

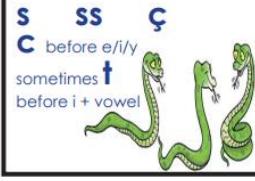






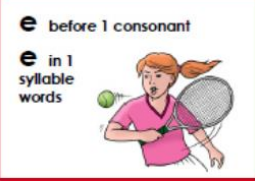





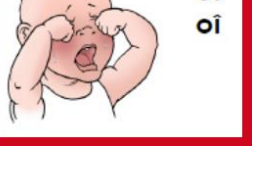





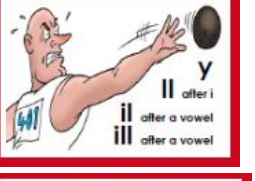
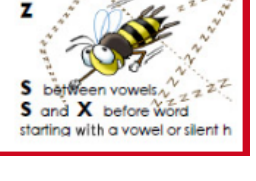

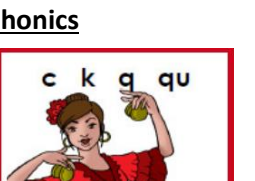



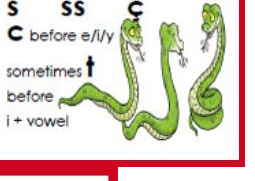
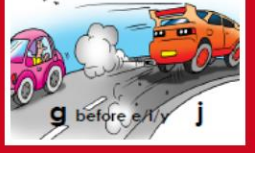





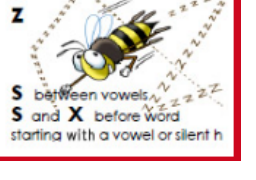

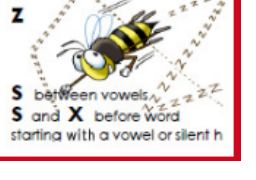



Curriculum Progression- MFL- Year 3

| | | Year 3 | | | |
|-----------------|-----------------------|---|---|---|--|
| Topic Knowledge | Topic | Bonjour! Greetings | Les couleurs The colours of the rainbow | Ma trousse Pencil Case items | Les glaces Ice creams |
| | Link to school values | Together we are kind In what way- what will you discuss around kindness? | Together we are problem solvers context | Together we do our best | Together we embrace difference |
| | New Key Vocabulary | Bonjour - hello Bonsoir – good evening Salut - hi Au revoir - goodbye Ça va? – How are you? Ça va bien / mal – I’m well / not well Ça ne va pas – I’m not ok Quel âge as-tu? – How old are you? Numbers 1-12 : Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze | Rouge - red Orange - orange Jaune - yellow Bleu - blue Vert - green Blanc - white Noir - black Brun / marron - brown Violet - purple Rose – pink Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday | un taille-crayon – a pencil sharpener une gomme – a rubber des ciseaux - scissors un stylo – a pen un crayon – a pencil une règle – a ruler une trousse – a pencil case oui - yes non - no | Je voudrais – I would like une glace à la vanille – a vanilla ice cream une glace à la fraise – a strawberry ice cream une glace au chocolat – a chocolate ice cream S’il vous plaît - please Merci – thank you Numbers 13-19 : Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf. |
| | End points | By the end of this unit, children will be able to hold a basic conversation in French by asking and answering different questions. Children will be able to read and translate a conversation. With support of a word bank, children will be able to write out the script for their conversation. | Children can ask and answer which day it is Children can identify colour words in simple stories Children can tell each other their favourite colour | Children can explain what is in their pencil case and what colour each item is. Children can confidently use j’ai and je n’ai pas and understand the difference between the two. Children can understand a simple French song about pencil case items and fill in missing words. | Children will order their ice cream for the Y3 Millhouses park trip (Geography) in French. |
| | Crucial knowledge | 1. Use basic greetings including : <ul style="list-style-type: none"> • bonjour • salut • bonsoir 2. Asking and answering: <ul style="list-style-type: none"> • how are you - Ça va? • I’m well / not good - Ça va bien / mal • what is your name – Comment t’appelles-tu? • My name is... - Je m’appelle... • how old are you - Quel âge as-tu? • J’ai ____ ans 3. Remembering the number of your age 4. Write the above language with correct spelling using a sentence builder or word bank. | 1. Remember the 7 colours of the rainbow: <ul style="list-style-type: none"> • Rouge • Orange • Rose • Vert • Bleu • Violet • Rose 2. Answer: what day is it – il est quel jour? 3. Know the French days of the week: <ul style="list-style-type: none"> • Lundi • Mardi • Mercredi • Jeudi • Vendredi • Samedi • dimanche 4. Write the date in their book in French e.g. lundi le 1 septembre | 1. Say I have (j’ai) and I don’t have (je n’ai pas). 2. Say there is / there are (il y a) 3. Remember the items of stationary they use most in class: <ul style="list-style-type: none"> • Une gomme • Un crayon • Une règle 4. Ask and answer ‘do you have...?’ questions about pencil case items with yes (oui) and no (non) <ul style="list-style-type: none"> • As-tu une gomme? • As-tu un crayon? 5. Understand that colour adjectives come after nouns in French. | 1. Say ‘je voudrais’ to politely ask for something 2. Say ‘s’il vous plait’ and ‘merci’ – both when ordering their ice cream and as part of general classroom manners. 3. Understand that flavour adjectives come after the noun ‘ice cream’ in French. <ul style="list-style-type: none"> • Glace a la vanilla • Glace a la fraise • Glace au chocolat 4. Continue using ‘do you have...?’ questions in the context of ice cream <ul style="list-style-type: none"> • As-tu une glace a la vanilla? • As-tu une glace a la fraise? 5. Count confidently to 20 in French 6. Ask for multiple numbers of ice creams up to 20 <ul style="list-style-type: none"> • Je voudrais seize glaces a la vanilla • Je voudrais quatorze glaces au chocolat |


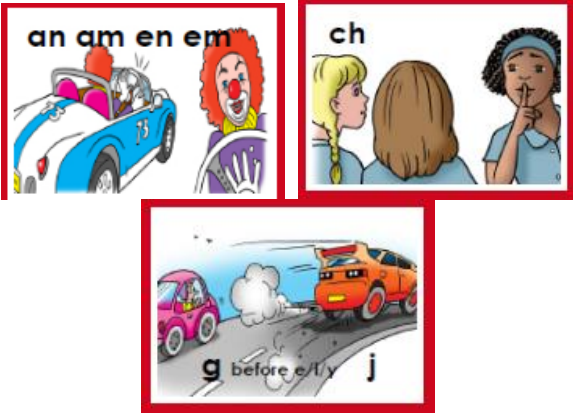
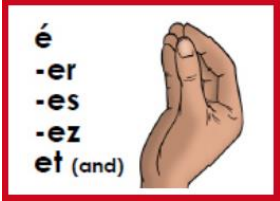



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| | | | <p>5. Ask and answering:</p> <ul style="list-style-type: none"> What is your favourite colour – Quelle est ta couleur préférée? <p>6. Remember your favourite colour if it is not a rainbow colour.</p> | | |
| Phonics | <p>Y3/4 definition: The sound each letter or group of letters in the French alphabet makes.</p> <p>Y5/6 definition: The different sounds used in French words, with accents impacting the way in which letters are pronounced.</p> | <p>New phonics</p>          | <p>New phonics</p>   <p>Recap Phonics</p>        | <p>New phonics</p>        <p>Recap phonics</p>      | <p>New phonics</p>  <p>Recap phonics</p>         |
| Grammar concepts | <p>Adjectives</p> <p>Year 3 and 4: Words that describe a noun and usually come after a noun in French.</p> <p>Year 5 and 6: Describing words that must agree with the noun's gender and number. They have masculine, feminine, singular and plural forms.</p> | <p>Bien – good / well Mal - bad</p> | <p>Rouge - red Orange - orange Jaune - yellow Bleu - blue Vert - green Blanc - white Noir - black Brun / marron - brown Violet - purple Rose – pink Préférée - favourite</p> | <p>Recall: Rouge - red Orange - orange Jaune - yellow Bleu - blue Vert - green Blanc - white Noir - black Brun / marron - brown Violet - purple Rose – pink</p> <p>Teachers will introduce the different gendered form of colours (masculine/feminine) when</p> | <p>Vanille Fraise Chocolat</p> <p>Understand that adjectives come after the noun in French</p> |

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| | | | | <p>modelling, but there will be no expectation for children to get these correct yet – this will be explicitly taught later.</p> <p>Begin to understand that adjectives come after the noun in French</p> | |
| | <p>Nouns and determiners</p> <p>Year 3 and 4: <i>Determiners come before nouns. Un/une means a/an and le/la means the. Nouns are people, places and things.</i></p> <p>Year 5 and 6: <i>Determiners can be masculine, feminine, singular or plural depending on the noun. Proper nouns in French are place names and people's names but not days of the week.</i></p> | <p>Numbers 1-12 : Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p> | <p>Understand that days of the week do not need capital letters in French</p> <p>Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday</p> | <p>Children will understand that there are a range of different determiners and articles used in French – un, une, des</p> <p>Dans ma trousse – in my pencil case</p> <p>un taille-crayon – a pencil sharpener une gomme – a rubber des ciseaux - scissors un stylo – a pen un crayon – a pencil une règle – a ruler une trousse – a pencil case</p> | <p>Une glace – an ice cream</p> <p>Numbers 13-19 : Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf.</p> |
| | <p>Verbs and pronouns</p> <p>Year 3 and 4: <i>Verbs are doing and happening words. I can explain what I am doing using je and j'</i></p> <p>Year 5 and 6: <i>Verbs can be conjugated depending on the subject. The verb ending changes when the subject changes.</i></p> | <p>Children will focus on 1st person verbs : Je - I Je m'appelle – My name is (I am called) J'ai – I have</p> <p>Children will be introduced to elision (use of apostrophe in m'appelle and j'ai)</p> | <p>Ma couleur <u>préférée</u> est le/la – My favourite colour is...</p> | <p>Recall: J'ai – I have</p> <p>Introduce: Je n'ai pas – I don't have</p> <p>Children will understand that ne + pas is used to make a verb negative.</p> | <p>Recall : J'ai – I have Je n'ai pas – I don't have</p> <p>Introduce: Je voudrais – I would like Il y a – there is / there are S'il vous plait - please</p> |
| | <p>Asking questions</p> <p>Year 3 and 4: <i>When you ask a question in French, your voice should go up at the end of the question.</i></p> <p>Year 5 and 6: <i>Sometimes verbs and subjects can be inverted when asking questions. You could say 'comment tu t'appelles?' or 'comment t'appelles-tu?' – they mean the same.</i></p> | <p>Comment tu t'appelles? - What is your name? Quel âge as-tu? – How old are you? Ça va? – How are you?</p> | <p>C'est quelle couleur? – What colour is it ? Quelle est ta couleur préférée? – What is your favourite colour ? C'est quelle jour? – What day is it? C'est quelle jour préférée? – What is your favourite day ?</p> | <p>As-tu...? – Do you have....?</p> | <p>Recall: As-tu...? – Do you have...?</p> <p>Introduce Inversion of words in questions with a hyphen between them. Desirez-vous une glace? – Would you like an ice cream?</p> |

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| Language skills | Speaking and comprehension | Perform finger rhymes and sing songs speak clearly and confidently Perform simple communicative tasks using single words, phrases and short sentences (say hello, ask someone what their name is). Repeat words and phrases modelled by the teacher – choral repetition. | Join in with storytelling Repeat words and phrases modelled by the teacher – choral repetition. | Repeat words and phrases modelled by the teacher. Ask and answer questions. | Repeat words and phrases modelled by the teacher. Ask and answer questions. Memorise and present a scripted conversation. |
| | Listening | Listen attentively and demonstrate understanding to simple rhymes and songs Recognise and respond to sound patterns and words. Learn a finger rhyme. | Join in with storytelling. Remember a sequence of spoken words. | Ask and answer questions. Understand instructions, everyday classroom language and praise words. | Classroom instructions Responding to questions Joining in with games |
| | Reading and comprehension | Recognise some familiar words in written form. Recognise how sounds are represented in written form. | Identify and read simple words. Recognise how sounds are represented in written form. | Read and understand simple sentences and questions. Recognise how sounds are represented in written form. | Read and understand simple sentences and questions. Recognise how sounds are represented in written form. |
| | Writing | Write/ copy words from the above vocabulary with the correct spelling. | Write/ copy simple words for colours as listed above. | Write/copy simple words for pencil case items as listed above. | Write/copy simple words for ice cream flavours as listed above |

Curriculum Progression- MFL- Year 4

| | | Year 4 | | | |
|-----------------|-----------------------|--|--|---|--|
| Topic Knowledge | Topic | Le corps Body parts | Les sports Sports | Les fruits Fruits | La chenille qui fait des trous The Very Hungry Caterpillar |
| | Link to school values | Together we embrace difference context | Together we are problem solvers | Together we do our best | Together we are kind |
| | New Key Vocabulary | la tête – the head les yeux – the eyes le nez – the nose les oreilles – the ears la bouche – the mouth les dents – the teeth le pied – the feet la jambe – the legs la main – the hand le bras – the arms | La natation - swimming L'équitation – horse riding La gymnastique - gymnastics La danse - dance L'escalade - climbing Le foot - football Le tennis - tennis Le cyclisme - cycling La course - running Mère - mother Père - father Frère - brother Sœur - sister | La banane - banana Des cerises - cherries Un citron - lemon Une fraise - strawberry Des framboises - raspberries Une orange - orange Une pêche - peach Une poire - pear Une pomme - apple Des raisins - grapes Faim - hunger | La Chenille - caterpillar Trou - hole La lune – the moon Le soleil – the sun Une semaine – a week La nuit – the night Le matin – the morning Elle croque – she munches Elle a faim – she is hungry Elle mange – she eats Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60 Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent - 100 |
| | End points | Children will be able to hold a basic conversation in French by asking and answering different questions. Children will be able to recognise and apply simple adjectival agreements (singular and plural) With support of a word bank, children will be able to create a short description of a monster using different numbers of body parts and colours. | Children will be able to recognise sports and understand that some are masculine and some are feminine. Children will be able to express their opinions about different sports. Children will use <i>je fais (I do)</i> and <i>je joue (I play)</i> to say which sports they practise. They will use <i>il/elle joue (he/she plays)</i> to describe which sports their family members practise. | Children will be able to recognise, say and write words for different fruits. With the support of a word bank, children will create a healthy eating menu / timetable using the names of fruits and the days of the week. | Children will be able to apply their knowledge of fruits and numbers to create their own version of a 'Very Hungry Animal' in French. Children will appreciate that you do not need to know the meaning of each word in a French story to follow the plot. |
| | Crucial knowledge | 1. Learn and remember key vocabulary for the face and body (above) 2. Children understand the rule for plural nouns <ul style="list-style-type: none"> If the word ends in e or t add an s if it ends in s or z it stays the same 3. Begin to understand that French nouns have a gender <ul style="list-style-type: none"> Words that go with 'le' are masculine Words that go with 'la' are feminine 4. Begin to understand that adjectives should agree with the gender and number of the noun | 1. Learn and remember key vocabulary for sports (above) 2. Express opinions about sports you like or dislike <ul style="list-style-type: none"> J'aime la course Je n'aime pas la cyclisme 3. Understand what cognates are <ul style="list-style-type: none"> Words spelled the same or similarly in English and French 4. Identify simple cognates <ul style="list-style-type: none"> Le tennis is the same, le cyclisme is similar 5. Identify which words are masculine and which are feminine based on their determiner | 1. Learn and remember key vocabulary for fruits (above) 2. Understand that un and une also indicate the gender of nouns <ul style="list-style-type: none"> Words that go with 'un' are masculine Words that go with 'une' are feminine 3. Express opinions about fruits you like and dislike <ul style="list-style-type: none"> J'aime la poire Je n'aime pas la pomme 4. Ask and answer questions about favourite fruits <ul style="list-style-type: none"> Quelle est ton fruit préféré ? | 1. Children will identify known vocabulary from previous units in a familiar story. 2. Children will infer the meaning of some new words based on their knowledge of other key words. 3. Children will identify patterns within sentences in the story <ul style="list-style-type: none"> Adjectives go before nouns 4. Children will learn to count to 100 5. Children will apply their knowledge of numbers, food and days of the week to create their own simple story. |


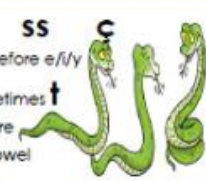











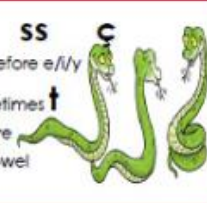



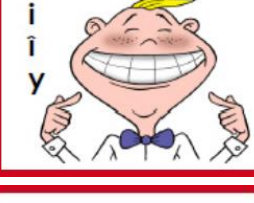
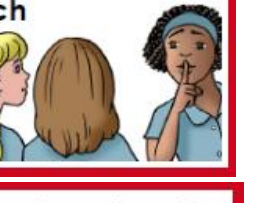















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| | | <ul style="list-style-type: none"> Some colours have a masculine and feminine spelling Some colours need to be made plural if the noun in plural <p>5. Write the above vocabulary with correct spelling using a sentence builder or word bank.</p> <p>6. Speak with increasingly accurate pronunciation</p> | <ul style="list-style-type: none"> Words that go with 'le' are masculine Words that go with 'la' are feminine <p>6. Conjugate simple verbs in first and third person</p> <ul style="list-style-type: none"> Je joue – I play Il/elle joue – he/she plays Je fais – I do Il/elle fait – he/she does | <p>5. Conjugate simple verbs in first person, understanding when elision is needed (before a vowel)</p> <ul style="list-style-type: none"> J'ai J'aime J'adore Je mange Je voudrais | <p>6. Children will use a child-friendly French dictionary to look up the name of an animal of their choice</p> |
| Phonics | <p>Y3/4 definition: The sound each letter or group of letters in the French alphabet makes.</p> <p>Y5/6 definition: The different sounds used in French words, with accents impacting the way in which letters are pronounced.</p> | <p><u>New phonics</u></p>  <p><u>Recap Phonics</u></p>  | <p><u>New phonics</u></p>  <p><u>Recap phonics</u></p>  | <p><u>New phonics</u></p>  <p><u>Recap phonics</u></p>  | <p><u>Recall phonemes</u></p> <p>During this unit, children will recall all phonemes taught in Y3 and Y4</p> |
| Grammar concepts | <p>Adjectives</p> <p>Year 3 and 4: Words that describe a noun and usually come</p> | <p>Recall from Y3 the 7 colours of the rainbow:</p> <p>Rouge - red Orange - orange Jaune - yellow Bleu - blue Vert - green Blanc - white</p> | | <p>Recognise feminine spellings of colours.</p> <p>rouge - red gris(e) - grey noir(e) - black violet(te) - purple blanc(he) - white marron - brown</p> | <p>Children will notice that adjectives go before nouns in French while reading the story. Children will infer the meaning of some new adjectives (beau, grosse, grasse) based on pictures.</p> |

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| | <p>after a noun in French.</p> <p>Year 5 and 6: Describing words that must agree with the noun's gender and number. They have masculine, feminine, singular and plural forms.</p> | <p>Noir - black Brun / marron - brown Violet - purple Rose – pink</p> <p>Recognise feminine spellings of colours. rouge gris(e) noir(e) violet(te) blanc(he) marron brun orange jaune rose vert(e) bleu (e)</p> | | <p>brun - brown orange - orange jaune - yellow rose - pink vert(e) - green bleu(e) - blue</p> | |
| | <p>Nouns and determiners</p> <p>Year 3 and 4: Determiners come before nouns. Un/une means a/an and le/la means the. Nouns are people, places and things.</p> <p>Year 5 and 6: Determiners can be masculine, feminine, singular or plural depending on the noun. Proper nouns in French are place names and people's names but not days of the week.</p> | <p>Recall : Le/la means 'the'</p> <p>Introduce that nouns have a gender which is shown by le / la</p> <p>la tête – the head les yeux – the eyes le nez – the nose les oreilles – the ears la bouche – the mouth les dents – the teeth le pied – the feet la jambe – the legs la main – the hand le bras – the arms</p> | <p>Recall : Le – masculine La - feminine Elision (use of apostrophe in l'escalade)</p> <p>La natation - swimming L'équitation – horse writing La gymnastique - gymnastics La danse - dance L'escalade - climbing Le foot - football Le tennis - tennis Le cyclisme - cycling La course - running</p> <p>Mère - mother Père - father Frère - brother Sœur - sister</p> | <p>Children will learn which determiners go with each noun as they learn them. Children will learn that le/la mean 'the' and un/une mean 'a/an'. Children will be introduced to the determiner 'des' (some)</p> <p>La banane - banana Des cerises - cherries Un citron - lemon Une fraise - strawberry Des framboises - raspberries Une orange - orange Une pêche - peach Une poire - pear Une pomme - apple Des raisins - grapes Faim - hunger</p> | <p>Recall : Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday</p> <p>Numbers 1-19 Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf.</p> <p>Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60 Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent - 100</p> |
| | <p>Verbs and pronouns</p> <p>Year 3 and 4: Verbs are doing and happening words. I can explain what I am doing using je and j'</p> | <p>Recall: J'ai – I have Elision (use of apostrophe in j'ai)</p> <p>Introduction of 3rd person verbs: il/elle – he/she Il a/elle a – he/she has</p> | <p>Recall: Understand that ne + pas is used to make a verb negative. 3rd person verbs Il/elle – he/she</p> <p>Introduction of verbs to express opinion: J'aime – I like Je n'aime pas – I don't like</p> <p>Introduce 1st and 3rd person verbs: Je joue – I play Je fais – I do</p> | <p>Recall: J'ai – I have Je n'ai pas – I don't have Je voudrais – I would like J'aime – I like J'adore – I love Je n'aime pas – I don't like Il/elle a – He/she has</p> <p>Introduce 1st and 3rd person conjugations : J'adore – I love Mon fruit préféré est... - My favourite fruit is... Je mange – I eat</p> | <p>Recall: First and third person – je, il, elle Elle mange Elle a faim</p> <p>Introduce : Elle fait (des trous) *Children will know 'je fais' from their unit on sport. Explain that 'fais/fait' can mean 'do' or 'make'</p> |

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| | <p>Year 5 and 6: Verbs can be conjugated depending on the subject. The verb ending changes when the subject changes.</p> | | <p>Il/elle joue – he/she plays Il/elle fait – he/she does</p> | <p>Elle mange – She eats Elle a faim – She is hungry Il a faim – He is hungry</p> | |
| | <p>Asking questions</p> <p>Year 3 and 4: When you ask a question in French, your voice should go up at the end of the question.</p> <p>Year 5 and 6: Sometimes verbs and subjects can be inverted when asking questions. You could say ‘comment tu t’appelles?’ or ‘comment t’appelles-tu?’ – they mean the same.</p> | <p>Recall : Bonjour - hello Bonsoir – good evening Salut - hi Au revoir - goodbye Comment tu t’appelles? – What’s your name ? Quel âge as-tu? – How old are you? Ça va? – How are you</p> <p>Understand that voice intonation rises with questions.</p> | <p>Asking and answering the question : Qu’est-ce que aimes- tu? – What do you like ? Qu’est-ce que tu aimes? – What do you like ? Qu’est-ce que tu joue ? – What do you play ? Quelle sport fais-tu ? – Which sport do you do ?</p> <p>Practise voice intonation rising at the end of a question.</p> | <p>Recall: Qu’est-ce que tu aimes ? – What do you like ? Quelle est ton fruit préféré ? – What is your favourite fruit ?</p> | |
| Language skills | Speaking and comprehension | <p>Perform finger rhymes and sing songs speak clearly and confidently Repeat words and phrases modelled by the teacher. Join in with games. Describe characters orally.</p> | <p>Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Join in with games. Describe actions orally.</p> | <p>Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Join in with games.</p> | <p>Speak clearly and confidently. Speak with accurate pronunciation and intonation. Join in with games.</p> |
| | Listening | <p>Listen attentively and demonstrate understanding to simple rhymes and songs Recognise and respond to sound patterns and words. Join in with games.</p> | <p>Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words.</p> | <p>Understand instructions, everyday classroom language and praise words. Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words.</p> | <p>Explore the patterns and sounds of language through songs and rhymes to link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in French.</p> |
| | Reading and comprehension | <p>Recognise some familiar words in written form. Recognise how sounds are represented in written form.</p> | <p>Identify and read simple words. Recognise some familiar words in written form. Recognise how sounds are represented in written form. Describe actions in writing.</p> | <p>Read and understand simple sentences and questions Recognise some familiar words in written form. Recognise how sounds are represented in written form.</p> | <p>Read carefully to show understanding of words, phrases and simple vocabulary. Broaden your vocabulary and develop your ability to understand new words that are introduced within familiar, written material</p> |
| | Writing | <p>Write/ copy words from the above vocabulary with the correct spelling. Describe characters in writing.</p> | <p>Write/ copy words from the above vocabulary with the correct spelling.</p> | <p>Write/ copy words from the above vocabulary with the correct spelling. Write simple phrases from memory.</p> | <p>Adapt known phrases to create new sentences. Express ideas clearly.</p> |

Curriculum Progression- MFL- Year 5

| | | Year 5 | | | |
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| Topic Knowledge | Topic | Le Francosphère The French speaking world | Les animaux Animals | Dans ma ville In my town | Au marché At the market |
| | Link to school values | Together we embrace difference context | Together we are kind | Together we do our best | Together we are problem solvers |
| | New Key Vocabulary | Où habites-tu? Where do you live ? J’habite ... - I live... Il/elle habite... - He/she lives... au Québec – In Quebec en France – In France en Martinique – In Martinique en Côte d’Ivoire – In the Ivory Coast au Maroc- In Morocco au Luxembourg – In Luxemburg en Suisse – In Switzerland en Belgique – In Belgium le drapeau – the flag | le chat - cat le chien – dog le lapin - rabbit le hamster - hamster le serpent – snake le cochon d’Inde – guinea pig la souris – mouse Grand/e - big Petit /e - small | Le supermarché - supermarket Le boulangerie - bakery Mon école – my school La gare – the station Le marché – the market La piscine – the swimming pool La plage –the beach La pâtisserie – the cake shop Le musée – the museum Un parc-the park Un cinéma-the cinema A droite - right A gauche - left Tout droite – straight ahead Je vais – I go Beau/belle - beautiful Vieux/Vielle - old Modern(e) - modern Intéressant(e) - interesting | <u>Les légumes</u> une laitue – a lettuce une carotte – a carrot une pomme de terre – a potato Une tomate – a tomato Un chou – cabbage Un concombre – cucumber Un champignon - mushroom Ça fait ____ euros. – That’s ____ euros Centimes - cents |
| | End point | Children will gain a wider understanding of where French is spoken in the world. Children will discuss the importance of learning a foreign language and how it supports global communication. Children will describe the colours of the flags of francophone countries. | Children will be able to describe pets and their colours. Children will create an imaginary pet shop full of fun-coloured animals. They will write a written description of their pet shop. | By the end of this unit, children will create a town map of their ideal town, then write a short paragraph describing the places in their town. Children will use their town maps to give basic directions around the town. | By the end of this unit, children will be able to buy and sell items at their imaginary market. They will be able to say how many of each item they have. |
| | Crucial knowledge | 1. Understand where French is spoken in the world. 2. Understand that the names of countries can be different in other languages. 3. Identify cognates <ul style="list-style-type: none"> Luxembourg is a true cognate because it is the same in English Belgique is a partial cognate because it is similar to Belgium 4. Be able to say where you or someone else lives by using the verb <i>habiter</i> | 1. Remember the names for different pets in French (see new vocabulary). 2. Match nouns and adjectives based on their gender. <ul style="list-style-type: none"> Un lapin vert Une souris verte 3. Consistently place adjectives after nouns <ul style="list-style-type: none"> Une souris grande Un serpent bleu | 1. Remember the names for different locations in the town in French (see new vocabulary) 2. Identify cognates <ul style="list-style-type: none"> Le parc – near cognate for park Le surpermarché – near cognate for supermarket 3. Match nouns and adjectives based on their gender. <ul style="list-style-type: none"> Un gare modern Une piscine moderne | 1. Remember the names for different fruits and vegetables (see new vocabulary and recall nouns). 2. Identify cognates <ul style="list-style-type: none"> Carotte, tomate and concombre are all near cognates 3. Use numbers up to 100 as determiners 4. Understand how spellings change for plural words 5. Use the determiner ‘les’ for ‘the’ (plural) and ‘des’ for ‘some’ |

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| | | <ul style="list-style-type: none"> • <i>J'habite a / au / en – I live in</i> • <i>Il/Elle habite a / au / en – He/she lives in</i> <p>5. Use the conjunction <i>et (and)</i> to connect together adjectives in a sentence.</p> <ul style="list-style-type: none"> • <i>Le drapeau est blue, vert <u>et</u> orange</i> <p>6. Give opinions about the importance of learning another language (in English)</p> | <p>4. Correctly select the determiners <i>le/la</i> or <i>un/une</i> depending on whether you want to say 'the' or 'a'</p> <ul style="list-style-type: none"> • <i>J'ai un chat noir</i> • <i>Le chat est noir</i> <p>5. Express opinions about animals using 'j'aime' and 'je n'aime pas'.</p> | <p>4. Consistently place adjectives after nouns</p> <ul style="list-style-type: none"> • <i>Le musée vieux</i> • <i>Un parc beau</i> <p>5. Correctly select the determiners <i>le/la</i> or <i>un/une</i> depending on whether you want to say 'the' or 'a'</p> <ul style="list-style-type: none"> • <i>Où est <u>le</u> parc?</i> • <i>Il y a <u>un</u> parc.</i> <p>6. Ask for and give directions</p> | <p>6. Understand that different countries use different currencies – in France they use euros and cents.</p> <p>7. Use 'je prends' to mean 'I would like'</p> <p>8. Express opinions about fruits and vegetables using <i>j'aime</i> and <i>je n'aime pas</i></p> <p>9. Ask someone if they agree with your opinion</p> |
| Phonics | The different sounds used in French words, with accents impacting the way in which letters are pronounced. | <p><u>Recap Phonics</u></p> <div data-bbox="480 537 747 730">  <p>oi oï</p> </div> <div data-bbox="771 537 1038 730"> <p>s ss c C before e/i/y sometimes before i + vowel</p>  </div> <div data-bbox="480 741 747 934"> <p>c k q qu</p>  </div> <div data-bbox="771 741 1038 934"> <p>r rr</p>  </div> <div data-bbox="480 945 747 1138"> <p>a â à</p>  </div> <div data-bbox="771 945 1038 1138"> <p>an am en em</p>  </div> <div data-bbox="480 1148 747 1341"> <p>ou oû où</p>  </div> <div data-bbox="771 1148 1038 1341"> <p>o ô au eau</p>  </div> | <p><u>New Phonics</u></p> <div data-bbox="1083 468 1350 674">  <p>ien</p> </div> <div data-bbox="1374 468 1641 674">  <p>o but not at the end of a word</p> </div> <div data-bbox="1216 684 1513 890">  <p>on om</p> </div> <p><u>Recap Phonics</u></p> <div data-bbox="1231 1005 1498 1211">  <p>a â à</p> </div> <div data-bbox="1231 1222 1498 1428"> <p>é -er -es -ez et (and)</p>  </div> <div data-bbox="1231 1438 1498 1644"> <p>s ss c C before e/i/y sometimes before i + vowel</p>  </div> <div data-bbox="1231 1654 1498 1860"> <p>in im ain aim ein eim yn ym</p>  </div> | <p><u>Recap phonics</u></p> <div data-bbox="1715 468 1982 674"> <p>é -er -es -ez et (and)</p>  </div> <div data-bbox="2006 468 2273 674"> <p>ou oû où</p>  </div> <div data-bbox="1715 684 1982 890"> <p>i î y</p>  </div> <div data-bbox="2006 684 2273 890"> <p>ch</p>  </div> <div data-bbox="1715 900 1982 1106"> <p>c k q qu</p>  </div> <div data-bbox="2006 900 2273 1106"> <p>in im ain aim ein eim yn ym</p>  </div> <div data-bbox="1715 1117 1982 1323"> <p>ien</p>  </div> <div data-bbox="2006 1117 2273 1323"> <p>oi oï</p>  </div> <div data-bbox="1715 1333 1982 1539"> <p>a â à</p>  </div> <div data-bbox="2006 1333 2273 1539"> <p>an am en em</p>  </div> | <p><u>New Phonics</u></p> <div data-bbox="2448 468 2745 674">  <p>gn</p> </div> <p><u>Recap phonics</u></p> <div data-bbox="2329 741 2597 947">  <p>ien</p> </div> <div data-bbox="2620 741 2887 947"> <p>o ô au eau</p>  </div> <div data-bbox="2329 957 2597 1163"> <p>e before 2 consonants e before final c/t/l/t</p>  </div> <div data-bbox="2620 957 2887 1163"> <p>è ê éi ai aï a before y + vowel</p>  </div> <div data-bbox="2463 1173 2730 1379"> <p>é -er -es -ez et (and)</p>  </div> <div data-bbox="2463 1390 2730 1596"> <p>oi oï</p>  </div> <div data-bbox="2463 1606 2730 1812"> <p>ou oû où</p>  </div> <div data-bbox="2463 1822 2730 2028"> <p>g before e/i/y j</p>  </div> |

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| Grammar concepts | <p>Adjectives:</p> <p><i>Describing words that must agree with the noun's gender and number. They have masculine, feminine, singular and plural forms.</i></p> | <p>Recall the colours including the feminine spellings:</p> <p>rouge gris(e) noir(e) violet(te) blanc(he) marron brun orange jaune rose vert(e) bleu (e)</p> <p>Ensure children are matching the gender of the colour to the gender of the noun e.g. 'le drapeau' is masculine so children should be using the masculine form of the colours.</p> <p>Use 'et' (and) to join nouns together in sentences</p> | <p>Recall the colours including the feminine spellings:</p> <p>rouge gris(e) noir(e) violet(te) blanc(he) marron brun orange jaune jaune rose vert(e) bleu (e)</p> <p>Introduce: Grand/e - big Petit /e - small</p> <p>Ensure adjectives agree with the gender of the noun that they are describing.</p> | <p>Recall : Grand/e - big Petit /e - small</p> <p>Introduce : Beau/belle - beautiful Vieux/Vielle - old Modern(e) - modern Intéressant(e) - interesting</p> <p>Ensure adjectives agree with the gender of the noun that they are describing.</p> | <p>Recall: Grand/e - big Petit /e - small</p> <p>Recall : Numbers 1-19 Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf. Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60 Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent – 100</p> |
| | <p>Nouns and determiners</p> <p><i>Determiners can be masculine, feminine, singular or plural depending on the noun. Proper nouns in French are place names and people's names but not days of the week.</i></p> | <p>au Québec – In Quebec en France – In France en Martinique – In Martinique en Côte d'Ivoire – In the Ivory Coast au Maroc- In Morocco au Luxembourg – In Luxembourg en Suisse – In Switzerland en Belgique – In Belgium</p> | <p>le chat - cat le chien – dog le lapin - rabbit le hamster - hamster le serpent – snake le cochon d'Inde – guinea pig la souris – mouse</p> <p>Children will correctly match each noun to the correct gendered adjective e.g. masculine nouns starting 'le' will go with masculine adjectives.</p> | <p>Children will correctly match each noun to the correct gendered adjective e.g. masculine nouns starting 'le' will go with masculine adjectives.</p> | <p>Recall : La banane - banana Des cerises - cherries Un citron - lemon Une fraise - strawberry Des framboises - raspberries Une orange - orange Une pêche - peach Une poire - pear Une pomme - apple Des raisins - grapes Faim – hunger</p> <p>Recall : Numbers 1-19 Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf. Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60</p> |

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| | | | | | Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent – 100 Introduce: Vingt-et-un Vingt deux etc. |
| | Verbs and pronouns Verbs can be conjugated depending on the subject. The verb ending changes when the subject changes. | Recall: Je m'appelle – My name is (I am called) J'ai – I have J'aime – I like Je n'aime pas – I don't like Il a/elle a – he/she has Introduce 1 st and 3 rd person verbs Il / elle s'appelle – He / she is called J'habite – I live Il/elle habite – he/she lives | Recall: - 1 st and 3 rd person verbs Je m'appelle – My name is (I am called) J'ai – I have J'aime – I like Je n'aime pas – I don't like Il a/elle a – he/she has Il / elle s'appelle – He / she is called Introduce the pronoun mon / ma (my – masculine and feminine) Introduce 3 rd person verbs: Il / elle est – He /she is Mon chat est – My cat is Ma souris est – My mouse is | Recall: Il y a – there is / there are Voici – this is Recall : Mon/ma - my | Recall : J'ai – I have Je n'ai pas – I don't have Je voudrais – I would like Il y a – there is / there are S'il vous plait – please Recall : Mon/ma - my Introduce : Je suis d'accord – I agree Je ne suis pas d'accord. – I don't agree Introduce : Je prends – I take (it is more French to say this than 'I would like') |
| | Asking questions Sometimes verbs and subjects can be inverted when asking questions. You could say 'comment tu t'appelles?' or 'comment t'appelles-tu?' – they mean the same. | Recall : Bonjour - hello Bonsoir – good evening Salut - hi Au revoir - goodbye Comment tu t'appelles? – What's your name ? Quel âge as-tu? – How old are you? Ça va? – How are you Introduce: Où habites-tu? - Where do you live ? | As-tu un/une _____? – Do you have a _____? Il/elle est quelle couleur ? – What colour is it ? | Où est le/la...? - Where is the... ? Pour aller a la...? – How do I get to the...? | Recall: As-tu un/une _____? – Do you have a _____? Quelle est ton fruit préféré ? – What is your favourite fruit ? C'est combien? – How much is it? Es-tu d'accord? – Do you agree ? |
| Language skills | Speaking and comprehension | Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Join in with games. Engage in a short conversation using known questions and answers. | Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Describe things orally Speak in sentences using familiar vocabulary, phrases and basic language structures. Express opinions about animals. | Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Join in with games. Engage in a short conversation using known questions and answers e.g. asking for and giving directions | Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Describe things orally Speak in sentences using familiar vocabulary, phrases and basic language structures. Express opinions about animals. |

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| | Listening | Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words. | Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words. | Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words. | Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words. |
| | Reading and comprehension | Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words in written form. Recognise how sounds are represented in written form. | Broaden your vocabulary and develop your ability to understand new words that are introduced within familiar, written material. Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words in written form. Recognise how sounds are represented in written form. | Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words in written form. Recognise how sounds are represented in written form. | Broaden your vocabulary and develop your ability to understand new words that are introduced within familiar, written material. Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words in written form. Recognise how sounds are represented in written form. Answer simple comprehension questions about a short text you have read. |
| | Writing | Write phrases from memory and adapt them to create new sentences. Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with | Write phrases from memory and adapt them to create new sentences. Describe things in writing Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with Select the correct gender of an adjective so it agrees with a noun | Write phrases from memory and adapt them to create new sentences. Describe things in writing Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with Select the correct gender of an adjective so it agrees with a noun | Write phrases from memory and adapt them to create new sentences. Describe things in writing Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with Select the correct gender of an adjective so it agrees with a noun |

Curriculum Progression- MFL- Year 6

| | | Year 6 | | | |
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| Topic Knowledge | Topic | Voici mon ami Introducing a friend | Les temps et les vêtements Dressing for the weather | Les cafes Café culture | C'est moi! This is me |
| | Link to school values | Together we embrace difference context | Together we are problem solvers | Together we do our best | Together we are kind |
| | New Key Vocabulary | <p>Mon ami – my friend (male) Mon* amie – my friend (female) les cheveux - hair les yeux - eyes courts -short longs - long mi-longs – medium length blonds - blonde roux – red (for hair) châtains – brown for hair les yeux - eyes des lunettes – glasses</p> <p>bavard/e = chatty sympa = kind/nice amusant/e = funny agaçant/e = annoying sportif/ive = sporty</p> | <p>un t-shirt - t-shirt un manteau - coat des collants - tights des chaussettes - socks des baskets - trainers un pantalon - trousers une jupe - a skirt une robe - a dress un pull - a jumper une écharpe - a scarf un chapeau - a hat des chaussures - shoes</p> <p>Il fait froid – it's cold Il fait chaud – it's hot Il fait du soleil – it's sunny Il pleut – it's raining Il neige – it's snowing</p> <p>quand – when si - if</p> | <p>Du pain - bread Du beurre - butter De la confiture - jam Des céréales - cereal Un croissant – a croissant Un pain au chocolat – a pain au chocolat Des fruits - fruits Du thé - tea Du café - coffe3e Du chocolate chaud - hot chocolate Du jus d'orange - orange juice</p> | <p>In this unit, children will be recalling most of the vocabulary taught in KS2.</p> <p>Chèr/chère – dear (masculine/feminine) Mais - but Parce-que – because Et toi ? – And you ? A bientôt – See you soon Difficile – hard Facile – easy Bon/bonne – good Mauvais/mauvaise - bad</p> |
| | End point | Write a description of a friend in their class including information about their appearance and personality. | Link two separate topics (clothing and weather) by discussing what clothing you would wear for different weather. | Devise a menu for your own café. Role play a café scenario, asking authentic questions and taking orders. | Give a short presentation about yourself using longer and more complex phrases. Read and respond to an extract from an email (pen pal letter) Write a letter about yourself to a pen pal |
| | Crucial knowledge | <p>1. Recall vocabulary and sentences about themselves</p> <ul style="list-style-type: none"> Name Age Where you live Sports you play <p>2. Introduce a friend or partner using the above information.</p> <p>3. Describe a friend or partner's appearance using the new key vocabulary.</p> | <p>1. Remember the names of different items of clothing in French (see new key vocabulary)</p> <p>2. Conjugate the verb 'porter' and begin to spot patterns in conjugated verbs.</p> <p>3. Use the verb 'porter' to describe what people are wearing in different pictures.</p> <p>4. Remember the key vocabulary for weather (see new key vocabulary)</p> <p>5. Describe the weather in different images</p> <p>6. Use the conjunction 'quand' (when) to connect weather and clothing</p> | <p>1. Remember the vocabulary for different café items (see new key vocabulary)</p> <p>2. Conjugate the verb 'prendre' and begin to spot patterns in conjugated verbs.</p> <p>3. Use the verb 'prendre' to order items on a menu</p> <p>4. Correctly use the determiners <i>le, la</i> and <i>les</i> to mean 'the', <i>un</i> and <i>une</i> to mean 'a' or <i>des</i> to mean 'some'.</p> | <p>1. Speak confidently in first person in French</p> <p>2. Recall descriptive vocabulary to talk about yourself.</p> <ul style="list-style-type: none"> Name Age Where you live Sports you play Likes and dislikes <p>3. Ask a pen-pal questions about themselves.</p> <p>4. Respond to questions in a pen pal letter</p> |

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| | | <p>4. Describe a friend or partner’s personality using the new key vocabulary.</p> <p>5. Write an extended piece to describe a friend or partner.</p> <p>6. Orally present a written piece with accurate pronunciation and intonation.</p> | <ul style="list-style-type: none"> Quand il neige, je porte une écharpe – when it snows, I wear a scarf | <p>5. Speak with increasing confidence and spontaneity in conversations using memorised phrases</p> | <p>5. Write a range of simple sentences from memory.</p> <p>6. Use word banks on the KLPs to support writing in French.</p> <p>7. Learn how to change the language settings in word so that you can type in French</p> |
| Phonics | <i>The different sounds used in French words, with accents impacting the way in which letters are pronounced.</i> | By Year 6, all phonemes/grapheme combinations have been taught. Children will recap the phonemes / graphemes linked to their topic vocabulary. | | | |
| Grammar concepts | <p>Adjectives:</p> <p><i>Describing words that must agree with the noun’s gender and number. They have masculine, feminine, singular and plural forms.</i></p> | <p>Recall the colours within the context of eyes:</p> <p>gris(e) marron brun vert(e) bleu (e)</p> <p>Introduce plural colours (masc/fem) :</p> <p>Gris/grises Bruns Marrons Verts/vertes Bleus/bleues</p> <p>Introduce hair adjectives:</p> <p>courts - short longs - long mi-longs – medium length blonds - blonde roux – red (for hair) châtains – brown for hair</p> <p>Introduce personality adjectives:</p> <p>bavard/e = chatty sympa = kind/nice amusant/e = funny agaçant/e = annoying sportif/ive = sporty</p> | <p>Recall the colours including the feminine spellings:</p> <p>rouge gris(e) noir(e) violet(te) blanc(he) marron brun orange jaune rose vert(e) bleu (e)</p> <p>froid(e) - cold chaud(e) - hot</p> | <p>Recall:</p> <p>Grand/e - big Petit /e - small</p> | <p>Recall:</p> <p>Gris/grises Bruns Marrons Verts/vertes Bleus/bleues courts - short longs - long mi-longs – medium length blonds - blonde roux – red (for hair) châtains – brown for hair bavard/e = chatty sympa = kind/nice amusant/e = funny agaçant/e = annoying sportif/ive = sporty</p> |
| | <p>Nouns and determiners</p> <p><i>Determiners can be masculine, feminine, singular or plural depending on the noun. Proper nouns in French are place names and</i></p> | <p>les cheveux – hair (masculine) les yeux – eyes (masculine) les lunettes – glasses (feminine)</p> | <p>Recall:</p> <p>Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche – Sunday</p> <p>un t-shirt - t-shirt</p> | <p>Du pain - bread Du beurre - butter De la confiture - jam Des céréales - cereal Un croissant – a croissant Un pain au chocolat – a pain au chocolat Des fruits - fruits Du thé - tea Du café - coffe3e Du chocolate chaud - hot chocolate Du jus d’orange - orange juice</p> | <p>La natation - swimming L’équitation – horse writing La gymnastique - gymnastics La danse - dance L’escalade - climbing Le foot - football Le tennis - tennis Le cyclisme - cycling La course - running Mère - mother Père - father</p> |

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| | people's names but not days of the week. | | un manteau - coat des collants - tights des chaussettes - socks des baskets - trainers un pantalon - trousers une jupe - a skirt une robe - a dress un pull - a jumper une écharpe - a scarf un chapeau - a hat des chaussures - shoes soleil – sunshine / sunny pleut - rain neige - snow | | Frère - brother Sœur - sister le chat - cat le chien – dog le lapin - rabbit le hamster - hamster le serpent – snake le cochon d'Inde – guinea pig la souris – mouse |
| | Verbs and pronouns Verbs can be conjugated depending on the subject. The verb ending changes when the subject changes. | Recall: Je m'appelle – My name is (I am called) J'ai – I have J'aime – I like Je n'aime pas – I don't like Il a/elle a – he/she has Il / elle s'appelle – He / she is called J'habite – I live Il/elle habite – he/she lives Il / elle est – He /she is Voici – this is Mon/ma – my Introduce: Even though 'amie' is feminine, we use 'mon' because it starts with a vowel. This is a new rule – it's simply because it's easier to say than 'ma amie'! Introduce : Il/elle porte (des lunettes) – He/she wears glasses Il/elle n'est pas - he/she isn't | Recall : Il/elle porte – he/she wears Il/elle fait – he/she does Introduce 'il fait' in the context of weather. Literally, 'il fait chaud' means 'it does hot'. Introduce full conjugation of verb 'porter': Je porte - I wear Tu portes - you wear Il/elle porte – he/she wears Nous portons – we wear Vous portez – you wear (plural) Ils/Elles portent – they wear Introduce negative form of 'porter' using 'ne' and 'pas': Je ne porte pas - I don't wear Tu ne portes pas – You don't wear Il/elle ne porte pas – He/she doesn't wear Nous ne portons pas – We don't wear Vous ne portez pas – You don't wear (plural) Ils/elles ne portent pas – They don't wear | Recall : J'ai – I have Je n'ai pas – I don't have Je n'aime pas – I don't like Je voudrais – I would like Il y a – there is / there are S'il vous plait – please Je prends – I take (it is more French to say this than 'I would like') | J'ai – I have Je n'ai pas – I don't have J'aime – I like Je n'aime pas – I don't like il/elle – he/she Il a/elle a – he/she has J'aime – I like J'adore – I love Je n'aime pas – I don't like Je joue – I play Je fais – I do |
| | Asking questions Sometimes verbs and subjects can be inverted when asking questions. You could say 'comment tu | Recall : Bonjour - hello Bonsoir – good evening Salut - hi Au revoir - goodbye Comment tu t'appelles? – What's your name ? Quel âge as-tu? – How old are you? Ça va? – How are you | Introduce : Qu'est-ce que tu portes? – What are you wearing Quand – when Combine these to create questions such as: Quand il fait froid, qu'est-ce que tu portes ? – When it is cold, what do you wear ? | Recall : C'est combien? – How much is it? As-tu un/une _____? – Do you have a _____? Devise questions for authentic use (in a café). | Recall: Qu'est-ce que tu aimes ? – What do you like ? Qu'est-ce que aimes- tu? – What do you like ? Qu'est-ce que tu aimes? – What do you like ? Qu'est-ce que tu joue ? – What do you play ? Quelle sport fais-tu ? – Which sport do you do ? Bonjour - hello |

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| | <p><i>t'appelles?' or 'comment t'appelles-tu?' – they mean the same.</i></p> | <p>Je joue – I play Je fais – I do Il/elle joue – he/she plays Il/elle fait – he/she does Il a/elle a – he/she has Où habites-tu? - Where do you live?</p> | <p>Quand il pleut, qu'est-ce que tu portes ? – When it rains, what do you wear?</p> | | <p>Bonsoir – good evening Salut - hi Au revoir - goodbye Comment tu t'appelles? – What's your name ? Quel âge as-tu? – How old are you? Ça va? – How are you</p> <p>Devise questions for authentic use: E.g. as-tu des animaux ? - Do you have any pets?</p> |
| Language skills | Speaking and comprehension | <p>Recite a short piece of narrative either from memory or by reading aloud from text Listen attentively, re-tell and discuss the main ideas. Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Engage in a short conversation using known questions and answers.</p> | <p>Listen attentively, re-tell and discuss the main ideas. Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Participate in simple conversations on familiar topics. Prepare questions and anticipate responses to be used in practical situations.</p> | <p>Repeat words and phrases modelled by the teacher. Speak with accurate pronunciation and intonation. Engage in a short conversation using known questions and answers.</p> | <p>Engage in a short conversation using known questions and answers. Prepare questions and anticipate responses to be used in practical situations. Speak with accurate pronunciation and intonation. Recite a short piece of narrative either from memory or by reading aloud from text</p> |
| | Listening | <p>Listen attentively to questions and teacher talk. Remember a sequence of spoken words. Listen to descriptions of classmates and guess who it is. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words.</p> | <p>Listen attentively to questions and teacher talk. Listen attentively to responses to enable conversations to take place. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words.</p> | <p>Listen attentively to questions and teacher talk. Listen attentively to responses to enable conversations to take place. Remember a sequence of spoken words. Identify phonemes heard in different words. Understand instructions, everyday classroom language and praise words.</p> | <p>Listen attentively to responses to enable conversations to take place. Understand instructions, everyday classroom language and praise words. Remember a sequence of spoken words. Listen attentively to questions and teacher talk.</p> |
| | Reading and comprehension | <p>Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words and phrases in written form. Recognise how sounds are represented in written form.</p> | <p>Identify cognates when looking at written words in French. Recognise some familiar words and phrases in written form. Recognise how sounds are represented in written form. Read and respond by answering basic comprehension questions.</p> | <p>Read carefully to show an understanding of words, phrases and simple writing. Identify cognates when looking at written words in French. Recognise some familiar words and phrases in written form. Recognise how sounds are represented in written form.</p> | <p>Read carefully to show an understanding of words, phrases and simple writing. Respond to questions you have read. Recognise some familiar words and phrases in written form.</p> |
| | Writing | <p>Write phrases from memory and adapt them to create new sentences. Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with. Write a longer piece of text showing evidence of conjunctions, 1st person and 3rd person verbs and opinions with reasons.</p> | <p>Write phrases from memory and adapt them to create new sentences. Understand basic grammar including verb conjugation. Identify the gender of a noun based on the determiner it is used with. Write extended sentences linking 2 topics (e.g. clothes and weather) using conjunctions.</p> | <p>Write phrases from memory and adapt them to create new sentences. Understand basic grammar including verb conjugation. Identify the gender of a noun based on the determiner it is used with.</p> | <p>Write phrases from memory and adapt them to create new sentences. Understand basic grammar including how to conjugate a verb into first and third person Identify the gender of a noun based on the determiner it is used with. Write a longer piece of text showing evidence of conjunctions, 1st person and 3rd person verbs and opinions with reasons.</p> |