

MFL

French						
Oracy						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum			<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 their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - 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, masculine and neuter 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 			

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			Year 3	Year 4	Year 5	Year 6
			Oracy			
Skills			<p>Enjoy listening to and speaking in the language.</p> <p>Listen and respond to familiar spoken words, phrases and sentences. 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>Memorise and present a short text.</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 a short presentation on a familiar topic</p>	
Knowledge			<p>Children will be exposed to French numbers and phases.</p> <p>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 recognize the differences between masculine and feminine.</p>	<p>Children will be exposed to emotional vocabulary.</p> <p>They will build confidence with nouns, adjectives and verbs and begin to identify tenses.</p> <p>Children will recap on numbers and learn new numbers up to 60.</p> <p>They will experience time vocabulary and be able to tell the time in French.</p>	

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Topic / Coverage		<p style="text-align: center;">TERM 1</p> <ul style="list-style-type: none"> - Numbers 0-6 - Greetings - Classroom phrases - Adjectives - Vocabulary for spelling skills - Vocabulary for sentence building <p style="text-align: center;">TERM 2</p> <ul style="list-style-type: none"> - Numbers 7 -10 - Phrase of celebration - Vocabulary for spelling skills - Verbs - Adverbs - Asking politely - Masculine and feminine nouns <p style="text-align: center;">TERM 3</p> <ul style="list-style-type: none"> - Numbers 11-31 - Vocabulary from a song - Responding to questions - Days of the week - Taking the register 	<p style="text-align: center;">TERM 1</p> <ul style="list-style-type: none"> - Questions, answers and sentence building - Further adjectives - Vocabulary for a game - Masculine nouns - Feminine nouns <p style="text-align: center;">TERM 2</p> <ul style="list-style-type: none"> - Adjectives that precede the noun - Sentence starters - Verbs - Months - Definite article <p style="text-align: center;">TERM 3</p> <ul style="list-style-type: none"> - Vocabulary from a song - Questions and answers - Phrases of celebration / greeting - Towns in France 	<p style="text-align: center;">TERM 1</p> <ul style="list-style-type: none"> - Masculine nouns - Feminine nouns - French food - Healthy food - Expression opinion - Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement <p style="text-align: center;">TERM 2</p> <ul style="list-style-type: none"> - Adjectives that precede the noun - Adverbs of place/ sentence starters - Adverbs of time/ frequency - Verbs - Simple negatives - Immediate future tense - Asking questions - Subject pronouns - Disjunctive pronouns <p style="text-align: center;">TERM 3</p> <ul style="list-style-type: none"> - Telling the time - Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement - Relative pronouns - Conjunction - Numbers 32 – 60 	
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Literacy						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills			<p>Recognise and understand some familiar words and phrases in written form. Read aloud in chorus, with confidence and enjoyment, from a known text.</p> <p>Write some familiar simple words using a model.</p> <p>Write some familiar words from memory</p>	<p>Read and understand familiar written phrases.</p> <p>Follow a short text while listening and reading, saying some of the text.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Write some familiar words and phrases without help.</p>	<p>Re-read frequently a variety of short texts.</p> <p>Make simple sentences and short texts.</p> <p>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.</p> <p>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.</p> <p>They will become familiar with nouns, adjectives and start to recognize the differences between masculine and feminine and begin to write and read them.</p>	<p>Children will be able to read and write emotional vocabulary.</p> <p>They will build confidence with nouns, adjectives and verbs and begin to identify tenses so that they can add this to their short sentences.</p> <p>Read and write French numbers up to 60.</p> <p>They will be able to read the time in French and write using phrases.</p>	

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Intercultural						
Understanding IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS						
	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. Identify the country or countries where the language is spoken. Have some contact with the country/countries. Recognise a children's song, rhyme or poem well known to native speakers.</p>	<p>Talk about celebrations of which they have experience. 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>	
Knowledge			<p>Children will be exposed to French cultural foods. They can recognize regional products.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p>	<p>Children will recognize the currency.</p> <p>They will learn and perform traditional dances.</p> <p>Children will role play and consider phrases when meeting a non-native speaker.</p>	<p>Children will learn French songs and perform one.</p> <p>They will look at French artists. Children will role play and consider phrases when meeting a non-native speaker.</p> <p>Children will compare a French town with the Yorkshire dales.</p>	

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Topic / Coverage			<ul style="list-style-type: none"> -Children have opportunities to learn about and to sample French food in a social setting, especially appetisers eaten with bread and fresh raw vegetables, linking with Science Unit 5A Keeping Healthy. -They identify traditional regional products such as bottled water from France and the UK, Vichy pastilles, Nougat de Montelimar, Harrogate Toffee and Grasmere Gingerbread. -Children prepare themselves to talk to a non-native speaker visiting the class, considering the communication skills needed when speaking. 	<ul style="list-style-type: none"> -They become familiar with the currencies of France and the UK: the Euro and Sterling. -They have opportunities to learn and perform traditional French dances as well as folk dances from the UK - which links with Dance Activities in the primary PE curriculum. - Children prepare themselves to talk to a non-native speaker visiting the class, considering the communication skills needed when speaking 	<ul style="list-style-type: none"> -They continue to learn traditional French songs, and have opportunities to learn and perform traditional folk songs from across the UK, which can help to provide a basis for Music unit 19: Songwriter - Exploring lyrics and melody. -They become familiar with the music of Erik Satie, and with paintings by the artists Gaugin, Manet and Pissaro. -They have opportunities to listen to music written by classical composers of the UK, such as Vaughan Williams, Stanford and Elgar. -Children prepare themselves to talk to a non-native speaker visiting the class, considering the communication skills needed when speaking - Children have opportunities to look closely at the French town of Vichy and its surroundings and to make comparisons with the Yorkshire Dales and with their own region or locality. 	
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