



MFL Substantive Knowledge (the what)

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Term 1 | <p>I'm Learning French By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Locate France, Paris, and a few key cities on a map. Understand the Francophone world better. Ask somebody how they are feeling and what their name is. Say how we are feeling and our names. Count to 10. Read, write, say, and recall ten different colours. <p><i>Vocabulary:</i> Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10, and ten key colours.</p> | <p>Presenting Myself By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality. <p><i>Vocabulary:</i> Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.</p> | <p>Do you have a pet? By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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).</p> | <p>At School By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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.</p> |
| Term 2 | <p>Animals By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite articles/determiners. Pretend that we are a particular animal using the first-person singular form of the verb 'être' (to be), 'je suis' (I am). <p><i>Vocabulary:</i> The animal nouns in French plus their appropriate indefinite article/determiner. First-person conjugation of the verb 'être' (to be), 'je suis' (I am).</p> | <p>Family By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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 to 70 in French. Understand possessive adjectives better in French ('my' form only). <p><i>Vocabulary:</i> We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are.</p> | <p>The Date By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the seven days of the week in French. Recognise and recall the twelve months of the year in French. Recognise and recall numbers 1-31 in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when our own birthday is in French. <p><i>Vocabulary:</i> The twelve nouns for the months of the year and the structures involved for asking and saying the date, as well as how to ask and say when your birthday is in French.</p> | <p>The Weekend By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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?</p> |
| Term 3 | <p>Musical Instruments By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Start to understand articles/determiners better in French. Learn to say and write 'I play an instrument' in French using the high frequency first-person regular verb 'je joue' (I play) with up to ten different instruments. <p><i>Vocabulary:</i> Ten common instruments with their appropriate definite article/determiner first and then in a short phrase using the partitive article. First person conjugation of the verb 'jouer' (je joue).</p> | <p>Goldilocks By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> There is no specific list of language to be covered/learned. There is a lot of language and we will pick how much we learn to retell the story.</p> | <p>My Home By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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 il n'y a pas de...'. Use the connective/conjunction et to link two sentences together. <p><i>Vocabulary:</i> Basic personal details will be revisited including the high frequency first-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 il n'y a pas de'.</p> | <p>The Weekend By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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?</p> |

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| <p>Term 4</p> | <p>I am able... By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with 'je peux' and the negative form 'je ne peux pas'. How to use the conjunctions 'et' (and) and 'mais' (but) in French. <p><i>Vocabulary:</i> Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb 'pouvoir', 'je peux' and the negative form 'je ne peux pas' plus ten common infinitive verbs.</p> | <p>At the tea room By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Name, recognise and remember 20 different foods, snacks and drinks. Attempt to spell the nouns with the correct indefinite article/determiner. Learn key phrases and questions to converse in conversations to role-play the setting. Develop an understanding of the French currency to support calculating the bills. <p><i>Vocabulary:</i> The nouns and determiners/articles for 20 different foods, snacks and drinks. The language and understanding of key phrases and questions to support role-play of 'salon de thé'. French currency and numbers.</p> | <p>Clothes By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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.</p> | <p>Healthy Living By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. <p><i>Vocabulary:</i> Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy.</p> |
| <p>Term 5</p> | <p>Ice-cream By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in French. Attempt to spell some of these nouns with their correct articles/determiners. How to use the first-person high frequency verb 'je voudrais'. Name, recognise and remember how to ask for a cone, pot and how many scoops of ice-cream. Converse in short conversations of being able to ask and understand an ice-cream order in French. <p><i>Vocabulary:</i> The nouns and determiners/articles for 10 flavours of ice-cream. First-person high frequency verb 'je voudrais' and correct determiners/articles. The language and understanding required to receive and order an ice-cream.</p> | <p>Classroom By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack. <p><i>Vocabulary:</i> 12 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The three options for 'my' in French. 'J'ai...' ('I have') will be revisited before introducing the negative reply 'je n'ai pas de...' ('I don't have')</p> | <p>Review – Preparation for the French Trip By the end of this unit, they have:</p> <ul style="list-style-type: none"> Revisited prior learning. Corrected and consolidated any misconceptions. Developed a greater understanding. Prepared to interact and converse with French students of a similar age. <p><i>Vocabulary:</i> There is no specific list of language to be covered/learnt. There is a lot of language and we will pick depending on children's prior learning.</p> | <p>Planets By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> Improvement and greater development of vocabulary through learning 10 key elements of the Solar system and label them on a map. How to apply increasing knowledge of adjectival agreement. Use conjunctions and intensifiers to create more complex descriptions. How to ask questions and answer questions in French to conduct an interview and be interviewed (astronaut). <p><i>Vocabulary:</i> There is a wider range of vocabulary in this unit compared to others due to the complexity of the language and exploration of longer writing. The ten key elements from the Solar system with a wider range of adjectives and question words.</p> |
| <p>Term 6</p> | <p>Fruits By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct articles/determiners. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. <p><i>Vocabulary:</i> 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).</p> | <p>The Weather By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> 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.</p> | <p>Habitats By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> 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. <p><i>Vocabulary:</i> Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat</p> | <p>Me and the world By the end of this unit they will be able to:</p> <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities 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 <p><i>Vocabulary:</i> A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p> |

MFL Disciplinary Knowledge (the how)

| | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------------|---|--|---|--|
| Listening Skills | <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p> | <p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p> | <p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p> | <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p> |
| Speaking Skills | <p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> | <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p> | <p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p> | <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p> |
| Reading Skills | <p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p> | <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> | <p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p> | <p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school).</p> |
| Writing Skills | <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> | <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> | <p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p> | <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>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.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p> |
| Grammar Skills | <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p> | <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Become familiar with and begin to use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p> | <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p> | <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p> |