

Year	Aut 1 - Chenille	Aut 2 - Noel	Spr 1-Toute Les Couleurs	Spr 2- Pacques	Sum 1 – Je M’habille	Sum 2 -Letter
3	<p>*Greetings, introductions, numbers to 10, colours.</p> <p>*Songs: a) Frere Jacques, (Mon Ane DVD) b) Days of the week (Chantez Plus Fort) *Book – Chenille Qui Fait Des Trous – focus on numbers, days of week and food names.</p>	<p>*Review Autumn 1</p> <p>* Noel – French Christmas facts (ppt) and read simple Nativity story</p> <p>*Decorate the Christmas tree (WSD/MFL/100 Activities.)</p> <p>*Christmas song – Vive Le Vent</p>	<p>*‘Toute Les Couleurs’ - Recap colours and introduce parts of the body. Numbers – up to 20. *Song – ‘Tete, Epaule, genoux, pieds’. *Create pages from Toutes Les C. *Use Silly sentences (p24 Jouons Nous) as basis – using eg le chat a les mains brunes. Some focus on adjective agreement and practice of vocabulary. (include cat, dog, elephant)</p>	<p>*Continue with parts of body, numbers to 20, colours.</p> <p>*Jacques a dit (Simon says in French – parts of the body- poussez le nez (touch your nose) etc...</p> <p>*Pacques – Learning key facts about French Easter and key words (ppt presentation)</p>	<p>Je m’habille – book. Clothes Songs: Une Souris Verte (Mon Ane), months of the year. Qu’est-ce que c’est? C’est un pantaloon brun... etc..</p>	<p>*Writing a letter to (next teacher/parent/French pen-friend?) Dear... My name is I am ...years old My favourite food is... My favourite clothes are....eg black trousers, a blue shirt etc... *Phonics – play rhyming pairs (Jouons Tous p14-17)</p>
OBJ	MFL 1, (Euro Day – 18, 20)	MFL 2, 12	MFL 6, 11,13	MFL 4, 5	MFL3, 19	MFL13
Listen	Smartboard, Ppt book, Mon Ane DVD	PPT book, song CD, Xmas Ppt	Ppt book, song,	Song, Easter Ppt	Je m’habille,	Je m’habille,
Speak	Pair talk intros, counting, singing	Recap greetings, days of the week, numbers to 20	Song, parts of the body	Je porte..., song, Easter words	Qu’est-ce que c’est? C’est un....	Qu’est ce que tu aime manger?boire? J’aime... Je deteste...
Read	Chenille	Chenille	Toutes Les Couleurs		Je m’habille	
Write	Je m’appelle Lundi, la chenille mange.....	Christmas words...J’aime, Je deteste... Qu’est-ce que tu aime?	Own page of TLC (above)	Sentences Jacques a dit, “.....” Words and phrases related to Easter.		Lundi, j’ai mange

BY THE END OF YEAR 3, MOST CHILDREN SHOULD BE ABLE TO:

- a) Greet and introduce themselves, and ask for someone’s name and age
- b) Count to 20
- c) Name the days of the week

- d) Name several parts of the body – head, shoulders, knees and toes!
- e) Name common colours -blue, green, yellow, red, orange, black, white
- f) Name several types of food (see Chenille book)
- g) Name several items of clothing (see Je m’habille)
- h) Compose orally simple sentences or ask questions involving the above – eg ‘What day is it today?’ ‘Today is Wednesday’.
- i) Make reasonable attempt at a French accent (ie adapt their accent)
- j) Be able to understand someone explaining any of the above at a slow speaking pace)
- k) Read simple French sentences based on the above or from a familiar text.
- l) Write sentences based on the above, or in the context of a familiar text.
- m) Know how to say they don’t understand (Je ne comprends pas)/please speak slowly (un peu lentment s’il vous plait)/I am English (Je suis Anglais/e)

4	La Famille	Qu’est-ce que tu porte?	Grand Monstre	Bon Appetit	Le Temps	Travel
	Numbers to 30 My family – names, ages. Simpsons family Phonics – p14-17 Jouons Tous Take 10 Phonics (EURO DAY – GERMANY IN WW2) Song – months of year/La Famille Souris (CPF)	Bonhomme De Neige (100IWB) – parts of body, clothes Qu’est-ce que tu porte? Noel – nativity book to read Songs - Sur Le Pont Vive Le Vent (Chantez Plus Fort)	Grand Monstre Vert – colours, parts of face, adjective/noun agreement (DT pop up book link?) Reprise Jacques a dit – encourage use of parts of head/face.	Bon Appetit M Lapin, (food and ordering simple food/drink in a cafe)	QCA 2 - Weather (link with Geog), seasons, countries La Chanson Des Listes (weather song) Seasons	QCA 6 -Travel - countries, months Favourites Write a paragraph about your family, pets, favourite food, and holiday destination.
OBJ	MFL1, 2,3, Euro day – MFL 18,19, 20	MFL 3, 5	MFL2, 6, 13	MFL 4, 5, 11	MFL 6, 11,12	MFL 13
List en	Simpsons Family	Bonhomme de Neige, Food at French Christmas, English Christmas	GMV	Bon Appetit M Lapin	Weather smart board presentation, countries of the world	Smartboard months and countries, song months of year,
Speak	Il a des cheveux...orange	Le Noel, je mange.... Les Francais mangent...	Mon monstre a les grands yeux jaunes etc...	Un café ‘sil vous plait etc.	Aujourd’hui il fait beau. Quel temps fait-il en France?	En Aout, je vais en France...
Read	Simpsons family	Bonhomme de Neige	GMV text	Bon Appetit	Sentences describing weather, countries of the	Names of countries, months,

					world, seasons	
Write	Describing myself. J'ai des cheveux....	Sentences to describe food and drink at Christmas in France and for us.	Pages for a GMV book – GMV a les yeux.....etc. Then description of self for guess who game.	Sentences – animals, colours, sizes, etc	Create book with pages of weather descriptions for seasons for UK and contrasting climate.	Sentences to describe a country we have been to on holiday

BY THE END OF YEAR 4, MOST CHILDREN SHOULD BE ABLE TO DO ALL YEAR 3 EXPECTATIONS AND:

- a) Describe who is in family and age of brothers and sisters
- b) Count to 30
- c) Name months of the year and seasons
- d) Name and describe parts of the face
- e) Name more food and drink and make a simple order in a café - eg un coca cola s'il vous plait?
- f) Describe the weather
- g) Compose orally simple sentences or ask questions involving the above – eg 'What's the weather like?' 'Today it's snowing'.
- h) Continue to improve their French accent (ie appreciation of phonic differences – eg g and j)
- i) Be able to understand someone explaining any of the above at a moderate pace)
- j) Read simple French sentences based on the above or from a familiar text.
- k) Write sentences based on the above, or in the context of a familiar text, showing some awareness of noun/adjective agreement (mas/fem)
- l) Ask how something is spelt (comment ca s'écrit), please can you help me (pouvez-vous m'aidez?)

5	Les Planetes	A Noel, je voudrais.....	En Ville	Les Passetemps	Quelle Heure est-il?	Letter
	Numbers to 100 Les Planetes – noun verb agreement, size, temperature, colour Song – Je me presente Introduction including family	Continue Autumn 1 Silence Le Pere Noel – practice reading and understanding unfamiliar text. Food and drink at Christmas. Presents - I would like....	En Ville –places in towns, size and noun/verb agreement Unit 11 QCA	Numbers to 100 Sports – pastimes, hobbies 100 Powerpoints C'est moi, le champion. Verb conjugations – aimer.	Telling the time and recap days of the week – link with sports – eg at ten o'clock, I play tennis, On Tuesdays I swim.	Letter to French Pen friend – Introduce name, age, family,
OBJ	MFL 4,5,7,8, 14, 15	MFL 1,2,3, 12, 14, 15	MFL 10,11, 15	MFL 6,9	MFL13	MFL 16,17
List en	Les Planetes	Le Pere Noel	Description of a town/ppt	PPT slides - Que fais- tu dans ton temps libre?	Song – Quelle heure est-il?	Example letter
Spea k	Saturne est jaune et c'est tres chaude.	A Noel, Je mange... Je bois....Je voudrais...	Dans ma ville/mon village, il y a...	J'aime au... Tu aimes au..	Les jeudis, a midi je joue au...	Explaining family etc

				Il aime Ils aiment		
Read	Les Planetes	Silence Le Pere Noel	Description of a town/ppt	PPT presentation	Time	Example letter
Write	Je pense a une planete	A Noel, Je mange... Je bois....Je voudrais...	Dans ma ville/mon village, il y a...	Je joue au.. Je n'aime pas jouer au...	Les jeudis, a midi je joue au...	Own letter
<p>BY THE END OF YEAR 5, MOST CHILDREN SHOULD BE ABLE TO DO ALL EXPECTATIONS AT Y4 and 3, AS WELL AS:</p> <ul style="list-style-type: none"> a) Count to 100 b) describe nouns using comparatives (assez, tres, and noun/adjective agreement) c) say something they would like Je voudrais.....Ask what someone else would like. d) Describe places in their town/village e) Explain what they/others like/dislike to do in free time using correct verb conjugation f) Tell the time to the nearest hour/half hour g) Compose a letter giving details of family, pastimes, with correct subj/adjective agreement h) Use a clear French accent for common words and phrases, and continue to attempt an appropriate accent for less familiar words i) Be able to understand someone using familiar words or phrases at a good pace) j) Read simple French sentences based on the above or from a familiar text. k) Write sentences based on the above, or in the context of a familiar text, showing some awareness of noun/adjective, or noun/verb agreement l) Ask someone to repeat something – pouvez vous repetez ca s'il vous plait? 						
6	A L'Ecole	La Famille, Les Animaux!	Etre et Avoir	Connectives	Transition	Transition
	Daily routine at school – subjects, favourites, times of the day. Recap songs – date, days of week, time. Counting to 100.	Pets and adjectives to describe character. Song - La Famille Souris – recap. Adjectives – mechant, beau, gentile, intelligent etc.	Using etre and avoir – Describing family and where we go at the weekend. Text?	Using connectives - et, mais, parce que, aussi	KS2/3 Transition unit – review and writing letter to Kings	KS2/3 Transition Unit – review and writing letter to Kings
OBJ	MFL 1,2,3, 9	MFL 4,5, 7, 8, 11	MFL 6, 9, 10, 11	MFL 6, 9, 10, 17	MFL 13,15,17	MFL 10, 13, 15, 17
List en	Songs recap. Example ppt explaining favourite subjects.	PPT on pets and descriptions.	Song on etre and avoir	PPT using connectives.	Example letter – recap of family, greetings, introductions, etc.	
Speak	My favourite subject is... Mondays we do Science	What pets do you have? I have a beautiful cat and a naughty dog. Etc.	Describing family – he is kind, he is 18 years old. He goes to Exeter at the w/end.	I like tennis but I don't like rugby. I love reading because it is fun.	Introduce self and family, interests etc.	

Read	PPT presentation	PPT pets	Conjugation of etre and avoir, example sentences re family.	PPT presentation	Example letter	
Write	My favourite subject is... Mondays we do Science	What pets do you have? I have a beautiful cat and a naughty dog. Etc.	Describing family – he is kind, he is 18 years old. He goes to Exeter at the w/end.	Tell me about your hobbies. I like tennis but I don't like rugby.	Writing sentences to practise describing self	Writing letter

BY THE END OF YEAR 6, MOST CHILDREN SHOULD BE ABLE TO DO ALL Y3,4,5 EXPECTATIONS, AS WELL AS:

- a) explain daily routine at school, and favourite subjects
- b) describe characters
- c) show awareness of verb conjugation for avoir and etre
- d) use some connectives correctly to form longer sentences
- e) write a letter to introduce themselves
- f) speak with growing fluency with an understandable French accent

MFL1 Identify and respond to key sounds, rhymes and rhythm in the new language **(M30)**

MFL2 Experiment with and practice making the sounds of the new language **(M31)**

MFL3 Begin to assign meaning to words and sounds that are unfamiliar **(M32)**

MFL4 Recognise and respond to familiar words, word categories and short sentences that they hear **(M33)**

MFL5 Engage in conversations and ask and answer questions **(M34)**

MFL6 Understand simple conventions of different languages **(M35)**

MFL7 Try to make sense of unfamiliar language that they hear **(L32)**

MFL8 Understand the main points of what people say **(L33)**

MFL9 Engage in conversation, expressing their own opinions and responding to the opinions of others **(L34)**

MFL10 Present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves **(L35)**

MFL11 Recognise and understand familiar words, phrases and simple sentences **(M36)**

MFL12 Read and interpret a range of simple texts **(M37)**

MFL13 Select and use familiar words and phrases to convey meaning in written text **(M38)**

MFL14 Understand the main points and some of the detail of texts they read **(L36)**

MFL15 Read aloud with expression and accuracy **(L37)**

MFL16 Recognise and apply the links between the sounds and spelling of a language **(L38)**

MFL17 Express ideas in sentences and short texts **(L39)**

MFL18 Understand that different languages are spoken in different parts of the UK and the world **(M39)**

MFL19 Recognise that languages have words and features in common as well as differences **(M40)**

MFL20 Explore similarities and differences in everyday life, traditions and celebrations in different cultures and countries **(M41)**

MFL21 Empathise with others and imagine how others may see their own way of life and culture **(L40)**

MFL22 Explore the origins, influences and development of words in different languages **(L41)**

MFL23 Compare attitudes to different languages and reflect on the importance of respect for others **(L42)**

New Curriculum Objectives and reference to Dimensions objectives:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding (MFL 1-9)
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (MFL1)
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* (MFL5,7,9)
- speak in sentences, using familiar vocabulary, phrases and basic language structures (MFL 6,9)
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* (MFL2)
- present ideas and information orally to a range of audiences* (MFL10)
- read carefully and show understanding of words, phrases and simple writing (MFL12)

- appreciate stories, songs, poems and rhymes in the language (MFL1, 12)
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (MFL 7 – need to ensure dictionary work is included in this)
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly (MFL13)
- describe people, places, things and actions orally* and in writing (MFL10)
- 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. (MFL6)

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