MFL (FRENCH) Curriculum – What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or "the big ideas" which shape the ways pupils think within each subject. These threshold concepts, also known as "substantive knowledge," are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more.* In our French lessons children are taught the key threshold concepts (substantive knowledge) below:

Read fluently	Write imaginatively		Understand the culture of the countries in which the language is spoken
		This concept involves using key vocabulary and phrases to verbally communicate ideas.	This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Year 3 & 4), Milestone 2 (Year 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class. Note: The children start to learn French in Year 3. Due to the language being completely new to Year 3 they are taught as an individual cohort as are Year 4. When the children move into Class 1 (Year 5 & 6) they are taught as one cohort.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific 'Milestones' for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. Lower KS2 children work to achieve the objectives set out in Milestones 1 and 2. Upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate science vocabulary that the teacher will teach and revisit throughout the period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestones 1 & 2 (Year 3 & 4)

- Assessment Tracker (print one copy of this page for each year group and tick/date the Milestone 1 & 2 targets when they are covered in class).

Class name:

Year groups:

Academic year:

Year groups	Read fluently This concept involves recognising key vocabulary and phrases.	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction
3 & 4	 Read out loud everyday words and phrases. 	Write or copy everyday words correctly.	Understand a range of spoken phrases.	• Identify countries and communities where the language is spoken.
Milestone 1	 Use phonic knowledge to read words. Read and understand short written phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new words. 	 Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly. 	 Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. 	 Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.
			• Pronounce words showing a knowledge of sound patterns.	

Year groups	Read fluently This concept involves recognising key vocabulary and phrases.	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction
3 & 4	 Read and understand the main points in short written texts. 	Write a few short sentences using familiar expressions.	Understand the main points from spoken passages.	• Describe with some interesting details some aspects of countries or communities where the language is spoken.
Milestone 2	 Read short texts independently. Use a translation dictionary or glossary to look up new words. 	 Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. 	 Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. 	• Make comparisons between life in countries or communities where the language is spoken and this country.
			Take part in discussions and tasks.Demonstrate a growing vocabulary.	

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. However, in lower KS2 Year 3 are completely new to French so we teach them as a single year group. Year 4 are also taught on their own. Year 5 & 6 are taught together. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Pro
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Subject	Autumn Term 1 st half	Autumn Term 2nd half	Spring Term 1 st half	Spring Term 2 nd half	Summer Term 1 st half	Summer Term 2 nd half
French (See Rising Stars' Euro Stars New Primary French scheme of work)	Year 3 – Euro Stars: New Primary French Book 1 Moi (All about me)	Year 3 – Euro Stars: New Primary French Book 1 Jeux et chansons (Games and songs)	Year 3 – Euro Stars: New Primary French Book 1 On fait la fete (Celebrations)	Year 3 – Euro Stars: New Primary French Book 1 Portraits (Portraits)	Year 3 – Euro Stars: New Primary French Book 1 Les quatres amis (The four friends)	Year 3 – Euro Stars: New Primary French Book 1 Ca Pousse! (Growing things)
	Year 4 – Euro Stars: New Primary French Book 2 On y va! (All aboard!)	Year 4 – Euro Stars: New Primary French Book 2 L'argent de poche (Pocket money)	Year 4 – Euro Stars: New Primary French Book 2 Raconte-moi une histoire! (Tell me a story)	Year 4 – Euro Stars: New Primary French Book 2 Vive le sport! (Our sporting lives)	Year 4 – Euro Stars: New Primary French Book 2 Le Carnaval de Animaux (The Carnival of the Animals)	Year 4 – Euro Stars: New Primary French Book 2 Quel temps fait-il? (What's the weather like?)

The Assessment Tracker documents below outline what children will learn within each topic

Milestone 1: Vocabulary (words to revisit throughout the study of Milestone 1).

<u>Ioi (All about</u> Bonjour	Sa	ut			Salut			voici		Au rev	/oir	oui		non		Et toi?	?
Je m'appelle		mment tu	ťappell	es?	J'ai			un		deux		trois		quatre		cinq	
Ça va?		va bien			Ca va	a mal		six		sept		huit		neuf		dix	
Quel âge as-t	u? J'a	sept/huit	ans		Mon	père	père Ma mère		ère		· · ·		Ma soeur		r I	Madame	
eux et chans	ons (Game				r												
onze			douze			treize				uatorze			linze	sei			lix-sept
dix-huit			dix-neut			vingt				ombien de			préfère				e football
le saut à la co	rde					cache-				scoubido			chat		chien		a souris
Noel			e jour d	le Noel		un cad	leau de N	Noel	ur	n sapin de	e Noel	P	ere Noël	Joj	yeux Noël	la	a dinde
On fait la fete	Colobratio	20)															
(très) bien	Celebratio		bien au	u football		Je n	age bien		Je nage	•	Je dans	se		Je chan	te		Je lis
Bravo!		Super	,		Chouette			Fantastique		Je suis		Tu es un génie			génial(e)		
Joyeux annive	ersaire	Le mois	Le mois		Janv	Janvier		Février		Mars		Avril			Mai		
Juin		Juillet			Août	t		Septem	bre	Octobre)		Novemb	ore		Décembre	
Je peux		Je peux	</td <td></td> <td></td> <td>Sil te</td> <td>e plaît</td> <td></td> <td>Je saute</td> <td>9</td> <td>Je lance</td> <td>e le ball</td> <td>on</td> <td>J'attrape</td> <td>e le ballon</td> <td></td> <td>fête</td>			Sil te	e plaît		Je saute	9	Je lance	e le ball	on	J'attrape	e le ballon		fête
<u> </u>							•										
Portraits (Port	<u>raits)</u>																
rouge	rose		ja	une		Bleu	(e)	VE	ert(e)		noii	(e)	viol	et(te)	a	artiste	
marron	orange		J'a	ai		un n	ez	ur	ne bouc	he	des	yeux	un b	oras	1	l/Elle	est petit(e)
une jambe	II/Elle gr	and(e)	III/	/Elle peti	:(e)	le ne	ez bleu	la	bouche	bleue	les	yeux	che	veux bleu	s I	l/Elle	est grand(e)
ano jambo			I			1									I.		
			:)														
-	nis (The fo	ur triends	2			^	II golong	e	Elle cou	ırt	II/Elle e	est	Gris(e	e)	1	l s'ap	pelle
-		ur friends outon	Le la	pin	La souri	S	II galope	0									
es quatres a	Le m	outon			La souri lenteme		Il sautille		Elle trot		La por	nme	Je m'a	appelle		Elle s'	appelle
.es quatres a Le cheval	Le m	outon	Le la				• •					nme	Je m'a	appelle	I	Elle s'	appelle
es quatres ar Le cheval Non, le lapin r	Le m ne galope pa	outon IS	Le la				• •					nme	Je m'a	appelle	I	Elle s'	appelle
es quatres an Le cheval Non, le lapin r Ca Pousse! (G	Le m ne galope pa	outon Is Igs)	Le la	·		nt	Il sautille		Elle trot	tine			Je m'a	appelle S'il vou	I		appelle s désirez?
Les quatres an Le cheval	Le m le galope pa <u>rowing thir</u>	outon Is Igs)	Le la	Je n'a	lenteme	nt	Il sautille	e	Elle trot	tine	La por	ais	Je m'a	S'il vou	I	Vous	

Milestone 2: Vocabulary (words to revisit throughout study of Milestone 2).

Dn y va! (All abo Je vais à l'école			en voiture		en vélo)		en bus	en train	en skate
Où vas-tu?	Je vais		en Belgigu	e	en Fra	nce		Il fait chaud	II fait froid	Il fait beau
Il fait mauvais	Il fait du so	leil	Il fait du ve		Il pleut			Lundi		Mercredi
Jeudi	Vendredi		Samedi		Diman			et		à Paris
ocual	Vendredi		Gamea		Dinian				On y va.	
<u>'argent de poc</u>					1					
J'adore	Je déteste		ça		vingt e	t un		vingt-deux	vingt-trois	vingt-quatre
vingt-cinq	vingt-six		vingt-sept		vingt-h	uit		vingt-neuf	trente	C'est combien?
un euro	C'est supe	r	C'est mag	nifique	C'est fa	antastiq	ue	J'ai	miam!	berk!
un CD	un ballon		Je n'ai pas	s de	une co	nsole		une peluche	une poupée	Tu aimes
Regardez	e histoire! (Te Répétez	ell me a story) écoutez		quaran	to		cinquante	soixante	soixante-dix
-	quatre-ving	ato div				quarante		grand/e		vrai
quatre-vingts faux	levez-vous	-	cent asseyez-v			II/Elle est levez la main		taisez-vous	•	méchant(e)
/ive le sport (Ou	ır sportina liv	ves)								
Qu'est-ce que tu		Je joue au	tennis	Je joue au ba	sket		Je joue a	au cricket	Je fais au vélo	Je fais du skate
Je fais de la dar	ise	Je fais de la	a natation	zéro			boire		manger	le jus d'orange
le yaourt		le poisson		une pomme			les carot	tes (f pl)	le chocolat	le coca
les pommes frite	es (f pl)	les bonbon	s (m pl)	Oui, c'est bon	n pour la	santé	Non, c'e	st mauvais pour la santé	de la laitue	au ping-pong
<u>e Carnaval de /</u> Où habites-tu?	Animaux (The	Carnival of				notit/a)	A	grand(a)	lent(a)	ranida
			15	Je suis		petit(e)		grand(e)	lent(e)	rapide
faible Quelle heure es	6 110	féroce		timide		le pois		le coucou	L'éléphant	l'âne
six heures	l-II <i>?</i>	fort(e) sept heures		une heure huit heures		deux h neuf he		trois heures dix heures	quatre heures	cinq heures
la tortue		la poule	>			le kang		l'oiseau	le lion	
				le cygne		ie kanę	yourou	IUISEdU		le coq
	il? (What is th		<u>e?)</u>	1						
		1 11 - 21 -		Quandill t	to faut	III fait	degrés	moins	Lundi, le 5 juin etc	. le 5 juin etc.
Quel temps fait- des lunettes de un manteau	soleil	II gèle un chapeau		un parapluie		une éc		des gants (m pl)	des bottes (f pl)	Il neige

Topic: Moi (All about me) Pupils:	 1					
-						
Targets Children can/know/explain/understand:						
Listen attentively to spoken language and show understanding by joining in and responding						
Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words						
Appreciate songs in the language						
Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.						
Gain confidence in ability to learn a new language						
Learn basic greeting and goodbye in French						
Learn numbers 1-10 in French						
Learn, use and respond to questions e.g. Quel age as-tu?						
Learn to pronounce the French "r" sound						
Learn to pronounce the topic specific vocabulary below						
Learn the meaning of the topic specific vocabulary below						

Topic specific vocabulary: Moi (All about me)

Bonjour	Salut	Salut	voici	Au revoir	oui	non	Et toi?
Je m'appelle	Comment tu t'appelles?	J'ai	un	deux	trois	quatre	cinq
Ça va?	Ça va bien	Ca va mal	six	sept	huit	neuf	dix
Quel âge as-tu?	J'ai sept/huit ans	Mon père	Ma mère	Mon frère	Ma soeur	Monsieur	Madame

Topic: Jeux et Chansons (Games and Songs)

Topic: Jeux et Chansons (Games and	Songs)					
Pupils:						
Targets Children can/know/explain/understand:						
Listen attentively to spoken language and show understanding by joining in and responding						
Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words						
Appreciate songs in the language						
Express opinions and respond to those of others.						
Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases						
revise numbers to 10 in French.						
learn numbers 11-20 in French.						
learn names of playground games						
learn and use C'est super! / C'est nul. (It's great/rubbish)						
learn chat, souris, chien.						
To understand that adding s is a common way to make a plural noun in French						
To recognise that a final consonant is not usually pronounced in French and apply this to plurals.						
To learn a French nursery rhyme/game Le fermier dans son pré.						
To practise using expressing preferences and understanding peers' preferences						
To learn French vocabulary related to Christmas						
To learn French vocabulary for family members						
Learn to pronounce the topic specific vocabulary below						

Learn the meaning of the topic specific						
vocabulary below						

Topic specific vocabulary: Jeux et Chansons (Games and Songs)

onze	douze	treize	quatorze	quinze	seize	dix-sept
dix-huit	dix-neuf	vingt	combien de?	Je préfère	J'ai	le football
le saut à la corde	chat perché	cache-cache	le scoubidou	le chat	le chien	la souris
Noel	le jour de Noël	un cadeau de Noël	un sapin de Noël	Père Noël	Joyeux Noël	la dinde

Tania: On fait la fâte (Calabratiana)						
Topic: On fait la fête (Celebrations) Pupils:						
Targets						
Children can/know/explain/understand:						
Listen attentively to spoken language and show understanding by joining in and						
responding						
Explore patterns and sounds of language						
through songs and link the spelling, sound						
and meaning of words Appreciate songs in the language						
Appreciate songs in the language						
Ask and answer questions, express opinions						
and respond to those of others.				 		
Develop accurate pronunciation and intonation so that others understand when						
they are using familiar words and phrases						
learn the names of the months in French.						
learn numbers to 31 in French.						
Children can recall <i>Je joue au football</i> from previous unit.						
learn 7 new verbs – Je nage, danse, chante, lis, saute, lance/attrape le ballon.						
to learn how to use verb + <i>bien</i> or <i>très bien</i> to say I do something well/very well.						
begin to understand negative verb construction in French.						
express preferences and understanding peers' preferences						
Learn to pronounce the topic specific vocabulary below						
Learn the meaning of the topic specific vocabulary below						

Topic specific vocabulary: On fait la fête (Celebrations)

(très) bien	Je joue bien au football	Je nage bien	Je nage	Je danse	Je chante	Je lis
Bravo!	Super	Chouette	Fantastique	Je suis	Tu es un génie	génial(e)
Joyeux anniversaire	Le mois	Janvier	Février	Mars	Avril	Mai
Juin	Juillet	Août	Septembre	Octobre	Novembre	Décembre
Je peux	Je peux?	Sil te plaît	Je saute	Je lance le ballon	J'attrape le ballon	fête

Topio: Portroito (Portroito)	 -						
Topic: Portraits (Portraits) Pupils:							
Targets Children can/know/explain/understand:							
Listen attentively to spoken language and show understanding by joining in and responding							
Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words							
Appreciate songs in the language							
Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases							
Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.							
know what a portrait is							
learn the names of 9 colours in French.							
learn 6 body parts – les cheveux, le nez, le bras, les yeux, la bouche, la jambe.							
to remember the verbs taught last half term.							
to ask questions in French							
Learn to pronounce the topic specific vocabulary below							
Learn the meaning of the topic specific vocabulary below		<u> </u>			<u> </u>	<u> </u>	

Topic specific vocabulary: Portraits (Portraits)

rouge	rose	jaune	Bleu(e)	vert(e)	noir(e)	violet(te)	artiste
marron	orange	J'ai	un nez	une bouche	des yeux	un bras	II/Elle est petit(e)
une jambe	II/Elle grand(e)	III/Elle petit(e)	le nez bleu	la bouche bleue	les yeux	cheveux bleus	II/Elle est grand(e)

MFL (FRENCH). K32 – ASSessment tra							
Topic: Les Quatre Amis (the four friend	te)						
Pupils:							
Targets							
Children can/know/explain/understand:							
Listen attentively to spoken language and							
show understanding by joining in and							
responding							
Explore patterns and sounds of language							
through songs and link the spelling, sound							
and meaning of words							
Appreciate stories, songs, poems and							
rhymes in the language							
Describe things and actions orally and in							
writing.					 		
Develop accurate pronunciation and							
intonation so that others understand when							
they are using familiar words and phrases							
Understand basic grammar appropriate to							
the language being studied, including							
feminine and masculine forms.					 		
Know the story – Les Quatre amis.							
learn the names of 4 animals in French – le							
cheval, la souris, le lapin, le mouton							
know the vocabulary for verbs of							
movements.							
know masculine vs feminine nouns and							
applications of grammatical gender.							
recall Je m'appelle and extend to II/Elle							
s'appelle.							
build awareness of French phonics.							
apply known vocabulary in a different							
context.							
Learn to pronounce the topic specific							
vocabulary below					 		
Learn the meaning of the topic specific							
vocabulary below							

Topic specific vocabulary: Les Quatre Amis (the four friends)

Le cheval	Le mouton	Le lapin	La souris	Il galope	Elle court	II/Elle est	Gris(e)	ll s'appelle
Non, le lapin ne galo	pe pas	vite	lentement	Il sautille	Elle trottine	La pomme	Je m'appelle	Elle s'appelle

MFL (FRENCH): KS2 – Assessment tra	SKELL LEAL	J					
Topic: Ca Pousse! (Growing things)							
Pupils:							
Targets							
Children can/know/explain/understand:							
Listen attentively to spoken language and show understanding by joining in and							
responding							
Explore patterns and sounds of language							
through songs and link the spelling, sound							
and meaning of words Appreciate songs in the language				 			
Ask and answer questions; express opinions							
and respond to those of others.							
Understand basic grammar appropriate to				 			
the language being studied, including							
feminine and masculine forms.			 	 			
learn the names of 5 vegetables							
become fluent in using numbers to 50							
learn J'aime / Je n'aime pas.							
know <i>II/Elle s'appelle</i> from previous module.							
to learn <i>beaucoup.</i>							
learn basic shopping expressions.							
develop facility with using numbers to 5.							
be aware of the 'on' sound in French							
be able to pronounce the nasal sound 'on'							
Learn to pronounce the topic specific vocabulary below							
Learn the meaning of the topic specific							
vocabulary below							

Topic specific vocabulary: Ca Pousse! (Growing things)

Tu aimes	J'aime	Je n'aime pas	beaucoup	Je voudrais	S'il vous plaît	Vous désirez?
Merci	Au revoir	Dans mon panier	ll y a	Un haricot	Un concombre	Une tomate
voilà	Une laitue	Du cresson	Une graine	Une graine de haricot	Un marché	la pomme

- Mi L (I KLNOH). KOZ – Assessment trad						
Topic: On y va! (All aboard)						
Pupils:						
Targets						
Children can/know/explain/understand:						
Listen attentively to spoken language and						
show understanding by joining in and						
responding			 			
Explore patterns and sounds of language						
through songs and link the spelling, sound and meaning of words						
Appreciate stories, songs, poems and						
rhymes in the language.						
Develop accurate pronunciation and						
intonation so that others understand when						
they are using familiar words and phrases.						
Read carefully and show understanding of						
words, phrases and simple writing.	 					
Know and be able to use basic greeting and goodbye in French.						
learn 7 French words/phrases for weather.						
learn the days of the week in French						
learn French words/phrases relating to						
transport.						
revise <i>Où vas-tu</i> ? with additional destinations.						
recognise that the final consonants in French						
words are not usually pronounced.						
learn/revise French words for 14 animals						
Learn to pronounce the topic specific						
vocabulary below						
Learn the meaning of the topic specific						
vocabulary below						

Topic specific vocabulary: On y va! (All aboard)

Je vais à l'école	à pied	en voiture	en vélo	en bus	en train	en skate
Où vas-tu?	Je vais	en Belgique	en France	II fait chaud	II fait froid	II fait beau
II fait mauvais	Il fait du soleil	Il fait du vent	Il pleut	Lundi	Mardi	Mercredi
Jeudi	Vendredi	Samedi	Dimanche	et	On y va!	à Paris

MFL (FRENCH): K52 – Assessment trac	-					
Tenie, L'ergent de noche						
Topic: L'argent de poche		1				
Pupils:						
Targets Children can/know/explain/understand:						
Listen attentively to spoken language and						
show understanding by joining in and						
responding						
Explore patterns and sounds of language						
through songs and link the spelling, sound						
and meaning of words						
Engage in conversations, ask and answer						
questions, and express opinions and						
respond to those of others						
Speak in sentences, using familiar						
vocabulary, phrases and basic language						
structures.						
Present ideas and information orally to a						
range of audiences. Read carefully and show understanding of						
words, phrases and simple writing.						
learn French vocabulary for likely pocket						
money purchases:						
Core – un CD, un ballon, une console, une						
peluche, une poupée						
+ words of children's choice						
know and use basic greeting and goodbye in						
French.						
know numbers to 20.						
know numbers 20-30						
able to express opinions – J'adore – je déteste + C'est super! – C'est nul!						
know how to ask questions by using $Tu +$						
verb + a rising inflection.						
Be able to reply to questions about opinions.						
can report on another person's opinion using <i>il/elle.</i>						
Know how to ask how much something costs – C'est combien?						
practise answering a question about how						
much something costs.						

write a dialogue expressing opinions and comparing prices						
know and use seasonal greetings						
Learn to pronounce the topic specific vocabulary below						
Learn the meaning of the topic specific vocabulary below						

Topic specific vocabulary: L'argent de poche

J'adore	Je déteste	ça	vingt et un	vingt-deux	vingt-trois	vingt-quatre
vingt-cinq	vingt-six	vingt-sept	vingt-huit	vingt-neuf	trente	C'est combien?
un euro	C'est super	C'est magnifique	C'est fantastique	J'ai	miam!	berk!
un CD	un ballon	Je n'ai pas de	une console	une peluche	une poupée	Tu aimes

Topic: Raconte-moi une histoire - (Tell	me a story)	 	•		•	•	•	•	
Pupils:									
Targets									
Children can/know/explain/understand:									
Listen attentively to spoken language and									
show understanding by joining in and									
responding									
Explore patterns and sounds of language									
through songs and link the spelling, sound									
and meaning of words									
Develop accurate pronunciation and									
intonation so that others understand when									
they are reading aloud or using familiar									
words and phrases.									
Appreciate stories, poems and rhymes in the									
language.		 							
Understand basic grammar appropriate to									
the language being studied, including (where									
relevant) masculine and feminine forms Read carefully and show understanding of									
words, phrases and simple writing. learn French vocabulary for 7 instructions									
(pl): écoutez, répétez, levez-vous, asseyez-									
vous, levez la main, taisez-vous									
know numbers to 30.									
know numbers to so.									
know pattern of number formation in each									
decade from 20.									
learn multiples of 10, 40-100									
·····									
recognise that the qu sound in French is									
equivalent to English k and identify/say									
words that include it.									
recognise the nasal sound that can be									
represented en/an/on and begin to learn									
which spelling occurs in a range of words.									
apply their knowledge of a familiar story to									
understanding vocabulary when it is told in									
French.									
To understand that French adjectives take									
masc or fem forms according to the gender									
of the noun they are describing.		 		ļ			ļ		
To learn and apply the basic rule – add an e									
to the masc form to form the fem adjective.									

Learn to pronounce the topic specific						
vocabulary below						
Learn the meaning of the topic specific						
vocabulary below						

Topic specific vocabulary: Raconte-moi une histoire - (Tell me a story)

Regardez	Répétez	écoutez	quarante	cinquante	soixante	soixante-dix
quatre-vingts	quatre-vingts-dix	cent	II/Elle est	grand/e	petit/e	vrai
faux	levez-vous	asseyez-vous	levez la main	taisez-vous	charmant(e)	méchant(e)

MFL (FRENCH): KSZ – Assessment tra	SNELL LEAL	4							
Topic: Vive le sport! - (Our sporting live	es)		1		1	1	1		I
Pupils:									
Targets									
Children can/know/explain/understand:									
Listen attentively to spoken language and									
show understanding by joining in and									
responding									
Explore patterns and sounds of language									
through songs and link the spelling, sound									
and meaning of words									
Develop accurate pronunciation and									
intonation so that others understand when									
they are reading aloud or using familiar									
words and phrases.									
Understand basic grammar appropriate to									
the language being studied, including (where									
relevant) masculine and feminine forms									
Present ideas and information orally.									
Read carefully and show understanding of									
words, phrases and simple writing.									
know French vocabulary for 7 instructions									
(pl): écoutez, répétez, levez-vous, asseyez-									
vous, levez la main, taisez-vous									
learn names of 9 French foods.									
learn and use the phrases C'est									
bon/mauvais pour la santé.									
learn the names of 4 sports + children's									
preferred sports.									
learn that jouer is used with ball games and									
faire with other sports.									
know days of the week.									
recognise pre-taught vocabulary for foods									
and sport in conversational speech.									
to learn $a le = au$ and $de le = du$									
recognise and practise the nasal sound on.									
To revise a range of words containing the									
sound.									
Learn to pronounce the topic specific	[]								
vocabulary below									

Learn the meaning of the topic specific						
vocabulary below						

Topic specific vocabulary: Vive le sport! - (Our sporting lives)

Qu'est-ce que tu fais	Je joue au tennis	Je joue au basket	Je joue au cricket	Je fais au vélo	Je fais du skate
Je fais de la danse	Je fais de la natation	zéro	boire	manger	le jus d'orange
le yaourt	le poisson	une pomme	les carottes (f pl)	le chocolat	le coca
les pommes frites (f pl)	les bonbons (m pl)	Oui, c'est bon pour la santé	Non, c'est mauvais pour la santé	de la laitue	au ping-pong

MFL (FRENCH): KS2 – Assessment trac	kor Voar /	1						
· · · · ·								
Topic: Le Carnaval des Animaux! - (The Pupils:	e Carnival d	of the Anir	mais)					
-								
Targets Children can/know/explain/understand:								
Listen attentively to spoken language and show understanding by joining in and responding								
Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words								
Speak in sentences, using familiar vocabulary, phrases and basic language structures.								
Appreciate stories, songs, poems and rhymes in French.								
Broaden their vocabulary and develop their ability to understand new words.								
Describe people, places, things and actions, orally and in writing.								
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.								
learn the names of 11 animals from the resources in French + 1 of children's choice.								
learn French phrases for arrange of habitats								
know a range of adjectives applicable to animals								
can say the time in French (o'clock).								
can ask the time in French.								
use known vocabulary in creative sentences								
Learn to pronounce the topic specific vocabulary below								
Learn the meaning of the topic specific vocabulary below								

Topic specific vocabulary: Le Carnaval des Animaux! - (The Carnival of the Animals)

Où habites-tu?	J'habite dans	Je suis	petit(e)	grand(e)	lent(e)	rapide
faible	féroce	timide	le poisson	le coucou	L'éléphant	l'âne
Quelle heure est-il?	fort(e)	une heure	deux heures	trois heures	quatre heures	cinq heures
six heures	sept heures	huit heures	neuf heures	dix heures	II est midi	II est minuit
la tortue	la poule	le cygne	le kangourou	l'oiseau	le lion	le coq

Topic: Quel temps fait-il? (What is the weather like?) Pupils: Targets Children can/know/explain/understand: Listen attentively to spoken language and show understanding by joining in and responding Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words Appreciate stories, songs, poems and rhymes in French. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing Engage in conversations; ask and answer questions learn names of 6 items of clothing in French revise weather phrases and learn 2 new ones. reinforce learning of weather phrases and items of clothing by adapting a model sentence. use known numbers in the context of temperature learn moins (in the sense of minus) and degrés Learn to pronounce the topic specific vocabulary below Learn the meaning of the topic specific vocabulary below

Topic specific vocabulary: Quel temps fait-il? (What is the weather like?)

des lunettes de soleil	II gèle	Quandill te faut	Il faitdegrés	moins	Lundi, le 5 juin etc.	le 5 juin etc.
un manteau	un chapeau	un parapluie	une écharpe	des gants (m pl)	des bottes (f pl)	ll neige

Key Threshold Milestones 3 (Year 5 & 6)

- Assessment Tracker (print one copy of this page for each year group and tick/date the Milestone 3 targets when they are covered in class).

Year groups	Read fluently This concept involves recognising key vocabulary and phrases.	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction
5 & 6 Milestone 3	 Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials. 	 Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). Use dictionaries or glossaries to check words. 	 Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. Vary language and produce extended responses. Be understood with little or no difficulty. 	 Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes. Note: The children start to learn French in Year 3. Due to the language being completely new to Year 3 they are taught as an individual cohort as are Year 4. When the children move into Class 1 (Years 5 & 6) they are taught as one cohort. As a result, we have a two-year topic plan, in Class1, to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Subject	Year A (202	2-2023), (2024-2025) (202	26-2027) etc.	Year B (202	1-2022), (2023-2024), (202	25-2026) etc.
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French	Year 5 – Euro Stars:	Year 5 – Euro Stars:	Year 5 – Euro Stars:	Year 5 – Euro Stars:	Year 5 – Euro Stars:	Year 5 – Euro Stars:
	New Primary French Book 3	New Primary French Book 3	New Primary French Book 3	New Primary French Book 3	New Primary French Book 3	New Primary French Book 3
(See Rising Stars' Euro	Bon appetit, bonne sante	Je suis le musicien	En route pour l'ecole	Scene de plage	Le retour du printemps	Les Planetes
Stars New Primary French scheme of work)	(Healthy eating)	(I am the music man)	(On the way to school)	(Beach scene)	(The return of the spring)	(The planets)
	Year 6 –	Year 6 –	Year 6 –	Year 6 –	Year 6 –	Year 6 –
	Euro Stars: New Primary French Book 4	Euro Stars:	Euro Stars:	Euro Stars:	Euro Stars:	Euro Stars:
	New Primary French Book 4	New Primary French Book 4	New Primary French Book 4	New Primary French Book 4	New Primary French Book 4	New Primary French Book 4
	(Our school)	Notre monde	Le passe et le present (Then and now)	Ici et la (Out and about)	Monter un café	Quoi de neuf?
		(The world around us)			(Setting up a café)	(What's in the news?)

Upper KS2 (Class 1 – Year 5 & 6) Rolling Programme

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3).

Dans le sac, il y a	et			aussi			mais			ll est	bon		est mai	uvais
II sant bons		ant mauvais		Elles so			Elles so	ont mauvias	es	Ell es	t bonne			nauvaise
Un sandwich au jambo	on Un	gâteau		Une ba	anane		Une ora			Du fro	omage (m)	D	e l'eau	(f)
Des champignons (m	ol) Sal	ade des frui	ts	Une gla	ace à	la vanille	Une piz	zza aux cha	mpigons	Pour	la santé	D	es chip	s (f pl)
Notre école (Our scho	<u>ol)</u>					(6)								
la salle de classe			L'ei	ntrée prin	ncipale	e (†)	La c	our	Le terrai	n de sp	ort	Je che	rche	Je cours
Il est deux heures moi	ns le quart		ll es	st deux h	neures	et quart	voici		voilà			la		ici
Il est deux heures cinc	/dix/vingt/vingt-c	nq	Le	déjeuner			Lap	rofesseur	Le maîtr	e		La maî	tresse	Je travaille
III/ell a			La	grande sa	alle		La b	ibliotheque	La cuisir	ne		Le bure	eau	Le parking
Le salle des profs			La	maternell	le		parle	ər	manger			porter		Les yeux
Je suis le musicien (l a	am the music m	an <u>)</u>												
Tu joues?	Je joue du sax	ophone/piar	no/violin	ו	ll/ell	e joue		C'est geni	al	C'est	nul!		Le jaz	Z
La musique pop	Je joue de la g	uitar/clarine	tte, batt	terie	La n	nusique classi	que	Le saxoph	one	Le pia	ano		Le vio	on
La clarinette	Je ne joue pas	de/d'			La b	oatterie		Le reggae		La gu	uitare		fort	
Notre monde (The wo	ld around us)		2 de	95	Lab									Portugal
Notre monde (The wo		de/d' Où est Le Mali		es a Côte d'I		Datterie		Le reggae L'après-m La Tunisie	idi (m or f)	L'Es	uitare pagne (f) nérique de	Nord (f	Le	Portugal
Notre monde (The wor L'Europe (f)	Id around us)	Où est	La			Le matin		L'après-m	idi (m or f)	L'Es L'An	pagne (f)	Nord (f) Le	Canada
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f)	Id around us) L'Afrique (f) Le Maroc Le Brésil	Où est Le Mali L'Asie (f)	La	a Côte d'I		Le matin La guinée		L'après-m La Tunisie	idi (m or f)	L'Es L'An	pagne (f) nérique de	Nord (f)) Le	
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s	Où est Le Mali L'Asie (f) chool)	La	a Côte d'I 'Inde (f)		Le matin La guinée	sie (f)	L'après-m La Tunisie	idi (m or f) 9 9 (f)	L'Es L'An La F	pagne (f) nérique de) Le Gi	Canada
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s	Où est Le Mali L'Asie (f) <u>chool)</u> Je p	La L'	a Côte d'I 'Inde (f)	Ivoire	Le matin La guinée L'Australa	sie (f)	L'après-m La Tunisie L'Australie Je to	idi (m or f) 9 9 (f)	L'Es L'Am La F	pagne (f) nérique de rance	Cir) Le Gi	Canada ande Bretagne
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Quand je vais a l'école	Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s	Où est Le Mali L'Asie (f) <u>chool)</u> Je p Deu:	La L' asse de	a Côte d'I 'Inde (f) evant es et demi	Ivoire	Le matin La guinée L'Australa Je traverse la Vrai/faux	sie (f) a rue	L'après-m La Tunisie L'Australie Je to Le m	idi (m or f) e e (f) urne usée	L'Es L'Am La F	pagne (f) nérique de Trance Je vais	Cir	Le) Le Gi	Canada ande Bretagno ites plus tard
L'Amérique de Sud (f) En route pour l'école (Quand je vais a l'école Il est une heure at den	Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s	Où est Le Mali L'Asie (f) <u>chool)</u> Je p Deu: Je n	La L' asse de	a Côte d'I 'Inde (f) evant	Ivoire	Le matin La guinée L'Australa Je traverse la	sie (f) a rue vous plaî	L'après-m La Tunisie L'Australie Je to Le m	idi (m or f) e e (f) urne usée agasin	L'Es L'An La F	pagne (f) nérique de rance Je vais finalement	Cir	Le) Le Gi nq minu droite our droit	Canada ande Bretagne ites plus tard
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Quand je vais a l'école Il est une heure at den Je vais a l'école a huit Le bureau do poste	Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s ni heures et demie	Où est Le Mali L'Asie (f) <u>chool)</u> Je p Deu: Je n La ri	La L' asse de k heure e comp	a Côte d'I 'Inde (f) evant es et demi	Ivoire	Le matin La guinée L'Australa Je traverse la Vrai/faux Répétez, sil v	sie (f) a rue vous plaî	L'après-m La Tunisie L'Australie Je to Le m it Le m	idi (m or f) e e (f) urne usée agasin	L'Es L'An La F	pagne (f) nérique de Trance Je vais finalement Le café	Cir À c To	Le) Le Gi nq minu droite our droit	Canada ande Bretagne ites plus tard
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Quand je vais a l'école Il est une heure at den Je vais a l'école a huit Le bureau do poste	Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s ni heures et demie	Où est Le Mali L'Asie (f) <u>chool)</u> Je p Deu: Je n La ri	La L' asse de k heure e comp	a Côte d'I 'Inde (f) evant es et demi	Ivoire i s	Le matin La guinée L'Australa Je traverse la Vrai/faux Répétez, sil v Le bureau do	sie (f) a rue vous plaî	L'après-m La Tunisie L'Australie Je to Le m it Le m La ga	idi (m or f) (f) urne usée agasin are	L'Es L'An La F	pagne (f) nérique de rance Je vais finalement Le café À gauche	Cir À c To alle	Le) Le Gi nq minu droite our droit	Canada ande Bretagne ites plus tard
Notre monde (The wor L'Europe (f) Le sénégal L'Amérique de Sud (f) En route pour l'école (Quand je vais a l'école Il est une heure at den Je vais a l'école a huit	Id around us) L'Afrique (f) Le Maroc Le Brésil On the way to s ni heures et demie (Then and now	Où est Le Mali L'Asie (f) <u>chool)</u> Je p Deu: Je n La ri) angerie	La L' asse de k heure e comp	a Côte d'I 'Inde (f) evant is et demi irends pas	Ivoire i is	Le matin La guinée L'Australa Je traverse la Vrai/faux Répétez, sil v Le bureau do	sie (f) a rue vous plaî o poste	L'après-m La Tunisie L'Australie Je to Le m t Le m La ga	idi (m or f) e e (f) urne usée agasin are Un	L'Es L'Am La F	pagne (f) nérique de rance Je vais finalement Le café À gauche	Cir À c To allo	Le) Le Gr nq minu droite our droit ez	Canada ande Bretagno ites plus tard

(le chien) regarde (le	e chat)	(le bate	eau) glisee sur r	ner	(La p	petite fille) o	dort	(La dame	e) bros	sse ((les ch	eveux d	le la pe	etite fille)
Les gens marchent,	parlent et jouent	Ce n'e	st pas		Le sa	able		Le ciel		L	_a plag	je		
Une grotte		C'est			Une	falaise		glace		ι	Jn piqı	ue-nique	е	
ci et la (Out and abo	Suit)													
Soixante-et-onze	Soixante-douze	Soixante-	treize etc.		So	ixante-dix-i	neuf	Quatre	-vingt	-un		Quatre	e-vingt	-deux etc.
Un homme	Une femme	Qu'est-ce	e-que tu aimes/d	étestes?	Qu	atre-vingt-	onze etc.			er au rugby	/	Qui, je	<u> </u>	
Le grand huit	Le carrousel	Le train fa			La	grand roue	;	Tu veu	ix au p	oing pong e	etc.	Non, je	e ne ve	eux pas jouer
		·			•			•						
<u>.e retour du printem</u> Au printemps	nps (The return of th En ete		En automne	En	hiver		clair			sombre			heure	
Les couleurs sont	La fille			très	-			chez moi		Reste ch			triste	ux
	La IIIe		lop	100	5		VICIIS			Neste un	62 1110		linste	
Ionter un café (Sett	ing up a café)													
Une limonade	Une eau minéra	le	Un jus d'ora	inge		Un verre	de coca		Un	chocolat c	haud			Un café
Une tease de thé	Un paquet de ch	nips	Une portion	de frites		Une glac	e au choc	olat	Un	e glace à la	a fraise	e		Un café au lai
Bon appétit	Bon appetite!		C'est combi	en		Vous dés	sirez		Un	e glace à la	a vanil	le		Je voudrais
es Planètes (The pl		Duba	-	l alta ala			es du Sol	• !I	Lain	du Soleil				
La Terre elle	La Lune assez	Près d très	e	Loin de Le Soleil			ercure	ell	-	adjectif			om (pi	opre)
Vénus	Mars	Jupiter	~	Saturne			ranus		_	tune		Parco	e que	
Venus	IVIAI 3	Jupiter		Jalume			anus		пер	lune		Tiulo		
Quoi de neuf? (Wha	t's in the news?)													
La météo	La mode		La cuisine		C'est	beau		C'est inté	ressa	nt		C'est e	nnuye	ux
C'est dégueulasse	C'est trop long		car		À mo	n/con avis		L'actualite	é (f)			La page	e télé	
		C est trop long car												

The Assessment Tracker documents below outline what children will learn within each topic

Topic: Bon appetit, bonne sante (Healt	hv eating)							
Pupils:	,							
Targets								
Children can/know/explain/understand:								
Listen attentively to spoken language and								
show understanding by joining in and								
responding								
Explore patterns and sounds of language								
through songs and link the spelling, sound								
and meaning of words								
Speak in sentences, using familiar								
vocabulary, phrases and basic language								
structures.								
Read carefully and show understanding of								
words, phrases and simple writing.								
Broaden vocabulary and develop ability to								
understand new words that are introduced								
into familiar written material, including the								
use of a dictionary. Understand basic grammar appropriate to								
the language being studied including								
feminine and masculine forms and how								
these differ from or are similar to English.								
use basic greeting and goodbye in French.								
Know and use French words for foods.								
explore sounds of French words through a								
traditional song.								
learn and use the phrases C'est								
bon/mauvais pour la santé								
learn French words for sandwich								
fillings/pizza toppings/ice cream flavours,								
including children's own preferences.								
learn that the word/s used to introduce the								
filling, etc. vary according to whether the								
word is masc, fem, or plural and to begin to								
understand what word/s to use when.								
learn that verbs and adjectives vary								
according to whether the word is masc or								
fem, sing or plural and to begin to								
understand which verb forms and adjectives								
to use when.					I			

Topic specific vocabulary: Bon appetit, bonne sante (Healthy eating)

Dans le sac, il y a	et	aussi	mais	II est bon	II est mauvais
Il sant bons	II sant mauvais	Elles sont bonnes	Elles sont mauviases	Ell est bonne	Elle est mauvaise
Un sandwich au jambon	Un gâteau	Une banane	Une orange	Du fromage (m)	De l'eau (f)
Des champignons (m pl)	Salade des fruits	Une glace à la vanille	Une pizza aux champigons	Pour la santé	Des chips (f pl)

Topic: Notre école (Our school)	 	 - 1		1	1	1	1		
Pupils:									
Targets									
Children can/know/explain/understand:									
Listen attentively to spoken language and									
show understanding by joining in and									
responding									
Speak in sentences, using familiar									
vocabulary, phrases and basic language									
structures.		 _							
Engage in conversations; ask and answer									
questions; express opinions and respond to those of others.									
Read carefully and show understanding of words, phrases and simple writing.									
Broaden vocabulary and develop ability to		 							
understand new words that are introduced									
into familiar written material, including the									
use of 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									
feminine and masculine forms, 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.									
know and use basic greeting and goodbye in									
French.	 		1					ļ	<u> </u>
know the French words for 12 places around									
a school	 	 							
learn voici and voilà and when to use them.									
learn 6 French verbs for school activities.									
apply previous knowledge of numbers to time.									
tell the time in French.									

develop confidence in understanding an						
extended text in French.						

Topic specific vocabulary: Notre école (Our school)

la salle de classe	L'entrée principale (f)	La cour	Le terrain de sport	Je cherche	Je cours
Il est deux heures moins le quart	Il est deux heures et quart	voici	voilà	la	ici
Il est deux heures cinq/dix/vingt/vingt-cinq	Le déjeuner	La professeur	Le maître	La maîtresse	Je travaille
III/ell a	La grande salle	La bibliotheque	La cuisine	Le bureau	Le parking
Le salle des profs	La maternelle	parler	manger	porter	Les yeux

Pupils:							
Targets							
Children can/know/explain/understand:							
Listen attentively to spoken language and							
show understanding by joining in and							
responding							
Explore patterns and sounds of language							
through songs and link the spelling, sound							
and meaning of words							
Speak in sentences, using familiar							
vocabulary, phrases and basic language							
structures. Ask and answer questions.			-			-	
Ask and answer questions.							
Read carefully and show understanding of							
words, phrases and simple writing.							
Broaden vocabulary and develop ability to							
understand new words that are introduced							
into familiar written material, including the							
use of a dictionary.							
Understand basic grammar appropriate to							
the language being studied, including feminine and masculine forms, 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.							
learn about French musical culture.							
Know that musical tastes differ through							
watching audio/video clips of French							
music/musicians.							
learn the French words for different genres							
of music.							
express preferences in French.							
learn C'est génial/super/merveilleux vs C'est							
nul.							
learn French pronunciation of the letters of		 					
the alphabet via a rap.							
know <i>je joue & tu joues</i> (l/you play)							

know and use the names of different kinds of instrument.						
practise expressing an opinion in conversation.						
use in spoken sentences <i>je joue/tu joues</i> and <i>j'aime/tu aimes.</i>						
develop accurate French pronunciation through use of rhymes.						
learn and perform a traditional French carol.						
understand the concept of register and when/how to use <i>tu</i> & <i>vous</i> .						
write a brief dialogue between a shopkeeper and a customer						
revise use of vous form of words.						
know and use Christmas greetings.						

Topic specific vocabulary: Je suis le musicien (I am the music man)

Tu joues?	Je joue du saxophone/piano/violin	ll/elle joue	C'est genial	C'est nul!	Le jazz
La musique pop	Je joue de la guitar/clarinette, batterie	La musique classique	Le saxophone	Le piano	Le violon
La clarinette	Je ne joue pas de/d'	La batterie	Le reggae	La guitare	fort

Pupils:						
Targets						
Children can/know/explain/understand:						
Listen attentively to spoken language and						
show understanding by joining in and						
responding		 				
Explore patterns and sounds of language						
through songs and link the spelling, sound						
and meaning of words Speak in sentences, using familiar	 	 	 			
vocabulary, phrases and basic language						
structures.						
Engage in conversations; ask and answer						
questions; express opinions and respond to						
those of others.						
Read carefully and show understanding of						
words, phrases and simple writing.						
Broaden vocabulary and develop ability to						
understand new words that are introduced						
into familiar written material, including the						
use of a dictionary.		 				
Understand basic grammar appropriate to						
the language being studied, including feminine and masculine forms, 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.						
know the French names for countries and						
continents and the nouns un pays, un						
continent		 				
know that in (a country or continent) = <i>en</i> for						
feminine nouns and <i>au</i> for masculine nouns.		 				
learn names of geographical features; des						
montagnes, des vallées, le desert, des rivières, des plages, des forêts, des prairies,						
des volcans, la savane, des glaciers.						
To revise the phrase <i>II y a.</i>						
develop sentence-building ability in French.						
play a children's game in French.	 	 				
play a children's game in French.						

Topic specific vocabulary: Notre monde (The world around us)

L'Europe (f)	L'Afrique (f)	Où est?	des	Le matin	L'après-midi (m or f)	L'Espagne (f)	Le Portugal
Le sénégal	Le Maroc	Le Mali	La Côte d'Ivoire	La guinée	La Tunisie	L'Amérique de Nord (f)	Le Canada
L'Amérique de Sud (f)	Le Brésil	L'Asie (f)	L'Inde (f)	L'Australasie (f)	L'Australie (f)	La France	Grande Bretagne

Topic: En route pour l'école (On the way to school) Pupils: Targets Children can/know/explain/understand: Listen attentively to spoken language and show understanding by joining in and responding Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences. Engage in conversations; ask and answer questions; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing. Develop accurate pronunciation and intonation. learn French pronunciation of the letters of the alphabet via a rap/recitation/song. learn 3 basic directions in French: à droite, à gauche & tout droit. know French words for 2 town landmarks: le café, la rivière. le magasin, le musée, le bureau de poste, la gare, know numbers to 12 in French. learn the French for o'clock and half past – heures, et demie. Know how to pronounce the French alphabet. can recognise learned phrases within a wider narrative (spoken and written).

Topic specific vocabulary: En route pour l'école (On the way to school)

Quand je vais a l'école	Je passe devant	Je traverse la rue	Je tourne	Je vais	Cinq minutes plus tard
Il est une heure at demi	Deux heures et demi	Vrai/faux	Le musée	finalement	À droite
Je vais a l'école a huit heures et demie	Je ne comprends pas	Répétez, sil vous plaît	Le magasin	Le café	Tour droit
Le bureau do poste	La rivière	Le bureau do poste	La gare	À gauche	allez

Topic: Le passe et le present (Then and	d now)								
Pupils:									
Targets									
Children can/know/explain/understand:									
Listen attentively to spoken language and									
show understanding by joining in and									
responding									
Explore patterns and sounds of language									
through songs and link the spelling, sound									
and meaning of words									
Speak in sentences, using familiar vocabulary, phrases and basic language									
structures. Present ideas and information orally to a	<u>├</u>								
range of audiences.									
Engage in conversations; ask and answer									
questions; express opinions and respond to									
those of others.									
Read carefully and show understanding of									
words, phrases and simple writing.									
Develop accurate pronunciation and									
intonation so that others understand when									
they are reading aloud or using familiar									
words and phrases.									
Broaden vocabulary and develop ability to									
understand new words that are introduced									
into familiar written material, including the									
use of a dictionary.									
Understand basic grammar appropriate to									
the language being studied, including feminine and masculine forms, 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.									
Know French words for clothes.									
Know French words for colours.									
To learn/revise regular er verbs									
learn French names for 6 specialist shops:									
une boulangerie, une boucherie, une									
			l	I	l	I	I	I	

épicerie, une patisserie, un marché, une librairie.						
Know five prepositions in French.						
Revise <i>II y a</i> and learn <i>II y avait.</i> Apply prior knowledge of forming a negative to these phrases (producing <i>II n'y a pas, II n'y avait pas</i>).						

Topic specific vocabulary: Le passe et le present (Then and now)

Un supermarché	Une boulangerie	Une boucherie	Une épicerie	Une pâtisserie	ll y avait
Qu'est-ce que c'est	III/elle porte	III/elle s'appelle	Up pull	Un short	Une chemise
Une culotte	Une jupe	maintenant	Un pantalon	couleur	Les bonbons

MFL (FRENCH). K32 – ASSessment tra	oner. i cai								
Tania, Caàna da nIana (Basah asana)									
Topic: Scène de plage (Beach scene)		1		1		1	1	1	
Pupils:									
Targets									
Children can/know/explain/understand:									
Explore patterns and sounds of language									
through songs and link the spelling, sound									
and meaning of words									
Speak in sentences, using familiar									
vocabulary, phrases and basic language									
structures.									
Present ideas and information orally to a									
range of audiences.									
Read carefully and show understanding of									
words, phrases and simple writing.									
Broaden vocabulary and develop ability to									
understand new words that are introduced									
into familiar written material, including the									
use of a dictionary.	 								
Appreciate stories, songs, poems and									
rhymes in the language.	 								
Understand basic grammar appropriate to									
the language being studied, including									
feminine and masculine forms, 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.									
recall French words and phrases already	+								
known and apply in a new context.									
learn the topic specific vocabulary.	<u> </u>								
Know question words and phrases.									
know French numbers 60-100.									
practise conversation related to buying									
tickets.									
know French pronunciation of the alphabet.									
learn verb phrases related to the beach									
scene.									
	•	•	•	•		•	•	•	

Topic specific vocabulary: Scène de plage (Beach scene)

(le chien) regarde (le chat)	(le bateau) glisee sur mer	(La petite fille) dort	(La dame) brosse	(les cheveux de la petite fille)
Les gens marchent, parlent et jouent	Ce n'est pas	Le sable	Le ciel	La plage
Une grotte	C'est	Une falaise	glace	Un pique-nique

MFL (FRENCH). KSZ – ASSESSMENT I AC							
Topic: Ici et la (Out and about)							
Pupils:	T						
Targets							
Children can/know/explain/understand:							
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. Speak in sentences, using familiar							
vocabulary, phrases and basic language							
structures.							
Engage in conversations; ask and answer							
questions; express opinions and respond to							
those of others.							
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.							
Broaden vocabulary and develop ability to							
understand new words that are introduced							
into familiar written material, including the							
use of a dictionary.							
Understand basic grammar appropriate to							
the language being studied, including							
feminine and masculine forms, 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. can express opinions in French.							
know names of fairground rides.							
Know French numbers 60-100.							
To practise conversation related to buying							
tickets.							

know French pronunciation of the alphabet.						
learn French words for film genres.						
know French words for 4 more sports.						
learn Je veux and Tu veux						
practise accurate pronunciation in French and gain an appreciation of rhyming sounds.						

Topic specific vocabulary: Ici et la (Out and about)

Soixante-et-onze	Soixante-douze	Soixante-treize etc.	Soixante-dix-neuf	Quatre-vingt-un	Quatre-vingt-deux etc.
Un homme	Une femme	Qu'est-ce-que tu aimes/détestes?	Quatre-vingt-onze etc.	Tu veux jouer au rugby	Qui, je veux jouer
Le grand huit	Le carrousel	Le train fantôme	La grand roue	Tu veux au ping pong etc.	Non, je ne veux pas jouer

MFL (FRENCH): KS2 – Assessment trad	cker: Year	5 & 6							
Topic: Le retour du printemps (The retu Pupils:	urn of the s	spring)							1
Targets									
Children can/know/explain/understand:							-		
Explore the patterns and sounds of language									
through songs and rhymes and link the									
spelling, sound and meaning of words.									
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.									
Broaden vocabulary and develop ability to									
understand new words that are introduced									
into familiar written material, including the									
use of a dictionary.									
Appreciate stories, songs, poems and									
rhymes in the language.									
Understand basic grammar appropriate to									
the language being studied, including									
feminine and masculine forms, 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.									
know French phrases for various types of									
weather.									
learn new topic vocabulary – the 4 seasons (+ en or au).									
(+ en or au). know adjectives <i>clair, sombre, heureux,</i>									<u> </u>
triste.									
Know days of the week.						 			<u> </u>
NIOW Days of the week.									
Know the months of the year.									
Learn viens, reste.									

Know times of day.						
develop accurate French pronunciation and the ability to speak rhythmically in French.						
adapt a model French text to create an original poem.						

Topic specific vocabulary: Le retour du printemps (The return of the spring)

Au printemps	En ete	En automne	En hiver	clair	sombre	heureux
Les couleurs sont	La fille	trop	très	Viens chez moi	Reste chez moi	triste

Tonio, Montor un octó (Sotting un o oct	5)						
Topic: Monter un café (Setting up a café Pupils:	=)						
Targets							
Children can/know/explain/understand:							
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.							
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.							
Broaden vocabulary and develop ability to							
understand new words that are introduced							
into familiar written material, including the							
use of a dictionary.							
Appreciate stories, songs, poems and rhymes in the language.							
Understand basic grammar appropriate to							
the language being studied, including							
feminine and masculine forms, 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.							
know French words for foods.							
know French phrases for foods ordered in a							
café.		 					
know French words for flavours of ice cream.							
know how to construct a negative sentence.							
recognise rhyming sounds that are spelled							
differently in French.							
know accurate pronunciation in French and							
gain an appreciation of rhyming sounds.							

write a comic dialogue based on ordering						
food in a café						

Topic specific vocabulary: Monter un café (Setting up a café)

Une limonade	Une eau minérale	Un jus d'orange	Un verre de coca	Un chocolat chaud	Un café
Une tease de thé	Un paquet de chips	Une portion de frites	Une glace au chocolat	Une glace à la fraise	Un café au lait
Bon appétit	Bon appetite!	C'est combien	Vous désirez	Une glace à la vanille	Je voudrais

Topic: Les Planètes (The planets) Pupils: Targets Children can/know/explain/understand: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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. Read carefully and show understanding of words, phrases and simple writing. Present ideas and information orally to a range of audiences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. Appreciate stories, songs, poems and rhymes in the language. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including feminine and masculine forms, 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. learn the names of the planets in the solar system in French. Know how to read and write the numbers to 11 learn the phrases près de & loin de. know assez in the sense of quite & très. learn and use sequencing words; puis, après, enfin,

recall and use descriptive language e.g.						
colours, large, small.						
understand an unfamiliar French text via						
known vocabulary and grammar and use of						
a dictionary.						

Topic specific vocabulary: Les Planètes (The planets)

La Terre	La Lune	Près de	Loin de	Pres du Soleil	Loin du Soleil	Un nom (propre)
elle	assez	très	Le Soleil	Mercure	Un adjectif	Parce que
Vénus	Mars	Jupiter	Saturne	Uranus	Neptune	Pluton

Topic: Quoi de neuf? (What's in the new	ws?)								
Pupils:									
Targets									
Children can/know/explain/understand:									
Speak in sentences, using familiar	1								
vocabulary, phrases and basic language	ļ								
structures.									
Engage in conversations, ask and answer									
questions, express opinions and respond to	ļ								
those of others.	ļ								
Develop accurate pronunciation and	ļ								
intonation so that others understand when	ļ								
they are reading aloud or using familiar									
words and phrases.									
Present ideas and information orally to a range of audiences.	ļ								
Broaden vocabulary and develop ability to									
understand new words that are introduced	ļ								
into familiar written material, including the	ļ								
use of a dictionary.	ļ								
Describe people, places, things and actions									
orally and in writing.									
Understand basic grammar appropriate to									
the language being studied, including	ļ								
feminine and masculine forms, key features	ļ								
and patterns of the language; how to apply	ļ								
these, for instance, to build sentences; and	ļ								
how these differ from or are similar to	ļ								
English.	ļ								
Learn words for the different sections that	ļ								
you may find in a newspaper or magazine	ļ								
e.g. la météo, la mode, la cuisine	ļ								
Know how to express an opinion e.g. c'est	ļ								
beau, c'est interessant, c'est ennuyyeux,	ļ								
c'est dégueulasse, c'est trop long									
Know how to tell the time e.g. <i>neuf heures,</i> neuf heures et quart, neuf heures et demi,									
dix heures moins quart									
Use a dictionary to help write phrases and									
sentences for a newspaper/magazine	1								
Can play a French game that requires you to									
speak your own sentences in French.	1								
opean year own conteneed in French.	·			1	I	1	L	1	1

Topic specific vocabulary: Quoi de neuf? (What's in the news?)

La météo	La mode	La cuisine	C'est beau	C'est intéressant	C'est ennuyeux
C'est dégueulasse	C'est trop long	car	À mon/con avis	L'actualité (f)	La page télé