



Highcliffe St Mark Primary School

French Curriculum Overview



Year 3

During French in Year 3, children begin learning basic greetings and simple conversational phrases using puppets to build confidence in speaking. They then explore descriptive language, focusing on colours, sizes and shapes, before moving on to numbers and phrases for saying their age. Pupils also learn key classroom vocabulary and simple instructions to support everyday communication. Later in the year, they study different modes of transport and begin forming short phrases about how they travel. Finally, they are introduced to vocabulary linked to life cycles, animals and nature, enabling them to describe simple natural processes in French.

Year 4

In Year 4, children begin learning to describe faces and features in simple sentences through a portraits theme. Pupils then build on this by exploring clothing vocabulary and practising phrases related to getting dressed. The next unit revisits and extends number knowledge while introducing days, months and birthday phrases to support talking about key dates. Pupils also learn to describe different types of weather and begin to understand the water cycle using relevant scientific vocabulary in French. Later in the year, they explore food items and express likes, dislikes and simple opinions linked to French cuisine. The year concludes with a cultural focus, where children learn vocabulary related to music, performance and countries.

Year 5

In Year 5 French, pupils revisit noun gender, article-noun agreement while creating their own "monster pets" and learning related body-part vocabulary. Their listening and language-detective skills are then developed through a space-themed unit that introduces figurative language and more complex sentence structures. Next, pupils explore shopping in France, practising high numbers, food vocabulary and simple role-play. They then broaden their cultural understanding by discovering French-speaking countries, giving and following directions, and discussing climate using comparative language. Finally, pupils apply vocabulary and grammar from Years 3-5 in a unit about family and relationships, using French to describe family members and their connections.

Year 6

In Year 6 French, pupils use correct prepositions and talk about sports and preferences in a unit themed around the Olympics. They then build their reading, speaking and listening skills through a football-focused unit, using language-learning strategies and responding to questions about players and matches. Next, pupils explore the topic of home life, learning to describe different types of houses, name rooms and explain who lives there. Their grammatical understanding develops further as they learn to use both the present and near-future tenses while working with holiday-related vocabulary and creating simple plans for a French holiday. Finally, pupils study vocabulary linked to towns, transport and directions, allowing them to describe a journey, give and follow directions, and plan a visit to a French town.

Listen	Lower Key Stage 2	Upper Key Stage 2
• Listen 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	• Listen and show understanding • Explore patterns and sounds • Engage in conversation • Listen to French songs (numbers, colours, weather)	• Listen and show understanding • Explore patterns and sounds • Engage in conversation • Make links to sounds and spelling of words • Continue listening to a range of French songs
Speak • 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 audience • Rehearse their sentences or response to questions, using coral response as a class	• Speak familiar vocabulary • Speak familiar phrases • Speak simple • Engage in conversations with peers • Improve the accuracy of pronunciation and intonation	• Speak familiar vocabulary and familiar phrases • Speak simple clauses (subject, verb) • Speak compound clauses • Increase fluency • Engage in conversations by asking questions and expressing opinions • Present ideas orally to others
Read • 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	• Read words, phrases and clauses • Read lyrics	• Have a go at reading and translating information/stories (costs, countries, population, weather, animals) • Read words, phrases and clauses • Broaden vocabulary • Identify if a word is feminine or masculine
Write • Write words, phrases and clauses from memory, and adapt these to create new sentences, to express ideas clearly	• Write words and phrases • Write clauses with subject and verb • Draw pictures to go alongside the word meaning.	• Write words and phrases • Write clauses with subject and verb • Write compound sentences • Adapt ideas to create new sentences to express ideas more clearly.

We use the Kapow scheme to support our teaching and learning of high-quality French.

The children will complete two pieces of work in their book a term and will complete a summative end of unit assessment quiz alongside speaking French in every lesson.