

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Theme: I'm Learning French</u> Introduce France as a country and French as a subject</p> <p>To introduce the question for how they are and possible replies</p> <p>To learn how to say my name in French and ask others their name</p> <p>To learn the numbers 1 – 10 and the colours in French</p> <p>To learn the colours in French</p>	<p><u>Theme: Animals</u> To introduce the new topic of les animaux</p> <p>To revise the five animals from last week and learn the next five animals in French.</p> <p>To consolidate and retain all ten nouns from this unit with a variety of memorising activities.</p> <p>To learn how to write the animals vocabulary by looking closely at the spellings through a variety of activities</p> <p>Extend vocabulary by introducing je suis + animal.</p>	<p><u>Theme: Fruits</u> Introduce the unit – Fruits. To learn the name of five fruits</p> <p>To learn the name of five new fruits</p> <p>To move from singular noun to plural noun and consolidate all ten fruits in French</p> <p>Develop further linguistic progression by learning how to formulate a simple opinion on fruits using “J’aime...” (“I like...”) plus a fruit.</p> <p>The children will be introduced to the negative opinion “Je n’aime pas...” (“I do not like...”) with the extra opportunity to also learn the question “Est-ce que tu aimes...?” (“Do you like...?”) They can use this</p>	<p><u>Theme: Musical Instruments</u> Introduce new topic Les Instruments</p> <p>To revise the five instruments from last week and learn the next five instruments in French.</p> <p>To revise and remember all the instruments introduced in weeks 1 and 2. To learn the appropriate French word for “the” for each instrument.</p> <p>To revise all the instruments in French and learn how to say Je joue (‘I play’) a particular instrument in French.</p> <p>To consolidate all the language covered so far with various written activities in preparation for the ‘I can do...’ grid next week.</p>	<p><u>Theme: Little Red Riding Hood</u> To introduce storytelling in French using Petit Chaperon Rouge</p> <p>To listen to the story origin and use word cards and picture cards to help remember vocabulary</p> <p>To learn parts of the body in French</p> <p>To consolidate parts of the body in French</p> <p>To consolidate and use all new language independently from the fairy tale by mind mapping</p>	<p><u>Theme: I Can...</u> Introduce the children to verbs in French.</p> <p>To introduce the next five verbs to the class</p> <p>To consolidate all ten verbs and integrate je peux</p> <p>To use all new knowledge to improve listening and reading skills in French.</p> <p>To use all new knowledge in writing activities</p>

			new language to perform a short, simple role play.			
<b>Year 4</b>	<p><u>Theme: Presenting Myself</u> To introduce French as a subject and France as a country. Introduce the numbers 1-10.</p> <p>To learn how to say your name and ask somebody their name in French. To consolidate numbers 1-10 and introduce numbers 11-20.</p> <p>To revise and consolidate numbers 1-20 and introduction of the new target question quel âge as tu?</p> <p>To revise numbers 1-20 and practice further their role play and introduce a new question où habites-tu? and answer with j'habite...</p> <p>Revising all previous knowledge including the language regarding nationality in French in preparation for ID card activity.</p>	<p><u>Theme: Family</u> To start the unit La Famille and introduce the nouns in French for family members.</p> <p>To continue and consolidate the nouns and definite articles for members of the family. Introduce the target question elle/il s'appelle comment?</p> <p>To consolidate il/elle s'appelle and introduce new target question as-tu un frère/as-tu une soeur?</p> <p>To consolidate j'ai un frère/j'ai une soeur and il/elle s'appelle</p> <p>To introduce numbers 10-100 to enable children to work towards being able to say how old their siblings/family members are.</p> <p>To introduce the concept of the possessives mon, ma and mes allowing the children to introduce their family (factual or fictitious).</p>	<p><u>Theme: My Home</u> To introduce the aim of the unit "Chez moi" ('Chez moi' is the French for 'my home'). To say they live in a house or an apartment and will be given a choice of where their home or apartment is located.</p> <p>Consolidation of last week's language connected to "J'habite..." plus the first five nouns for rooms of the home</p> <p>To learn another five nouns for rooms. To further consolidate the language covered so far – especially 'Chez moi il y a...' ('In my home there is... / there are) using these ten articles and nouns.</p> <p>Develop further linguistic progression by learning how to use the negative structure "Chez moi il n'y a pas de..."</p> <p>The children will be encouraged to put all their new language into context by integrating it with previously learnt language</p>	<p><u>Theme: Habitats</u> Introduce the new unit Les Habitats.</p> <p>To learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English).</p> <p>Learn about some of the key habitats in our world.</p> <p>To learn about which animals live in specific habitats and look at some of their adaptations.</p> <p>To learn in French which plants grow in specific habitats.</p> <p>Consolidate which animal and which plant lives in a particular habitat.</p>	<p><u>Theme: The Classroom</u> To start the unit En Classe by introducing the first set of new vocabulary for classroom objects.</p> <p>To revise the classroom objects from the last lesson and integrate the next five objects.</p> <p>To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de.</p> <p>To consolidate new language j'ai and je n'ai pas de. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case</p> <p>To quickly revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French.</p>	<p><u>Theme: Goldilocks/The Tudors</u> To listen attentively to a longer piece of French and learn how to decode and break down language by looking out for cognates (words that are similar in English).</p> <p>To decode French text by looking out for verbs, adjectives and nouns</p> <p>To try and find particular words in longer text based on the key facts of Henry VIII and his six wives in French.</p> <p>To revise and consolidate the language and text from last week and complete a true false activity on Henry's wives</p> <p>To revise and consolidate all this new knowledge with a storyboard and a presentation to the class.</p>

			(je m'appelle..., j'ai ... ans) in a role play activity.			
Year 5	<p><u>Theme: Do you have a Pet?</u> To learn the eight nouns and matching gender articles for the different pets</p> <p>Consolidation of new 'Pets' vocabulary. Use of "J'ai..." ("I have...") plus a pet and we will also introduce the connective "et" ("and")</p> <p>To learn and use the structure "qui s'appelle..." ("that is called...")</p> <p>To learn how to use the negative structure "je n'ai pas de / d'..."</p> <p>To learn a new connective "mais" ("but") that they can incorporate into their work.</p>	<p><u>Theme: What is the Date?</u> To learn the months of the year in French</p> <p>To consolidate the months of the year in French.</p> <p>To learn how to say the date in French.</p> <p>To learn how to say when their birthday is in French.</p> <p>To consolidate our learning with a reading exercise and then create French calendars.</p>	<p><u>Theme: The Weather</u> To introduce new unit Quel temps fait-il? Introduce the new vocabulary connected to the weather in French.</p> <p>To consolidate our work on the weather using PowerPoints and matching pairs game.</p> <p>To use new weather language in a listening exercise integrating days of the week.</p> <p>To learn how to read a weather map and describe the weather in different parts of the country To use all the weather information learnt in this unit to be French weather presenters!</p>	<p><u>Theme: Clothes</u> To learn ten new nouns and articles for items of clothing.</p> <p>To continue with introduction of the next eleven items of clothing</p> <p>To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte</p> <p>To be able to fully conjugate the ER verb - porter. To look more closely at adjectival agreement by describing clothes in terms of colour</p> <p>To pack a suitcase for a holiday, using the items of clothing and the possessive adjective 'my' in French.</p>	<p><u>Theme: Habitats / Romans</u></p> <p>To listen attentively to the legend of Romulus and Remus in French.</p> <p>To learn about some of the key people in Roman history</p> <p>To be introduced to the names (in French) for some Roman gods and goddesses.</p> <p>To learn about some famous Roman inventions.</p> <p>To compare the life of a rich boy to that of a poor boy in ancient Rome. Introduce the concept of the negative in French when the two boys say what they had/did/ate/wore compared to what they didn't have/do/eat/wear.</p>	<p><u>Theme: The Olympics</u></p> <p>Introduce the new unit Les Jeux Olympiques. The children will learn to listen attentively to longer passages of French and discover how to decode and breakdown language by looking out for cognates (words that are similar in English).</p> <p>To look at the key facts of the modern Olympic games using story ordering to help decipher and decode meaning.</p> <p>To introduce the children to ten French nouns (and their article) for sports currently in the Olympic games.</p> <p>To consolidate all the language covered so far by introducing the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure je ne fais pas de.</p>

						To show the children how to use all the language they have covered in this unit in a real context.
<b>Year 6</b>	<p><u>Theme: At School</u> To introduce the aim of the unit A L'école - to introduce the vocabulary for school subjects.</p> <p>To consolidate the vocabulary for school subjects and to extend by introducing an opinion.</p> <p>To introduce the concept of time in French.</p> <p>To consolidate all the language covered so far using a listening activity. We will also introduce the irregular verb aller ('to go').</p> <p>To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time</p>	<p><u>Theme: Regular Verbs</u> Introduce the new unit Les Verbes Réguliers. In this lesson we will: Learn/revise in English what a pronoun is. Learn what these look like in French.</p> <p>To learn about the three different types of infinitive verb categories in French. -ER, -IR and -RE. Learn about verb stems and endings.</p> <p>Learn about regular French -ER verbs. Use graded writing activities to help consolidate the regular -ER verbs.</p> <p>Learn about regular French -IR verbs.</p> <p>Use graded writing activities to help consolidate our work with regular French -IR verbs.</p> <p>Learn about regular French -RE verbs.</p>	<p><u>Theme: The Weekend</u> To introduce the aim of the unit Le Week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.</p> <p>To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.</p> <p>To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.</p> <p>To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives</p>	<p><u>Theme: World War II</u> To introduce the aim of the unit La Seconde Guerre Mondiale. To improve reading and listening skills by learning how to decode unknown language in longer pieces of French text.</p> <p>To learn in French some of the countries and languages involved in World War II.</p> <p>To improve the listening and reading skills of the children by listening to the story of Ralph (an evacuee) in French. To then be able to answer true or false statements in French on what Ralph's experiences were during WWII.</p> <p>To improve their range of vocabulary by learning key words for things Vera (an evacuee) saw in the countryside and in the city.</p> <p>For children to improve their language skills by</p>	<p><u>Theme: The Planets</u> To introduce the aim of the unit Les Planètes. To expand the range of vocabulary of the children by introducing the planets in French.</p> <p>To consolidate the new words from last week and work on more complex sentence structure in French by describing each planet in more detail.</p> <p>To consolidate their learning with a variety of reading and listening activities.</p> <p>To consolidate their knowledge of the planets by looking at the rules for adjectival agreement in French.</p> <p>To consolidate their knowledge of adjectival agreement in French using clothes.</p>	<p><u>Theme: Me In The World</u> To introduce the aim of the unit Moi Dans le Monde ("Me in the world"). This lesson will introduce our four characters and their locations in the Francophone World.</p> <p>This week each character will tell us more about a favourite celebration in their country using the 'Moi Dans Le Monde (2)' PowerPoint.</p> <p>Children will consolidate their cultural knowledge and understanding as two of the characters (Jasmina and Edouard) give more detailed information on two different religious celebrations.</p> <p>Develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au-Prince (Haiti).</p>

		Use graded writing activities to help consolidate our work the regular French -RE verbs	To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.	using adjectives to compare city and country life. Taught through the story of Daisy (an evacuee).		The four characters in this unit will discuss how they are going to be more responsible global citizens by doing more to protect our planet.
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French at Downsell Primary School	
<b>Intent</b>	<p><b>Our modern foreign language curriculum fosters children's curiosity and deepens their understanding of the world.</b></p> <p>We believe that learning a modern foreign language is a vital part of children's learning, which helps to prepare children for their secondary education. Learning a language has an important role to play in the preparation of our children's futures, as it helps to develop confidence and raise cultural understanding and deepens their curiosity about the world around them. All children are provided with opportunities to explore French as a Modern Foreign Language through the skills of Speaking, Listening, Reading and Writing, whilst meeting the requirements of the National Curriculum.</p> <p>At Downsell primary School, we use the Language Angels scheme of work and resources to ensure we offer a broad, vibrant and ambitious MFL curriculum that will inspire and excite our children. We use a wide variety of topics and themes that relate to other areas of the curriculum, whilst building on what children have previously learnt.</p>
<b>Implementation</b>	<p><b>At Downsell, children progressively develop skills in French through well-planned, weekly, 30-minute lessons using the Language Angels Scheme of Work.</b></p> <p>Children acquire, use and apply a growing bank of vocabulary (through the use of topic Vocabulary Lists), language skills and grammatical knowledge organised around age-appropriate topics and themes. Cross-curricular topics allow French to become embedded in children's learning. Lessons offering appropriate levels of challenge are taught at all times to ensure children learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and may other creative ways to extend, embed and combine language skills.</p>
<b>Impact</b>	<p><b>MFL at Downsell Primary School will ensure all children develop key language learning skills, as set out by the National Curriculum, as well as a love of languages that develops year on year.</b></p> <p>Topics increase in their level of challenge as children move from Early Learning topics through Intermediate topics and into the most challenging Progressive topics. Early Learning topics start at basic noun and article level and teach children how to formulate short phrases. By the time children reach progressive topics they will be exposed to much longer texts and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Children continuously build on their previous knowledge as they progress in their foreign language-learning journey, as previous language is recycled, revised, recalled and consolidated, where appropriate. Children will discover and develop an appreciation of a range of writing in the French language.</p> <p>Children are aware of their own learning goals and progression as each unit offers a pupil friendly self-assessment tool, so that all children can review their own learning at the end of each unit.</p>

### **Languages Programmes of Study: Key Stage 2 National curriculum**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

#### **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