



# MFL – French - Scheme of Learning



## Year 3

Term	No. of Lessons	Unit Title	Content	Grammar	Phonics	Revisiting
Autumn	1	La Phonétique – Lesson 1 <i>(Select class → Key Stage 2 → Extra Teaching)</i>	Introduce the first set of phonics sounds / phonemes in French		<ul style="list-style-type: none"> <li>ch (<b>sh</b>)</li> <li>ou (<b>oo</b>)</li> <li>on (<b>ohn</b>)</li> <li>oi (<b>wah</b>)</li> </ul>	
Autumn	6 <i>(5 + re-cap &amp; assessment lesson)</i>	<b>Early Language</b>  J'apprends le français  I am learning French	<ul style="list-style-type: none"> <li>&gt; Locate France, Paris and some cities on map</li> <li>&gt; Understand Francophone (French speaking) world</li> <li>&gt; Greetings – <i>bonjour</i> (hello - formal) &amp; <i>salut</i> (hello – informal)</li> <li>&gt; Ask / say name – <i>Comment tu t'appelles?</i> (What is your name?) <i>Je m'appelle...</i> (My name is ...)</li> <li>&gt; Ask / say feelings – <i>ça va ?</i> (How are you ?), <i>ça va bien</i> (I am well), <i>ça va mal</i> (I am not great.), <i>comme ci, comme ça</i> (so, so)</li> <li>&gt; Count to 10 – <i>un deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></li> <li>&gt; Colours – <i>rouge</i> (red), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>vert</i> (green), <i>noir</i> (black), <i>blanc</i> (white), <i>gris</i> (grey), <i>orange</i> (orange), <i>violet</i> (purple), <i>marron</i> (brown)</li> </ul>	<p>Silent letters</p> <ul style="list-style-type: none"> <li>• 's' (in <i>Paris, appelles, gris, and trois</i>)</li> <li>• 't' in <i>comment, violet, vert</i></li> <li>• 'x' in <i>deux</i></li> </ul> <p>Most commonly found at the end of words with some exceptions</p> <p>Elision</p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>• <i>Comment tu t'<b>a</b>ppelles</i></li> <li>• <i>Je m'<b>a</b>ppelle</i></li> </ul>	<ul style="list-style-type: none"> <li>oi (<b>wah</b>) – <i>trois</i> and <i>noir</i></li> <li>on (<b>ohn</b>) – <i>marron</i></li> <li>ou (<b>oo</b>) – <i>rouge</i></li> <li>ç (<b>s</b>)– <i>ça va</i></li> <li>qu (<b>ck</b>) – <i>quatre</i></li> <li>eux (<b>er</b>) - <i>deux</i></li> </ul>	<p>Phonemes:</p> <ul style="list-style-type: none"> <li>• oi</li> <li>• on</li> <li>• ou</li> </ul>



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Spring	6 <small>(5 + re-cap &amp; assessment lesson)</small>	<p><b>Early Language</b></p> <p>Les Instruments</p> <p>Musical Instruments</p>	<ul style="list-style-type: none"> <li>&gt; <b>Definite article - the</b> – le (masculine), la (feminine), les (plural)</li> <li>&gt; <b>Instruments</b> – la trompette (the trumpet), la batterie (the drums), la guitare (the guitar), la flûte à bec (the recorder), la clarinette (the clarinet), la harpe (the harp), le piano (the piano), le triangle (the triangle), le violon (the violin), les cymbales (the cymbals)</li> <li>&gt; <b>Prepositions</b> – du (for piano, triangle, violon), de la (for clarinette, trompette, batterie, flûte à bec, harpe, guitare), des (for cymbales)</li> <li>&gt; <b>I play...</b> - Je joue (du, de, la, des) ...</li> <li>&gt; <b>Contractions</b> – de + le = du OR de + les = des. I play the piano = Je joue (de + le) piano = Je joue du piano OR I play the cymbals = Je joue (de + les) cymbales = je joue des cymbales.</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 's'</li> </ul> <p>When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.</p> <p><b>Nasal sounds</b></p> <ul style="list-style-type: none"> <li>• on</li> <li>• un</li> <li>• in</li> <li>• an</li> </ul> <p>These sounds are made through the nose, not the mouth. They do not exist in English.</p> <p><b>Masculine and feminine nouns</b></p> <p>The nouns, the instruments, in French can have different articles based on their gender (le, las, les)</p> <p><b>Conjugated verb - joue</b></p> <p>Children will begin to form short phrases in French using the personal pronoun 'je' and the conjugated 1<sup>st</sup> person verb, joue. French conjugation refers to the variation in the endings of French verbs (inflections) depending on the person (I, you, we, etc), tense (present, future, etc) and mood (indicative, imperative and subjunctive).</p>	<p><b>Phonemes:</b></p> <ul style="list-style-type: none"> <li>• on</li> <li>• ou</li> </ul> <p><b>Greetings</b></p> <p>Encouraged to answer register in French / start of French lesson</p> <p><b>Colours</b></p> <p>Informally describe instruments within lessons</p> <p><b>Numbers</b></p> <p>State the number of instruments altogether. Could make reference to date.</p>
Spring	6 <small>(5 + re-cap &amp; assessment lesson)</small>	<p><b>OPTIONAL EXTRA</b></p> <p><b>Early Language</b></p> <p>Les Fruits</p> <p>The Fruits</p>	<ul style="list-style-type: none"> <li>&gt; <b>Fruits</b> – pomme (apple), fraise (strawberry), pêche (peach), banane (banana), cerise (cherry), orange, prune (plum), poire (pear), kiwi, abricot (apricot)</li> <li>&gt; <b>Determiners</b> - un/une (a/an)</li> <li>&gt; <b>Masculine and feminine nouns</b> – gender will affect words in a sentence like the determiner un/une</li> <li>&gt; <b>Plural</b> – les</li> <li>&gt; <b>Ask what fruit people like</b> - Est-ce que tu aimes...? (Do you like ___ ?)</li> <li>&gt; <b>Say fruits likes and dislikes</b> – J'aime, oui, non, Oui, j'aime ____, (Yes, I like ___) Non, je n'aime pas ____, (No, I don't like ___)</li> </ul>	<p><b>Silent letters</b></p> <p>'s' - in les 't' - abricot</p> <p><b>Liaison</b></p> <p>When a word that ends in a normally silent consonant (les) is followed by a word starting with a vowel (orange and abricot) and pronunciation changes – 's' becomes 'z' sound</p> <p><b>Guttural 'R'</b></p> <p>French 'r' sound as seen in fraise, orange, poire, prune, cerise and abricot. Made from the back of the mouth, not the front</p>	<ul style="list-style-type: none"> <li>• oi (<b>wah</b>) – poire</li> <li>• qu (<b>ck</b>) - que</li> </ul> <p><b>Greetings</b></p> <p>Encouraged to answer register in French</p> <p><b>Colours</b></p> <p>Describe fruit</p> <p><b>Numbers</b></p> <p>State the number of fruits</p>



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<p>Summer</p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>Early Language</b></p> <p>Les Glaces</p> <p>Ice-creams</p>	<ul style="list-style-type: none"> <li>&gt; Ice-cream flavours – la vanille (vanilla), la fraise (strawberry), la pistache (pistachio), la banane (banana), la menthe (mint), la chocolat (chocolate), le citron (lemon), le café (coffee), le caramel (caramel), le cassis (blackcurrant)</li> <li>&gt; Ice-cream description - une glace à la _____ (a _____ ice-cream)</li> <li>&gt; Ask / say scoops of ice-cream – Combien de boules? (How many scoops ?), Je voudrais _____, une boule / deux boules / trois boules (I would like _____ one / two / three scoops.</li> <li>&gt; Ordering an ice-cream - Je voudrais une glace s'il vous plait (I would like an ice-cream please), un cornet ou un petit pot? (A cornet of a small tub ?) Quel parfum? (What flavour?) Combien de boules? C'est combien? (How much?) 2 euros s'il vous</li> <li>&gt; Types – un cornet, un pot, un petit pot</li> <li>&gt; Please and thank you - s'il vous plait, merci</li> <li>&gt; Goodbye – au revoir</li> </ul>	<p>Conjunction and Et</p> <p>Silent letters</p> <ul style="list-style-type: none"> <li>• 's' (in les voudrais)</li> <li>• 't' (in chocolat)</li> </ul> <p>Guttural 'R'</p> <p>French 'r' sound as seen in:</p> <ul style="list-style-type: none"> <li>• fraise</li> <li>• citron</li> <li>• caramel.</li> </ul> <p>Made from the back of the mouth, not the front</p> <p>Masculine and feminine nouns</p> <p>Gender will affect words in a sentence like the determiner un/une</p> <p>Verb conjugation</p> <p>Learn that 'je voudrais' is the verb conjugation (specific form of a verb that contains information about who / what is doing something and when) for I would like/want from the verb vouloir (to want).</p> <p>a/an in French un/une</p> <p>these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. It is important that children recognise which shapes are 'un' and which are 'une'</p>	<ul style="list-style-type: none"> <li>• on (<b>ohn</b>) – citron</li> <li>• i – (<b>ee</b>) – citron, cassis</li> <li>• ch (<b>sh</b>) – pistache, chocolat</li> <li>• ille (<b>eeya</b>) – vanille</li> <li>• en (<b>ahn</b>) – menthe</li> <li>• é (<b>ay</b>) – café</li> <li>• ou (<b>oo</b>) – voudrais, boule</li> </ul>	<p>Greetings</p> <p>Encouraged to use small talk before ordering ice-cream</p> <p>Fruits</p> <p>Some fruit flavour ice-cream</p> <p>Numbers</p> <p>1-3 scoops of ice-cream</p>
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# MFL – French - Scheme of Learning



## Year 4

Term	No. of Lessons	Unit Title	Content	Grammar	Phonics	Revisiting
Autumn	1	La Phonétique – Lesson 2 <i>(Select class → Key Stage 2 → Extra Teaching)</i>	Introduce the next set of phonics sounds		<ul style="list-style-type: none"> <li>i (ee)</li> <li>in (uh)</li> <li>ique (eek-uh)</li> <li>ille (eeya)</li> </ul>	<ul style="list-style-type: none"> <li>ch (sh)</li> <li>ou (oo)</li> <li>on (ohn)</li> <li>oi (wah)</li> </ul>
Autumn	6 <i>(5 + re-cap &amp; assessment lesson)</i>	<b>Intermediate</b>  Je me présente  Presenting Myself	<ul style="list-style-type: none"> <li>&gt; Greetings – bonjour (hello – formal) &amp; salut (hello – informal) , au revoir (goodbye), à plus tard (see you later)</li> <li>&gt; Count to 20 – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, six-huit, dix-neuf, vingt</li> <li>&gt; Ask / say name – comment tu t'appelles? (What is your name?) Je m'appelle...(My name is _____)</li> <li>&gt; Ask / say age – Quel âge as-tu? (How old are you?), J'ai ... ans.(I am ___ years old)</li> <li>&gt; Ask / say feelings – ça va? (How are you ?), ça va bien (I am good), mal (not great), comme ci, comme ça (so, so), ca va très bien (I am really well), ca va très mal (I am really not great)</li> <li>&gt; Ask / say where you live – Où habites-tu ? (Where do you live?) J'habite à... (I live in _____),</li> <li>&gt; Ask / say nationality – Je suis..., français/française (French), anglais/anglaise (English), gallois/galloise (Wales), irlandais/irlandaise (Ireland), écossais/ecossaise (Scottish), Je viens de _____ (I am from _____), Je viens d'Angleterre (I am from England _____).</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>'s' (in Paris, appellez, très, habites, and trois)</li> <li>'x' in deux</li> <li>'h' in habites</li> </ul> <p>Most commonly found at the end of words with some exceptions</p> <p><b>Elision</b></p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>Comment tu t'<b>l'</b>appelles</li> <li>Je m'<b>a'</b>appelle</li> <li>J'habite</li> </ul> <p><b>Understand basic gender agreement rules</b></p> <ul style="list-style-type: none"> <li>e at end of locations (e.g., français/française) is feminine</li> </ul>	<ul style="list-style-type: none"> <li>in (uh) - cinq</li> <li>oi (wah) – trois</li> <li>ç (s)– ça va</li> <li>qu (ck) – quatre and quel</li> <li>i (ee) – huit and dix</li> <li>eux (er) – deux</li> <li>é (ay) - présente</li> </ul>	<p>Greetings – bonjour &amp; salut</p> <p>Asking and saying name – comment tu t'appelles? Je m'appelle...</p> <p>Asking and saying feelings - ça va?, ?, ça va bien, ?, ça va mal, comme ci, comme ça</p> <p>Count to 10 – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Phonemes:</p> <ul style="list-style-type: none"> <li>ch (sh)</li> <li>ou (oo)</li> <li>on (ohn)</li> <li>oi (wah)</li> </ul>



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<p><b>Spring</b></p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>OPTIONAL EXTRA</b></p> <p><b>Early Language</b></p> <p>Les Formes</p> <p>The Shapes</p>	<ul style="list-style-type: none"> <li>&gt; Shapes – les forms (the shapes), un triangle, un carré (square), un ovale (oval), un cercle (circle), un rectangle, un pentagone, un hexagone, un losange (diamond), une ligne (line), une étoile (star)</li> <li>&gt; Command instruction – <i>dezzinez</i> (draw)</li> <li>&gt; Gender and the article – un or une</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 's' (in triangles and all other shapes in plural form)</li> </ul> <p><b>Liaison</b> When a word that ends 'x' (deux) is followed by a word starting with a vowel (ovales) the pronunciation changes – 'x' becomes 'z' sound</p> <p><b>Guttural 'R'</b> French 'r' sound as seen in cercle, triangle, carrés. Made from the back of the mouth, not the front</p> <p><b>Gender article/determiners</b> these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. It is important that children recognise which shapes are 'un' and which are 'une'</p>	<ul style="list-style-type: none"> <li>• oi (<b>wah</b>) – étoile</li> <li>• i (<b>ee</b>) – triangle</li> <li>• gne (<b>nyuh</b>) – ligne</li> <li>• é (<b>ay</b>) – étoile, carré</li> <li>• an (<b>ahn</b>) – losange, triangle</li> <li>• on (<b>ohn</b>) – pentagone, hexagone</li> </ul>	<p><b>Greetings</b> Encouraged to answer register in French and at the start of lessons.</p> <p><b>Colours</b> Describe shapes</p> <p><b>Numbers</b> State the number of shapes or the number of sides the shape has</p>
<p>Spring</p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>Intermediate</b></p> <p>Ma famille</p> <p>My Family</p>	<ul style="list-style-type: none"> <li>&gt; Family members – la famille (the family), la mère (the mother), la grand- mère (the grandmother), la tante (the aunt), la fille (the daughter), la sœur (the sister), le fils (the son), la frère, l'oncle (the uncle), le père, le grand- père (the grandfather), les parents (the parents), les grands-parents (the grandparents)</li> <li>&gt; Asking / saying family member names – Comment s'appelle ton [male family member] / tu [female family member] ? (What is your [family member]'s name ?), Il s'appelle ____ (He is called ____), Elle s'appelle ____ (She is called ____)</li> <li>&gt; My – mon / ma / mes</li> <li>&gt; Who is in family - As-tu des frères et sœurs? (Do you have any siblings / brothers or sister?) Oui, j'ai un/une [frères / sœurs] (Yes, I have a brother / sister), Non, je suis fils / fille unique (No, I am an only child [boy / girl].)</li> <li>&gt; Numbers for age – dix (ten), vingt (twenty), trente (thirty), quarante (fourty), cinquante (fifty), soixante (sixty), soixante-dix (seventy), quatre-vingts (eighty), quatre-vingt-dix (ninety), cent (one hundred)</li> </ul>	<p><b>Possesive My</b> Mon / ma / mes</p> <p><b>Gender Nouns</b> Singular possessive 'my' for masculine nouns (mon frère), 'my' for feminine nouns (ma sœur) and 'my' plural (mes grands-parents).</p> <p><b>Conjugation</b> To move from first person conjugation of high frequency verbs to third person singular (j'ai – I have → il/elle a – he / she has)</p> <p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 'ts' (in parents)</li> <li>• 's' (in appelle, ans, soeurs, mes grands-parents, les or parents)</li> </ul> <p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel or mute h – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>• Il s'appelle</li> <li>• Je <b>m'</b>appelle</li> <li>• Elle s'appelle</li> <li>• J'ai</li> </ul>	<ul style="list-style-type: none"> <li>• in (<b>uh</b>) – cinquante, vingt</li> <li>• è (<b>air</b>) – mère, grand-mère, frère, père</li> <li>• ille (<b>eeya</b>) – famille, fille</li> <li>• an (<b>ahn</b>) – tante, quarante, cinquante, soixante [dix]</li> <li>• en (<b>ahn</b>) – cent quarante, cinquante, soixante</li> <li>• on (<b>ohn</b>) - l'oncle</li> <li>• oi (<b>wah</b>) – soixante</li> <li>• qu (<b>ck</b>) – quarante, cinquante, quatre-vingts [dix], unique</li> <li>• i (<b>ee</b>) – unique</li> </ul>	<p><b>Greetings</b> Encouraged to answer register in French and at the start of lessons.</p> <p><b>Numbers</b> Number of siblings/family members and age of family members</p> <p>J'ai ____ I have ____</p> <p><b>Gender article / determiners</b> My → mon / ma / mes</p>



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<p>Summer</p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>Intermediate</b></p> <p>En Classe In the classroom</p>	<ul style="list-style-type: none"> <li>&gt; <b>Classroom equipment</b> – un livre (a reading book), un cahier (an exercise book), un crayon (a pencil), un stylo (a pen), un taille-crayon (a sharpener), un sac à dos (a rucksack), une calculatrice ( a calculator), un bâton de colle (a glue stick), une règle (a ruler), une gomme (a rubber), une trousse (a pencil case), des ciseaux (a pair of scissors)</li> <li>&gt; <b>Sentence building</b> – Qu'est-ce qu'il y a dans ta trousse? (What do you have in your pencil case?), j'ai ... (I have ...), je n'ai pas de ... (I do not have ...), dans ma trousse j'ai ... (In my pencil case I have ...), dans ma trousse je n'ai pas ... (In my pencil case I do not have ...)</li> <li>&gt; <b>Conjunctions</b> – et (and)</li> <li>&gt; <b>My</b> – mon (masculine), ma (feminine) and mes (plural)</li> </ul>	<p><b>Possesive My</b> Mon / ma / mes</p> <p><b>Gender Nouns</b> Singular possessive 'my' for masculine nouns (mon stylo), 'my' for feminine nouns (ma règle) and 'my' plural (mes ciseaux)</p> <p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>• Je → j'ai</li> <li>• Ne → n'ai</li> </ul> <p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 'x' (in ciseaux)</li> <li>• 'z' (in écoutez, écrivez)</li> </ul>	<ul style="list-style-type: none"> <li>• è (<b>air</b>) – règle</li> <li>• i (<b>ee</b>) – livre, silence, lisez, calculatrice, ciseaux</li> <li>• ille (<b>eeya</b>) – taille</li> <li>• é (<b>ay</b>) – écoutez, écrivez</li> <li>• eau (<b>oh</b>) - ciseaux</li> </ul>	<p><b>Greetings</b> Encouraged to answer register in French and at the start of lessons.</p> <p><b>Possesive My</b> Mon / ma / mes</p> <p><b>Gender article / determiners</b> Singular possessive 'my' for masculine nouns.</p> <p>J'ai _____ I have _____</p>
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# MFL – French - Scheme of Learning



## Year 5

Term	No. of Lessons	Unit Title	Content	Grammar	Phonics	Revisiting
Autumn	1	La Phonétique – Lesson 3 <i>(Select class → Key Stage 2 → Extra Teaching)</i>	Introduce the next set of phonics sounds		<ul style="list-style-type: none"> <li>i (ee)</li> <li>eux (er)</li> <li>é (ay)</li> <li>è (air)</li> <li>e (ur)</li> </ul>	<ul style="list-style-type: none"> <li>ch (sh)</li> <li>ou (oo)</li> <li>on (ohn)</li> <li>oi (wah)</li> <li>i (ee)</li> <li>in (uh)</li> <li>ique (eek-uh)</li> <li>ille (eeya)</li> </ul>
Autumn	6 <i>(5 + re-cap &amp; assessment lesson)</i>	<b>Intermediate</b> As-tu un animal? Do you have a pet?	<ul style="list-style-type: none"> <li>&gt; Pets – un chien (a dog), un chat (a cat), un lapin (a rabbit), un hamster (a hamster), un poisson rouge (a goldfish), un oiseau (a bird), une souris (a mouse), une tortue (a tortoise)</li> <li>&gt; Sentence building – J'ai ... (I have...), Je n'ai pas de / d' ... (I do not have...), J'ai un / une ... (I have ... masculine / feminine), qui s'appelle (that is called ...)</li> <li>&gt; Conjunction – et (and), mais (but)</li> </ul>	<p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>Je → j'ai</li> <li>s'appelle</li> <li>Je n'ai pas d'oiseau' - in this case the 'e' in ne and de)</li> </ul> <p><b>Conjugation</b> To move from first person conjugation of high frequency verbs to third person singular (j'ai – I have → il/elle a – he / she has)</p> <p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>'s' - souris</li> <li>'t' - chat</li> </ul> <p><b>Gender article / determiners</b> Un (a - masculine) / une (a – feminine)</p> <p><b>'H' Aspiré.</b> This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas <b>de</b> hamster'.</p>	<ul style="list-style-type: none"> <li>in (uh) - cinq</li> <li>eau (oh) – oiseau</li> <li>ch (sh) – chien, chat</li> <li>oi (wah) – poisson</li> <li>ou (oo) – rouge</li> <li>qu (ck) - qui</li> </ul>	<p><b>Greetings</b> Encouraged to answer register in French and at the start of lessons</p> <p>Conjunction – et</p> <p>J'ai _____ I have _____</p> <p><b>Gender article / determiners</b> Un / une</p> <p><b>Elision</b> Je → j'ai s'appelle</p> <p><b>Numbers</b> Challenged to say how many pets / age</p> <p><b>Negative form</b> Je n'ai pas de ...</p>



# MFL – French - Scheme of Learning



Spring	6 (5 + re-cap & assessment lesson)	<p style="text-align: center;"><b>Intermediate</b></p> <p style="text-align: center;">La date</p> <p style="text-align: center;">The date</p>	<ul style="list-style-type: none"> <li>&gt; <b>Days of the week</b> – lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday)</li> <li>&gt; <b>Months of year</b> – janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)</li> <li>&gt; <b>Numbers to 31</b> – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, six-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</li> <li>&gt; <b>Sentence building</b> – la date (the date), les jours de la semaine (the days of the week), Aujourd'hui c'est quel jour? (What day is it today?), mon anniversaire (my birthday), est (is), le (the), C'est quand ton anniversaire? (When is your birthday?)</li> </ul>	<p><b>Capital letters</b> Understand that days of the week and months of the year do not have capital letters unless they are at the start of a sentence in French.</p> <p><b>Guttural 'R'</b> French 'r' sound as seen in mardi and mercredi. Made from the back of the mouth, not the front</p> <p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 's' - trois</li> <li>• 't' - est and juillet</li> </ul> <p><b>Numbers</b> The only ordinal number for saying the date in French is the 1st (premier) after that, only cardinal numbers are used. No 2nd, 3rd, 4th etc.</p>	<ul style="list-style-type: none"> <li>• é (ay) - février, décembre</li> <li>• e (ur) – septembre, novembre</li> <li>• i (ee) – mardi, mercredi</li> <li>• eux (er) - deux</li> </ul>	<p><b>Numbers</b> 1 – 20 &amp; 30</p> <p><b>Guttural 'R'</b> French 'r' sound made from the back of the mouth, not the front</p> <p><b>Silent letters</b></p> <p><b>Vocabulary from 'Je me présente'</b> Expanding on vocabulary from presenting myself (year 4) unit – saying age.</p>
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# MFL – French - Scheme of Learning



<p>Summer</p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>Intermediate</b>  Les vêtements  Clothes</p>	<p>&gt; <b>Clothes</b> – les vêtements (the clothes), un pantalon (a pair of trousers), un maillot de bain (a swimming costume), un pull (a jumper), un tee shirt (a tee shirt), un manteau (a coat), un short (a pair of shorts), une robe (a dress), une cravate (a tie), une écharpe (a scarf) une jupe (a skirt), une veste (a jacket), une chemise (a shirt), une casquette (a cap), des gants (a pair of gloves), des bottes (boots), des collants (tights), des sandales (sandals), des lunettes (glasses), un chemisier (a blouse), des chaussures (a pair of shoes), des chaussettes (a pair of socks)</p> <p>&gt; <b>Sentence building – I wear... – je porte</b> (I wear), tu portes (you wear), il porte (he wears), elle porte (she wears), nous portons (we wear), vous portez (you all wear), ils portent (they wear – masculine or mixed group), elles portent (they wear – feminine group)</p> <p>&gt; <b>Days of the week</b> - lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday)</p> <p>&gt; <b>Sentence building</b> – À l'école je porte... (For school I wear...), Quand il fait beau je porte... (When it is nice weather I wear...), Quand il neige je porte... (When it snows I wear...), Quand je suis en vacances je porte... (When I am on holiday I wear...)</p> <p>&gt; <b>Colours</b> – masculine / feminine and singular / plural</p>	<p><b>Guttural 'R'</b> French 'r' sound as seen in tee shirt, orange, rouge, écharpe. Made from the back of the mouth, not the front</p> <p><b>Conjugation</b> Explore patterns in regular -er verb conjugation to enable us to say what we and possibly someone else is wearing e.g., je porte / tu portes / il porte etc.</p> <p><b>Possessive My</b> Mon / ma / mes</p> <p><b>Gender nouns</b> Un / une for clothes items</p> <p><b>Adjectival agreement</b> Adjectives describe a noun and all French adjectives agree with the noun in gender and number. The general rule is that for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es.</p> <p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>-ent is not pronounced in the third person plural conjugation of the verb porter (to wear). This is the same for all third person plural endings in the present tense.</li> <li>'s' in gants, sandales and vacances – 's' is often silent when it is the final consonant of a word in French</li> </ul> <p><b>Definite / indefinite articles</b> Le, la, and les (the) are definite articles whereas un, une, and des (a / an / some) are indefinite articles. Unlike English, you'll need to use an article before every single noun in a list.</p>	<ul style="list-style-type: none"> <li>eau (oh) – manteau</li> <li>é (ay) – écharpe</li> <li>ch (sh) – écharpe, chemisier, chemise, chaussures, chaussettes</li> <li>e (ur) – robe, cravate, écharpe, jupe, veste, lunette</li> <li>u (oo) – pull</li> <li>qu (ck) – casquette</li> <li>ê (eh) - vêtements</li> </ul>	<p><b>Guttural 'R'</b> French 'r' sound made from the back of the mouth, not the front</p> <p><b>Colours</b> Encouraged to describe clothes</p> <p><b>Days of the week</b></p> <p><b>Possessive My</b> Mon / ma / mes</p> <p><b>Silent letters</b></p> <p><b>Conjugation</b></p>
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# MFL – French - Scheme of Learning



## Year 6

Term	No. of Lessons	Unit Title	Content	Grammar	Phonics	Revisiting
Autumn	1	La Phonétique – Lesson 4 <i>(Select class → Key Stage 2 → Extra Teaching)</i>	Introduce the next set of phonics sounds		<ul style="list-style-type: none"> <li>qu (<b>ck</b>)</li> <li>gne (<b>nyuh</b>)</li> <li>ç (<b>s</b>)</li> <li>en (<b>ahn</b>)</li> <li>an (<b>ahn</b>)</li> <li>ch (<b>sh</b>)</li> </ul>	<ul style="list-style-type: none"> <li>ou (<b>oo</b>)</li> <li>on (<b>ohn</b>)</li> <li>oi (<b>wah</b>)</li> <li>i (<b>ee</b>)</li> <li>in (<b>uh</b>)</li> <li>ique (<b>eeek-uh</b>)</li> <li>ille (<b>eeya</b>)</li> <li>i (<b>ee</b>)</li> <li>eux (<b>er</b>)</li> <li>é (<b>ay</b>)</li> <li>è (<b>air</b>)</li> <li>e (<b>ur</b>)</li> </ul>
Autumn	6 <i>(5 + re-cap &amp; assessment lesson)</i>	<b>Progressive</b>  À l'école  At school	<ul style="list-style-type: none"> <li>&gt; <b>Lessons</b> – le français (French), l'anglais (English), le dessin (art), le sport (PE), la musique (music), la géographie (geography), l'histoire (history), les maths (maths), les sciences (science), l'informatique (ICT)</li> <li>&gt; <b>Likes and dislikes</b> – Est-ce que tu aimes... ? (Do you like... ?), Oui, j'aime ... (Yes, I like...), Oui, j'adore ... (Yes, I love), Non, je n'aime pas ... (No, I do not like...), Non, je déteste ... (No, I hate...), J'aime ... (I love), J'adore ... (I love ...), Je n'aime pas ... (I do not like...), Je déteste ... (I hate...), Quelle est ta matière préférée ? (What is your favourite subject?), Ma matière préférée c'est... (My favourite subject is...)</li> <li>&gt; <b>Justify opinion</b> – amusant (fun), utile (useful), intéressant (interesting), facile (easy), ennuyeux (boring), difficile (difficult), inutile (pointless), parce que (because), car (because), et (and), c'est (it is...), cependant (however), mais (but)</li> <li>&gt; <b>Time</b> – une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze (numbers 1-12), Quelle heure est-il ? (What time is it ?), Il est ____ heures (It is ____ o'clock), Il est midi (It is midday), Il est minuit (It is midnight), J'étudie + (subject) + à + (number) + heures. (I study (subject) at (number) o'clock).</li> <li>&gt; <b>Days of the week</b> - lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday)</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>'s' in aimes, vacances, bains – 's' is often silent when it is the final consonant of a word in French</li> <li>'x' in ennuyeux</li> <li>'t' in sport</li> </ul> <p><b>Definite articles</b> Le, la, and les (the)</p> <p><b>Conjugation</b> Full verb conjugation of the verb 'aller' (to go) à</p> <p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>J' étudie</li> </ul> <p><b>Capital letters</b> Understand that days of the week and the subject le français (French), l'anglais (English) do not have capital letters unless they are at the start of a sentence in French.</p> <p><b>Because</b> Understand there are different ways to say the same word, 'because'. 'Parce que' is the standard way and 'car' is more formal.</p>	<ul style="list-style-type: none"> <li>in (<b>uh</b>) - cinq</li> <li>qu (<b>ck</b>) – informatique, musique</li> <li>ç (<b>s</b>) - français</li> <li>an (<b>ahn</b>) – amusant, intéressant</li> <li>en (<b>ahn</b>) – sciences</li> <li>eux (<b>er</b>) – ennuyeux</li> </ul>	<p><b>Numbers</b> 1 - 12</p> <p><b>Days of the week</b> Monday - Friday</p> <p><b>Conjunctions</b> 'and' &amp; 'but'</p> <p><b>Likes and Dislikes</b> 'I like...' and 'I don't like...' (from fruit unit Y3)</p> <p><b>Silent letters</b> 's' and 'x'</p> <p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel.</p> <p><b>Capital letters</b> Days of the week do not require a capital letter in French.</p> <p><b>Definite articles</b> Le, la, and les (the)</p>



# MFL – French - Scheme of Learning



Spring	6 (5 + re-cap & assessment lesson)	<p><b>Progressive</b></p> <p>Le week-end</p> <p>The Weekend</p>	<ul style="list-style-type: none"> <li>&gt; <b>Activities</b> – Je me lève (I get up), Je prends mon petit déjeuner (I have my breakfast), Je regarde la télé (I watch television), Je lis des bandes dessinées (I read comic books), J'écoute de la musique (I listen to music), Je joue à l'ordinateur (I play on the computer), Je joue au foot (I play football), Je vais à la piscine (I go to the swimming pool), Je vais au cinéma (I go to the cinema), Je me couche (I go to bed)</li> <li>&gt; <b>Time</b> – Il est ____ heure(s) (It is ____ o'clock), une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze (numbers 1-12), et quart (quarter past), et demie (half past), moins le quart (quarter to), il est midi (It is midday), Il est minuit (It is midnight), Quelle heure est-il ? (What time is it ?), le week-end (the weekend)</li> <li>&gt; <b>Conjunctions</b> – et (and), après (after), aussi (also), plus tard (later on), finalement (finally)</li> <li>&gt; <b>Activity at specific time</b> - To say you do an activity AT a specific time you use "à" plus the time, e.g., Je regarde la télé à huit heures</li> <li>&gt; <b>Opinions</b> – C'est génial (It's amazing), C'est super (it's great), C'est amusant (it's fun), C'est fatigant (it's tiring), C'est barbant (it's boring), C'est nul (it's not great),</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 's' in heures – 's' is often silent when it is the final consonant of a word in French</li> <li>• 't' in amusant, fatigant, barbant</li> </ul> <p><b>Liaison</b></p> <p>The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like a 'z' – this is called a liaison.</p> <p><b>First person high frequency verbs</b></p> <p>je regarde, je lis and the reflexive verbs je me lève and je me couche.</p> <p><b>Elision</b></p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel – to facilitate pronunciation</p> <ul style="list-style-type: none"> <li>• J' écoute</li> </ul>	<ul style="list-style-type: none"> <li>• in (<b>uh</b>) - cinq</li> <li>• qu (<b>ck</b>) – informatique, musique, quelle</li> <li>• an (<b>ahn</b>) – bandes, amusant, intéressant, fatigant</li> <li>• en (<b>ahn</b>) – prends, finalement</li> <li>• é (<b>ay</b>) – déjeuner, télé, dessinées, J'écoute, cinéma, intéressant</li> <li>• è (<b>air</b>) – après</li> </ul>	<p><b>Conjunctions</b></p> <p>'and'</p> <p><b>Numbers</b></p> <p>1-12</p> <p><b>Liaison</b></p> <p><b>Silent letters</b></p> <p>'s' and 'x'</p> <p><b>Elision</b></p> <p>Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows that starts with a vowel.</p>
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# MFL – French - Scheme of Learning



<p>Summer</p>	<p>6 (5 + re-cap &amp; assessment lesson)</p>	<p><b>Progressive</b>  Les Vikings  Viking</p>	<ul style="list-style-type: none"> <li>&gt; <b>Attributes</b> – je suis (I am...), grand(e) (tall), petit(e) (short), intelligent(e) (intelligent), fort(e) (strong), violent(e) (violent), terrifiant(e) (terrifying), J'ai (I have), J'ai les cheveux... (I have ... hair), blonds (blonde), noirs (black), bruns (brown), gris (grey), roux (ginger), longs (long), courts (short), mi-longs (medium length), raides (straight), bouclés (curly), ondulés, J'ai les yeux ... (I have ... eyes), bleus (blue), verts (green), marron (brown), J'ai des tresses (I have plaits), J'ai une cicatrice (I have a scar), J'ai une barbe (I have a beard)</li> <li>&gt; <b>Family</b> – mon (my – masculine nouns), ma (my – feminine nouns), mes (my – plural nouns), mon frère (my brother), ma sœur (my sister), mes parents (my parents), elle s'appelle... (she is called...), il s'appelle... (he is called...)</li> <li>&gt; <b>Activities</b> – Je me lève (I get up), Je pêche (I fish), Je mange (I eat), Je prie (I pray), Je pille (I loot), J'explore (I explore), Je combats (I fight), Je tisse (I weave), Je fais (I do/make), Je me couche (I go to bed)</li> <li>&gt; <b>Time quantifiers</b> - souvent (often), rarement (rarely), tous les jours (every day), de temps en temps (from time to time)</li> </ul>	<p><b>Silent letters</b></p> <ul style="list-style-type: none"> <li>• 'd' in grand - when an 'e' is added at the end to make grande it is pronounced</li> <li>• 't' in petit, intelligent, fort, violent, terrifiant – when an 'e' is added at the end to make petite it is pronounced</li> </ul> <p><b>Elision</b> Dropping of the last letter of a word replacing it with an apostrophe and attaching it to the word it follows which begins with a vowel or a mute 'h' – to facilitate pronunciation J'ai, J'explore, s'appelle...</p> <p><b>Adjectival agreement</b> Adjectives describe a noun and all French adjectives agree with the noun in gender and number. The general rule is that for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es.</p> <p><b>Auxiliaries</b> High frequency verbs avoir and être. The verb être means "to be" and the verb avoir means "to have.". They create many compound tenses in French. Être – il/elle. Avoir – J'ai, il/elle</p> <p><b>Reflexive verbs</b> Reflexive verbs describe an action that you do to yourself or something that reflects back to yourself. They have to include a reflexive pronoun, which changes depending on who is doing the action. E.g., I go to bed / she goes to bed.</p>	<ul style="list-style-type: none"> <li>• ç (s) - garçon &amp; français</li> <li>• en (ahn) – intelligent, violent &amp; excellent</li> <li>• an (ahn) – grand, terrifiant</li> <li>• eux (er) – yeux</li> <li>• ch (sh) – pêche, couche</li> <li>• è (air) – mèm</li> <li>• é (ay) – bouclés, ondulés,</li> </ul>	<p><b>Colours</b> brown, blue, green, grey, black</p> <p><b>Conjunctions</b> and &amp; but</p> <p><b>Elision</b></p> <p><b>Adjectival agreement</b></p> <p><b>Silent Letters</b></p>
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# MFL – French - Scheme of Learning



For verbs:

1	1 <sup>st</sup> person singular	I	je
2	2 <sup>nd</sup> person singular	you (singular)	tu
3	3 <sup>rd</sup> person singular	he / she / it / one	il / elle / on
4	1 <sup>st</sup> person plural	we	nous
5	2 <sup>nd</sup> person plural	you (plural)	vous
6	3 <sup>rd</sup> person plural	they	ils / elles