

### **Our MFL Intent**

Our Modern Foreign Languages curriculum is based on the National Curriculum and will provide children with a gateway to a variety of cultures. We aim to foster pupils' curiosity of different cultures and deepen their understanding of the world. The teaching should give pupils experience and opportunity in both written, reading and spoken language that can be applied to practical situations. The opportunities that languages can offer to pupils now and later in life need to be made explicit, including travelling and job prospects. Oral practice is integral to our curriculum design and each unit aims to foster pupils' confidence in using language.

### **Our MFL Implementation**

We use Grammarsaurus to support with planning, resourcing, oral practice and correct pronunciation.

French is taught discreetly in Key Stage 2 for 30 minutes a week. Key Stage 1 will not be taught discreetly but instead will be woven into the current curriculum where applicable e.g. numbers during maths, colours during art etc.

Each unit includes written, spoken and reading objectives.

Each year group in KS2 will be taught up to 4 units a term and continuous revision of basic greetings will be covered in each term.

An opportunity for writing will be provided each term.

MFL will be promoted through displays, annual languages day, French Pupil of the Week, literature.

### **Christ Church linguists will ...**

Know the importance of language in a diverse and cultured world.

Have a good understanding of the French culture and traditions.

Be able to read, write and hold a conversation in French.

Speak enthusiastically about the opportunities languages can open up for pupils.

Be eager to explore other languages post primary education.

### EYFS + KSI

#### Vocabulary

Bonjour, salut, au revoir

nǐ hǎo, zài jiàn

Hola, Adiós

un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt  
rouge, rose, bleu, jaune, marron, orange.

### Year 3 Autumn 1

#### Learning points

- Learn about France, French people, French customs, French culture and French speaking countries in the world
- Use simple greetings
- Greet people at the right time of the day
- Ask how people are feeling
- Say how I am feeling
- Ask someone's name
- Say my name
- Learn classroom instructions
- Count from 0-10

#### Knowledge/skills

- Using "tu" in questions
- Using "je" in answers
- Questions using « Comment... »
- Using numbers 0-10
- Using « oui/non »

#### Vocabulary

Bonjour (Hello) La France (France) Paris La Tour Eiffel (The Eiffel Tower) Le Louvre (The Louvre museum) Notre Dame (The cathedral Notre Dame) Les Champs Elysées (the very long street in the heart of Paris) Le Sacré Coeur (The Sacred Heart Basilica) La Seine (The Seine river) Le tour de France (The bicycle race through France) L'Alsace La Bretagne (Brittany) Les Alpes L'Auvergne Les Pyrénées La Provence La Corse Le monde (the world) L'Europe (Europe) Le TGV (TGV train) Le Mont Blanc Le Pays Basque (French Basque Country) La Normandie (Normandy) salutations (greetings) nom (name) Bonjour à tous (Hello everybody !) Bonjour (Hello) Madame (Miss/Mrs/Madam) Ça va très bien. (I am great.) Salut (Hi) s'il vous plait (please) Ça va bien. (I am well.) Bonsoir (Good evening) merci (thank you) Ça va moyen. (I am okay/in the middle.) À bientôt (See you later) oui (yes) Ça va mal. (I am not well.) Mademoiselle (Miss) non (no) Je m'appelle... (My name is...)

		<p>Monsieur (Mister/Master/Sir) Et toi? (And you?)          Enchanté(e) (Nice to meet you)          Comment ça va?/ Ça va? (How are you?) mon ami (my friend)          Comment tu t'appelles?. (What's your name?)          tu t'appelles...? (your name is..?)</p>
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Year 3 Autumn 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Count from 0 up to 20 in French</li> <li>Ask someone's age</li> <li>Say my age</li> </ul>	<ul style="list-style-type: none"> <li>Using numbers 0-20</li> <li>Using I have (J'ai)</li> <li>Questions using « Quel... »</li> </ul>	<p>zéro (0) dix (10) vingt (20)          un (1) onze (11) les chiffres (numerals)          deux (2) douze (12) les nombres (numbers)          trois (3) treize (13) l'âge (the age)          quatre (4) quatorze (14)          cinq (5) quinze (15) Quel âge as-tu? (How old are you?)          six (6) seize (16) J'ai (number) ans. (I am (number) years old.)          sept (7) dix-sept (17) Et toi? (And you?)          huit (8) dix-huit (18)          neuf (9) dix-neuf(19)</p>

### Year 3 Spring 1

Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Learn the French pronunciation and sounds of the alphabet</li> <li>Spell my name</li> <li>Spell words</li> <li>Name the French colours</li> <li>Say my favourite colour</li> <li>Say which colours I like/ don't like</li> <li>Count up to 50 in French</li> </ul>	<ul style="list-style-type: none"> <li>Questions using « Comment... »</li> <li>Questions using « Quelle... »</li> <li>Using like/dislike (J'aime/ Je n'aime pas)</li> <li>J'aime / Je n'aime pas + le + colour</li> </ul>	L'alphabet (the alphabet) les voyelles (the vowels) A (ah) like the a in cat K (ka) U (u like in Salut) B (beh) L (el) V (veh) C (seh) M (em) W (doo-bluh veh) D (deh) N (en) X (eeks) E (euh) O (oh) Y (e-grec) F (ef) P (peh) Z (zed) G (jeh) Q (ku) Greetings vocabulary H (ash) R (air) I (ee) S (es) J (jee) T (teh) Comment ça s'écrit? (How is it written?) Ça s'écrit ... (It is written...)

### Year 3 Spring 2

Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Count up to 50 in French</li> <li>Understand and use numbers 0-50 both in and out of sequence</li> <li>Name months of the year</li> <li>Use numbers up to 31</li> <li>Say my birthday</li> <li>Ask someone's birthday</li> <li>Say today's date</li> <li>Name days of the week</li> <li>Say the year</li> <li>Use numbers up to 31</li> <li>Ask someone the date</li> </ul>	<ul style="list-style-type: none"> <li>Questions using « C'est... »</li> <li>Questions using « Quelle... »</li> <li>Using the sentence « Mon anniversaire est le (number) + (month). »</li> <li>Using numbers and months in a sentence</li> <li>Questions using « Quelle... »</li> <li>Using the sentence « Aujourd'hui nous sommes le (day)+ (number) + (month)+ (year). »</li> <li>Using numbers, days and months in a sentence</li> </ul>	un (1) onze (11) vingt (20) deux (2) douze (12) trente (30) trois (3) treize (13) quarante (40) quatre (4) quatorze (14) cinquante (50) cinq (5) quinze (15) Calcule (add up) six (6) seize (16) plus (add) sept (7) dix-sept (17) égal (equals) huit (8) dix-huit (18) les nombres (numbers) neuf (9) dix-neuf(19) euros (Euros) dix (10) centimes (cents) C'est combien ? (how much is it?)

Year 3 Summer 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Use the days in a sentence</li> <li>• Name some food items</li> <li>• Name vocabulary of a caterpillar</li> <li>• Tell the story of the very hungry caterpillar</li> <li>• Name members of my family</li> <li>• Say if I have brothers and sisters</li> <li>• Ask someone if they have brothers and sisters</li> </ul>	<ul style="list-style-type: none"> <li>• Gender of nouns (female)</li> <li>• Using indefinite articles (une)</li> <li>• Using she eats (Elle mange)</li> <li>• Using she has (Elle a)</li> <li>• Using numbers in a sentence</li> <li>• Plural (adding an "s")</li> <li>• Using I have (J'ai)</li> <li>• Using "tu" in questions (As-tu des frères et soeurs?)</li> <li>• Using « oui/non »</li> </ul>	<p>mon anniversaire (my birthday) la date (the date)            lundi (Monday) 2024 (deux-mille-vingt-quatre)            janvier (January) octobre (October) mardi (Tuesday)            2025 (deux-mille-vingt-cinq)            février (February) novembre (November) mercredi            (Wednesday) mars (March) décembre (December)            jeudi (Thursday)            avril (April) premier (first) vendredi (Friday)            mai (May) numbers 2-31 samedi (Saturday)            juin (June) dimanche (Sunday)            juillet (July) 2021 (deux-mille-vingt-et-un)            août (August) 2022 (deux-mille-vingt-deux)            septembre (September) 2023 (deux-mille-vingt-trois)            Quelle est la date aujourd'hui? (What is the date            today?)            Quelle est la date de ton anniversaire?/C'est quand            ton anniversaire? (When is your birthday?)            Aujourd'hui, nous sommes le            (day)+(number)+(month)+(year). (Today, is the....)            Mon anniversaire est le (number)+(month). (My            birthday is on the ...)            Joyeux anniversaire (happy birthday)            mon père (my father) ma famille (my family)            ma mère (my mother) mon grand-père (my            grandfather)            mes parents (my parents) ma grand-mère (my            grandmother)            mon frère (my brother) mes grands-parents (my            grandparents)            ma soeur (my sister) ma tante (my aunt)            moi (me) mon oncle (my uncle)</p>

		<p>mon cousin (my cousin (boy)) ma cousine (my cousin (girl))  voici... (this is) demi-frère (step/half brother)  Numbers 1-10 demi-soeur (step/half sister)  As-tu une soeur ? (Do you have a sister?)  As-tu un frère ? (Do you have a brother?)  As-tu des frères et soeurs? (Do you have brothers and sisters?)  Oui, j'ai (number) soeur(s). (Yes, I have (number) sister(s).)  Oui, j'ai (number) frère(s). (Yes, I have (number) brother(s).)  Oui, j'ai (number) frère(s) et (number) soeur(s). (Yes, I have (number) brother(s) and (number) sister(s).)  Non, je n'ai pas de frères et soeurs. ( No I don't have brothers and sisters.)  J'aime ma famille. (I love my family)</p>
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Year 3 Summer 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Name farm animals</li> <li>Learn farm animals' sounds in French</li> <li>Count the animals</li> <li>Describe the animals at the farm by using the numbers</li> <li>Review everything seen this year</li> </ul>	<ul style="list-style-type: none"> <li>Gender of nouns (female, male, plural)</li> <li>Using numbers</li> <li>Using « À la ferme il y a... »</li> </ul>	<p>À la ferme (At the farm) un poussin (a chick) un cochon (a pig)  une ferme (a farm) une chèvre (a goat) Numbers 1-10  un chien (a dog) un mouton (a sheep) C'est... (It is...)  un chat (a cat) une vache (a cow) deux chevaux (2 horses)  un canard (a duck) un cheval (a horse) un canard fait ... (a duck does...)  une poule (a chicken) un lapin (a rabbit)</p>

		Qu'est ce que c'est? (What is it ?) À la ferme, il y a... (At the farm, there is/are...) Dans la ferme de Mathurin (In Mathurin's farm...)
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### By the end of year 3 pupils will...

**understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French. In the speaking skill, most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials. In the writing skill, most learners can write some familiar simple sentences and words using a model and write some familiar words from memory. In the intercultural skill, most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.**

Year 4 – Autumn 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Key concepts seen in Y3</li> <li>• Name pets in French</li> <li>• Say if I have pets</li> <li>• Ask someone if they have pets</li> <li>• Describe where I live (in a house/flat/ in the city/in the countryside/ in the sea side/ in the mountains)</li> <li>• Name the rooms in the house</li> <li>• Say where people/animals are in the house</li> </ul>	<ul style="list-style-type: none"> <li>• Using I have (J'ai)</li> <li>• Using "tu" in questions (As-tu des animaux?)</li> <li>• Using « oui/non »</li> <li>• Gender of nouns (female/male)</li> <li>• Using indefinite articles (un/une)</li> <li>• Using numbers in a sentence</li> <li>• Plural (adding an "s" or "x")</li> <li>• Question using « Où... ? »</li> <li>• Using verbs: I live (J'habite)</li> <li>• Saying 'in' (dans, en, à la)</li> <li>• Gender of nouns (female/male)</li> <li>• Using definite articles (le/la/les/l')</li> </ul>	<p>un chien (a dog) une tortue (a tortoise) un lézard (a lizard)</p> <p>un chat (a cat) une souris (a mouse) un serpent (a snake)</p> <p>un hamster (a hamster) un poisson (a fish), un rat (a rat)</p> <p>un cochon d'Inde (a guinea pig) un oiseau (a bird) une poule (a hen)</p> <p>un lapin (a bunny/rabbit) J'ai (I have) Numbers 1-10</p> <p>Tu as des animaux?/As-tu des animaux ? (Have you got animals?)</p> <p>Oui, j'ai... (Yes, I have ...)</p> <p>Non, je n'ai pas d'animaux. (No, I don't have any pets.)</p> <p>la maison (the house) le chien (the dog) à la campagne (in the countryside)</p> <p>le jardin (the garden) le chat (the cat) à la montagne (in the mountains)</p> <p>le salon (the living room) la souris (the mouse) en ville (in a city)</p> <p>la salle à manger (the dining room) Chez moi (At home/At my house)</p> <p>la cuisine (the kitchen) papa (dad/daddy)</p> <p>la salle de bain (the bathroom) maman (mom/mummy)</p> <p>la chambre (the bedroom) J'habite... (I live...)</p> <p>les toilettes (the toilet/restroom) dans une maison (in a house)</p> <p>le garage (the garage) dans un appartement (in a flat)</p> <p>Où habites-tu? (Where do you live?)</p> <p>J'habite...(I live...)</p>



		(...is in the...) Qu'est ce que c'est? (What is it?)
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Year 4 – Autumn 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Name the rooms in the house</li> <li>Say where people/animals are in the house</li> <li>Name a few transports</li> <li>Say How I go to school</li> <li>Name things and items in the classroom</li> <li>Describe what is in the classroom/ pencil case and how many items</li> <li>Ask for items in French</li> </ul>	<ul style="list-style-type: none"> <li>Same knowledge/skills as above</li> <li>Gender of nouns (F/ M/ Plural)</li> <li>Using indefinite articles (un/une/des)</li> <li>possessive adjectives: « my » (mon/ma)</li> <li>saying 'in' (dans)</li> <li>Using « il y a... »</li> <li>Using numbers in a sentence</li> <li>Plural (adding an “s”)</li> </ul>	<p>Dans ma classe (In my classroom) Dans mon cartable, il y a... (In my school bag, there is/are...)            Dans ma classe, il y a... (In my classroom, there is/are...) Dans ma trousse, il y a ... (In my pencil case there is/are...)            un tableau (a whiteboard) un crayon (a pencil)            une chaise (a chair) un stylo ( a pen)            une table (a table) une règle (a ruler)            un professeur (a teacher) des ciseaux (scissors)            des élèves (pupils) une colle ( a glue stick)            un sac (a bag) une gomme ( a rubber/eraser)            un livre (a book) un taille crayon ( a pencil sharpener)            un cahier (a notebook) un crayon de couleur ( a coloured pencil)            une trousse ( a pencil case) un feutre (a felt tip)            une ardoise (a mini whiteboard)            Qu'est ce que c'est ? (What is it ?) C'est ...(It is...)            As-tu____, s'il te plait ? (Have you got____, please ?)            Oui, tiens! (Yes, here!)/Non, désolé(e). (No, sorry.)</p>

Year 4 – Spring 1		
Learning points	Knowledge/skills	Vocabulary

<ul style="list-style-type: none"> <li>• Name things and items in the classroom</li> <li>• Describe what is in the classroom/ pencil case and how many items</li> <li>• Ask for items in French</li> <li>• Name food items</li> <li>• Say what I eat at school</li> <li>• Say what I like/ don't like eating at school</li> <li>• Name the different school subjects</li> <li>• Say what I like/love/don't like/hate</li> <li>• Say what my favourite school subject is</li> </ul>	<ul style="list-style-type: none"> <li>• Same knowledge/skills as above</li> <li>• Using verbs: I eat/ I drink (Je mange/ Je bois)</li> <li>• the partitive article (du / de la / de l' / des)</li> <li>• Plural (adding an "s")</li> <li>• Question using « Quelle/Quelles... »</li> <li>• Using definite articles (le/la/les/l')</li> <li>• Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste)</li> <li>• J'aime + le/ la/les + school subject</li> <li>• Using coordinating conjunctions (et/ mais)</li> </ul>	<p>À la cantine (At the canteen/dinner hall) une pomme (an apple)  du riz (rice) une glace (an ice cream)  du lait (milk) une banane (a banana)  du fromage (cheese) de la salade (salad )  du poisson (fish) des carottes (carrots)  du poulet (chicken) des petits pois (peas)  du gâteau (cake) de la pizza (pizza)  des pâtes (pasta) de l'eau (water)  un yaourt (a yogurt) du jus d'orange (orange juice)  des frites (chips/fries) des cookies (cookies)  un hamburger (a burger) un sandwich (sandwich)  des chips (crisps) Days of the week  Qu'est-ce-que tu manges? (What do you eat?)  Qu'est-ce-que tu bois? (What do you drink?)  Et pour le dessert? (And for the dessert?) les matières scolaires (school subjects) les sciences (science) J'aime (I like)  le français (French) les maths (numeracy) J'adore (I love)  (Do you like..?)  Oui, j'aime/j'adore...(Yes I like/I love...)  (No I don't like/ I hate....)</p>
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<b>Year 4 – Spring 2</b>		
<b>Learning points</b>	<b>Knowledge/skills</b>	<b>Vocabulary</b>

- Name sports
- Name hobbies
- Say what I like, love, don't like and hate
- Ask someone about their hobbies
- Ask someone about their favourite sport
- Name instruments
- Say if I play an instrument

- Same knowledge/skills as above
- Using definite articles (le/la/les/l')
- Using I like/ I love/ I dislike/ I hate
- (J'aime/ J'adore/ Je n'aime pas/ Je déteste)
- J'aime + verb. / J'aime + le/ la/ l' + sport.
- Using coordinating conjunctions (et/ mais)
- Question using « Quel/Quels... »
- Question using "Tu" (tu joues d'un instrument?)
- Using " Je joue + instrument."

les sports (sports) les loisirs (hobbies) e n'aime pas (')  
 le foot(ball) (football) le ping-pong (ping-pong) e déteste ()  
 le basket(ball) (basketball) le cricket (cricket)  
 dessiner (to draw)  
 le rugby (rugby) le vélo (biking/cycling) danser (to dance)  
 le roller (rollerskating) le patinage (ice skating)  
 cuisiner (to cook)  
 le volley(ball) (volleyball) le karaté (karate) lire (to read)  
 le badminton (badminton) la gymnastique (gymnastics) chanter (to sing)  
 le golf (golf) la danse (dancing/ballet) regarder la télé (to watch TV)  
 le tennis (tennis) la natation (swimming) jouer aux jeux vidéo (to play video games)  
 le ski (skiing) l'équitation (horse riding) aller sur internet (to go on the internet)  
 la boxe (boxing) 'aime ( like) écouter de la musique (to listen to music)  
 la course (running) 'adore () voir mes amis (see my friends)  
 Quel est ton sport préféré? (What is your favourite sport?) Mon sport préféré est... (My favourite sport is...)  
 Quels sont tes loisirs? (What are your hobbies?)  
 'aime... et j'adore..... (I like ... and I love ...)  
 Aimes-tu le sport? (Do you like sport?) Oui/non (yes/no)

Year 4 – Summer I		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Name the different weather conditions</li> <li>Name the seasons</li> <li>Locate the main cities in France</li> <li>Say the weather forecast</li> <li>Say the temperature</li> </ul>	<ul style="list-style-type: none"> <li>Question using “tu joues d’un instrument?”</li> <li>Using « oui/non »</li> <li>Using “ je joue + instrument.”</li> <li>Question using « Quel ... »</li> <li>Using numbers in a sentence</li> <li>saying 'in/at' (en/ à)</li> </ul>	<p>la météo (the weather forecast) À (City), il... (In (city), it...) Ajaccio</p> <p>Il y a du soleil. (It is sunny.) Paris mon ami (my friend)</p> <p>Il y a des nuages. (It is cloudy.) Rennes La France (France)</p> <p>Il fait chaud. (It is hot.) Lille La Corse (Corsica)</p> <p>Il y a du vent. (It is windy.) Cherbourg Numbers 0-30</p> <p>Il fait froid. (It is cold.) Strasbourg Days of the week</p> <p>Il pleut. (It is raining.) Toulouse le printemps (spring)</p> <p>Il neige. (It is snowing.) Lyon l’été (summer)</p> <p>Il y a de l’orage. (It is stormy.) Dijon l’automne (autumn/fall)</p> <p>Il y a du brouillard. (It is foggy.) Bordeaux l’hiver (winter)</p> <p>Marseille Il y a (There is)</p> <p>Quel temps fait-il aujourd’hui? (How is the weather today?)</p> <p>Aujourd’hui... (Today...)</p> <p>Il fait (number) degrés. (It is (number) degrees.)</p> <p>En été/automne/hiver, il ...(In summer/autumn/winter, it...)</p> <p>Au printemps, il ...(In spring, it...)</p> <p>Bonjour Mesdames et Messieurs. Voici la météo d’aujourd’hui pour (city), (city) et (city).</p>

		(Hello ladies and gentlemen. Here is today's forecast for (city), (city) and (city).
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Year 4 – Summer 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Name fruit</li> <li>Ask for fruit at the market</li> <li>Say if I like/ dislike the fruit</li> <li>Name my favourite fruit</li> <li>Review everything seen this year</li> </ul>	<ul style="list-style-type: none"> <li>Using gender (un/ une)</li> <li>Using definite articles (les)</li> <li>Using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste) + "les" + (fruit)</li> <li>Question using « Quel ... »</li> <li>(Quel est ton fruit préféré ?)</li> <li>Question using « Tu » (tu aimes les (fruits) ?)</li> <li>Using « oui/non »</li> <li>Using « je voudrais... »</li> </ul>	<p>les fruits (fruits) aussi (as well/too) 'aime (I like)  une pomme (an apple) les beaux (the handsome)  'adore (I love)  une poire (a pear) les jolies (the pretty) e n'aime pas  (I don't like)  une fraise (a strawberry) un raisin (a grape) e déteste  (I hate)  une orange (an orange) un melon (a melon) Qu'est  ce qu'il vous faut? (What would you like?)  une banane (a banana) une framboise (a raspberry)  Au marché (At the market)  une pêche (a peach) une pastèque (a watermelon) e  vais prendre...et... (I would like...and...)  un ananas (a pineapple) un pamplemousse (a  grapefruit) S'il vous plait (please)  une cerise (a cherry) un kiwi (a kiwi) le bol de fruits  (the fruit bowl)  un abricot (an apricot) un citron (a lemon) ans le bol,  il y a... (In the bowl, there is..)  Numbers up to 20  Bonjour madame (Hello Madam)  Bonjour Monsieur (Hello Sir)  Merci (Thanks)  Et avec ceci? (And with this?)  Ça sera tout (That's all)</p>

		Bonne journée (Have a nice day) Au revoir (Goodbye) mais (but) Aimes-tu les fruits? (Do you like fruits?) Aimes-tu les pommes? (Do you like apples?) Quel est ton fruit préféré? (What is your favourite fruit?) Mon fruit préféré est le/la/l' (fruit). (My favourite fruit is (fruit).)
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### By the end of year 4 pupils will...

listen to and identify words and short phrases. They can understand the main points from a short-spoken passage made up of familiar language (a text, a dialogue, a short rhyme or a song). Most learners can listen to a short text using familiar vocabulary and answer simple questions in English/French. Most learners are able to recognise questions (even when they are just formed by an inversion) and able to recognise that “ne...pas” implies a negative. They understand phrases used in daily classroom routine and more classroom instructions. They can hear more different sounds of the language and now work with phrases rather than single words. In the speaking skill, most learners can communicate by asking and answering a wider range of questions while using correct pronunciation. They can follow a short text while listening and reading, saying some of the text. Learners can ask and answer simple questions and take part in a dialogue. They can also talk about their interests and express their opinion. Most learners can use a wider range of familiar nouns to talk about themselves, their family, pets and hobbies. They can also sing some more French songs using the grammar skills they have learnt. In the reading skill, most learners can read and understand familiar written phrases. They can read a wider range of words, phrases and sentences aloud. Most learners can understand the questions and main point(s) from a short-written passage in clear printed script. They can begin to use a bilingual dictionary to check the meaning of new words. In the writing skill, most learners can write short sentences using word banks and writing frames for support. They can use expressions that they have already learnt. They begin to experiment with building short phrases from memory. In the intercultural skill, most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs. They can also locate France on a world map and name a few main cities.

Year 5 – Autumn 1		
Learning points	Knowledge/skills	Vocabulary

<ul style="list-style-type: none"> <li>• Key concepts seen in Y3 + Y4</li> <li>• Name the different emotions according to gender (M/F)</li> <li>• Say how I feel</li> <li>• Ask someone how they feel</li> <li>• Name the different body parts</li> <li>• Describe a monster</li> </ul>	<ul style="list-style-type: none"> <li>• Add numbers</li> <li>• Je suis + adjectives (according to gender)</li> <li>• Il/Elle est + adjectives</li> <li>• Questions using « Comment... » (Comment tu te sens ?)</li> <li>• Using numbers in a sentence</li> <li>• Plural (adding an “s”)</li> <li>• Gender of nouns (female/male/plural)</li> <li>• Using indefinite articles (un/une/des)</li> <li>• Using definite articles (le/la/les/l’)</li> <li>• Il est + adjectives</li> <li>• Il a + number + body parts</li> </ul>	<p>Je suis... (I am): J’ai ... (I have* = these 6 emotions are exceptions, they go with “J’ai”):          content/contente (happy) froid (cold)          inquiet/inquiète (worried) chaud (hot)          fatigué/fatiguée (tired) faim (hungry)          en colère (angry) soif (thirsty)          triste (sad/upset) peur (scared)          malade (ill) mal (hurt)          Comment tu te sens ? (How do you feel?)          Et (and)          Et toi? (And you?)          la tête (the head) le bras (the arm)          les cheveux (the hair) le ventre (the belly)          les sourcils (the eyebrows) la main (the hand)          les yeux (the eyes) les doigts (the fingers)          le nez (the nose) la jambe (the leg)          les oreilles (the ears) le genou (the knee)          la bouche (the mouth) le pied (the foot)          les dents (the teeth) le corps (the body)          le cou (the neck) la langue (the tongue)          l’épaule (the shoulder)          le dos (the back)          Jacques a dit touchez... (Jacques (Simon) said touch...)          dessine (draw)          mon monstre (my monster) choisis (choose)          Il a... (He has...) The colours vocabulary          Il est ... (He is...) The numbers vocabulary          Il s’appelle... (His name is...)</p>
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Year 5 – Autumn 2		
Learning points	Knowledge/skills	Vocabulary

<ul style="list-style-type: none"> <li>Name different nationalities according to gender (M/F)</li> <li>Say my nationality</li> <li>Say what language(s) I can speak</li> <li>Recognize flags</li> <li>Count up to 100 in French</li> <li>Say my phone number</li> </ul>	<ul style="list-style-type: none"> <li>Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/ Quel est ton numéro de téléphone ?)</li> <li>Je suis + nationality (with correct gender)</li> <li>Using “je parle”</li> <li>Using numbers 1-100</li> <li>Question using « Quel... » (Quel est ton numéro de téléphone ?)</li> </ul>	<p>Les nationalités (Nationalities) indien/indienne (Indian) américain/américaine (American)          Je suis... ( I am...) canadien/canadienne (Canadian)          coréen/coréenne (Korean)          français/française (French) polonais/polonaise (Polish)          gallois/galloise (Welsh)          anglais/anglaise (English) russe/russe (Russian)          passeport français (French passport)          irlandais/irlandaise (Irish) hollandais/hollandaise (Dutch) Union Européenne (European Union)          écossais/écossaise (Scottish) belge/belge (Belgian)          République Française (French Republic)          chinois/chinoise (Chinese) mexicain/mexicaine (Mexican) Je parle ... (I speak...)          espagnol/espagnole (Spanish) pakistanais/pakistanaise (Pakistani) All the names of countries          allemand/allemande (German) bangladais/bangladaise (Bangladeshi)          italien/italienne (Italian) brésilien/ brésilienne (Brazilian)          australien/australienne (Australian)          portugais/portugaise (Portuguese)          sud-africain/sud-africaine (South African)          japonais/japonaise (Japanese)          Quelle est ta nationalité ? (What is your nationality?)          Avez-vous un passeport ? (Do you have a passport ?)          Tu parles (language) ? (Do you speak (language)?)          Oui / Non / un peu ! (Yes / No / A little !)</p>
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Year 5 – Spring 1		
Learning points	Knowledge/skills	Vocabulary



<ul style="list-style-type: none"> <li>• Say where I live (city + country)</li> <li>• Name and locate different cities in the world</li> <li>• Name and locate different countries in the world</li> <li>• Name different French speaking countries around the world</li> <li>• Name different transports</li> <li>• Name the continents</li> <li>• Say how I go to a country/ city</li> <li>• Say where I'm going</li> </ul>	<ul style="list-style-type: none"> <li>• Saying 'in' (en, au, aux)</li> <li>• J'habite + à/ en/ au/ aux + city/country</li> <li>• Question using « Où ... » (Où habites-tu? Où vas-tu en vacances ?)</li> <li>• Using « Je vais + à/ en/ au/ aux + city/country + à/en + transport. »</li> </ul>	<p>voyager dans le monde (travel around the world) le monde (the world) Je vais... (I'm going...) les 7 continents (the 7 continents) en avion (by plane) L'Europe (Europe) en train (by plane) L'Amérique du Nord (North America) en bateau (by boat) L'Amérique du Sud (South America) à pied (on foot) L'Afrique (Africa) en vélo (by bike) L'Asie (Asia) en moto (by motorbike) L'Océanie (Oceania) en bus (by bus) L'Antarctique (Antarctica) en voiture (by car) C'est possible? (Is it possible?)</p>
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<b>Year 5– Spring 2</b>		
<b>Learning points</b>	<b>Knowledge/skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Name different nationalities according to gender (M/F)</li> <li>• Say my nationality</li> <li>• Say what language(s) I can speak</li> <li>• Recognize flags</li> <li>• Count up to 100 in French</li> <li>• Say my phone number</li> </ul>	<ul style="list-style-type: none"> <li>• Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/ Quel est ton numéro de téléphone ?)</li> <li>• Je suis + nationality (with correct gender)</li> <li>• Using “je parle”</li> <li>• Using numbers 1-100</li> <li>• Question using « Quel... » (Quel est ton numéro de téléphone ?)</li> </ul>	<p>Le français dans le monde (French around the world) les pays francophones (the French speaking countries) le monde (the world) L'Europe (Europe) L'Amérique (America) L'Asie (Asia) L'Afrique (Africa) L'Océanie (Oceania) Francophones (French speakers) Organisation Internationale de la Francophonie Francophonie Day</p>

Year 5 – Summer 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Recognise euros coins and notes</li> <li>• Say a price</li> <li>• Write a cheque</li> <li>• Name some food items</li> <li>• Say what I want to buy</li> <li>• Say if I like/dislike food items</li> <li>• Use numbers 0-100</li> <li>• Learn how to say hundreds (200, 300, 400, 500 etc)</li> <li>• Use grams, kilograms and litres</li> <li>• Read a shopping list</li> </ul>	<ul style="list-style-type: none"> <li>• Question using « Combien... » (Combien ça coûte ?/ c'est combien ?)</li> <li>• J'ai + number + euros</li> <li>• J'achète + un/une/du/des + food</li> <li>• J'aime / J'adore/ Je n'aime pas/ Je déteste + le/les + food</li> </ul>	au supermarché (at the supermarket) des bonbons (sweets) Numbers up to 100 du riz (rice) des pâtes (pasta) du lait (milk) des bananes (bananas) du beurre (butter) des tomates (tomatoes) du fromage (cheese) des céréales (cereals) du poisson (fish) des carottes (carrots) du sucre (sugar) des pommes de terre (potatoes) du poulet (chicken) des petits pois (peas) du jambon (ham) des brocolis (brocoli) du chocolat (chocolate) des haricots verts (green beans) de la salade(salad) des champignons (mushrooms) de la farine (flour) kilo (kg) des yaourts (yogurts) grammes (grams) des oeufs (eggs) litre (litre) Bonjour madame (Hello Madam) Bonjour Monsieur (Hello Sir) S'il vous plait (Please) Merci (Thanks) Vous voulez un sac? (Do you want a bag?) Vous avez la carte du magasin? ( Do you have the loyalty card?) Bonne journée (Have a nice day) Au revoir (Goodbye)

Year 5 – Summer 2		
Learning points	Knowledge/skills	Vocabulary

<ul style="list-style-type: none"> <li>• Know useful sentences at the supermarket</li> <li>• Take part in a role play</li> <li>• Review everything seen this year</li> </ul>	<ul style="list-style-type: none"> <li>• Question using « Combien... » (Combien ça coûte ?)</li> <li>• J'ai + number + euros</li> <li>• J'achète + un/une/du/des + food</li> <li>• J'aime / J'adore/ Je n'aime pas/ Je déteste + le/les + food</li> </ul>	<p>au supermarché (at the supermarket) des bonbons (sweets) Numbers up to 100  du riz (rice) des pâtes (pasta)  du lait (milk) des bananes (bananas)  du beurre (butter) des tomates (tomatoes)  du fromage (cheese) des céréales (cereals)  du poisson (fish) des carottes (carrots)  du sucre (sugar) des pommes de terre (potatoes)  du poulet (chicken) des petits pois (peas)  du jambon (ham) des brocolis (broccoli)  du chocolat (chocolate) des haricots verts (green beans)  de la salade (salad) des champignons (mushrooms)  de la farine (flour) kilo (kg)  des yaourts (yogurts) grammes (grams)  des oeufs (eggs) litre (litre)  Bonjour madame (Hello Madam)  Bonjour Monsieur (Hello Sir)  S'il vous plait (Please)  Merci (Thanks)  Vous voulez un sac? (Do you want a bag?)  Vous avez la carte du magasin? (Do you have the loyalty card?)  Bonne journée (Have a nice day)  Au revoir (Goodbye)</p>
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### By the end of year 5 pupils will...

**understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions. In the speaking skill, most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple**

conjunctions to build more complex sentences and present information to others. They can perform a role-play with confidence and with accuracy. In the reading skill, most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts. In the writing skill, most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words. In the intercultural skill, most learners can talk about the country/countries where the language is spoken.

Year 6 – Autumn 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>key concepts seen in Y3, Y4 + Y5</li> <li>Understand times when they hear them, holding up a clock</li> <li>Pronounce times accurately</li> <li>Tell the time with minutes</li> <li>Understand times when they read them on a clock or text</li> <li>Understand and answer the question “Quelle heure est-il?”</li> <li>Name different activities during the day</li> <li>Say what I do everyday in chronological order</li> <li>Use the time</li> </ul>	<ul style="list-style-type: none"> <li>Il est + number + heure(s)</li> <li>Questions using « Quelle... » (Quelle heure est-il ?)</li> <li>Question using « Qu’est-ce que ... » (Qu’est-ce que tu fais le matin / l’après-midi /le soir ?)</li> <li>Using different routine verbs with “I”</li> <li>Using time connectives (ensuite/ après/ et/ puis/ à/ vers)</li> </ul>	Quelle heure est-il? (What time is it?) Il est ... (It is ...) : cinq (5) dix (10) et quart (quarter past) vingt (20) vingt-cinq (25) et demie (half past) trente-cinq (35 ) quarante (40) moins le quart (quarter to) cinquante (50) cinquante-cinq (55) une (1) heure (o’clock) du matin (in the morning) de l’après-midi (in the afternoon) du soir (in the evening) deux (2) trois (3) quatre (4) heures (o’clock) cinq (5) six (6) sept (7)

		<p>huit (8) neuf (9) dix (10) onze (11) midi (noon)/minuit (midnight) Excusez-moi (Excuse me) S'il vous plait (Please) De rien (You're welcome)</p>
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Year 6 – Autumn 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Same key concepts as above</li> <li>• Understand and say adjectives</li> <li>• Understand the agreement of simple nouns and adjectives</li> <li>• Use adjectives to describe yourself by saying “je suis...”</li> <li>• Understand and use the genders</li> <li>• Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses</li> <li>• Listen to a description and understand it</li> <li>• Describe myself and others (He/She)</li> <li>• Name Christmas vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Same knowledge/skills as above</li> <li>• Question « Tu es comment (physiquement) ? Tu es comment ? »</li> <li>• Using adjectives according to gender (M/F)</li> <li>• Using “tu”, “il”, “elle” in questions</li> <li>• Using “je”, “il”, “elle” in answers</li> <li>• Je suis /Il est/ Elle est + adjectives</li> <li>• J'ai / Il a/ Elle a + les cheveux + adjectives</li> <li>• J'ai / Il a/ Elle a + les yeux + colours</li> <li>• Je m'appelle/ Il s'appelle/ Elle s'appelle + Name</li> </ul>	<p>Tu es comment physiquement ? (What are you like physically?) Je suis (I am) J'ai les cheveux (My hair is) Il/Elle est... (He/She is...) un homme (a man) bruns (dark brown) Il/Elle a... (He/She has...) une femme (a woman) châains (light brown) Il/Elle porte (He/She wears...) une fille (a girl) noirs (black) Il/Elle s'appelle (He/She is called...) un garçon (a boy) blonds (blond) petit/petite (short) longs (long) de taille moyenne (average height) courts (short) grand/grande (tall) raides (straight) J'ai les yeux (my eyes are) ondulés (wavy) bleus (blue) bouclés (curly) verts (green) Je suis chauve. (I am bald.) marron (brown) J'ai une moustache. (I have a moustache.) noirs (black) J'ai une barbe. (I have a beard.) Je porte des lunettes (I wear glasses) Je porte une casquette. (I wear a cap.)</p>

		description physique (physical description) Je porte un chapeau. (I wear a hat.)
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Year 6 – Spring 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Same key concepts as above</li> <li>• Name different items of clothing</li> <li>• Recognise and use colour adjectives</li> <li>• Understand the position of colour adjectives</li> <li>• Add the feminine ending when appropriate in spoken and written form</li> <li>• Describe what someone is wearing and the colour of the items of clothing</li> <li>• Use phrases, ex: je/ il/elle porte un tee shirt jaune et une jupe rose</li> </ul>	<ul style="list-style-type: none"> <li>• Same knowledge/skills as above</li> <li>• Question using « Qu'est-ce que ... » (Qu'est-ce que tu portes ?/ Qu'est-ce qu'il/elle porte ?)</li> <li>• Using the colours</li> <li>• Colours + different endings with gender</li> <li>• Je/ Il/ Elle porte + un/une/des + clothes + colours</li> <li>• Using clothes and adjectives of colours accordingly</li> </ul>	<p>les vêtements (clothes) une casquette (a cap) une cravate (a tie) une chemise (a shirt) une jupe (a skirt) une robe (a dress) une veste (a smoking jacket) une ceinture (a belt) un chapeau (a hat) un tee shirt (a tee shirt) un pull (jumper) un chemisier (a blouse) un short (shorts) un manteau (a coat) un foulard (a scarf) un pantalon (trousers) un jean (jeans) des tennis (m) (trainers) des bottes (f) (boots) des chaussures (f) (shoes) des chaussettes (f) (socks) un blouson (a jacket) les filles (girls) les garçons (boys) Que portes-tu? (What are you wearing?) Que porte-t-elle? (What is she wearing?) Que porte-t-il? (What is he wearing?) Je porte...(I am wearing...) Elle porte...(She is wearing...) Il porte... (He is wearing...)</p> <p>All the French colours</p>

Year 6 – Spring 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Same key concepts as above</li> <li>• Name places in the city</li> <li>• Ask where places are</li> <li>• Give directions to go somewhere</li> <li>• Understand and follow directions given</li> <li>• Describe a city</li> </ul>	<ul style="list-style-type: none"> <li>• Same knowledge/skills as above</li> <li>• Question « Où... ? » (Où est (place) ?)</li> <li>• Using indefinite articles (un/un)</li> <li>• Using “Il y a... / Il n’y a pas de... »</li> <li>• negative using “ne...pas”</li> <li>• Using connective words (et/mais)</li> <li>• Using orders « allez/ tournez »</li> </ul>	<p>en ville (in the city) le cinéma (the cinema) tournez à droite (turn right)  la mairie (the town hall) la poste (the post office)  tournez à gauche (turn left)  la banque (the bank) le café (coffee shop/bar) allez tout droit (go straight)  la boulangerie (the bakery) le restaurant (the restaurant) au stop (at the stop sign)  la pâtisserie (the cake shop) le supermarché (the supermarket) au feu (at the traffic lights)  l’église (the church) le parc (the park) au rond-point (at the roundabout)  la boucherie (the butcher) l’hôtel (the hotel) C’est à droite (It’s on the right)  la gare (the train station) le musée (the museum) C’est à gauche (It’s on the left)  le métro (the subway/tube) l’aéroport (the airport)  Dans ma ville (In my city/town)  la pharmacie (the pharmacy) l’hôpital (the hospital) il y a un/une (there is a)  le commissariat (the police station) la boutique (the shop) il n’y a pas de (there isn’t a)  le cabinet médical (the doctor’s) la bibliothèque (the library) Bienvenue à ... (Welcome to...)  l’école (the school) les directions (directions)  Excusez-moi Monsieur? (Excuse me Sir?)  Excusez-moi Madame? (Excuse me Miss/Madam?)  Qu’est-ce qu’il y a dans ta ville? (What is in your city/town?)  Où est ____, s’il vous plaît ? (Where is ____, please ?)</p>

Year 6 – Summer 1		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>Name items of food and drinks you can find on the menu</li> <li>Order food at a café</li> <li>Use numbers, money and useful sentences</li> <li>Take part in a role play</li> <li>Name some occupations and professions</li> </ul>	<ul style="list-style-type: none"> <li>Using numbers in a sentence</li> <li>Plural (adding an “s”)</li> <li>Gender of nouns (female/male/plural)</li> <li>Using indefinite articles (un/une/des)</li> <li>Je voudrais + un/une/des/ de l’ + food/drink</li> <li>The partitive article (<i>du / de la / de l’ / des</i>)</li> <li>Use numbers and euros</li> <li>Gender of nouns (female/male)</li> <li>Question « Quelle... ? » (Quelle profession voudrais-tu faire?)</li> <li>Je voudrais être + (profession).</li> </ul>	<p>au café (at the cafe) une salade (a salad)  les boissons (drinks) les snacks et les desserts (snacks and desserts)  une glace au chocolat (chocolate ice cream) le menu (the menu)  une glace à la fraise (strawberry ice cream) l’addition (the bill)  une glace à la vanille (vanilla ice cream) s’il vous plait (please)  une gaufre au Nutella (a waffle with nutella) un thé (au lait) (a tea (with milk))  une gaufre au sucre (a waffle with sugar) un café (au lait) (a coffee (with milk))  une gaufre à la Chantilly (a waffle with whipped cream) un chocolat chaud (a hot chocolate)  un sandwich au thon (a tuna sandwich) un ice tea (an iced tea)  un sandwich au jambon (a ham sandwich) un coca (a coke)  un sandwich au fromage (a cheese sandwich) un jus de pomme (an apple juice)  un croque-monsieur (a toasted ham and cheese sandwich) un jus d’orange (an orange juice)  un croissant (a croissant) un milkshake au chocolat (a chocolate milkshake)  un pain au chocolat (a chocolate croissant) un milkshake à la vanille (a vanilla milkshake)  une crêpe au sucre (a sugar pancake) un milkshake à la fraise (a strawberry milkshake)  une crêpe au Nutella (a nutella pancake) de l’eau plate (still water)</p>



		<p>un crêpe à la Chantilly (a pancake with whipped cream) de l'eau gazeuse (sparkling water)          Vous avez choisi ? (Have you decided/chosen?) Et comme boisson? (And for your drink?)          Je voudrais...et... (I would like...and...) Messieurs-dames (Gentlemen and Ladies)          Très bien (very well) Messieurs (Gentlemen)          Voilà (There you go) Mesdames (Ladies)</p>
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Year 6 – Summer 2		
Learning points	Knowledge/skills	Vocabulary
<ul style="list-style-type: none"> <li>• Same key concepts as above</li> <li>• Say what people (family members) do as a job Read, understand and write a letter</li> <li>• Read and write an address</li> <li>• Write about myself and my family</li> </ul>	<ul style="list-style-type: none"> <li>• Same knowledge/skills as above</li> <li>• Je suis + (profession).</li> <li>• Mon père/Ma mère/ Il/Elle est + (profession).</li> <li>• Use everything from previous lessons and previous years to write a letter to a penpal</li> </ul>	<p>une lettre de France (a letter from France)          une enveloppe (an envelope)          une adresse (an address)          un timbre (a stamp)          une lettre (a letter)          une photo (a photograph/picture)          un correspondant (a penpal (boy))          une correspondante (a penpal (girl))          un email/mail (an email)          Cher/Chère (Dear)          Merci pour ta lettre! (Thank you for your letter!)          Voici ma photo! (This is my picture!)          plus tard (later/In the future)</p>

### By the end of year 6 pupils will...

**listen to longer texts and understand the main points and simple opinions in spoken passages made up of material from different topics, using present and conditional. They understand longer and more complex phrases or sentences. They follow a wide range of classroom instructions. They enjoy listening to and joining in with a wide range of songs, and develop their confidence, imagination and self-expression. In the speaking skill, most learners use spoken language to initiate and sustain simple conversations on familiar topics or tell stories from own experience. Most learners learn short text and dialogues by heart and perform them in front of an audience.**

**They learn to initiate and sustain short conversations without help. In the reading skill, most learners read a variety of longer texts from different types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They read and understand the main points and some detail from a short-written passage. In the writing skill, most learners learn to write some simple sentences from memory and continue to develop their writing skills by constructing short texts using a model. They develop a short text using a model on all the previous topics they have studied. They can write letters to a French penpal using all they know and say a lot about themselves. They can use dictionaries to look up unknown words. In the intercultural skill, most learners can talk about the differences between France and their country.**