

OVERVIEW AND RATIONALE - Our Vision for French Learning

Overarching Aims

At BurePark School, we aim to develop pupils who:

- Communicate with confidence: Express their ideas, thoughts, and feelings in French with increasing fluency and accuracy
- Embrace cultural diversity: Show genuine curiosity about francophone cultures and develop respect for different ways of life
- Think as linguists: Understand how languages work, make connections between French and English, and develop strategies for lifelong language learning
- Build foundations for the future: Acquire solid linguistic foundations that prepare them for successful language learning at Key Stage 3 and beyond

INTENT

Our French curriculum is designed to ensure that all pupils make substantial progress in practical communication skills while developing a deep appreciation for French culture and language. We intend that pupils will:

Speaking and Listening:

- Develop authentic pronunciation and intonation through regular exposure to native speakers
- Engage confidently in conversations on familiar topics, expressing opinions and responding to others
- Understand spoken French from a variety of authentic sources including songs, stories, and media

Reading and Writing:

- Read and appreciate authentic French texts including stories, poems, and informational materials

- Write creatively and for practical purposes, adapting learned language to express original ideas
- Use dictionaries and context clues independently to understand unfamiliar vocabulary

Grammar and Vocabulary:

- Build a solid foundation of high-frequency vocabulary organized around relevant themes
- Understand and apply basic grammatical structures, recognising patterns and comparing with English
- Manipulate language confidently to express meaning across different contexts

Cultural Understanding:

- Develop intercultural competence and appreciation for francophone diversity
- Make informed comparisons between their own culture and French-speaking communities
- Show curiosity and respect for different cultural practices and perspectives

IMPLEMENTATION

Curriculum Structure

We use the Twinkl Scheme of Work to deliver our lessons.

Why We Selected Twinkl for French:

The Twinkl scheme enables us to deliver our ambitious French curriculum vision by providing the structure, resources, and support needed for consistent, high-quality teaching. It allows our teachers to focus on engaging delivery and responsive teaching rather than resource creation, while ensuring comprehensive curriculum coverage and statutory compliance.

By choosing Twinkl, we demonstrate our commitment to providing our pupils with the best possible French education while supporting our staff with the tools they need to succeed. The scheme's emphasis on authentic communication, cultural understanding, and progressive skill development perfectly aligns with our intent to develop confident, culturally aware global citizens.

Our French curriculum is organized around engaging themes that progress logically from personal identity to global citizenship:

- Year 3: Getting to Know You | All About Me | Food Glorious Food
- Year 4: Family and Friends | Our School | Time
- Year 5: All Around Town | On the Move | Going Shopping
- Year 6: Where in the World? | What's the Time? | Holidays and Hobbies

IMPACT

By the End of Year 6, Our Pupils Will:

Demonstrate Linguistic Competence:

- Engage in spontaneous conversations about familiar topics with increasing fluency
- Understand authentic spoken and written French appropriate to their age
- Write creatively and for practical purposes using varied vocabulary and structures
- Use present, past, and future tenses accurately to express meaning
- Apply knowledge of French grammar patterns and compare with English

Show Cultural Awareness:

- Display genuine curiosity about francophone countries and cultures
- Make respectful comparisons between their own and French-speaking communities
- recognise and appreciate linguistic and cultural diversity within the francophone world
- Demonstrate intercultural sensitivity in their communication and interactions

Exhibit Learning Skills:

- Use dictionaries and context clues independently to understand new vocabulary
- Apply effective strategies for memorizing vocabulary and practicing skills
- Take risks with language and learn from mistakes with resilience
- Reflect on their own progress and set targets for improvement
- Show enthusiasm for continued language learning

Display Personal Growth:

- Demonstrate increased confidence in communication and presentation skills
- Show curiosity about the world beyond their immediate environment
- Exhibit respect and empathy for people from different cultural backgrounds
- Take pride in their linguistic achievements and cultural discoveries

2025-2026			
	Autumn Term	Spring Term	Summer Term
Year 1	Getting to Know you	All About Me	Food Glorious Food
Year 2	Family and Friends	Our School	Time
Year 3	All Around Town	On the Move	Going Shopping
Year 4	Where in the World?	What's the Time?	Holidays and Hobbies

Year 3	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Listening	Speaking	Reading	Writing	Grammar
<p>recognising bonjour, au revoir when spoken</p> <p>Understanding numbers 1-5 in songs and games</p> <p>Identifying colours when teacher points to objects</p> <p>Following simple commands: levez-vous (stand up), asseyez-vous (sit down)</p> <p>Understanding that listening carefully helps learning</p> <p>Knowing that songs and rhythm help remember words</p> <p>recognising that watching faces and gestures helps understanding</p> <p>Understanding that French has different sounds</p>	<p>Getting to Know You: Saying hello and goodbye, introducing themselves with je m'appelle</p> <p>All About Me: Saying their age (j'ai [number] ans), naming favourite colour</p> <p>Food Glorious Food: Expressing food likes/dislikes (j'aime/je n'aime pas + food)</p> <p>Counting 1-5 on fingers</p> <p>Naming basic family members and pets</p> <p>Understanding that French sounds different from English</p> <p>Knowing it's okay to make mistakes when learning</p> <p>Understanding that gestures help communication</p> <p>recognising that practice makes speaking easier</p> <p>Understanding that different topics need different vocabulary</p>	<p>recognising written bonjour, au revoir</p> <p>Seeing numbers 1-5 written down</p> <p>Matching written colour words to coloured objects</p> <p>Reading their own name written in French style</p> <p>Understanding that French words look different when written</p> <p>Knowing that pictures help understand meaning</p> <p>recognising that some letters look the same in English and French</p>	<p>Copying bonjour and au revoir neatly</p> <p>Writing numbers 1-5</p> <p>Copying their own name</p> <p>Copying simple colour words</p> <p>Understanding that neat writing helps others read</p> <p>Knowing that copying helps remember words</p> <p>recognising that writing in French may use special marks (accents)</p>	<p>Understanding that 'le' and 'la' mean 'the' (like English 'the' but changes)</p> <p>Using 'je' for 'I' and 'tu' for 'you' (similar to English)</p> <p>Pattern recognition: Noticing French has masculine/feminine (different from English)</p> <p>Beginning to notice that French has patterns like English but different ones</p> <p>Understanding that words can have different jobs in sentences</p> <p>Language comparison: recognising some things are similar to English, others different</p>

--	--	--	--	--

Vocabulary

Getting to Know You:

- **Greetings:** bonjour, au revoir, salut
- **Politeness:** s'il vous plaît, merci
- **Basic responses:** oui, non, je ne sais pas
- **Personal:** je, tu, je m'appelle

All About Me:

- **Numbers:** un, deux, trois, quatre, cinq (for age)
- **Colours:** rouge, bleu, vert, jaune (favourite colour)
- **Family:** maman, papa
- **Pets:** chat, chien

Food Glorious Food:

- **Basic foods:** pain, pomme, eau, lait
- **Preferences:** j'aime, je n'aime pas

End Points:

Getting to Know You: Introduce themselves confidently (je m'appelle...) and respond to basic greetings

All About Me: State their age, favourite colour, and simple family information (j'ai [number] ans)

Food Glorious Food: Express simple food preferences (j'aime/je n'aime pas + basic foods)

Count to 5 while pointing or using fingers

Respond correctly to simple greetings and classroom commands

Follow basic physical instructions (stand up, sit down) in French

Match 5 written words to pictures or objects and recognise simple authentic French labels

Copy 5 familiar words accurately

Use 'je' when talking about themselves and understand that French has masculine/feminine like le/la

Present simple information: Show and tell about themselves using learned phrases

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Listening	Speaking	Reading	Writing	Grammar
<p>Understanding age questions: Quel âge as-tu? recognising all numbers 1-10 in games and songs Following simple classroom French from teacher Understanding simple questions about family Authentic materials: Simple French children's songs and rhymes</p> <p>Understanding that listening gets easier with practice Knowing that familiar words help understand new sentences recognising that tone of voice gives clues about meaning Sound-spelling links: Beginning to connect French sounds with written forms</p>	<p>Family and Friends: Describing family members (j'ai un frère, ma sœur est petite) Our School: Talking about school items and places (j'ai un livre, je vais à l'école) Time: Saying their age up to 10, basic time of day (le matin, l'après-midi) Expressing simple likes about school: j'aime l'école Counting to 10 clearly in different contexts</p> <p>Understanding that practice makes pronunciation better Knowing that French people might say things differently recognising that facial expressions help show meaning Understanding that mistakes help learning Understanding that topics connect to real experiences</p>	<p>Reading simple sentences: J'ai un chat recognising numbers 1-10 written as words Reading simple book titles and labels Understanding simple signs and posters Dictionary skills: Using picture dictionaries to find unknown words Authentic materials: French packaging, simple signs, children's book covers</p> <p>Understanding that reading French is like solving puzzles Knowing that pictures help guess word meanings recognising that some French words look like English words (cognates) Strategy development: Learning to use context and images to understand meaning</p>	<p>Writing simple sentences: J'ai sept ans Writing shopping lists in French Copying short French phrases from books Writing numbers 1-10 as words</p> <p>Understanding that writing helps remember new words Knowing that neat writing shows respect for the language recognising that writing can share ideas with others</p>	<p>Using un/une (a/an) with familiar nouns - similar to English 'a/an' but changes with gender Basic sentence pattern: J'ai + noun (different word order from English 'I have') Understanding that nouns are masculine or feminine (unlike English nouns) Using simple adjectives: petit/petite (adjectives change unlike English) High-frequency verb conjugation: j'ai, tu as (I have, you have) - different endings from English</p> <p>Understanding that French has rules like English but different ones Knowing that words can change depending on context (more than English) Beginning to notice patterns in how words work together</p>

Vocabulary:

Family and Friends:

- **Extended family:** frère, sœur, grand-mère, grand-père, bébé
- **Friends:** ami(e), copain, copine
- **Descriptions:** grand/grande, petit/petite, gentil/gentille

Our School:

- **School items:** livre, crayon, gomme, règle, sac, table, chaise
- **School places:** école, classe, cour de récréation
- **School people:** maîtresse, maître, élève

Time:

- **Extended numbers:** six, sept, huit, neuf, dix (for time/age)
- **Days:** lundi, mardi, mercredi (introduction)
- **Time words:** matin, après-midi

End Points:

Family and Friends: Describe family members using simple adjectives (ma sœur est petite)

Our School: Talk about school items, places, and express likes about school

Time: Use numbers 1-10 confidently and understand basic time periods

Introduce themselves with name, age, and basic family information

Express simple likes and dislikes using j'aime/je n'aime pas and give simple opinions

Understand and respond to questions about family and school from authentic sources

Follow simple classroom instructions given in French and join in with songs/rhymes

Read simple sentences about familiar topics and use picture dictionaries for new words

Understand the main idea of very simple authentic texts (signs, labels, simple stories)

Write simple sentences about themselves and their school from memory
 Use un/une correctly with 10-15 familiar nouns and understand why French is different from English
 Present to others: Share information about family or school with the class using learned phrases

Year 5	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Listening	Speaking	Reading	Writing	Grammar
<p>Understanding simple stories with familiar vocabulary Following weather reports for children and authentic announcements Understanding instructions for games and activities recognising days of the week in context Authentic sources: French children's TV clips, simple news for children</p> <p>Understanding that stories have beginning, middle, and end Knowing that listening to stories helps learn new words recognising that different speakers might sound different Understanding that background noise can make listening harder Pattern recognition: Noticing recurring sounds and rhythm patterns in French</p>	<p>All Around Town: Describing places in town (il y a un parc, je vais au magasin) On the Move: Talking about transport (je vais en voiture, je marche à l'école) Going Shopping: Simple shopping conversations (je voudrais du pain) Using numbers 11-20 for simple prices Giving basic directions (à droite, à gauche)</p> <p>Understanding that conversation involves taking turns Knowing that speaking slowly and clearly helps others understand recognising that asking for help is normal Understanding that different situations need different</p>	<p>Reading simple French picture books and authentic children's materials Understanding weather symbols with French labels Reading class timetables with days of the week Reading simple poems and rhymes Dictionary skills: Using bilingual dictionaries to find meanings of new words Authentic texts: French websites for children, simple brochures, menus</p> <p>Understanding that reading can be enjoyable in any language Knowing that re-reading helps understanding recognising that books teach about different cultures Understanding that reading</p>	<p>Writing about the weather: Il fait beau Creating simple diary entries about their day Writing sentences about family and pets Making lists for different topics</p> <p>Understanding that writing helps organize thoughts Knowing that planning before writing is helpful recognising that writing can share experiences with others Understanding that checking work improves quality</p>	<p>Present tense of simple verbs: je marche, tu marches (different endings from English walk/walks) Basic adjective agreement: petit/petite, grand/grande (English adjectives don't change) Plural markers: les, des with familiar nouns (similar to English 'the' but changes) Simple sentence connectors: et (and) - same meaning as English High-frequency verb patterns: Regular -er verbs follow same pattern (unlike English verbs) Language features: Word order mostly similar to English but</p>

	<p>language</p> <p>Understanding that real-world topics make language meaningful</p>	<p>helps with spelling</p> <p>Strategy development:</p> <p>Using context clues, cognates, and dictionaries together</p>		<p>some differences</p> <p>Understanding that verbs change depending on who does the action (more than English)</p> <p>Knowing that describing words must match the things they describe (unlike English)</p> <p>recognising that languages have rules that can be learned</p> <p>Understanding that grammar helps make meaning clear</p> <p>Comparative grammar:</p> <p>Identifying what's easier/harder than English grammar</p>
--	--	--	--	---

<p>Vocabulary</p> <p>All Around Town:</p> <ul style="list-style-type: none"> ● Places: magasin, boulangerie, parc, bibliothèque, hôpital, poste ● Buildings: maison, appartement, école, église ● Locations: près de, loin de, à côté de <p>On the Move:</p> <ul style="list-style-type: none"> ● Transport: voiture, bus, vélo, train, à pied

- **Actions:** aller, venir, marcher, courir, rouler
- **Directions:** à droite, à gauche, tout droit

Going Shopping:

- **Shops:** magasin, supermarché, marché
- **Money:** euro, argent, acheter, payer
- **Shopping phrases:** je voudrais, combien ça coûte, s'il vous plaît
- **Numbers:** onze through vingt (11-20) for prices

End Points:

All Around Town: Describe places in their town and give simple directions

On the Move: Talk about different forms of transport and how they travel places

Going Shopping: Engage in simple shopping role-plays using polite expressions and seek clarification

Use numbers 11-20 for basic prices and quantities

Have short conversations asking and answering questions about their local area

Understand authentic materials (simple French websites, children's programs) about towns and transport

Follow instructions for classroom games and activities and respond to different speakers

Read authentic French texts about places and transport using dictionaries when needed

Understand basic information from authentic sources (maps, timetables, shop signs)

Write sentences from memory and adapt them to create new sentences about their experiences

Create basic descriptions of places using familiar vocabulary and structures

Use simple present tense verbs correctly and understand how French grammar differs from English

Present information: Give short presentations about their town or favourite transport to the class

Year 6	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills
---------------	--------------------------------	-------------------------------------

Listening	Speaking	Reading	Writing	Grammar
<p>Understanding descriptions of houses and rooms from authentic sources</p> <p>Following simple French children's TV programmes/videos and authentic announcements</p> <p>Understanding playground games explained in French</p> <p>recognising food and clothing vocabulary in different contexts and accents</p> <p>Understanding that authentic materials might be challenging but rewarding</p> <p>Knowing that guessing meaning is a useful skill</p> <p>recognising that concentration improves with interesting content</p> <p>Understanding that different types of French exist (formal/informal)</p> <p>Variety appreciation: Enjoying different French accents and speakers</p>	<p>Where in the World?: Talking about countries and languages (je parle français et anglais)</p> <p>What's the Time?: Telling time (il est deux heures) and discussing daily schedule</p> <p>Holidays and Hobbies: Describing favourite activities and holiday experiences</p> <p>Expressing weather preferences (j'aime quand il fait beau)</p> <p>Discussing what they do in different seasons</p> <p>Understanding that conversation can be about different topics</p> <p>Knowing that sharing personal information builds relationships</p> <p>recognising that enthusiasm makes communication more effective</p> <p>Understanding that cultural differences in topics are normal</p> <p>Understanding that language connects to the wider world</p>	<p>Reading authentic French comics and graphic stories for children</p> <p>Understanding basic recipes and instructions from real French sources</p> <p>Reading postcards and simple letters</p> <p>Understanding simple informational texts about animals or places from authentic sources</p> <p>Advanced dictionary skills: Using bilingual dictionaries confidently for unfamiliar vocabulary</p> <p>Text variety: recognising different types of authentic texts and their purposes</p> <p>Understanding that different text types have different purposes</p> <p>Knowing that reading widely helps vocabulary grow</p> <p>Recognising that reading connects to real-world French use</p> <p>Understanding that reading speed improves with practice</p> <p>Literary appreciation: Beginning to appreciate</p>	<p>Writing postcards to French pen-pals</p> <p>Creating simple recipe instructions</p> <p>Writing descriptions of their bedroom or pet</p> <p>Making posters about French-speaking countries</p> <p>Understanding that writing can communicate with real French speakers</p> <p>Knowing that different writing has different audiences</p> <p>Recognising that writing can be creative and personal</p> <p>Understanding that redrafting improves final writing</p>	<p>Present tense of common verbs: avoir (j'ai), aller (je vais) - irregular like English 'be/go'</p> <p>Simple past with familiar verbs: j'ai mangé (different from English simple past)</p> <p>Basic future: je vais + verb (similar to English 'going to' structure)</p> <p>Question words: où (where), quand (when) - similar meanings but different pronunciation</p> <p>High-frequency verb conjugation: Full present tense patterns for key verbs</p> <p>Comparative structures: More complex than English (plus/moins + adjective + que)</p> <p>Understanding that tenses show when things happen (similar concept to English)</p> <p>Knowing that questions can be asked in different ways (some like English,</p>

stories, songs, and poems in French

some different) recognising that learning grammar helps express more ideas
Understanding that patterns make grammar easier to remember
Language analysis:
Comparing French grammar patterns with English equivalents

Vocabulary

Where in the World?:

- **Countries:** France, Angleterre, Canada, Belgique
- **Languages:** français, anglais
- **Geography:** continent, océan, montagne, rivière
- **Weather:** il fait beau, il pleut, il neige, il fait chaud, il fait froid

What's the Time?:

- **Time:** heure, minute, il est [time], quelle heure est-il?
- **Extended numbers:** vingt et un through soixante (21-60) for time
- **Time periods:** matin, midi, après-midi, soir, nuit
- **Days:** lundi through dimanche (complete week)

Holidays and Hobbies:

- **Hobbies:** jouer au football, nager, lire, dessiner, écouter de la musique
- **Holidays:** vacances, Noël, Pâques, été, hiver
- **Activities:** faire du sport, regarder la télé, jouer avec des amis

End Points:

Where in the World?: Talk about different countries, languages, and weather around the world

What's the Time?: Tell time accurately and discuss their daily schedule using time expressions

Holidays and Hobbies: Describe their favourite activities and talk about holidays and seasons

Use numbers up to 60 for time-telling and engage in conversations with increasing confidence and fluency

Express opinions and respond to others' opinions, asking questions and seeking clarification when needed

Understand authentic spoken French from a variety of sources (children's media, announcements, stories)

Extract key information from authentic time-based materials and different speakers

Read authentic texts independently using dictionaries and show appreciation of French stories and poems

Understand and follow authentic written instructions and appreciate the range of French writing

Write at varying length for different purposes, adapting memorized phrases to create new sentences

Describe people, places, things and actions in writing using increasingly wide vocabulary

Use key grammatical structures including present/past/future tenses and understand how they differ from English

Present ideas: Confidently present information orally to different audiences about topics of interest

Language foundation: Demonstrate substantial progress and readiness for Key Stage 3 language learning