French Planning 2025-2026

Year 3/4 (Narnia class)

	Spring 1	Spring 2	Summer 1	Summer 2
Our School	Time	All Around Town	Going Shopping	What's the time
By the end of this	By the end of this	By the end of this	By the end of this	By the end of this
unit	unit	unit	unit	unit
all children	all children	all children	all children	all children
should be able to:	should be able to:	should be able to:	should be able to:	should be able to:
• give and respond	 follow a story and 	• identify and	listen and	• say and order the
to simple classroom	join in the repeated	introduce some of	respond to topic	days of the week;
instructions	parts;	their relations;	vocabulary;	say and order the
appropriately;	 say what foods 	• name some	 demonstrate 	months of the year;
• name parts of the	from a set they	common pets;	understanding with	• count to 11-31;
body from a song;	like/dislike;	• recognise some	actions;	say their own
• identify colours;	most children will	rooms in their	 write sentences 	birthday.
 name items of 	be able to:	home;	converting le/la to	most children will
clothing;	 describe the 	most children will	un/une;	be able to:
most children will	colour or size of an	be able to:	Most children will	recognise how
be able to:	object;	• consider whether	be able to:	some larger
ask and answer	 ask politely for 	nouns are	answer questions	numbers are made
questions using the	something	masculine or	using the topic	by
topic vocabulary;	 predict a repeated 	feminine;	vocabulary;	combining words for
 read and write 	phrase;	• make new	 express simple 	smaller numbers;
	~	sentences by	opinions.	identify the
	•	· ·		correct language for
				'yesterday' and
•	-			some children will
	-			be able to:
				'tomorrow'.
-				ask other people
	-		•	for their birthday;
vocabulary further	•			• say today's date
		·	•	ask and answer
		pronouns.		questions about
				dates; • use simple past
	•			and present tenses
				and present tenses
	=			
	•			
	O			
	·			
			write a sentence	
	,		with an adverbial	
			room. 'J'aime	
			chanter dans la	
			salle de musique';	
			• express and ask	
			for opinions.	
t ti a k	unitall children should be able to: • give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing;most children will be able to: • ask and answer questions using the topic vocabulary;	unit all children should be able to: • give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing;most children will be able to: • ask and answer questions using the topic vocabulary; • read and write simple words; • say that un/une relate to masculine & feminine nouns;some children will be able to: • use a dictionary to develop topic • follow a story and join in the repeated parts; • say what foods from a set they like/dislike;most children will be able to: • describe the colour or size of an object; • ask politely for something • predict a repeated phrase; • make a range of simple statements by substituting vocabulary;some children will be able to: • modify a colour	unitall children should be able to: • give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing;most children will be able to: • ask and answer questions using the topic vocabulary; • read and write simple words; • say that un/une relate to masculine & feminine nouns;some children will be able to: • use a dictionary to develop topic vocabulary further unitall children should be able to: • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home; • clour or size of an object; • ask politely for something • predict a repeated phrase; • make a range of simple statements by substituting vocabulary;some children will be able to: • modify a colour adjective; • respond appropriately to a polite request. • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns; • order sentences	unitall children should be able to: • give and respond to simple classroom appropriately; • name parts of the body from a song; • identify colours; • name items of clotthing; • ask and answer questions using the topic vocabulary; • say that un/une a feat and write simple words; • say that un/une a feat to masculine a feminine nouns;some children will be able to: • modify a colour adjective; • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns; • order sentences correctly unitall childrenall children should be able to: • identify and introduce some of the trelations; • lidentify and introduce some of the trelations; • commin pets; • lear to common pets; • lear to common pets; • lear to common pets; • lidentify and introduce some of the trelations; • common pets; • consider whether nouns are • masculine or • comsider whether nouns are • masculine or • comsider whether nouns are • masculine or • consider whether • one tidentify and introduce some of the common pets; • consider whether • one tidentify and introduce some

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pleased to meet you	That's tasty	School life	Let's Go Shopping	All in a day	Our Precious
r toused to most you	That o tably	Contoctano	Lot o co chopping	Attiliaaay	planet
By the end of this	By the end of this	By the end of this	By the end of this	By the end of this	By the end of this
unit	unit	unit	unit	unit	unit
all children should	all children	all children	all children	all children	Working Towards
be able to:	should be able to:	should be able to:	should be able to:	should be able to:	the Expected Level:
 demonstrate their prior learning from 	listen and respond to topic	listen and respond to topic	listen and respond to topic	say and write a sentence to tell the	identify some key environmental
previous units;	vocabulary;	vocabulary;	vocabulary;	time (o'clock	challenges in their
• say a simple future	answer questions	answer questions	answer questions	and half past);	local area;
sentence;	orally using the	orally using the	using the topic	understand and	• use 'il y a' to say
• give an intention for	topic vocabulary;	topic vocabulary;	vocabulary;	use the terms used	what challenges
the immediate future;	Most children will	answer questions	• take part in role	for a.m.	there are;
• use body language or	be able to:	in writing using the	play as a	and p.m du matin,	• say what
gesture to help understand;	write an answer in a sentence using a	topic vocabulary; Most children will	shopper/shopkeepe	de l'après-midi and du soir:	environmental actions they are
• say how they are	modelled	be able to:	r, speaking in French;	• tell the time in 24-	going to
feeling;	sentence;	• take part in a	• greet and	hour time - o'clock	take;
• follow a simple story	• take part in role	conversation with a	respond;	and half	Working At the
and recognise key	play using the key	partner and show it	• use the	past;	Expected Level:
vocabulary;	phrases studied.	to an audience.	preposition entre;	read and interpret	make simple
present information	• interpret a chart	• use the pronouns	calculate change	timetables in 24-	statements about
about themselves with	written in French; • write words and	'il' and 'elle' to	given and write the answer in	hour timesmost children will	what environmental actions some
support. most children will be	phrases from	replace a person's name;	French	be able to:	groups of people
able to:	memory;	• use a comparative	write money	• say and write a	are going to do;
• recognise the	• use the correct	adverb.	amounts in French,	sentence to tell the	• link their
difference between	masculine or	Some children will	up to 500 € in	time (o'clock, half	sentences with 'et';
English and French	feminine form of	be able to:	multiples of 50	past, quarter past	write and read
future tenses;	adjectives;	• use the pronouns	most children will	and quarter to);	aloud a short
 ask how to spell a word in French; 	use the correct masculine or	'ils' and 'elles' to replace two	be able to: •use the	• tell the time in 24- hour time - o'clock,	paragraph. • use 'il y a/il n'y a
• name the accents on	feminine form for	people's names.	preposition à côté	half past,	pas' to say what
French alphabet	'some.'.	pospero e manno e	de and choose the	quarter past/to;	challenges there
letters;	Some children will		correct masculine	some children	are in their local
• substitute	be able to:		and feminine form;	will be able to:	area;
vocabulary to change a	• write sentences		• use adjectives	• read and interpret	• say what
sentence;	from memory;		(colours) and place	timetables in 24-	environmental
 orally make a short personal presentation 	use the correct masculine, feminine		them after the noun;	hour times - o'clock, half past,	actions they would like to
some children will	or plural form of		some children	quarter past/to.	take;
be able to:	adjectives;		will be able to:	• say and write a	• use a range of
• use the terms	• use the correct		write money	sentence to tell the	linking words to
auxiliary verb and	masculine, feminine		amounts in French,	time (o'clock, half	make longer
infinitive verb;	or plural for		up to 500 € in	past, quarter past,	sentences;
 spell out words using the correct letter 			multiples of 50	quarter to, 5-minute intervals past	 use the near future in the 3rd
names, including				and to the hour);	person singular and
accents;				• tell the time in 24-	plural;
• explain how				hour time - o'clock,	Working At Greater
adjectives are different				half past,	Depth:
according to the				quarter past/to, 5-	explain what
gender of the noun; • follow a story and				minute intervals; • read and interpret	environmental actions they think
take an educated				timetables in 24-	some
guess at unknown				hour times -	groups of people
words, using their				o'clock, half past,	are going to take;
reading strategies;				quarter past/to, 5-	ask and answer
• make a longer				minute intervals;	questions about
personal presentation				follow a pattern to	environmental
by combining a range of topic knowledge				conjugate regular verbs.	actions and challenges in their
or topic knowledge				VOIDO.	local area;
					write and deliver a
					short presentation
					with a clear

			introduction and
			conclusion