

SUBJECT: MFL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p><b>There is <u>no</u> National Curriculum for the teaching of languages for Key Stage 1.</b></p> <p>As 2022/23 is the introductory year of KS1 French teaching at St. James', Year 2 children will be approaching the same topics but to differing levels of attainment and breadth.</p>					
Content and Activities delivered orally and through song.	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• learn to say 'hello' and 'goodbye'</li> <li>• respond to the question, 'How are you?'</li> <li>• respond to the question, 'What is your name?'</li> <li>• count up to ten</li> <li>• identify the primary colours</li> <li>• respond to the commands – sit down, stand up, listen and repeat.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• respond to the question, 'What is the weather like today?'</li> <li>• identify members of the family</li> <li>• identify the features of the face</li> <li>• extend their familiarity with common animals</li> <li>• increase the possible responses to, 'How are you?'</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• name parts of the body /play Simon says...</li> <li>• name methods of transport</li> <li>• name the days of the week</li> <li>• identify food items</li> <li>• continue to extend number skills</li> <li>• identify fruit names/veg /Jack and the Beanstalk</li> <li>• create labels for garden</li> <li>• time on the hour and play what's the time Mr Wolf</li> </ul>			
NC KS2 MFL Skills	<p>The National Curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>					
Year 3 SKILLS	<p>The National Curriculum for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• describe people, places, things and actions orally</li> </ul>					

<p>Year 3 Content</p>	<p>Moi <u>Content</u> How to say numbers 1-12 matching pictures to French vocabulary Birthday candles and numbers How to introduce yourself and members of your family. Writing vocab in French and English French Body Phonics</p>	<p>Jeux et Chansons <u>Content</u> Singing simple French Songs Singing number songs Playing games in French using appropriate vocabulary Christmas traditions in France.</p>	<p>Expressing preferences Asking simple questions Numbers 12-20 <u>Content</u> Answering questions Identifying numbers Taking part in a story Identifying masculine and feminine nouns French Body Phonics</p>	<p>The Four Friends It Grows <u>Content</u> Months of the year Answering questions orally and written using word bank Creating and responding to a survey What activities do you like? French Body Phonics</p>
<p>Key Vocabulary</p>	<p>Nos 1-12 Je m'appelle Bonjour/Salut/Au revoir/ Bonsoir J'ai.... ans Voici ma sœur, mon frère, mes parents Ça va bien Ça va mal etc.</p>	<p>Nos 1-12 Je m'appelle Bonjour/Salut/Au revoir/ Bonsoir J'ai.... ans Voici ma sœur, mon frère, mes parents Ça va bien Ça va mal etc. Words to songs</p>	<p>Nos 12-20 Masculine/feminine/plural Le Navet Énorme</p>	<p>Combien d'enfants préfèrent? Vegetables Names of parts of plants Après Je/il/elle ... J'aimes Levez Vous Mouton, souris Qu'est ce, qu'il fait? Galope, trottine, sautillante, court, Danse, chante, nager,</p>
<p>Year 4 SKILLS</p>	<p>The National Curriculum for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</li> <li>describe people, places, things and actions orally</li> </ul>			
<p>Year 4 Content</p>	<p>On y Va <u>Content</u> Learning vocabulary and practising conversation Stating the days of the week Conversing how to get to school</p>	<p>Argent De Poche <u>Content</u> Expressing likes and dislikes Using a basic bilingual dictionary Numbers 1-40 Learning vocabulary for various toys Simple</p>	<p>Travel Weather Countries where French is spoken <u>Content</u> Creating and responding to surveys in French Answering questions and asking questions to partners using word banks, then without Au/en/la – masculine and feminine</p>	<p>Carnival of Animals <u>Content</u> Days of the week- how to use and also how to engage Putting previous learnings together Learning vocabulary for different clothes. Writing sentences to describe the weather Writing sentences deciding what to wear based on weather. Learning vocabulary for all animals</p>

		comprehension skills Conversation questions buying toys.	forms Discussing how to travel- using different methods The weather in French towns – using full sentences orally and written. French Body Phonics	Plurals Describing animals using adjectives Words that start with vowels Using a dictionary to find simple nous to express likes and dislikes French Body Phonics
Key Vocabulary	Days of the week Body Parts Modes of transport Days of the week	Toys Numbers 1-40 J'aime Je n'aime pas Parce que Pourquit Je voudrais Achete (verb)	En voiture / bus / train / pied /vélo Comment vas-tu a l'école? en au a – relating to gender of country Il fait froid, il neige, il pleut, il y a du soleil, il y a des nuages Quel temps fait-il?	le lion, le kangourou, le poisson, le coucou, l'éléphant, l'âne, l'oiseau, la tortue, la poule, le cygne, la savane, la forêt, la mer, une ferme, la compagne, Où habites-tu ? J'habite dans, grand, petit, fort, lent, rapide, féroce, timide un tee-shirt, une chemise, un pull, un pantalon, un short, une robe, une jupe, des chaussettes des chaussures, un costume, une veste, un jean, une salopette, une casquette, un manteau, un survêtement, un maillot de bain, des baskets, une cravate, un pyjama, Quel temps fait-il? il pleut, il neige, il fait chaud, il fait froid, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il y a des nuages, les couleurs
Year 5 SKILLS	<p>The National Curriculum for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>begin to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>begin to read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</li> <li>describe people, places, things and actions orally and writing</li> </ul>			
Year 5 Content	Bon Appetit <u>Content</u> Je joue/je fais Au/du/de la Foods- nouns and adding detail Masculine/ feminine / plural Discussing liked foods. Places in town.	Features in locality Nos to 60 <u>Content</u>	Responding to a poem Describing an image Seasons Time  <u>Content</u> Describing art and images Looking at poetry and listening/filling in words Adjectives to describe Verbs introduced Time to the quarter hour	The Return of Spring The Beach/Summer  <u>Content</u> Using a simple French dictionary to find nouns. Identify differences between French and English primary school Recognise the difference between le / la and un/une French Body Phonics

	French Body Phonics		Extending sentences using <i>but, and</i> Completing a Spring poem French Body Phonics	
Key Vocabulary	Je joue, je fais, Au/du/de la Foods- nouns Masc. fem. Plural Food vocabulary	Map coordinates- numbers to 60 counting in 10s. Places in towns e.g. la piscine, la bibliothèque, le magasin, l'hôtel de ville Quand je vais a l'école, je passe devant...	L'été, l'hiver, l'automne, le printemps Mais, parce que Le retour du printemps Adjectives to describe a scene- colour etc. Jouent, brosse, glisse, nage, regarde Moins le quart, heures, et quart, et demie mais, et	Moins le quart, heures, et quart, et demie Minuit, numbers 1-12 Cantine, bibliothèque, parking, toilettes, terrain de sport, grande salle. Body parts, Animals Seasons Ages Colours Parts of the beach. <b>Au printemps il pleut</b> <b>En été il fait chaud</b>
Year 6 SKILLS	<p>The National Curriculum for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> </ul>			
Year 6 Content	<p>Notre Ecole</p> <p><u>Content</u> Recap of days of the week, time and school subjects vocabulary. Creating their own timetables Responding to question and answers French Body Phonics</p>	<p>Notre Monde</p> <p><u>Content</u> Learning French names for continents and countries. Reading comprehension Translating paragraphs about each country.</p>	<p>Alphabet Places in the locality</p> <p><u>Content</u> Pronunciation of alphabet – songs, rhymes and chants. Places in town – cont. from 5 Creating a tourist guide poster about a town French Body Phonics</p>	<p>Creating a café Food What's in the News?</p> <p><u>Content</u> Learning vocabulary for food Question and response of how to ask for food Money and how to buy things in a café Serving in the café vocabulary French Body Phonics</p>

<p>Key Vocabulary</p>	<p>Questions and Answers using time and subject vocabulary:  C'est quand, les maths?  Les Maths c'est a une heure.  C'est quand, l'anglais?  L'anglais, c'est lundi a ___ heure/s.  Moins le quart, heures, et quart, et demie  minuit, numbers 1-12  Cantine, bibliotheque, parking, toilettes, terrain de sport, grande salle.</p>	<p>l'europe/l'amerique du nord/sud  Ou est?  Il ya  Il n'y a pas  Quelle pays..</p>	<p>Places in towns:  la piscine, la bibliotheque, le magasin, l'hotel de ville, l'ecole, la poste, l'eglise, l'hopital, le supermarche  Il y a  Il n'y a pas  Guide Touristique</p>	<p>Food vocabulary  La glace, la pomme, le yaourt le sandwich, le chocolat, le fromage, le banane, le poisson la salade, etc.  Monte run café  Vous désirez?  L'addition.  S'il vous plaît.  Merci.  Au revoir.  Pas de problème.  Ça fait  Voilà.  Serveur/Serveuse</p>
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