MFL Curriculum

Y3	Autumn	Spring	Summer
	Moi (All About Myself) • I can have a short conversation with someone: *Bonjour; je m'appelle,; ça va bien, comme ci comme ça; ça ne va pas; au revoir* (greeting, say my name, ask their name, ask how they are feeling, say how I am feeling, say goodbye.) • I can count from 1-12 • I can recognise and say different colours Les Animaux au Zoo (Zoo Animals) • I can say and write the name of different zoo animals • I can describe the animals (e.g. their colour, how many there are) verbally and in writing • I can create sentences (orally and in written form) using *il y a* (there is /there are) + a number + an animal + a colour. • I can invent an animal composed of 2 or more animals e.g. *un perropanda (un perroquet (a parrot) and un panda)* Les fêtes de Noël et du Nouvel An (Christmas and New Year) • I can understand several Christmas and Winter holiday words. Overall phonics focus: introduction to silent letters especially qu = k	Quel âge as-tu? (How old are you ?) • I can revise and use numbers 1 – 12 and focus on spelling and silent letters. • I can ask someone their age and say my age, using the verb forms *j'ai* and *as-tu? (*I have and do you have? • I can produce a conversation with a partner on name, age and how I'm feeling. • Circumflex = long vowel e.g. âge Mon Corps (My Body) • I can use the name of different body parts • I can describe my hair and eyes using simple sentences verbally and in writing • I can create a monster and name the different body parts. • I can say *Il a/elle a (*he has/she has) Bon Appetit! (Picnic Items and Fruit) • I can say and write the names of different picnic items and fruit • I can ask for a snack or a piece of fruit. • I can give my opinion about different food *(J'aime; Je n'aime pas; j'adore; je déteste)* Story: Handa's Surprise – La Surprise de Handa • I can revise wild animals and learn some more animal names. • I can revise and learn some fruit items • I can understand a story	Les Animaux Domestiques (Pets) • I can say and write the name of different pets • I can say and write whether or not I have a pet (j'ai / je n'ai pas) • I can count from 12-20 • I can tell the difference between one pet and more than one (singular/plural) • I can understand a story about a pet shop. En Classe (In the Classroom) • I can show understanding of classroom instructions through games. • I can understand classroom objects Les glaces et les snacks (Ice-cream and Snacks) • I can understand the names of different ice cream flavours and order an ice-cream. • I can label a giant ice-cream. • I can order a croissant or a pain au chocolat and a fruit juice (including a greeting, saying what I would like and please, saying thank you). • I can take part in a French café with year 6 children; I can complete a quiz with year 6 children on everything I've learnt this year.

Y4	Autumn	Spring	Summer
	Les sports (Sports and likes/dislikes) • I can recognise and say different sports • I can say which sports I like/ dislike/ love/ hate (revision of *j'aime, je n'aime pas, j'adore, je déteste*) • I can say the sports I quite like/prefer – *J'aime assez/ je préfère* and give reasons why using because *(parce que)* Le Ballon Rouge (The Red Balloon – film) • I can revise colours with a focus on spelling the sounds of *ou/an/oi*, and labelling balloons. (additional colours – turquoise, pêche) • I can understand and use adjectives that describe the boy Pascal and the red balloon in order to make simple sentences. *Le ballon est rouge; le garcon est petit.* (The balloon is red; the boy is small) • I can make a chatterbox using *Tu es* (You are) and simple adjectives in order to practise speaking skills and introduce masculine and feminine adjective forms. • I can read a text and answer questions in English on the film.	Les vêtements (clothes) • I can understand the names of different clothing items and label pictures, using *un* and *une* (a) correctly. • I can describe items of clothing using masculine and feminine adjectives of colour • I can describe what clothes I wear at home, at school and for sport. • I can use the verb forms *je porte, il porte, elle porte* (I wear, he wears, she wears) Ma Famille (My Family) • I can understand and say the names of different family members • I can say who is in my family, revising *j'ai (I have)*; I can use the possessive adjective *mon/ma/mes* (my) • I can say how many brothers and sisters I have • I can say what my family members are called – *Ma mère s'appelle; mes frères s'appellent* (My mum is called; my brothers are called)	En Classe (In the Classroom) • I can say the name of classroom objects and describe their colour (Revision of previous vocabulary and adding further words). • I can ask for different classroom objects and say which ones I have and don't have - revision of *j'ai* and introducing *je n'ai pas de* • I can revise classroom instructions *Levez-vous, asseyez vous, regardez, écoutez* (Stand up, sit down, look, listen) Boucle d'Or et les Trois Ours (Goldilocks and the Three Bears) • I can understand a story, through recognition of the words for family members • I can understand the words for size – *petit, moyen* and *grand* (small, medium-sized and big) and some household objects – *bol/ chaise/ lit* (bowl/ chair/ bed). Les mois et les anniversaires (months and birthdays) • I can say and write the months of the year. • I can understand and say numbers to 39. • I can say ask when someone's birthday is and say when my birthday is. • I can understand weather expressions and say what the weather is like for the months of the year, e.g. *il y a du soleil, il pleut, il neige* (it's sunny, it rains, it's raining, it snows, it's snowing)

Y5	Autumn	Spring	Summer
	Tu es comment? (Personality descriptions) • I can describe other people's personalities using *il est* and *elle est*, reinforcing masculine and feminine adjectives. • I can describe my own personality *using je suis* and *je ne suis pas* (I am and I am not) • I can describe my hair and eyes, revising *j'ai (I have)* • I can describe other people's hair and eyes, using *il/elle a* (he has/she has) Chez moi (My house) • I can name rooms in a house using *il y a* + indefinite article (a) • I can describe the different rooms in a house using size and colour adjectives and *c'est…* • I can say what people do in each room *Je/il/elle mange; je lis, il/elle lit; je/il/elle joue* (I eat, he/she eats; I read, he/she reads; I play, he/she plays)	En ville (In town) • I can understand and say the names of places in town, e.g. *une piscine* (a swimming pool) • I can write a short paragraph about my area saying what there is, there are Tu habites où? (Where do you live ?) • I can say where I/other people live (e.g. *J'habite en ville, au bord de la mer* (I live in town, by the sea) Crin Blanc (White Mane – film) • I can describe characters using the correct form of être/avoir, correctly positioning the adjectives, e.g. *Le flamant est un oiseau rose; Folco est un petit garcon* (The flamingo is a pink bird; Folco is a small boy) • I can understand how different letter combinations are pronounced – *an/en/on ou/oi/au/eau* • I can answer comprehension questions to show an understanding of the synopsis of the film • I can name and describe different animals in the film • I can revise and learn more zoo animals and describe them, using colour/size adjectives and a dictionary for new words.	Les Crayons de Couleur (Colouring Pencils – poem) • I can understand the poem « Crayons de Couleur » • I can write my own poem using colour words and objects that show the different colours, e.g. Le rouge est pour les fraises et les cerises (Red is for strawberries and cherries) • I can use an online dictionary to find the words. La nourriture (Food) • I can ask for food items politely (Je voudrais (I would like) • I can use the indefinite article *un/une* (a) and the partitive articles *du/de la /de l'/des* (some) • I can say whether food is healthy or unhealthy, *c'est bon/mauvais pour la santé* • I can express my opinions about different foods, revising the definite article – *le/la/l'/les* (the) Les planètes (Planets) • I can name the planets • I can say what colour and size they are, using adjectival agreement.

	Autumn	Spring	Summer
Y6	Les pays et les nationalités (Countries and nationalities) • I can understand/say the names of different countries • I can use the names of different nationalities, using the correct masculine/feminine form; focussing also on spelling and associated sounds, e.g. *italien/italienne and jamaïcain/jamaïcaine* • I can describe someone's nationality using all the correct forms of être, - *je suis, tu es etc* (I am, you are etc.) À l'école (At school) • I can give the names of different school subjects • I can say whether I like or dislike different subjects • I can explain my opinions using *parce que* (because) La correspondance (writing letters to a French school) • I can write a letter, giving: - my name - my age - my nationality - my brothers and sisters and pets - what I look like and my personality - the school subjects and other things I like and dislike	La première guerre mondiale (First World War) • I can use topic words about the war • I can ask and answer questions as part of a conversation during the Christmas Truce (role play) • I can perform a poem about WW1 Les transports (Transport) • I can give the names of different forms of transport • I can say how I travel somewhere using *en* and *à + mode of transport* • I can say where I'm going and how using *au, à la, à l', aux* • I can use all the conjugations of the verb *aller – je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont* (I go, I am going etc) Le week-end (The weekend) • I can understand/say different leisure activities • I can say and write what I like and dislike doing using the infinitive + *au/à la/ aux* • I can say and write about my plans for the week using the future tense (*Je vais* + infinitive)	Les vacances (Holidays) • I can say and write where I go on holiday using au/ à la/ à l'/ aux / en / à • I can say and write what activities I do on holiday • I can say and write activities that I do using je fais + du, de la, de l' • I can say and write activities that I play using je joue + au, a la, aux • I can ask where someone is going on holiday • I can revise the weather and say what the weather is usually like. Bonjour/au revoir poems • I can use an online dictionary to create a poem, e.g. *Bonjour les vacances, Au revoir l'école* (Hello holidays, Goodbye school) French café • I can ask what someone would like politely (using *vous*) and for my school friends (using *tu*) • I can ask/say how much something costs, introducing numbers from 40 to 100 • I can give the names of different food items using the correct partitive article