

Subject Curriculum Map 2026-7

Subject: FRENCH	Leader: ANTHIA POLEVIUO	Date: September 2026
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	YEAR 3 (PFP scheme Stage 1)	YEAR 4 (PFP scheme Stage 1 continued)	YEAR 5 (PFP scheme Stage 2)	YEAR 6 PFP scheme Stages 2 and 3)
I.	On Apprend le francais! <i>Let's learn French!</i> Geography based introduction to France and Francophone countries around the world. Create a Paris factfile. Simple greetings Introduction to Physical French Phonics scheme using colours vocabulary (bleu, vert, rouge, gris, jaune) Greetings: <i>Bonjour / Au revoir / ca va? - ca va bien / comme ci comme ca / ca ne va pas / ca va mal</i> Song: Bonjour, salut ca va ? The Ca va song	Dans ma Trousse <i>In my pencil case</i> Pencil case items and saying what you have Reinforcing the concept of gender and nouns Sentence building Asking others what they have Songs, rhymes to practise the new vocabulary Dictionary skills – intro to part 2 (gaining independence) <u>Songs /Culture:</u> Dans ma Trousse song to « freres Jacques » Bonjour salut greeting song	C'est / Ce n'est pas, les pays francophones et les adjectifs <i>It is / it isn't, using colour adjectives and understanding word order</i> Understanding how to form negative expressions with ne... pas. Understanding when to use n'....pas Review of colours Understanding that colour adjectives go after the noun they are describing (practice with some masculine animal nouns).	Les descriptions et les actions <i>Descriptions and questions</i> Describing ourselves and animals Definite articles and adjective agreements Verb conjugations Asking questions with verbs <u>Culture links:</u> Traditional French nursery rhymes and stories Partner School work – begin to plan work with schools in France and Morocco and preparations for letter writing and introductions video call.

	<u>Finger Rhymes</u> : Monsieur Pouce Voici ma main <u>Culture</u> : Paris factfile, francophone countries around the world		Looking at pronunciation with “c’est” and then “c’est + noun”. Example: C’est un lion.... <u>Culture</u>: Francophone countries around the world <u>Songs / rhymes</u>: revisit songs from Y3/Y4 De quelle couleur est-ce? Une souris verte	
2.	On continue! <u>Let's continue!</u> Making connections between sounds and written form Imperatives Verbs Comment t'appelles-tu / Je m'appelle... Understanding je (I) and tu (you) Christmas vocabulary and traditions: learning about Père Noel, design a Père Noel and Christmas shoe <u>Songs</u> Je and Tu song Deux petits oiseaux	On écrit plus! <u>We are writing more!</u> Making more explicit links to sounds / written form Developing confidence in key structures – <i>j'ai</i> (I have) <i>tu as</i> (you have), <i>voilà, dans ma</i> trousse il y a (in my pencil case there is...) <u>Developing dictionary skills</u>: alphabetising, how to navigate through the bilingual dictionary (terms: columns, headwords, identifying nouns, gender, verbs)	De quelle couleur est... ? <u>What colour is... ?</u> More masculine animal nouns Asking the question – “de quelle couleur est..?” Intro to more colours Reviewing colours spellings Writing assessment – spellings / word order (colours, word order, negatives expressions) Using “tu” and “vous” Culture: Christmas Preparations – songs / culture <u>Rhymes / Songs</u> De quelle couleur est-ce?	Plus de verbes et d'actions ! <u>More verbs and actions !</u> Developing questions Describing pets you have and want Talking about siblings. Describing preferences (likes, dislikes and connectives) Project 1 : Moi et toi ! Task : Pupils write about themselves to their partner school pupils in France / Morocco Culture: Christmas. Traditional rhymes / songs / stories

	Christmas concert preparation (element of singing in foreign language) (liaise with music teacher) PoS targets met by this unit: S+L A, B, Songs stories and rhymes R+W: B, E	Song: Christmas concert preparation (element of singing in foreign language) (liaise with music teacher) <i>Writing practice of key structures</i> <i>Poster design using new language</i> <i>(summative and formative assessment)</i> <u>Christmas</u> – designing and describing your Christmas jumper (incorporating recent learning – colours). <u>Christmas Songs</u> : Vive le vent, dans ma trousse il y a..	Une souris verte Va t'en grand monster vert Savez vous planter les choux Mon ane Leon le cameleon PoS Targets met by this unit: S+L: A, B, C, D Songs, Stories and Rhymes R+W: A, B, C, E, Grammar: 2a, 4a,	
3.	On parle plus! Let's talk some more! Epiphany festival – language and traditions. Word order and spelling activity	Je mets un pull ! I'm putting on a jumper! Epiphany activity: word order and adjective agreements activity Discussion of role of nouns	Les animaux.... Animals... Epiphany Activity: word order and adjective agreements Pets (masculine nouns) x 8, reviewing negative expressions	Dans ma ville il y a.... In my town there is.... (begin preparing key language/ vocabulary for France trip in March) Places in a town

	Developing more confidence in classroom commands / language Numbers 0-6 Spellings of colours Story: Roule Galette Rhyme/Song: Voici ma main Monsieur Pouce 2 petits oiseaux	Clothes items Saying what you and others are putting on Plural nouns using “des” Story : Je m’habille et je te croque Rhyme : le visage	Reviewing question phrases from Autumn 1 Feminine adjective agreements Reviewing word order with colour Dictionary skills (part 3) <i>Formative Assessment on learning so far</i> Songs / rhymes Des amies sages Alouette Petit ballon Il court le furet .	Reviewing understanding of definite (le/la/les) and indefinite (un/une/des) articles with nouns Developing a good bank of fronted adverbials, connectives and opinions to create more complex descriptions Understanding basic positional phrases Quand je vais à l’école... When I go to school. Describing where something is in relation to something else. Simple directions Listening to authentic material set in Martinique and ordering a text. Cultural reference to Martinique and other francophone countries. Culture: Epiphany <i>Writing creative task to consolidate learning from term</i> <i>Summative assessment reading/speaking/writing</i> <i>PoS targets met by this unit: S+L: A, B, C, D, Songs stories and rhymes</i> <i>R+W: A, B, C, D, E</i> <i>Grammar: 2a, 4a,</i> <i>Culture: Epiphany festival</i>
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4.	On parle et on écrit plus ! <i>Let's talk and write even more!</i> Linking phonics to writing more through numbers, classroom commands Understanding terms Consonne / Voyelle Question words Rhymes: Monsieur Pouce Voici ma main Que fait ma main	On va compter! We are going to count Numbers 11-20 Further development of use of bilingual dictionaries <i>Story: Par une sombre nuit de tempête</i> <i>PoS targets met by this unit:</i> <i>S+L: A, B</i> <i>Songs, stories and rhymes</i> <i>R+W: A, B, C, E</i> <i>Grammar: 2a, 2b, 3a, 4a,</i>	film based project (2 weeks) et on continue! Singular and plural nouns Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives <i>Songs:</i> <i>Trois petits chats</i> <i>Valentine's Poem</i> <i>Bilingual dictionary</i> <i>PoS Targets met by this unit: S+L:</i> <i>A, B, C, D</i> <i>Stories, songs and rhymes</i> <i>R+L: A, B, C, E</i> <i>Grammar: 1a, 1b, 2a, 4a,</i>	Je vais en France! <i>I am going to France!</i> Preparing for French trip in March. Key areas will include: General intro to where the children are going (incl Vimy Ridge / Wellington Quarry) Numbers review 0-100 with money Food - ingredients for making bread / baking instructions (bread, flour, yeast, oven). Plus some waffle vocab - sweet / salty / flour / taste. Plus basic food vocab (breakfast / lunch / dinner) Basic day to day transactional vocab (bonjour / merci / s'il vous plait / je voudrais/ c'est combien etc) (review) PoS targets met by this unit:
5.	Summer Term 1+2 <i>On apprend bien!</i> We are learning well! Numbers 0-10 Verbs x 3 Vite/lentement	Les jours <i>The days of the week</i> Review of introductions vocabulary and grammar structures focusing on all 4 skills areas – ca va / je	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision <i>Culture: Eurovision Song Contest</i>	Transition Projects (<i>including work with partner schools</i>) <i>(Describing a monster)</i> Colours and adjective agreements Singular and plural nouns

	Je veux/Tu veux S'il vous plait S'il te plait Merci Intro to Pencil case items x 6 and sentence construction...(I have / du you have.. here is...,) Culture : Eurovision Song Contest	m'appelle / Numbers / J'ai...ans / J'habite.. Incorporating questions – Comment t'appelles tu / Quel age as-tu ? Ca va ? Ou habites tu ? Phonics focus Recycling key language / structures from y3 Speaking p/wk Song: 11 à 20 Days of the week 1,2,3 je m'en vais au bois Deux petits oiseaux (with adaptations / variations) PoS Targets met by this unit: S+L: A, B, C, D, Stories, songs and rhymes R+W, A, B, C, D, E Grammar: 2a, 2b, 3a, 4a Culture : Eurovision Song Contest	<i>Stories: Bon Appetit Monsieur Lapin</i> <i>Qui Conduit</i> <i>Pourquoi?</i>	Culture : Eurovision Song Contest
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6.	(continuation from Summer I) <i>Review of the Year's learning through songs / games / quizzes</i>	C'est ou ce n'est pas ? <i>It is or it isn't?</i> Positive and negative expressions Colours review Position of adjectives in a sentence On revise Let's review our learning Finish off topic areas Review of first learning so far Story: De quelle couleur est-ce ? Une souris verte PoS Targets met by this unit:	Continuation from summer I (including stories, songs and rhymes) PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b	Transition Projects (including work with partner schools) <i>Animal descriptions / Ours brun story</i> Consolidations of all work covered in the PFP course – nouns, adjectives, agreements, singular, plural descriptions Creative work PoS Targets met by this unit: S+L: A, B, C, D Stories, songs and rhymes R+W: A, B, C, D, E Grammar: 1a, 1b, 2a, 2b, 3a. 3b. 4a. 4b
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PoS Targets – listed at the end of a long unit of work A-E with grammar units as outlined in PoS Key Stage 2 and broken down by Sue Cave

Rationale of Approach: Key language, grammar and vocabulary are constantly used and reviewed, so pupils have a deeply embedded understanding of areas covered. Every opportunity is used to cover cultural aspects (through traditional French songs, rhymes, stories). Key Christian festivals are covered

(Christmas, Epiphany/ New Year, Easter). Other culturally interesting areas also covered at the correct times of the year, (e.g European Day of Languages and Eurovision Song Contest).

Y3: Physical French phonics scheme Stage 1 (colours, numbers, verbs, commands, items in pencil case, connectives)

Y4: Continuation of Physical French Phonics Stage 1 (pencil case items, more numbers, verbs, clothes, days of the week)

Y5: Physical French Phonics Stage 2 (phrases with verbs and negatives, adjective agreements, sentences with adjectives, nouns and subordinate clauses, masculine and feminine nouns).

Y6: Finish off Physical French Phonics Stage 2 and Stage 3 follows project based tasks which reviews and consolidates all learning in Stages 1 and 2 Space 2) In town (places in town, prepositions, present tense verbs connectives) 3) Going to France – review numbers, transactional vocab (1/2 term). 4) Second World War with Story development – present tense verbs, tense manipulation, connectives and bringing together grammar points covered in KS2.

By end of KS2, PoS links have been addressed with constant built in opportunities to revisit key grammatical structures, and vocabulary (including spellings and sounds – pronunciation). By the end of KS2, pupils will have reached the required standard needed for the DELF A1.1 qualification (*Diplôme d'Études en Langue Française*).