



## Belton Church of England Primary School

# MFL CURRICULUM STATEMENT

*Achieving the Best Together*

*I have come that they may have life in all its fullness - John 10:10*

### Curriculum Vision

**To learn a language is to  
have one more window  
from which to look at the  
world.  
Chinese proverb**

We aim to encourage the curiosity of a language and promote resilience as they develop these skills. This curiosity and confidence will equip them with the skills to be able to communicate with others from around the world, making them confident communicators.

### Intent

At Belton Primary School we believe a high-quality MFL curriculum will enrich their education. It fosters children's curiosity and thirst for knowledge. The teaching of MFL enables children to express their ideas and thoughts in another language and to understand and respond in both the spoken and written language. It also provides exciting opportunities for them to use the language for practical purposes and to rise to the challenge that this presents. We believe that learning a new

language helps children develop confidence and resilience as well as adding a depth and breadth to the whole school curriculum.

The Modern Foreign Languages curriculum at Belton C of E Primary School develops knowledge beyond the everyday experience of the children and inspires pupils to want to know more about the world in which they live. It provides them with the skills needed to be able to engage with the wider world, equipping them for life beyond the classroom and in their onward journey of language to KS3. Due to the strength of our MFL lead being French, our chosen language is French, which is taught through the comprehensive and progressive 'Language Angels' scheme in Key Stage 2. The scheme of work and its resources ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. As a small and non-diverse village school our MFL curriculum is also designed to enable pupils to: grow in their global understanding of different cultures, to challenge stereotypes and to appreciate diversity. We have links with schools in a variety of countries and use these in our language learning when appropriate.

## Implementation

All classes across Key Stage 2 will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. The four key language learning skills; listening, speaking, reading and writing are taught and all necessary phonics, grammar and vocabulary is covered in a logical and progressive way across the primary phase. We follow the guidance for Mixed Age language teaching by Language Angels to ensure that all elements of the National Curriculum are taught by the end of Key Stage Two. This enables our pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

At Belton C of E Primary, our linguists are taught to read, write, listen to and speak parts of the French language. Opportunities for pupils to read and listen to the language being spoken are built into each lesson, allowing them the opportunity to analyse the vocabulary and practice applying it confidently themselves. Our linguists are also given the opportunity to record and verbalise their knowledge and understanding; this is also a key component in each lesson. Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and many other creative ways to extend,

embed and combine language skills.

As well as each subsequent lesson within a unit being progressive, the Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move through Key Stage 2.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and key units are revisited to ensure the consolidation of key vocabulary.

Pupil learning is documented in language books and progression will be assessed at the end of each unit and teachers will assess each language skill (speaking, listening, reading and writing).

In addition to following the lessons provided in the Language Angels scheme of work and resources we celebrate language learning in the following ways:-

- French Breakfast
- European Day of Languages
- Celebrations of national days from France eg Fete des Rois, Bastille Day
- Links with our French partner school to support our unit language learning.

These elements will link into our International Schools Award and shared with the whole school during our cultural assemblies.

## Impact

MFL assessment is ongoing throughout each module to inform future planning, lesson activities and differentiation. Summative assessment is completed at the end of each module when each MFL objective has been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced. Pupil voice is also used to enable leaders to assess the impact of the MFL curriculum and whether pupils know more and remember more examples of French vocabulary. Book monitoring throughout all year groups also takes place once a term to compliment

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Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers.

## SEN Statement

Language Angels is 100% committed to effective teaching and learning in primary foreign languages for all pupils. We fully support teachers of pupils with special educational needs and disabilities, enabling them to access our foreign language curriculum from Nursery all the way through to the end of primary phase in an inclusive environment. Working with an increasing number of special educational schools, Language Angel strives to find solutions that ensure the progress and development of all pupils in all primary classrooms.

### Why?

At Language Angels we understand how important it is to meaningfully include all SEND pupils in learning a modern foreign language, the learning of which, in itself, recognises that diversity should be celebrated in our world of multiple cultures and languages. Foreign language lessons align beautifully to SEND teaching and learning as they develop and encompass a very wide range of skills. This makes foreign language lessons accessible and rewarding to all pupils, including those that may have undiagnosed learning difficulties. Foreign language lessons encourage a genuine curiosity for knowledge and understanding of foreign languages and cultures that goes beyond the classroom. Learning a foreign language teaches skills that are transferable to other areas of the curriculum. They help improve memory, attention and concentration, thus helping pupils problem-solve and improve executive function. All of this together provides all pupils with a sense of achievement, belonging and improves their self-esteem and confidence.

### How?

Our platform offers a multisensory approach to learning. We use a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory and create a 'like' and a 'want' to learning foreign languages. Native voice files, colourful, engaging and interactive lessons, fun karaoke songs, and appropriate desk-based activities – everything you need is provided.

Lessons are suitable for pupils of all abilities and no pupil should be removed from the interactive teaching part of the lesson. There are also extra interactive games, karaoke videos and the free Language Angels app available to further consolidate learning. Repetition and practice is at the core of our program with a focus on the visualisation of the information presented along with rhythmic regulatory exercises used as much as possible.

Within each lesson there are a range of desk-based tasks that cover all 4 key language learning skills – speaking, listening, reading and writing. These differentiated desk-based activities are all carefully adjusted to 3 levels of attainment (Easy/Medium/Hard) and, where appropriate, Language Angels have developed a fourth

SEND-friendly version with the support of SEND specialist teachers and consultants. This will help us ensure each individual child can achieve ambitious yet realistic outcomes. These are found in the SEND tab in the worksheets section of your resources page. We will continue to add SEND targeted materials as part of our continuous development plan.

Our activities are always supported by a range of flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills as tasks are completed. Dual coding snap cards are provided with images and English translations to ensure meaning is clear. Language is also 'chunked' when appropriate. Text is reduced if required and instructions are shorter and concise. Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used is considered carefully.

Cutting and pasting options are provided for pupils that have barriers to completing written activities and extra lines, boxes and word banks are added where appropriate to support pupils in their reading and written tasks.

The end of unit self-assessment is suitable for all pupils as it has been amended to contain visual prompts to ensure we celebrate what all pupils can do and achieve.

## British Values

Various units and materials clearly support teaching of British values but staff must decide when and where it is age-appropriate to do so, aligning with school requirements and expectations. All schools must respect the religious backgrounds and beliefs of their school community and decide what is relevant and appropriate for the students in their primary school. We have no dedicated teaching units for this as these should be explicitly taught in other areas of the curriculum where there is specific subject guidance.

There are ample opportunities within the Language Angels platform to support a whole school approach to the deeper understanding of the diverse and multi-cultural world pupils are growing up in, as well as a world free of discrimination. There are many positive, age-appropriate references to the wider world, other countries, languages, beliefs, religions, traditions and celebrations throughout our teaching resources.

### Democracy

Pupils will be encouraged often in Language Angels lessons to give their opinions and be respectful of the opinions of others. At times pupils will need to take a vote in lessons and they will learn in simple terms, that the most votes represent a majority. There will be opportunities in lessons for teachers to explore the rules of law in other countries if appropriate.

### *The rule of law*

Pupils will learn the importance of laws that are created for a reason and must be respected. To understand that there is right and wrong and that rules protect us. Other cultures and countries have their own laws and that these laws may be different to our own. Rules may be different in the foreign country and teachers may choose to explore this. Rules also exist on a smaller scale in lesson time and in the foreign language lesson. Pupils will try and speak in the foreign language and others will need to listen and be respectful. These rules are always explained clearly when required in the various activities offered. Rules apply to all equally.

### *Individual liberty*

Pupils will be encouraged to express themselves in the foreign language in all lessons and always to feel safe to do so. They will always be encouraged to see themselves as global citizens for whom the world is open in terms of exploration, travel and work (when they are older and potentially financially able to do so in the future). It is important to impart an understanding that the world is connected and pupils are responsible for achieving their full potential.

### *Mutual respect*

Pupils will see in many units that mutual respect is shown when discussing another person's feelings, opinions and beliefs. This allows pupils to express their own feelings, opinions and beliefs but also to listen to someone else's feelings, opinions and beliefs. This is clearly seen in the Intermediate unit 'Traditions & Celebrations' and the Progressive unit 'Me in the World' which was specially designed for promoting the fundamental British values. Here, characters ask and answer questions on their heritage, beliefs and traditions.



# Belton Church of England Primary School

## MFL PROGRESSION STATEMENT

Achieving the Best Together

I have come that they may have life in all its fullness - John 10:10

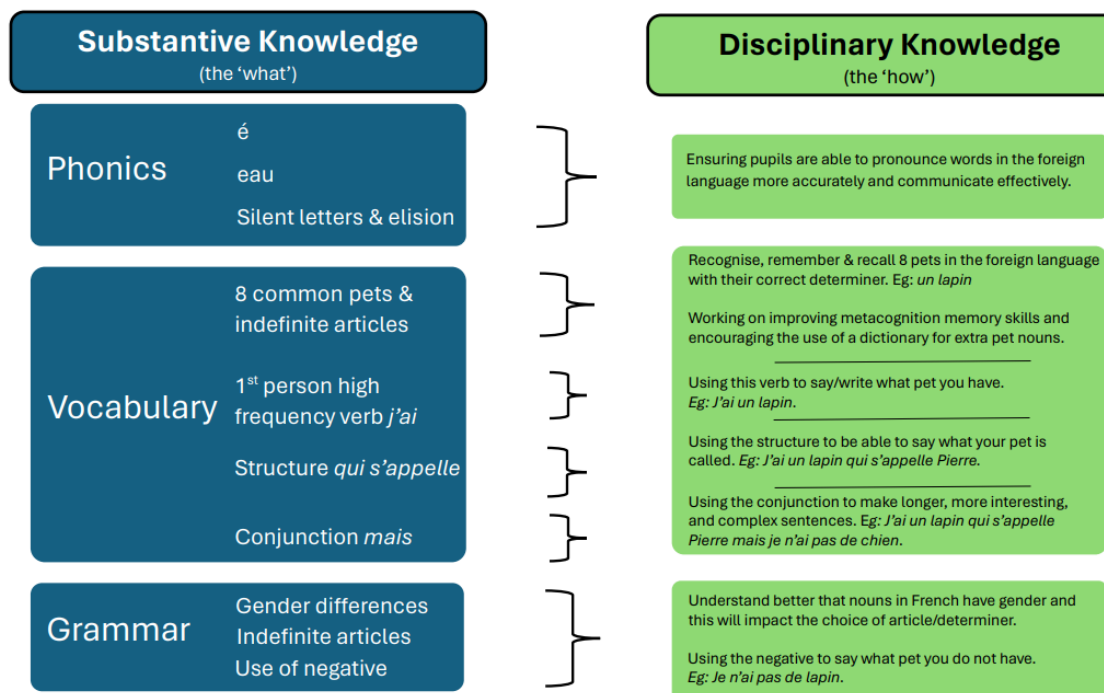
In foreign languages substantive & disciplinary knowledge are both intrinsically linked.



### Example - **Intermediate** – As-tu un animal ?



*By the end of this unit pupils will have the knowledge & skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage, so they are able to say what the pet is called and use conjunctions more confidently.*





## Substantive Knowledge (Facts)

This is the key content - what is being taught. This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase. In simple terms, the phonemes, grammar, vocabulary and linguistic structures taught in every unit, teaching type or teaching phase. This content is always clearly documented by unit and the 'elements' the pupils are expected to learn in terms of that unit will always be clearly displayed and itemised.

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LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B
<p>J' apprends le français</p> <p>Bonjour, ça va?, ça va bien, ça va mal, comme ci comme ça, au revoir, Comment tu t'appelles? Je m'appelle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron</p>	<p>Les instruments</p> <p>Je joue... la trompette, la harpe, la guitare, le piano, la batterie, le triangle, la flûte à bec, les cymbales, la clarinette, le violon</p>	<p>Quel temps fait - il?</p> <p>Dans le nord de la France, dans le centre de la France, Dans l'est de la France, Dans le sud de la France, Dans l'ouest de la France</p> <p>Il pleut, il neige, il y a un orage, il y a du soleil, il fait froid, il fait chaud, il y a du vent, il fait beau, il fait mauvais</p>	<p>La date</p> <p>Quelle est la date aujourd'hui?</p> <p>C'est quand ton anniversaire?</p> <p>Aujourd'hui, c'est le...</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</p> <p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</p>
<p>Les formes</p> <p>Un carré, un cercle, un triangle, un ovale, un rectangle, un losange, un hexagone, une étoile, une ligne, un pentagone, un, deux, trois, quatre, cinq</p>	<p>Les saisons</p> <p>L'hiver, le printemps, il neige, il y a du soleil, il fait chaud, il fait froid, l'été, les fleurs poussent, les arbres perdent leurs feuilles, l'automne, les oiseaux chantent</p>	<p>Au salon de thé</p> <p>Un café, un café au lait, un chocolat-chaud, une lemonade, un coca-cola, un thé, un jus d'orange, une grenadine, un croque-monsieur, un croissant, un sandwich au fromage, un sandwich au jambon, un pain au chocolat, une part de quiche, une brioche, une omelette, une part de gâteau au</p>	<p>Chez moi</p> <p>Chez moi il y a ...</p> <p>Chez moi il n'y a pas...</p> <p>J'habite....une maison, en ville, au bord de la mer, un appartement, à la montagne, à la campagne, dans un village, un salon, une buanderie, une chambre, un bureau, un</p>



		chocolat, une crêpe, une tartelette, une salade	garage, une salle à manger, une salle de bain
<p>Les fruits</p> <p>Une pomme, une cerise, une prune, une banana, une poire, une fraise, une pêche, un abricot, un kiwi</p>	<p>La fête des rois</p> <p>la Fête des Rois, Quand... ?, Pourquoi... ?</p> <p>C'est, l'Épiphanie, une fève, une galette, la galette des rois, une couronne</p>	<p>Les vêtements</p> <p>Je porte..., un maillot du bain, un short, une chemise, des chaussures, un manteau, un pantalon, une cravate, des chaussettes, un pull, une écharpe, une veste, des collants, des bottes, un tee shirt, une robe, une jupe, des lunettes</p>	<p>Ma famille</p> <p>Il/ elle a, mon/ ma/mes, la mère, le père, la grand-mère, le grand-père, le frère, la tante, la sœur, l'oncle</p>
<p>En classe</p> <p>Un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux</p>	<p>Les glaces</p> <p>Je voudrais, une glace, un boule, à la..., fraise, vanille, banana, menthe, pistache</p> <p>Au chocolat, au café, au citron, au caramel, au cassis</p> <p>Un petit pot, un cornet</p>	<p>À l'école</p> <p>J'adore..., j'étudie, les maths, l'anglais, la musique, le sport, la géographie, le dessin, les sciences, le français, l'histoire, l'informatique</p>	<p>Les planètes</p> <p>Le soleil, Vénus, Mercure, la Terre, La lune, Mars, Jupiter, Saturne, Neptune, Uranus, rouge/rougeâtre, bleu/bleuâtre, petit/petit, grand/grand, lumineux/lumineux, chaud/chaud, froid/froid, gazeux/gazeux</p>
<p>Le Carnaval de Nice (Lesson 1)</p> <p>Où se trouve... c'est quand, février, le Mardi Gras, le roi, les chars, la bataille de fleurs, la fête du citron, tu aimes...?</p>	<p>Je me présente</p> <p>As-tu appris le français</p> <p>Plus</p> <p>Salut, Au revoir, Bonjour, J'ai ____ ans,</p> <p>J'habite à ..., Je viens d'Angleterre, français/française, anglais/anglaise, irlandais/irlandaise, gallois/galloise, écossais/écossaise</p>	<p>Les Vikings</p> <p>Grand/grand, petit/petit, les yeux...verts, marron, bleus,</p> <p>Les cheveux – longs, courts, mi-longs, noirs, gris, raides, bouclés, ondulés, bruns, blonds, roux</p> <p>Je me lève, je pêche, je mange, je fais, je prie, je pille, je tisse/j'explore, je parle</p>	<p>Le week-end</p> <p>Je me lève</p> <p>Je prends mon petit déjeuner</p> <p>Je joue à ordinateur.</p> <p>Je joue au foot.</p> <p>Je vais au cinéma.</p> <p>Je vais à la piscine.</p> <p>Je lis des bandes dessinées.</p> <p>Je regarde la télé.</p> <p>J'écoute de la musique.</p> <p>Je me couche</p>

I am learning French	<p>sound in:</p> <p><b>oi</b> • <u>trois</u> 3 • <u>noir</u> *</p> <p>sound in:</p> <p><b>on</b> • <u>marron</u> *</p> <p>sound in:</p> <p><b>ou</b> • <u>rouge</u> *</p> <p>&amp;</p> <p><b>silent letters</b></p> <p>There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris', 'trois' and 'gris'. The final 't' is silent in 'vert' and 'violet'.</p> <p><b>phonics</b></p>	<p>Numbers 1-10 in French.</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>10 colours in French.</p> <p>Simple greetings:</p> <p>Salut ! Ça va ? Hi! How are you?</p> <p>Ça va bien ! Comment tu t'appelles ? I am fine! What is your name?</p> <p><b>vocabulary</b></p>	<p><b>grammar</b></p> <p>As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.</p>
Shapes	<p>sound in:</p> <p><b>oi</b> • <u>étoile</u> *</p> <p>&amp;</p> <p><b>guttural 'r'</b></p> <p>The 'r' sound in French is guttural, made from the back of the throat like in the words 'triangle', 'cercle' and 'carré'.</p> <p><b>silent letters</b></p> <p>There are many last consonant silent letters in French. The final letter 's' is silent in the words 'triangles', 'cercles', 'carrés', 'ovales', 'étoiles', 'rectangles', 'pentagones', 'hexagones', 'losanges' and 'lignes'.</p> <p><b>phonics</b></p>	<p>10 common shape nouns with their articles/determiners in French.</p> <p>To consolidate numbers 1-5 in French.</p> <p>1 2 3 4 5</p> <p><b>vocabulary</b></p>	<p>Nouns in French can be either 'masculine' or 'feminine'. Therefore, there are 2 articles/determiners (often referred to as <b>indefinite</b>) for 'a/an' in French:</p> <p><b>un</b> Article/determiner 'a/an' for masculine nouns.</p> <p><b>une</b> Article/determiner 'a/an' for feminine nouns.</p> <p><b>grammar</b></p>

## Fruits

oi sound in:  
• poire



phonics

&

guttural  
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'fraise', 'orange' and 'cerise'.

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English.

10 common fruit nouns with their determiner in French.



vocabulary

How to say the above fruits in both singular and plural form so I can say the fruits I like and those I do not like.



J'aime les pommes.

I like apples



Je n'aime pas les pommes.

I do not like apples.

Nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French.

grammar

un

une

Singular determiner 'a'

les

Plural determiner 'the'

## In the classroom

i sound in:  
• livre



phonics

• calculatrice



&

• ciseaux



silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.

The nouns and determiners for 12 common classroom objects.



vocabulary

The words for the possessive 'my' in French.

mon

ma

mes

Language to describe what I have/do have not in my pencil case.

Dans ma trousse j'ai un stylo.

In my pencil case I have a pen.

Dans ma trousse je n'ai pas de stylo.

In my pencil case I do not have a pen.

To fully understand the role of gender and plurality in the choice of possessive adjectives in French.

grammar

mon stylo

Singular possessive 'my' for masculine nouns.

ma règle

Singular possessive 'my' for feminine nouns.

mes ciseaux

The negative structure 'je n'ai pas de'...

J'ai une gomme.

I have a rubber.

Je n'ai pas de gomme.

I do not have a rubber.

## Instruments

sound in:  
**ou** • joue

sound in:  
**on** • violon



phonics

&

**guttural**  
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare and 'clarinnette'.

**silent letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'.

10 instruments in French.



Simple sentences like:



**Je joue du violon.**

*I play the violin.*

vocabulary

The 3 articles/determiners in French for 'the' seen in this unit:

**le la les**

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

**je joue** *I play*

+ **du / de la / des**

*masculine feminine plural*

grammar

## Seasons

sound in:  
**on** • saisons



sound in:  
**ou** • poussent



sound in:  
**oi** • oiseau



phonics

**silent letters**

There are many last consonant silent letters in French. The final letter 't' is silent in the words 'est' and 'et'. Both are pronounced similar to the English sound 'eh'.

The 4 seasons in French and key language associated with each season.



**En hiver il neige.**

*In winter it snows.*

How to link sentences together using the conjunction 'et' (and).



**En hiver il neige et il fait froid.**

*In winter it snows and it is cold.*

vocabulary

Nouns in French can be masculine or feminine and singular or plural. This means that in French they will have different determiners for the English word 'the'.

**le la l'**

*Singular determiner 'the'. ('La' was not seen in this unit.)*

**les**

*Plural determiner 'the'.*

grammar



## Ice Creams

on

sound in:

• citron



ch

sound in:

• pistache



&

guttural  
'r'

The 'r' sound in French is guttural from the back of the throat like in the words 'fraise' and 'citron'.



silent  
letters

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'chocolat'.



phonics

10 ice-cream flavours in French.



How to order an ice-cream in French, specifying if it's in a cone, a cup as well as the number of scoops.



Je voudrais une glace, s'il vous plaît. Je voudrais deux boules à la vanille, s'il vous plaît.

I would like an ice-cream, please.

I would like two scoops of vanilla, please.

vocabulary

In French there are 2 words for the English determiner 'a' or 'an'. These are often referred to as indefinite articles:

un

une

Singular determiner 'a/an'

The high frequency verb 'je voudrais'.

Je voudrais...

I would like...

grammar

## Presenting Myself

in

sound in:

• cinq 5

i

sound in:

• huit 8

&

• dix 10

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so 'je' becomes 'j' as in 'j'habite' as an 'h muet' acts like a vowel in 'habite'.

phonics

Numbers 1-20 in French.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

How to present myself:



Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Lyon.

Hi! My name is Cécile and I am ten years old. I live in Lyon.

Key questions:

Ça va ? How are you?

Comment t'appelles-tu ? What is your name?

Quel âge as-tu ? How old are you?

Où habites-tu ? Where do you live?

vocabulary

To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.



Je suis française.

I am French.

Je suis français.

I am French.



First person high frequency verbs:

je suis

I am

j'ai

I have

j'habite

I live

grammar

## Weather

### phonics

ch

sound in:  
• chaud

ou

sound in:  
• l'ouest  
• aujourd'hui

oi

sound in:  
• froid

silent  
letters

Sometimes, letters at the end of a word in French are silent, like 'vent', 'chaud', 'froid', 'pleut', and 'nord'.

### vocabulary

10 common weather phrases.



Key question:



Quel temps fait-il ?

What's the weather like?

Compass points:

le nord

the north

le sud

the south

l'ouest

the west

l'est

the east

### grammar

To understand better the use of the verb 'faire' (to do/make) and 'il y a' (there is/are) in set weather phrases:



Il fait chaud.

It's hot.



Il y a du soleil.

It's sunny.

Both of these phrases translate as "it's..." in English in this context.



## Tea Room

sound in:  
**in** • cinquante

sound in:  
**i** • un sandwich  
• une limonade  
• une grenadine  
• une brioche

**silent letters** The 't' is silent in the words 'croissant', 'chocolat' and 'lait' and the 's' is silent in the word 'voudrais'.

## phonics

20 words for foods, snacks and drinks.



Key questions and phrases for a role-play at the salon de thé.

**Bonjour !** **Vous désirez ?** **Je voudrais** **et**  
Hello! What would you like? I would like and

**L'addition s'il vous plaît !** **Merci !** **Au-revoir !**  
The bill please! Thank you! Goodbye!

Key vocabulary to be able to pay the bill.



## vocabulary

To understand when to use the two different indefinite articles/determiners introduced in this unit.

**un** **une**

Singular indefinite article/determiner 'a/an'

To understand how to move a singular noun to plural form.

**un croissant** → **deux croissants**  
a croissant two croissants

## grammar

## Clothes

sound in:  
**é** • écharpe



sound in:  
**e** • chemise



sound in:  
**eau** • manteau



&

**silent letters** There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'.  
The 'nt' is silent in the 3rd person plural conjugation of the verb 'porter' (to wear). As seen in 'ils/elles portent'.

## phonics

21 items of clothing & their determiners.



A new verb:

**porter** to wear **je porte** I wear

The words for the possessive 'my' in French:

**mon** **ma** **mes**

## vocabulary

To understand the role of gender in the choice of possessives.

**mon pull** **ma jupe**  
Singular possessive 'my' for masculine nouns Singular possessive 'my' for feminine nouns

**mes gants**

Plural possessive 'my' for feminine and masculine nouns

To understand adjectival agreement. E.g.

**Ma jupe verte.**

Spelling of the colour (adjective) 'green' changes in French depending on the gender of the noun.  
1st person conjugation of high frequency verbs.



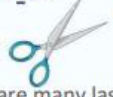
**je porte** I wear

## grammar



**phonics**

**i** sound in:

- livre 
- calculatrice 
- & • ciseaux 

**silent letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux'.

**elision**

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.

**vocabulary**

The nouns and determiners for 12 common classroom objects.



The words for the possessive 'my' in French.

**mon**   **ma**   **mes**

Language to describe what I have/do have not in my pencil case.

**Dans ma trousse j'ai un stylo.** 

*In my pencil case I have a pen.*

**Dans ma trousse je n'ai pas de stylo.** 


*In my pencil case I do not have a pen.*

**grammar**


To fully understand the role of gender and plurality in the choice of possessive adjectives in French.

**mon stylo**    **ma règle** 

*Singular possessive 'my' for masculine nouns.*   *Singular possessive 'my' for feminine nouns.*

**mes ciseaux** 

The negative structure 'je n'ai pas de'...

**J'ai une gomme.** 


*I have a rubber.*

**Je n'ai pas de gomme.** 

*I do not have a rubber.*

**phonics**

**ç** sound in:

- garçon 

**en** sound in:

- intelligent
- violent

**an** sound in:

- grand
- terrifiant


&

**silent letters**

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'petit'. The 'd' is silent in 'grand'.

**vocabulary**


The vocabulary to describe height and character.




The vocabulary to describe hair type, colour and length.



The vocabulary to describe eye colour.



The vocabulary to describe a Viking's daily routine.



**grammar**

To use a range of adjectives to make sentences longer, more complex and interesting. Understanding agreement.

**Je suis grand.**    **Je suis grande.** 

*I am tall.*   *I am tall.*

**Je suis petit.**    **Je suis petite.** 

*I am short/small.*   *I am short/small.*

Consolidate knowledge of the 2 high frequency irregular verbs 'être' (to be) and 'avoir' (to have) in first person but also the whole verb conjugation.

**je suis**   **j'ai**

*I am*   *I have*

The Date

**phonics**

sound in:  
 • février  
 • décembre

sound in:  
 • deux

**2**

**silent letters** Some letters in French are not pronounced; they are silent. For example, the silent 't' at the end of 'est' and 'juillet'

**vocabulary**

The 7 days of the week in French.  
 lundi mardi mercredi jeudi  
 vendredi samedi dimanche

The 12 months of the year in French.

Numbers 21-31 in French.  
 21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

Quelle est la date aujourd'hui ?  
 What is the date today?

C'est quand ton anniversaire ?  
 When is your birthday?

**grammar**

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.

**Aujourd'hui, c'est lundi huit juillet.**

Today is Monday eight July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in French.

My Home

**phonics**

sound in:  
 • appartement

sound in:  
 • bureau

**&**

**silent letters** There are many last consonant silent letters in French. The final letter 's' is silent in the word 'dans' and 'mais'. The 't' is also silent in the conjunction 'et'. Pronounced almost like the English sound 'leh'.

**elision** Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes j' as in j'habite as the 'h muet' in habite acts like a vowel.

**vocabulary**

The nouns and determiners for house & apartment.

The nouns and determiners for rooms of the house.

Key linguistic structures:

Chez moi, il y a...  
 In my house there is...

Chez moi, il n'y a pas de...  
 In my house there is not...

**grammar**

To fully understand the role of gender in the choice of determiners:

**un salon** Singular determiner 'a' for masculine nouns

**une cuisine** Singular determiner 'a' for feminine nouns

To understand better how to use the negative in French:

Chez moi, il y a un salon.

Chez moi, il n'y a pas de salon. **X**

1st person conjugation of high frequency verbs.

**j'habite**  
 I live



## Family

i

sound in:

• petite



in

sound in:

• cin 5

• cinquante 50

ille

sound in:

• famille



ique

Sound in:

• unique

silent  
letters

There are many final consonant silent letters in French. The final letters 'ts' are silent in the word 'parents'.



phonics

The nouns & articles/determiners for family members.



The words for the possessive adjective 'my' in French:

mon

ma

mes

Larger numbers in French (1-70) and the multiples of ten up to 100:

10 20 30 40 50 60 70 80 90 100

High frequency verbs:

il/elle s'appelle

he/she is called

il/elle a

he/she has

vocabulary

To fully understand the role of gender and plurality in the choice of possessive adjectives.

mon frère



ma sœur



Singular possessive adjective 'my' for masculine nouns

Singular possessive adjective 'my' for feminine nouns

mes grands-parents



Possessive adjective 'my' for plural nouns

To move from the 1<sup>st</sup> person conjugation of high frequency verbs to 3<sup>rd</sup> person singular.

j'ai

I have

il/elle a

he/she has

grammar

## Planets

an

sound in:

• grand(e)

qu

sound in:

• quel

• pourquoi

&

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'planètes'. The 't' is silent in 'et' – it is pronounced almost like the English sound 'eh'.

guttural  
'r'

The 'r' sound in French is guttural from the back of the throat like in the words 'Uranus', 'Terre', 'Mercure', 'Saturne', 'Jupiter', 'Mars' and 'rouge'.

phonics

As this is a unit that explores writing longer and more complex language, there is a wider range of vocabulary than in other units.

Not all will be learnt from memory but there will be an opportunity to learn 10 key elements from the Solar System from memory in French along with a wider range of adjectives and question words.



vocabulary

To use a range of adjectives, conjunctions and intensifiers to describe the Solar System, and make sentences longer, more complex and interesting.

La planète Jupiter est assez froide, très grande et lumineuse.

The planet Jupiter is quite cold, very big and bright.

Apply adjectival agreement rules:

petit(e)

Add an 'e' to make the adjective agree with feminine nouns.

rouge

If the adjective ends in an 'e' it doesn't change.

gazeux/gazeuse

If the adjective ends in 'eux', remove the 'x' and add 'se'.

Use a wider range of adjectives to describe character

patient(e)

patient

calme

calm

curieux/curieuse

curious

grammar

**phonics**

sound in:

- **qu** informatique 
- **qu** musique 

sound in:

- **an** bandes dessinées 

sound in:

- **en** Je prends mon déjeuner 

**&**

**silent letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatigant' and 'barbant'.

**liaison**

The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.

**vocabulary**

Telling the time around the clock in French:

**Il est deux heures moins vingt.**

10 activities we may do at the weekend:



Extended phrases including an activity, a time and an opinion.

**Le week-end je regarde la télé à dix heures et quart. C'est génial !**

*At the weekend I watch TV at 10.15. It's great!*

**grammar**

To make sentences longer, more complex and interesting with opinions.

**Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial !**

*At the weekend I watch TV at 10.15 and at 11.30 I go to the swimming pool. It's great!*

To use a wider range of conjunctions:

<b>après</b>	<b>aussi</b>	<b>plus tard</b>
<i>after</i>	<i>also</i>	<i>later</i>

The 1st person conjugation of a wider range of verbs.

<b>j'écoute</b>	<b>je lis</b>	<b>je regarde</b>
<i>I listen</i>	<i>I read</i>	<i>I watch</i>

## Disciplinary Knowledge (Skills)

The linguistic skills - How to use what is taught.

This is what pupils are expected to be able to do with the content presented and learnt in each unit, teaching type or teaching phase - the things that are unique to learning foreign languages. It is the questions pupils will be expected to ask and answer by the end of the unit and what pupils should be able to understand and express in written or oral form.

The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy. To learn to use a range of language learning strategies when trying to decode less familiar language and understand that these are transferable skills. Understanding the grammar taught and being able to use it to communicate effectively. To say more, to write more and understand more of what they hear and read as they move through primary phase using a growing knowledge and understanding of the foreign language taught.

Year 3

Year 4

Year 5

Year 6

Speaking

- |   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).             <ul style="list-style-type: none"> <li>• recall, retain and use vocabulary</li> <li>• ask and answer questions.</li> </ul> </li> <li>• Speak aloud familiar words or short phrases in chorus.             <ul style="list-style-type: none"> <li>• speak clearly and confidently</li> </ul> </li> <li>• Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</li> <li>• Communicate with others using simple words and short phrases covered in the units.</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate by asking and answering a wider range of questions, using longer phrases and sentences.             <ul style="list-style-type: none"> <li>• practise asking and answering questions with a partner</li> <li>• devise and perform simple role-plays.</li> </ul> </li> <li>• Present short pieces of information to another person.             <ul style="list-style-type: none"> <li>• learn and say several sentences on a topic.</li> </ul> </li> <li>• Apply phonic knowledge to support speaking (also reading and writing).</li> <li>• Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul> | <ul style="list-style-type: none"> <li>• Take part in short conversations using sentences and familiar vocabulary.             <ul style="list-style-type: none"> <li>• focus on correct pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• use tone of voice and gesture to help to convey meaning.</li> </ul> </li> <li>• Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.             <ul style="list-style-type: none"> <li>• remember, retain and recall words, phrases and sentences</li> <li>• memorise and present a set of instructions.</li> </ul> </li> <li>• Understand and express simple opinions using familiar topics and vocabulary.             <ul style="list-style-type: none"> <li>• agree and disagree with statements</li> <li>• understand and express like and dislikes.</li> </ul> </li> <li>• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul> | <ul style="list-style-type: none"> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.             <ul style="list-style-type: none"> <li>• participate in simple conversations on familiar topics</li> <li>• describe incidents or tell stories from their own experience, in an audible voice.</li> <li>• agree or disagree with statements made about a spoken passage.</li> </ul> </li> <li>• Present to an audience about familiar topics             <ul style="list-style-type: none"> <li>• recite a short piece of narrative either from memory or by reading aloud from text</li> <li>• develop a sketch, role-play or presentation and perform to the class.</li> </ul> </li> <li>• Use conjunctions to link together what they say to add fluency.</li> <li>• Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul> |
|---|---|--|---|



Knowledge and skills	<ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• <i>repeat words and phrases modelled by the teacher</i></li> <li>• <i>remember a sequence of spoken words</i></li> <li>• <i>use physical response, mime and gesture to convey meaning and show understanding.</i></li> <li>• Develop understanding of the sounds of individual letters and groups of letters (phonics).</li> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for and identify specific words and phrases in instructions, stories and songs.</li> <li>• <i>identify specific sounds e.g. rhymes, letters, words</i></li> <li>• <i>compare different sounds.</i></li> <li>• Follow a text accurately whilst listening to it being read.</li> <li>• Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, songs and extended listening exercises).</li> <li>• <i>understand the main points from speech, which includes unfamiliar language.</i></li> <li>• Undertake longer listening exercises and be able to identify key words or phrases to answer questions.</li> <li>• <i>remember, retain and recall words, phrases and sentences</i></li> <li>• <i>memorise and present a set of instructions.</i></li> <li>• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points in passages of French with authentic pronunciation and at authentic speed.</li> <li>• <i>listen attentively, re-tell and discuss the main ideas</i></li> <li>• Understand and identify longer and more complex phrases and sentences</li> <li>• <i>participate in simple conversations on familiar topics</i></li> <li>• <i>describe incidents or tell stories from their own experience, in an audible voice.</i></li> <li>• <i>agree or disagree with statements made about a spoken passage.</i></li> <li>• Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
Reading				
Knowledge and skills	<ul style="list-style-type: none"> <li>• Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</li> <li>• <i>understand words displayed in the classroom</i></li> <li>• <i>identify and read simple words</i></li> <li>• <i>read and understand simple messages.</i></li> <li>• Read aloud familiar words or</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately read and understand familiar written words, phrases and short sentences</li> <li>• <i>match phrases and short sentences to pictures or themes</i></li> <li>• <i>identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of simple texts in different but authentic formats.</li> <li>• <i>read fiction and non-fiction texts, e.g. extracts from stories, song lyrics (covering familiar topics), reading exercises with set questions, example emails or letters and texts from the Internet.</i></li> <li>• Understand longer passages in French and start to decode meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud with expression and accurate pronunciation.</li> <li>• <i>read and respond to eg an extract from a story, an e-mail message or song</i></li> <li>• <i>give true or false responses to statements about a written passage</i></li> <li>• <i>read descriptions of people in the school or class and identify who they are.</i></li> </ul>

	<p>short phrases in chorus.</p> <ul style="list-style-type: none"> <li>• <i>read aloud a familiar sentence, rhyme or poem.</i></li> <li>• Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>• <i>pronounce accurately the most commonly used characters, letters and letter strings</i></li> <li>• Understand the meaning in English of short words read in French.</li> </ul>	<p><i>letter, an advertisement.</i></p> <ul style="list-style-type: none"> <li>• Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li> <li>• <i>read aloud words which they use on a regular basis; e.g. numbers, colours, greetings</i></li> <li>• <i>pronounce letter strings, words and phrases accurately with good pronunciation.</i></li> <li>• Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>• Understand most of what is read in French when it is based on familiar language.</li> <li>• <i>make links between spoken and written words</i></li> <li>• <i>identify common spelling patterns in letter strings.</i></li> </ul>	<p>using cognates and context.</p> <ul style="list-style-type: none"> <li>• Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats.</li> <li>• <i>read for enjoyment an e-mail message, short story or simple text from the Internet</i></li> <li>• <i>read and understand the gist of a familiar news story or simple magazine article.</i></li> <li>• Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>• Decode unknown language using bilingual dictionaries.</li> </ul>
Writing				
Knowledge and skills	<ul style="list-style-type: none"> <li>• Write some familiar simple words from memory or using supported written materials</li> <li>• <i>write simple, familiar words using a model</i></li> <li>• <i>write some single words from memory.</i></li> <li>• <i>create name labels and complete differentiated worksheets</i></li> <li>• Write familiar words &amp; short phrases using a model or vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li> <li>• <i>write labels for work on wall displays and in books</i></li> <li>• <i>complete a semi-completed message/email to someone else</i></li> <li>• Write some short phrases based on familiar topics and begin to use</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</li> <li>• <i>choose words, phrases and sentences and write them into a gapped text or as picture captions</i></li> <li>• Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you")</li> </ul>	<ul style="list-style-type: none"> <li>• Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</li> <li>• Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</li> <li>• Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them</li> </ul>



	list. (e.g.,: 'I play the piano'. 'I like apples'.)	conjunctions and the negative form where appropriate. (e.g., My name, where I live and my age).	<p>in their writing to express what they and other people do, like etc).</p> <ul style="list-style-type: none"> <li>• Check spellings with a bilingual dictionary.</li> <li>• Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. (e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).</li> </ul>	<p>correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p> <ul style="list-style-type: none"> <li>• <i>apply most words correctly</i></li> <li>• <i>construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.</i></li> <li>• Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> </ul> <p>Begin to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. (e.g., A presentation or description of a typical school day including subjects, time and opinions).</p>
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I am learning French	<p><b>Objective 1:</b> I will learn more about the Francophone world.</p> <p><b>Objective 2:</b> I will learn how to use key greetings in French.</p> <p><b>Objective 3:</b> I will learn how to ask and answer the question 'How are you?' in French.</p> <p><b>Objective 4:</b> I will learn how to ask and answer the question 'What is your name?' in French.</p> <p><b>Objective 5:</b> I will learn the numbers 1-10 in French.</p> <p><b>Objective 6:</b> I will learn 10 colours in French.</p>	
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Shapes	<p>Objective 1: I will learn and become familiar with 5 shapes in French with their indefinite articles/determiners.</p> <p>Objective 2: I will learn and become familiar with 5 more shapes in French with their indefinite articles/determiners.</p> <p>Objective 3: I will learn more about the 2 articles/determiners for 'a/an' in French.</p> <p>Objective 4: I will revise numbers 1-5 in French and express how many of each shape I can see.</p> <p>Objective 5: I will learn how to use my new knowledge on shapes in a variety of creative tasks in French.</p>
Fruits	<p>Objective 1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.</p> <p>Objective 2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.</p> <p>Objective 3: I will learn how to move singular nouns to plural form in French.</p> <p>Objective 4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.</p> <p>Objective 5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.</p>
In the classroom	<p>Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.</p> <p>Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.</p> <p>Objective 3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)</p> <p>Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.</p> <p>Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</p>
Instruments	<p>Objective 1: I will learn 5 instruments in French with their correct articles/determiners.</p> <p>Objective 2: I will learn 5 more instruments in French with their correct articles/determiners.</p> <p>Objective 3: I will revise all 10 instrument nouns with their articles/determiners in French and will attempt the spellings.</p> <p>Objective 4: I will explore and understand better the role of the definite article/determiner in French.</p> <p>Objective 5: I will learn how to use the 1<sup>st</sup> person conjugated verb 'je joue' (I play) to form a sentence in French.</p>

Seasons	<p>Objective 1: I will learn the 4 seasons in French with their determiners.</p> <p>Objective 2: I will learn a short phrase about winter in French.</p> <p>Objective 3: I will learn a short phrase about spring in French.</p> <p>Objective 4: I will learn a short phrase about summer in French.</p> <p>Objective 5: I will learn a short phrase about autumn in French.</p>	
Ice Creams	<p>Objective 1: I will learn and become more familiar with 5 ice-cream flavours in French.</p> <p>Objective 2: I will learn and become more familiar with 5 more ice-cream flavours in French.</p> <p>Objective 3: I will learn how to use the 1<sup>st</sup> person high frequency phrase '<i>je voudrais</i>' (<i>I would like</i>) in French.</p> <p>Objective 4: I will learn how to ask for a cone or a cup of ice-cream and say the number of scoops I would like in French.</p> <p>Objective 5: I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream in French with key transactional language.</p>	
Presenting Myself	<p>Objective 1: I will use basic greetings in French, ask somebody how they are feeling and reply when asked to me.</p> <p>Objective 2: I will ask somebody their name in French and reply when asked to me.</p> <p>Objective 3: I will recall numbers 1-10 and count from 11-20 in French.</p> <p>Objective 4: I will learn how to ask somebody how old they are in French and reply when asked to me.</p> <p>Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.</p> <p>Objective 6: I will learn how to express my nationality in French and understand basic gender agreement rules.</p>	

Weather	<p>Objective 1: I will learn how to ask what the weather is like and respond in French.</p> <p>Objective 2: I will learn how to recognise and recall the conjunctions 'et' (<i>and</i>) &amp; 'mais' (<i>but</i>).</p> <p>Objective 3: I will learn how to recognise and recall the 4 core compass points in French.</p> <p>Objective 4: I will learn how to recognise and recall numbers 1-31 in French to say the temperature.</p> <p>Objective 5: I will learn how to recognise and recall the 7 days of the week and the time of day in French.</p> <p>Objective 6: I will learn how to present a weather forecast in French.</p>
Tea Room	<p>Objective 1: I will learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.</p> <p>Objective 2: I will learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.</p> <p>Objective 3: I will learn some key phrases to help me perform a role-play in the French <i>salon de thé</i>.</p> <p>Objective 4: I will learn some more key phrases to help me perform a role-play in the French <i>salon de thé</i>.</p> <p>Objective 5: I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French.</p>
Clothes	<p>Objective 1: I will learn 10 nouns for items of clothing and their determiners.</p> <p>Objective 2: I will learn 11 more nouns for items of clothing and their determiners.</p> <p>Objective 3: I will learn how to say what I am wearing in French using the verb '<i>je porte...</i>' (<i>I wear</i>) plus the item of clothing.</p> <p>Objective 4: I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.</p> <p>Objective 5: I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.</p>
At School	<p>Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.</p> <p>Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.</p> <p>Objective 3: I will learn how to answer the question '<i>Qu'est-ce qu'il y a dans ta trousse ?</i>' (What do have in your pencil case?)</p> <p>Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.</p> <p>Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</p>

























Vikings	<p>Objective 1: I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.</p> <p>Objective 2: I will learn how to describe myself and others physically in terms of height using the verb '<i>être</i>' (to be).</p> <p>Objective 3: I will learn how to describe myself and others physically in terms of hair colour and type using the verb '<i>avoir</i>' (to have).</p> <p>Objective 4: I will learn how to describe myself by eye colour using the verb '<i>avoir</i>' (to have).</p> <p>Objective 5: I will learn how to describe a Viking's typical daily routine using time phrases.</p>
The Date	<p>Objective 1: I will learn to recognise and recall the 7 days of the week in French.</p> <p>Objective 2: I will learn to recognise and recall the 12 months of the year in French.</p> <p>Objective 3: I will learn to recognise and recall numbers 1-31 in French.</p> <p>Objective 4: I will learn how to ask and answer the question 'Quelle est la date aujourd'hui ?' (<i>What is the date today?</i>) in French.</p> <p>Objective 5: I will learn how to ask and answer the question 'C'est quand ton anniversaire ?' (<i>When is your birthday?</i>) in French.</p>
My Home	<p>Objective 1: I will learn how to say where I live using the first person high frequency verb '<i>j'habite</i>' (I live).</p> <p>Objective 2: I will learn 5 nouns and their determiners for rooms of the house.</p> <p>Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.</p> <p>Objective 4: I will learn how to say I do not have a particular room in the house using a key negative structure.</p> <p>Objective 5: I will use all my new knowledge in French to describe where I live.</p>
Family	<p>Objective 1: I will learn the nouns and articles/determiners for several family members in French.</p> <p>Objective 2: I will learn how to move from using the article/determiner 'the' with a family member noun to using the possessive adjective 'my' in French.</p> <p>Objective 3: I will learn to answer the question '<i>As-tu des frères et sœurs ?</i>' (<i>Do you have any brothers or sisters?</i>)</p> <p>Objective 4: I will learn how to introduce family members, learning to use '<i>il/elle s'appelle</i>' (<i>he/she is called</i>).</p> <p>Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members in French.</p>

Planets	<p>Objective 1: I will improve my range of vocabulary by learning 10 key elements of the Solar System in French and will be able to label them on a map.</p> <p>Objective 2: I will learn how to apply my increasing knowledge of adjectival agreement to describe the Solar System in French.</p> <p>Objective 3: I will extend my sentences by using conjunctions and intensifiers to create more complex descriptions in French.</p> <p>Objective 4: I will learn how to ask key questions in French to be able to conduct an interview with an astronaut.</p> <p>Objective 5: I will learn how to present myself as an astronaut by answering the questions in French and learn how to describe my qualities/character.</p>
Weekend	<p>Objective 1: I will learn how to tell the time around the clock in French.</p> <p>Objective 2: I will learn 10 activities in French that I may do at the weekend.</p> <p>Objective 3: I will consolidate my learning and focus on the spellings in French for the 10 activities.</p> <p>Objective 4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities.</p> <p>Objective 5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>

## Early Language Teaching

	LISTENING	SPEAKING	READING	WRITING	GRAMMAR							
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
I'm Learning												
Shapes												
Fruits												
Instruments												
Seasons												
	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 to build sentences; and how these differ from or are similar to English.

















































Ice Creams												
Presenting Myself												


















Intermediate Language Learning

























## DfE PoS Attainment Targets - Unit Mapping

<div><div></div>LISTENING</div> <div><div></div>SPEAKING</div> <div><div></div>READING</div> <div><div></div>WRITING</div> <div><div></div>GRAMMAR</div>												
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
In Class	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
The Weather	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
At the Café/Tea Room/Restaurant	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Clothes	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	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 to build sentences; and how these differ from or are similar to English.

In Class												
What Is The Date?												
My Home												
My Family												

Progressive Language Learning

	LISTENING											
	SPEAKING											
	READING											
	WRITING											
	GRAMMAR											
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Vikings												

The Planets												
The Weekend												



# Belton Church of England Primary School

## MFL Rolling Programme



### ACADEMIC TEACHING YEAR 3

Suggested KS2 Unit Planner - Mixed Age Year Groups (Good previous exposure to foreign language teaching)

#### Year 3/4 (CYCLE 1)

#### Year 5/6 (CYCLE 1)

#### Year 3/4 (CYCLE 2)

#### Year 5/6 (CYCLE 2)

	Phonics 1 & 2 (X) & 	Phonics 3 & 4 (X) & 	Phonics 1 & 2 (X) & 	Phonics 3 & 4 (X) & 
Slot 1	I Am Learning Fr/Sp/It (E) 	What is the Weather? (I) 	Instruments (E) 	The Date (I) 
Slot 2	Shapes (E) 	At the Tea Room (Fr)  At the Café (Sp)  At the Restaurant (It) (I) 	Seasons (E) 	My Home (I) 
Slot 3	Fruits (E) 	Clothes (I) 	La fete des rois	Family(I) 
Slot 4	In the Classroom (I) 	At School (P) 	Ice-Creams (E) 	Planets (P) 
Slot 5	Le Carnaval de Nice	Vikings (P) 	Presenting Myself (I) 	Weekend (P) 

*Achieving the Best Together*

I have come that they may have life in all its fullness - John 10:10

