



FRENCH - MEDIUM TERM PLAN - 2025/2026

YEAR 1

Autumn Term

Topic	In this unit of work, children learn...
Greetings	Basic greetings as an introduction to French language
Alphabet and Numbers	to count from 1 to 10 and learn the alphabet and how to pronounce it correctly

Spring term

Topic	In this unit of work, children learn...
Colours, Sizes and Shapes	- the rainbow colours and the adjectives related to size - to name 10 common shapes in French and describe them with adjectives of colours and sizes using the form 'is' of the verb 'to be' - develop awareness of the cognates

Summer term

Topic	In this unit of work, children learn...
Body parts, pets and hobbies	- main body parts through a familiar song and game - names of common pets - memorise a basic vocabulary of sports, instruments and hobbies, developing further the identification of cognates

YEAR 2

Autumn Term

Topic	In this unit of work, children learn...
Introducing myself	greetings, both formal and informal and learning to hold a simple and short conversation in French (name, how are you)
Numbers part 2	numbers from 11 to 31 and revise the numbers previously learnt



Spring term

Topic	In this unit of work, children learn...
Fruits and vegetables Likes and dislikes	- the main fruits and vegetables and learn to pronounce the letters more accurately as a lot of the nouns in this topic are cognates - to express basic opinions about what they like and dislike. This is the opportunity to revise the previous topics such as colours and food

Summer term

Topic	In this unit of work, children learn...
Verbs 'to have' and 'to do'	to use the verbs 'to have' and 'to do' in sentences to build on the previous topics such as pets and hobbies, sports and instruments

YEAR 3

Autumn Term

Topic	In this unit of work, children learn...
French greetings throughout the day	to practise a variety of French greetings depending on the time of the day and the meaning to be conveyed according to the context and to the person they are addressing
Family members	- to name the members of the family and make a sentence with these names using 'I have' - to be aware of the gender rule attached to each noun in French and start developing an understanding of this concept of French nouns being either 'masculine' or 'feminine'

Spring term



Topic	In this unit of work, children learn...
Phonics : vowels In my pencil case and my backpack	• to pronounce correctly the vowels in French and be aware that despite the alphabet being the same, the sound attached to each letter is different. • to learn the vocabulary of the objects they use in the classroom and be able to use them in a sentence with the verb 'to have', and with the numbers and colours they previously learnt. • to consolidate the awareness of the gender rule in French and learn the articles for feminine nouns and masculine nouns
My favourite colour and pet Means of transports	• to be able to say and write a sentence : My favourite colour is My favourite pet is • to consolidate learning of pets and colours and revise the vocab to express opinions (likes and dislikes) • to name and recognise 7 modes of transport in French and build sentences using part of the verb 'aller' – to go, so students can say how they go to school

Summer term

Topic	In this unit of work, children learn...
Phonics : French silent letters Days of the week and months	• to recognise and not pronounce the many silent letters at the end of the words to read correctly • the days of the week and the months of the year.



French food Farm animals Focus on the listening skill	• new vocab of food culturally oriented towards French common and popular food items and drinks, using the verbs 'I eat' and 'I drink' 'je mange'-'je bois' • the vocab of farm animals using the phrase 'il y a' : 'there is' • to listen to French sentences and develop an understanding of what they hear based on vocabulary previously acquired. This will help them consolidate their listening skill and identify the French sounds and pronounce them correctly
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YEAR 4

Autumn Term

Topic	In this unit of work, children learn...
Teacher's classroom instructions Introducing myself part 1	• to respond to common classroom instructions • to hold a basic introductory conversation with a revision of the greetings and to ask how old someone is and answer the question
Introducing my family	• to build basic sentences about the members of their family : 'This is my... ' 'Her/his name is ...' She is 9 years old.' 'I have ... brothers and ... sisters'

Spring term

Topic	In this unit of work, children learn...
School life (classroom and school subjects)	• the names of the different school subjects taught in school and the vocabulary of items found in a classroom. They learn to build sentences using the vocab seen in different lessons (adjectives of description _colours, sizes, shapes, and numbers. example 'In the classroom, there is one big white board, 15 brown rectangle desks, ...' ensuring that the adjectives agree with the gender of the noun.



In my house Body parts part 2	- the vocabulary of the rooms in a house using the phrase 'in my house, there is ...' - the phrase 'I have' combined to body parts and how to express aches they have in their body using the phrase 'j'ai mal'
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Summer term

Topic	In this unit of work, children learn...
Seasons and Weather Numbers part 3 and birthday and French festival dates	- seasons using the phrase 'c'est' : it is and phrases to describe the weather - the numbers from 31 to 100 and how to express when their birthday is as well as the different dates of the different French festivals
Phonics : Combined vowels and letters Focus on the reading skill through French books	- the French sounds composed of 2 or 3 letters and which make specific sounds. Students learn to read, pronounce them and to write them correctly when they hear them - to read and pronounce French correctly and gain confidence in reading sentences in French. This will be an opportunity to see and revise the vocab learnt throughout the year in the context of stories of popular French characters

- to develop practical conversational skills in French

YEAR 5

Autumn Term

Topic	In this unit of work, children learn...
Introducing myself part 2 Student Classroom Requests Part 1	- to compare question structures in French and English - to give your age and ask someone about it - to be able to say 'me too' or add 'also' to the answer 5 common phrases and questions used in the classroom and ask permission to the teacher for actions done in class



Introducing my family Part 2

- to create simple sentences about the members of their family (name, birthday, age)
- adjectives for describing family members' physical appearance
- revise noun gender, using the correct article to go with nouns
- to make adjectives agree with the noun they describe, placing them correctly in the sentence.

Spring term

Topic	In this unit of work, children learn...
Focus on Grammar Telling the time	• to identify the infinitive form of verbs and subject pronouns • to identify correct prepositions • how to tell the time using their previous knowledge of numbers and using the phrase 'it is'
In town (part 1)	• the main places we can find in a town and use them with 'I go to' and 'I am in'. They also learn how to build sentences with the previous knowledge acquired to say 'in my town, there is/there are', 'my favourite place is' • how to give and follow directions in French and practise shopping skills (role plays on ordering food in a restaurant and buying food from a shop using phrases such as 'I would like', 'how much is it?')

Summer term

Topic	In this unit of work, children learn...
My school routine Opinions and reasons	• how to say which lesson they study and at what time • adjectives so they can express the reasons why they like a specific subject or not

**Focus on the speaking skill and grammar**

- to use the vocabulary and grammar learnt cross-topics to form sentences and to practise the speaking skill through role plays, surveys and speaking-oriented games. They can gain confidence and oral fluidity in their use of French

YEAR 6**Autumn Term**

Topic	In this unit of work, children learn...
Describing myself - French class requests part 2	• to build a yes/no question in French using 'Est-ce que?' • to say where they live and ask about it • to ask someone if they are from a specific nationality or not? and reply if being asked • 5 more common phrases and questions used in the classroom and ask permission to the teacher for actions done in class
Describing me and my family	• extended family and relations vocabulary • make simple adjectival comparisons • describe their personality and the ones of the members of their family using the verb 'to be' with the pronouns I, he, she, and the physical description of hair and eyes using the verb 'to have' with the same pronouns.

Spring term

Topic	In this unit of work, children learn...
Daily routine	• vocabulary to describe items of clothing, along with the different forms of the indefinite article. • to express opinions about outfits in French • to express their morning routine and getting ready for school



Travelling

- to use a combination of present and near-future tenses with a few adverbs of time
- 'to conjugate the verb 'aller'-to go with 3 different pronouns
- holiday-related vocabulary around planning a journey and different places one can travel to
- to build sentences related to travelling and taking transports and activities on holidays
- to express their views about different types of holidays and express their preferences about places to visit

Summer term

Topic	In this unit of work, children learn...
French speaking world (Culture and countries)	• to broaden their awareness and knowledge of the French-speaking world and the different and various cultures attached present • the names of the French-speaking countries and learn about some of them
Focus on the speaking and writing skills	• to build and structure more detailed and complex sentences on different topics using adjectives, adverbs of time and places, opinions and reasons. • to compose a written compositions enabling to revise and use words and phrases cross-topics • to develop and practise language learning strategies and grammar rules • to express themselves orally for a couple of minutes after being given some preparation time, either individually or as a group