

INTENT

MFL Curriculum Year 5: Planning, Progress and Long-Term Knowledge Growth

YEAR 5	Substantive MFL content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider MFL curriculum journey	Basic disciplinary training in MFL
Autumn Term	Phonics 'a' / é,er,ez' / 'ou'	Exploring language through phonics teaching which is embedded within each lesson to ensure children are developing fluency in oral and written work. Developing language composition (grammatical structures) and how it differs from the English language. Cultural knowledge and understanding. Vocabulary: écoutez / regardez / oui / non / répétez / asseyez-vous / levez-vous / silence rouge / jaune / vert / noir / bleu / blanc / orange / rose / violet un stylo – un crayon – un cahier – un livre – un feutre – un crayon de couleur – une gomme – une règle – une trousse et / mais Tu as...? Oui j'ai/ non je n'ai pas de... Qu'est-ce que tu veux? Je veux un / une Je ne veux pas Je vois / je mange: je ne vois pas, je ne mange pas Les cadeaux de Noël	The unit of work on instructions links to previous work on greetings in LKS2 and will lead on to work on timetables later in UKS2. Colours and classroom objects consolidates French vocabulary work from LKS2 and builds on English grammar from KS1 through work on nouns, adjectives and plurals and the difference between masculine and feminine spellings. This provides a basis of later study in KS3 on grammatical structures. Children will continue to develop their knowledge of number and counting in French, building on work from LKS2 and which will support their work on time and the 24 hour clock later in UKS2. Through their work on Christmas children will further develop their cultural knowledge of French traditions and pre-teaches vocabulary associated with food.	Listening and Speaking (conversation and pronunciation) Knowledge and application of grammatical structures.
	Instructions			
	Colours and classroom objects in full sentences			
	and / but			
	How to form a negative sentence: ...ne... pas... Story: je veux mon ptit pot!			
	Numbers 30 – 50			
	What do you want?			
	Christmas presents			
Spring Term	Phonics 'on' / 'oi'	Exploring language through phonics teaching which is embedded within each lesson to ensure children are developing fluency in oral and written work. Developing language composition (grammatical	Through the beginning of this unit of work the children will make links to PSHCE and setting goals. Children learn the vocabulary associated with clothing and further develop their knowledge of masculine and feminine	Listening and Speaking (conversation and pronunciation)
	Happy new year!			
	Clothes			

	Food & drink	structures) and how it differs from the English language. Cultural knowledge and understanding. Vocabulary: Bonne année!	nouns, as well as grammatical word classes from the previous term. This progresses from LKS2's work on months of the year and later UKS2 study on vocabulary linked to the weather. Work on food and drink builds on the previous terms work on instructions as well as consolidating knowledge from LKS2 through the story of The Hungry Caterpillar. Children demonstrate their knowledge of numbers in French by applying this to work on money in the context of shopping.	Knowledge and application of grammatical structures.
	Money/ The Euro How much is it?	La galette des rois un pantalon / un t-shirt / un pull / un chapeau / une chemise / une culotte / une veste / des chaussettes / des bottes/ des lunettes		
	A traditional story: loup, y es-tu?	Je porte....mais je ne porte pas de... Chez moi, ...dans le jardin..., à l'école... C'est combien? c'est....euro(s)		
	Song: Promenons nous dans les bois			
Summer Term	Phonics 'au / eau'	Exploring language through phonics teaching which is embedded within each lesson to ensure children are developing fluency in oral and written work.	The unit of work on weather builds on knowledge on the months of the year learnt in LKS2. This also leads on to vocabulary covered later in UKS2 on location and home. Pupils' cultural knowledge of France is extended through map work and links to Geography case study of a European country in LKS2. Children will continue to develop their knowledge of number and counting in French, building on work from LKS2.	Listening and Speaking (conversation and pronunciation) Knowledge and application of grammatical structures.
	Days of the week revision	Developing language composition (grammatical structures) and how it differs from the English language.		
	Months of the year revision	Cultural knowledge and understanding.		
	What's the weather like?	Vocabulary: Quel temps fait-il?		
	Map of France and weather forecast	Il fait beau / mauvais / chaud / froid / Il pleut / il neige / il y a du vent / il y a du soleil		
	Story: le vent et le soleil	Les numeros de telephone (up to 69)		
	Phone numbers (rhyme 'le téléphone')			
	Numbers 50 - 70			