



Sequence of teaching overview in French 2025 2026

| | Autumn Term | | | Spring Term | | | Summer Term | | |
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| THRIVE VALUES | <p>Team – We understand the importance of communicating with others and having the confidence to give it a go. We practice our language skills aloud with others to benefit everyone.</p> <p>Healthy – We understand that language skills exercise a different part of our brain and that this can help us with learning in other areas too. We learn how to order food and drink in another language and talk about our hobbies. This helps us remember what we need for a balanced healthy lifestyle.</p> | | | <p>Responsibility – We understand that being able to communicate in another language broadens our horizons and expands our awareness of other cultures. We know we should practice and try hard to pronounce words accurately. We have a responsibility to make the right choices in lessons.</p> <p>Innovative – We use technology to help us communicate. We understand the world is a smaller place and language skills are crucial. We find new and fun ways of practising and remembering new words and phrases.</p> | | | <p>Valued – We understand the importance of language skills and of learning about other cultures and nations. We listen and respect others' attempts to speak words in a new language and support them, as we are all as important as each other.</p> <p>Empathetic – We are patient, understanding and encouraging with others who feel less comfortable speaking aloud. Our support gives them the confidence to try.</p> | | |
| Year Three | <p>Unit outcomes Early Language Units 'I'm Learning French' and 'Animals'</p> <p>Pupils should be able to find France on a map, say how they feel, count from 1-10 and learn 10 colours.</p> <p>Pupils should be able to remember and recall from memory 10 common animals with the correct article/determiner.</p> | | | <p>Unit Outcomes Early Language Units 'Ice Cream' and 'Little Red Riding Hood'</p> <p>Pupils should be able to name, recognise and remember up to 10 ice-cream flavours in French and attempt to spell some of these flavours. They will use the structure 'je voudrais...' plus an ice-cream flavour and say whether they would like a cone or pot and possibly how many scoops.</p> <p>Pupils should be able to name some parts of the body via a traditional fairy tale.</p> | | | <p>Unit Outcome Early Language Units 'I can....' And 'Les Instruments'</p> <p>Pupils should be able to recognise, use and remember 10 common French verbs and activities and use these verbs in the infinitive.</p> <p>Pupils should be able to remember and recall from memory 10 common instruments with the correct article/determiner and be introduced to the verb 'jouer'.</p> | | |
| | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary |



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| | See Unit outcome above | Start to work on memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learn to always look for cognates first (such as bleu for blue) and associate words and phrases to images to help. We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un | Bonjour Ca-va? Je m'appelle... Un Trois Dix Rouge Vert Marron Une Un Cochon Singe Lapin Oiseaux Je suis... | See Unit outcome above | Work on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Build on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like, 'please' and 'thank you ' . Work on improving language learning strategies through | Les glaces Chocolat Cassis Boules Un petit pot Je voudrais... Merci Petit chaperon rouge Bucheron | See Unit outcome above | Work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Use a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learn how to build sentences in French using | Danser Chanter Cuisiner Sauter Parler Ecouter Manger Boire Regarder Ecrire Je peux... Et |
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Redbourn Primary School

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| | | or une) and a noun (in this unit an animal). | | | reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Use previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this. | Les parents Grand-mere Corps Tete Pieds | the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French. Work on improving memory skills. Learn to recognise and learn cognates such as triangle, piano, clarinette first. Starting to build a short phrase | Je joue Les batterie Piano Guitare Clarinette |
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| | | | | | | | | in French using personal pronoun (je), conjugated verb 1st person verb (joue), and partitive article (du, de la or des). Choose and order these words accurately. | |
| Cross Curricular Links | Geography – Jungle (Rainforest animals) | | | | Music – knowledge of instruments | | | | |
| Year Four | <p>Unit outcome Early Language Units 'Seasons'</p> <p>Pupils should be able to name, recognise and remember all four seasons in French and say which is their favourite season in French and why.</p> | | | <p>Unit Outcome Early Language Units 'Ancient Britain'</p> <p>Pupils should be able to name in French, the six key periods of Ancient Britain, introduced in chronological order. They should be able to say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p> | | | <p>Unit Outcome Intermediate Language Units 'Presenting Myself'</p> <p>Pupils will know how count to 20 in French, ask somebody how they are feeling and give an appropriate response back and ask somebody their age, name, where they live and reply.</p> | | |



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| | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary |
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| | See Unit outcome above | Learn to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Start to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season. | Les saisons Automne Hiver Il fait froid Il y a du soleil Les arbres Chant | See Unit outcome above | Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the Stone, Bronze or Iron Age using more than one high frequency verb and a wider range of vocabulary with high accuracy. | L'age du bronze le periode des vikings Je suis un homme... Je suis une femme... Une hache Une maison ronde | See Unit outcome above | To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality. | Salut A plus tard Quel age as tu? J'habite a... Quatorze Seize Vingt |
| Cross Curricular Links | Science – Changing Seasons | | | RE- Christianity AD and BC | | | | | |



Sequence of teaching overview in French 2025 2026

| Year Five | Unit outcome Intermediate Teaching Unit 'In the Classroom' | | | Unit Outcome Intermediate Teaching Unit 'Romans' | | | Unit Outcome Progressive Teaching Unit 'The Planets' | | |
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| | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary |
| | See Unit outcome above | To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply. | Un livre Un stylo Une trousse Des ciseaux Mon Ma Mes | See Unit outcome above | To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative. | La legend Lundi Mercredi Samedi Je suis riche Je suis pauvre Les ponts romains | See Unit outcome above | To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules | La lune Le soleil Mercure Saturne Neptune est une planete bleue Noir Noirs Noire Noires |



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| | | | | | | | | when using adjectives in different topics and with different language. | |
| Cross Curricular Links | | | | RE- Christianity AD and BC | | | Science – The Planets | | |
| Year Six | Unit outcome Grammar Unit 'La Seconde Guerre Mondiale' | | | Unit Outcome Progressive Teaching Unit 'The Weekend' | | | Unit Outcome Progressive Teaching Unit 'The Vikings' | | |
| | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary | Knowledge | Skills | Vocabulary |
| | See Unit outcome above | Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign | L'Angleterre Chers parents En ville, c'est.... Parce-que Triste | See Unit outcome above | To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like | Le week-end Quelle heure et-il? Is est trois heures | See Unit outcome above | Decode longer and less familiar language in listening and reading tasks. Write and | Grand Grande Petit Petite Mes parents Il s'appelle |



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| | | language. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. This unit links strongly to transferable literacy skills. | Sain | | them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion. | Il est quatre heurts moins le quart Il est minuit Apres Aussi Je fais a la piscine Je me leve | | present orally using longer and more accurate language based on the Viking characters presented in this unit. Learn to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy. | Je pille Je combats Souvant |
| Cross Curricular Links | History – WW2 | | | | | | History – The Vikings | | |