



French Curriculum Plan - Content & Grammar Skills Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Blue = My Personal World Green = Lifestyle & Wellbeing Orange = My Neighbourhood Pink = Media & Technology Brown = Study & Future Plans Red = Travel & Tourism

| Year Group | Autumn 1- 8 weeks 02.09.25 - 23.10.25 | Autumn 2- 7 weeks 03.11.25 - 19.12.25 | Spring 1- 6 weeks 05.01.26 - 13.02.26 | Spring 2- 5 weeks 23.02.26 - 26.03.26 | Summer 1- 5 weeks 13.04.26 - 22.05.26 | Summer 2- 7 weeks 01.06.26 - 17.07.26 |
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| 7 | <p><u>An Introduction to me</u> Revision of: greeting, numbers (1-20), colours and classroom commands. Midpoint Assessment: Reading and listening Tasks Present tense conjugations of irregular verbs <u>avoir</u> and <u>être</u> in the first and third person, to discuss personality and appearance. Introduction of personal pronouns, as well as the comparative and superlative to compare personality and appearance.</p> <p><u>Culture: Why we learn languages and La Toussaint</u></p> <p><u>Assessment</u> Reading, listening and translation tasks</p> | <p><u>School Subjects</u> Present tense conjugations of the regular verb <u>aimer</u> to express likes and dislikes. Use of <u>car</u> and <u>parce que</u> to develop opinions and reasons on school subjects. Use of the negative structure '<u>ne... pas</u>' Revision of comparatives and superlatives to compare school subjects</p> <p><u>Assessment</u> Iterative assessment assessing all four skills</p> <p><u>My Town</u> Use of 'il y a' and 'il n'y a pas' to describe what there is and isn't in your town. Present tense conjugation of the irregular verb <u>aller</u> and use of the prepositions 'au/ à la/ aux' to describe where you go in town.</p> | <p><u>Sport and Free time activities</u> Present tense conjugation of the regular verb <u>jouer</u>. Present tense conjugations of the irregular verb <u>faire</u>. Revision of the comparative and superlative to discuss sports and hobbies. Introduction to time phrases in French.</p> <p><u>Assessment</u> Reading and listening tasks.</p> <p><u>School times and facilities</u> Revision of the phrases 'il y a' and 'il n'y a pas' to describe the facilities in your school. Telling the time in English and French. Revision of the present tense conjugation of <u>avoir</u> and the present tense</p> | <p><u>My family</u> Revision of comparatives and superlatives to compare our family members. Third person conjugation of <u>avoir</u> and <u>être</u>. Adjective agreements when using <u>être</u>, as well as masculine and feminine nouns. Discussion of our pets.</p> <p><u>Culture: Le poisson d'avril and Easter in France</u></p> <p><u>Assessment</u> Iterative Assessment assessing all four skills</p> | <p><u>Breakfast</u> Present tense conjugation of <u>manger</u> and <u>boire</u>. Use of time phrases to discuss what you eat and drink and when. Revision of opinion phrases and dual verb opinion phrases. Use of 'car' and 'parce que' to justify our opinions. Discussion of how the typical breakfast is different in France and the UK.</p> <p><u>Culture: Eurovision</u></p> <p><u>Assessment</u> Reading and listening tasks</p> | <p><u>Weather</u> Introduction of the verb 'faire' and 'il y a' to describe the weather in French. Use of 'quand' and 'si' to express what we do in different weather conditions (retrieval of sports and hobbies). Retrieval of the modal phrase: 'on peut.'</p> <p><u>Culture: Pride in France</u></p> <p><u>Assessment</u> Iterative Assessment assessing all four skills.</p> <p><u>Music and Musical Instruments</u> Use of opinion phrases to express the music we listen to and don't listen to. Revision of 'car' and 'parce que' to justify our opinions.</p> |

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| | | <p>Use of the modal phrase: 'on peut' to describe what you can do in your town. Introduction to adjectives in French.</p> <p><u>Culture: Christmas in France</u></p> <p><u>Assessment</u> Reading, listening and translation tasks</p> | <p>conjugation of <u>apprendre</u> and <u>étudier</u>. Introduction to dual verb opinion phrases to express opinions on your school.</p> <p><u>Culture: La Chandeleur</u></p> <p><u>Assessment:</u> Writing and translation task</p> | | | <p>Present tense conjugation of <u>écouter</u>. Introduction to the near future tense, using the present tense conjugation of <u>aller</u> to discuss a future music event. Discussions on French musicians and musical role models.</p> <p><u>Culture: Bastille Day</u></p> <p><u>Assessment:</u> Writing and translation task</p> |
| 8 | <p><u>Countries and Travelling</u></p> <p>Present tense conjugation of the verb 'aller' and 'voyager' to describe where you go on holiday. Introduction of the past tense, to describe a past holiday. Use of 'y' to express 'there'. Discussion of French speaking countries.</p> <p><u>Culture: Why do we learn French?</u></p> <p><u>Assessment</u> Writing and Translation Tasks</p> <p><u>Illnesses and Injuries</u></p> <p>Description of body parts in French Use of 'avoir' in the present tense to describe how we are feeling Speaking role play: At the doctors.</p> <p><u>Culture: La Toussaint</u></p> <p><u>Assessment:</u> Reading and Listening Tasks</p> | <p><u>School Uniform</u></p> <p>Present tense conjugation of the verb porter. Dual verb opinion phrases to express what we like and don't like to wear and the use of 'car' and 'parce que' to justify your opinions. Use of adjectives in French to describe your school uniform. Use of the modal phrase: 'on doit'</p> <p><u>Assessment</u> Iterative Assessment assessing all four skills.</p> <p><u>At the Market</u></p> <p>Expressions of quantities in French to discuss food. Use of the partitive article (du/ de la/ des) when discussing food and drink. Dual verb opinion phrases to express what we like and don't like to eat Use of the conditional tense to order items at the market.</p> | <p><u>Jobs and Ambitions</u></p> <p>Use of the conditional tense (je voudrais être) to describe future career plans. Use of 'car' and 'parce que' to justify opinions Retrieval of the near future tense to explain future career plans</p> <p><u>Assessment</u> Writing task and translation task.</p> <p><u>Transport in my Town</u></p> <p>Retrieval of the past tense using avoir and être. Use of the prepositions 'en' and 'à' when discussing modes of transport. Use of the modal phrase 'on doit'</p> <p><u>Culture: la Chandeleur and Saint Valentin</u></p> <p><u>Assessment</u> Reading and Listening Tasks</p> | <p><u>Mobile Technology</u></p> <p>Present tense verb conjugation of the verbs 'partager, prendre, and télécharger' Use of time phrases and negative structures to discuss what we do online.</p> <p>Discussions of the advantages and disadvantages of the internet and social media.</p> <p><u>Culture: Le poisson d'avril and Easter in France</u></p> <p><u>Assessment</u> Iterative Assessment assessing all four skills</p> | <p><u>Music, Television and Film</u></p> <p>To be able to discuss the different genres of music in French. To be able to give opinions on different types of music. To be able to use the verb 'écouter' in the past, present and future tense. Discussions on the types of TV shows we watch and don't watch. Present tense conjugation of 'regarder'. Use of the past tense to describe what they have watched and discuss a previous trip to the cinema. Discussions of French actors and entertainment role model</p> <p><u>Culture: Eurovision and Pride in France</u></p> <p><u>Assessment</u> Reading and listening tasks</p> | <p><u>Le sport</u></p> <p>Revision of the verbs jouer and faire to describe the sports we play and do. Use of three tenses to describe what have done and will do at the weekend. Revision of body parts.</p> <p><u>Culture: Bastille Day and Tour de France</u></p> <p><u>Assessment</u> Iterative Assessment assessing all four skills.</p> <p><u>French Film Project</u></p> <p>Students to discuss a French film. They will look at the cultural and historical background, as well as the actors.</p> <p>Students will be able to give their opinion with reasons about the film and be able to discuss the plot in French.</p> |

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| | | <u>Culture: Christmas in France</u> <u>Assessment:</u> Writing and Translation task | | | | |
| 9 | <u>Jobs and Ambitions</u> Retrieval of the conditional tense to describe jobs we would like to do in the future. Use of conditional opinion phrases such as 'ce serait'. Introduction to the simple future tense, using the verb 'travailler'. <u>Culture: Why do we learn languages and careers in languages.</u> <u>Assessment</u> Reading and listening tasks <u>Holidays and Accommodation</u> To be able to discuss where we go on holiday and the types of accommodation we stay in. Retrieval of the past tense using both 'être' and 'avoir' to describe a past holiday. Revision of weather vocabulary Discussion of French speaking holiday destinations. <u>Culture: La Toussaint</u> <u>Assessment</u> Writing and translation task | <u>Ordering Food and French Gastronomy</u> Retrieval of quantities to discuss food and drink. Present tense conjugation of 'prendre' to order food and drink items in French. Discussion of French cuisine. Use of all three tenses to describe a recent restaurant visit (past, present and future) <u>Assessment</u> Iterative assessment assessing all four skills <u>Celebrations in the French speaking world</u> Discussions on different festivals and traditions that take place in the French speaking world, including Christmas. Use of the past, present and future to describe how they will and have celebrated their birthdays. <u>Culture: Christmas in France</u> <u>Assessment</u> Writing and translation task | <u>Clothes and Shopping</u> Retrieval of the present tense conjugation of 'porter' Dual verb opinion phrases to discuss what we like to wear. Use of negative structures to discuss what we do not wear Retrieval of the usage of adjectives in French. <u>Culture: La Chandeleur and Saint Valentin</u> <u>Assessment:</u> Writing and translation task | <u>Quand j'étais plus jeune</u> Use of the perfect and imperfect tense to describe your lifestyle when you were younger. Retrieval of food and drink vocabulary. Retrieval of sport vocabulary. <u>Culture: Le poisson d'avril and Easter in France</u> <u>Assessment</u> Iterative Assessment assessing all four skills | <u>Environment</u> Discussions of current global environmental problems using the present tense. Use of 'si' clauses using the present and future tense. Retrieval of the future and conditional tense to give future solutions. <u>Culture: Eurovision and Pride in France</u> <u>Assessment</u> Reading and listening tasks | <u>Le monde francophone</u> Discussion of French speaking countries around the world. Use of 'aller' in all three tenses to describe where we have and would like to travel. Discussion of French speaking role models in sport, music and film. <u>Assessment</u> Iterative assessment, assessing all four skills <u>French Film Project</u> Students to discuss a French film. They will look at the cultural and historical background, as well as the actors. Students will be able to give their opinion with reasons about the film and be able to discuss the plot in French. |

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| 10 | <p><u>A Past Holiday</u></p> <p>Discussion of types of accommodation and holiday destinations.</p> <p>Use of the past and pluperfect tense to describe a past holiday.</p> <p>Use of opinion phrases in the past tense.</p> <p>Discussion of the weather in the present and past tense.</p> <p><u>Culture: Discussion of French speaking holiday destinations</u></p> <p><u>Assessment:</u></p> <p>Writing and speaking task</p> <p><u>Healthy Living and Lifestyles</u></p> <p>Present, past and future time phrases reinforced.</p> <p>Discussion on a healthy lifestyle discussing nutrition, exercise and harmful substances.</p> <p>Use of the comparative and superlative to compare lifestyles.</p> <p>Retrieval of the imperfect past tense to discuss how we used to live.</p> <p>Use of 'pour' to express 'in order to'</p> <p>Use of modal verbs to describe what we should and shouldn't do to stay healthy.</p> <p><u>Assessment</u></p> <p>Reading, listening and translation tasks</p> <p>Grammar Revision</p> <p>Revision of the present, perfect, near future and simple future tense.</p> | <p><u>Mobile Technology</u></p> <p>Discussion of the advantages and disadvantages of social media.</p> <p>Use of dual verb opinion phrases to discuss opinions on mobile technology.</p> <p>Use of the perfect and imperfect tense to discuss previous mobile habits.</p> <p><u>Assessment</u></p> <p>Iterative assessment assessing all four skills</p> <p><u>Free Time and Leisure</u></p> <p>Discussion of free time activities including sports, music and TV, using the present tense conjugation of regular and irregular verbs.</p> <p>Use of the perfect and imperfect past tense to discuss what you did when you were younger and last weekend.</p> <p>Use of adverbs of frequency to explain how often we complete certain activities.</p> <p><u>Culture: Christmas in France</u></p> <p><u>Assessment</u></p> <p>Writing and translation task</p> | <p><u>Future Plans after School</u></p> <p>Use of the near and simple future to discuss future study and job plans, with a focus on irregular verbs.</p> <p>Retrieval of the conditional tense to discuss future desires.</p> <p>Use of negative structures to describe what we do not want to do after school.</p> <p><u>Assessment:</u></p> <p>Writing and translation task</p> | <p><u>Protecting the environment</u></p> <p>Use of the present tense to describe the current environmental issues around the world.</p> <p>Use the future tense to describe what we will do in the future to protect the environment</p> <p>Revision of the weather in the present tense and describing the weather in the future.</p> <p>Use of modal verbs to describe what we should and shouldn't do to protect the environment</p> <p><u>Culture: Le poisson d'avril and Easter in France</u></p> <p><u>Assessment</u></p> <p>Iterative Assessment assessing all four skills</p> | <p><u>Partnerships</u></p> <p>Revisiting adjectives to describe an ideal partner.</p> <p>Use of relative pronouns to enhance descriptions.</p> <p>Use of the simple future to outline future plans, regarding marriage and children.</p> <p>Discussions on the advantages and disadvantages of marriage.</p> <p>Use of possessive adjectives, to discuss different family members.</p> <p><u>Culture: Eurovision and Pride in France</u></p> <p><u>Assessment</u></p> <p>Writing and translation tasks</p> | <p><u>Ideal School</u></p> <p>Use of the conditional tense with regular and irregular verbs to describe our ideal schools.</p> <p>Retrieval of modal verbs to discuss ideal school rules.</p> <p>Discussion of school in France.</p> <p><u>Assessment</u></p> <p>Iterative assessment, assessing all four skills</p> <p><u>Future Holiday Plans</u></p> <p>Consolidation of the near and simple future tense using regular and irregular verbs.</p> <p>Consolidation of modes of transport and the use of 'en' and 'à' to express 'by'.</p> <p>Use of opinion phrases in the future and conditional tense</p> <p>Discussion of French speaking holiday destinations.</p> <p><u>Assessment</u></p> <p>Writing and translation tasks</p> |
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| 11 | <p><u>My Neighbourhood</u></p> <p>Revision of 'il y a' and 'il n'y a pas' to describe what there is and isn't in our town.</p> <p>Using the conditional tense and 'si' clauses to describe our dream homes.</p> <p>Looking at the verbs 'vendre' and 'louer' to discuss renting and buying properties.</p> <p><u>Assessment:</u></p> <p>Reading and listening tasks</p> <p><u>At the Doctors</u></p> <p>Revision of body parts and illnesses in French.</p> <p>Role play speaking: at the doctors.</p> <p>Use of modal verbs to describe what you should and shouldn't do to stay healthy.</p> <p><u>Assessment:</u></p> <p>Iterative assessment, assessing all four skills.</p> | <p><u>Friendships</u></p> <p>Revision of adjectives in French to describe our friends. Use of all three tenses to describe what we do, have done and will do with our friends at the weekend.</p> <p>Discussion of French role models.</p> <p><u>Assessment:</u></p> <p>Writing and translation tasks</p> <p><u>Our Planet</u></p> <p>Revision of key vocabulary to discuss the environmental issues in the world today.</p> <p>Use of modal verbs to discuss what we should and shouldn't do to protect the planet.</p> <p><u>Assessment:</u></p> <p>Iterative assessment assessing all four skills</p> | <p><u>Revision of all topics and grammar.</u></p> <p><u>Preparation for speaking exam.</u></p> | <p><u>Revision of all topics and grammar.</u></p> <p><u>Preparation for speaking exam.</u></p> | <p><u>Revision of all topics and grammar. Preparation for speaking exam.</u></p> | |
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