

French KS2 Scheme of Work Overview 2024-25



Vocabulary and contexts are different in the **Rouge** and **Jaune** years; grammar and phonics are the same.

French 2024/25 scheme of work overview: Term 1 (Autumn 2024) Term 2 (Spring 2025)

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (1-7) Autumn	Describing me and others <ul style="list-style-type: none"> in class in Haiti and in France Christmas 	Talking about being <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE <ul style="list-style-type: none"> I am – je suis you are – tu es he is – il est she is – elle est it is, it's – c'est Adjective agreement for masculine/feminine (as complement to verb) Yes/no questions with raised intonation 	<ul style="list-style-type: none"> Vowels [a] [e] [i] [o] [u] Silent final consonants [SFC] – t, s, d SSC [an/en] SSC closed [eu] 	<ul style="list-style-type: none"> Simple greetings Verb être Range of adjectives Days of the week 	I can... <ul style="list-style-type: none"> respond confidently to greetings and register (L1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) listen and join in with simple songs and rhymes (L1/R2) listen and read simple sentences and show understanding (L1/R1) say short sentences to describe people (S2/3) ask and answer simple yes/no questions about being (S1(a)/G4) use regular singular m/f adjectives after être(G3)
Unit 2 (8-12) Spring	Saying what I and others have <ul style="list-style-type: none"> at home with friends 	Talking about having <ul style="list-style-type: none"> Essential verb: to have, having – AVOIR <ul style="list-style-type: none"> I have – j'ai you have – tu as he has – il a she has – elle a Indefinite, singular articles and gender Talking about identifying <ul style="list-style-type: none"> C'est un/une... Intonation questions with quoi ? 	<ul style="list-style-type: none"> Liaison (t) SSC [ch] SSC [on] SSC [au/eau/o] SSC [ou] [u] 	<ul style="list-style-type: none"> Verb avoir Range of singular masculine and feminine nouns 	I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others have (S2/3) ask and answer simple questions to identify things and say what I and others have (S1(a)/G4) write memory (W1), adapt (W2) use singular m/f nouns with indefinite articles (G1)

Vocabulary and contexts are different in the **Rouge** and **Jaune** years; grammar and phonics are the same.

French scheme of work overview: Term 3 Summer 2025

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (1-5) Summer	Saying what I and others do <ul style="list-style-type: none"> in class at home Menton carnival 	Talking about doing <ul style="list-style-type: none"> Infinitive – regular ER verbs (singular) Definite articles – le, la, l' Talking about possession <ul style="list-style-type: none"> Possessive adjectives – mon, ma, ton, ta 'de' for possession 	<ul style="list-style-type: none"> SSC [é] [er] SSC [ez] & et (and) SSC open [eu] SSC [è] [ê] 	<ul style="list-style-type: none"> Range of regular –ER verbs Family members Range of nouns, adjectives and adverbs 	I can... <ul style="list-style-type: none"> match target SSC sounds to print (L2) sound out new words with target SSC (R3) listen and read simple sentences and show understanding (L1/R1) say short sentences to describe actions (S2/3) ask and answer simple yes/no questions about doing (S1(a)/G4) use singular m/f nouns with definite articles and possessive adjectives (G2) use regular singular m/f adjectives after être (G3)
Unit 5 (6-7) Summer	Saying what I and others like <ul style="list-style-type: none"> family & friends at home 	Talking about liking, preferring <ul style="list-style-type: none"> Essential verb: to like – AIMER, to prefer – PRÉFÉRER Joining ideas together <ul style="list-style-type: none"> Conjunctions et, mais, aussi 	<ul style="list-style-type: none"> SSC [ai] SSC [oi] 	<ul style="list-style-type: none"> Range of regular –ER verbs Range of singular masculine and feminine nouns 	I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others like (S1(b)/S2/3) ask and answer simple questions to say what I and others like (S1(a)/G4) write from memory (W1), adapt (W2), describe things, actions (W3) use singular m/f nouns with definite articles (G2), connectives (G5)
Unit 6 (8-9) Summer	<ul style="list-style-type: none"> Saying how many and describing things Numbers 1-12 	Talking about more than one <ul style="list-style-type: none"> Essential verb: there is/are – il y a Plural indefinite article – des Regular plural marking on nouns [-s] 	<ul style="list-style-type: none"> Liaison (s), (x) SSC [(a)in] 	<ul style="list-style-type: none"> Numbers 1-12 	<ul style="list-style-type: none"> ask and answer simple questions to say how many things there are (S1(a)/G4) use singular and plural m/f nouns with indefinite articles (G2)

Key	KS2 Programme of Study
L1	Listen attentively and show understanding by joining in and responding
L2	Link the spelling, sound and meaning of words
S1(a)	Ask and answer questions
S1(b)	Express opinions and respond to those of others
S1(c)	Ask for clarification and help
S2	Speak in sentences
S3	Describe people, places, things and actions orally (to a range of audiences)
R1	Read and show understanding of words, phrases and simple texts
R2	Appreciate stories, songs, poems and rhymes in the language
R3	Read aloud with accurate pronunciation
R4	Understand new words that are introduced into familiar written material
R5	Use a dictionary
W1	Write words and phrases from memory
W2	Adapt phrases to create new sentences
W3	Describe people, places, things and actions in writing
G1	Gender of nouns - definite and indefinite articles
G2	Singular and plural forms of nouns
G3	Adjectives (place and agreement)
G4	Conjugation of key verbs (and making verbs negative)
G5	Connectives and qualifiers, adverbs of time, prepositions of place