

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 Rigolo and Linguascope 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 3 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

Knowledge

- Greet and say goodbye to someone
- Ask someone's name and say your own
- Ask how someone is and respond to same question
- Learn some basic nouns
- Count numbers 1–10

Skills

- To know social conventions
- To ask and answer questions
- To ask and answer questions
- To recognise the first notions of gender
- To identify cognates

Vocabulary

bonjour salut au revoir Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien Comme ci comme ça, Non, ça ne va pas
un tambour, une guitare, un piano, une trompette, une flûte à bec une fille, un garçon, un dragon
un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

| Year 3 Autumn 2 | | |
|---|--|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Identify classroom objects Identify colours, and describe an object's colour Say your age Recognise and repeat classroom instructions Learn French Christmas traditions Recognise and repeat Christmas vocab | <ul style="list-style-type: none"> To recognise the first notions of gender To ask and answer questions To know basic word order To use context to determine meaning To compare languages To recognise how sounds are represented in written form To practise pronunciation | <p>une trousse, un stylo, une règle, un crayon, un cahier, un livre, un sac, une gomme rouge, rose, bleu, jaune, marron, orange. J'ai ... ans écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez une chandelle, Noël, une carte de Noël, un Noël, un chant de Noël, le jour de Noël, la veille de Noël, le Réveillon, le pain calendeau, la fête de Noël, un cadeau de Noël, Noël malin, le sapin de Noël, l'arbre de Noël, Décembre</p> |

| Year 3 Spring 1 | | |
|--|---|---|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions | <ul style="list-style-type: none"> To identify gender with different nouns To identify and use the definite article To use simple word order Simple descriptions To compare languages To recognise basic notion of adjectival agreements (Higher ability) To recognise negative form | <p>les yeux, le nez, la bouche, les oreilles, les cheveux, la jambe, le bras, la tête J'ai les cheveux/les yeux, vert, rouge, marron, jaune, bleu, long, court Je suis... grand(e), petit(e), timide, Bavard(e), drole, sympa</p> |

- To practise pronunciation

Year 3 Spring 2

| Knowledge | Skills | Vocabulary |
|--|---|--|
| <ul style="list-style-type: none"> • Identify animals and pets • Recognise and use numbers 11–20 • Give someone's name • Describe someone • Learn French Easter traditions • Recognise and repeat Easter vocab | <ul style="list-style-type: none"> • To count numbers up to 20 • To give names in the third person (he/she) • To have a basic notion of adjectival agreements • To give descriptions in the third person (he/she) • To recognise how sounds are represented in written form. | <p>je n'ai pas d'animal, un chien, un chat, une tortue, un lapin, un oiseau, une souris, un dragon onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Il/Elle s'appelle.. I/Elle est... grand(e), petit(e), drôle, sévère, timide Il/Elle s'appelle.. Pâques La Pâque (JuiVe), Le Carême, Le Jeudi Saint, Le Vendredi Saint, Le Dimanche des Rameaux, La Semaine Sainte, Un Défilé Pascal, Pascal(e), Un oeuf , Des oeufs</p> |

Year 3 Summer 1

| Knowledge | Skills | Vocabulary |
|---|---|---|
| <ul style="list-style-type: none"> • Identify family members • Recognise and spell with letters of the alphabet • List household items • Use basic prepositions sur and dans to describe position | <ul style="list-style-type: none"> • To identify gender with different nouns • To spell words using the French alphabet • To classify words into different types • To describe position using basic prepositions sur and dans and familiar language | <p>I/Elle s'appelle... Il/Elle est... grand(e) (tall), petit(e), drôle, sévère, timide ma mère, mon père, mon frère, ma sœur, mes parents</p> |

| Year 3 Summer 2 | | |
|---|---|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates | <ul style="list-style-type: none"> To identify gender with different nouns To understand and reply to questions on food wanted To count numbers up to 31 To use numbers up to 31 together with months to form dates To identify question forms | <p>Qu'est-ce que tu veux? Je voudrais... Snacks: une pomme, une banane, un jus d'orange, un sandwich, une pizza, un gâteau</p> <p>le CD, le lecteur CD, l'ordinateur, le jeu video, le DVD, la machine, la table, la chaise</p> <p>Le CD est dans le lecteur de CD Le jeu vidéo est sur la dans, sur</p> |

By the end of year 3 pupils will...

Be able to greet people, count to 31, describe a variety of nouns using adjectives. They will know about some French traditions and religious celebrations including key phrases. They will also identify letters in the French alphabet and spell some words correctly.

| Year 4 – Autumn 1 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Revise ways of describing people Describe someone's nationality Describe people using various adjectives | <ul style="list-style-type: none"> To recognise a variety of avoir phrases To recognise and use third person singular (il/elle) with avoir To use être phrases with adjectives Recognise different adjective endings | <p>Il/Elle a... les cheveux courts/longs, les yeux bleus (etc.), un chien, sept ans, un frère/une sœur français(e), canadien(ne), britannique</p> <p>intelligent(e) (clever), sportif (sportive) (sporty), sévère (strict)</p> |

| Year 4 – Autumn 2 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Talk about activities • Tell the time • Talk about what time you do activities | <ul style="list-style-type: none"> • To use several present tense verbs to describe activities • To produce short phrases orally and in writing • To use several present tense verbs to describe activities • To express the time separately and in phrases with other verbs | <p>Je regarde (I am watching)... la télé (TV), un DVD (a DVD) J'écoute (I am listening to)... mes CD (my CDs), la radio (the radio) Je joue (I'm playing)... au football (football), au tennis (tennis)</p> <p>Numbers 1–12 Telling the time Quelle heure est-il? (What time is it?) Il est... [cinq] heures (It's...[five] o'clock)</p> |

| Year 4 – Spring 1 | | |
|--|--|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Talk about festivals and dates • Talk about presents at festivals • Count from 31–60 • Give and understand instructions | <ul style="list-style-type: none"> • To give dates for festivals through the year • To ask for various presents • To be able to count up to 60 • To understand and give imperative instructions • To recognise plural forms | <p>Festivals: le Nouvel An (New Year), la Fête des Rois (The Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) Le [nouvel an], c'est le [premier janvier] ([New Year] is on the [1st January])</p> <p>Presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un œuf de Pâques (Easter egg) Qu'est-ce que tu veux [comme cadeau]? (What [present] would you like?) Je voudrais [+ nom] (I'd like [+ noun])</p> <p>Numbers 31–60</p> <p>Instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!)</p> |

| Year 4 – Spring 2 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Talk about going to French cities • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France | <ul style="list-style-type: none"> • To recognise various French cities • To ask and answer where you are going, using je vais à... • To understand and give imperative instructions for directions • To form weather expressions using impersonal il... expressions • To describe the weather in a certain location in a short sentence | <p>Où vas-tu? (Where are you going?) Je vais à (I'm going to)...</p> <p>Paris/Bordeaux/Strasbourg/Nice/Grenoble</p> <p>Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</p> <p>Weather: Quel temps fait-il? (What's the weather like?) il fait beau (it's sunny), il fait froid (it's cold), il fait chaud (it's hot), il pleut (it's raining), il neige (it's snowing)</p> <p>Weather: Quel temps fait-il? (What's the weather like?) il fait beau (it's sunny), il fait froid (it's cold), il fait chaud (it's hot), il pleut (it's raining), il neige (it's snowing)</p> |

| Year 4 – Summer 1 | | |
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| Knowledge | Skills | Vocabulary |
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| <ul style="list-style-type: none"> • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities | <ul style="list-style-type: none"> • To ask what someone wants • To say what you want • To talk about food using partitive article • To ask how much something costs • To ask what someone wants • To say what you want • To talk about food using partitive article | <p>Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) Qu'est-ce que tu veux? (What do you want?) Je voudrais [du pain] (I'd like [some bread]) Using money: C'est combien? (How much is it?) C'est [cinq] euros (It's [five] euros) Party activities: on boit (we are drinking), on mange (we are eating), on danse (we are dancing), on chante (we are singing), on s'amuse (we are having fun) Qu'est-ce qu'on fait pour la fête? (What are we doing for the party?) On [danse] (We are [dancing]) Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird) La [fête], c'est [bizarre] (The [party] is [weird])</p> |
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| Year 4 – Summer 2 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Discuss francophone countries • Discuss the languages we speak • Identify different items of clothing • Describe items of clothing | <ul style="list-style-type: none"> • To give the names of various French-speaking countries • To use positive and negative phrases to talk about speaking languages • To describe various items of clothing • To describe various items of clothing, using colour adjectives | <p>Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) C'est [le Maroc] (It's [Morocco]) Talking about languages: Je parle anglais/français (I speak English/French), Je ne parle pas anglais/français (I don't speak English/French) Clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt), un tshirt (t-shirt), un chapeau (hat), une jupe (skirt) Clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt), un tshirt (t-shirt), un chapeau (hat), une jupe (skirt)</p> |

By the end of year 4 pupils will...

be able to use a range of adjectives to describe clothing, weather and food. Children will also be able to understand and give imperative instructions. They will continue to revise numbers and will now be able to count up to 60. use present tense verbs. They will be starting to use present tense verbs to describe activities.

| Year 5 – Autumn 1 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Greet people and give and personal information Ask and talk about sisters and brothers Say what people have and have not using 3rd person avoir Say what people are like using 3rd person être including negatives. | <ul style="list-style-type: none"> To ask and answer questions To recognise and use plural forms To use a negative To use 3rd person avoir in positive and negative statements To manipulate language by changing an element in a sentence To understand and use agreements of adjectives (singular) To recognise patterns in simple sentences To prepare a short presentation | <p>Greetings and personal information: Bonjour/Salut! Comment t'appelles-tu? Je m'appelle... Ça va ? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique ? Oui/Non je suis... Quel âge as-tu ? J'ai... ans</p> <p>Tu as des frères ou des sœurs? J'ai un(e) /deux/trois frères/sœurs Je n'ai pas de frères ou de sœurs</p> <p>Il a/Elle a... Il/Elle n'a pas de... + Revised nouns: une sœur, un frère, un vélo, une guitar</p> <p>Il/Elle est..., Il/Elle n'est pas... drôle, sportif(ve), sympa, timide, beau/ belle, sévère, grand(e), petit(e), intelligent(e), français(e), britannique (all revised apart from beau/belle</p> |

| Year 5 – Autumn 2 | | |
|---|--|---|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day | <ul style="list-style-type: none"> To understand and use the definite article correctly: le/la/l'/les To express opinions To use correct intonation when asking a question TO understand that there is not always a direct equivalent to each English word in French | <p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <p>J'aime /Je n'aime pas + subjects C'est bien/cool/nul</p> <p>Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il est trois heures et demie. Il est midi/minuit</p> |

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| | <ul style="list-style-type: none"> To use song to help memorise language To form longer sentences | La récré, le déjeuner, l'école commence à... heure(s) et finit à... |
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| Year 5 – Spring 1 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy and unhealthy food | <ul style="list-style-type: none"> To understand and use au/à la/à l' when referring to flavours of foods To learn gender when learning new words To give instructions in the vous form To prepare a short presentation To understand and use negatives To use the plural form of some food vocabulary To integrate new vocabulary into previously learned language To use known language in a new context | Je voudrais... s'il vous plaît un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille, les tomates, le thon, le fromage, une baguette, le beurre Mangez, Coupez, Prenez, Mettez J'aime /Je n'aime pas ... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], C'est bon pour la santé Ce n'est pas bon pour la santé |

| Year 5– Spring 2 | | |
|--|---|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Name places in the town Ask the way and give directions Say where you are going Give the time and say where you are going | <ul style="list-style-type: none"> To use le /la /l' correctly with places To use sequencers d'abord, ensuite, enfin to say longer sentences. To give instruction using the vous form To use prepositions au/à la /à l' with places | Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions |

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| | <ul style="list-style-type: none"> To recognise language patterns and deduce rules To incorporate known language into new structures | <p>Où vas-tu? Je vais au château/ centre sportif/jardin public/marché/ supermarché Je vais à la boulangerie/piscine Je vais à l'école Il est [deux] heures. Je vais au/à la/à l' + places</p> |
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| Year 5 – Summer 1 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Ask and say where you're going on holiday Express opinions about holiday Talk about what you're going to do on holiday Talk about holiday plans | <ul style="list-style-type: none"> To use au/à la /à correctly with places To recognise patterns and apply knowledge of rules To express opinions Use je vais + infinitive to talk about future plans To apply grammatical knowledge to make sentence To make longer sentences | <p>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges. Make longer sentences</p> |

| Year 5 – Summer 2 | | |
|--|---|---|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where | <ul style="list-style-type: none"> To use il y a + indefinite article To prepare a short presentation To use c'est + adjectives To join sentences with et To practise new language with a friend To use 3rd person verbs To manipulate language by changing an element in a sentence | <p>Chez moi, il y a une salle de bains/ une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres C'est ... grand/petit/vert/blanc/bleu/ jaune/rose/rouge C'est grand et rouge Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre] /joue avec l'ordinateur/joue au tennis Activities in the home + dans le salon/ les WC, etc</p> |

- To use and understand both the indefinite and definite articles
- To make longer sentences

By the end of year 5 pupils will...

Be able to recognise and use; plural forms, a negative, 3rd person avoir in positive and negative statements. They will be able to manipulate language by changing an element in a sentence and understand and use agreements of adjectives (singular). They will also be able to use au/à la /à correctly.

| Year 6 – Autumn 1 | | |
|--|---|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Ask and talk about regular activities • Say what you don't do • Ask and say what other people do • Talk about what you like/dislike doing | <ul style="list-style-type: none"> • To use several verbs in 1st person • To recognise patterns in French • To build longer sentences • To adapt sentences to say different things • To use negatives • To use verbs in 3rd person • To listen for clues • To use j'aime/je n'aime pas, etc. with an infinitive | <p>Qu'est-ce que tu fais [le mercredi/le samedi]? Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ?</p> <p>Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)</p> <p>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/après-midi/soir? Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde (la télé), joue [au tennis/au foot]</p> <p>Est-ce que tu aimes faire/écouter/ jouer/regarder... ? J'aime, Je n'aime pas, J'adore, Je déteste... faire du</p> |

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| | | vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport |
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| Year 6 – Autumn 2 | | |
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| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Ask and say what clothes you'd like • Give opinions about clothes • Say what clothes you wear • Ask and talk about prices (including 60–80) | <ul style="list-style-type: none"> • To use des with plural words • To give opinions using c'est... • To use et and mais to make longer sentences • To know the agreement of adjectives • To practise new language with a friend • To use techniques for memorising language | <p>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil et</p> <p>C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</p> <p>Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</p> <p>C'est combien? Ça coûte [soixantedouze] euros</p> <p>Numbers 60 to 80</p> |

| Year 6 – Spring 1 | | |
|-------------------|--------|------------|
| Knowledge | Skills | Vocabulary |
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| <ul style="list-style-type: none"> • Ask and talk about daily routine • Talk about times of daily routine • Ask and talk about breakfast • Talk about details of a typical day | <ul style="list-style-type: none"> • To use 1st person present tense including some reflexives • To make longer sentences with times • To formulate questions • To use et to join sentences, together • To cope with longer reading texts • To use adverbs and time expressions to make longer paragraphs • To reflect and share ideas about language learning | <p>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</p> <p>Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p>Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</p> <p>normalement, d'abord, ensuite, enfin, après l'école</p> |
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| Year 6 – Spring 2 | | |
|---|---|--|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Talk about forms of transport • Ask and talk about where you're going and how you get there • Talk about plans for a trip • Buy tickets at the station | <ul style="list-style-type: none"> • To use prepositions en and à with transports • To listen for clues to meaning • To use propositions au/à la /à l' with places • To use knowledge of word, text and structure to build texts • To use on va + infinitives to talk about future plans • To use time indicators • To use context and previous knowledge to help reading skills • To ask politely for things | <p>Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</p> <p>Où vas-tu? Comment vas-tu ... ? Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école</p> <p>en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</p> <p>Time/order indicators: Samedi, à 10 heures... D'abord, ensuite, enfin n... On va + infinitive (future plans):</p> <p>Qu'est-ce qu'on va faire? On va aller au parc d'attractions, on va prendre le train, on va prendre l'avion, on va acheter des souvenirs (au magasin), on va faire des manèges, on va regarder un film [au cinéma]</p> <p>Bonjour [Mademoiselle]. Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît.</p> |

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| | | <p>C'est combien? C'est [trente-cinq] euros. Le train part à quelle heure? Le train part à [dix heures et demie]. Merci [Monsieur]. Au revoir. Au revoir. Bon voyage</p> |
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| Year 6 – Summer 1 | | |
|---|---|---|
| Knowledge | Skills | Vocabulary |
| <ul style="list-style-type: none"> • Talk about which sports you like • Say what you think of different sports • Give reasons for preferences • Talk about a sporting event | <ul style="list-style-type: none"> • To use the definite article with sports • To spot patterns in French • To use conjunctions et and mais • To devise and ask questions • To give reasons for opinions • To use known language in new contexts • To read and write longer texts • To present information about sports | <p>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</p> |

| Year 6 – Summer 2 | | |
|-------------------|--------|------------|
| Knowledge | Skills | Vocabulary |
| | | |

- Revise forms of transport, places and immediate future plans
- Revise descriptions of people and clothes
- Revise opinions of food and clothes
- Order food in a cafe.

- To use prepositions: au/à la/à l' + places; en/à + transports
- To use je vais + infinitive to talk about future plans
- To revisit known language in a different context
- To use 3rd person verbs including avoir and être
- To use agreement of adjectives
- To use negatives
- To re-combine known language in different ways
- To express opinions in different ways
- To use plurals of food words
- To use reading strategies to cope with authentic texts
- To ask for things politely

Revision: Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire

Revision: Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]

Revision: J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé

Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir

By the end of year 6 pupils will...

Be able to use agreement of adjectives as well as je vais + infinitive to talk about future plans. They will be confident in using prepositions en and à with transports and can extend sentences using the the conjunctions et and mais. They will be able to • Use 3rd person verbs including avoir and être.