

# Curriculum Plan

## French

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*

### **Nebula Spirituality Statement**



**FOREIGN LANGUAGES: NATIONAL CURRICULUM**
**KEY STAGE TWO ONLY**
**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; express opinions and respond to those of others; seek clarification and help
- 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
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 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
- 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.

**YFS and Year 1-**

- Will say the register in different languages.
- Will explore different countries and cultures as part of understanding the world.

**Year 2:**

- Will have the opportunity to enjoy and participate in languages (French)
- 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
- appreciate stories, songs, poems and rhymes in the language

## Year 3 and 4

| Year 3 and 4 | Autumn                                                    | Spring                                                                                                                                                    | Summer                                                                                                                                                                                       |
|--------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year A       | (see skills doc for classroom instructions and greetings) | <b>Family and Pets</b><br>Learn to name different family member and pets through word games and stories.<br>Book: Goldilocks and the Three Bears          | <b>Family and Pets</b><br>Describe their families and pets through drawing, labelling and interviewing.<br>(see skills doc for grammar, descriptions and preferences)                        |
|              | Classroom Instructions                                    |                                                                                                                                                           |                                                                                                                                                                                              |
|              | Greetings                                                 | Each lesson:                                                                                                                                              | Each lesson:                                                                                                                                                                                 |
|              | Numbers 1-10 (song)                                       | <ul style="list-style-type: none"><li>Give classroom instructions in French</li><li>What day of the week is it?</li><li>Greet your work partner</li></ul> | <ul style="list-style-type: none"><li>Give classroom instructions in French</li><li>What day of the week is it?</li><li>Greet your work partner</li><li>Combien? / Quelle couleur?</li></ul> |
|              | Days of the Week (song)                                   |                                                                                                                                                           |                                                                                                                                                                                              |
|              | Colours (song) Book: Elmer the Patchwork Elephant         |                                                                                                                                                           |                                                                                                                                                                                              |
| Year B       | (see skills doc for classroom instructions and greetings) | <b>Food and Drink</b><br>Learn to name different foods and drinks through word games and stories.<br>Book: Hungry Caterpillar                             | <b>Food and Drink</b><br>Describe food and drink through writing shopping lists and shopping role-play.<br>(see skills doc for grammar, descriptions and preferences)                        |
|              | Classroom Instructions                                    |                                                                                                                                                           |                                                                                                                                                                                              |
|              | Greetings                                                 | Each lesson:                                                                                                                                              | Each lesson:                                                                                                                                                                                 |
|              | Numbers 1-10 (song)                                       | <ul style="list-style-type: none"><li>Give classroom instructions in French</li><li>What day of the week is it?</li><li>Greet your work partner</li></ul> | <ul style="list-style-type: none"><li>Give classroom instructions in French</li><li>What day of the week is it?</li><li>Greet your work partner</li><li>Combien? / Quelle couleur?</li></ul> |
|              | Days of the Week (song) Book: Hungry Caterpillar          |                                                                                                                                                           |                                                                                                                                                                                              |
|              | Colours (song)                                            |                                                                                                                                                           |                                                                                                                                                                                              |

## Year 5 and 6

| Year 5,6                    | Autumn                                                                                                                                                                                                                             | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year A<br/>2025-2026</b> | <p>(see skills doc for classroom instructions and greetings)</p> <p><b>Classroom Instructions</b></p> <p><b>Numbers 11-31</b> (song)</p> <p><b>Birthday Months</b> (song)</p> <p><b>Greetings</b></p> <p><b>Weather</b> (song)</p> | <p><b>Eating Out</b><br/>Learn to describe and order French food through playing games, writing menus and role-playing French cafés.<br/><b>Book: J'ai Faim</b> (Bitesize)<br/>(see skills doc for grammar, descriptions and preferences)</p> <p>Each lesson:</p> <ul style="list-style-type: none"> <li>• Give classroom instructions in French</li> <li>• What is the date today? Quelle est la date?</li> <li>• What is the weather? Quel temps fait-il?</li> <li>• Introduce yourself (greetings and name / age / birthday / where they live)</li> </ul> | <p><b>Exploring Town</b><br/>Learn to find places in a French town through playing games, labelling maps and role-playing asking for directions.<br/>(see skills doc for grammar, descriptions and preferences)</p> <p>Each lesson:</p> <ul style="list-style-type: none"> <li>• Give classroom instructions in French</li> <li>• What is the date today? Quelle est la date?</li> <li>• What is the weather? Quel temps fait-il?</li> <li>• Introduce yourself (greetings and name / age / birthday / where they live)</li> </ul>                            |
| <b>Year B<br/>2026-2027</b> | <p>(see skills doc for classroom instructions and greetings)</p> <p><b>Classroom Instructions</b></p> <p><b>Numbers 11-31</b> (song)</p> <p><b>Birthday Months</b> (song)</p> <p><b>Greetings</b></p> <p><b>Weather</b> (song)</p> | <p><b>Hobbies</b><br/>Learn to name and describe hobbies through playing games, interviewing friends and sharing their preferences.<br/>(see skills doc for grammar, descriptions and preferences)</p> <p>Each lesson:</p> <ul style="list-style-type: none"> <li>• Give classroom instructions in French</li> <li>• What is the date today? Quelle est la date?</li> <li>• What is the weather? Quel temps fait-il?</li> <li>• Introduce yourself (greetings and name / age / birthday / where they live)</li> </ul>                                        | <p><b>School</b><br/>Learn to describe the school day through playing games, translating timetables and sharing stories.<br/><b>Book: The Colour Monster Goes to School</b><br/>(see skills doc for grammar, descriptions and preferences)</p> <p>Each lesson:</p> <ul style="list-style-type: none"> <li>• Give classroom instructions in French</li> <li>• What is the date today? Quelle est la date?</li> <li>• What is the weather? Quel temps fait-il?</li> <li>• Introduce yourself (greetings and name / age / birthday / where they live)</li> </ul> |