



MFL Curriculum Overview

Overview Rationale

We believe that learning a foreign language is a necessary part of being a member of a multi-cultural society. It opens young children up to other cultures and can foster their curiosity and deepen their understanding of the world they live in. Our intention is that by the end of the children's primary education, they have an understanding of both spoken and written French and can converse with others in the French language.

Structure

Children in Year 3 – 6 have a French lesson weekly. Our curriculum is designed for the children at St Paul's. It is based on the Rising Stars with some supplementary units to promote overlearning and to give additional support where needed. It will also be adapted with additional resources to ensure all children regardless of their SEND or EAL requirements can access the lesson. The Rising Stars scheme supports the teaching of French, particularly for non-specialists. The table below gives an overview of the units taught in each term. Each year the key topic of "Moi" is repeated but will be extended on either adding in grammatical structure or vocabulary to extend the children's learning.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
LKS2 Year 3	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Moi – Talking about ourselves and our families. • La France – look at where French is spoken around the world. Know how to pinpoint these places on a world map. Understand some of the culture of France. • Numbers 1-20. • The calendar. • Feelings <p><u>National Curriculum Skills covered</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ORACY • Engage in conversation: ask and answer questions and respond to those of others ORACY • Read carefully and show understanding of words. • Appreciate stories in the language. ORACY <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Appreciate that words and letters in French have different sounds or pronunciation to English. • Know that French is spoken in other countries around the world. CST 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Alphabet • Colours • Body Parts • Numbers 20-31 <p><u>National Curriculum skills covered</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Explore patterns and sounds through songs and link the spelling, sounds and meanings of words. ORACY • Appreciate songs in the language. ORACY • Develop accurate pronunciation and intonation so others understand when they use familiar phrases and words. ORACY • Understand basic grammar appropriate to the language being studied, including key features and patterns of language. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il, elle) with auxiliary verbs avoir and être. • Appreciate that words and letters in French have different sounds and pronunciation to English. • Recognise plural nouns. 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Hobbies • Pets • Likes and Dislikes • Food (ready for French café visit) <p><u>National Curriculum skills covered</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in. ORACY • Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words. ORACY • Appreciate songs in the language. ORACY • Ask and answer questions: express opinions and repond to those of others. ORACY <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Begin to recognise 1st, 2nd and 3rd person singular pronouns with action verbs (E.G je danse, tu sautes, il galope, elle court) • Knowledge of life in France and Francophone countries including games.

	<p>Skills</p> <ul style="list-style-type: none"> • Listen, read and show understanding of single words • Understand and answer a familiar question e.g Comment tu t'appelles? ORACY • Write and say a short sentence using familiar single words and a connective with (and sometimes without) support. • Join in with rhymes, songs and stories using actions and words. ORACY 	<p>Skills</p> <ul style="list-style-type: none"> • Listen and show understanding of single words. ORACY • Write a short sentence using familiar words and a connective with (and sometimes without) support • Suggest and use strategies to memorise vocabulary and structures. • Join in with rhymes, songs and stories using actions and words, ORACY 	<p>Skills</p> <ul style="list-style-type: none"> • Listen read and show understanding of single words. ORACY • Understand and answer a familiar question, e.g Tu aimes..? ? • Write and say a short sentence using familiar single words and a connective independently. • Suggest strategies to memorise vocabulary and structures. • Find the meaning of a word in a word list and a bilingual dictionary. • Join in with songs, rhymes and stories using actions and words. ORACY
<p>Year 4 In 2022 Year 4 will be following the Year 3 progression framework as they are new to the language.</p>	<p>From 2023:</p> <p>Topics</p> <ul style="list-style-type: none"> • Recap of Moi topic but with extension activities to develop their understanding. • Recap of numbers. Progressing onto 20-100. • Clothing. (link to weather and pocket money) • Pocket money • On y va! – recap of French geography. Transport • Weather <p>National Curriculum skills</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Explore patterns and sounds of language through songs and links the spelling, sound and meaning of words. ORACY • Appreciate stories, songs, poem and rhyme in language. • Read carefully and show understanding of words, phrases and simple writing. • Present ideas and information orally. ORACY <p>Knowledge</p> <ul style="list-style-type: none"> • Understanding and identification of the gender of nouns. For example using the article when reading;using a dictionary to identify masculine and feminine nouns. • Recognise and use 1st, 2nd and 3rd person singular pronouns (je,tu, il, elle) with regular verbs such as jouer, manger, habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example je joue, je vais, tu manges?, il habite, elle a. • Making sentences negative (e.g J'aime becomes Je n'aime pas ; il pleut becomes il ne pleut pas) • Rules of agreement of adjectives with masculine and feminine nouns in singular. For example un manteaux bleu but une écharpe bleue • Express a positive and negative opinion. (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) • Conjunctions et, mais, quand • Aware that French is spoken in countries other than France. CST • Knowledge of aspects of life in France and Francophone countries, including music, currency, weather and geography. CST 	<p>From 2023:</p> <p>Topics</p> <ul style="list-style-type: none"> • Sport • Recap likes and dislikes from year 3. • Healthy Eating <p>National Curriculum Skills</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. ORACY • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ORACY • Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY • Present ideas and information orally. ORACY <p>Knowledge</p> <ul style="list-style-type: none"> • Understanding and identification of the gender of nouns. For example using the article when reading;using a dictionary to identify masculine and feminine nouns. • Recognise and use 1st, 2nd and 3rd person singular pronouns (je,tu, il, elle) with regular verbs such as jouer, manger, habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example je joue, je vais, tu manges?, il habite, elle a. • Making sentences negative (e.g J'aime becomes Je n'aime pas ; il pleut becomes il ne pleut pas) • Express a positive and negative opinion. (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère) • Partitive in singular and plural (du,des, au/aux) • Conjunctions et, mais, quand • Knowledge of aspects of life in France and Francophone countries, including music, currency, weather and geography. CST 	<p>From 2023:</p> <p>Topics</p> <ul style="list-style-type: none"> • Telling the time • Animals • Food ready for French café <p>National Curriculum Skills</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. ORACY • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ORACY • Read carefully and show understanding of words, phrases and simple writing. • Engage in conversations; ask and answer questions. ORACY <p>Knowledge</p> <ul style="list-style-type: none"> • Recognise and use 1st, 2nd and 3rd person singular pronouns (je,tu, il, elle) with regular verbs such as jouer, manger, habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example je joue, je vais, tu manges?, il habite, elle a. • Rules of agreement of adjectives with masculine and feminine nouns in the singular for example un manteaux bleu but un écharpe bleue • Conjunctions et, mais and quand. • Knowledge of aspects of life in France and Francophone countries including music, currency, food and geography. CST

Skills

- Listen, read and show understanding of short phrases.
- Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu?
- Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)
- Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds.
- Suggest and use strategies to memorise vocabulary including making connections to other languages.
- Translate using a bilingual dictionary.
- Join in with the words of familiar songs, rhymes and stories, some from memory.

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- Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu?
- Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)
- Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds.
- Translate words using a bilingual dictionary.
- Join in with the words to familiar songs, rhymes and stories, some from memory.

	Autumn	Spring	Summer
<p>UKS2 Year 5</p>	<p><u>Topics</u></p> <ul style="list-style-type: none"> • <u>Moi (recap)</u> • Family • The body (recap and extension) • Nationalities • Verbs Avoir et Être <p><u>National Curriculum skills:</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. ORACY • Explore patterns and sounds of language through sounds and link the spelling, sound and meaning of words. ORACY • Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY • 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. • Begin to understand masculine and feminine. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Position of adjectives in sentences (les nuages blancs) • Understanding of the conjugation of the verbs avoir and être. (for example je suis, tu es, il est) • Rules of agreement of adjectives for singular and plural when describing family members, nationalities. • Knowledge of life in France and Francophone countries including geography. CST <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listen, read and show understanding of more complex familiar phrases and sentences. • Ask and answer more complex familiar questions. • Write and say longer complex sentences using subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. • Read aloud familiar sentences with increasingly accurate pronunciation and intonation. • Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number. 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Directions • The Planets • Seasons <p><u>National Curriculum skills:</u></p> <ul style="list-style-type: none"> • Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. ORACY • Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY • Read carefully and show understanding of words, phrases and simple writing. ORACY • Present ideas and information orally to a range of audiences. • Appreciate songs, stories, poems and rhymes in the language. ORACY CST • Understand basic grammar to the language being studied. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Sequencing and frequency adverbs, e.g après ça, et puis, souvent, tous les jours, ensuite • Awareness of the use of tu and vous • Knowledge of aspects of life in France and Francophone counties including schools and geography. CST • Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number. • Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, elles) of a number of regular and irregular verbs. For example je tourne à droite, il traverse la rue. • Position of adjectives in a sentence – exceptions to the rule (e.g that grand/petit go before the noun) • Giving positive and negative reasoned opinions (e.g j’aime ça parce que..... Je n’aime pas ça parce que <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listen, read and show understanding of more complex familiar phrases and sentences. • Ask and answer more complex familiar questions. • Write and say longer complex sentences using subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. • Read aloud familiar sentences with increasingly accurate pronunciation and intonation. • Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number. • Suggest and use strategies to memorise vocabulary making connections with other languages. • Follow a longer text, e.g a rhyme or story. 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Healthy Eating/ Healthy Lifestyle • The Beach • Restaurant (ready for French café) <p><u>National Curriculum skills:</u></p> <ul style="list-style-type: none"> • Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. ORACY • Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY • Read carefully and show understanding of words, phrases and simple writing. • Present ideas and information orally to a range of audiences. ORACY • Appreciate songs, stories, poems and rhymes in the language. ORACY CST • Understand basic grammar to the language being studied. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number. • Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, elles) of a number of regular and irregular verbs. For example je nage , ils nagent • Giving positive and negative reasoned opinions (e.g j’aime ça parce que..... Je n’aime pas ça parce que • Knowledge of life in France and Francophone countries including geography. CST <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listen, read and show understanding of more complex familiar phrases and sentences. • Ask and answer more complex familiar questions. • Write and say longer complex sentences using subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. • Read aloud familiar sentences with increasingly accurate pronunciation and intonation. • Suggest and use strategies to memorise vocabulary making connections with other languages. • Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.

<p>Year 6</p> <p>In 2022 Year 6 will be following the Year 5 progression framework with adaptations as they are new to the language.</p>	<p>From 2023:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> All about myself (recap of previous years' learning but in more detail adding in likes and dislikes) School – subjects/timetable (recap of time) Festivals in France. <p><u>National Curriculum Skills:</u></p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY Listen attentively to spoken language and show understanding by joining in and responding. ORACY 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. Understand basic grammar to the language being studied. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Awareness of three verbs groups –er, -ir, re and the role of the infinitive. Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense. Prepositions of place. Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number. Consolidation of all grammatical structure used since Year 3. Knowledge of life in France and Francophone countries. CST Understanding of how festivals are celebrated differently in different countries. CST <p><u>Skills</u></p> <ul style="list-style-type: none"> Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words. Take part and initiate conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency. Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary. Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation. Decode unfamiliar text using language skills, context and a bilingual dictionary. Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs and manipulate them according to gender. Read aloud with fluency. 	<p>From 2023:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> Transport. Places in a town. Then and Now <p><u>National Curriculum skills:</u></p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY Listen attentively to spoken language and show understanding by joining in and responding. ORACY 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. Understand basic grammar to the language being studied. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Comparing things using plus, moins +and adjective. Awareness of three verbs groups –er, -ir, re and the role of the infinitive. Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense. Prepositions of place. Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number. Consolidation of all grammatical structure used since Year 3. Knowledge of life in France and Francophone countries. CST Comparing the past and present using il avait/il y a and il/elle est and il/elle était. <p><u>Skills</u></p> <ul style="list-style-type: none"> Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words. Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary. Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation. Decode unfamiliar text using language skills, context and a bilingual dictionary. Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs and manipulate them according to gender. Read aloud with fluency. 	<p>From 2023</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> Out and About. Setting up a café <p><u>National Curriculum skills:</u></p> <ul style="list-style-type: none"> Engage in conversations, ask and answer questions, express opinions and respond to those of others. ORACY Speak in sentences, using familiar vocabulary, phrases and basic language structures. ORACY Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present information and ideas orally to a range of audiences. ORACY Use a dictionary. Understand basic grammar appropriate to the language. Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. ORACY <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Awareness of three verbs groups –er, -ir, re and the role of the infinitive. Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense. Use of the infinitive with Je veux and J'aime. Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number. Consolidation of all grammatical structure used since Year 3. Knowledge of life in France and Francophone countries. CST <p><u>Skills</u></p> <ul style="list-style-type: none"> Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words. Take part and initiate conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency. Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary. Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation. Decode unfamiliar text using language skills, context and a bilingual dictionary. Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs and manipulate them according to gender. Read aloud with fluency.
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