

# MFL - French

<b>Skills/Knowledge</b>	<b>At lower Key Stage 2 – Year 3</b> <ul style="list-style-type: none"> <li>I can begin to engage in conversations by asking and answering questions, expressing opinions</li> <li>I can begin to speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can begin to develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can begin to appreciate stories, songs and rhymes in the language</li> <li>I can begin to recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can begin to make links between French phonemes and spellings</li> <li>I can begin to write familiar French vocabulary</li> </ul>	<b>At lower Key Stage 2 – Year 4</b> <i>Building on skills from Year 3</i> <ul style="list-style-type: none"> <li>I can engage in conversations by asking and answering questions, expressing opinions</li> <li>I can speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can make links between French phonemes and spellings</li> <li>I can write familiar French vocabulary</li> <li>I can present my ideas to a range of audiences</li> </ul>	<b>At upper Key Stage 2 – Year 5</b> <i>Building on skills from Year 4</i> <ul style="list-style-type: none"> <li>I can begin to read carefully and show understanding of words, phrases and simple writing</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> <li>I can describe people, places and things orally and begin to in my writing</li> </ul>	<b>At upper Key Stage 2 – Year 6</b> <i>Building on skills from Year 5</i> <ul style="list-style-type: none"> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> <li>I can describe people, places and things orally and begin to in my writing</li> <li>I can write from memory and adapt these to create new sentences to express ideas clearly</li> <li>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.</li> </ul>

## MFL Lower Key Stage Two

Year 3/4

	<b>Autumn Term Y3</b> All about me	<b>Spring Term Y3</b> All about me	<b>Summer Term Y3</b> Portraits	<b>Autumn Term Y4</b> Let's go!	<b>Spring Term Y4</b> The four friends	<b>Summer Term Y4</b> Life and health
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Key Knowledge	<ul style="list-style-type: none"> <li>I can tell you where France is and names some French speaking countries</li> <li>I can greet someone in French</li> <li>I can tell someone what my name is</li> <li>I can ask someone how they are?</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you who is in my family</li> <li>I can tell you the numbers 1-12</li> <li>I can tell you how old I am</li> <li>I can ask someone how old they are</li> <li>I can follow classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can name colours</li> <li>I can name a range of Body parts</li> <li>I can listen to and retell the Monster story</li> </ul>	<ul style="list-style-type: none"> <li>I can name modes of transport</li> <li>I can name different types of weather</li> <li>I can tell you what the weather is like</li> <li>I can name some French speaking holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>I can name animals</li> <li>I can name colours (revision of work from year 3)</li> <li>I can listen to and retell the 'Four friends' story.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some foods</li> <li>I can give my opinions about different foods</li> <li>I can tell you which foods are good for you</li> <li>I can name a variety of sports</li> <li>I can begin to explain the life cycle of a plant</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>I can begin to engage in conversations by asking and answering questions, expressing opinions</li> <li>I can begin to speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can begin to develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can begin to write familiar French vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to engage in conversations by asking and answering questions, expressing opinions</li> <li>I can begin to speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can begin to develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can begin to recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can begin to write familiar French vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in conversations by asking and answering questions, expressing opinions</li> <li>I can speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can begin to develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can make links between French phonemes and spellings</li> <li>I can begin to write familiar French vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in conversations by asking and answering questions, expressing opinions</li> <li>I can speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can make links between French phonemes and spellings</li> <li>I can write familiar French vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in conversations by asking and answering questions, expressing opinions</li> <li>I can speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can make links between French phonemes and spellings</li> <li>I can write familiar French vocabulary</li> <li>I can present my ideas to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>I can engage in conversations by asking and answering questions, expressing opinions</li> <li>I can speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>I can develop accurate pronunciation and intonation, so that others understand when I am using familiar words or phrases</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can recognise and begin to respond to the written form of familiar vocabulary</li> <li>I can make links between French phonemes and spellings</li> <li>I can write familiar French vocabulary</li> <li>I can present my ideas to a range of audiences</li> </ul>
Topic Vocab	<p>Comment t'appelles-tu ? Et toi ? Quel Age as-tu ? Qu'est-ce que c'est ? Qui est-ce ? C'est...? Le / la / les Voici</p>	<p>Qu'est-ce que c'est? Qui est-ce? Combien de? Le / la / les Je prefere... Je n'aime pas... Je déteste... J'aime... J'adore</p>	<p>As-tu? Il / elle a... / il / elle est Es-tu? Un / une Et C'est qui? J'ai / Je n'ai pas de Je suis... rouge bleu vert jaune orange violet rose brun / marron noir gris blanc</p>	<p>Ou vas-tu ? Je vais Dans Quel temps fait-il? C'est quell jour? Quel jour sommes nous?</p>	<p>As – tu? Un / une J'aime Je n'aime pas Et Il / elle est C'est qui? J'ai Le / la / les J'adore Mais Le ..... est .....</p>	<p>Un / une J'aime / Qui aime? Je n'aime pas / je déteste Et Il / Elle Est Chest qui? Le / la / les Adore Vaus désirez? Jed voudrais Qu'est-ce que tu fais? C'est</p>

## MFL Upper Key Stage Two

Year 5/6

	Autumn Term Y5 On our way to school	Spring Term Y5 The planets	Summer Term Y5 Beach scene	Autumn Term Y6 Our World	Spring Term Y6 The cafe	Summer Term Y6 Past and present
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>I can say numbers to 100</li> <li>I can name different modes of transport</li> <li>I can name some buildings that you might find in a village / town / city</li> <li>I can give some simple directions</li> <li>I can tell you my likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet</li> <li>Planets – size, colour, hot, cold</li> <li>Planets – position</li> </ul> <p>Classifying nouns, adjectives and verbs.</p>	<ul style="list-style-type: none"> <li>Naming people / objects on a beach</li> <li>Description – colour and size</li> <li>Verbs (present tense er verbs)</li> </ul> <p>Writing instructions</p>	<ul style="list-style-type: none"> <li>Continents and rivers</li> <li>Geographical features.</li> <li>Months</li> <li>Weather (present and future)</li> <li>The superlative (biggest)</li> <li>Replacing proper noun with 'il' or 'elle' (it)</li> </ul>	<ul style="list-style-type: none"> <li>Number (price)</li> <li>Items in café menu</li> <li>Past tense</li> <li>Regional foods</li> <li>Ice cream flavours</li> <li>Conversation in a café</li> <li>Following a recipe</li> </ul>	<ul style="list-style-type: none"> <li>Past tense – il y avait / il n'y avait pas de</li> <li>C'était / ce n'était pas</li> <li>Shops</li> <li>Adjectives to describe towns</li> <li>Numbers 60 – 100 (in units)</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>I can begin to read carefully and show understanding of words, phrases and simple writing</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> </ul> <p>I can describe people, places and things orally and begin to in my writing</p>	<ul style="list-style-type: none"> <li>I can begin to read carefully and show understanding of words, phrases and simple writing</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> </ul> <p>I can describe people, places and things orally and begin to in my writing</p>	<ul style="list-style-type: none"> <li>I can begin to read carefully and show understanding of words, phrases and simple writing</li> <li>I can appreciate stories, songs and rhymes in the language</li> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> </ul> <p>I can describe people, places and things orally and begin to in my writing</p>	<ul style="list-style-type: none"> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> <li>I can describe people, places and things orally and begin to in my writing</li> <li>I can write from memory and adapt these to create new sentences to express ideas clearly</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> <li>I can describe people, places and things orally and begin to in my writing</li> <li>I can write from memory and adapt these to create new sentences to express ideas clearly</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including using a French dictionary</li> <li>I can describe people, places and things orally and begin to in my writing</li> <li>I can write from memory and adapt these to create new sentences to express ideas clearly</li> <li>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.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic Vocab</p>	<p>Il y a Quand Finalement A droite Je ne comprends pas J'aime Je déteste Un / une / des Je vais Puis / ensuite A gauche A droite / tout droit Répétez s'il vous plait J'aime / je n'aime pas / j'adore Je déteste / je préfère</p>	<p>C'est ne / n'pas Un / une Il / elle est Tres / assez Et / mais Donc / parce que Loin de / près de Il y a Combien de?</p>	<p>Le / las / les Un / une Que fait le / la Que font les? C'est Aussi Ou est? Ne / n'pas</p>	<p>Le / las / les = the Est – is Quelle – which Ou est? = where is? Un / une = a C'est – it is Le / la plus grand(e) = the biggest Dans = in</p>	<p>Opinions Et / mais Parce que , donc Je voudrais Café foods and drinks Je ne comprends pas / répétez s'il vous plait</p>	<p>Le / la / les – the Adjectives Tres / assez Il y'a / c'est Il y' avait / il n'y avait pas / c'était Beaucoup de / peu de connectives</p>
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