



ST PHILOMENA'S PRIMARY SCHOOL
FRENCH MEDIUM TERM PLANNING YEAR 2
2026 - 2027

AUTUMN 1 NUMBER						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	REVISIT NUMBERS 1–10	MEET 11-15	MEET 16-20	COUNTING 1–20	USING NUMBERS	RETRIEVE
LEARNING OBJECTIVE	I can recall and say numbers 1–10	I can recognise and say numbers 11–15.	I can recognise and say numbers 16–20.	I can count and recognise numbers 1–20.	I can use numbers to answer familiar questions.	I can recall and use numbers 1–20 independently.
TEACHING APPROACH	Ask “Combien ?” and “Combien y en a-t-il ?” Encourage children to count and respond independently using the correct number.	Introduce onze, douze, treize, quatorze and quinze using number cards, objects, songs and movement. Ask “Combien ?” and use “Montre-moi...”	Introduce seize, dix-sept, dix-huit, dix-neuf and vingt through counting games and physical activities. Ask “Combien ?” and “Montre-moi...”.	Use number cards, objects and counting games to practise 1–20. Ask “Combien y en a-t-il ?” and “C’est quel numéro ?”	Revisit “Quel âge as-tu ?” and model “J’ai ... ans.” Ask “Combien ?” in different familiar contexts.	Revisit numbers 1–20 through songs, games, number hunts and simple conversations. Ask “Combien ?”, “Combien y en a-t-il ?” and “Quel âge as-tu ?”
KEY KNOWLEDGE	Recognise and say French numbers 1–20. Count from 1–20 in French. Understand and respond to questions asking how many or how old. Recall and use familiar numbers independently.					
NATIONAL CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures.					



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AUTUMN 2 GREETINGS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	GREETINGS AND RESPONSES	LISTEN	LOOK	SIT AND STAND	REPEAT	RETRIEVE
LEARNING OBJECTIVE	I can recall and use familiar French greetings.	I can understand and respond to an instruction to listen.	I can understand and respond to an instruction to look.	I can understand and respond to instructions to sit down and stand up.	I can understand and respond to an instruction to repeat.	I can understand and respond to familiar classroom instructions
TEACHING APPROACH	Revisit bonjour, salut, au revoir and familiar responses to "Ça va ?" through greeting routines and short conversations. Ask "Comment ça va ?" and "Et toi ?"	Introduce "Écoute." through games, songs and classroom activities. Use "Écoute." naturally and ask "Tu comprends ?"	Introduce "Regarde." using objects, pictures and demonstrations. Combine "Regarde." with "Écoute." and ask "Tu comprends ?"	Introduce "Assieds-toi." and "Levez-vous." through movement games and classroom routines. Use "Prêt ?" before giving an instruction and encourage children to respond physically without needing an English translation.	Introduce and practise "Répète." using familiar numbers, colours, animals and phrases. Use "Répète.", "Encore une fois." and "Tout le monde."	Revisit greetings and all classroom instructions through games and everyday routines. Use "Écoute.", "Regarde.", "Assieds-toi.", "Levez-vous." and "Répète."
KEY KNOWLEDGE	Recall and use familiar French greetings and responses. Understand écoute, regarde, assieds-toi, levez-vous and répète. Respond physically to familiar spoken classroom instructions. Understand familiar instructions without relying on English translation. Take part in familiar French classroom routines independently.					
NATIONAL CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures.					



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SPRING 1 COLOURS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	CORE COLOURS	MEET PURPLE AND BROWN	MEET GREY	COLOUR RECOGNITION	COLOUR WITH NUMBER	RETRIEVE
LEARNING OBJECTIVE	I can recognise and say familiar colours.	I can recognise and say purple and brown.	I can recognise and say grey.	I can recognise, read and recall familiar colours.	I can use colours with numbers.	I can recognise, recall and use familiar colours.
TEACHING APPROACH	Ask "Quelle couleur ?" and "Montre-moi..." Encourage children to recall and say the colours independently and recognise familiar colour words in writing.	Introduce violet and marron using objects, pictures, painting and sorting games. Ask "Quelle couleur ?" and "C'est violet ou marron ?"	Introduce gris through familiar objects, pictures and matching games. Ask "Quelle couleur ?" and "Montre-moi quelque chose de gris."	Ask "Quelle couleur ?", "De quelle couleur ?" and "Trouve..." Children recognise, say, read and match familiar colour words with increasing independence.	Combine colours with numbers through counting, finding and sorting activities. Ask "Combien ?", "Quelle couleur ?" and "Trouve..."	Revisit all colours . Ask "Quelle couleur ?", "Combien ?" and "Tu aimes quelle couleur ?"
KEY KNOWLEDGE	Recognise and recall previously learnt French colours. Recognise and say violet, marron and gris. Recognise and read familiar French colour words. Combine familiar colours with numbers 1–20.					
NATIONAL CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing					



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SPRING 2 FAMILY AND PEOPLE						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	REVISIT FAMILY	MEET COUSINS	MEET FRIENDS	FAMILY OR FRIEND?	TALK ABOUT FAMILY	RETRIEVE
LEARNING OBJECTIVE	I can recall and introduce family members.	I can recognise and say cousin.	I can recognise and say friend.	I can recognise the difference between family and friends.	I can answer simple questions about my family.	I can recall and use familiar family words
TEACHING APPROACH	Ask "Qui est-ce ?" Encourage children to listen, recognise and name familiar family members independently.	Ask "Qui est-ce ?" and model "C'est cousin." Children listen, repeat and recognise the new family word while revisiting familiar vocabulary.	Introduce ami and amie through pictures and simple scenarios. Ask "Qui est-ce ?" and model "C'est mon ami." and "C'est mon amie."	Ask "Qui est-ce ?" and "C'est ton ami / ton amie ?" Children recognise and name familiar people using the correct vocabulary.	Ask "Qui est dans ta famille ?" and "Tu as des frères ou des sœurs ?" Encourage children to answer using familiar words and short phrases.	Ask "Qui est-ce ?", "Qui est dans ta famille ?" and "Tu as des frères ou des sœurs ?" Encourage increasingly independent recall and responses.
KEY KNOWLEDGE	Recall and use previously learnt French family vocabulary. Recognise and say cousin, cousine, ami and amie. Distinguish between familiar words for family members and friends. Understand and respond to simple questions about family. Combine familiar numbers with family vocabulary in simple responses.					
NATIONAL CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation when using familiar words and phrases.					



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SUMMER 1 FOOD AND DRINK						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	REVISIT FOOD	MEET CAKE	MEET RICE	MEET FISH	MEET POTATO	RETRIEVE
LEARNING OBJECTIVE	I can recall and say four familiar food.	I can recognise and say cake.	rice	I can recognise and say fish.	I can recognise and say potato.	I can recognise, recall and name familiar foods independently.
TEACHING APPROACH	Ask "Qu'est-ce que c'est ?" and "C'est quoi ?" Encourage children to recall and name familiar foods independently.	Introduce gâteau through pictures, real food and matching activities. Ask "Qu'est-ce que c'est ?" and "Tu aimes le gâteau ?"	Ask "Qu'est-ce que c'est ?" Children listen, repeat and identify the correct food.	Introduce riz through pictures and familiar food contexts. Ask "Qu'est-ce que c'est ?" and "Tu aimes le riz ?"	Introduce pomme de terre through pictures, repetition and matching games. Ask "Qu'est-ce que c'est ?", "Montre-moi la pomme de terre." and "Tu aimes les pommes de terre ?"	Ask "Qu'est-ce que c'est ?" and "Montre-moi..." Children recognise, recall and name familiar foods with increasing independence.
KEY KNOWLEDGE	Recall and use previously learnt French food vocabulary. Recognise and say gâteau, riz, poisson and pomme de terre. Identify familiar foods in response to "Qu'est-ce que c'est ?" Understand and respond to simple questions about food preferences. Recall and use familiar food vocabulary independently.					
EYFS CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation when using familiar words and phrases.					



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SUMMER 2 ANIMALS						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LESSON	ANIMALS	MEET SNAKE	MEET LION	MEET ELEPHANT	MEET MONKEY	RETRIEVE
LEARNING OBJECTIVE	I can recall and say familiar animals.	I can recognise and say snake.	I can recognise and say lion.	I can recognise and say elephant.	I can recognise and say monkey.	I can remember and say the French animal words I have learnt.
TEACHING APPROACH	Ask "Qu'est-ce que c'est ?" and "Quel animal ?" Encourage children to listen, recognise and name the correct animal.	Introduce serpent through pictures, stories, movement and matching activities. Ask "Qu'est-ce que c'est ?" and "C'est un serpent ?"	Ask "Qu'est-ce que c'est ?" and "C'est un lion ?" Children listen, repeat and recognise lion while recalling previously learnt animal vocabulary.	Ask "Quel animal ?", "C'est un éléphant ?" and "Montre-moi l'éléphant."	Introduce singe through pictures, stories, games and movement. Ask "Qu'est-ce que c'est ?", "C'est un singe ?" and "Tu aimes les singes ?"	Revisit all animals through games, pictures, sounds and simple conversations. Ask "Qu'est-ce que c'est ?", "Quel animal ?", "Tu aimes les animaux ?" and "Tu as un animal ?"
KEY KNOWLEDGE	Recall and use previously learnt French animal vocabulary. Recognise and say serpent, lion, éléphant, singe. Identify familiar animals in response to simple questions. Understand and respond to simple questions about animal preferences. Recall and use familiar animal vocabulary independently.					
NATIONAL CURRICULUM LINKS	Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation when using familiar words and phrases.					



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STICKY KNOWLEDGE YEAR 1

Numbers: Recognise, recall and say numbers 1–20 in French.

Greetings: Recall and use familiar greetings, responses and polite language.

Classroom French: Understand and respond to écoute, regarde, assieds-toi, levez-vous and répète without needing English translation.

Colours: Recall previously learnt colours and recognise and say violet, marron and gris.

Family: Recall familiar family vocabulary and recognise and say cousin, cousine, ami and amie.

Food: Recall familiar food vocabulary and recognise and say gâteau, riz, poisson and pomme de terre.

Animals: Recall familiar animal vocabulary and recognise and say serpent, lion, éléphant, singe.