

## Modern Foreign Languages Curriculum Overview

	<b>Year 3</b> First year of language	<b>Year 4</b> Second year of language	<b>Year 5</b> Third year of language	<b>Year 6</b> Fourth year of language
<b>Autumn term</b> <b>Half term 1</b>	<b>KS2: Early language teaching</b> J'apprends la Français: I am learning French	<b>KS2: Intermediate teaching</b> Je me présente: Presenting myself	<b>KS2: Intermediate teaching</b> As-tu un animal?: Do you have a pet?	<b>KS2: Intermediate teaching</b> Chez moi: My home
<b>Autumn term</b> <b>Half term 2</b>	<b>KS2: Early language teaching</b> Les saisons: Seasons	<b>Extra teaching: Other</b> Les nombres: Numbers	<b>Extra teaching: Other</b> Quelle heure est-il?: What time is it?	<b>Extra teaching: Other</b> Les nombres: Numbers Les couleurs: Colours
	<b>Extra teaching: Phonics</b> Lesson one: ch, ou, on & oi Taught over two sessions.	<b>Extra teaching: Phonics</b> Lesson two: i, in, ique & ille Taught over two sessions.	<b>Extra teaching: Phonics</b> Lesson three: é, e, è, eau & eux Taught over two sessions.	<b>Extra teaching: Phonics</b> Lesson four: qu, gne, ç, en & an Taught over two sessions.
<b>Spring term</b> <b>Half term 1</b>	<b>KS2: Early language teaching</b> Les animaux: Animals	<b>KS2: Intermediate teaching</b> Ma famille: My family	<b>KS2: Intermediate teaching</b> Quel temps fait-il?: The weather	<b>KS2: Progressive teaching</b> Le week-end: The weekend
<b>Spring term</b> <b>Half term 2</b>	<b>KS2: Early language teaching</b> Petit Chaperon Rouge: Little Red Riding Hood	<b>KS2: Intermediate teaching</b> Boucle D'Or Et Les Trois Ours: Goldilocks and the Three Bears	<b>KS2: Intermediate teaching</b> La date: The date	<b>KS2: Progressive teaching</b> Manger et bouger: Healthy lifestyle
<b>Summer term</b> <b>Half term 1</b>	<b>KS2: Early language teaching</b> Je peux: I am able ...	<b>KS2: Intermediate teaching</b> En classe: In the classroom	<b>KS2: Intermediate teaching</b> Les vêtements: Clothes	<b>KS2: Progressive teaching</b> À l'école: At school
<b>Summer term</b> <b>Half term 2</b>	<b>KS2: Early language teaching</b> Les fruits: Fruit	<b>KS2: Intermediate teaching</b> Au salon de thé: At the tearoom	<b>KS2: Progressive teaching</b> Les planètes: The planets	<b>KS2: Progressive teaching</b> Les Vikings: The Vikings
<b>French Day</b> <b>(14<sup>th</sup> July)</b>	<b>Extra teaching: Language days and assemblies</b> Lesson one: Henri Matisse	<b>Extra teaching: Language days and assemblies</b> Lesson two: French music	<b>Extra teaching: Language days and assemblies</b> Lesson three: Bastille Day	<b>Extra teaching: Language days and assemblies</b> Lesson four: Louis Pasteur

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	<b>Extra teaching: Culture lessons</b> Lesson one: Le Carnaval	<b>Extra teaching: Culture lessons</b> Lesson two: La Galette des Rois	<b>Extra teaching: Culture lessons</b> Lesson three: Le Poisson d'Avril	<b>Extra teaching: Culture lessons</b> Lesson four: Le Bleu de France
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### Year 3 / First year of language

<b>KS2: Early language teaching</b> <i>J'apprends La Français: I am learning French</i>	<b>KS2: Early language teaching</b> Les saisons: Seasons	<b>KS2: Early language teaching</b> Les animaux: Animals	<b>Early language teaching</b> <i>Petit Chaperon Rouge: Little Red Riding Hood</i>	<b>KS2: Early language teaching</b> Je peux: I am able ...	<b>KS2: Early language teaching</b> Les fruits: Fruit
	<b>Extra teaching: Phonics</b> Lesson one: ch, ou, on & oi				
Pinpoint France and French speaking countries on a world map. <b>(L1)</b>	Name the four seasons with the correct article/determiner. <b>(L1)</b>	Recall and spell five animals with the correct determiner. <b>(L1)</b>	Listen to a familiar fairy tale (Little Red Riding Hood) in French. <b>(L1)</b>	Recognise five high frequency infinitive verbs in French. <b>(L1)</b>	Learn how to name the first five fruits. <b>(L1)</b>
Ask and answer the question 'How are you?'. Say 'Hello' and 'Goodbye'. <b>(L2)</b>	Learn about what happens in winter and spring. <b>(L2 and 3)</b>	Recall and spell five more animals with the correct determiner. <b>(L2)</b>	Use picture and word cards to remember key vocabulary. <b>(L2)</b>	Recognise five additional high frequency infinitive verbs in French. <b>(L2)</b>	Learn how to name the next five fruits. <b>(L2)</b>
Ask and answer the question 'What is your name?' in French. <b>(L3)</b>	Learn about what happens in summer and autumn. <b>(L4 and 5)</b>	Understand articles / determiners have more options in French. <b>(L4)</b>	Learn parts of the body in French. <b>(L3)</b>	Consolidate all ten infinitive verbs. <b>(L3)</b>	To move from singular noun to plural noun. <b>(L3)</b>
Count to ten in French. <b>(L4)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To become familiar with 'je suis' (I am), from the infinitive verb 'être' (to be). <b>(L5)</b>	Consolidate parts of the body in French. <b>(L4)</b>	Create sentences using je peux + infinitive verb and je ne peux pas + infinitive verb. <b>(L4)</b>	To give a simple opinion on fruits using "J'aime..." ("I like..."). <b>(L4)</b>
Say ten colours in French. <b>(L5)</b>	Introduce the phonics sounds: ch, ou, on and oi. <b>(L1)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	Learn how to extend sentences with the conjunctions 'et' (and) & 'mais' (but). <b>(L5)</b>	To create sentences using "Je n'aime pas..." ("I do not like...") and "Est-ce que tu aimes...?" ("Do you like...?"). <b>(L5)</b>

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To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	Introduce the phonics sounds: ch, ou, on and oi. <b>(L1)</b>			To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>
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### Year 4 / Second year of language

<b>KS2: Intermediate teaching</b> Je me présente: Presenting myself	<b>Extra teaching: Other</b> Les nombres: Numbers	<b>KS2: Intermediate teaching</b> Ma famille: My family	<b>KS2: Intermediate teaching</b> Boucle D'Or Et Les Trois Ours: Goldilocks and the Three Bears	<b>KS2: Intermediate teaching</b> En classe: In the classroom	<b>KS2: Intermediate teaching</b> Au salon de thé: At the tearoom
	<b>Extra teaching: Phonics</b> Lesson two: i, in, ique & ille				
Learn how to ask someone how they are feeling as well as answer the question. <b>(L1)</b>	Revise the numbers 1-10 in French. <b>(L1)</b>	Learn how to say the various nouns for family members. <b>(L1)</b>	To learn new vocabulary by using a well-recognised story. <b>(L1)</b>	Introduce the nouns and articles/determiners for six common classroom objects. <b>(L1)</b>	Introduce eleven masculine nouns for popular food and drink typically offered in a salon de thé. <b>(L1)</b>
Learn how to ask and answer 'Comment tu-t'appelles ?' (What is your name?). <b>(L2)</b>	Revise the numbers 10-20 in French. <b>(L2)</b>	To learn how to use the possessive adjective 'my' in French. <b>(L2)</b>	To learn and retain new vocabulary by improving reading skills using word cards from the story. <b>(L2)</b>	Introduce the nouns and articles/determiners for five more common classroom objects. <b>(L2)</b>	Introduce nine feminine nouns for popular food and drink typically offered in a salon de thé. <b>(L2)</b>
Count to twenty in French. <b>(L3)</b>	Introduce the numbers 21-31 in French. <b>(L3)</b>	To ask and answer: As-tu des frères et sœurs? (Do you have any brothers or sisters?). <b>(L3)</b>	To learn and retain new vocabulary using phrase cards of the story. <b>(L3)</b>	Say and write what they have in their pencil case. <b>(L3)</b>	To order food and drinks. <b>(L3)</b>
Learn how to ask and answer 'Quel âge as-tu ?' (How old are you?). <b>(L4)</b>	Learn the numbers 1-100 in French. <b>(L4)</b>	To be able to introduce family members by saying what their names are. <b>(L4)</b>	To write their own Goldilocks story in French. <b>(L4 and 5)</b>	Consolidate the possessive adjectives 'mon', 'ma' and 'mes'. <b>(L4)</b>	To learn how to ask for the bill and how to say thank you and goodbye in French. <b>(L4)</b>

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Learn how to ask and answer 'Où habites-tu ?' (Where do you live?). <b>(L5)</b>	Introduce the phonics sounds: i, in, ique and ille. <b>(L1)</b>	To be able to say how old our family members are. <b>(L5b)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French. <b>(L5)</b>	To understand French currency and calculate a bill. <b>(L5)</b>
To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	Introduce the phonics sounds: i, in, ique and ille. <b>(L1)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>		To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>

### Year 5 / Third year of language

<b>KS2: Intermediate teaching</b> As-tu un animal?: Do you have a pet?	<b>Extra teaching: Other</b> Quelle heure est-il?: What time is it?	<b>KS2: Intermediate teaching</b> Quel temps fait-il?: The weather	<b>KS2: Intermediate teaching</b> La date: The date	<b>KS2: Intermediate teaching</b> Les vêtements: Clothes	<b>KS2: Progressive teaching</b> Les planètes: The planets
	<b>Extra teaching: Phonics</b> Lesson three: é, e, è, eau & eux				
To learn the eight nouns and matching gender articles for the different pets. <b>(L1)</b>	To revise numbers 1-12 and learn how to tell the time (by the hour). <b>(L1)</b>	To recognise the vocabulary for weather in French. <b>(L1)</b>	To recognise, recall and spell the seven days of the week in French. <b>(L1)</b>	To learn ten new nouns and articles for items of clothing. <b>(L1)</b>	To introduce the planets in French. <b>(L1)</b>
To use "J'ai..." ("I have...") plus a pet and introduce the connective "et" ("and"). <b>(L2)</b>	To learn how to tell the time around the clock (quarter past, quarter to and half past etc). <b>(L2)</b>	To consolidate the vocabulary for weather in French. <b>(L2)</b>	To recognise, recall and spell the twelve months of the year in French. <b>(L2)</b>	To learn eleven new nouns and articles for items of clothing. <b>(L2)</b>	To describe each planet in more detail. <b>(L2)</b>
To use the structure "qui s'appelle..." ("that is called..."). <b>(L3)</b>	To learn how to express doing an activity at a particular time. <b>(L3)</b>	To use new weather language in a listening exercise integrating days of the week. <b>(L3)</b>	To consolidate numbers in French to say the date in French. <b>(L3)</b>	To consolidate clothing and introduce the verb structure 'I wear' - je porte. <b>(L3a)</b>	To carry out a variety of reading and listening activities linked to the planets. <b>(L3)</b>
To use the negative structure "je n'ai pas de / d'...". <b>(L4)</b>	To exploring the 24 hour clock. <b>(L3)</b>	To learn how to read a weather map and describe the weather in different parts of the country. <b>(L4)</b>	To say the date in French. <b>(L4)</b>	To look more closely at adjectival agreement by describing clothes in terms of colour. <b>(L4)</b>	Explain the rules of adjectival agreement in French. <b>(L4)</b>

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<p>To create a longer phrase using the “mais” (“but”). <b>(L5)</b></p>	<p>Introduce the phonics sounds: é, e, è, eau and eux. <b>(L1)</b></p>	<p>To revise all language covered and complete the end of unit assessment. <b>(L6)</b></p>	<p>To learn how to ask and answer ‘C’est quand ton anniversaire ?’ (When is your birthday?). <b>(L5)</b></p>	<p>To use the possessive adjective ‘my’ in French. <b>(L5)</b></p>	<p>Use the rules of adjectival agreement when using colours. <b>(L5)</b></p>
<p>To revise all language covered and complete the end of unit assessment. <b>(L6)</b></p>	<p>Introduce the phonics sounds: é, e, è, eau and eux. <b>(L1)</b></p>		<p>To revise all language covered and complete the end of unit assessment. <b>(L6)</b></p>	<p>To revise all language covered and complete the end of unit assessment. <b>(L6)</b></p>	<p>To revise all language covered and complete the end of unit assessment. <b>(L6)</b></p>

## Year 6 / Four year of language

<b>KS2: Intermediate teaching</b> Chez moi: My home	<b>Extra teaching: Other</b> Les nombres: Numbers Les couleurs: Colours	<b>KS2: Progressive teaching</b> Le week-end: The weekend	<b>KS2: Progressive teaching</b> Manger et bouger: Healthy lifestyle	<b>KS2: Progressive teaching</b> À l'école: At school	<b>KS2: Progressive teaching</b> Les Vikings: The Vikings
	<b>Extra teaching: Phonics</b> Lesson four: qu, gne, ç, en & an				
Say whether they live in a house or an apartment and say where it is. <b>(L1)</b>	Revise the numbers 1-20 in French. <b>(L1 and L2)</b>	To learn the language to describe activities they do at the weekend as well as telling the time. <b>(L1)</b>	To learn ten new words for healthy foods and drinks in this lesson. <b>(L1)</b>	To introduce the vocabulary for school subjects. <b>(L1)</b>	To Learn how to decode and break down unfamiliar language. <b>(L1a)</b>
To learn five nouns for the rooms of the home. <b>(L2)</b>	Revise the numbers 21-31 in French. <b>(L3)</b>	To introduce new phrases for the activities the children may do at the weekend. <b>(L2)</b>	To learn ten new words for healthy foods and drinks in this lesson. <b>(L2)</b>	Say why they like/ dislike certain school subjects. <b>(L2)</b>	To learn how to describe themselves physically. <b>(L2)</b>
To learn another five nouns for the rooms of the home. <b>(L3)</b>	Revise the numbers 1-100 in French. <b>(L4)</b>	To consolidate language for activities. <b>(L3)</b>	To learn the grammar rule for the correct use of 'some' in French. <b>(L3)</b>	To revise numbers 1-12 and how to tell the time (by the hour) in French. <b>(L3)</b>	To introduce a range of vocabulary to be able to describe themselves. <b>(L3)</b>
To learn how to use the negative structure "Chez moi il n'y a pas de...". <b>(L4)</b>	To revise ten key colours and learn how to say 'my favourite colour is...'. <b>(L1)</b>	To integrate a time with the new phrases and learn how to use connectives. <b>(L4)</b>	Say what activities they do to keep in shape. <b>(L4)</b>	To learn how to say what time you study a particular subject. <b>(L4)</b>	To describe themselves in terms of eye colour as well as in terms of hair, height and character. <b>(L4)</b>
To use new language and previously learnt language in a role play. <b>(L5)</b>	Introduce the phonics sounds: é, e, è, eau and eux. <b>(L1)</b>	To introduce three positive and three negative opinion phrases. <b>(L5)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To consolidate the language covered in the unit. <b>(L5)</b>	To explore typical French daily routine phrases. <b>(L5 daily routines)</b>
To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	Introduce the phonics sounds: é, e, è, eau and eux. <b>(L1)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>		To revise all language covered and complete the end of unit assessment. <b>(L6)</b>	To revise all language covered and complete the end of unit assessment. <b>(L6)</b>

## Language Learning Skills Progression by Year Group

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen to and enjoy short stories, nursery rhymes &amp; songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more even when some of the language may be unfamiliar by using the decoding skills developed.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
Reading	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics &amp; Pronunciation Lesson 1'.</p> <p>Understand the meaning in English of short words read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</p> <p>Understand most of what is read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>

<p><b>Writing</b></p>	<p>Write familiar words &amp; short phrases using a model or vocabulary list, e.g. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate, eg: my name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives / conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives, e.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives, e.g. A presentation or description of a typical school day including subjects, time and opinions.</p>
<p><b>Grammar</b></p>	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first-person singular version of high frequency verbs, e.g.: 'I like...' 'I play...' 'I am called...'.</p>	<p>Better understand the concept of gender and which articles to use for meaning, e.g. 'the', 'a' or 'some'.</p> <p>Introduce simple adjectival agreement (like adjectival agreement when describing nationality), the negative form and possessive adjectives, e.g. 'In my pencil case, I have...' or 'In my pencil case, I do not have...'.</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles, e.g. definite, indefinite and partitive.</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation, e.g. 'I wear...', 'he/she wears...', and also be able to describe clothes in terms of colour, e.g. 'My blue coat'.</p>	<p>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives, e.g. which subjects I like at school and also which subjects I do not like.</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular, e.g. 'to go', 'to do', 'to have' and 'to be'.</p>