



ST PHILOMENA'S PRIMARY SCHOOL
FRENCH MEDIUM TERM PLANNING EYFS
2026 - 2027

AUTUMN 1 NUMBER						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET 1-5	COUNT 1-5	NUMBER RECOGNITION	RECALL	USE NUMBERS	RETRIEVE
LEARNING OBJECTIVE	I can join in with saying numbers 1–5 in French.	I can join in with counting from 1–5 in French.	I can recognise French numbers 1–5.	I can respond when I hear a French number.	I can use French numbers to talk about how many.	I can remember and use numbers 1–5 in different activities.
TEACHING APPROACH	Introduce the numbers through fingers, puppets, objects and actions. Teacher models each number clearly and children repeat. Use “Un, deux, trois...” together.	Use real objects and physical activities. Count slowly together: “Un, deux, trois, quatre, cinq.” Encourage children to join in rather than expecting individual recall.	Show a group of objects and say the number. Children match the correct number card or show the correct number of fingers. Ask “Combien ?” and model the answer.	Play games such as number hunts, number bingo and “show me”. Teacher says “Deux!” and children respond by showing two fingers, finding two objects or moving two times.	Introduce the simple phrase “J'ai...” through modelling. For example, teacher holds three objects and says “J'ai trois.” Children can repeat the phrase or simply give/show the correct number.	Recycle un–cinq in different contexts. Use “Combien ?”, “Montre-moi...” and “J'ai...” where appropriate. Celebrate what children can recognise and say.
KEY KNOWLEDGE	Recognise and understand the French numbers 1–5. Join in with counting from 1–5. Match a French number to the correct quantity.					
EYFS CURRICULUM LINKS	Listen carefully and respond to what they hear. Learn and use new vocabulary. Count objects, actions and sounds. Link number names to quantities.					



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AUTUMN 2 GREETINGS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET BONJOUR	MEET SALUT	GOODBYE	YES AND NO	GREETINGS	RETRIEVE
LEARNING OBJECTIVE	I can say and respond to bonjour.	I can say and respond to salut.	I can say and respond to au revoir.	I can understand and use oui and non.	I can use greetings in familiar situations.	I can remember and use the French greetings I have learnt.
TEACHING APPROACH	Establish a simple French greeting routine. Teacher models "Bonjour !" and children respond together and individually when ready.	Introduce salut alongside bonjour through puppets, songs and greeting games.	Use "Au revoir !" at the end of every French session. Practise through songs, puppets and role play.	Use simple questions, games and actions. Encourage children to answer oui or non when appropriate.	Practise greetings with the teacher, puppets and partners. Encourage children to choose an appropriate greeting independently.	No new vocabulary. Recycle bonjour, salut, au revoir, oui and non throughout the session
KEY KNOWLEDGE	Recognise and respond to bonjour and salut. Understand and respond to au revoir. Understand oui and non.					
EYFS CURRICULUM LINKS	Listen carefully and respond to what they hear. Learn and use new vocabulary. Engage in simple back-and-forth interactions. Show awareness of different languages and cultures.					



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SPRING 1 COLOURS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET RED AND BLUE	MEET YELLOW AND GREEN	COLOUR RECOGNITION	COLOUR HUNT	COLOUR WITH NUMBER	RETRIEVE
LEARNING OBJECTIVE	I can recognise and say rouge and bleu.	I can recognise and say jaune and vert.	I can match words to colours.	I can respond when I hear a French colour.	I can use colours with numbers.	I can recall rouge, bleu, jaune and vert.
TEACHING APPROACH	Introduce the colours using objects, toys, paint and pictures.	Introduce the colours through objects, actions and songs. Revisit rouge and bleu throughout the lesson.	Use colour cards, objects and sorting activities. Ask "Quelle couleur ?" and model "rouge", "bleu", "jaune" or "vert".	Play colour hunts, sorting games and "Montre-moi..." activities.	Find quantities of a colour. For example, "Trouve deux rouges." Children find or count two red objects.	Use "Quelle couleur ?", "Montre-moi..." and "Combien ?".
KEY KNOWLEDGE	Recognise and understand the French colours rouge, bleu, jaune and vert. Respond to a familiar colour when they hear it. Match a French colour word to the correct colour.					
EYFS CURRICULUM LINKS	Listen attentively and respond to what they hear. Participate in small group, class and one-to-one discussions. Explore, use and refine a variety of artistic effects. Safely use and explore a variety of materials, tools and techniques.					



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SPRING 2 FAMILY AND PEOPLE						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET MAMAN	MEET PAPA	MEET FRERE	MEET SOEUR	RECOGNISE FAMILY	RETRIEVE
LEARNING OBJECTIVE	I can recognise maman and papa.	I can recognise and say papa.	I can recognise and say frère.	I can recognise and say sœur.	I can recognise French family word	I can remember and use the French family words
TEACHING APPROACH	Introduce the word using pictures, puppets, stories. Model c'est maman.	Introduce papa alongside maman. Use Qui est-ce ?	Introduce the word through pictures, puppets and stories. Model C'est mon frère.	Introduce sœur through familiar family images and matching games. Model C'est ma sœur.	Use "Qui est-ce ?" and "Montre-moi..." Children point to, match or name the correct family member.	Revisit Ma famille, Qui est-ce ?, C'est and Montre-moi.
KEY KNOWLEDGE	Recognise maman and papa. Recognise frère and sœur. Match familiar French family words to pictures. Begin to say familiar family words independently.					
EYFS CURRICULUM LINKS	Talk about the lives of the people around them and their roles in society. Recognise similarities and differences between families and communities. Develop an understanding of different cultures and communities. Talk about their own family and experiences.					



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SUMMER 1 FOOD AND DRINK						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET POMME	MEET BANANE	MEET ORANGE	MEET POIRE	RECOGNISE FRUIT	RETRIEVE
LEARNING OBJECTIVE	I can recognise and say pomme.	I can recognise and say banane.	I can recognise and say orange.	I can recognise and say poire.	I can recognise and name familiar fruits in French.	I can remember and use fruit words.
TEACHING APPROACH	Ask "Qu'est-ce que c'est ?" Model the word clearly and encourage children to listen, repeat and identify pomme.	Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify banane, while revisiting pomme.	Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify orange, while revisiting previous fruit.	Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify poire, while revisiting previous fruit.	Use "Qu'est-ce que c'est?" and "Montre-moi..." Children point to, match or name the correct fruit.	Ask "Qu'est-ce que c'est ?" and encourage "C'est..." Children independently recognise and say pomme, banane, orange and poire.
KEY KNOWLEDGE	Recognise pomme and banane. Recognise orange and poire. Match familiar French fruit words to pictures or objects. Begin to say familiar fruit words independently.					
EYFS CURRICULUM LINKS	Explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments. Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices. Make comments about what they have heard and ask questions to clarify their understanding.					



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SUMMER 2 ANIMALS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	MEET CHAT	MEET CHIEN	MEET LAPIN	MEET OISEAU	RECOGNISE ANIMALS	RETRIEVE
LEARNING OBJECTIVE	I can recognise and say chat.	I can recognise and say chien.	I can recognise and say lapin.	I can recognise and say oiseau.	I can recognise and name familiar animals in French.	I can remember and say the French animal words I have learnt.
TEACHING APPROACH	Ask "Qu'est-ce que c'est ?" Model chat clearly and encourage children to listen, repeat and identify the animal.	Introduce chien alongside chat using animal sounds, pictures and matching games. Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify chien, while revisiting chat.	Introduce lapin through pictures, puppets, stories and movement. Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify lapin, while revisiting previous animals.	Introduce oiseau through pictures, actions and songs. Ask "Qu'est-ce que c'est ?" Encourage children to listen, repeat and identify oiseau, while recycling previous animal vocabulary.	Use animal toys, pictures, sounds and games to practise all four words. Ask "Qu'est-ce que c'est ?" and "Montre-moi..." Children listen, recognise, point to, match and name the correct animal.	Revisit all four animals. Ask "Qu'est-ce que c'est ?" and encourage "C'est..." Children independently recognise and say chat, chien, lapin and oiseau.
KEY KNOWLEDGE	Recognise chat and chien. Recognise lapin and oiseau. Match familiar French animal words to pictures or objects. Begin to say familiar animal words independently.					
EYFS CURRICULUM LINKS	Explore the natural world around them. Understand some important processes and changes in the natural world around them, including animals. Make comments about what they have heard and ask questions to clarify their understanding. Use and understand recently introduced vocabulary during discussions and play.					