



MFL

French						
Oracy and Literacy						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>Oracy</p> <ul style="list-style-type: none">- 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 vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Literacy</p> <ul style="list-style-type: none">- 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 and masculine 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					

Colour key for links to other subjects:



MFL

Red text – English	Blue text - Maths	Green text – Cultural Capital
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Oracy						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		<p>Enjoy learning a song in the language</p> <p>Communicate with others using simple phrases</p>	<p>Enjoy listening to and speaking in the language.</p> <p>Listen and respond to familiar spoken words, phrases and sentences.</p> <p>Communicate with others using simple words and phrases and short sentences.</p> <p>Understand conventions such as taking turns to speak, valuing the contribution of others.</p> <p>Use correct pronunciation in spoken work.</p>	<p>Listen to and identify words and short phrases.</p> <p>Communicate by asking and answering a wider range of questions.</p> <p>Understand and express simple opinions.</p> <p>Use correct pronunciation in spoken work.</p>	<p>Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts.</p> <p>Understand and express simple opinions.</p> <p>Prepare and present a short text.</p> <p>Use correct pronunciation in spoken work.</p>	<p>Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts.</p> <p>Understand and express simple opinions.</p> <p>Listen attentively and understand more complex phrases and sentences.</p> <p>Prepare and memorise a short presentation on a familiar topic.</p> <p>Use correct pronunciation in spoken work.</p>
Knowledge		<p>Children will be exposed to basic French greetings and phrases to prepare them for KS2 French</p>	<p>Children will be exposed to French numbers and phrases. They will build confidence in the vocabulary in order to create sentences in French.</p>	<p>Children will further their French vocabulary in order to ask questions and be able to answer.</p> <p>They will become familiar with nouns, adjectives and start to recognise the differences between masculine and feminine.</p> <p>Children will recap on numbers and learn new numbers up to 100. They will use the numbers to say the year.</p>	<p>Children will be exposed to emotional vocabulary.</p> <p>They will build confidence with nouns and adjectives and begin to understand adjectival agreements.</p> <p>They will learn to ask for and give directions.</p>	<p>Children will be exposed to emotional vocabulary.</p> <p>They will build confidence with verbs and begin to identify tenses.</p> <p>They will begin to use reflexive verbs to discuss their daily routines.</p> <p>They will experience time vocabulary and be able to tell the time in French.</p> <p>They will understand that 'être', 'avoir', 'faire' and 'aller' are needed to form different tenses and begin to learn how to conjugate them.</p>
Literacy						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



MFL

Skills		<p>Become familiar with the written words for: - months - colours</p>	<p>Recognise and understand some familiar words and phrases in written form. Make comparisons with English vocabulary. Read aloud in chorus, with confidence and enjoyment, from a known text. Write some familiar simple words using a model. Write some familiar words from memory.</p>	<p>Read and understand familiar written phrases. Follow a short text while listening and reading, saying some of the text. Make comparisons with English vocabulary. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help.</p>	<p>Re-read frequently a variety of short texts. Make comparisons with English vocabulary and begin to predict the meaning of unknown words using the context. Write simple sentences and short texts. Write words, phrases and short sentences, using a reference source.</p>	<p>Re-read frequently a variety of short texts. Begin to predict the meaning of unknown words using the context and knowledge of English vocabulary. Write increasingly complex sentences and short texts. Write words, phrases and short sentences, using a reference source.</p>
Knowledge			<p>Children will be exposed to numbers up to 31 and will be able to write them. They will be able to write simple French greetings, classroom phrases, adjectives, verbs and adverbs with spelling skills.</p>	<p>Children will further their French vocabulary in order to begin to write questions and be able to answer. They will become familiar with nouns, adjectives and start to recognise the differences between masculine and feminine and begin to write and read them. Read and write French numbers up to 100.</p>	<p>Children will be able to read and write emotional vocabulary. They will build confidence with nouns, adjectives and verbs so that they can add this to their short sentences. They will write a short conversation, asking for and giving directions to a familiar place.</p>	<p>Children will be able to read and write emotional vocabulary. They will build confidence with nouns, adjectives and verbs and begin to identify tenses so that they can add this to their short sentences. They will be able to read the time in French and write using phrases.</p>



MFL

Topic / Coverage	<p>TERM 2/3</p> <ul style="list-style-type: none"> - Greetings - Taking the register - Months - Bonne anniversaire - Basic classroom phrases & actions (Simon dit) - French alphabet song 	<p>TERM 1 Yabba Dabba Do</p> <ul style="list-style-type: none"> - Numbers 0-10 - Greetings - Classroom phrases - Vocabulary for parts of the body - Vocabulary for spelling skills / sentence building - Masculine / feminine nouns - Taking the register - Compare Christmas in France with other countries/cultures <p>TERM 2.1 H2Woah</p> <ul style="list-style-type: none"> - Vocabulary for spelling skills / sentence building - Vocabulary for immediate family members & the weather - Verbs - Adverbs - Asking politely <p>TERM 2.2/3.1 Scrapheap Challenge</p> <ul style="list-style-type: none"> - Vocabulary for spelling skills / sentence building - Vocabulary for pets - Numbers 11-20 - Verbs – j'ai, il/elle a - Masculine / feminine nouns - Colours - Adjectives <p>TERM 3.2 I Do Like To Be Beside The Seaside!</p> <ul style="list-style-type: none"> - Vocabulary from a story (La Chenille qui fait des trous) - Responding to questions - Days of the week - Months - Phrases of celebration (birthdays) - Numbers 21-31 	<p>TERM 1 When in Rome</p> <ul style="list-style-type: none"> - Questions, answers & sentence building - Imperative verbs - Vocabulary for the classroom, food (Roman comparison), leisure activities - Masculine / feminine / plural nouns - Prepositions - Multiples of 10 / Nos to 100 - Apostrophe for omission - J'aime + infinitive - Negative forms of verbs - Verbs – jouer + au /du/de la, faire du/de la/de l' - Compare Christmas in France with other countries/cultures <p>TERM 2 Incredible Industry</p> <ul style="list-style-type: none"> - Verbs – avoir (conjugate) - Negative forms of verbs - Vocabulary for wider family members - Numbers for years - Definite / indefinite article - Possessive pronouns <p>TERM 3.1 Amasia</p> <ul style="list-style-type: none"> - Vocabulary for animals & habitats - Questions & answers - Adjectives preceding the noun <p>TERM 3.2 All the Fun of the Fair</p> <ul style="list-style-type: none"> - Expressing feelings, emotions, preferences & opinion - Vocabulary for food & fairgrounds - Questions & answers - Money 	<p>TERM 1.1 To Infinity and Beyond</p> <ul style="list-style-type: none"> - Masculine / Feminine nouns - Vocabulary for someone's features & feelings - Vocabulary for description (planets) - Adjectival agreement - Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement <p>TERM 1.2 Eureka!</p> <ul style="list-style-type: none"> - Masculine / Feminine nouns - Vocabulary for countries, locations, modes of transport, weather - Prepositions (in = en, à, dans) - Compare Christmas in France with other countries/cultures <p>TERM 2 Dragon Dynasty</p> <ul style="list-style-type: none"> - Vocabulary for weather, seasons, locations in a town - Verbs – conjugation of 'faire' - Simple negatives – il n'y a pas <p>TERM 3 Circles of Life</p> <ul style="list-style-type: none"> - Vocabulary for hobbies - Expressing opinions - J'aime + infinitive - Negative forms of verbs - Verbs – jouer + au /du/de la, faire du/de la/de l' 	<p>TERM 1.1 May the Norse Be With You</p> <ul style="list-style-type: none"> - Telling the time - Daily routines - Masculine / Feminine nouns - Reflexive verbs (e.g. je me lave) <p>TERM 1.2 Tiempo di Fiesta</p> <ul style="list-style-type: none"> - Ordering food & drink - Masculine / Feminine nouns - Conditional form of verbs (je voudrais) compared to present (je veux) - Money - Compare Christmas in France with other countries/cultures <p>TERM 2 Peace in our Time?</p> <ul style="list-style-type: none"> - Clothes vocabulary - uniforms - Verbs – porter (to wear/carry) - Simple negatives - Immediate future tense - Asking questions - Conversational French to introduce yourself <p>TERM 3 Survival of the Fittest</p> <ul style="list-style-type: none"> - School – subjects, rooms - Describing school - Expressions of preference, dislike, opinions - Prepositions - Written biography of yourself (transition piece for secondary school)
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Vocabulary			<p style="text-align: center;">TERM 1 Yabba Dabba Do</p> <ul style="list-style-type: none"> - zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix - Bonjour, Salut, Au Revoir, A Bientôt, À toute à l'heure! À bientôt! - Bonjour Monsieur/Madam/Mademoiselle - Comment tu t'appelles? Je m'appelle ... - Quel âge as-tu? J'ai ... ans. - Et toi? - Comment ça va? Ça va bien/très bien/mal/très mal, comme ci, comme ça - écoutez, répétez, regardez, jouez, chantez - les bras, les mains, les bras, les pieds, la bouche, le nez, les yeux, les oreilles, les dents - et, mais - le/un, la/une, les, des - merci, s'il vous plaît <p style="text-align: center;">TERM 2.1 H2Woah</p> <ul style="list-style-type: none"> - ma mère, mon père, ma soeur, mon frère - il / elle est ... - il s'appelle ... elle s'appelle ... - Il pleut, il neige, il fait beau, il fait froid, il fait chaud, il fait gris - Conjugate avoir (to have), j'ai, tu as, il a, elle a, nous avons, vous avez, ils ont, elles ont 	<p style="text-align: center;">TERM 1 When In Rome</p> <ul style="list-style-type: none"> - Écrivez, pensez, comptez, rangez vos affaires, asseyez-vous, levez-vous, parlez avec un partenaire - il y a / il n'y a pas - un cahier, un stylo, un crayon, un taille-crayon, un livre, une calculatrice, une gomme, une règle, les feutres, les ciseaux, les crayon de couleurs, - je mange/je ne mange pas + food, je bois/je ne bois pas + drink - J'aime / je n'aime pas - des frites/ de la viande/ du poisson/ des fruits/du fromage/ du coca/ du thé/ de la limonade/ du jus d'orange - la percussion, la batterie, le piano, le clavier, la flûte, le violon, le guitare, la clarinette, le saxophone, le violoncelle - le foot, le rugby, le ping-pong, le tennis, le badminton, le basket, le hockey, le cricket, les jeux sur ordinateur - la gymnastique, la natation, la danse, le cyclisme, le vélo, l'athlétisme, le karaté, l'équitation, - vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, mille - Verbs – jouer + au /du/de la, faire du/de la/de l' 	<p style="text-align: center;">TERM 1.1 To Infinity and Beyond!</p> <ul style="list-style-type: none"> - le visage, les yeux, le nez, la bouche, le cou, le pied, un oeil, un oreille, la jambe, la main, la peau, la tête, un doigt, un doigt de pied - Mercure, Vénus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, (Pluton), une planète, la Lune, le Soleil - amusant, intelligent, fort, lent, rapide, grand, petit, timide, féroce, terrifiant - assez, très - lisez, levez la main, cherchez, travaillez à deux <p style="text-align: center;">TERM 1.2 Eureka!</p> <ul style="list-style-type: none"> - j'habite ... à la montagne, en ville, à la campagne - je vais en train/ en bus/ en voiture/ à pied. - en France / dans une ferme - la France, l'Angleterre, la Grande Bretagne, l'Écosse, les Pays de Galles, l'Irlande, l'Irlande du Nord, les États-Unis, la Grèce, l'Allemagne, l'Italie - Il pleut, il neige, il fait beau, il fait froid, il fait chaud, il fait gris, il y du vent, il y a du brouillard, il fait du soleil, il fait mauvais, le soleil brille, il gèle, il fait frisquet - Conjugation of 'faire' (to make/do) – je fais, tu fais, il / elle fait, nous faisons, vous faites, ils / elles font 	<p style="text-align: center;">TERM 1.1 May the Norse Be With You!</p> <ul style="list-style-type: none"> - il est 8 heures - et demi/et quart/moins le quart - je me lave, je me brosse les dents, je vais à l'école, je joue avec mes amis, je renter chez moi, je mange, je me couche - empilez les chaises, mettez les cahiers au centre du table / dans le tiroir, baissez la main, fermez la porte, trouvez un partenaire <p style="text-align: center;">TERM 1.2 Tiempo di Fiesta!</p> <ul style="list-style-type: none"> - Je voudrais - s'il vous plaît / merci - Ça fait combien? - (food and drink vocab – recap from previous years) - Conditional form of verbs (je voudrais) compared to present (je veux) <p style="text-align: center;">TERM 2 Peace In Our Time?</p> <ul style="list-style-type: none"> - un sweat, un pantalon, une jupe, un short, des chaussures, des chaussettes, un chemise - les baskets, un jean, un tee-shirt, un pull, une robe, une montre, des lunettes, un tablier, - Verb – porter (to wear/carry) – je porte / Je ne porte pas - Conjugation of 'aller' (to go) for use with immediate future tense: je vais, tu vas, il / elle va, nous allons, vous allez, ils / elles vont



MFL

			<p>TERM 2.2/3.1 Scrapheap Challenge</p> <ul style="list-style-type: none"> - un chien / un chat / un lapin / un oiseau / une souris / un cheval / un poisson rouge / un cochon d'Inde, une perruche - je n'ai pas d'animal, - il est, elle est - rouge, jaune, vert, bleu, violet, noir, blanc, rose, gris <p>TERM 3.2 I Do Like To Be Beside The Seaside</p> <ul style="list-style-type: none"> - La Chenille qui fait des trous: une chenille, un papillon, une feuille, un œuf, la lumière, la lune, le soleil, un trou - elle a très faim, elle a encore faim, elle croque dans ... - la nourriture, une pomme, une poire, une prune, une fraise, une orange, un morceau de gâteau, un cornet de glace, un cornichon, un bout de gruyère, un saucisson, une sucette, un quartier de tarte aux cerises, une saucisse, une brioche, une tranche de pastèque - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre - C'est quand ton anniversaire? - Mon anniversaire est en ... - Joyeux anniversaire! 	<p>TERM 2 Incredible Industry</p> <ul style="list-style-type: none"> - C'est qui? C'est ... - Ma famille, ma mère, mon père, ma soeur, mon frère, ma grandmère, mon grandpère, ma tante, mon oncle, ma cousine, mon cousin, un fils / une fille unique, un jumeau / une jumelle - Comment s'appelle t-il / elle? - Il / elle s'appelle ... - Conjugate 'etre' (to be) – je suis, tu es, il / elle est, nous sommes, vous êtes, ils / elles sont <p>TERM 3.1 Amasia</p> <ul style="list-style-type: none"> - l'Amérique du Nord, l'Amérique du Sud, l'Europe, l'Afrique, l'Asie, l'Océanie, l'Antarctique - l'Océan Pacifique/Atlantique/Arctique/Indien/Antarctique - un éléphant, un kangourou, un tigre, un ours polaire, un lion, un toucan, un écureuil un bison, un orang-outan, un chameau, un panda, un pingouin, un paresseux, un canard, un paon - un aigle royal, un vautour, un yack, un panda roux, un cerf porte-musc, un ours noir, une chèvre, une panthère des neiges, une marmotte - une savane, une forêt, une jungle, une mer, une montagne, une rivière, un océan, un désert 	<p>TERM 2 Dragon Dynasty</p> <ul style="list-style-type: none"> - un magasin, un café, un musée, un hôtel, un marché, un supermarché, un collège, un théâtre, un château, un cinéma, un hôpital, un stade, un office de tourisme, un commissariat, un parc, une poste, une rivière, une gare, une mairie/hôtel de ville, une école, une église, une banque, une discothèque, une bibliothèque, une piscine, une auberge de jeunesse, une place - Je traverse... - la rue au passage pour piétons... - cinq minutes plus tard - après ça / finalement - à droite, à gauche, tout droit - au nord, au sud, à l'est, à l'ouest - l'automne, l'hiver, le printemps, l'été - il y a / il n'y a pas <p>TERM 3 Circle of Life</p> <ul style="list-style-type: none"> - un violon, le violoncello, une clarinette, le saxophone, le cor d'harmonie, le trombone, la trompette, la flûte à bec, la flûte, la guitare, la batterie, le triangle, le tambourin, les cymbales, les castagnettes, un piano, le clavier, la harpe - le foot, le rugby, le ping-pong, le tennis, le badminton, le basket, le hockey, le cricket, les jeux sur ordinateur - la gymnastique, le judo, le surf, 	<p>TERM 3 Survival of the Fittest</p> <ul style="list-style-type: none"> - l'anglais, le français, les maths, l'histoire, la géographie, la science, la musique, le sport - la classe, la salle de classe, la bibliothèque, la cantine, la cuisine, la cour (de récréation), le parking, le terrain de sport, la maternelle, la salle de technologie, la salle d'informatique, les toilettes, la grande salle, le hall, l'entrée (f), la réception, le bureau, le vestiaire, la salle de sports, le couloir - J'aime / je n'aime pas / je deteste / j'adore - Je prefere - Mon sujet préféré est - Parce que - C'est super / chouette / génial / nul / affreux / ennuyeux
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				<p>TERM 3.2 All the Fun of the Fair</p> <ul style="list-style-type: none">- le carrousel, les auto tamponneuses, la bûche canadienne, les montagnes russes, les tasses, le train fantôme, le manège nautique, les chaises volantes, la grande roue, le bateau pirate, les karts- fantastique, terrifiant, passionnant, excitant, rapide, sensationnel, génial, marrant, effrayant, super, extra, amusant, éblouissant, trempant, ennuyant- Je suis fatigué / heureux / triste- J'aime / je n'aime pas / j'adore / je deteste- Ma / mon ... préféré (e) est- les glaces, un burger, des frites, une barbe à papa, un hot-dog, des chips, une pomme caramel, le pop-corn, une sucette, un beignet,- As-tu faim? As-tu soif?- un coca, une limonade, une granite, un café, un thé,- une glace, un milkshake (plus flavours) le parfum (icecream) la saveur (milkshake)- à la vanilla / fraise / framboise / menthe- au caramel / chocolat- vous désirez / je voudrais- et d'autre chose?- C'est combien? Ça fait ... euros,- s'il vous plaît / merci	<p>le patinage, la natation, la danse, le roller, le VTT, le cyclisme, le vélo, l'athlétisme, le ski, le karaté, l'équitation, le golf</p> <ul style="list-style-type: none">- C'est super / chouette / génial / nul / affreux / ennuyeux- J'aime + infinitive- Verbs – jouer + au /du/de la, faire du/de la/de l'- Je n'aime pas / je ne joue pas / je ne fais pas	
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Intercultural Understanding						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills			<p>Appreciate the diversity of languages spoken within their school.</p> <p>Talk about the similarities and differences of social conventions between different cultures.</p> <p>Identify the country or countries where the language is spoken.</p> <p>Recognise a children's song, rhyme or poem well known to native speakers.</p>	<p>Talk about celebrations of which they have experience.</p> <p>Know about similar celebrations in other cultures.</p> <p>Compare aspects of everyday life at home and abroad.</p> <p>Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives.</p>	<p>Compare symbols, objects or products which represent their own culture with those of another country.</p> <p>Look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>Recognise similarities and differences between places.</p>	<p>Compare symbols, objects or products which represent their own culture with those of another country.</p> <p>Look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>Recognise similarities and differences between places.</p>
Knowledge			<p>Children will be exposed to French cultural foods.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p> <p>They will look at French artists Claude Monet and Georges Seurat in Art.</p>	<p>Children will recognise the currency.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p> <p>They will look at the French artist Henri Matisse in Art.</p>	<p>Children will learn French songs and perform one.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p> <p>Children will compare a French town with Olney and the local area.</p>	<p>Children will recognise the currency.</p> <p>Children will learn French songs and perform one.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p>
Topic / Coverage			<ul style="list-style-type: none"> - Children have opportunities to learn about and to sample French food in a social setting. -Children prepare themselves to talk to a non-native speaker, considering the communication skills needed when speaking. -They become familiar with traditional French songs, including well-known Christmas songs. 	<ul style="list-style-type: none"> - Children have opportunities to learn about and to sample French food in a social setting. -They become familiar with the currencies of France and the UK: the Euro and Sterling. - Children prepare themselves to talk to a non-native speaker, considering the communication skills needed when speaking. -They will compare Christmas in France with their own experiences and those in other cultures. They will also look at how the Romans celebrated 	<ul style="list-style-type: none"> - Children have opportunities to learn about and to sample French food in a social setting. -Children prepare themselves to talk to a non-native speaker, considering the communication skills needed when speaking. -Children have opportunities to look closely at a chosen French town and its surroundings and to make comparisons with Olney and with their own region or locality. -They become familiar with traditional French songs, 	<ul style="list-style-type: none"> - Children have opportunities to learn about and to sample French food in a social setting. -They become familiar with the currencies of France and the UK: the Euro and Sterling. -They have opportunities to study the geography of France in connection with the First and Second World Wars. -Children prepare themselves to talk to a non-native speaker visiting the class, considering the communication skills needed when speaking.



MFL

				<p>Saturnalia and make comparisons.</p> <ul style="list-style-type: none">-They will learn about the Asterix the Gaul stories by Rene Goscinny and Albert Uderzo.-They become familiar with traditional French songs, including well-known Christmas songs.	<p>including well-known Christmas songs.</p>	<p>-They become familiar with traditional French songs, including well-known Christmas songs.</p>
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