

**Curriculum Overview Document MFL**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p align="center"><b>Phonetics Lesson 1</b></p> <p>The 5 vowel sounds and 4 key sounds / phonemes in French.</p> <p align="center"><b>I'm Learning French</b></p> <p>Introduction to the Francophone (French speaking) world and French as a subject on their curriculum. How to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?' and 'what is your name?' in French. Recognise, recall and spell numbers 1-10 and ten different colours. The aim is for children to be able to say what their favourite colour is.</p>		<p align="center"><b>Musical Instruments</b></p> <p>Recognise, recall and spell ten different instruments with their definite article/determiner in French.</p> <p>Introduction to the verb, 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns.</p>		<p align="center"><b>Ice-creams</b></p> <p>Recognise, recall and spell ten different ice-cream flavours in French. Apply the knowledge of the ten different ice-cream flavours in French to the structure 'I would like' along with the conjunction 'and' in preparation for a role-play at an ice-cream parlour. Learn how to specify whether they would like their ice-cream in a cone or a small pot/tub and how many scoops they would like.</p>	
<b>Year 4</b>	<p align="center"><b>Phonetics Lesson 2</b></p> <p>Re-cap the five vowel sounds and four additional key sounds / phonemes in French.</p> <p align="center"><b>Presenting Myself</b></p> <p>Revise basic greetings and how to ask and answer the question 'how are you?' and 'what is your name?' in French. Consolidate numbers 1-10 and progress to learning numbers 11-20. Apply this knowledge to be able to say how old they are. Learn how to ask and answer the question 'where do you live?' in French and be introduced to simple adjectival agreement, completing the unit with a short presentation.</p>		<p align="center"><b>My Family</b></p> <p>Recognise, recall and spell different family members with the correct definite article/determiner in French.</p> <p>Use the possessive adjective 'my' in the foreign language with increasing accuracy. Ask and answer the question 'do you have any siblings?' and consolidate language needed to introduce their own / fictitious family members in French. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'. Introduction of numbers 1-70 and use this knowledge to be able to say how old their own/ fictitious family members are.</p>		<p align="center"><b>In the Classroom</b></p> <p>Recognise, recall and spell twelve different classroom items with their indefinite articles / determiners in the foreign language. Ask and answer the question: 'what is in your pencil case?' in French. Learn about possessive adjectives in French and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit. Learn about negative structures in the foreign language, in order to say what they do not have in their pencil cases.</p>	
<b>Year 5</b>	<p align="center"><b>Phonetics Lesson 3</b></p> <p>Re-cap the five vowel sounds and five additional key sounds / phonemes in French.</p> <p align="center"><b>Do You Have a Pet?</b></p> <p>Recognise, recall and spell eight common pets with their indefinite article/determiner in French. Use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have. Introduction to the structure 'who is called' to allow them to introduce their pets and the negative structure to say which animals they do not have. Consolidate all learning from the unit and begin to use the conjunction 'but' to make their sentences more complex and interesting.</p>		<p align="center"><b>What Is the Date?</b></p> <p>Recognise, recall and spell the seven days of the week and the twelve months of the year in French with the aim of using this knowledge to form a short sentence about what day of the week it is. Revise numbers and learn to recognise, recall and spell numbers 1-31 in the foreign language. Begin to combine learning so they can say the date and when their birthday is.</p>		<p align="center"><b>Clothes</b></p> <p>Recognise, recall and spell twenty-one different items of clothing with their indefinite articles/determiners in French. Introduction to the structure 'I wear' and how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail. Integrate everything they have learnt and apply this knowledge in an activity where they will be packing their suitcase for a holiday.</p>	
<b>Year 6</b>	<p align="center"><b>Phonetics Lesson 4</b></p> <p>Re-cap the 5 vowel sounds and 5 additional key sounds / phonemes in French.</p> <p align="center"><b>At School</b></p> <p>Recognise, recall and spell ten different school subjects with the correct definite article/determiner in French. Learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school. Learn how to give an opinion in both positive and negative form about each school subject. Consolidate numbers 1-12 and progress to say what the time is by the hour and then what time they study each subject. Present a short piece of text in both written and oral form.</p>		<p align="center"><b>The Weekend</b></p> <p>Consolidate numbers in the foreign language and learn how to tell the time in increments of five. Learn new phrases to describe the activities that the children may do at the weekend including a time phrase and connectives. Extend their sentences by learning how to say at what time they do each activity at the weekend as well as give their opinions on these activities.</p>		<p align="center"><b>Vikings</b></p> <p>Decode and breakdown longer texts in the foreign language, using language learning strategies to help decipher meaning. Learn how to describe themselves physically in terms of height and character using the first-person conjugation of the high frequency irregular verb 'to be' and describe their hair colour, length and type using the first-person conjugation of the high frequency irregular verb 'to have'. Further develop their decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.</p>	