

**Great Hollands Primary School**

**Languages – French  
Curriculum**



# Languages – French

At GHPS, our French curriculum is informative, enjoyable, current, well-structured and includes the four main language skills of listening, speaking, reading and writing, enabling development of key language learning skills set out by the national curriculum and fostering a love of languages and curiosity about other cultures.

Children have lessons in French throughout Key Stage 2, using the Salut! French programme of study, which is comprehensive and encourages verbal and written skills, building on vocabulary, sentence structure and pronunciation to aid communication.

In Years 3 and 4 the areas covered include learning how to greet people and introduce themselves, discuss family, pets and the weather. Children also learn the language necessary to talk about their local environment, describe people, body parts and the sports they play.

In Years 5 and 6 they will build upon past knowledge and skills in order to further their verbal and written communication, through subjects such as, being on holiday, hobbies, seasons, the environment, life in France, the future and jobs.

Pupils are taught to listen and show understanding in various ways; by joining in and responding through conversation, asking and answering questions, expressing opinions and ideas. They are encouraged to speak in sentences, using familiar vocabulary, phrases and basic language structures, while developing accurate pronunciation and intonation. They learn to appreciate stories, songs and poems and explore the patterns and sounds of the French language. They will be taught to read carefully, show understanding of words and phrases and to complete simple writing tasks, writing phrases from memory and adapting these to create new sentences and express ideas clearly. They will also develop an understanding of basic grammar and key features of the language, how to apply these and how they differ from or are similar to English.

When children leave Great Hollands, they will have a secure basic understanding and developed fluency in a Latin-based language which will stand them in good stead for learning other languages effectively and successfully in secondary school and beyond.

## GHPS French Content Overview 2025-2026

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Topics</b>	<i>What makes me... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes my home and my school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	<b>FS1 Year N</b>	<p><b>La chanson de salutation</b></p> <p><a href="https://www.youtube.com/watch?v=fOAJTxdcrZA">https://www.youtube.com/watch?v=fOAJTxdcrZA</a></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b>Les parties du corps</b></p> <p><a href="https://www.youtube.com/watch?v=bChrAwLzoSo">https://www.youtube.com/watch?v=bChrAwLzoSo</a></p>	<p><b>Quel temps fait-il?</b></p> <p><a href="https://www.youtube.com/watch?v=VQUR94lbaY0">https://www.youtube.com/watch?v=VQUR94lbaY0</a></p>	<p><b>Les grandes bananes</b></p> <p><a href="https://www.youtube.com/watch?v=fjU3YhaM50">https://www.youtube.com/watch?v=fjU3YhaM50</a></p>	<p><b>Brille brille petite etoile</b></p> <p><a href="https://www.youtube.com/watch?v=4ebisolg00">https://www.youtube.com/watch?v=4ebisolg00</a></p>	<p><b>La famille des doigts</b></p> <p><a href="https://www.youtube.com/watch?v=xTVyZP7fSGI">https://www.youtube.com/watch?v=xTVyZP7fSGI</a></p>
	<b>Topics</b>	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us stay safe, healthy and well?</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
	<b>FS2 Year R</b>	<p><b>Enroulez le fil</b></p> <p><a href="https://www.youtube.com/watch?v=3KdEzSH9Xig">https://www.youtube.com/watch?v=3KdEzSH9Xig</a></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b>L'araignee Gypsie</b></p> <p><a href="https://www.youtube.com/watch?v=3YDYa4iWGEA">https://www.youtube.com/watch?v=3YDYa4iWGEA</a></p>	<p><b>Le vieux MacDonald avait une ferme</b></p> <p><a href="https://www.youtube.com/watch?v=AqllFi45ubo">https://www.youtube.com/watch?v=AqllFi45ubo</a></p>	<p><b>Tête, épaules, genoux et pieds</b></p> <p><a href="https://www.youtube.com/watch?v=aUMNUKlpJvk">https://www.youtube.com/watch?v=aUMNUKlpJvk</a></p>	<p><b>Joyeux Anniversaire</b></p> <p><a href="https://www.youtube.com/watch?v=SsqTa-0XS4Q">https://www.youtube.com/watch?v=SsqTa-0XS4Q</a></p>	<p><b>Les mois de l'année</b></p> <p><a href="https://www.youtube.com/watch?v=7_u2SigckNQ">https://www.youtube.com/watch?v=7_u2SigckNQ</a></p>

<b>KS1</b>	<b>Topics</b>	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the animal kingdom?</i>	<i>How did families have fun in the past?</i>
	<b>Year 1</b>	<p><b>Si tu as la joie au coeur frappe de mains</b>  <a href="https://www.youtube.com/watch?v=mw5o8qxMOtg">https://www.youtube.com/watch?v=mw5o8qxMOtg</a></p> <p>Explore the patterns and sounds of language through topical songs and rhymes.</p>	<p><b>Vive le Vent</b>  <a href="https://www.youtube.com/watch?v=V-PD5iz7qdE">https://www.youtube.com/watch?v=V-PD5iz7qdE</a></p> <p><b>Le petit renne au nez rouge</b>  <a href="https://www.youtube.com/watch?v=7XKd-hqVb9c">https://www.youtube.com/watch?v=7XKd-hqVb9c</a></p>	<p><b>Humpty Dumpty assis sur un mur</b>  <a href="https://www.youtube.com/watch?v=55haYaD6kCc">https://www.youtube.com/watch?v=55haYaD6kCc</a></p> <p><b>Le Pont De Londres</b>  <a href="https://www.youtube.com/watch?v=je0ITglT21A">https://www.youtube.com/watch?v=je0ITglT21A</a></p>	<p><b>Hickory Dickory Dock</b>  <a href="https://www.youtube.com/watch?v=5XZ8HHhitM">https://www.youtube.com/watch?v=5XZ8HHhitM</a></p> <p><b>C'est la rentrée</b>  <a href="https://www.youtube.com/watch?v=GasNwE2sV1c">https://www.youtube.com/watch?v=GasNwE2sV1c</a></p>	<p><b>Avec un gros nez</b>  <a href="https://www.youtube.com/watch?v=Ub-V1n6zpQE">https://www.youtube.com/watch?v=Ub-V1n6zpQE</a></p> <p><b>Les poissons</b>  <a href="https://www.youtube.com/watch?v=oBSWK1Tfpk">https://www.youtube.com/watch?v=oBSWK1Tfpk</a></p>	<p><b>Frère Jacques</b>  <a href="https://www.youtube.com/watch?v=kKSWPQgXcY4">https://www.youtube.com/watch?v=kKSWPQgXcY4</a></p> <p><b>La chenille qui fait des trous</b>  <a href="https://www.youtube.com/watch?v=gQvPQZskgE">https://www.youtube.com/watch?v=gQvPQZskgE</a></p>
	<b>Topics</b>	<i>What happened in the Great Fire?</i>	<i>What makes a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	<b>Year 2</b>	<p><b>Londres Brûler</b>  <a href="https://www.youtube.com/watch?v=MwpmaYKOqeo">https://www.youtube.com/watch?v=MwpmaYKOqeo</a></p> <p>Appreciate songs, stories, poems and rhymes in the French language.</p>	<p><b>Bon appétit!</b>  <a href="https://www.youtube.com/watch?v=AJUGjWxi9C8">https://www.youtube.com/watch?v=AJUGjWxi9C8</a></p> <p><b>J'aime les fruits</b>  <a href="https://www.youtube.com/watch?v=nJ03KjwilVM">https://www.youtube.com/watch?v=nJ03KjwilVM</a></p>	<p><b>Les Roues de L'Autobus</b>  <a href="https://www.youtube.com/watch?v=OmoJ1H7TuCQ">https://www.youtube.com/watch?v=OmoJ1H7TuCQ</a></p> <p><b>J'aime les voitures</b>  <a href="https://www.youtube.com/watch?v=laaSprb0IXk">https://www.youtube.com/watch?v=laaSprb0IXk</a></p>	<p><b>Tu as un animal?</b>  <a href="https://www.youtube.com/watch?v=BtGAU9H6QSk">https://www.youtube.com/watch?v=BtGAU9H6QSk</a></p> <p><b>Alouette, gentille alouette</b>  <a href="https://www.youtube.com/watch?v=qNhlcfszeDQ">https://www.youtube.com/watch?v=qNhlcfszeDQ</a></p>	<p><b>Savez-vous planter les choux</b>  <a href="https://www.youtube.com/watch?v=IOeC1oeXzk0">https://www.youtube.com/watch?v=IOeC1oeXzk0</a></p> <p><b>Une Patate</b>  <a href="https://www.youtube.com/watch?v=OCNqKG2SdCo">https://www.youtube.com/watch?v=OCNqKG2SdCo</a></p>	<p><b>Au fond de la jungle</b>  <a href="https://www.youtube.com/watch?v=KgLgZpSB8Bw">https://www.youtube.com/watch?v=KgLgZpSB8Bw</a></p> <p><b>Jungle animals</b>  <a href="https://www.youtube.com/watch?v=IGXoHdOfpaA">https://www.youtube.com/watch?v=IGXoHdOfpaA</a></p>

<b>Year 3</b>	<b>Topics</b>	<i>How did Early man change Prehistoric Britain?</i>	<i>What is life in the UK like?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same/different?</i>	<i>What forces move mountains?</i>
	<b>French Focus</b>	<b>Core Unit 1</b>	<b>Core Unit 2</b>	<b>Core Unit 3</b>	<b>Animals</b>	<b>Food</b>	<b>At School</b>
	<b>POS</b>	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11
	<b>Application of Year 3 Programme of Study</b>	Greeting each other  Introducing themselves  Counting up to 10  Introducing their immediate family	Saying the days of the week  Naming colours  Counting between 11 and 20  Naming countries  Expressing likes and dislikes	Identifying body parts  Counting up to 31  Identifying items of clothing  Naming the months of the year  Talking about birthdays	Saying animal vocabulary  Asking about pets  Describing animals using adjectives  Using prepositions  Naming animal homes	Naming common foods  Expressing likes and dislikes  Saying what they are eating  Naming cutlery  Saying what they would like to have  Understanding cooking instructions	Saying how they travel to school  Naming places in school  Listing the contents of their pencil case  Telling the time  Naming school subjects
<b>Languages NC POS</b>	Pupils should be taught to: <ol style="list-style-type: none"> <li>1. Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.</li> <li>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</li> </ol>				<ol style="list-style-type: none"> <li>6. Present ideas and information orally to a range of audiences*.</li> <li>7. Read carefully and show understanding of words, phrases and simple writing.</li> <li>8. Appreciate stories, songs, poems and rhymes in the language.</li> <li>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>11. Describe people, places, things and actions orally* and in writing.</li> </ol>		

<b>Year 4</b>	<b>Topics</b>	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	<b>French Focus</b>	<b>Playtime</b>	<b>My Home</b>	<b>My Town</b>	<b>Describing People</b>	<b>The Body</b>	<b>Sport</b>
	<b>POS</b>	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11
	<b>Application of Year 4 Programme of Study</b>	<p>Basic commands (imperatives)</p> <p>Saying what's in the playground</p> <p>How to say a variety of playground games</p> <p>Using "j'aime" with another verb</p> <p>Saying what and where they like to play</p>	<p>Saying where they live</p> <p>Identifying a variety of rooms and types of furniture</p> <p>Saying what there is in the kitchen</p> <p>Describing their daily routine</p>	<p>Asking how much something costs and saying prices</p> <p>Talking about what is in their town</p> <p>Giving directions</p> <p>Saying names of shops</p> <p>Saying the names of items you might buy in a shop</p>	<p>Saying colours that are useful for describing hair and eyes</p> <p>Describing physical features</p> <p>Describing a person's personality</p> <p>Saying what they are wearing</p> <p>Using "il" and "elle" with "être" and "avoir"</p>	<p>Naming parts of the face</p> <p>Saying basic verbs in the first person</p> <p>Saying that something hurts</p> <p>Naming fairy tale characters</p> <p>Saying traditional fairy tale locations</p>	<p>Talking about the sports they play</p> <p>Expressing likes</p> <p>Detailed vocabulary for football and tennis matches</p> <p>The use of the verb "savoir"</p>
	<b>Languages NC POS</b>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.</li> <li>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</li> </ol>				<ol style="list-style-type: none"> <li>6. Present ideas and information orally to a range of audiences*.</li> <li>7. Read carefully and show understanding of words, phrases and simple writing.</li> <li>8. Appreciate stories, songs, poems and rhymes in the language.</li> <li>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>11. Describe people, places, things and actions orally* and in writing.</li> </ol>	

<b>Year 5</b>	<b>Topics</b>	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>What is globalisation?</i>		<i>What is around the river bend?</i>	<i>Where in the world is Bracknell?</i>
	<b>French Focus</b>	<b>On Holiday</b>	<b>Eating Out</b>		<b>Hobbies</b>	<b>A School Trip</b>	<b>The Seasons</b>	<b>The Environment</b>
	<b>POS</b>	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11
	<b>Application of Year 5 Programme of Study</b>	<p>More countries</p> <p>Holiday accommodation</p> <p>Vocabulary associated with the zoo, beach and theme park</p> <p>Using the perfect past tense</p>	<p>Asking for items in a shop or restaurant</p> <p>Asking how much things cost</p> <p>Some basic weights</p> <p>How to order for others in a restaurant</p>	<p>Naming hobbies</p> <p>Talking about types of music and giving a variety of opinions</p> <p>Saying what musical instruments they play</p> <p>Talking about different types of film</p>	<p>The perfect past tense</p> <p>The future tense</p> <p>Some common verbs</p> <p>Vocabulary associated with a trip to a museum and the countryside</p>	<p>The names of seasons</p> <p>Talking about seasonal activities</p> <p>Saying the date and when their birthday is</p> <p>Naming craft materials</p> <p>Following craft instructions</p>	<p>Saying what the weather is like</p> <p>Naming garden creatures</p> <p>Talking about garden activities</p> <p>Talking about recycling</p>	
	<b>Languages NC POS</b>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.</li> <li>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</li> </ol>				<ol style="list-style-type: none"> <li>6. Present ideas and information orally to a range of audiences*.</li> <li>7. Read carefully and show understanding of words, phrases and simple writing.</li> <li>8. Appreciate stories, songs, poems and rhymes in the language.</li> <li>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>11. Describe people, places, things and actions orally* and in writing.</li> </ol>		

<b>Year 6</b>	<b>Topics</b>	<i>What's around the River bend?</i>	<i>What is Bracknell like now?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
	<b>French Focus</b>	<b>Actions</b>	<b>In France</b>	<b>Family</b>	<b>A Weekend with Friends</b>	<b>The Future</b>	<b>Jobs</b>
	<b>POS</b>	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11
	<b>Application of Year 6 Programme of Study</b>	Using action verbs in the first person  Using action verbs in the third person singular  Using some adverbs  Naming craft materials  Using the perfect past tense in the third person singular form	Learning where some French cities are located in France  Talking about tourist attractions in Paris  Learning about French-speaking countries  Naming popular French foods	Naming extended family members  Saying how many siblings they have  Talking about the household tasks they do and have done  Forming sentences using "on"  Vocabulary associated with birthday parties	Talking about activities that they might do at the weekend  Expressing what they would and wouldn't like to do  Asking others if they would like to do something  Naming foods associated with midnight feasts  Giving a reason for accepting or declining an invitation	The future tense in the first, second and third person singular and first-person plural  Using adjectives to compare people  More ways to describe how they are feeling	Naming a number of jobs in French  Saying what they want to be when they're older  Naming some workplaces  Saying vocabulary linked to space stations and fire stations

**Languages NC POS**

Pupils should be taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*.
6. Present ideas and information orally to a range of audiences\*.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally\* and in writing.