






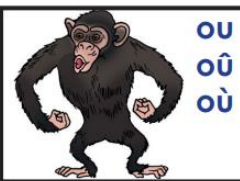













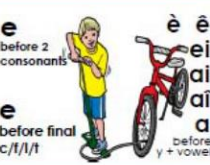


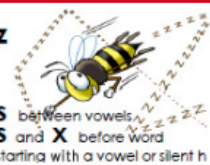




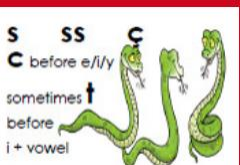



Curriculum Progression- MFL- Year 3

		Year 3		
Topic Knowledge	Topic	Bonjour! Greetings	Les couleurs The colours of the rainbow	Ma trousse Pencil Case items
	Link to school values	Together we are kind	Together we are problem solvers	Together we do our best
	New Key Vocabulary	<p>In what way- what will you discuss around kindness?</p> <p>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? S’il vous plaît - please Merci – thank you</p> <p>Numbers 1-12 : Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p>	<p>context</p> <p>Rouge - red Orange - orange Jaune - yellow Bleu - blue Vert - green Blanc - white Noir - black Brun / marron - brown Violet - purple Rose – pink</p> <p>Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday</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 oui - yes non - no</p> <p>Numbers 13-19 : Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf.</p>
	End points	<p>By the end of this unit, children will be able to hold a basic conversation in French by asking and answering different questions.</p> <p>Children will be able to read and translate a conversation.</p> <p>With support of a word bank, children will be able to write out the script for their conversation.</p>	<p>Children can ask and answer which day it is</p> <p>Children can identify colour words in simple stories</p> <p>Children can tell each other their favourite colour</p>	<p>Children can explain what is in their pencil case and what colour each item is.</p> <p>Children can confidently use j’ai and je n’ai pas and understand the difference between the two.</p> <p>Children can understand a simple French song about pencil case items and fill in missing words.</p>
	Crucial knowledge	<p>1. Use basic greetings including :</p> <ul style="list-style-type: none"> • bonjour • salut • bonsoir <p>2. Asking and answering:</p> <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 <p>3. Remembering the number of your age</p> <p>4. Use basic classroom instructions and manners such as ‘please’ and ‘thank you’ in French.</p> <p>5. Write the above language with correct spelling using a sentence builder or word bank.</p>	<p>1. Remember the 7 colours of the rainbow:</p> <ul style="list-style-type: none"> • Rouge • Orange • Rose • Vert • Bleu • Violet • Rose <p>2. Answer: what day is it – il est quel jour?</p> <p>3. Know the French days of the week:</p> <ul style="list-style-type: none"> • Lundi • Mardi • Mercredi • Jeudi • Vendredi • Samedi • dimanche <p>4. Write the date in their book in French e.g. lundi le 1 septembre</p> <p>5. Ask and answering:</p> <ul style="list-style-type: none"> • What is your favourite colour – Quelle est ta couleur préférée? 	<p>1. Say I have (j’ai) and I don’t have (je n’ai pas).</p> <p>2. Say there is / there are (il y a)</p> <p>3. Remember the items of stationary they use most in class:</p> <ul style="list-style-type: none"> • Une gomme • Un crayon • Une règle <p>4. Ask and answer ‘do you have...?’ questions about pencil case items with yes (oui) and no (non)</p> <ul style="list-style-type: none"> • As-tu une gomme? • As-tu un crayon? <p>5. Understand that colour adjectives come after nouns in French.</p>


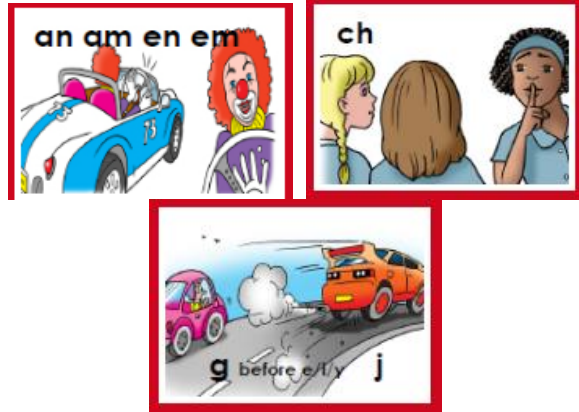
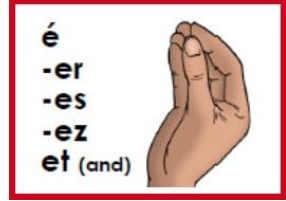
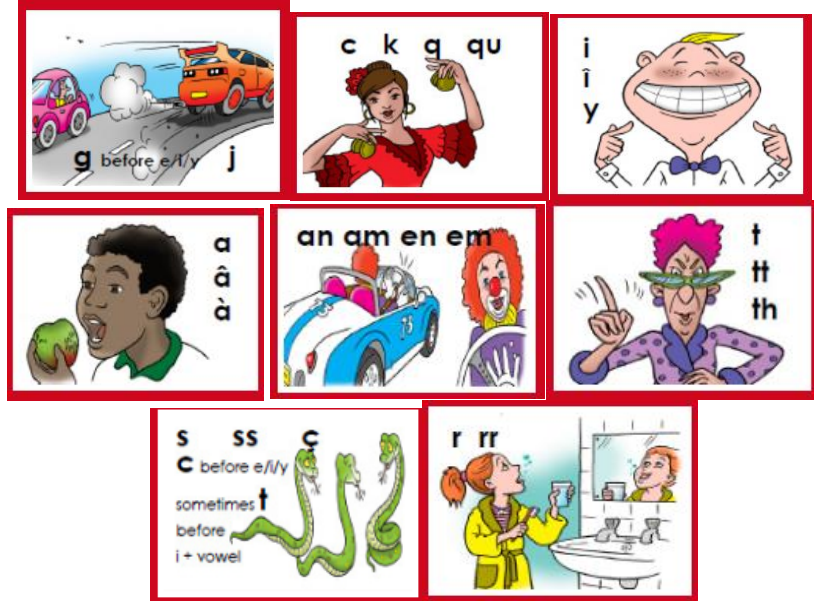

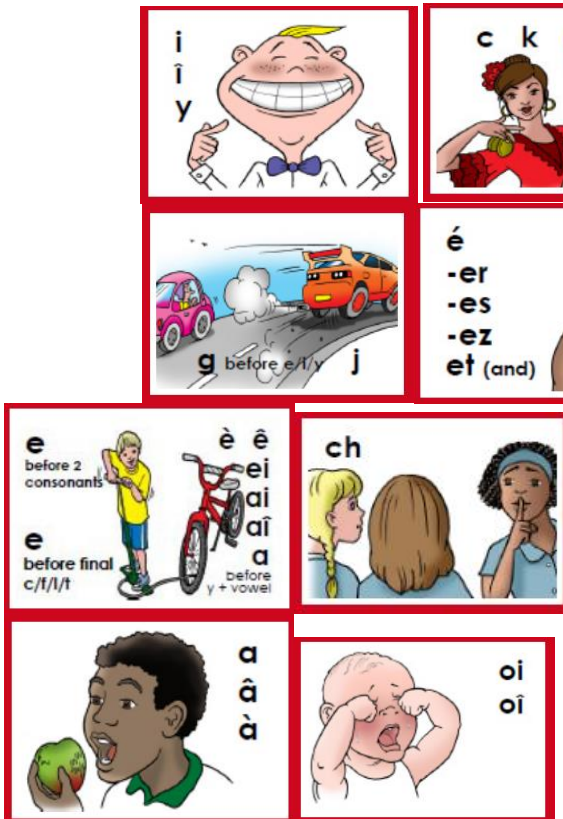
			6. Remember your favourite colour if it is not a rainbow colour.	
Phonics	<p>Y3/4 definition: The sound each letter or group of letters in the French alphabet makes.</p> <p>Y5/6 definition: The different sounds used in French words, with accents impacting the way in which letters are pronounced.</p>	<div><div><p>New phonics</p><div><p>g before e/i/y</p></div><div><p>j</p></div></div><div><div><p>s ss ç</p><p>c before e/i/y</p><p>sometimes t before i + vowel</p></div><div></div></div><div><div><p>c k q qu</p></div><div></div></div><div><div><p>an am en em</p></div><div></div></div><div><div><p>i y î</p></div><div></div></div><div><div><p>eu œ œu</p></div><div></div></div><div><div><p>ou ôu òu</p></div><div></div></div><div><div><p>oi ôi oî</p></div><div></div></div><div><div><p>a â à</p></div><div></div></div></div>	<div><div><p>New phonics</p><div><p>e before 1 consonant</p><p>e in 1 syllable words</p></div><div><p>ch</p></div></div><div><p>Recap Phonics</p><div><p>c k q qu</p></div><div><p>ou ôu òu</p></div><div><p>an am en em</p></div><div><p>i y î</p></div><div><p>eu œ œu</p></div><div><p>oi ôi oî</p></div><div><p>g before e/i/y</p></div></div></div>	<div><div><p>New phonics</p><div><p>o ô au eau</p></div><div><p>g gu before e/i/y</p></div><div><p>e before 2 consonants</p><p>e before final c/t/l/f</p></div><div><p>è ê ei ai aï a before y + vowel</p></div><div><p>il after a vowel</p><p>ill after a vowel</p></div><div><p>z</p><p>s between vowels</p><p>s and x before word starting with a vowel or silent h</p></div><div><p>un um</p></div></div><div><p>Recap phonics</p><div><p>i y î</p></div><div><p>c k q qu</p></div><div><p>an am en em</p></div><div><p>s ss ç</p><p>c before e/i/y</p><p>sometimes t before i + vowel</p></div><div><p>g before e/i/y</p></div></div></div>
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 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>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>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>Introduce Inversion of words in questions with a hyphen between them.</p>
Language skills	Speaking and comprehension	<p>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.</p>	<p>Join in with storytelling Repeat words and phrases modelled by the teacher – choral repetition.</p>	<p>Repeat words and phrases modelled by the teacher. Ask and answer questions.</p>

	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.
	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.
	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.

Curriculum Progression- MFL- Year 4

		Year 4		
Topic Knowledge	Topic	Le corps Body parts	Les sports Sports	Les fruits Fruits
	Link to school values	Together we embrace difference context	Together we are problem solvers	Together we do our best
	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 Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60 Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent - 100	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
	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 be able to apply their knowledge of fruits and numbers to read '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 <ul style="list-style-type: none"> Some colours have a masculine and feminine spelling Some colours need to be made plural if the noun is plural 5. Write the above vocabulary with correct spelling using a sentence builder or word bank.	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 <ul style="list-style-type: none"> Words that go with 'le' are masculine Words that go with 'la' are feminine 6. Conjugate simple verbs in first and third person	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 ? 5. Conjugate simple verbs in first person, understanding when elision is needed (before a vowel) <ul style="list-style-type: none"> J'ai J'aime


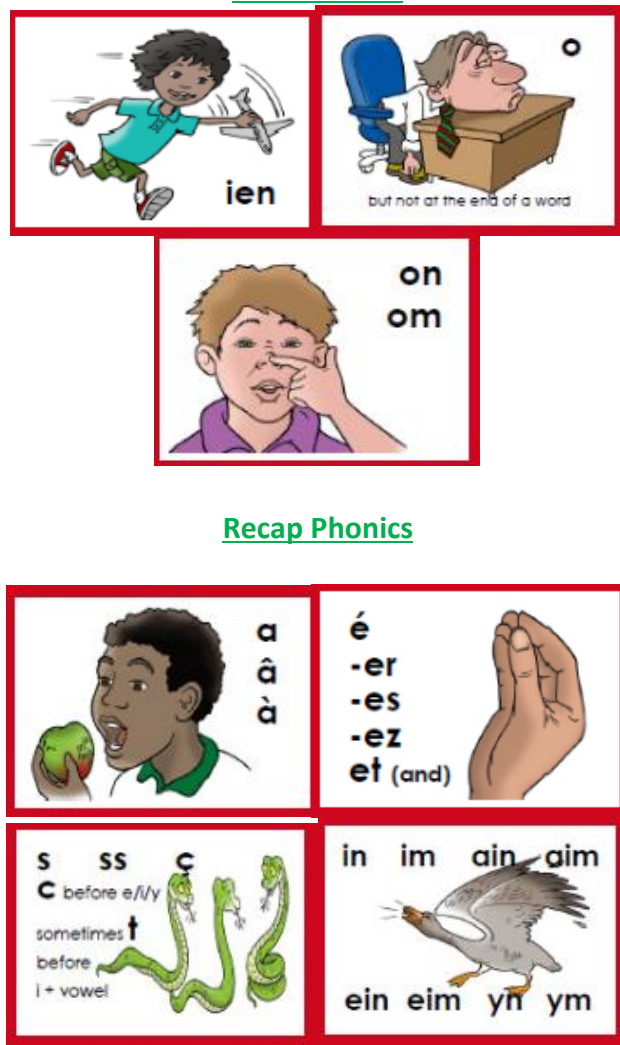
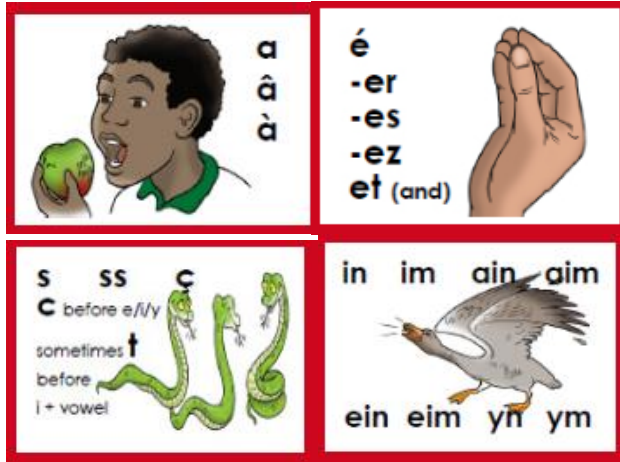
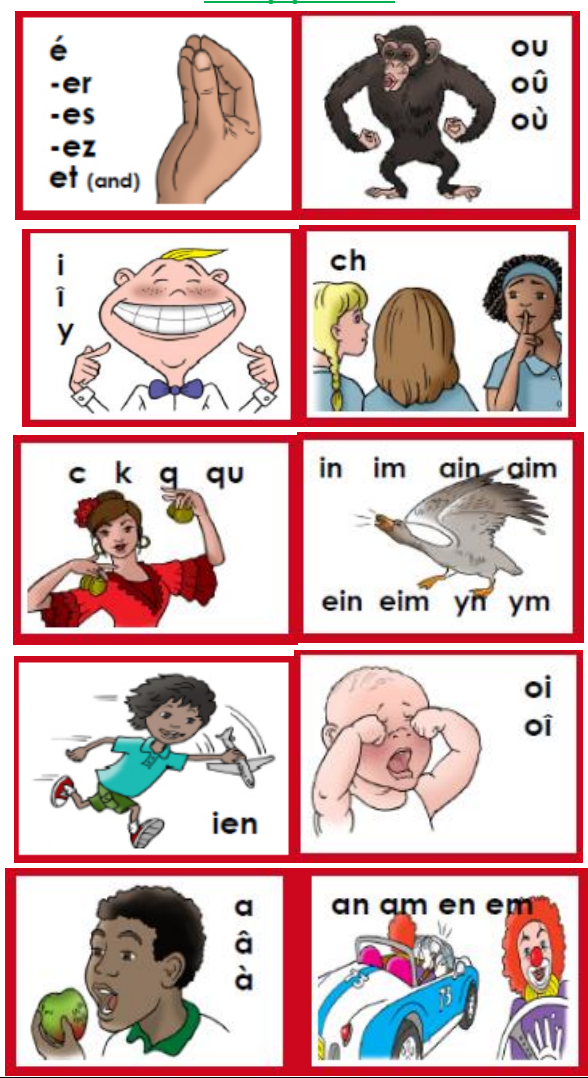
		6. Speak with increasingly accurate pronunciation	<ul style="list-style-type: none">Je joue – I playIl/elle joue – he/she playsJe fais – I doIl/elle fait – he/she does 7. Children will learn to count to 100	<ul style="list-style-type: none">J’adoreJe mangeJe voudrais 6. Children will identify known vocabulary from previous units in a familiar story. 7. Children will infer the meaning of some new words based on their knowledge of other key words.
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> 
Grammar concepts	<p>Adjectives</p> <p>Year 3 and 4: <i>Words that describe a noun and usually come after a noun in French.</i></p> <p>Year 5 and 6: <i>Describing words that must agree with the noun’s gender and number. They have</i></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 Noir - black Brun / marron - brown Violet - purple Rose – pink</p> <p>Recognise feminine spellings of colours.</p> <p>rouge gris(e) noir(e) violet(te)</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 brun - brown orange - orange jaune - yellow rose - pink vert(e) - green bleu(e) – blue</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>

	masculine, feminine, singular and plural forms.	blanc(he) marron brun orange jaune rose vert(e) bleu (e)		
	Nouns and determiners Year 3 and 4: Determiners come before nouns. Un/une means a/an and le/la means the. Nouns are people, places and things. 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.	Recall : Le/la means 'the' Introduce that nouns have a gender which is shown by le / la 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	Recall : Le – masculine La - feminine Elision (use of apostrophe in l'escalade) 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. Introduce: Vingt - 20 Trente - 30 Quarante - 40 Cinquante - 50 Soixante - 60 Soixante-dix - 70 Quatre-vingt - 80 Quatre-vingt-dix – 90 Cent – 100 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 Frère - brother Sœur - sister	Recall : Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday Numbers 1-19 Numbers 20-100 Introduce: 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) 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
	Verbs and pronouns Year 3 and 4: Verbs are doing and happening words. I can explain what I am doing using je and j'	Recall: J'ai – I have Elision (use of apostrophe in j'ai) Introduction of 3 rd person verbs: il/elle – he/she Il a/elle a – he/she has	Recall: Understand that ne + pas is used to make a verb negative. 3 rd person verbs Il/elle – he/she Introduction of verbs to express opinion: J'aime – I like Je n'aime pas – I don't like Introduce 1 st and 3 rd person verbs: Je joue – I play Je fais – I do	Recall: First and third person – je, il, elle Elle mange Elle a faim J'ai – I have Je n'ai pas – I don't have J'aime – I like J'adore – I love Je n'aime pas – I don't like Il/elle a – He/she has Introduce 1st and 3rd person conjugations :

	<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>Il y a – there is/are J’adore – I love Je voudrais – I would like Mon fruit préféré est... - My favourite fruit is... Je mange – I eat Elle mange – She eats Elle a faim – She is hungry Il a faim – He is hungry</p> <p>Elle fait (des trous) *Children will know ‘je fais’ from their unit on sport. Explain that ‘fais/fait’ can mean ‘do’ or ‘make’</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>
	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. 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. 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. Adapt known phrases to create new sentences. Express ideas clearly.</p>

Curriculum Progression- MFL- Year 5

		Year 5		
Topic Knowledge	Topic	Le Francosphère The French speaking world	Les animaux Animals	Dans ma ville In my town
	Link to school values	Together we embrace difference context	Together we are kind	Together we do our best
	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
	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.
	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> <ul style="list-style-type: none"> <i>J’habite a / au / en – I live in</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 4. Correctly select the determiners le/la or un/une depending on whether you want to say ‘the’ or ‘a’ <ul style="list-style-type: none"> J’ai un chat noir 	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 surpermarket – 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 4. Consistently place adjectives after nouns <ul style="list-style-type: none"> Le musée vieux Un parc beau





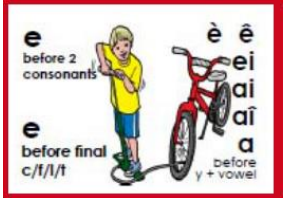
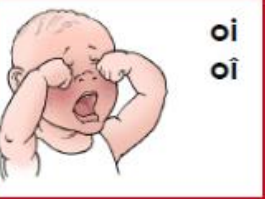
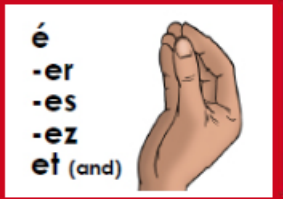



		<ul style="list-style-type: none"> Il/Elle habite <u>a</u> / <u>au</u> / <u>en</u> – He/she lives in <p>5. Use the conjunction <i>et</i> (<i>and</i>) to connect together adjectives in a sentence.</p> <ul style="list-style-type: none"> Le drapeau est blue, vert <u>et</u> orange <p>6. Give opinions about the importance of learning another language (in English)</p>	<ul style="list-style-type: none"> Le chat est noir <p>5. Express opinions about animals using ‘j’aime’ and ‘je n’aime pas’.</p>	<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"> Où est <u>le</u> parc? Il y a <u>un</u> parc. <p>6. Ask for and give directions</p>
Phonics	The different sounds used in French words, with accents impacting the way in which letters are pronounced.	<p>Recap Phonics</p> 	<p>New Phonics</p>  <p>Recap Phonics</p> 	<p>Recap phonics</p> 
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</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>Introduce:</p> <p>Grand/e - big Petit /e - small</p>	<p>Recall :</p> <p>Grand/e - big Petit /e - small</p> <p>Introduce :</p> <p>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>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>Ensure adjectives agree with the gender of the noun that they are describing.</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 Luxemburg 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>Verbs and pronouns</p> <p><i>Verbs can be conjugated depending on the subject. The verb ending changes when the subject changes.</i></p>	<p>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</p> <p>Introduce 1st and 3rd person verbs Il / elle s’appelle – He / she is called J’habite – I live Il/elle habite – he/she lives</p>	<p>Recall: - 1st and 3rd 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</p> <p>Introduce the pronoun mon / ma (my – masculine and feminine)</p> <p>Introduce 3rd person verbs: Il / elle est – He /she is Mon chat est – My cat is Ma souris est – My mouse is</p>	<p>Recall: Il y a – there is / there are</p> <p>Voici – this is</p> <p>Recall : Mon/ma - my</p>
	<p>Asking questions</p> <p><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>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>Introduce: Où habites-tu? - Where do you live ?</p>	<p>As-tu un/une _____? – Do you have a _____? Il/elle est quelle couleur ? – What colour is it ?</p>	<p>Où est le/la...? - Where is the... ? Pour aller a la...? – How do I get to the...?</p>
<p>Language skills</p>	<p>Speaking and comprehension</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

	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.
	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.
	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

Curriculum Progression- MFL- Year 6

		Year 6		
Topic Knowledge	Topic	Au marché At the market	Voici mon ami Introducing a friend	Les temps et les vêtements Dressing for the weather
	Link to school values	Together we are problem solvers	Together we embrace difference	Together we are problem solvers
	New Key Vocabulary	<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	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 bavard/e = chatty sympa = kind/nice amusant/e = funny agaçant/e = annoying sportif/ive = sporty	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 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 quand – when si - if
	End point	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.	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.
	Crucial knowledge	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’ 6. Understand that different countries use different currencies – in France they use euros and cents. 7. Use ‘je prends’ to mean ‘I would like’ 8. Express opinions about fruits and vegetables using j’aime and je n’aime pas 9. Ask someone if they agree with your opinion	1. Recall vocabulary and sentences about themselves <ul style="list-style-type: none"> Name Age Where you live Sports you play 2. Introduce a friend or partner using the above information. 3. Describe a friend or partner’s appearance using the new key vocabulary. 4. Describe a friend or partner’s personality using the new key vocabulary. 5. Write an extended piece to describe a friend or partner.	1. Remember the names of different items of clothing in French (see new key vocabulary) 2. Conjugate the verb ‘porter’ and begin to spot patterns in conjugated verbs. 3. Use the verb ‘porter’ to describe what people are wearing in different pictures. 4. Remember the key vocabulary for weather (see new key vocabulary) 5. Describe the weather in different images 6. Use the conjunction ‘quand’ (when) to connect weather and clothing <ul style="list-style-type: none"> Quand il neige, je porte une écharpe – when it snows, I wear a scarf

			6. Orally present a written piece with accurate pronunciation and intonation.	
Phonics	<p><i>The different sounds used in French words, with accents impacting the way in which letters are pronounced.</i></p>	<p>New Phonics</p>  <p>Recap phonics</p> <div></div> <div></div> <div></div> <div></div> <div></div>	<p>All phonemes and graphemes to be recalled</p>	
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:</p> <p>Grand/e - big</p> <p>Petit /e - small</p>	<p>Recall the colours within the context of eyes:</p> <p>gris(e)</p> <p>marron</p> <p>brun</p> <p>vert(e)</p> <p>bleu (e)</p> <p>Introduce plural colours (masc/fem) :</p> <p>Gris/grises</p> <p>Bruns</p> <p>Marrons</p> <p>Verts/vertes</p> <p>Bleus/bleues</p>	<p>Recall the colours including the feminine spellings:</p> <p>rouge</p> <p>gris(e)</p> <p>noir(e)</p> <p>violet(te)</p> <p>blanc(he)</p> <p>marron</p> <p>brun</p> <p>orange</p> <p>jaune</p> <p>rose</p> <p>vert(e)</p> <p>bleu (e)</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>froid(e) - cold chaud(e) - hot</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 placed before names and not days of the week.</i></p>	<p>Recall :</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 :</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>Introduce: Vingt-et-un Vingt deux etc.</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 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</p>
	<p>Verbs and pronouns</p> <p><i>Verbs can be conjugated depending on the</i></p>	<p>Recall :</p> <p>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 plaît – please</p>	<p>Recall:</p> <p>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</p>	<p>Recall :</p> <p>Il/elle porte – he/she wears Il/elle fait – he/she does</p> <p>Introduce ‘il fait’ in the context of weather. Literally, ‘il fait chaud’ means ‘it does hot’.</p>

	<p>subject. The verb ending changes when the subject changes.</p>	<p>Recall : Mon/ma - my</p> <p>Introduce : Je suis d'accord – I agree Je ne suis pas d'accord. – I don't agree</p> <p>Introduce : Je prends – I take (it is more French to say this than 'I would like')</p>	<p>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</p> <p>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'!</p> <p>Introduce : Il/elle porte (des lunettes) – He/she wears glasses Il/elle n'est pas - he/she isn't</p>	<p>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</p> <p>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</p>
	<p>Asking questions</p> <p>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: As-tu un/une ____? – Do you have a ____? Quelle est ton fruit préféré ? – What is your favourite fruit ?</p> <p>C'est combien? – How much is it? Es-tu d'accord? – Do you agree ?</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 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>Introduce : Qu'est-ce'que tu portes? – What are you wearing Quand – when</p> <p>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 ? Quand il pleut, qu'est-ce que tu portes ? – When it rains, what do you wear?</p>
Language skills	Speaking and comprehension	<p>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.</p>	<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>
	Listening	<p>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.</p>	<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>

	Reading and comprehension	<p>Broaden your vocabulary and develop your ability to understand new words that are introduced within familiar, written material.</p> <p>Read carefully to show an understanding of words, phrases and simple writing.</p> <p>Identify cognates when looking at written words in French.</p> <p>Recognise some familiar words in written form.</p> <p>Recognise how sounds are represented in written form.</p> <p>Answer simple comprehension questions about a short text you have read.</p>	<p>Read carefully to show an understanding of words, phrases and simple writing.</p> <p>Identify cognates when looking at written words in French.</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Recognise how sounds are represented in written form.</p>	<p>Identify cognates when looking at written words in French.</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Recognise how sounds are represented in written form.</p> <p>Read and respond by answering basic comprehension questions.</p>
	Writing	<p>Write phrases from memory and adapt them to create new sentences.</p> <p>Describe things in writing</p> <p>Understand basic grammar including how to conjugate a verb into first and third person</p> <p>Identify the gender of a noun based on the determiner it is used with</p> <p>Select the correct gender of an adjective so it agrees with a noun</p>	<p>Write phrases from memory and adapt them to create new sentences.</p> <p>Understand basic grammar including how to conjugate a verb into first and third person</p> <p>Identify the gender of a noun based on the determiner it is used with.</p> <p>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.</p> <p>Understand basic grammar including verb conjugation.</p> <p>Identify the gender of a noun based on the determiner it is used with.</p> <p>Write extended sentences linking 2 topics (e.g. clothes and weather) using conjunctions.</p>