

Reffley MFL curriculum

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Overview

The Languages curriculum has been designed as follows: -

1. Learning is structured around the following four key themes: -
 - **Understanding and Responding** - “understand and respond to spoken and written language from a variety of authentic sources”
 - **Speaking Fluently** - “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”
 - **Writing Accurately** - “can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt”
 - **Language Appreciation** - “discover and develop an appreciation of a range of writing in the language studied.”
2. Where possible children are introduced to native speakers to hear correct pronunciation
3. Lessons include listening to native speakers, plenty of speaking opportunities, songs, opportunities to practice, reading and write.
4. The content of the learning is based around every day vocabulary
5. New learning builds on previous knowledge.

Intent, Implementation and Impact

Intent/rationale	Implementation	Impact
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Our French curriculum is based on the National Curriculum and is designed to: - • expose KS2 pupils to a world language -the second most widely known language after English. • appreciate the traditions, cultures and festivals of France and French speaking countries. • promote an appreciation and love for language acquisition – preparing children for KS3, 4 and beyond. • prepare children for Y7 – French is taught in KS3 in our two main feeder high schools.	Our French curriculum is taught using Language Angels as a curriculum resource. It is taught in Years 3-6 for an hour a week. There are six units taught across each academic year. Curriculum delivery is separated into: - • Early Language Teaching - Y3 • Intermediate Language Teaching – Y4 and 5 • Progressive Language Teaching - Y6 Units focus on a particular area e.g clothes, my family etc. Within each unit, the following activities take place: • Introduction • Explicit phonics and grammar teaching (within the unit and as a standalone unit at the beginning of each academic year). • Teaching using PowerPoint, video-clips of native speakers etc • Interactive games and songs • Opportunities to converse, read and write in French. • Relevant vocabulary is explicitly taught. Where possible, teachers engage with children in French, including written comments in their books.	At the beginning of each unit a knowledge organiser will be produced which outlines the key knowledge and vocabulary to be learnt within the unit. At the end of the unit, the pupils will be assessed using an end of unit assessment question sheet. This information is recorded on a data tracking sheet and children are graded as working towards, ARE or GD in the subject. <u>Know more</u> Vocabulary is explicitly taught. Knowledge and vocabulary is assessed against content as laid out in the Knowledge Organisers. <u>Do more</u> Learning is structured to give opportunities within lessons to practice – orally and written. There are a variety of activities planned within the structure of the lessons to give pupils a chance to apply their knowledge/vocabulary. <u>Remember more</u> Content is delivered in a repetitive way to support the commitment of knowledge to long term memory. Individual books record activity and knowledge – these are accessible to pupils as an aide memoire.
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Progression of Knowledge and skills - overview

	Y3	Y4	Y5	Y6
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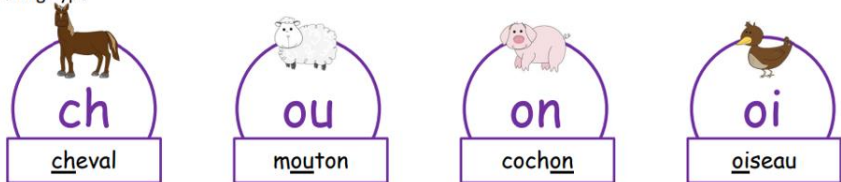
Listening	Listen to and enjoy songs. Recognise familiar words and short phrases, covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer texts and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to extract the main points of a conversation, even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in units.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words, read in a foreign language	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates & context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	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. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	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. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. Also start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

KS2 Unit Planner

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
Half Term 2	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)

Spring Term				
Half Term 1	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
Half Term 2	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)

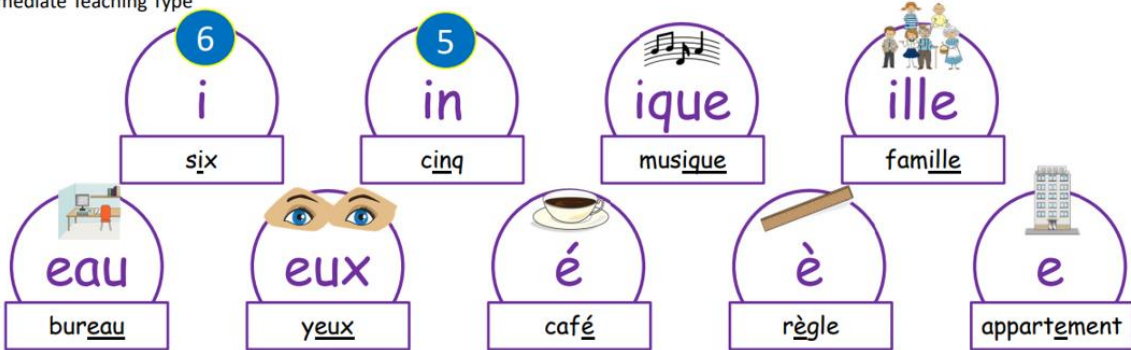
Summer Term				
Half Term 1	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Half Term 2	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)

Year 3	Phonics			
Phonics 1	Early Language Teaching Type 			
	Knowledge/skills	Grammar	Phonics/pronunciation	Vocabulary
J'Apprends Le Français	- To locate France, Paris and a few key cities on a map. - Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as bleu for blue) and associating word and phrases to images to help.	None in this unit as it is an introductory unit.	CH OU ON OI - OI sound in trois & noir - ON sound in marron - OU sound in rouge - Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. - Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French	- Language to ask how somebody is feeling and give a reply. - Ten key colours and numbers 1-10.
Les Saisons	- Name, recognise and remember all four seasons in French. - Say which is our favourite season in French. - Say why it is our favourite season in French. - Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses. Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter	- Nouns & articles/determiners – start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For example, spring in French is 'le printemps'. - Starting to notice that there are more words in French for 'the' than in English!	CH OU ON OI - ON sound in saison - OU sound in poussent - OI sound in oiseaux - Silent letters. Begin to notice that there are lots of silent letters in French. For example, the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. - Starting to notice that final consonants are often silent letters in French. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to notice that this sound is made from the back of the mouth, not the	- The nouns and determiners/articles for the four seasons in French. - The language required so say which is our favourite season and why, using the connectives 'et' (and) and 'car' (because).

	strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.		front.	
Les Instruments	- Name and recognise up to 10 instruments in French. - Attempt to spell some of these nouns with their correct definite article/determiner in French. - Learn how to say I play an instrument in French To work on improving memory skills. Learning to recognise and learn cognates such as triangle, piano, clarinette first. Starting to build a short phrase in French using personal pronoun (je), conjugated verb 1st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately	- Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. - Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue. - Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. - Introduction to three definite articles le, la and les (l' is not seen in this unit). - Learning how to categorise nouns in French by their determiner, gender and plurality	CH OU ON OI - OU sound in joue - ON sound in non & violon - Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. - Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon, instruments and piano	10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. - First person conjugation of the verb jouer (je joue).
Les Fruits	- Name, recognise and remember up to 10 fruits in French. - Attempt to spell some of these nouns with their correct article/determiner. - Ask somebody in French if they like a particular fruit. - Say what fruits we like and dislike in French Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.	- Nouns, gender, articles/determiners and plural form. Exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. - Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. - Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. - Exploring how to make the fruits plural in French	CH OU ON OI - OI sound in poire - Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. - Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.	- The nouns and determiners/articles for 10 common fruits in French. - The language required to ask a question in French and how to answer the question in French (using the positive and negative form).
Les Glaces	- Name, recognise and remember up to 10 ice-cream flavours in French. - Attempt to spell some of these flavours. - Use the structure 'je voudrais...' plus an	Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words	CH OU ON OI - ON sound in citron - CH sound in pistache - Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in	Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small

	ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say 'please' and 'thank you' in French. Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an icecream in French and useful phrases such as 'I would like', 'please' and 'thank you'	for 'a/an' in French depending on the gender of the noun. • Becoming more familiar with the high frequency verb conjugation je voudrais. • Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.	'chocolat'. This happens often in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front.	pot.
Ancient Britain				

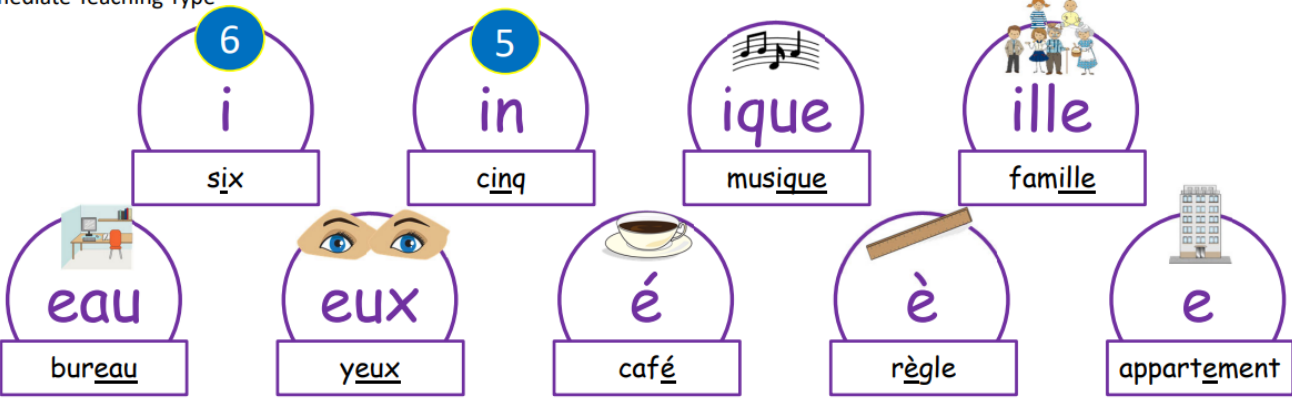
Year 4	Phonics
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Phonics 2	Intermediate Teaching Type 			
Je Me Présente	Knowledge/skills - Know how count to 20 in French. - Ask somebody how they are feeling and give an appropriate response back. - Ask somebody their age, name, where they live and reply To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality	Grammar - An introduction to the concept of adjectival agreement, in the simplest form in French. - Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.	Phonics/pronunciation I IN IQUE ILLE - IN sound in cinq - I sound in huit, dix, Patrick, habite, Paris & suis - Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. - Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais. - Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.	Vocabulary - Numbers 1-10 will be revisited along with the language to express how you are feeling. - New language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).
En Famille	- Remember the nouns for family members in French from memory. - Describe our own or a fictitious family in French by name, age and relationship. - Count up to 100 in French. - Understand possessive adjectives better in French ('my' form only) - Learn to talk and write with more accuracy, fluency and confidence on the topic of family. Increase our knowledge of how the	- Nouns, articles/determiners & possessive adjectives. - Exploring possessive adjectives in French with a focus only on 'my'. - Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.	Recommended phonics focus: I IN IQUE ILLE - IN sound in cinq & cinquante - I sound in famille, Lisa, Jacqueline, petite & fille - ILLE sound in famille & fille - IQUE sound in unique - Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grandparents, les or parents. Often happens in French. - Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or je)	- Revisit basic personal details (name/age/where you live/nationality). - Learn the nouns and articles/determiners for family members, he/she is called - Numbers 1-100 - How to say how old we are

	French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy		replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.	
Boucle d'or et les trois ours	- Listen attentively to a whole familiar fairy tale in French. - Remembering new language using picture, word and phrases cards. - Improve gist reading and gist listening skills. - Attempt to re-tell a familiar fairy tale in French using a mini book for support To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support	No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies	I IN IQUE ILLE - I sound in petit, lit & il - ILLE sound in fille - Silent letters. The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when they are at the end of a French word. - Liaison. Ils ont. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins	There is no specific list of language to be covered/learnt.
Les habitats	- Say and write the key elements that animals and plants need to survive. - Name the 5 most common types of habitats. - Name an animal and a plant that live and grow in each type of habitat To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic	Verbs. Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs	É E È EAU EUX - É sound in désert & océan - E sound in le - EAU sound in chateau & eau - Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and grands arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words. - Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, requin, national and singe.	Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat.

	knowledge and awareness			
En Classe	- Recall from memory a selection of nouns and indefinite articles for common classroom objects. - Learn how to use the negative in French. - Describe what we have and do not have in our pencil case. - Respond to simple classroom command To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply	- Nouns, gender, articles/determiners & use of the negative. - Revisiting that nouns in French have gender and that this affects the choice of article/determiner. - Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...('I do not have') in French	I IN IQUE ILLE - I sound in lisez, silence, calculatrice, livre & ciseaux - Ille sound in taille - Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. - Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French	11 nouns and articles for common classroom objects, 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...('I don't have').
Chez Moi	- Say and write in French whether we live in a house or an apartment. - Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi n'y a pas de/d'... - Use the connective/conjunction et to link two sentences together To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.	- Indefinite articles, negative & high frequency verbs. - Revisiting again the indefinite articles un and une. - Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb HABITER a regular ER verb. - Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure	É E È EAU EUX - E sound in appartement - EAU sound in bureau - Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. - Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. - This is in order to facilitate pronunciation. It is not optional in French.	- Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. - Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi n'y a pas de..

Year 5	Phonics
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Phonics 3	Intermediate Teaching Type 			
	Knowledge/skills	Grammar	Phonics/pronunciation	Vocabulary
As-tu un animal?	- Know the nouns and indefinite articles for 8 common pets. - Ask somebody if they have a pet and give an answer back. - Say in French what pet we have/do not have and give our pet's name. - Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences	- Indefinite articles, high frequency verbs & negative. - Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. - Negative structure je n'ai pas de/d'...	É E È EAU EUX - É sound in Cécile - E sound in je & de - EAU sound in oiseau - Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. - Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.	- Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).
Quelle est la Date aujourd'hui?	- Recognise and recall the 12 months of the year in French. - Ask what the date is and say the date in French. - Ask somebody when their birthday is and say when their own birthday is in French To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the	- Ordinal & cardinal numbers. - To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc.	É E È EAU EUX - É sound in février, décembre - E sound in septembre & novembre - Silent letters. You will hear and see that the 's' is not pronounced in mars and the 't' is not pronounced in est and juillet. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front	The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.

	week, months of the year and numbers 1-31.			
Quel temps fait-il?	- Recognise and recall the 9 weather expressions in French from memory. - Ask what the weather is today and give a reply in French. - Describe the weather in France, in French using a weather map with symbols To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map	- Use of il y a & faire in weather phrases. - Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! - Understanding it is not always a word for word translation	É E È EAU EUX - E sound in le & de - EAU sound in beau - Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words. - Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes	- The 9 weather phrases and structures involved for asking and saying a question about the date today. - Compass points to also help understand and read a French weather map.
Les Romains	- Understand the key facts of the history of Ancient Rome in French. - Say and spell the days of the week in French. - Name some/all of the most famous Roman inventions in French. - Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.	Changing sentences from the positive to their negative form using the structure ne...pas de/d'..	É E È EAU EUX - É sound in Rémus, légende & Jésus - E sound in le & selon - È sound frère, père, mère & athlètes - EAU sound in jumeau • EUX sound in deux & dieux - Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French. - Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande.	- Key vocabulary taken from the history of Ancient Rome. - The 7 days of the week and key phrases on life as a child in Ancient Rome.
Les Jeux Olympics	- Understand the key facts of the ancient and modern Olympics recounted in French. - Learn 10 nouns and articles for common Olympic sports. - Explore the full present tense conjugation of the high frequency verb FAIRE. - Look at the adjectival changes involved when you describe a male Olympian or female Olympian To improve decoding longer unfamiliar	- Adjectival agreement & irregular verb faire. - To learn that when saying you play a sport in French, the verb FAIRE is used, plus de plus the definitive article (creating a partitive article). - To explore the whole present tense verb conjugation of the verb FAIRE.	QU Ç GNE EN AN - QU sound in olympiques & antique - Ç sound in français - EN sound in commence, pendant & argent - AN sound in antique, pendant & grands - Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. –ENT is not pronounced at the end of a word as in avaint as it is part of the verb conjugation and a silent letter string	The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form.

	texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian			
Les Vêtements	- Recognise and recall from memory 21 items of clothing. - Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. - Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences	- Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. - The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. - Adjectival agreement is also revisited and extended using colours.	É E È EAU EUX - É sound in écharpe - E sound in chemise & chemisier - EAU sound in 13anteaux - Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. - Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.	- Revisiting colours and the vocabulary to describe weather. - Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear.

Phonics 4	Progressive Teaching Type  <u>qu</u> <u>quatre</u>  <u>gne</u> <u>campagne</u>  <u>ç</u> <u>français</u>  <u>en</u> <u>dents</u>  <u>an</u> <u>blanc</u>			
A l'école	Knowledge/skills - Name the subjects we study in school in French with the correct definite article/determiner. - Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. - Start to tell the time by learning how to say time by the hour. - Say at what time we study certain subjects at school. To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.	Grammar - Nouns, gender, definite articles & high frequency regular verb étudier. - Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. - Learning how to also use opinions and justifications.	Phonics/pronunciation QU Ç GNE EN AN - QU sound in informatique & musique - Ç sound in français - AN sound in anglaise, français, amusant & intéressant - EN sound in sciences - Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. - Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.	Vocabulary Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? And a variety of justifications to expand the opinion given in reply.
Le week-end	- Tell the time in French using quarter past, half past and quarter to. - Say and write in French what we do at the weekend using two or more sentences. - Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our	- Verbs, conjunctions and opinions. - Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. - Being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. - New conjunctions and opinions for joining two phrases together and opinions	QU Ç GNE EN AN - QU sound in quelle, informatique & musique - AN sound in bandes, amusant, intéressant & fatigant - EN sound in prends & finalement - Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. - Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word	- Ten phrases on activities to do at the weekend. - A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end?

	ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.		that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French	
Habitats	•			
Les Planètes	- Name and spell accurately some/all the planets in French on a solar map. - Say and write extended sentences for at least one planet. - Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language	Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun	QU Ç GNE EN AN - EN sound in centre & seulement - AN sound in planètes & uranus - Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et or seulement. These two consonants are often silent when seen at the ends of words in French. - Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front.	Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets.
Les Vikings	- Name the six key periods of ancient Britain in French. - Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. - Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.	- Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. - Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être . - Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.	QU Ç GNE EN AN - Ç sound in garçon & français - EN sound in intelligent, violent & excellent - AN sound in grand & terrifiant. - Silent letters. The 'd' is not pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced. - Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction.	- Vocabulary to describe height, hair type length and colour and eye colour. - Key verbs and vocabulary to also talk about daily routine.
Moi dans Le Monde	Say and spell some of the different countries and the relative capital cities	- Verbs & near future tense. - Revisiting the 1st person conjugation of	QU Ç GNE EN AN QU sound in quel, qu'est-ce que, quelle &	A lot of unknown very interesting, authentic and

	in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French	the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.	plastique • Ç sound in ça & français • GNE sound in montagnes • EN sound in commence, Valentin & environnement • AN sound in dans, Merwan, Canada & franc • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string	challenging language connected to celebrations, religions with ideas to help protect our planet.
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Appendix 1 – National Curriculum for MFL

Subject content Key stage 2:

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.