

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 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
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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 (Years 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
<p>3 & 4</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • 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. 	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • 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. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • 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.

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
<p>3 & 4</p> <p>Milestone 2</p>	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

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 Programme

Subject	Autumn Term 1 st half	Autumn Term 2 nd half	Spring Term 1 st half	Spring Term 2 nd half	Summer Term 1 st half	Summer Term 2 nd half
French <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	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).

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

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

On fait la fete (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

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	Il/Elle est petit(e)
une jambe	Il/Elle grand(e)	III/Elle petit(e)	le nez bleu	la bouche bleue	les yeux	cheveux bleus	Il/Elle est grand(e)

Les quatres amis (The four friends)

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

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	Il y a	Un haricot	Un concombre	Une tomate
voilà	Une laitue	Du cresson	Une graine	Une graine de haricot	Un marché	la pomme

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

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	Il fait chaud	Il fait froid	Il fait beau
Il 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

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

Raconte-moi une histoire! (Tell me a story)

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

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

Le Carnaval de Animaux (The Carnival of 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	Il est midi	Il est minuit
la tortue	la poule	le cygne	le kangourou	l'oiseau	le lion	le coq

Quel temps fait-il? (What is the weather like?)

des lunettes de soleil	Il gèle	Quand....il te faut	Il fait.....degrés	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)	Il neige

MFL (FRENCH): KS2 – Assessment tracker: Year 3

Topic: Moi (All about me)

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.													
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 âge 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

MFL (FRENCH): KS2 – Assessment tracker: Year 3

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 <i>C'est super! / C'est nul.</i> (It's great/rubbish)													
learn <i>chat, souris, chien.</i>													
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 <i>Le fermier dans son pré.</i>													
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													
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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

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

MFL (FRENCH): KS2 – Assessment tracker: Year 3**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 <i>J'aime / Je n'aime pas.</i>																			
know <i>Il/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	Il y a	Un haricot	Un concombre	Une tomate
voilà	Une laitue	Du cresson	Une graine	Une graine de haricot	Un marché	la pomme

MFL (FRENCH): KS2 – Assessment tracker: Year 4

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	Il fait chaud	Il fait froid	Il fait beau
Il 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): KS2 – Assessment tracker: Year 4

Topic: L'argent de poche

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 – <i>un CD, un ballon, une console, une peluche, une poupée</i> + 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 – <i>J'adore – je déteste + C'est super! – C'est nul!</i>												
know how to ask questions by using <i>Tu + verb + a rising inflection.</i>												
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 – <i>C'est combien?</i>												
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

MFL (FRENCH): KS2 – Assessment tracker: Year 4

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): <i>écoutez, répétez, levez-vous, asseyez-vous, levez la main, taisez-vous</i>													
know numbers to 30.													
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.													
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	Il/Elle est	grand/e	petit/e	vrai
faux	levez-vous	asseyez-vous	levez la main	taisez-vous	charmant(e)	méchant(e)

MFL (FRENCH): KS2 – Assessment tracker: Year 4

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

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): <i>écoutez, répétez, levez-vous, asseyez-vous, levez la main, taisez-vous</i>																			
learn names of 9 French foods.																			
learn and use the phrases <i>C'est bon/mauvais pour la santé.</i>																			
learn the names of 4 sports + children's preferred sports.																			
learn that <i>jouer</i> is used with ball games and <i>faire</i> with other sports.																			
know days of the week.																			
recognise pre-taught vocabulary for foods and sport in conversational speech.																			
to learn <i>a le = au and de le = du</i>																			
recognise and practise the nasal sound <i>on</i> . 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													
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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 tracker: Year 4

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

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.													
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	Il est midi	Il est minuit
la tortue	la poule	le cygne	le kangourou	l'oiseau	le lion	le coq

MFL (FRENCH): KS2 – Assessment tracker: Year 4

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 <i>moins</i> (in the sense of minus) and <i>degrés</i>													
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	Il gèle	Quand....ill te faut	Il fait.....degrés	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)	Il 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).

<p>Year groups</p>	<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>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</p>
<p>5 & 6</p> <p>Milestone 3</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
French <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	Year 5 – Euro Stars: New Primary French Book 3 Bon appetit, bonne sante (Healthy eating)	Year 5 – Euro Stars: New Primary French Book 3 Je suis le musicien (I am the music man)	Year 5 – Euro Stars: New Primary French Book 3 En route pour l'ecole (On the way to school)	Year 5 – Euro Stars: New Primary French Book 3 Scene de plage (Beach scene)	Year 5 – Euro Stars: New Primary French Book 3 Le retour du printemps (The return of the spring)	Year 5 – Euro Stars: New Primary French Book 3 Les Planetes (The planets)
	Year 6 – Euro Stars: New Primary French Book 4 Notre ecole (Our school)	Year 6 – Euro Stars: New Primary French Book 4 Notre monde (The world around us)	Year 6 – Euro Stars: New Primary French Book 4 Le passe et le present (Then and now)	Year 6 – Euro Stars: New Primary French Book 4 Ici et la (Out and about)	Year 6 – Euro Stars: New Primary French Book 4 Monter un café (Setting up a café)	Year 6 – Euro Stars: New Primary French Book 4 Quoi de neuf? (What's in the news?)

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

Bon appetit, bonne sante (Healthy eating)

Dans le sac, il y a	et	aussi	mais	Il est bon	Il est mauvais
Il sant bons	Il 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 champignons	Pour la santé	Des chips (f pl)

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
Ill/ell a	La grande salle	La bibliotheque	La cuisine	Le bureau	Le parking
Le salle des profs	La maternelle	parler	manger	porter	Les yeux

Je suis le musicien (I am the music man)

Tu joues...?	Je joue du saxophone/piano/violin	Il/elle joue	C'est genial	C'est null!	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

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

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

Le passe et le present (Then and now)

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

Scène de plage (Beach scene)

(le chien) regarde (le chat)	(le bateau) glisse 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

Ici et là (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 grande roue	Tu veux au ping pong etc.	Non, je ne veux pas jouer

Le retour du printemps (The return of the spring)

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

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 tasse 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 appétite!	C'est combien	Vous désirez	Une glace à la vanille	Je voudrais

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

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

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

MFL (FRENCH): KS2 - Assessment tracker: Year 5 & 6

Topic: Bon appetit, bonne sante (Healthy 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 <i>C'est bon/mauvais pour la santé</i>													
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.													

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

Dans le sac, il y a	et	aussi	mais	Il est bon	Il est mauvais
Il sant bons	Il 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 champignons	Pour la santé	Des chips (f pl)

MFL (FRENCH): KS2 – Assessment tracker: Year 5 & 6

Topic: Notre école (Our school)

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.																				
know the French words for 12 places around a school																				
learn <i>voici and voilà</i> 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.													
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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
Il/ell a	La grande salle	La bibliotheque	La cuisine	Le bureau	Le parking
Le salle des profs	La maternelle	parler	manger	porter	Les yeux

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 & vous</i> .													
write a brief dialogue between a shopkeeper and a customer													
revise use of <i>vous</i> 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	Il/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

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

MFL (FRENCH): KS2 – Assessment tracker: Year 5 & 6

Topic: Le passe et le present (Then and 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 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													

épicerie, une pâtisserie, un marché, une librairie.													
Know five prepositions in French.													
Revise <i>Il y a</i> and learn <i>Il y avait</i> . Apply prior knowledge of forming a negative to these phrases (producing <i>Il n'y a pas</i> , <i>Il 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	Il y avait
Qu'est-ce que c'est	Il/elle porte	Il/elle s'appelle	Up pull	Un short	Une chemise
Une culotte	Une jupe	maintenant	Un pantalon	couleur	Les bonbons

Topic specific vocabulary: Scène de plage (Beach scene)

(le chien) regarde (le chat)	(le bateau) glisse 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): KS2 – Assessment tracker: Year 5 & 6

Topic: Ici et la (Out and about)

Pupils:														
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 <i>Je veux</i> and <i>Tu veux</i>													
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 tracker: Year 5 & 6

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

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.													
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 (+ <i>en</i> or <i>au</i>).													
know adjectives <i>clair, sombre, heureux, triste</i> .													
Know days of the week.													
Know the months of the year.													
Learn <i>viens, reste</i> .													

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

MFL (FRENCH): KS2 – Assessment tracker: Year 5 & 6

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													
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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 tasse 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

MFL (FRENCH): KS2 – Assessment tracker: Year 5 & 6

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 <i>près de & loin de</i> .														
know <i>assez</i> in the sense of quite & <i>très</i> .														
learn and use sequencing words; <i>puis, après, enfin,</i>														

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 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