

MFL: CORE STUDY FOR YEAR THREE

| 1. Speaking and Listening | | | |
|---|--|--|--|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupil will understand and learn a variety of nouns and articles. ● Be able to say and recognize the numbers 1-10 and the days of the week ● Use simple greetings (saying hello, goodbye, saying how they are). ● Communicate familiar nouns (animals, musical instruments, vegetables including the correct article.) ● Be able to describe nouns using simple adjectives (colours). ● Use simple verbs in the first person "I" (I am, I play). ● Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. ● Pupils will build on the above by starting to create short, spoken simple sentences. For example my name is, how are you? | <ul style="list-style-type: none"> ● Pupils start to speak and communicate in French using simple words, phrases and short sentences. ● Pupils will ask and answer questions. ● Use correct pronunciation when speaking and start to see the links between pronunciation and spelling. ● Pupils learn to pronounce accurately the most commonly used characters, letters and letter strings ● Pupils will speak clearly and confidently. ● Pupils will repeat & then recall from memory with good pronunciation and high accuracy. ● Pupils will build up a bank of core vocabulary that they can relate to and re-use. Helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. | <p>Bonjour Ca va /bien/mal Au revoir Comment tu t'appelles Je m'appelle Les animaux Je suis Un (masculine) Une (feminine) Le (masculine) La (feminine) L' (before the vowel) Les (plural) Je Joue Je Peux Parler Ecouter Manger Boire Regarder Ecrire Je voudrais S'il vous plait C'est tout Merci</p> | <p>Language Angels: Early Language Teaching Type units</p> <ul style="list-style-type: none"> ● J'apprends le Français ● Les instruments ● Les fruits ● Les legumes ● Les animaux ● Je peux |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> ● Listen and respond to simple rhymes, stories and songs. ● Identify rhyming words. ● Pupils will repeat words and phrases modelled by the teacher and remember a sequence of spoken words. ● Use physical response, mime and gesture to convey meaning and show understanding. ● Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. | | |
|--|---|--|--|

| 2. Reading and Writing | | | |
|---|--|--|--|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils will recognise and understand familiar written words and short phrases. (Basic nouns and first person "I" form of simple verbs) in written text. ● Pupils will experiment with the writing of simple words and recognise some familiar words in written form. | <ul style="list-style-type: none"> ● Pupils write some familiar simple words both from memory and by using supported written materials. ● Read aloud familiar words and short phrases. ● Pupils can write or copy simple words and symbols correctly. | <ul style="list-style-type: none"> ● As above | <p>Language Angels: Early Language Teaching Type units</p> <ul style="list-style-type: none"> ● Phonetics 1 ● J'apprends le Français ● Les instruments |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> ● Begin to understand and recognise how the negative is formed in French writing e.g. I don't like... ● Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables). ● Use picture cards to build phrases to show position of adjectives of colour e.g. a red dog, a yellow cat. ● Pupils will understand words displayed around the classroom and be able to read aloud a familiar sentence, rhyme or poem. ● Pupils start to attempt to write a short simple sentence with an article, noun and verb. ● Understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> - gender: <i>masculine, feminine</i> – nouns (singular) - word order of adjectives - how to form the negative | <ul style="list-style-type: none"> ● Pupils learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. ● Pupils learn to identify cognates (words that are similar in English and French). ● Begin to learn how to decode written text they are presented with. ● Pupils learn to make links between some phonemes, rhymes and spellings, and read aloud familiar words. | | <ul style="list-style-type: none"> ● Les fruits ● Les legumes ● Les animaux ● Je peux |
|---|---|--|---|

3. French Culture

| Core knowledge | Core skills | Core vocabulary | Taught through |
|--|---|--|---|
| <ul style="list-style-type: none"> ● Pupils understand that different countries around the world speak French. ● Understand that these countries have different cultures to one another. ● Learn various facts about France, e.g. climate, main towns, famous landmarks, produce. ● Know about some aspects of everyday life and compare them to their own. ● Learn about festivals and celebrations in France. ● Learn simple phrases to celebrate festivals. ● Learn how children of the different culture celebrate special days. ● Learn about buildings and places in France. | <ul style="list-style-type: none"> ● Locate France on a world map. ● Locate famous French cities on a map of France. ● Locate and compare rivers and landmarks in Paris and London. ● Identify similarities and differences. ● Compare pastimes of children of different cultures and countries. | <ul style="list-style-type: none"> ● As above | <p>Language Angels: Early Language Teaching Type units</p> <ul style="list-style-type: none"> ● Phonetics 1 ● J'apprends le Francais ● Les instruments ● Les fruits ● Les legumes ● Les animaux ● Je peux |

MFL: CORE STUDY FOR YEAR FOUR

| 1. Speaking and Listening | | | |
|--|--|--|---|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils further their knowledge by learning how to create longer and more complex spoken sentences. ● Pupils will build up a larger bank of spoken vocabulary. ● Become aware of using the appropriate definite, indefinite article for nouns (le, la, un, une) in speech. And understand the concept of gender (masculine, feminine) for nouns. ● Pupils will know how to count up to 100 in French. ● Listen and respond to simple classroom commands. ● Pupils will become familiar with asking somebody how they are feeling and give a response back (ca va, ca va mal/bien). ● Be able to use adjectives to describe people, places and things (such as | <ul style="list-style-type: none"> ● Spoken fluency, accuracy and recall of simple key language should now be very good. ● Pupils work towards holding a simple conversation with a partner, asking questions as well as being able to answer them using accurate pronunciation. ● Pupils begin to communicate by answering and answering a wider range of questions using longer phrases and sentences. ● Pupils develop and learn short spoken sentences with accurate pronunciation, retention and recall. ● Present short pieces of information to another person. ● Apply phonic knowledge to support speaking. | <p>Comment tu t'appelles Je m'appelle Bonjour Ca va Ca va bien / mal Au revoir Quel age as tu J'aian J'habites Je suis anglais Le petit dejeuner Je prends S'il vous plait L'addition sil vous plait Je voudrais Dans ma trousse j'ai / je n'ai pas de Ecoutez Ecrives Repetez Lisez Le temps L'ocean / le desert/l'arctique Besoin Vivre Pousser</p> | <p>Language Angels INTERMEDIATE LANGUAGE TEACHING TYPE units</p> <ul style="list-style-type: none"> ● Phonetics 2 ● Je me presente ● Quel temps fait-il ● En famille ● Les habitats ● En classe ● Au Café |

| | | | |
|---|--|--|--|
| <p>their family members, where they live, age)</p> <ul style="list-style-type: none"> ● Pupils will develop and expand upon the spoken phrases they use (name, age, how they are, their family, weather). ● Recognise and use French vocabulary to describe the weather. ● Be able to recognise and say classroom objects. ● Be able to order food and drink items from a menu in French using the phrase “I would like/ have”. ● Be able to describe own or fictitious family in French. ● Children will use the negative form in speaking e.g. “I do not have...” ● Use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'. | <ul style="list-style-type: none"> ● Pupils will be able to listen for and identify specific words and phrases in instructions, stories and songs. ● Pupils will be able to follow a text accurately whilst listening to it being read. ● Learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. ● Pupils are able to give a spoken opinion in French. ● Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. ● Perform role play | | |
|---|--|--|--|

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> ● Introducing the concept of “adjectival agreement”. Adding an e to the end of the adjective to show that the person talking or being described is female. ● Be able to say the key elements that animals and plants need to survive in French. ● Name the 5 most common types of habitats in French. | | | |
|---|--|--|--|

| 2. Reading and Writing Core | | | |
|--|--|-----------------|---|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils move on to reading short passages of text based on the units they are studying. ● They will be able to understand most of what they read. ● Use Creative Curriculum units (Habitats) so they are exposed to a wider range of language and more challenging reading exercises. | <ul style="list-style-type: none"> ● Pupils will develop and progress their French reading ability and skills. ● Pupils will learn how to decode passages of text they are presented with by finding the language they are familiar with and applying their knowledge to language they are less familiar with. ● Pupils will learn how and be encouraged to use a French dictionary | As above | <p>Language Angels INTERMEDIATE LANGUAGE TEACHING TYPE units</p> <ul style="list-style-type: none"> ● Phonetics 2 ● Je me presente ● Quel temps fait-il ● En famille |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> ● Pupils will write sentences including the correct use of nouns, articles and verbs. ● Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family' and 'Je me Presente', For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. ● Pupils write positive and negative statements. ● Children will create a weather map and written weather report. ● Children are encouraged to create written sentences using 1st & 3rd person singular form and 1st & 3rd person plural form. E.g: 'He is called...', 'she is called...', 'they are called...' etc. ● Will be introduced to the verb "to live" and "to grow" in Habitats topic. | <p>to understand language that is new to them to be used in their written tasks.</p> <ul style="list-style-type: none"> ● Pupils will accurately read and understand familiar written words, phrases and short sentences aloud to another person. ● Pupils will write some familiar words, phrases and simple sentences from memory. ● Pupils will now be able to start writing full sentences with increased ease and improved accuracy with supported written materials (e.g. using a word bank) – not spelling all words from memory. ● Pupils write positive and negative statements. Example: 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'. ● Pupils translate short sentences from French into English and also from English into French. | | <ul style="list-style-type: none"> ● Les habitats ● En classe ● Au Café |
|--|--|--|--|

| 3. French Culture | | | |
|---|--|-----------------|---|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils will be able to describe the weather in different regions of France. ● Pupils will create a French weather map. ● Learn new and recap familiar common French greetings. ● Children become aware of French menus and popular foods and drinks in France using terms “Je voudrais” (<i>I would like</i>) “Je prends”. (<i>I take</i>) | <ul style="list-style-type: none"> ● Use of il y a (<i>There is</i>) and faire (<i>to do</i>) in weather phrases. ● Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is ‘doing’ hot! In English we say it is sunny but in French ‘there is’ sun. | As above | <ul style="list-style-type: none"> ● Je me presente ● Quel temps fait il ● Au café |

MFL: CORE STUDY FOR YEAR FIVE

| 1. Speaking and Listening | | | |
|---|--|--|--|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils will learn how to formulate the date in French and use this knowledge to say when their birthday is using days of the week, months or the year and numbers 1-31. ● Pupils will learn how to ask somebody when their birthday is and to ask for today's date. ● Say whether they live in a house or an apartment and what rooms they have or do not have in their house. "Chez moi Il y a chez moi il n'ya pas de.." ● Use the conjunction <i>et</i> (and) to link two sentences together. ● Use the verb <i>habiter</i> (to live) and <i>porter</i> (to wear). ● Revisit the possessive adjective "my" in French to describe own clothes. | <ul style="list-style-type: none"> ● Build upon previously learnt skills to decode longer spoken French language. ● Further improve memory, recall and retention skills. ● Work on creating longer, authentic pieces of spoken French using the connectives <i>et</i> and <i>mais</i>. ● Children will become more familiar with silent letters. E.g. the 's' is not pronounced in Mars, and the 't' and 'll' is not pronounced in Juillet. ● Learning to use knowledge of a topic in one language to help decode in another. (Tudors) ● Using simple adjectives to describe. | <p>Chez moi Il y a chez moi il n'y a pas de...</p> <p>Et</p> <p>Ou habites tu</p> <p>Une maison/un appartement</p> <p>En ville</p> <p>J'habite</p> <p>Porter</p> <p>Le chien/la chat</p> <p>Mais</p> <p>J'ai</p> <p>Je n'ai pas de</p> <p>Mon anniversaire c'est</p> <p>Je porte</p> <p>À l'école je porte..</p> <p>La guerre civile</p> <p>Le roi a épousé...</p> | <p>Language Angels units - INTERMEDIATE TEACHING TYPE</p> <ul style="list-style-type: none"> ● Phonetics 3 ● Quelle est la date aujourd'hui ● Les Vetements ● As tu un animal ● La maison tudor ● Chez moi ● Les planets |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> ● Recognise and say from memory 21 items of clothing with their appropriate article. ● Revisit colours and the vocabulary to describe the weather. ● Pupils will listen to key facts from Key Tudor history and recall some of these in French. ● Be able to describe Henry's wives in French using key adjectives in the Tudor's unit. ● Ask somebody if they have a pet and respond back to this question by saying if they do /do not have a pet and their pets name. ● To start to use simple connectives <i>et</i> and <i>mais</i> to make a more complex sentence. (and, but) ● Complete an oral presentation on planets. | | | |
| <p>Extended skills and vocabulary Be able to find and identify places special to individual children</p> | | | |

| 2. Reading and Writing Core | | | |
|---|--|--|--|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text based on the units they are studying. ● Pupils will understand most of what they read. ● Write a short description of Henry the VIII wives using adjectives from Tudors unit. ● Pupils will create and write their sentences with the aid of word banks. ● Pupils will write a short text or email in French. ● Expected to ensure spelling changes required for genders and plurality of nouns is included in writing. ● Children learn to write about themselves in more details using full sentences in units such as “chez mois” “vetements” “quelle est la date aujourd’hui”. ● Pupils create written sentences using 1st & 3rd person singular form and 1st & 3rd person plural form incorporating a wider variety of common verbs. Examples: ‘I have.....He has.....’, ‘She has...’, ‘they have...’ in Pets unit. | <ul style="list-style-type: none"> ● Pupils will be able to start writing full sentences with improved accuracy based on language and vocab taught previously. ● Sentences to include correct nouns, articles and verbs. ● Build upon previously learnt skills to decode longer written French language. Breaking down a sentence in to verbs, articles, nouns and adjectives. ● Learning to use knowledge of a topic in one language to help decode in another. ● Pupils will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with. ● Children write positive and negative statements. ● Children are encouraged to use dictionary to double check spellings and find meaning of unfamiliar words | <ul style="list-style-type: none"> ● As above | <p>Language Angels units - INTERMEDIATE TEACHING TYPE</p> <ul style="list-style-type: none"> ● Phonetics 3 ● Quelle est la date aujourd’hui ● Les Vetements ● As tu un animal ● La maison tudor ● Chez moi ● Les planets |

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> ● Children to create a PET ID card | <p>and improve knowledge of genders of nouns. E.g. when looking up animals/pets/planets/other conjunctions.</p> <ul style="list-style-type: none"> ● Continue to translate short sentences from French in to English and vice versa. | | |
|--|---|--|--|

| 3. French Culture | | | |
|--|---|--|--|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Pupils continue to discuss the differences in culture and daily life. ● Pupils will learn about and recognise key dates in the French calendar and how these are celebrated. ● Pupils will learn that months of the year and days of the week do not have a capital letter in French unless they are at the start of a sentence. | <ul style="list-style-type: none"> ● Become aware of silent letters in French vocabulary. ● Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. | <ul style="list-style-type: none"> ● Lundi, Mardi, Mercredi, Jeudi, Samedi, Dimanche ● Les mois ● Les jours ● Anniversaire | <ul style="list-style-type: none"> ● Quelle est la date aujourd'hui |

MFL: CORE STUDY FOR YEAR SIX

| 1. Speaking and Listening | | | |
|--|--|--|---|
| Core knowledge | Core skills | Core vocabulary | Taught through |
| <ul style="list-style-type: none"> ● Name most of the countries and languages (in French) involved in WW2 and label these in French on a map. ● Say in French what were the differences between city life and country life during the war. ● Say and recognise ten foods and drinks that are considered <u>bad</u> for your health. ● Say and recognise ten foods and drinks that are considered <u>good</u> for your health. ● Pupils explain what activities they do and do not do during the week in terms of exercise. (Using positive and negative statements) ● Pupils will say learn the key facts of the history of the Olympic Games. | <ul style="list-style-type: none"> ● Making comparisons ● Saying positive and negative sentences. ● Researching new vocabulary and using a French dictionary. ● Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. ● Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). ● Use connectives to link together what is being said so as to add fluency. ● Understand the main points in passages of language spoken with | <p>L'Angleterre La France Et Aussi Parce que Amusant Sans danger Triste Convival A bientôt Grosses bises Je mange Je bois Pour ma sante Faites cuire Une recetta saine Je pousse J'habite Quel heure est-il? Il est...heure Je vais Je/tu/il/elle/nous/vous/ils/ells A l'école J'aime J'adore Je n'aime pas Je deteste</p> | <p>Language Angels units - Progressive TEACHING TYPE</p> <p>Phonetics 4</p> <ul style="list-style-type: none"> ● La Seconde Guerre Mondiale ● Manger et Bouger ● Les Jeux Olympiques ● Moi Dans Le Monde ● A l'Ecole ● Les Habitats |

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> ● Say the names of 10 key sports in French including using their correct spelling and gender. ● Conjugate the irregular verb <i>faire</i> (to do) enabling the students to say what sports they play and what sports they do not play. ● Understand the concept of <i>de la, de l'</i> and <i>du</i> when you say you play a sport in French. ● Add to their previous Habitats knowledge from Year 4 - say and recognise the five types of habitats and show where these are on a world map. ● Explain in French the five key elements that animals and plants need to survive in their various habitats. Including examples of types of animals (using Yr 3 animaux knowledge) ● PSHE link: <i>In me in my world</i> unit Pupils will be able to explain how we are all different and yet all the same. | <p>authentic pronunciation and at authentic speed.</p> <ul style="list-style-type: none"> ● Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. ● Be able to express options AND JUSTIFY opinions orally | <p>Interessant Facile Difficile Ennuyeux Noel /le jour de l'an Cependant Ma matiere preferee c'est... A la prochaine A plus tard</p> | |
|--|---|--|--|

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> ● Pupils will be able to say the various ways that we are going to help to protect our planet. ● How to use <i>à</i> (when talking about living IN a city) and <i>en/au/aux</i> (when talking about living IN a country). ● Say in French the vocabulary for school subjects and spell these correctly. ● Say what subjects they like and dislike at school. ● Identify and tell the time in French and what time they have certain subjects in their daily timetable. ● Use the verb <i>aller</i> (to go) in French to say what time they and their friends go to school. ● Understand the numbers 1-100 and be able to use them in context (date,age, prices) | | | |
| <p>Extended skills and vocabulary</p> <p>Be able to find and identify places special to individual children</p> | | | |

2. Reading and Writing

| Core knowledge | Core skills | Core vocabulary | Taught through |
|----------------|-------------|-----------------|----------------|
|----------------|-------------|-----------------|----------------|

3. French Culture

| Core knowledge | Core skills | Core vocabulary | Taught through |
|--|---|--|--|
| <ul style="list-style-type: none"> ● Pupils will learn the names of the many countries in the Francophone world and be able to name at least four of these in French. ● Locate these countries on a map of the world. ● To name and list key facts about different festivals (religious and non-religious) around the world in French Speaking countries. ● Learn about life in a French school. | <ul style="list-style-type: none"> ● Locating countries on a map of the world. | <ul style="list-style-type: none"> ● As above | <p>Language Angels units - Progressive TEACHING TYPE</p> <p>Phonetics 4</p> <p>La Seconde Guerre Mondiale</p> <p>Manger et Bouger</p> <p>Les Jeux Olympiques</p> <p>Moi Dans Le Monde</p> <p>A l'Ecole</p> <p>Les Habitats</p> |