

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Foreign Languages - French

Long Term Curriculum Implementation Plan

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Assessment Arrangements



Foreign language: French – Curriculum Implementation Plan

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content:

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



MFL - French Curriculum – Overview: Key Stage 2

Knowledge Organiser			
National curriculum YEAR 3	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 1: J'apprends le français</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French 	<p>Bonjour Six Salut) Sept Ça va ? Huit Ça va bien Neuf Ça va mal I Dix Comme ci, comme ça Rouge Au revoir Bleu À plus tard Jaune Comment tu t'appelles? Vert Je m'appelle Noir Un Blanc Deux Gris Trois Orange Quatre Violet Cinq Marron</p>	<p>Listening Core skill - Listen to model role-plays and infer meaning. Numbers listening exercise</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill - Match colours to written form. Match written form of numbers to digits.</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences." Core skill - Say colours and numbers 1-10. Role play on saying how you are and what your name is.</p> <p>Writing "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Core skill - Create name labels</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can find France on a map of the world if I am shown Europe first. I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. I can say some of the ten colours in French without any help and can attempt to spell some of these correctly. 			
<p>Unit 2: Je peux</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux... 	<p>Danser Manger Chanter Boire Cuisiner Regarder Sauter Écrire Parler Je peux Écouter</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to picture / word / phrase.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match key verb to picture / word / phrase in English.</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) Core skill Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.</p>	<p>Speaking Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences Core skill - Say "I am able to.." / "I can..." plus activity</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." "Describe people, places, things and actions orally and in writing.</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can name up to five common French verbs/activities. I can also spell up to five of these verbs accurately. I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first. I can say I am able to do some of these activities in French by using je peux. 			
<p>Unit 3: les animaux</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Be introduced to ten animals in French. Match all the new French words to the appropriate picture. Remember the words for at least five animals in French unaided. Attempt to spell at least three animals correctly in French. 	<p>Les animaux Un mouton Un cochon Un canard Un lion Un singe Un oiseau Une souris Un lapin Une vache Un cheval Je suis</p>	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to animal picture / word / phrase.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match word to animal picture / word / phrase in English.</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) Core skill Introduction of gender via the indefinite article and first person singular of the verb 'to be'.</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences." Core skill "I am..." plus an animal in foreign language</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing."</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat all the numbers 1-10 in French usually unaided. Counting backwards is harder. I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits. I can say and match all the animals to their appropriate picture and attempt to spell three animals in French. 			

Knowledge Organiser			
National curriculum YEAR 3 cont...	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 4: En Classe</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise. 	<p>Un taille crayon Qu'est ce qu'il y a dans ta trousse? Un cahier Dans ma trousse j'ai... Un crayon Dans ma trousse je n'ai pas de... Un bâton de colle Un stylo Un livre Ouvrez vos cahiers Une gomme Fermez vos cahiers Une règle Des ciseaux Je n'ai pas de/d'</p>	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding." Core skill Matching sound to picture / word / phrase in lessons</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match word to picture / sound / phrase</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) Core skill Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'</p>	<p>Speaking Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill What I have.. / don't have..' in my pencil case in lesson</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Core skill Extended written opportunity I have / I don't have</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects. I can tell you some of the objects I have and do not have in my pencil case. I can remember and follow most classroom commands in French. I may need the teacher to mime the actions to help me. 			
<p>Unit 5: Petit Chaperon Rouge</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story. 	<p>Petit Chaperon Rouge La tête La maison La bouche La grand-mère Le nez Le loup Les yeux Le bûcheron Les pieds La forêt Les oreilles Les parents Les genoux Des gâteaux Les épaules Le corps</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Core skill Match what they hear to pictures.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Appreciate stories, songs, poems and rhymes in the language." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Read the story and understand meaning. Match picture, word and phrase cards</p> <p>Grammar Definite articles with parts of the body</p>	<p>Speaking "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill Say words / parts of the story or retell the story in the target language.</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear. I can remember nearly all of the words for the picture cards in French and find it easier when I have a word bank, an adult or a partner to prompt me. I can remember and spell three parts of the body we covered in class. 			
<p>Unit 6: Les glaces</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. 	<p>Une glace... Un cornet ...à la vanille Un petit pot ...à la fraise Une boule ...à la banane Deux boules ..à la menthe r Trois boules ...à la pistache S'il vous plaît ...au chocolat Bonjour ...au café Quel parfum? ...au citron Combien de boules? ...au caramel C'est combien? ...au cassis Merci Je voudrais Au-revoir</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Matching sounds to ice- cream flavours in pictures, words and phrases.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Match word to ice-cream flavour picture / word.</p> <p>Grammar Verb structures - first person singular form of the phrase 'I would like...'</p>	<p>Speaking Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Core skill Short translation tasks (from English into the foreign language)</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat and recognise most of the ten ice-cream flavours in French as presented in this unit. I can attempt to possibly spell five of these ice-cream flavours in French unaided from memory with good accuracy. I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first. I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first. I can specify in French whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first. 			

MFL - French Curriculum – Overview: Key Stage 2

National curriculum YEAR 4	Knowledge Organiser		Application of knowledge: -
	Subject vocabulary	Developing subject knowledge:	
<p>Unit 1: Je me presente</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	<p>Bonjour Je suis... Neuf Salut français/française Dix Ça va ? anglais/anglaise Onze E Ça va bien gallois/galloise Douze Ça va mal i Treize Comme ci, comme ça Quatorze Ça va très bien l Je viens de... Quinze Ça va très mal Je viens d'Angleterre Seize Au revoir Un Dix-sept À plus tard Deux Dix-huit Comment tu t'appelles ? Trois Dix-neuf Je m'appelle Quatre Vingt Quel âge as-tu ? Cinq J'ai ... ans Où habites-tu ? J'habite à...</p> <p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and use them out of sequence. I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy. 	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to picture / word / phrase. Numbers 1-20 listening exercise</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Read role-plays and understand the content.</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (ADJECTIVAL AGREEMENT) Core skill Nationalities and adjectival agreement based on gender.</p>	<p>Speaking "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences." Core skill Perform role play with name, age, where they live and nationality</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing."</p>
<p>Unit 2: En famille</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French. 	<p>La famille , j'ai deux frères La mère j'ai deux soeurs La grand-mère Non, je suis fils unique La tante Non, je suis fille unique La soeur Le frère L'oncle Le père Les parents Les grandparents Il s'appelle Elle s'appelle As-tu un frère? As-tu une soeur? Oui, j'ai un frère</p> <p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can remember most of the language covered in unit one, but may need some prompting with odd words and phrases. I can tell you the words for family members in French and, with support, tell you what relation they are to me, how old they are and what they are called. I can understand numbers 1-100, count and use them in sequence. 	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Core skill Match sounds to picture / word / phrase.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Appreciate stories, songs, poems and rhymes in the language." Core skill Longer reading task</p> <p>Grammar (GENDER & ARTICLES) (POSSESSIVES) Core skill Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>	<p>Speaking "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences." Core skill Present orally on your / a family</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." "Describe people, places, things and actions orally and in writing." Core skill written presentation based on a / your family</p>
<p>Unit 3: Les fruits</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. 	<p>Une pomme Une fraise Une pêche Une banane Une cerise Une orange Une prune Une poire Un kiwi Un abricot J'aime... Je n'aime pas...</p> <p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat and recognise most of the ten fruits in French with their correct article. I can attempt to possibly spell five of these words unaided from memory with good accuracy. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. I can say in French which of the ten fruits I like and dislike, but I may need a model answer 	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to picture / word / phrase. Understanding slightly longer text</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match key nouns to picture / word / phrase in English. Short and simple reading tasks</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (USING THE NEGATIVE) (OPINIONS) Core skill Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill Name 10 fruits and say "I like..." and "I don't like..." plus a fruit</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</p>

Knowledge Organiser			
National curriculum YEAR 4 cont...	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 4: Chez Moi</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<p>Où habites-tu? Une cuisine J'habite dans... Une salle à manger Une maison Une salle de bains Un appartement Une chambre Un bureau Un salon Un garage Un jardin Mais But Chez moi il y a... .. Chez moi il n'y a pas de...</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Challenging listening exercises</p> <p>Reading "Read carefully and show understanding of words, phrases and simple writing." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary" Core skill Longer reading texts.</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (USING THE NEGATIVE) (USING CONJUNCTIONS / CONNECTIVES) Core skill First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p>	<p>Speaking "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill . Say where you live and name the rooms in your house that you have and do not have.</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly "Describe people, places, things and actions orally and in writing." Core skill Longer written email task</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can say and write whether I live in a house or an apartment with high accuracy. I can say and write where my house or apartment is after I have heard the options available to me. I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me. 			
<p>Unit 5: Boucle D'or Et LesTrois Ours</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French. ☒ Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in French. 	<p>Boucle D'Or et les trois ours La moyenne chaise La petite chaise Papa ours Le grand lit Maman ours Bébé ours Le petit lit Une maison Une forêt Le grand bol</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Core skill Match sound to picture / word / phrase</p> <p>Reading "Read carefully and show understanding of words, phrases and simple writing." Appreciate stories, songs, poems and rhymes in the language." Core skill Match picture, word and phrase cards. Story reordering</p> <p>Grammar N/A</p>	<p>Speaking Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill Say words / parts of the story to retell the story</p> <p>Writing Core skill Create story minibook using picture, word and phrase cards.</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can use picture cards to sequence the story correctly. I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember. I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me. I can create my own story board in French if I have all the language in front of me and I may need support. 			

MFL - French Curriculum – Overview: Key Stage 2

Knowledge Organiser			
National curriculum YEAR 5	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 1: Quelle est la date aujourd'hui ?</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. 	<p>Quelle est la date aujourd'hui? octobre Aujourd'hui c'est..... novembre lundi décembre mardi mercredi jeudi vendredi samedi dimanche janvier février mars avril mai juin juillet août A C'est quand ton anniversaire? septembre Mon anniversaire est..</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Months listening exercise</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Birthday reading exercise</p> <p>Grammar N/A</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Core skill Say months of the year. Say when your birthday is</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Core skill Extended written opportunity.</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in French. I am able to say the date in French when I am shown a few examples first and reminded what the options are. I am able to say the date of my birthday in French when I am shown a few examples first and reminded what the options are. 			
<p>Unit 2: Quel Temps Fait-il?</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. 	<p>Quel temps fait-il? Il fait chaud Il pleut Il fait froid Il neige Dans le nord de la France Il y a un orage Dans le sud de la France Il y a du soleil Dans le centre de la France Il y a du vent Dans l'ouest de la France Il fait beau Dans l'est de la France Il fait mauvais Le temps</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Challenging weather listening exercise</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary" Core skill Weather reading exercise</p> <p>Grammar N/A</p>	<p>Speaking "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences." Core skill Ask and answer what the weather is like today. Present as a weather forecaster</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing." Core skill Create weather map and written weather report</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me. I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first. I can read a French weather map but I need the language written down as I may have difficulty in recalling the language 			
<p>Unit 3: As-Tu Un Animal?</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but"). 	<p>Un chien J'ai Un chat Je n'ai pas de / d' Un lapin Un hamster Un poisson rouge Qui s'appelle Un oiseau Une souris Une tortue</p>	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to picture / word / phrase</p> <p>Reading "Read carefully and show understanding of words, phrases and simple writing." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary" Core skill Match words to picture / sound / phrase. Create pet ID card</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (USING THE NEGATIVE) (USING CONJUNCTIONS / CONNECTIVES) Core skill Gender and changing an indefinite article to a definite article</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." "Speak in sentences, using familiar vocabulary, phrases and basic language structures "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Present ideas and information orally to a range of audiences." Core skill Oral class survey / interview on pets</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing." Core skill Create pet ID card . Extended written opportunity</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me. I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written French using the connectives ET ("and") or MAIS ("but"). 			

Knowledge Organiser			
National curriculum YEAR 5 cont...	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 4: Les Vêtements</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. 	<p><i>All colours (masc / fem)</i></p> <p>Les vêtements Un pantalon Des bottes Un pull Un tee shirt Un manteau Un chemisier Des chaussures Une robe Des chaussettes Une cravate Une écharpe Une jupe . Une veste Quand il neige je porte.. Quand je suis en vacances je porte... Une casquette</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Extended listening exercises</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Core skill Extended reading exercises</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (POSSESSIVES) (ADJECTIVAL AGREEMENT) Core skill Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences Core skill Describe what you wear in terms of colour saying what you are packing in a suitcase to go on holiday.</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing." Core skill Translation tasks and extended writing opportunities</p>
	<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy. I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of PORTER in front of me. I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. 		
<p>Unit 5: Au Café</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you. 	<p>Le petit déjeuner au café Du pain Qu'est-ce tu prends pour le petit déjeuner? De la confiture Vous désirez? Des biscottes Je prends... ... Des céréales Une omelette au jambon Un jus d'orange Une crêpe à la confiture Un café Un sandwich au fromage Un café au lait Un croque-monsieur Un chocolat chaud Des frites Un croissant L'addition s'il vous plaît</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Core skill Match sound to picture / word / phrase.</p> <p>Reading Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match word to picture / sound / phrase</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) Core skill 1st person singular 'I would like / have' when ordering food and drink.</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences Core skill Café role play</p> <p>Writing Core skill Create a menu with prices</p>
	<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can understand and use most of the set phrases covered in class to order food and drink. I may need help to read and pronounce some of these words to help me order a French breakfast and typical French snacks from a menu. With help I can also order for my friend. I can ask for the bill when prompted. 		

MFL - French Curriculum – Overview: Key Stage 2

Knowledge Organiser			
National curriculum YEAR 6	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
<p>Unit 1: À L'École</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school. 	<p>À l'école je n'aime pas ... Parce que Le français , je déteste ... L'anglais J'aime ... J'adore ... La musique La géographie Quelle est ta matière préférée? L'histoire Ma matière préférée c'est... Les maths Les sciences Est-ce que tu aimes...?</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding." Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Core skill Extended listening exercise on school subjects, times and opinions</p> <p>Reading Appreciate stories, songs, poems and rhymes in the language." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Core skill Match words to picture / sounds / phrases</p> <p>Grammar (GENDER & ARTICLES) (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (ADJECTIVAL AGREEMENT) (USING THE NEGATIVE) (USING CONJUNCTIONS / CONNECTIVES) (OPINIONS) (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS) Core skill Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' . Formulating opinions and justifications. Adjectival agreement.</p>	<p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences Core skill Present orally on school subjects and opinions</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." Describe people, places, things and actions orally and in writing." Core skill Written presentations on school subjects and opinions Opportunity to write an email about what you like and do not like at school</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article. I can say what subjects I like and dislike at school. I can tell you what time I have a particular subject at school. 			
<p>Unit 2: Les Verbes Réguliers (Regular Verbs)</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb. 	<p>Verb tables HABITER VENDRE JOUER FINIR</p>	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Reading "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)</p>	<p>Speaking Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Writing Creating verb stem and look at endings i</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they. I can conjugate most of a regular -ER verb in full when I am given the infinitive version. I can conjugate most of a regular -IR verb in full when I am given the infinitive version. I can conjugate most of a regular -RE verb in full when I am given the infinitive version. 			
<p>Unit 3: Les Verbes Irréguliers (Irregular Verbs)</p> <p><i>In this unit the children will learn how to:</i></p> <ul style="list-style-type: none"> Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. Conjugate in French the irregular verb AVOIR. Conjugate in French the irregular verb ÊTRE. Conjugate in French the irregular verb ALLER. Conjugate in French the irregular verb FAIRE. 	<p>Verb tables AVOIR FAIRE ALLER ÊTRE</p>	<p>Listening "Listen attentively to spoken language and show understanding by joining in and responding."</p> <p>Reading Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)</p>	<p>Speaking Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Writing Creating verb stem and look at endings</p>
<p>Unit Endpoints:</p> <ul style="list-style-type: none"> I can explain what a pronoun and a verb is in English and give you most of the French translations for 'I', 'you', 'he', 'she', 'we', 'you all', 'they' (masculine) and 'they' (feminine). I can conjugate most of the irregular verb AVOIR. I can conjugate most of the irregular verb ÊTRE. I can conjugate most of the irregular verb ALLER. I can conjugate most of the irregular verb FAIRE 			

Knowledge Organiser			
National curriculum YEAR 6 cont...	Subject vocabulary	Developing subject knowledge:	Application of knowledge: -
Unit 4: Les Planètes <i>In this unit the children will learn how to:</i> <ul style="list-style-type: none"> Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects. 	Les planètes Jupiter est énorme et aussi assez loin du soleil La lune Mercure est assez petite et près du soleil Le soleil Pluton est la plus loin et la plus petite La terre Mars est assez près du soleil et c'est rouge Saturne Uranus Vénus	Listening "Listen attentively to spoken language and show understanding by joining in and responding." <i>Core skill Extended listening task</i> Reading "Read carefully and show understanding of words, phrases and simple writing." Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Core skill Extended reading task</i> Grammar (ADJECTIVAL AGREEMENT) (USING THE NEGATIVE) <i>Core skill Rules of adjectival agreement with planets and particularly colours</i>	Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences <i>Core skill Oral presentation on a planet/s</i> Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing. <i>Core skill Create written piece on a planet/s</i>
	Unit Endpoints: <ul style="list-style-type: none"> I can now name at least five planets in French and place them on a solar system map. I can also spell about five of the planets in French. I can tell you an interesting fact about four of the planets. I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural. 		
Unit 5: Le Week-end <i>In this unit the children will learn how to:</i> <ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. 	Le week-end Il est midiQuelle heure est-il? Il est minuit Je me lève Je prends mon petit déjeuner Je regarde la télé Il est une heure Je lis des bandes dessinées J'écoute de la musique Je joue à l'ordinateur Je joue au foot Je vais à la piscine Je vais au cinéma Je me couche Plus tard Finalement	Listening Listen attentively to spoken language and show understanding by joining in and responding." <i>Core skills Listening exercise on weekend activities</i> Reading Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Core skills Reading exercise</i> Grammar (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) (USING THE NEGATIVE) (USING CONJUNCTIONS / CONNECTIVES) (OPINIONS) <i>Core skills Using connectives to create extended and more sophisticated sentences. Formulating a range of opinions and justifications.</i>	Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Speak in sentences, using familiar vocabulary, phrases and basic language structures." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences <i>Core skills Present orally on what they do at the weekend using connectives and time</i> Writing "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." "Describe people, places, things and actions orally and in writing." <i>Core skills Written presentations on what they do at the weekend using connectives and time</i>
	Unit Endpoints: <ul style="list-style-type: none"> I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language. I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart. I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first. I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first. 		