MFL - French Curriculum

Y3	Autumn	Spring	Summer
	A new start • *Begin* to explore the target language: greetings, asking a name, and numbers (1-10) and colours • Begin to explore sounds and spelling links in numbers and colours Calendar and celebrations • Continue to practise greetings, feelings, and name. • Make links with familiar and unfamiliar colour adjectives and bonfire night celebrations. • Practise target language for days of the week and months of the year. • Use numbers with days and months to form the date. • Explore Christmas time in target language country. Overall phonics focus: A New start: eu / ou / oi / er / au / an Calendar and celebrations: di / er / et / eu / au / o / ou / an / ll / uin	Animals • Animals we see around us • First focus on nouns in the target language. • Simple investigations of singular nouns used with indefinite articles. • Expressing likes using "My favourite animal is…" • Speaking and writing silly sentences about animals and habitats to practise use of nouns. • Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals. Carnival and numbers • Explore carnival traditions. • Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. • Revisit and extend numbers (1-20) and look for language links. Ask and answer age. • Engage in conversation using familiar questions and answers. Understand and use Easter vocabulary. Overall phonics focus: Animals: ch / oi / ou / on sson / pin / aux is / ise j' / je / j'ai Carnival and numbers: ze / qu / in ou / eu / tr / ix âge / ans oeu	The Hungry Giant • Revisit and extend understanding of how to identify a noun in the target language. • Explore fruits and vegetables. • Look for cognates and semi cognates. • Apply likes and dislikes and preferences from 'animals' unit to new nouns of fruits and vegetables. • Recognise and use numbers and colours in new descriptive contexts. • Listen, read and join in with the Hungry Giant story. • Practise polite requests saying and writing polite requests. Create own version of the Hungry Giant story. Going on a picnic • Revisit and practise polite requests for items. • Revisit numbers, fruits/vegetables, practise and extend nouns for items of food and drink to take on picnic. • Explore target language food and drink picnic items. • Listen and join in with story about going on a picnic, create own story. • Explore target language country with the aliens. • Practise the personal information question and answer "where do you live?" • Revisit personal information questions and answers to create a simple conversation Overall phonics focus: Hungry Giant: oi / on / an / j' / aim / un / in que / ais / er / ou Going on a picnic/Where I live: an / ch / eau / on / ou / à / i

Y4	Autumn	Spring	Summer
	Welcome to school ● Recall familiar language from Year 3 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. ● Opportunity to explore a target language school building and make comparisons with Hillbrook school. ● Revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects. My town, your town ● Recall familiar language from Year 3–colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem. ● Opportunity to explore target language shops in town and make comparisons with Tooting. ● Asking where a place is. ● Shopping for souvenirs. ● Children revisit and extend understanding of nouns and how to use these in simple target language questions and answers. Overall phonics focus: Welcome to school: ez /eau re / ou /oi ze / ix lun /ven / fé /sept / jeu / ma ine /ette /our y / omme / on / aille My town, your town: ez / an / ou ille / oi / ci ets / eur / um	Alien family ● Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. ● Members of a family. First proper introduction to the PLN alien family and pets. ● Practise asking and giving a name. ● Use of face part nouns to describe a face. ● Numbers with face part nouns to describe a face. Moving our bodies ● Revisit and extend spoken and written descriptions of the faces. ● Apply sound spelling knowledge to new nouns for body parts. ● Apply rules of position and begin to look at adjective agreement with adjectives of colour. ● Create an alien and its spoken and written description. ● Explore verbs of movement with body part nouns to follow and create yoga sequences. Overall phonics focus: Alien Family: ll / ez / eux / j' ert / ole / tion / y / ch oeur / ère eu / ll / ez / ou Moving our bodies: ou / ez les / i spir / im / ile / our	At the doctors and jungle animals ● Revisit and extend body parts in an unfamiliar context: the doctor's surgery. Generate spoken performances at the doctors. ● Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates. ● Listen to, read and join in with jungle animal story. ● Practise use of adjectives, position, and agreement in simple spoken and written sentences. ● Create descriptive jungle animal shape sentences. ● Create own version of the jungle story. Summertime ● Explore the question and simple sentences to describe the weather. ● Look for language links. ● Listen to and understand a simple weather forecast. ● Create a spoken weather forecast and perform. ● Practise the nouns for ice creams and look for prior knowledge/ recall fruits. ● Recall and practise polite requests and preference phrases. Take part in a survey about favourite ice creams, and a role play 'at the ice cream van'. Overall phonics focus: At the doctors and jungle animals: qu / g / i / j y /pas ez / ment qu / ge on / o c / s / ge / in Summertime: ll / ge / ai / ei / qu / y / eu / oi / a / é /

Y5	Autumn	Spring	Summer
	Me and my friends at school ● Revisit and build upon prior learning of personal information. ● Begin to explore how to form and use 3rd person singular to introduce a friend. ● Talking about feelings and generating extended sentences with reasons for feelings. ● Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions. Time in the city ● Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons ● Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why. ● Revisit and extend shopping dialogues with a festive charity stall. ● Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions. Overall phonics focus: Me and my friends at school: J / eux se / oi / aim / au ais / ie / ssin ile Time in the city: é / a / i / oo ue / oi / au / ou eux / eau / an ant / ale / in / enne	At the market ● Revisit fruit and vegetable nouns and extend with unfamiliar language. ● Revisit and practise shopping dialogue and extend with quantities and plural nouns. ● Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. ● Use of bilingual dictionaries to find new language for individual creative writing. Clothes ● Explore nouns for clothes and adjectives of colour and size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. ● Practise the verb “to wear" in the present tense and create spoken and written descriptions of carnival and school outfits. Overall phonics focus: At the market: ui / gn / que / ante on / ix ien / oû / ime ez / ou Clothes: j/ u / on ju / ss / u oi / eine / aute / ate ch / ure	Out of this World ● Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and space travellers. ● Practise and revisit descriptive sentences to describe planets using nouns, adjectives and the verb “to be”. ● Listen to, read and follow a story about planets. ● Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning in a new context. Use of bilingual dictionary. Going to the seaside ● Practise beach bag nouns. ● Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. ● Explore extended sentences to describe time at the beach. ● Listen to, read and join in with “Let’s go to the beach” story. ● Use the language practised to build extended persuasive sentences to advertise in a spoken and written persuasive advert about a trip to the beach. Overall phonics focus: Out of this world: o / on / é / u ai / est / y / a une / erre/ oi Going to the seaside: ette / qu / er / ll / ge / eu

	Autumn	Spring	Summer
Y6	This is me! • Recall, revisit and use familiar language. Focus on the verbs to be (I am) and to have (I have) and extended feelings from Year 5. • Recall key questions and answers about themselves. • Learn adjectives to talk about personality. Recall describing eye and hair colour. Write a poem all about themselves. Learn job nouns. Homes and houses. • Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. • Practise nouns and adjectives with items of furniture. • Find out about castles in the target language country. Listen, understand, and enjoy a castle story. • Explore famous castles in target language country. • Ask and answer the questions "Where is" with prepositions of place. Overall phonics focus: This is me! : j / eux / eur ui / or / euse / ai oi / ou / Homes and houses: on / euil / a an / ui / in / ch is / it / or eux / euse eau / ier	Sports • Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. • Cultural exploration of target language specific sports. • Explore and practise use of verb 'to play' in present tense in target language. • Bilingual dictionary use. My best day ever • Practise expressing likes and dislikes with funfair rides. • Use language detective skills to understand funfair nouns and make links across languages and culture. • Bilingual dictionary use. • Explore time phrases and daily routine phrases to understand and write a description of 'my best day ever at the funfair.' Overall phonics focus: Sports: tion / j / an ou / ine / ain / on / atte / ette My best day ever: eu / an / en ss / gne / au me / à / ai est / il	Café culture • Revisit dialogues to buy items and apply to dialogues in a café or restaurant. • Extend to unfamiliar and useful language when in a café / restaurant in the target language country. • Explore the café of the target language country. • Find out more about authentic dishes and foods. • Make comparisons with own country or prior experience. • Revisit polite request and apply to the café context. Understand and create conversations at the café. Let's Celebrate • A celebration and reflection series of lessons. • Lessons 1-3 Read all about it • Over 3 lessons, children explore a text 'All about me' covering a variety of topics, and create a presentation of several sentences about themselves. • Lesson 4 Create a mocktail – explore reading comprehension, memory, and word reference tool skills. Produce a written recipe for a cocktail. • Lesson 5 A scavenger hunt outside with some unfamiliar nouns. • Lesson 6 Language Puzzle • Stage 4 learners can apply their language detective skills to learn another language. Overall phonics focus: Café culture: ai / i / an / qu / ou / ez / é / ais / aît / eu / ou / ord Let's Celebrate: j / ez / ge