



Our Modern Foreign Language Intent

National Curriculum:

Pupils should be taught to: ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing

Year 3

	Advent 1 L'Ancienne Histioire De La Bregagne	Advent 2 J'apprends le francias	Lent 1 Je Peux	Lent 2 Les Formes Phonics Lesson 1	Pentecost 1 Les saisons	Pentecost 2 Commands of the Class
Knowledge	<p>Learn the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).</p> <p>Name in French, the six key periods of ancient Britain, introduced in chronological order.</p> <ul style="list-style-type: none"> • Be able to say in French three of the types of people who lived in ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings 	<ul style="list-style-type: none"> • ask and answer the question ‘How are you?’ in French. • say ‘Hello’ and ‘Goodbye’ in French. • ask and answer the question ‘What is your name?’ in French. • count to 10 in French. • say 10 colours in French. <p>pinpoint France and other French speaking</p>	<p>Recognise, recall and spell 10 action verbs in French.</p> <ul style="list-style-type: none"> • Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but). 	<p>Name and recognise up to 10 shapes in French.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns. • Recognise that nouns have an article in French and in this case, the indefinite ‘un’ or ‘une’. • Have an opportunity to learn and/or revise numbers 1-5. 	<ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French. 	<ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions ‘et’ and ‘car’.

	people lived in during the stone, bronze and iron ages.					
Year 4						
Knowledge	<p>Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have)</p>	<p>Name and recognise 10 foods and drinks that are considered good for your health. • Name and recognise 10 foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. • Learn to make a healthy recipe in French.</p>	<p>Tell somebody in French the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in French and learn how these are related to the Roman gods and goddesses. • Tell somebody in French what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce pupils to the concept of the negative form in French.</p>	<p>Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Name the key periods in Ancient Britain, chronologically in French. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. • Recognise and start to understand commonly</p>	<p>Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.</p>

					used reflexive verbs and pronouns.	
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Year 5

Core Knowledge	<p>Repeat and recognise the months of the year in French</p> <ul style="list-style-type: none"> • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. <p>Recognise key dates in the French calendar.</p>	<p>About the many countries in the Francophone world.</p> <ul style="list-style-type: none"> • That we are different and yet all the same. • • How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country). <p>That we can all help to protect our planet</p> <p>About different festivals (religious and non-religious) around the world.</p>	<p>Continue applying the knowledge, skills and understanding of the language as covered in units 1 and 2.</p> <ul style="list-style-type: none"> • Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and unknown to them. • at least three adjectives in French. Tell somebody in French at least two key facts of Tudor history. 	<p>Name and label a map of the Solar System in French.</p> <ul style="list-style-type: none"> • Apply the rules of adjectival agreement to describe the Solar System in French. • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in French in order to conduct an interview with an astronaut. • Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character. 	<p>Recognise, recall, and spell up to 10 animals in French with their correct determiners/indefinite articles.</p> <ul style="list-style-type: none"> • Understand that there are more determiners/articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be). 	<p>Sit and listen attentively to a familiar fairy tale in French.</p> <ul style="list-style-type: none"> • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least four parts of the body in French as seen in the story.
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Year 6

	Advent1	Advent2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Core Knowledge	<p>Repeat and recognise the vocabulary for school subjects.</p> <ul style="list-style-type: none"> • Say what subjects they like and dislike at school. 	<p>Phonics Lessons</p> <p>Les Verbs Regulars</p>	<p>Group/order unknown vocabulary to help decode texts in French.</p> <ul style="list-style-type: none"> • Improve listening and reading 	<p>Phonics Lessons</p> <p>Les Verbs Irregulars</p>	<p>Ask what the time is in French.</p> <ul style="list-style-type: none"> • Tell the time accurately in French. • Learn how to say what they do at the 	<p>Not only sit and listen attentively to the story as in Year One but to recognise, understand and remember more</p>

	<p>Say why they like/dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.</p>		<p>skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all their new and previous language writing a letter.</p>		<p>weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend</p>	<p>of the new language. • Increase their memory potential in French by using picture cards, word cards and phrase cards in French. • Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in French</p>
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