Alderwood Academy – KS2 Haven French Programme of Study 2025/26

KEY STAGE 2 French - PROGRAMME OF STUDY	
Prior learning (KS1)	Our primary curriculum begins at key stage 2 rather than key stage 1 because that is when the statutory programme of study begins in key stage 2.
KS2 Purpose and Aims	This curriculum enables learners to manipulate language so that they can build their own meaning, sentences and structures independently. It develops pupils to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture.

Year 3				
Curriculum Area of study	Me and others: singular 'être' and regular adjectives	What I and others have: singular 'avoir' and nouns	What I and others do: singular regular -er verbs	Numbers: 'il y a', plural nouns
Key concepts	• Adjectives • Cultural spotlight • Listen and respond to songs and rhymes • Questions • Verb: to be, being	• Nouns and determiners • Questions • Use reference resources • Verb: to be, being • Verb: to have, having	• Nouns and determiners • The present	• Listen and respond to songs and rhymes • Nouns and determiners
Year 3	In this unit, in the context of the classroom, pupils use statements and intonation questions to talk about how people are, what they are like, and days of the week, using singular 'être' and high	In this unit a dream, a story and packing a bag offer multiple contexts for learning that nouns have grammatical gender and that this determines the word for a/an. Pupils learn to	In this unit pupils use -er infinitive and singular forms to talk about activities in school and at home. New sounds are complemetary er/é/ez, and contrastive eu, è/ê. New vocabulary is selected for	In this unit pupils learn numbers 1-12 and the plural indefinite article 'des' meaning some. They add -s to form plural nouns and learn that the irregular verb phrase 'il y a' means there is, there are. Pupils combine these knowledge

	frequency adjectives. They learn key sounds a, e, i, o, u, eu, an, en and silent final consonants.	use c'est, it is, with liaison, and singular forms of the verb 'avoir'. Key sounds learnt are un, on, ch, au, u and ou.	its frequency and contexts, and pupils anchor previously taught vocabulary in new contexts.	components to talk about how many of things there are.

Year 4					
Curriculum Area of study	Introductions: singular 'être', 'avoir', and regular adjectives	Activities: singular regular -ER verbs	What I and others like: opinion verbs	People, places, things: adjective agreement, subject pronouns 'it'	What I and others like doing: 2-verb phrases
Key concepts	• Adjectives • Listen and respond to songs and rhymes • Nouns and determiners • Questions • Verb: to be, being • Verb: to have, having	• Adjectives • Cultural spotlight • Nouns and determiners • The present	• The present	• Adjectives • Cultural spotlight • Nouns and determiners • The present • Use reference resources • Verb: to be, being • Verb: to have, having	• Nouns and determiners • Read and respond to texts • The present • Use reference resources
Year 4	In this unit, pupils embed vowel and other sounds. They secure numbers 1-12 and essential verbs to be, to have and	In this unit, in the contexts of the Menton Carnival and family activities, pupils deepen their knowledge of	In this unit, pupils learn singular persons of new -er verbs 'aimer' to like and 'préférer' to prefer to express likes and	In this unit, pupils use prior knowledge of 'avoir' and 'être' in cultural contexts: Mother's Day in Francophonie, the	In this unit, pupils learn to use 2-verb structures to communicate effectively about activities they and their friends like doing at

	there are, describing themselves, friends and a monster. Pupils learn that 'avoir' also means 'be' for ages and states, enabling them to say with more precision how they feel.	different 'e' sounds, practise uses 'de' and use -er verbs in the present. They use prior knowledge of adjective agreement to describe photos of Menton's colourful citrus fruit sculptures.	preferences. They use reference resources to personalise their responses, researching new nouns. Pupils also develop phonics, learning a new spelling [ai] for the [ê/è] sound.	cartoon Tintin, and also the context of a trip to the zoo. New knowledge includes the subject pronouns for 'it', 'il' and 'elle''. Silent Final e, ç/c, -ien, and qu are introduced.	school at school. They also extend their phonics knowledge with new sounds -tion and r.

Year 5			
Curriculum Area of study	Me and others: plural 'être' and regular adjectives	Celebrations in France and Haiti: plural -ER verbs, est-ce que, negation	What I and others have: plural 'avoir' and nouns
Key concepts	• Adjectives • Cultural spotlight • Listen and respond to songs and rhymes • Nouns and determiners • Questions • Read and respond to texts • Verb: to be, being	• Cultural spotlight • Listen and respond to songs and rhymes • Negation • The present	• Adjectives • Nouns and determiners • Read and respond to texts • Verb: to be, being • Verb: to have, having
Year 5	In this unit, in the context of school, pupils use singular and plural 'être' and adjectives, numbers 16-31 and intonation questions to understand a story, describe teachers and friends, talk about birthdays and important cultural dates. Several key sound-symbol correspondences are revisited.	In this unit, pupils use plural -er verbs, negation and est-ce que questions to ask and answer about important festivals in France and Haiti, including Christmas, New Year, Haitian Independence, 'La Chandeleur' and Mardi Gras. Knowledge of key 'e' sounds is strengthened.	In this unit, pupils use singular and plural postnominal adjectives and 'avoir' in the contexts of an online exchange, conversations between cousins in France and Haiti, and physical description of hair and eyes. Supporting sounds are Silent Final e and -s liaison.

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Year 6			
Curriculum Area of study	School: 'avoir', 'être' , 'il y a' and regular verbs in the present	Where I am going: 'aller' singular persons, où est-ce que	What I and others do: 'faire' singular persons, qu'est-ce que
Key concepts	• Adjectives • Negation • The present • Verb: to be, being • Verb: to have, having	• Cultural spotlight • Questions • The present	• Cultural spotlight • Negation • Nouns and determiners • Read and respond to texts • The present • Written production
Year 6	In this unit, pupils secure prior knowledge of essential verbs, introducing and describing friends. They revisit useful verbs for class activities and instructions, numbers 1-31 and extend their knowledge of negation to 'il n'y a pas de'. Knowledge of several key sounds is strengthened	In this unit, pupils use singular 'aller' to go, going. Focusing on another Francophone location, Canada, pupils use 'où est-ce que' and prepositions 'dans' and 'à' to ask and answer questions about location and destination. Complementary words are places in the town and points of the compass.	In this unit, pupils use singular 'faire' and 'jouer' to talk about activities and sports. They extend sentences, using subordinate clauses with 'quand'. and use 'qu'est-ce que' and quel/quelle to ask what sports others do. Pupils further embed knowledge of a range of previously learnt sounds.

Subsequent learning (KS3)	**Year 7 content** • Greeting: singular 'être' and regular adjectives • Belongings: singular 'avoir', nouns and indefinite articles • People: singular 'avoir' and 'être' and definite articles • Activities: singular 'faire' • Poem: Sept Couleurs Magiques

	• Activities: singular verbs in the present tense • Activities: plural verbs in the present tense • Family life: numbers, plural nouns, plural 'avoir' & 'être' • Everyday situations: plural 'faire' • Places to go: singular 'aller' • Places and people: plural 'aller' and -ER present tense verbs • School life: inversion questions and singular common -RE & -IR verbs • Everyday life: negation with ne … pas in the present tense • Paris and Nice: adjective placement • My plans: aller + infinitive • Summer activities: modal verbs in two-verb structures