

French Planning 2025-2026

Year 3/4 (Narnia class)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family and Friends	Our School	Time	All Around Town	Going Shopping	What's the time
<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home; <p>...most children will be able to:</p> <ul style="list-style-type: none"> • consider whether nouns are masculine or feminine; • make new sentences by substituting other vocabulary appropriately; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • use masculine/feminine articles and possessive pronouns. 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing; <p>...most children will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions using the topic vocabulary; • read and write simple words; • say that un/une relate to masculine & feminine nouns; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • use a dictionary to develop topic vocabulary further 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; <p>...most children will be able to:</p> <ul style="list-style-type: none"> • 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; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • 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 correctly 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home; <p>...most children will be able to:</p> <ul style="list-style-type: none"> • consider whether nouns are masculine or feminine; • make new sentences by substituting other vocabulary appropriately; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • use masculine/feminine articles and possessive pronouns. 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • demonstrate understanding with actions; • write sentences converting le/la to un/une; <p>Most children will be able to:</p> <ul style="list-style-type: none"> • answer questions using the topic vocabulary; • express simple opinions. • ask and answer questions using the topic vocabulary; • from memory, begin to know if nouns from the topic are masculine or feminine; <p>Some children will be able to:</p> <ul style="list-style-type: none"> • express opinions with accurate use of 'J'aime/Je n'aime pas...'; • use a dictionary/the internet to develop topic vocabulary further; • write a sentence with an adverbial phrase, e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'; • express and ask for opinions. 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • say and order the days of the week; • say and order the months of the year; • count to 11-31; • say their own birthday. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • recognise how some larger numbers are made by combining words for smaller numbers; • identify the correct language for 'yesterday' and 'tomorrow'. • ask other people for their birthday; • say today's date • ask and answer questions about dates; • use simple past and present tenses

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 planet
<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • demonstrate their prior learning from previous units; • say a simple future sentence; • give an intention for the immediate future; • use body language or gesture to help understand; • say how they are feeling; • follow a simple story and recognise key vocabulary; • present information about themselves with support. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • recognise the difference between English and French future tenses; • ask how to spell a word in French; • name the accents on French alphabet letters; • substitute vocabulary to change a sentence; • orally make a short personal presentation.. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • use the terms auxiliary verb and infinitive verb; • spell out words using the correct letter names, including accents; • explain how adjectives are different according to the gender of the noun; • follow a story and take an educated guess at unknown words, using their reading strategies; • make a longer personal presentation by combining a range of topic knowledge 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; <p>Most children will be able to:</p> <ul style="list-style-type: none"> • write an answer in a sentence using a modelled sentence; • take part in role play using the key phrases studied. <ul style="list-style-type: none"> • interpret a chart written in French; • write words and phrases from memory; • use the correct masculine or feminine form of adjectives; • use the correct masculine or feminine form for 'some'. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • write sentences from memory; • use the correct masculine, feminine or plural form of adjectives; • use the correct masculine, feminine or plural for 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • answer questions in writing using the topic vocabulary; <p>Most children will be able to:</p> <ul style="list-style-type: none"> • take part in a conversation with a partner and show it to an audience. • use the pronouns 'il' and 'elle' to replace a person's name; • use a comparative adverb. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use the pronouns 'ils' and 'elles' to replace two people's names. 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions using the topic vocabulary; • take part in role play as a shopper/shopkeeper, speaking in French; • greet and respond; • use the preposition <i>entre</i>; • calculate change given and write the answer in French.. • write money amounts in French, up to 500 € in multiples of 50 <p>...most children will be able to:</p> <ul style="list-style-type: none"> • use the preposition <i>à côté de</i> and choose the correct masculine and feminine form; • use adjectives (colours) and place them after the noun; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • write money amounts in French, up to 500 € in multiples of 50 	<p>By the end of this unit...</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • say and write a sentence to tell the time (o'clock and half past); • understand and use the terms used for a.m. and p.m. - <i>du matin</i>, <i>de l'après-midi</i> and <i>du soir</i>; • tell the time in 24-hour time - o'clock and half past; • read and interpret timetables in 24-hour times. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); • tell the time in 24-hour time - o'clock, half past, quarter past/to; <p>...some children will be able to:</p> <ul style="list-style-type: none"> • read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to. • say and write a sentence to tell the time (o'clock, half past, quarter past, quarter to, 5-minute intervals past and to the hour); • tell the time in 24-hour time - o'clock, half past, quarter past/to, 5-minute intervals; • read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to, 5-minute intervals; • follow a pattern to conjugate regular verbs. 	<p>By the end of this unit...</p> <p>Working Towards the Expected Level:</p> <ul style="list-style-type: none"> • identify some key environmental challenges in their local area; • use 'il y a' to say what challenges there are; • say what environmental actions they are going to take; <p>Working At the Expected Level:</p> <ul style="list-style-type: none"> • make simple statements about what environmental actions some groups of people are going to do; • link their sentences with 'et'; • write and read aloud a short paragraph. <p>• use 'il y a/il n'y a pas' to say what challenges there are in their local area;</p> <ul style="list-style-type: none"> • say what environmental actions they would like to take; • use a range of linking words to make longer sentences; • use the near future in the 3rd person singular and plural; <p>Working At Greater Depth:</p> <ul style="list-style-type: none"> • explain what environmental actions they think some groups of people are going to take; • ask and answer questions about environmental actions and challenges in their local area; • write and deliver a short presentation with a clear

					introduction and conclusion
--	--	--	--	--	-----------------------------