

## MFL Curriculum Overview - French

Year 1/2	<p><b>Themes and contexts:</b>            What is French? Where is France?            Greetings and introductions            Saying your name            Colours            Saying how we are            Numbers 1-10            Saying our age            Days of the week            Stories and songs in French</p> <p><b>Key skills:</b>            To listen to and follow a story in French            To engage in language-learning and enjoy singing and speaking in the target language            To participate in telling stories and singing songs in French, filling in words that they know            To speak in a short exchange: say two things about yourself, responding to common and familiar questions            Speaking independently and showing curiosity            To begin to recognise written words such as colours, days and numbers            To understand that there are different languages spoken in the world</p>	<p><b>Core Language:</b>  <i>bonjour</i>  <i>salut</i>    <i>ça va ? ça va</i>    <i>ça va bien/mal/ comme ça, comme ça</i>    <i>au revoir</i>    <i>à bientôt</i>    <i>je m'appelle</i>    <i>rouge, bleu, jaune, vert, orange, rose, violet, marron, noir, blanc</i>    <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>    <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p>
Year 3	<p><b>Themes and contexts:</b>            Introducing ourselves: writing our first sentence in French            'Physical French Phonics' – phonemes for colour words            Numbers 1-12 and saying our age            Pets            Foods, days and quantities through the story 'The Very Hungry Caterpillar'            Easter and Christmas in France</p> <p><b>Key skills:</b>            To know 12+ French phonemes and apply them when speaking            To begin to match phonemes with graphemes            To develop accurate pronunciation with an awareness of French phonics            To begin to adapt short sentences to write about themselves            To identify common words when reading and listening a story            To present ideas when speaking and take part in a short role-play            To develop an understanding of the wider world and languages different to our own</p>	<p><b>Core Language:</b>  <i>je m'appelle</i>    <i>j'ai_ans</i>    <i>rouge, bleu, jaune, vert, orange, rose, violet, marron, noir, blanc</i>      <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i>      <i>un/une</i>    <i>un chat, un chien, un lapin, un hamster, un poisson, une tortue</i>      <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>      <i>une pomme, un orange, un gateau, du fromage, du saucisson, une glace</i></p>

Year 4	<p><b>Themes and contexts:</b>  Numbers 11-20  Dates and birthdays; numbers 1-31  Christmas in France  The weather  <i>La chandeleur</i> – pancake day  ‘Physical French Phonics’ – phonemes for family words  Family  Describing physical appearance  <i>La jour de la Bastille</i> – Bastille Day</p> <p><b>Key skills:</b>  To write longer sentences - adapting sentences by replacing words to present their own ideas  To know 12+ French phonemes and apply them when speaking  To match phonemes with graphemes  To ask and answer questions successfully in short exchanges  To write to describe  To read full sentences and understand main points and vocabulary  To listen for details in a description  To develop accurate pronunciation with good awareness of French phonics  To develop understanding of cultures and languages different to our own</p>	<p><b>Core Language:</b>  <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i></p> <p><i>la date de mon anniversaire c’est...</i></p> <p><i>il fait/chaud/froid/gris, il y a du vent, il pleut</i></p> <p><i>une crêpe</i></p> <p><i>ma famille</i></p> <p><i>il y a</i></p> <p><i>mon/ma</i>  <i>mon père, ma mère, mon frère, ma sœur, ma grand-mère, mon grand-père</i></p> <p><i>j’ai les yeux/les cheveux</i>  <i>blonds/marron/roux/bleus/noirs/verts/grises</i></p>
Year 5	<p><b>Themes and contexts:</b>  Expressing likes and dislikes  Looking up new nouns and bilingual dictionary skills  Writing a longer passage  Christmas in France  <i>La Chandeleur</i> – Pancake Day  Numbers 31-60  Shopping for food  Easter in France  Speaking role-play ‘All about me’</p> <p><b>Key skills:</b>  To speak and write in full sentences to express points of view  To understand nouns and gender in French  To be proficient in looking up nouns in a bilingual dictionary  To speak without prompts in a role-play setting  To write to describe</p>	<p><b>Core Language</b></p> <p><i>j’adore, j’aime, je n’aime pas, je déteste</i></p> <p><i>et, mais</i></p> <p><i>le/la/les</i></p> <p><i>le foot, la pizza, la salade, la musique, les chats, les fleurs</i></p> <p><i>vingt, trente, quarante, cinquante, soixante</i></p> <p><i>je voudrais</i></p> <p><i>s’il vous plaît</i></p> <p><i>je m’appelle</i></p> <p><i>j’ai...ans</i></p> <p><i>j’habite à/en</i></p> <p><i>la date de mon anniversaire c’est le...</i></p>

<p>Year 6</p>	<p><b>Themes and contexts:</b>          At school and school in France          Describing ourselves and others          Christmas in France          Free time and hobbies          Mini-books – all about me          Easter in France          French café</p> <p><b>Key skills:</b>          To speak more spontaneously to express an opinion          To write a short paragraph, adapting commonly used phrases          To write independently; to spell common words and phrases accurately          To begin to understand how to conjugate common verbs          To identify details when reading an listening, showing a development of comprehension skills          To speak without prompts in a role-play setting          Appreciate and respect cultural diversity and present information about a culture different to my own</p>	<p><b>Core Language:</b>  <i>À l'école</i></p> <p><i>les matières: les maths, l'anglais, les sciences, le français, l'histoire, la géographie, la musique, la technologie, l'informatique</i></p> <p><i>avoir: j'ai, tu as, il a, elle a</i></p> <p><i>être: je suis, tu es, il est, elle est</i></p> <p><i>grand(e), petit(e), gentil(le), amusant(e)</i></p> <p><i>jouer: je joue, tu joues, il joue, elle joue au foot, au basket, au tennis, au rugby</i></p> <p><i>faire: je fais, tu fais, il fait, elle fait de l'athlétisme, de la danse, de la natation, de l'équitation</i></p>
---------------	--	---