



Modern Foreign Languages Progression Map



Curriculum design for MFL

Intent:

Our intention at Hayes is to ensure that every key stage 2 child accesses a Languages curriculum that challenges and inspires curiosity and deepens their understanding of the world. They will have an understanding of other cultures as well as a curiosity of the wider world that we live in. We aim for all our children to leave Hayes with the foundations to continue to learn language for practical purposes as well as having the ability to express their thoughts and ideas in another language.

The National Curriculum for Languages aims to ensure that children:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Implementation:

- At Hayes, we use the Language Angels scheme of work from Year 3 to Year 6. This scheme allows teachers to deliver high quality French language teaching that builds on previous years learning to develop the foundations of language learning.
- Weekly, high quality, inspiring lessons taught by teachers with an expert knowledge of the subject using the Language Angels scheme.
- Language lessons are taught mostly in French using the classroom vocabulary provided by Language Angels.
- Children given opportunities to reflect upon their learning; asking questions and giving opinions.

Impact

If you walked in on a Hayes French lesson, you would see:

- Children engaged in their French lessons and beginning to converse in French with increasing confidence
- Children motivated and engaged in French lessons through high quality, inspiring lessons based on the Language Angels scheme of work
- Children who leave the lesson enthused and excited to explore and take up opportunities to speak French in school and at home

Our destination as *French speakers* at Hayes will be:

By the time that children leave Hayes School, they are able to speak basic French with increasing confidence ready to continue their languages journey at secondary school. They show an understanding of other cultures and some of the ways ours is similar to theirs, as well as ways in which they are different. They have the grammatical basics that enable them to continue to

foster a love of language learning, whatever that language may be.

Progression of Knowledge

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (X) I'm learning French (E)	Phonetics 1-2 (X) Presenting Myself (I)	Phonetics 1-3 (X) Do You Have a Pet? (I)	Phonetics 1-3 (X) At School (P)
Autumn 2	Animals (E)	My Family (I)	The Date (I)	Healthy lifestyle(P) Additional lesson: cultural lesson 4: Le Bleuet de France
Spring 1	Instruments (E) Additional lesson: cultural lesson 1: Le Carnaval de Nice	In the Classroom (I) Additional lesson: cultural lesson 2: Le Galette des Rois	My home (I)	At the Weekend (P)
Spring 2	I am able... (E)	At the tea room (I)	Clothes (I) Additional lesson: cultural lesson 3: Le Poisson de Avril	Phonetics (X) Planets (P)
Summer 1	Ice Creams (E)	Phonetics 3 (X) What is the weather? (I)	Olympics (I)	Vikings (P)
Summer 2	Fruits (E)	Habitats (I)	Romans (I)	Me in The World (P)

Key

(X)	Extra Teaching.
(E)	Early Language Teaching.
(I)	Intermediate Language Teaching.
(P)	Progressive Language Teaching.

By the end of Key Stage 2, children will...	
<u>Speaking</u>	<ul style="list-style-type: none"> ● Communicate with others with improved confidence and accuracy, responding with opinions ● Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity
<u>Reading</u>	<ul style="list-style-type: none"> ● Read aloud short pieces of text applying knowledge learnt from their phonics lessons and start to decode meaning of unknown words
<u>Writing</u>	<ul style="list-style-type: none"> ● Write short phrases, progressing to a paragraph, based on familiar topics incorporating conjunctions ● Learn to manipulate the language and be able to substitute words for suitable alternatives
<u>Listening</u>	<ul style="list-style-type: none"> ● Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases
<u>Grammar</u>	<ul style="list-style-type: none"> ● Understand the concept of gender and which determiners to use for meaning (e.g. 'the', 'a' or 'some') ● Start to explore verbs (e.g. 'I wear...', 'he/she wears...') and describe items using colour, for instance (e.g. my blue coat) ● Begin to explore regular and irregular verbs (e.g. 'to go', 'to do', 'to have' and 'to be')

French Knowledge Tracker

Year 3					
Listening	Speaking	Reading	Writing	Cultural awareness	
Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Children will learn about the French Le Carnaval de Nice . They will explore the internally recognised carnival celebration of Nice in the South of France. The children will learn all about this celebration and get a real feel of what it is like in Nice during this period. There will also be the opportunity for children to formulate an opinion of this celebration in French. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.	
Year 4					
Listening	Speaking	Reading	Writing	Cultural awareness	
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.	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.	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.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	La Galette Des Rois explores this very traditional French celebration and famous cake eaten on the 6th January. The lesson explains the possible reasons why this celebration started and how it is celebrated in more recent times. A family celebration very much focussed on the cake, the 'charms' hidden inside the cake and the crown worn by the person that finds the charm in their slice of cake! The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.	
Year 5					
Listening	Speaking	Reading	Writing	Cultural awareness	

	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'	Write a paragraph using familiar language incorporating connectives/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.	Le Poisson D'Avril explores this very popular and original French equivalent of our own 'April fool's day'. In France it is slightly different as it is centred around a 'fish' and attempting to place a paper fish on the back of somebody else without the person realising. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.
Year 6					
	Listening	Speaking	Reading	Writing	Cultural awareness
	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	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.	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	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 connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.	Le Bleuet de France explores the French remembrance flower which is similar to the poppy used in the United Kingdom. This is a very reflective and poignant lesson teaching the children some of the history behind the symbolic meaning of this flower and the significance of the term 'bleuet' which is also linked to the soldiers wearing the distinctive blue uniforms during WW1. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.

3 Pillars of Language

The three pillars of substantive language learning are phonics, vocabulary and grammar. This table shows the phonics and vocabulary learnt in each unit, as well as the grammar for each year group.

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Phonetics 1 (X) I'm learning French (E)	Animals (E)	Instruments (E) Additional lesson: cultural lesson 1: Le Carnaval de Nice	I am able... (E)	Ice Creams (E)	Fruits (E)
National Curriculum	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 • 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 (*)					
Subject Specific Content (substantive Knowledge)	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. Phonemes: CH OU ON OI	Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). Phonemes: CH OU ON OI	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. Phonemes: CH OU ON OI	Recognise, remember and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). Phonemes: CH OU ON OI	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 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.	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.
Prior Knowledge	Prior knowledge: None as this is an introductory unit.	Prior knowledge: The letter sounds (phonics &	Prior knowledge: The letter sounds (phonics & phonemes)	Prior knowledge: The letter sounds (phonics & phonemes) from	Prior knowledge: The letter sounds (phonics & phonemes)	Prior knowledge: The letter sounds (phonics & phonemes)

		phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning French' unit. What a noun and article/determiner is in English. What a verb is and that 'I am' comes from the verb 'to be' in English.	from 'Phonics & Pronunciation' lesson 1 (ch, ou, on, oi) Vocabulary from the 'I Am Learning French' unit. What a noun and article/determiner is in English. What a verb is in English.	'Phonics & Pronunciation' lesson 1. Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables' and in particular 'je plus conjugated verb'. Vocabulary from the 'I Am Learning French' unit. What a verb is in English.	from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning French' unit.	from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning French' unit. What a noun and article/determiner is in English. What a verb is in English.
Vocabulary	Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10.	10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb être (je suis = I am).	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).	Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs.	Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.	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).
Grammar	None as this is an introductory unit	Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une).	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	Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.	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 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	Nouns, gender, articles/determiners and plural form. We will be 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

		Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.	and les (l' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.		like/want. From the verb vouloir to want.	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.
--	--	--	--	--	---	---

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Phonetics 1-2 (X) Presenting Myself (I)	My Family (I)	In the Classroom (I) Additional lesson: cultural lesson 2: Le Galette des Rois	At the tea room (I)	What is the weather? (I)	Habitats (I)
National Curriculum	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 • 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 (*)					
Subject Specific Content (substantive Knowledge)	Know how to 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 Phonemes: I IN IQUE ILLE	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). Phonemes: I IN IQUE ILLE	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 commands. Phonemes: I IN IQUE ILLE	Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play. Phonemes: I IN IQUE ILLE	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. Phonemes: É E È EAU EUX	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. Phonemes: É E È EAU EUX
Sequencing Knowledge	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the 'Early learning' units.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units and the	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units.

	<p>particular numbers 1-10 and how you are feeling). What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).</p>	<p>Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have, j'habite (I live) and je m'appelle (I am called).</p>	<p>That j'ai means I have and comes from the verb to have avoir in French. What a noun and article/determiner is in English. What a verb is in English.</p>	<p>Intermediate unit Je me présente. What a noun and article/determiner is in English. What making a noun 'plural' means. How to say 'hello,' 'goodbye,' 'please' and 'thank you' in French.</p>	<p>Language introduced from Early Learning units. Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.</p>	<p>Different strategies on how to decode unknown text from units such as 'Petit Chaperon rouge', 'La maison Tudor' and/or 'Boucle d'or'.</p>
Vocabulary	<p>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).</p>	<p>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 1-100 plus how to say how old we are.</p>	<p>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). T</p>	<p>A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food.</p>	<p>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>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>
Grammar	<p>Adjectival agreement. 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</p>	<p>Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my.' Understanding that there are three words in French</p>	<p>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</p>	<p>Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than</p>	<p>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</p>	<p>Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.</p>

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Phonetics 1-3 (X) Do You Have a Pet? (I)	The Date (I)	My home (I)	Clothes (I) Additional lesson: cultural lesson 3: Le Poisson de Avril	Olympics (I)	Romans (I)
National Curriculum	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 • 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 (*)					
Subject Specific Content (substantive Knowledge)	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 conjunctions et (and) and mais (but) to make more complex and interesting sentences. Phonemes: É E È EAU EUX	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. Phonemes: É E È EAU EUX	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 in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together. Phonemes: É E È EAU EUX	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. Phonemes: É E È EAU EUX	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. Phonemes: QU Ç GNE EN AN	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. Phonemes: É E È EAU EUX
Sequencing Knowledge	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. Language introduced from Early Learning and Intermediate units.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units.

	Vocabulary from 'Presenting Myself' and 'My Family' units. The difference between a definite and indefinite article/determiner. That nouns in French have gender and this has an impact on the determiner.	Language introduced from Early Learning units. Numbers 1-31 Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.	Vocabulary from the 'Je me présente, ' ' Ma famille' and 'As-tu un animal ?' Intermediate units to be able to present ourselves, talk about our/a family and pets.	agreement (nationality in 'Presenting Myself'). Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. Understand better the differences between definite and indefinite articles. The vocabulary to describe weather.	Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French. How to decode longer, unknown texts in French.	How to use the negative in French from units like 'En classe, and ' ' As-tu un animal ? and/or 'Chez moi'
Vocabulary	8 common pets. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). T	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.	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 il n'y a pas de...	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.	The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form.	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.
Grammar	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'...	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	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	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	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.	Changing sentences from the positive to their negative form using the structure ne...pas de/d'...

		(premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.	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.	and extended using colours.		
--	--	---	---	-----------------------------	--	--

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Phonetics 1-3 (X) At School (P)	Healthy lifestyle(P) Additional lesson: cultural lesson 4: Le Bleuet de France	At the Weekend (P)	Phonetics 4 (X) Planets (P)	Vikings (P)	Me in The World (P)
National Curriculum	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 • 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 (*)					
Subject Specific Content (substantive Knowledge)	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. Explore the irregular, high frequency verb 'aller' (to go) in full. Phonemes: QU Ç GNE EN AN	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. Phonemes: QU Ç GNE EN AN	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. Phonemes: QU Ç GNE EN AN	Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut. Phonemes: QU Ç GNE EN AN	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. Phonemes: QU Ç GNE EN AN	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. Phonemes: QU Ç GNE EN AN
Sequencing Knowledge	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics &	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics &	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics &	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2, 3 & 4.	Prior knowledge: The letter sounds (phonics & phonemes) from all four 'Phonics & Pronunciation' lessons.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics &

	<p>Pronunciation' lessons 1,2 & 3. Language introduced from Early Learning and Intermediate units. How to give our personal details from memory (name, age and where we live).</p>	<p>Pronunciation' lessons 1,2 & 3. Language introduced from a wide range of Early Learning and Intermediate units. How to give our personal details from memory (name, age and where we live). How to tell the time as seen in 'À l'école' & 'Le week-end'</p>	<p>Pronunciation' lessons 1,2 & 3. Language introduced from Early Learning and Intermediate units. Time on the hour as presented in the 'À l'école Progressive unit. How to give our personal details from memory (name, age and where we live).</p>	<p>Language introduced from Early Language and Intermediate units such as 'Presenting Myself', 'My Home', and 'Clothes'. What an adjective is in English. Basic adjectival agreement rules in French from Intermediate units like 'Je me présente' and 'Les vêtements'</p>	<p>Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). How to give our personal details from memory (name, age and where we live). Basic knowledge of possessive adjectives and adjectival agreement in French.</p>	<p>Pronunciation' lessons 1,2 & 3. Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). How to give our personal details from memory (name, age and where we live).</p>
Vocabulary	<p>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>	<p>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy.</p>	<p>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>	<p>The nouns for the 10 key elements of the Solar System with a range of appropriate adjectives to describe them, as well as a new set of adjectives to describe qualities/character of the astronauts</p>	<p>Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine.</p>	<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p>
Grammar	<p>Nouns, gender, definite articles & high frequency irregular verb aller. Revision of definite article le, la, l' and les. Full verb conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications.</p>	<p>First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative</p>	<p>Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also 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</p>	<p>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 masculine or feminine.</p>	<p>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</p>	<p>Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</p>

		form to give instructions.	two phrases together and opinions.		concept of reflexive verbs in French.	
--	--	----------------------------	------------------------------------	--	---------------------------------------	--