

Ruskington Chestnut Street - Primary Languages Curriculum Overview



Long Term Plan - 2025-2026

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year 3/4 2025-26	<p>France and Greetings Why do we learn languages? Why French? Look at where in the world French is spoken and the UK's proximity to France. Learn appropriate greetings for the time of day, and who we are speaking to. Learn to ask what someone is called and say what they are called. Ask and respond to the question: 'how are you?'</p>	<p>Classroom Commands, Numbers and age Children will learn and respond to basic classroom commands. They will learn numbers 0-12 and use this knowledge to say how old they are in French. Children will use their number knowledge to complete simple Maths in French.</p>	<p>Numbers 0 – 31, colours and French artists. Children will take their number knowledge further and also learn a variety of colours in French. Develop their language skills by asking them to work out numbers 13 – 31 using their prior language knowledge to help. Using their number knowledge, they will count objects in different colours. We will look at and describe the colours in artwork by French-speaking artists.</p>	<p>L'alphabet We will learn the alphabet in French looking at the similarities and differences to the alphabet in English. Pupils will be aware that the same letter symbol makes a different phoneme sound in French. We will learn to spell our names in French and revisit asking and answering the question, 'what is your name?', and extending this by asking 'how do you spell it?'. Single letter sound focus throughout the whole term. Look at which of the letters in the alphabet are pronounced at the end of a word in French (CaReFuL)</p>	<p>Ma famille Children will learn names for family members in French. The idea of gender (masculine and feminine) will be introduced. Children create their own family of monsters in a book to read to KS1. Children will spell their monster name using their prior knowledge of the alphabet. Their extension will be to describe what colour the monsters are. They will write a simple story using their knowledge of gender and pronouns: la mère (picture of human mum), ma mère (monster mum!).</p>	<p>À la ferme – at the farm In this unit, children will learn the names of common French farmyard animals. We will bring the year's learning altogether to describe animals in their own imaginary farm using numbers and colours and the correct gender.</p>
Grammar and phonic focus	<p>Children to be aware that different languages follow different semantic structures. Focus on hearing and accepting a different way of pronouncing the same letter sounds in another language. Phonics: 'on', 'j', 'oi'</p>	<p>Children to become aware that languages are not a direct translation of one another using 'I am eight/ I have eight (French) as an example. Focus on word endings are rarely pronounced in French. Look at the circumflex on 'âge'. Phonics: 'ai', 'ez'</p>	<p>Phonics: 'qu', 'x', 'ou', 'eu', 'in'</p>	<p>Single letter sound focus throughout the whole term. Look at which of the letters in the alphabet are pronounced at the end of a word in French (CaReFuL)</p>	<p>Introduce the idea of gender and that every noun in French has a gender. Look at how this is also applied to possessive pronouns, so 'la mère' becomes 'ma mère'.</p>	<p>We will continue to learn about gender - masculine and feminine nouns (une or un). Children will learn how to make the simple plural of animals by adding 's', but being aware of 'cheval' which makes its plural using 'aux'. Pupils will become aware that colour adjectives come after the noun in French. Phonics: 'ch', 'c' (hard c, soft c)</p>

Y4/5 + Y5/6 2025-26	Retrieval and numbers 20 – 50. Review of Year 3 – greetings, numbers, colours, classroom commands and the alphabet. Numbers 20 – 50.	Days, months and birthdays! Children will learn the days of the week and months of the year in French. We will use this to start to write the date every day in French. Children will learn to say when their birthday is. We will make a calendar in French for next year.	Le temps e les saisons ! We will learn to describe the weather at different locations in France. Using their number knowledge, children will state the temperature in French. We will learn the names for the 4 seasons in French.	Sports and free time. Children will learn to say which sports they like. They will also use their prior weather knowledge to say which sports they play depending on the weather.	Les fruits – fruit! Children will learn the names for various fruits in French. We will learn to give our opinion (likes and dislikes building on from last term) about fruit. Using colour and number knowledge we will make a short recipe for a fruit salad!	Les animaux – pets! This topic is about pets at home (dog, cat, fish, bird, tortoise, hamster, rabbit, guinea pig and mouse) and saying if you have animals or not in French.
Grammar and phonic focus	Revisit the alphabet and all single letter sounds.	Note that days and months in French (along with other Latin languages) do not use capital letters. Phonics: ‘aire’, ‘on’, ‘j’, ‘re’	Sentence structure: ‘il fait’ – the weather in French ‘does’ rather than ‘is’, il fait chaud = it does hot.	Compare differences in sentence structure for asking questions in French: Aimes-tu le cricket? – like you cricket ?, rather than, do you like cricket? Phonics: ‘ou’	Revisit gender and making nouns plural in French. Adding ne...pas to make the negative in French.	Keep building on the ‘ne...pas’ for making the negative in French. J’ai = I have Je n’ai pas = I don’t have Revisit making the plural form in French including the irregular ‘al’ plural to ‘aux’
Year 5 2026-2027	Review of Year 3 and 4 and numbers 50 – 100.	Money	The Body	Emotions	Travel around the world	French around the world
Grammar and phonic focus	Phonics: ‘an’, ‘en’, ‘in’		‘ou’, ‘eu’, ‘eux’	Look at adjectives agreeing with gender: je suis content (if male), je suis contente (if female).		
Year 6 2026-2027	Review of Years 3, 4 and 5. A letter from France.	La Chenille Que Fait Des Trous – The Hungry Caterpillar	Daily routine	Describe myself	Clothes	At the café Learn nouns and phrases building up to order food and eat in

		Using the story as a basis for our French learning, we will look at food items and introduce days of the week. Children will build on their prior learning of gender and plurality of nouns. We will become familiar with putting the adjective after the noun in French.				Le Chestnut Street Café!
Grammar and phonic focus		Adding s to make the plural in French. Colour adjectives come after the noun in French.				Conditional: je voudrais (I would like)