



Curriculum Progression –MfL (French)

Unit Specific Knowledge & Skills	Year 3	Year 4	Year 5	Year 6
	<u>Unit 1 - I Am Learning French</u> Pinpoint France and other French speaking countries on a map of the world. Ask and answer the question 'How are you?' in French. Say 'Hello' and 'Goodbye' in French. Ask and answer the question 'What is your name?' in French. Count to ten in French Say ten colours in French. <u>Unit 2 - Animals</u> Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). <u>Unit 3 - Musical Instruments</u> Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.	<u>Unit 1 - Presenting Myself</u> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. <u>Unit 2 - Family</u> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <u>Unit 3 - At the Cafe</u> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and	<u>Unit 1 - Do you have a pet?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but"). <u>Unit 2 - Clothes</u> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. <u>Unit 3 - My Home</u> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a	<u>Unit 1 - At School</u> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school <u>Unit 2 - WW2</u> Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter. Home as an evacuee living in the countryside. <u>Unit 3 - Weekend</u> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. <u>Unit 4 - Healthy Lifestyles</u> Name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten

	Learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. <u>Unit 4 - Little Red Riding Hood</u> Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story. <u>Unit 5 - Fruits</u> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. <u>Unit 6 - I Can...</u> Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...	thank you. <u>Unit 4 - Seasons</u> Recognise, recall and remember the four seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. <u>Unit 5 - In Class</u> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. <u>Unit 6 - Do you have a pet?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). <u>Unit 4 - The Weather</u> Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. <u>Unit 5 - What's the Date?</u> Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. <u>Unit 6 - The Olympics (Sport)</u> Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when you say you play a sport in French.	foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French. <u>Unit 5 - Habitats</u> Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats. Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment. Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment. <u>Unit 6 - Me In My World</u> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).
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General Skills	Listening			
	Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what they hear by picking out key words and phrases covered in current and previous units.	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.	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.
	Speaking			
	COmmunicate with others using simple words and short phrases covered in the 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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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
	Reading			
	Read familiar words and short phrases accurately by applying knowledge from the units taught. Understand the meaning of English of short words read in French.	Read aloud short pieces of text applying knowledge learnt in the units. Understand most of what we read in French when it is based on familiar language.	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'.	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.
	Writing			
	Write familiar words and short phrases using a model vocabulary list (e.g. 'I play the piano', 'I like apples')	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate (e.g. My name, where I live and my age).	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 (e.g. : My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).	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 (e.g.) A presentation or description of a typical school day including subjects, time

				and opinions).
	Grammar			
	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency words (e.g. 'I like...', 'I play...', 'I am called...').	Better understand the concept of gender and which articles to use for meaning (e.g. 'the', 'a' or 'some') Introduce simple adjectival agreement (e.g. adjectival agreement when describing nationality, the negative form and possessive adjectives (e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...').	Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g. : definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g. : 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g.: 'My blue coat').	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g. : which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular (e.g. : 'to go', 'to do', 'to have' and 'to be').