

Our Curriculum for MFL

Aims

At Totley All Saints, we aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

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Modern Foreign Languages: Key Stage 2 Knowledge & Skills

Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.

	Listening & Spoken Language	Writing / Grammar	Reading
NC Programme of Study	<ul style="list-style-type: none"> 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* 	<ul style="list-style-type: none"> 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 key features and patterns of basic grammar. 	<ul style="list-style-type: none"> 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
Year 3	<ul style="list-style-type: none"> Greet people using 'Hello' 'How are you?' and 'goodbye.' Exchange names after listening to someone else introduce themselves Discuss how they are feeling after being asked how they are. Listen to and respond to instructions based around classroom rules. Count 0-10 using a range of songs and activities involving repeating. Ask how old someone is and wait for a response. Respond to the same question with the correct number. Listen and copy, using correct intonation different colours. Hold a simple conversation about clothing. Talk about different foods with a partner using adjectives and determiners. Present pictures of their family and use possessive adjectives Learn songs to help them remember the new language eg the alphabet song. Use the phrase Il/Elle est là or Ils/Elles sont là when talking about objects around the classroom. Talk about items in a pencil case and use the correct indefinite article (un/une) Talk about subjects they like and dislike in school using j'aime and Je n'aime pas Ask and answer questions about what other children like to do in and out of school. Use known language to talk about French Festivals. 	<ul style="list-style-type: none"> Make polite requests using simple determiners Talk about what foods they like and dislike using the definite article (la/le/les) meaning the. Describe the colours of an object in a sentence. Use adjectives when describing food and know the spelling changes if it is plural or the gender of the noun (male or female) Match subject and verb correctly when talking about pets Convert sentences between French and English. 	<ul style="list-style-type: none"> Read words to do with body parts and match them up to the correct body part. Recognise the difference between masculine and feminine nouns for different items of clothing Use simple conjunctions when they describe when clothing they are using (and, but) Follow the story of 'The very Greedy Dog!' in French. Create new sentences about their home by substituting vocabulary (use a dictionary) Read and say the months of the year. Make sentences into statements or commands.

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Year 4

- Listen to and repeat some names of towns and cities in France.
- Ask and answer questions to find out where someone lives.
- Talk about my town with increasing accuracy.
- Talk about different types of transport.
- Give and respond to simple directional instructions.
- Ask questions about travelling around town.
- Say a sequence of movements
- Answer a question orally using J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu...
- Ask and answer questions about where things can be bought.
- Role play – shop keeper and shopper – ask and answer questions about food and clothes.
- Name ten animals in French
- Say a sentence starting with 'J'ai vu...'
- Ask and answer questions based on a TV schedule.
- Take part in a maths lesson about time and counting, in French.
- Present a weather forecast to an audience.

- Use the verb 'to go' in a simple sentence
- Use sentences with subject/verb agreement.
- Answer a question in writing using J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu...
- Change the French word for 'the' to the French word for 'some'.
- Say whether country nouns are masculine or feminine.
- Choose the correct preposition: *en* for feminine countries, *au* for masculine countries, *à* for islands.
- Choose the correct preposition: 'en' for continents.
- Know the past tense phrase 'J'ai vu...'
- Can use the past tense in a sentence e.g. 'J'ai vu un lion.'
- Use pronouns correctly to describe where different animals are from.
- Use the third person plural in sentences.

- Count in 10s and 100s using rhymes and spelling patterns.
- Use a bilingual dictionary to find out more about my town.
- Use adjectives to describe clothing
- Answer questions to complete a sentence about clothes being worn.
- Write an answer to a question which starts with 'Quelle est ?'
- Use a model sentence and substitute key words, in writing about the capitals of countries in the UK.
- Use an online translator to convert country names from English to French and use in a sentence.
- Write sentences to tell the time
- Write what time they do things
- Ask questions about sports in a written sentence.

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Year 5

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| <ul style="list-style-type: none"> • Explain what they would like to do in the future by using the future tense. • Say the alphabet in French focusing in the accent letters (è) • Spell out words using a French accent • Introduce themselves to a friend telling them their name, age, where they live etc. • Name body parts and respond to the question – What is this? • Describe what someone is doing • Talk about emotions using correct pronunciation and intonation • Ask and answer questions about food and drink choices • Use the correct French form for ‘some’ when ordering pizza • Describe where they live to the rest of the class. • Use a range of adjectives to describe pets as well as giving their opinion on different animals • Orally say sentences to say which subject they like best. • Compare two subjects using the adverb ‘mieux.’ • State which subject I like best using ‘Ma matière favorite’. • Ask questions in French about what can be done in school and use this in a conversation with a friend. • Count into the thousands • Talk about how old they are and when they were born using the numbers they have learnt going into the thousands. | <ul style="list-style-type: none"> • Use the future tense in a sentence, using the correct form. • Use a range of adjectives to describe how they are feeling, but recognise they have different variations. • Show how the near future tense is made of aller plus infinitive. • Order a sentence correctly through describing what their partner looks like. • Write sentences to describe what someone is wearing • Write sentences to express what they like to eat for breakfast and sandwich choices • Use adjectives to describe food using the correct gender and in plural form. • Use co-ordinating conjunctions to create compound sentences when talking about themselves. • use the pronouns ‘il’ and ‘elle’ when locating things around the classroom. • Write sentences to say which subject they like best • Take part in a French maths lesson on shapes and their properties, using numbers to describe the shapes. | <ul style="list-style-type: none"> • Use a dictionary to find adjectives to describe how they are feeling. • Follow along to a traditional tale – The three Billy Goats Gruff • Follow a story and join in at parts about going to the doctor. • Read a chart and work out opening times for shops • Join in with a traditional French song • Sing Old Macdonald in French • Use a dictionary to find out the names of different rooms in the house. • Read about important historical dates in France. |
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Year 6

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| <ul style="list-style-type: none"> • Use first person plural pronouns when talking about where they live. • Look at maps and describe where things are orally. • Compare and order numbers up to 1000 in French • Use French terms for mathematical activities • Listen to French audio and find the words on a sheet. • Recognise and use ordinal numbers (1st, 2nd, 3rd etc) • Take part in a conversation about going shopping and what could be bought through role play, including greeting, responding and saying goodbye. • Take part in a conversation about the cost of items when shopping. • Role play being a shop keeper or shopper recapping on greetings, asking how much something is and adding costs in French. • Use the correct words for up to 8 compass points. • Orally say a sentence to say what the time is. • Use French phrases to describe am and pm times. • | <ul style="list-style-type: none"> • Use a range of prepositions to describe where things are in a town. • Use the correct masculine or feminine form of à côté de to describe the position of a shop. • Use the masculine and feminine form of colours when necessary. • Write sentences using the correct form of 'de' • Use model sentences to then substitute words. • Use a map to work out the direction between cities, up to 8 compass points and write a sentence using the correct word for the direction. • Write sentences in French about things that can be done when visiting Paris. • Create a leaflet which encourages people to visit Paris. • Write sentences using était or est. • Write sentences describing a person's nationality. • Write a sentence to say what the time is. • Follow a pattern to conjugate verbs. | <ul style="list-style-type: none"> • Take part in a song about where people live • Join in with a new song to help with remembering spellings. • Read and interpret a shopping list and calculate costs. • Read a chart to work out different distances. • Read and interpret charts to work out timings and read a school timetable. |
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Our Curriculum for MFL

Key Words

N.B This is not an exhaustive list, all of the key words for each lesson are on each lesson plan.

Year 3

Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].

Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], Madam [Mrs], Mademoiselle [Miss].

(Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?]. Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: 'to meet again', À bientôt [see you soon],

Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten]

Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]

Quel âge as-tu? [How old are you?], J'ai ___ ans. [I'm ___ years old.], an(s) [year(s)]

C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...].

Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much].

J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]

Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family]

voici [this is], Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there].

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Year 4

J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?]

il y a [there is/are...], il n'y a pas [there isn't/aren't...]

vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre-vingt-dix [90], cent [100]

voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on]

Comment vas-tu à l'école ? [How do you go to school?] Je vais à l'école en/à [I go to school on/by]

allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left],

Pour le/la ___ s'il vous plaît? [How do I get to the ___ please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third],

Qu'est-ce que c'est ? [What's this?]

J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little].

Je voudrais... [I would like...]

Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au... [I live in], la capitale [capital city] Quelle est la capitale de la/du.... ? [What is the capital city of... ?]

nord [north], sud [south], vrai [true], faux [false].

Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...]

Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je rentre chez moi [I go home], Je regarde la télévision [I watch television], Je mange mon dîner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed]

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Year 5

adjectif (m) [adjective], comment ça va ? [how are you?], je suis... [i feel...]

futur simple [simple future tense], verbe (m) [verb].

aller [to go], je vais [i go], tu vas [you go], il/ elle/on va [he/she/it/one goes], faire [to do/ make]

les cheveux (m) [hair], les dents (f) [teeth], lèvre (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face].

Qu'est-ce que tu fais ? [What are you doing?],

il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]

je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?]

J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux... [in the...]

J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais... [I would like.....]

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?]

mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child]

Le/La ___ est dans le/la ___. [The ___ is in the ____.]

Quelle est ton opinion ? [What do you think?], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].

et [and], mais [but] à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]

Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]

Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please],
?], Je suis... [I feel...]

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Year 6

je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live]

préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ____? [Where is ____?]

Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like....]

Où est...? [Where is...?], entre [between], à côté de [next to].

Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinq-cents [five hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change].

la distance (f) [distance], le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east]

Quelle heure est-il? [What time is it ?], Il est..... [It is.....], heure(s) [..... o'clock], et demie [half past.....], et quart [quarter past], moins le quart [quarter to].

Du matin [in the morning], de l'après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].