

# Long term planning: French 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year3	Using greetings at different time of the day and with different people. Using simple polite expressions to ask for a drink or for the toilet. Follow instructions in the classroom. Expressing how we feel when asked 'how are you?' and enquire it of someone. Introducing ourselves to others.	Use numbers to 12 to tell our age and enquire it of someone. Develop knowledge of colours to express which our favourite is. Link the days of the week to 'our favourite'. Work on sounds 'oi', 'ou', 'eu' and 'on'. Explore the French remembrance day and the traditions associated with Christmas in France.	Explore the celebration of Epiphany in France. Talking about the family unit and describing our own. Using the verb 'have' in first person and in question form, (do <u>you</u> have?). Masculine and feminine of personal pronouns. Introduction of the negative form of 'have' (I don't have).	Consolidate expressing how many siblings we have and asking the question of others. Naming a range of pets and describing their personality with a few adjectives. French 'poisson d'Avril' and Easter related vocabulary and traditions.	Describing our physical features such as eyes and hair colour, hairstyles etc. Naming the various parts of the body and use them to express where we might be hurting. Consolidate the use of the verb 'have and 'be' in 1 <sup>st</sup> person 3 <sup>rd</sup> person Explore the traditions of 'May day'.	Develop knowledge of clothes vocabulary. Use it to describe what we wear on different occasions, including our school uniform. Link it to the adjectives of colour previously seen and add the use of masculine, feminine and plural agreement. Explore the tour de France event and the French national day.
Year4	Naming the months of the year and use them to tell the date and when our birthdays is. Explore the celebrations in a French calendar in a year. Develop number knowledge to 31. Using the question: 'what is? Develop our vocabulary of sports and link it to 'my favourite...'	Expressing our preferences in sports and other various activities using 4 verbs in the first person. Consolidate the negative with 'I don't like'. Express how well we can do an activity. Explore the traditions associated with remembrance day and Christmas.	Explore the celebration of Epiphany. Naming types of accommodation and use them to describe where we live. Use the 3 <sup>rd</sup> person of the verb live and consolidate personal pronouns.	Using 'there is' and the negative form 'there isn't' to describe what rooms there are in our home. Explore traditions associated with 'April's fool' and Easter.	Exploring France's geography: placing main cities, coasts and mountains. Using cardinal points to say where somewhere is situated. Use this knowledge to describe our own place and other cities in England. Develop the use of the verb be, including in the negative	. Exploring the Francophone world: map work and fact finding on culture and language variation. Develop our knowledge of other countries name, the languages they speak in them and the nationality associated. Link it to expressing which languages we speak and where we come from (re- inforce verb 'be' in 1 <sup>st</sup> and 3 <sup>rd</sup> person.).
Year5	Consolidate questioning using 'est-ce-que' through	Explore Remembrance Day in France. Develop School related	Explore the celebration of Epiphany. Develop	Develop Hobbies/week end activities related	Describe our daily routine, including using simple reflexive	Explore the vocabulary related to Jobs and workplaces. Use this

	<p>everyday classroom language. Describing the seasons and the weather in each one while consolidate the use of 'il y a...' and its negative form. Develop our sound knowledge through a weather related poem.</p>	<p>vocabulary (part1): the transports and which one we use to get to school; the various rooms in our school. Using the verb 'aller' in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person. Christmas in France and related vocabulary.</p>	<p>school related vocabulary (part 2): the stationery we use and the subjects we study. Carnival events and French pancake day.</p>	<p>vocabulary, including a range of verbs, to express preferences and habits. Explore Easter and April fool in France.</p>	<p>verbs in 1<sup>st</sup> person. Telling the time in a simple form to link it to timetable and daily routine. Explore May Day in France.</p>	<p>knowledge to express which job we would like to do (simple conditional tense 'je voudrais'). Present information on Francophone artists or sports people. Link it to the Tour de France. Explore the French national day 'Bastille day'.</p>
Year6	<p>Naming the amenities and various shops we can find in a typical town. Construct complex sentences to describe our town including the use of adjectives (agreement rule). Signs and important info in a French town.</p>	<p>Directions: asking for and following simple instructions to places. Using space prepositions to describe where an amenity is situated. Questioning using 'où est?' and 'où se trouve?'. Remembrance Day and Christmas in France.</p>	<p>Develop food related vocabulary (part 1): Ordering drinks and snacks/ice creams. Increase our knowledge of numbers: counting in tens. Link it to prices of items/ orders. Questioning using 'combien?'. Pancake day tradition.</p>	<p>Food related vocabulary (part 2): recreating restaurant/café situations. Expressing preferences in food using complex sentences and the negative form. Practicing numbers to a hundred.</p>	<p>Describing our personality using adjectives (consolidate agreement). Use the verb 'etre' in all its conjugated forms. Extend knowledge of personal pronouns to 'we' and 'they'. Using adverbs and justifying opinions with 'because' (parce que). May Day in France and 'la fête de la musique'.</p>	<p>Talking about weekend plans (using the immediate future) or past activities (simple past). Explore Bastille day celebrations and Tour de France event.</p>