



EQUALS TRUST



MFL Curriculum - French

Intent – What do we want for our children as linguists?

At Crossdale, we aim to broaden our children's horizons and introduce them to the wider world. Learning a foreign language provides the perfect vehicle to do this. We believe that studying a modern foreign language is more than just learning how to communicate in a different language it is about developing an international outlook and gaining an enhanced understanding of the world and other cultures. In a world of international trade, travel and opportunity this has never been more crucial.

"To learn a language is to have one more window from which to look at the world." – Chinese Proverb

Through carefully planned lessons, we seek to enthuse, excite and enhance our children's interest in languages through the acquisition of planned knowledge and hope that this will also provide a spark to ignite their curiosity of other cultures. This knowledge will also lay down the foundations on which further languages can be learnt at Key Stage 3. Learning a language equips pupils to express themselves in new ways and communicate to a greater audience. This develops their immediate sense of belonging to the wider world and starts to prepare them for possible opportunities to study /work in or simply travel to other countries in the future.

At Crossdale, we aim to:

- Offer a relevant, broad, vibrant and ambitious MFL curriculum that will inspire and excite our pupils.
- understand and respond to spoken and written language from a variety of authentic sources
- Teach through a variety of themes and topics so that pupils foster curiosity about other cultures and languages.
- Give children the knowledge to be able to understand and respond to spoken and written language.
- Provide the foundation for learning further languages beyond KS2 and equip pupils to study and work in other countries.
- Explore areas of French Culture and compare them to others that the children are familiar with.

Implementation – How will we carry out our vision?

The MFL curriculum is taught by a specialist French teacher. The children's learning journey in languages begins in EYFS with one half termly 'taster' lesson and then from Year 3 onwards French is taught in discrete weekly lessons which focus on the four skills of speaking, listening, reading and writing through a different topic each half term. Plans are sequenced and progressive with identified core knowledge, wider knowledge and vocabulary which meets the National Curriculum requirements and beyond.

Listening: Children will be taught to listen attentively to spoken language and show understanding by joining in and responding. They will explore the patterns and sounds of language through stories, songs and rhymes.

Speaking: Children will be taught to engage in conversations; ask and answer questions. Express opinions and respond to others. They will learn familiar vocabulary, phrases and basic language structures enabling them to speak in sentences.

Reading: Children will be taught to read carefully and show understanding of words, phrases and simple writing. They will develop accurate pronunciation and intonation when reading aloud.

Writing: Children will be taught to write words and phrases from memory and adapt these to create new sentences, to express ideas clearly.

Grammar: Children will be taught to understand the basic grammar appropriate to French.

Phonics: Children will be taught the sounds made in the French language and compare them to English and other languages the children are familiar.

Planning:

- At Crossdale unit plans and resources to teach French from Years 3-6 have been written with alignment to the National Curriculum.
- Units are progressive and grow in complexity as the children move through school, building on prior knowledge and providing opportunity to regularly retrieve their acquired knowledge. *Pupils will gradually know and remember more so that they can understand more, say more and be able to write more.*
- Pupil knowledge organisers are used to help children remember key vocabulary and grammar.
- MTP planning is included in this document and detailed unit plans are held by our specialist teacher.

Inclusion:

Our specialist teacher sets high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

-more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL).

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Spaced retrieval activities embedded into planning and practise (including low stakes quizzes).
- Children have records of achievement in which the specialist teacher records their assessments alongside the pupil's self-assessments.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Improvement Plan

Elements of our French Curriculum

Knowledge and Understanding

French speakers develop a knowledge and understanding of greetings, statements, questions, simple instructions, expression of preference. And how French language is organized. Our children develop an understanding of French life.

Application of new knowledge/ language

Listening

Speaking

Reading

Writing

French Culture

Grammar

Nouns

Adjectives

Verbs

Questions

Prepositions

Gender, singular & plural. Definite & indefinite articles.

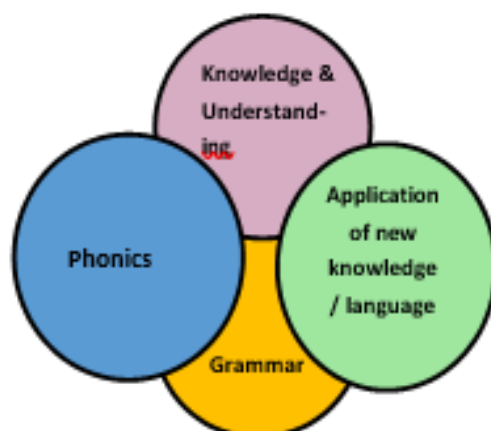
Including possessive adjectives; masculine, feminine & plural.

Including negative & imperative.

Inversion of verb & subject.

Phonic Focus

a/à e o é/er/ez è/ê i/y/ie u ai/ei oi ou/oi au/eau an/en ain/in ien ion on un ç ch ll j r silent letters



These elements do not stand as isolated parts; a French speaker's thinking is often a combination of all or a number of them.

MFL (French) Overview

	Autumn Term	Spring Term		Summer Term		
Year 3	Basics 1	Basics 2	The Four Friends	Portraits	Healthy Living	A trip to the beach
Year 4	All about Me	Classroom Object	Animal Carnival	Planets	Three Little Pigs	French Geography
Year 5	Paris	Film/TV + nationalities	Clothes	Houses	Places in a town	At the café
Year 6	School	Illnesses	Verbs	Hobbies	Fristory	Spanish

Descriptors from the KS2 National Curriculum for languages:

Phonics skills

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Listening skills

- Listen attentively to spoken language and show understanding by joining in and responding.

Reading skills

- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

Writing skills

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Year group Coverage Overview: knowledge, skills and key vocabulary

EYFS, Y1 & Y2	Reception		Year 1		Year 2	
Core Knowledge	- Know how to pronounce various words and short phrases correctly - Know how to ask and answer simple questions - Know how to sing some French songs		- Know how to pronounce various words and short phrases correctly - Know how to ask and answer simple questions - Know how to sing some French songs - Know how to tell if a noun is masculine or feminine - Know how to read some familiar French words		- Know how to pronounce various words and short phrases correctly - Know how to ask and answer simple questions - Know how to sing some French songs - Know how to tell if a noun is masculine or feminine - Know how to read some familiar French words	
Skills	- Listen and respond to simple rhymes, stories and songs - Recognise and respond to sound patterns and words - Recall, retain and use vocabulary - Use actions and rhymes and play games to aid memorisation - Imitate pronunciation of sounds		- Listen and respond to simple rhymes, stories and songs - Recognise and respond to sound patterns and words - Recall, retain and use vocabulary - Use actions and rhymes and play games to aid memorisation - Imitate pronunciation of sounds - Listen attentively and show understanding by responding - Recognise some familiar words in written form		- Listen and respond to simple rhymes, stories and songs - Recognise and respond to sound patterns and words - Recall, retain and use vocabulary - Use actions and rhymes and play games to aid memorisation - Imitate pronunciation of sounds - Listen attentively and show understanding by responding - Recognise some familiar words in written form	
Reception	Autumn 1 Greetings	Autumn 2 Christmas	Spring 1 Colours	Spring 2 Numbers	Summer 1 Animals	Summer 2 Body Parts
Wider Knowledge	- Know how to say "hello" and "goodbye" - Know how to ask and respond to the question "how are you?" - Know how to say what your name is	Know some words relating to Christmas	Know how to say some colours	Know how to count up to 5	Know some animals in French	Know how to say some parts of the body
Vocabulary	bonjour, salut, au revoir ça va? ça va bien, comme ci comme ça, ça va mal je m'appelle...	Joyeux Noël le père Noël, un sapin de Noël, un cadeau, un renne	rouge, bleu, jaune, vert, marron, orange, rose, violet, noir, blanc, gris	un, deux, trois, quatre, cinq	un chat, un chien, un lapin, un hamster, un poisson	la tête, le bras, la jambe, la main, le pied

Year 3	Autumn 1 Basics 1	Autumn 2 Basics 2	Spring 1 The Four Friends	Spring 2 Portraits	Summer 1 Healthy Living	Summer 2 A Trip to the Beach
Core Knowledge	- Know how to pronounce various short phrases and some vowel sounds correctly - Know how to ask and answer simple questions - Know that French phonics are sometimes different to English phonics - Know how to write some French words and start to use accents	- Know how to pronounce various short phrases and some vowel sounds correctly - Know how to write some French words - Know how to write some short sentences - Know how to read some familiar French words	- Know how to pronounce various short phrases and some vowel sounds correctly - Know how to approach interacting with unfamiliar language - Know how to write some French words - Know how to write some short sentences - Know how to make a sentence negative using ne...pas	- Know how to pronounce various phrases and some sounds correctly - Know how to write some short sentences - Know how to read some familiar French words - Know that word order is different in French	- Know how to pronounce various phrases and some sounds correctly - Know how to write some short sentences - Know how to add language to a sentence to make it longer - Know how to read some familiar French words	- Know how to pronounce various phrases and some sounds correctly - Know how to write some short sentences - Know how to add language to a sentence to make it longer - Know how to read some familiar French words
Wider Knowledge	- Know numbers up to 10 - Know how to greet someone in French - Know how to introduce yourself and others - Know family members - Know some pet animals - Know how to say your age	- Know numbers up to 20 - Know colours - Know days of the week - Know some weather phrases - Know how to say some free time activities - Know how to say which activities you are good at - Know some words relating to Christmas - Know some cultural	- Know the names of the four animals - Know how to describe how the animals move - Know how to say what colour an animal is - Know the names of some free time activities - Know how to say which activities the animals don't do	- Know some parts of the face - Know some parts of the body - Know how to describe the colour and number of body parts - Know that colours follow nouns in French - Know how to interpret and replicate a description visually	- Know some healthy and unhealthy foods - Know how to make a French menu - Know how to take part in a conversation at the café - Know some sports sentences - Know how to say on which day you do different sports - Know how to apply learnt phrases and communicate them effectively	- Know the names of modes of transport - Know some the names of some countries - Know how to make a sentence saying how and where you will travel - Know the names of some items you would bring to the beach - Know how to make a sentence saying what you will bring to the beach

		differences about how Christmas is celebrated in France				• Know how to say some beach activities • Know how to say what you will do in different weather conditions
Skills	• Join in with simple songs • Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately • Be able to take part in a role play	• Join in with simple songs • Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately	• Join in with a French story and do actions to show understanding • Join in with simple songs • Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately	• Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately • Respond to a French story	• Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately • Be able to take part in a role play	• Recognise familiar words and phrases in writing • Recognise familiar words and phrases orally • Use actions rhymes and games to aid memorisation • Imitate sounds accurately • Integrate new language and previously learnt language
Diversity Links	26 th September - European day of languages.	How Christmas is celebrated in France and other countries.	Exploring an authentic French story.	Describing differences in appearance.	Diversity in sport.	
Vocabulary	bonjour, salut, au revoir Ça va? ça va bien, comme-ci comme ça, ça va mal Comment t'appelles-tu? je m'appelle... voici...	onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	les quatre amis le cheval, le mouton, le lapin, la souris, la pomme galope, court, sautille, trotte le cheval est noir	le visage, la tête, les yeux, les oreilles, la bouche, le nez, les dents, les cheveux rouge, bleu, jaune, vert, marron, rose, violet, orange, noir, blanc, gris	le jus d'orange, le yaourt, le poisson, une pomme, les carottes, le chocolat, le coca, les pommes frites, les bonbons c'est bon/mauvais	je vais à la plage... en voiture, en train, en bus, en bateau, en avion, en vélo, à pied en Angleterre, en France,

	Quel âge as-tu? J'ai ... ans. ma mère, mon père, mon frère, ma sœur, maman, papa zéro, un deux, trois, quatre, cinq, six, sept, huit, neuf, dix un chien, un chat, un lapin, un hamster, un poisson rouge, un cochon d'Inde, une souris, un cheval As-tu un animal ? J'ai...	il fait chaud, il fait froid, il pleut, il y a du soleil, il fait beau, il fait mauvais, il y a du vent je joue au football, je nage, je danse, je lis, je chante (bien, très bien, mal) Joyeux Noël, le père Noël, le renne, le traîneau, le sapin de Noël, la boule, le cadeau, le bonhomme de neige	la souris est marron le lapin est gris le mouton est blanc ne...pas jouer au football nager danser chanter	la tête, les épaules, les genoux, les pieds, les doigts de pieds, les doigts, le bras, la jambe	je voudrais... s'il vous plaît voilà merci bon appétit je joue... au tennis, au cricket, au basket, au football je fais... du vélo, du skate, de la danse, de la natation lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche jouez, faites, mangez, buvez	en Espagne, en Italie, en Grèce, en Turquie j'apporte... la crème solaire, un chapeau, un maillot de bains, des lunettes de soleil, une serviette, des tongs, un matelas pneumatique, un seau, une pelle, l'argent de poche j'achète une glace, je fais un château de sable, je nage dans la mer, je vais dans la salle de jeux, je me bronze il fait chaud, il fait froid, il pleut, il y a du soleil, il fait beau, il fait mauvais, il y a du vent
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Year 4	Autumn 1 - All About Me	Autumn 2 - Classroom Objects	Spring 1 - Animal Carnival	Spring 2 - Planets	Summer 1 - Three Little Pigs	Summer 2 - French Geography
Core Knowledge	- Know most French phonemes and graphemes - Know how to ask and answer questions on several topics - Know how to write simple sentences using a model - Know how to work out the meaning of new words from context and similarities with English	- Know most French phonemes and graphemes - Know how to write simple sentences using a model - Know how to recognise instructions grammatically - Know how to make singular nouns plural, and say how many there are	- Know most French phonemes and graphemes - Know that adjectives must agree with nouns, usually by adding the letter "e" - Know how to make comparisons using "plus...que" - Know how to write simple sentences using a model	- Know most French phonemes and graphemes - Know how to write longer sentences using a model - Know that adjectives must agree with nouns, usually by adding the letter "e" - Know about variations in word order with adjectives	- Know most French phonemes and graphemes - Know how to begin applying phonics knowledge to aid pronunciation - Know how to work out the meaning of new words from context and similarities with English - Know how to sort words into groups by recognising patterns and making links	- Know most French phonemes and graphemes - Know how to write sentences and extend them using a model - Know how to work out the meaning of new words from context and similarities with English - Know how to use prepositions correctly in sentences with countries
Wider Knowledge	- Know how say your name - Know how say your age - Know key question words - Know how to say where you live - Know how say if you have any siblings or pets - Know how to say what your favourite colour is	- Know some classroom instructions - Know some items found in a pencil case - Know some items found in a school bag - Know some items found in the classroom - Know some words relating to Christmas - Know some cultural differences about	- Know the names of some animals - Know some animal habitats - Know how to say where animals live - Know some adjectives to describe animals - Know how to apply learnt phrases and communicate them effectively	- Know the names of the planets - Know how to say the sun and the moon - Know how to describe the colour, size and temperature of a planet - Know how to say how far a planet is from the sun - Know some conjunctions and intensifiers	- Know some vocabulary from the 3 Little Pigs story - Know some strategies for success in memory games - Know how to identify different letter strings that make the same sound - Know how to explain the reasons behind your categorisations	- Know some types of dwelling - Know some areas you might live in - Know the countries that border France - Know some natural features of a landscape - Know the main geographic features of France - Know how to apply learnt phrases and communicate them effectively

	Know how to say you like/dislike something	how Christmas is celebrated in France		Know how to apply learnt phrases and communicate them effectively	Know how to tell the difference between word classes	
Skills	- Recognise familiar words when you hear them - Pronounce familiar words accurately - Follow short familiar texts, listening and reading at the same time - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Recognise familiar words and phrases in writing - Recognise familiar words and phrases orally - Pronounce familiar words accurately - Use memory techniques to retain vocabulary - Manipulate language by changing an element in a sentence	- Recognise familiar words and phrases in writing - Recognise familiar words and phrases orally - Pronounce familiar words accurately - Use memory techniques to retain vocabulary - Recognise and apply simple agreements	- Recognise familiar words and phrases in writing - Recognise familiar words and phrases orally - Pronounce familiar words accurately - Use memory techniques to retain vocabulary - Recognise and apply simple agreements - Manipulate language by changing an element in a sentence	- Recognise familiar words and phrases in writing - Recognise familiar words and phrases orally - Pronounce familiar words accurately - Follow short familiar texts, listening and reading at the same time - Use memory techniques to retain vocabulary	- Recognise familiar words and phrases in writing - Recognise familiar words and phrases orally - Pronounce familiar words accurately - Use memory techniques to retain vocabulary - Manipulate language by changing an element in a sentence
Diversity Links	26th September - European day of languages.	How Christmas is celebrated in France and other countries.			Exploring an authentic French story.	Understanding of geographical features of France and neighbouring countries compared to the UK.
Vocabulary	Comment t'appelles-tu? Je m'appelle... Quel âge as-tu? J'ai ... ans Habites-tu? J'habite... As-tu des frères ou des sœurs?	silence, écoutez, répétez, asseyez-vous, levez-vous, levez la main, tournez-vous, venez ici, rangez vos affaires	le lion, l'éléphant, le pingouin, le poisson, l'oiseau, la tortue, le hibou, l'âne, la poule, la souris la savane, la forêt, la ferme, la mer	la lune, le soleil Mercure, Vénus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton C'est quelle planète? rouge, orange, jaune	le cochon, la porcherie, la ferme, la maison en paille, le Grand Méchant Loup, la maison en bois, la maison en brique, la cheminée, la marmite, les carottes, les oignons	J'habite dans... une (grande/petite) maison jumelée/individuelle un appartement, un château, une caravane à la campagne, à la montagne, au bord de la

J'ai... un frère/une sœur Je suis fils/fille unique As-tu un animal ? J'ai... / je n'ai pas de... on d'Inde, une souris rouge, bleu, jaune, vert, orange, violet, rose, gris, noir, blanc, marron couleur préférée est... j'aime... j'adore... je déteste... je n'aime pas...	une trousse, un crayon, un stylo, un taille-crayon, une gomme, une règle, une calculatrice, des feutres Dans ma trousse, il y a... la salle de classe, une porte, une fenêtre, une table, une chaise, un bureau, un tableau, un ordinateur, le professeur, les élèves (m/f) Joyeux Noël, le père Noël, le renne, le traîneau, le sapin de Noël, la boule, le cadeau, le bonhomme de neige	Où habite... ? Le lion habite dans la savane etc. grand, petit, rapide, lent, fort, timide, féroce Le lion est féroce etc. J'habite dans... Je suis... plus...que	bleu(e) vert(e) marron froid(e) chaud(e) grand(e) petit(e) voici... ensuite près de (près du soleil) loin de (loin du soleil) assez très parce que pourquoi? et mais	à, pas, la, là, ma, sa, ta deux, paresseux, je, que, de était, vais, des, assez, entrer, frappé, cochonnet, habitaient petit, porcherie, joli, gentil, y, oui, puis, dit fois, trois, bois, quoi mon, menton, méchant, ont, succulent, cochons, dans, en une grande ferme, un toit rouge, un gros nuage gris, une vache, la grange, le fermier, un cheval, une poule, le grand tracteur rouge, un canard, la mare aux canards, un cochon, la porcherie	mer, dans une ville/un village, au centre-ville la France, l'Angleterre, la Belgique, le Luxembourg, l'Allemagne, l'Espagne, l'Italie, la Suisse un arbre, un lac, une rivière, un champ, un bois, une plage, un volcan, une montagne, un glacier, un désert les Alpes les Pyrénées la Mer Méditerranée l'Océan Atlantique la Manche
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Year 5	Autumn 1 - Paris	Autumn 2 - Film/TV + nationalities	Spring 1 - Clothes	Spring 2 - Houses	Summer 1 - Places in a town	Summer 2 - At the café
Core Knowledge	- Know how to write a short sentence in French - Know how to apply phonics knowledge to new words - Know how to work out the meaning of new words from context and similarities with English - Recognise cognates	- Know how to apply phonics knowledge to new words - Know how to write a sentence with a conjunction - Know about different feminine endings for adjectives - Know of the existence of plural adjectival agreements and begin to apply them	- Know how to apply phonics knowledge to new words - Know how word order differs from English when using colours - Know how to apply feminine and plural agreements to colours - Know how to write a sentence with a conjunction	- Know how to apply phonics knowledge to new words - Know how to write a short sentence in French - Know how to use prepositions to describe where things are - Know how to work out the meaning of new words from context and similarities with English	- Know how to apply phonics knowledge to new words - Know how to write sentences and extend them using a model - Know how to use prepositions to describe where things are - Know how to work out the meaning of new words from context and similarities with English	- Know how to apply phonics knowledge to new words - Know how to write a sentence with a conjunction - Know how to work out the meaning of new words from context and similarities with English - Know how to use the partitive article in a sentence saying what you eat/drinks
Wider Knowledge	- Know some facts about Parisian monuments - Know some cultural facts about another country - Know how to find a metro station on a map - Know some French brands - Know some opinion adjectives	- Know the names of types of TV programme - Know some opinion adjectives - Know some intensifiers and conjunctions - Know some film genres - Know the French subject pronouns - Know être in the present tense - Know some nationalities	- Know some items of clothing - Know how to say what someone is wearing - Know some opinion adjectives - Know some intensifiers and conjunctions - Know how to apply learnt phrases and communicate them effectively	- Know how to say rooms in a house - Know some prepositions - Know some bedroom furniture items - Know some smaller objects - Know some vocabulary related to Easter	- Know some places in a town - Know some prepositions - Know the 10s between 10 and 100 - Know some simple directions - Know how to describe a route through a town - Know how to apply learnt phrases and communicate them effectively	- Know some foods - Know some drinks - Know some desserts - Know some opinion adjectives - Know some intensifiers and conjunctions - Know how to say what you eat and drink - Know some dishes you would find on a French menu

	- Know some intensifiers and conjunctions. - Know how to say how much something costs - Know some items you might buy in a shop					
Skills	- Follow longer texts, listening and reading at the same time - Be able to take part in a role play - Recognise familiar words when you hear them - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Follow longer texts, listening and reading at the same time - Understand the main points from a longer passage when listening - Understand the main points from a longer passage when reading - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Understand the main points from a longer passage when listening - Understand the main points from a longer passage when reading - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Follow longer texts, listening and reading at the same time - Understand the main points from a longer passage when listening - Understand the main points from a longer passage when reading - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Follow longer texts, listening and reading at the same time - Understand the main points from a longer passage when listening - Understand the main points from a longer passage when reading - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary	- Understand the main points from a longer passage when listening - Understand the main points from a longer passage when reading - Integrate new language into previously learnt language - Manipulate language by changing an element in a sentence - Use memory techniques to retain vocabulary - Be able to take part in a role play
Diversity Links	26th September - European day of languages.	Compare aspects of French culture to their own through media.	Discuss the secular nature of French society and its impact on fashion.	Comparing housing types in France and the UK.	Comparing features of typical French towns with towns in the UK.	Compare and contrast French food with the UK and introduce

	Learn about symbols from another culture.					children to French specialities.
Vocabulary	La Tour Eiffel, l'Arc de Triomphe, le Louvre, l'Eurodisney, le Centre Pompidou, Notre Dame, la Seine, le Sacré-Cœur, le Stade de France C'est... ennuyeux, bizarre, nul, moche, génial, formidable, intéressant, magnifique très, assez, un peu, vraiment, trop le Métro Je voudrais... un ticket/un carnet euros d'accord voilà s'il vous plaît merci c'est combien ? un tee-shirt, une voiture, une bouteille d'eau minérale, des petits filous, du parfum, des chocolats, des	les dessins animés, les documentaires, les films, les feuillets, les jeux télévisés, les informations, les émissions de sport, la météo, les émissions de télé-réalité, les séries policières j'adore, je préfère, j'aime, je n'aime pas, je déteste, parce que c'est... intéressant, génial, fantastique, divertissant, passionnant, ennuyeux, nul, bête, fade, bizarre un film... d'horreur, d'action, d'amour, policier, historique, d'aventure, de science-fiction une comédie musicale, une comédie, un dessin animé je suis, tu es, il/elle est, nous sommes,	il/elle porte... un pantalon, un jean, un short, un tee-shirt, une chemise, une veste, une jupe, une robe, un chapeau, un sac à main, des chaussures je pense que c'est... confortable, pratique, informel. joli, fantastique, fabuleux, extravagant, à la mode, intéressant moche, affreux, horrible, bizarre, démodé, ennuyeux rouge, rose, jaune, orange, vert(e), bleu(e), noir(e), gris(e), violet(te), blanc(he), marron à pois à rayures	le salon, la chambre, la salle de bains, la salle à manger, la cuisine, le bureau, le jardin, le garage à côté de, en face de, entre, devant, derrière, sur, sous le livre, le chat, le stylo, la banane, le pantalon, la chemise, l'ordinateur, les rideaux, la chaise, l'armoire, le bureau, la commode, la trousse, le football, le lit, la fenêtre, la lampe Joyeuses Pâques un lapin, un œuf en chocolat, une poule, un agneau, un chocolatier, un panier, une cloche, une cuillère, la chocolaterie	la boulangerie, la boucherie, la pâtisserie, la poste, l'église, le parc, la piscine, la banque, la mairie, la gare Numbers in 10s, 10-100 Où est... ? à côté de, en face de, entre, devant, derrière, près de, loin de (tournez) à gauche (tournez) à droite allez tout droit pour aller à... ?, d'abord traversez..., finalemnt, et / puis	la soupe, la salade - les tomates, le concombre, la laitue; les légumes - les carottes, les pois, les haricots verts; la viande - le poulet, le bœuf, le poisson; les pommes de terre, la pizza, les pâtes, les frites, le pain, le jambon, le fromage, le thon, l'omelette la glace, le chocolat, le gâteau, le jus d'orange, la limonade, le coca, le thé, le café, les fruits - les oranges, les pommes, les fraises, les bananes et / avec j'aime/je n'aime pas... j'adore/je déteste... je préfère... mais, plus que parce que c'est... délicieux/dégoûtant sucré/salé/amer/aigre /gras/ fade/savoureux

	chaussettes de sport, du shampoing	vous êtes, ils/elles sont anglais(e) français(e) allemand(e) américain(e) espagnol(e) italien(ne) australien(ne) russe				je mange... je bois... du/de la/de l'/des Entrées/Plats principaux/ Desserts/Boissons Vous avez choisi? Je voudrais... s'il vous plait, merci, voilà, l'addition, oui/non, Monsieur/Madame
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Year 6	Autumn 1 - School	Autumn 2 - Illnesses	Spring 1 - Verbs	Spring 2 - Hobbies	Summer 1 - Fristory	Summer 2 - Spanish
Core Knowledge	- Know how to apply French phonics knowledge to new words - Know how to make sentences giving opinions - Know that colour adjectives follow nouns - Know how to use context, cognates and familiar vocabulary to find an answer	- Know how to apply French phonics knowledge to new words - Know how to use the à preposition correctly with nouns of different gender and number - Know how to write sentences and extend them using a model - Know how to use context, cognates and familiar vocabulary to find an answer	- Know how to apply French phonics knowledge to new words - Know how to identify an infinitive - Know how to conjugate a regular -er verb in the present tense - Know how to use modal verbs in sentences with infinitives	- Know how to apply French phonics knowledge to new words - Know how to use modal verbs in sentences with infinitives - Know how to write longer, more complex sentences giving opinions - Know how to speak clearly, with fluency and accurate pronunciation	- Know how to apply French phonics knowledge to new words - Know how to use context, cognates and familiar vocabulary to find an answer - Know how to write sentences using a model - Know how to identify word classes by recognising patterns and making links	- Know most Spanish phonemes and graphemes and apply this knowledge to new words - Know how to write sentences using a model - Know how to use context, cognates and familiar vocabulary to find an answer, including making links with French - Know how to apply simple adjectival agreements in Spanish
Wider Knowledge	- Know the names of school subjects - Know some opinion phrases - Know some opinion adjectives - Know which subjects are masculine and feminine - Know some conjunctions and intensifiers	- Know the names of some body parts - Know how to say which part of your body hurts - Know the names of some medicines - Know how to ask for the medicine you require - Know the names of some common illnesses	- Know that there are three verb families in French - Know some common French infinitives - Know some short expressions that are followed by an infinitive - Know some phrases to describe New Year's resolutions	- Know some hobbies phrases - Know some opinion phrases - Know some opinion adjectives - Know some conjunctions and intensifiers - Know how to say which hobbies you will do in which weather conditions - Know how to apply learnt phrases	- Know some facts about Joan of Arc - Know who Louis XIV was and why he was important - Know some causes and results of the French Revolution - Know who Napoleon Bonaparte was and why he was important - Know how WW1 affected France - Know how WW2 affected France	- Know where in the world Spanish is spoken - Know some greetings - Know how to say your name, age and where you live - Know how to say your nationality - Know how to say if you have siblings - Know numbers up to 11

	• Know how to apply adjectival agreements • Consider aspects of everyday life of children in their own and different countries		• Know the subject pronouns in French	and communicate them effectively		• Know colours and how to say which is your favourite • Know some opinion phrases • Know some opinion adjectives • Know about some aspects of Spanish culture
Skills	• Be able to pick out familiar language amongst the unfamiliar when listening • Understand the main points and some detail from short written passages made up of familiar language • Apply grammar knowledge to sentences • Integrate new language into previously learnt language • Understand longer and more complex phrases or sentences • Use memory techniques to retain vocabulary	• Be able to pick out familiar language amongst the unfamiliar when listening • Understand the main points and some detail from short written passages made up of familiar language • Apply grammar knowledge to sentences • Integrate new language into previously learnt language • Use memory techniques to retain vocabulary • Be able to take part in a role play	• Apply grammar knowledge to sentences • Integrate new language into previously learnt language • Use memory techniques to retain vocabulary • Recognise patterns in a foreign language	• Be able to pick out familiar language amongst the unfamiliar when listening • Understand the main points and some detail from short written passages made up of familiar language • Apply grammar knowledge to sentences • Integrate new language into previously learnt language • Understand longer and more complex phrases or sentences • Use memory techniques to retain vocabulary	• Be able to pick out familiar language amongst the unfamiliar when listening • Understand the main points and some detail from short written passages made up of familiar language • Integrate new language into previously learnt language • Understand longer and more complex phrases or sentences	• Be able to pick out familiar language amongst the unfamiliar when listening • Understand the main points and some detail from short written passages made up of familiar language • Apply grammar knowledge to sentences • Integrate new language into previously learnt language • Use memory techniques to retain vocabulary

Diversity Links	26th September - European day of languages. Compare school in France and the UK.	How Christmas is celebrated in France and other countries.			Exploring key moments in French history.	Applying language skills to a new language. Know some facts about Spanish culture.
Vocabulary	l'anglais, le français, les maths, les sciences, l'histoire, la géographie, l'EPS, l'informatique, le dessin, le drame, la musique j'adore/j'aime/je n'aime pas/je déteste parce que c'est facile/difficile intéressant/ennuyeux génial/nul je suis fort(e) en... je ne suis pas fort(e) en... il/elle porte... un pantalon, un short, une chemise, une veste, une jupe, des chaussures un collant, un pull, une cravate, des chaussettes rouge, rose, jaune, orange, vert(e), bleu(e), noir(e), gris(e), violet(te), blanc(he), marron	la tête, les oreilles, la gorge, le bras, la jambe, le genou, la main, le pied, le ventre, le dos J'ai mal au / à la / à l' / aux... j'ai besoin de... un pansement, des comprimés (m), un antalgique, du sirop (contre la toux), un médicament, des antibiotiques (m), des pastilles (f), une pommade, un antiacide je suis enrhumé(e) j'ai la grippe j'ai une toux j'ai des rougeurs j'ai une maladie	être, avoir, faire, aller, jouer, travailler, écouter, regarder, aimer, finir, réussir, choisir, vendre, attendre, perdre je vais/je ne vais pas... faire mes devoirs manger sainement aider à la maison lire beaucoup économiser de l'argent ranger ma chambre je vais, je peux, je veux, je voudrais, je dois j'aime/je n'aime pas, j'adore/je déteste je, tu, il, elle, on, nous, vous, ils, elles	danser, nager, lire, regarder la télévision, jouer au football, jouer au tennis, jouer aux jeux-vidéos, aller au parc, aller au cinéma, écouter la musique j'aime/je n'aime pas + bien, beaucoup, surtout, du tout, tellement j'adore/je déteste parce que c'est... marrant, divertissant, intéressant, nul, ennuyeux, fatigant je vais, je peux, je veux, je voudrais, je dois quand... il pleut, il neige, il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du vent, il y a du soleil, il y a du brouillard, il y a des nuages, il y a un orage	l'histoire, la France, le roi, la guerre, Dieu, la révolution française, le trône, l'armée, la victoire, l'église catholique, un homme, une femme, la loi, l'économie, le système politique, la monarchie, le gouvernement, la société, le pouvoir, « liberté, égalité, fraternité », les Allemands, les Alliés, un pays, la collaboration, la Résistance, la libération	Hola, adiós, buenos días ¿Como te llamas? Me llamo... ¿Dónde vives? Vivo en... ¿Cuántos años tienes? Tengo.....años ¿Tienes hermanos? Tengo uno hermano/una hermana Soy hijo único/hija única ¿Cuál es tu nacionalidad? Soy inglés/inglesa uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once Mi color favorito es... rojo, azul, amarillo, verde, marrón, gris, negro, blanco, rosa, naranja, morado Me gusta.../No me gusta... el chocolate, el helado, los dulces , la

						limonada, las patatas fritas, las verduras, las manzanas, el café, el tenis, el fútbol, la natación, el cine, los videojuegos, la música, la tele, la lectura porque es... fenomenal/basura estupendo/horrible interesante/aburrido delicioso/asqueroso
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Schema map to show how units build, revisit learning and link across and within year groups.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Basics 1	Basics 2	Les Quatre Amis	Portraits	Healthy Living	A Trip to the Beach
Year 3 links		Building on phonics knowledge, numbers to 10, memory skills.	Building on animals and colours vocabulary by using those words in sentences.	Building on awareness of masculine and feminine nouns, placing colours in the correct word order in phrases.	Building on phonics knowledge and ability to write longer sentences using a model.	Building on awareness of grammar (masculine/feminine) with prepositions in sentences with countries.
Year 4	Profiles	Classroom	Animal Carnival	Planets	Three Little Pigs	Geography
Year 3 Links	Building on vocabulary giving information about yourself.	Building on writing longer sentences using a model.	Building on knowledge of masculine/feminine nouns to use feminine adjectival agreements correctly.	Building on temperature vocabulary learnt from weather sentences.	Building on listening, reading and phonics skills.	Building on countries vocabulary, memory skills and phonics knowledge.
Year 4 Links				Building on knowledge of adjectival agreements from last half-term. Using grand/petit in a new context.	Building on listening, reading and phonics skills.	Building on saying where you live, and extending sentences using a model.

Year 5	Paris	Film/TV + Etre	Clothes	House	Town	Au café
Year 3 Links	Building on role play skills.	Building on memory, listening and reading skills.	Building on colours vocabulary.		Building on numbers knowledge.	Building on food and drink vocabulary and role play skills.
Year 4 Links	Building on knowledge of conjunctions.	Building on knowledge of conjunctions and how gender affects grammar.	Building on knowledge of adjectival agreements.	Building on saying where you live.		
Year 5 Links		Building on opinions vocabulary.	Building on opinions vocabulary.		Building on knowledge of prepositions from last half-term.	Building on opinions vocabulary.
Year 6	School	Illnesses	Verbs	Hobbies	Fristory	Spanish
Year 3 Links	Building on colours vocabulary.	Building on role play skills. Building on knowledge of body parts.	Building on knowledge of masculine and feminine nouns.			
Year 4 Links	Building on writing longer sentences using a model.	Building on knowledge of how gender and number affect grammar.	Building on knowledge of how gender and number affect grammar.	Building on writing longer sentences using a model.		
Year 5 Links	Building on opinions vocabulary.	Building on role play skills.	Building on knowledge of subject pronouns.	Building on opinions vocabulary.		
Year 6 Links				Building on knowledge of infinitives, verb conjugation and opinions vocabulary.	Building on phonics, listening, reading and writing skills.	Building on all language skills from the last 4 years, as well as French cognates.

Spaced Learning is focused on colours, numbers and opinions.

Masculine/feminine and singular /plural are the main grammar foci throughout.

Memory skills are incorporated into all units to help children know and remember more.

- Use actions rhymes and play games to aid memorisation.
- Think creatively to make links to known words either in French or English.

Les objets dans la classe



la porte



la chaise



la table



le vestiaire



la fenêtre



la poubelle



le tableau interactif



le papier



l'ordinateur



le tableau noir



le livre



le cahier



les ciseaux



les stylos



les crayons



l'étagère



les peintures



les pinceaux



la gomme



les tiroirs

