives, in French.

### Progression pathway

This unit builds upon prior knowledge gained in a Year 4 in which pupils explored French numbers, birthdays, weather and food.

They build upon those skills this half term by learning how to introduce and meet the family, in French. Pupils will learn how to use possessive apostrophes and adjectives, in French.

This will lead on to exploring feminine and masculine singular and plural, as well as French sport and holidays in Year 6.



## Autumn Term 1 – French sport and the Olympics

### National Curriculum Coverage

- Pupils should be taught to:
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Coverage

**To know that we use the verb jouer to play) with some sports and faire (to make) with other sports**  
**To know the French word for countries around the world**  
**To know that the way verbs change to match the pronoun is called conjugation**  
**To know each part of the verb aller - (to go), depending on the pronoun**  
**To know that different prepositions are used to say going to a country**  
**To know that the Tour de France is a world famous cycling race that takes place in France each year**

During this unit, pupils will explore French sport and the Olympics, learning the French words for countries around the world. Pupils will also learn about the impact of the Tour de France.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about space exploration, shopping, family and how to use verbs in French.

They build upon those skills this half term by exploring French sport and the Olympics, learning the French words for countries around the world. Pupils will also learn about the impact of the Tour de France.

This will lead on to developing self-confidence, an understanding of how other languages are used and spoken, as well as basic speaking and listening skills in French.

## Autumn Term 2 – French football champions

### National Curriculum Coverage

- Pupils should be taught to:
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Coverage

**To know that pronunciation is important when presenting in French**  
**To know that there are different strategies to work out the meaning of new vocabulary**

Throughout this unit, pupils will explore historical French football champions, learning that pronunciation is important when presenting in French, as well as learning the different strategies to work out the meaning of new vocabulary.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about space exploration, shopping, family and how to use verbs in French.

They build upon those skills this half term by exploring historical French football champions, learning that pronunciation is important when presenting in French, as well as learning the different strategies to work out the meaning of new vocabulary.

This will lead on to developing self-confidence, an understanding of how other languages are used and spoken, as well as basic speaking and listening skills in French.



## Spring Term 1 – In my French house

### National Curriculum Coverage

- Pupils should be taught to:
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express
- ideas clearly
- describe people, places, things and actions orally\* and in writing

### Coverage

**To understand that existing written sentences in French can be adapted**  
**To know a range of prepositions to describe the position of objects**

During this unit, pupils will learn about the house in French, learning how to name the different items and rooms in a house. Pupils will learn how to adapt sentences, as well as the use of prepositions.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about space exploration, shopping, family and how to use verbs in French.

They build upon those skills this half term by learning about the house in French, learning how to name the different items and rooms in a house. Pupils will learn how to adapt sentences, as well as the use of prepositions.

This will lead on to developing self-confidence, an understanding of how other languages are used and spoken, as well as basic speaking and listening skills in French.



## Summer Term 1 – Planning a French holiday

### National Curriculum Coverage

- Pupils should be taught to:
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Coverage

**To know that the near future tense is formed by using the present tense of the verb aller + the infinitive**

**To know that, when saying you go to a country, the preposition used depends on the gender of the country name**

**To understand that gisting a text involves getting an idea of what it is about and doesn't mean understanding every word**

**To know different ways to travel to France**

**To know how to distinguish between the present and the near future tense**

During this unit, pupils will plan a French holiday, linking to our William Ford experience of travelling to France. Pupils will learn about the different ways to travel to France, as well as tense forms.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about space exploration, shopping, family and how to use verbs in French.

They build upon those skills this half term by planning a French holiday, linking to our William Ford experience of travelling to France. Pupils will learn about the different ways to travel to France, as well as tense forms.

This will lead on to developing self-confidence, an understanding of how other languages are used and spoken, as well as basic speaking and listening skills in French.

## Summer Term 2 – Visiting a town in France

### National Curriculum Coverage

- Pupils should be taught to:
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Coverage

**When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des**

**To recognise some modes of transport that are used in Paris**

**To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine**

Throughout this unit, pupils will look at the topic of visiting a town in France – learning how to use and apply prepositions, as well as exploring the different modes of transport that used in Paris.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about space exploration, shopping, family and how to use verbs in French.

They build upon those skills this half term by exploring the topic of visiting a town in France – learning how to use and apply prepositions, as well as exploring the different modes of transport that used in Paris.

This will lead on to developing self-confidence, an understanding of how other languages are used and spoken, as well as basic speaking and listening skills in French.