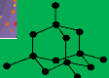
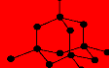
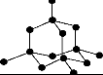


French - Overview						
Rationale	The aim of our MFL curriculum at Baden-Powell & St. Peter's is to provide an engaging and inclusive environment in which our pupils can gain the confidence and skills to communicate in a foreign language with increasing independence; we teach them vocabulary, grammar and phonics, as well as dictionary skills, through listening, speaking, reading and writing activities and we provide opportunities for children to apply both their knowledge and skills in different contexts. Our MFL curriculum also enables us to explore the diversity of different cultures and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience when learning a new language. The knowledge and skills that we have chosen to include in our MFL curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for MFL. The sequence of our MFL curriculum is primarily based on providing a context in which to teach the key grammatical concepts progressively so that they can be built upon and combined as pupils move through the school. Where possible and relevant, the half-termly unit links to the overarching curriculum topic.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings & Je m'appelle Numbers 1 - 10 Classroom Objects Colours		Days & Months Numbers 11 - 31 Birthdays Ages		Tu habites où?	Je me présente
	Substantive concepts: 		Substantive concepts: 		Substantive concepts:  	Substantive concepts:  
Year 4	Les Animaux	La Maison	Le Corps	Les Fruits & Les Légumes	La Musique	Je me présente
	Substantive concepts: 	Substantive concepts:  	Substantive concepts:  	Substantive concepts: 	Substantive concepts: 	Substantive concepts:  
Year 5	Au Collège	Le Sport	Les Passe-temps	Les Vacances	La Famille	Je me présente
	Substantive concepts:   	Substantive concepts:  	Substantive concepts: 	Substantive concepts:  	Substantive concepts:  	Substantive concepts:  
Year 6	Le Temps	Les Vêtements	La Nourriture	Les Verbes	En Ville	Je me présente
	Substantive concepts:  	Substantive concepts:  	Substantive concepts: 	Substantive concepts:  	Substantive concepts:  	Substantive concepts:  

3 substantive concepts	
Communicating	
Diversity	
Structure	

French - Progression		
Year 3	The aim of our MFL curriculum at Baden-Powell & St. Peter's is to provide an engaging and inclusive environment in which our pupils can gain the confidence and skills to communicate in a foreign language with increasing independence; we teach them vocabulary, grammar and phonics, as well as dictionary skills, through listening, speaking, reading and writing activities and we provide opportunities for children to apply both their knowledge and skills in different contexts. Our MFL curriculum also enables us to explore the diversity of different cultures and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience when learning a new language. The knowledge and skills that we have chosen to include in our MFL curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for MFL. The sequence of our MFL curriculum is primarily based on providing a context in which to teach the key grammatical concepts progressively so that they can be built upon and combined as pupils move through the school. Where possible and relevant, the half-termly unit links to the overarching curriculum topic.	
	Autumn	Spring 1
	La Salle De Classe	Les Couleurs
	Key Knowledge	Key Knowledge
	French nouns can be masculine or feminine Most French nouns can be made plural by adding an 's' 'Il y a' means 'there is or there are'	A cognate is a French word which is the same or very similar to its English equivalent e.g. orange , bleu 'C'est...' means 'It is...' Letters on the end of French words are often silent—vert, violet, c'est
	Other Knowledge	Other Knowledge
	Bonjour' means 'hello' and 'salut' means 'Hi'. 'Je m'appelle' means 'My name is ...' J—10—un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix French nouns can be singular or plural. The 's' on the end of a French word is usually silent. Intonation (going up at the end) can make a sentence into a question in spoken French 'Il y a combien de ... ?' means 'how many ... are there?'	11 - 20 - onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt 'Tu as quel âge?' means 'How old are you?' 'Quel jour?' means 'What day?' 'Quel numéro?' means 'What number?'
	Key Skills	Key Skills
	Listening: Respond appropriately to single words prompted by an action Speaking: Recall individual words and short phrases with accurate pronunciation with some prompting Ask and answer simple questions with some prompting Reading: Read some individual familiar words out loud with accurate pronunciation and identify their meaning with teacher guidance Writing: Copy a single familiar word accurately from a model.	Listening: Respond appropriately to single words with fewer prompts Speaking: Recall and use individual words and short phrases with fewer prompts Ask and answer simple questions and substitute with different vocab. Reading: Read a few familiar words out loud with accurate pronunciation and identify their meaning with increasing independence Writing: Accurately fill the gaps in with a written familiar word, which has some letters missing.
	Phonics - eu e.g. deux, neuf, bleu	Phonics - an e.g. orange, blanc Previous - eu - bleu
	Key Vocabulary	Key Vocabulary
	bonjour - hello salut - hi je m'appelle - my name is ... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 un crayon - a / one pencil un stylo - a / one pen un bâton de colle - a / one glue stick une trousse - a / one pencil case une gomme - a / one rubber une règle - a / one ruler il y a - there is / there are combien - how many masculin / féminin—masculine / feminine singulier / pluriel—singular / plural vrai / faux - true / false	onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, - 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche - Sunday jour (s) - day (s) semaine (s) - week (s) an (s) - year (s) combien - how many
	Intercultural Understanding	Intercultural Understanding
	IU3.3: Identify social conventions at home and in other cultures	IU4.1: Learn about festivals and celebrations in different cultures
supporting texts	Un Pour L'Escargot, Dix Pour Le Crabe	Les Couleurs Avec Yuki Le Bleu Et Le Jaune Toutes Les Couleurs
cross-curricular links		Art - What Is Colour? Maths - addition, subtractio, multiplication & division

French - Progression		
Year 3	Spring 2	Summer 1
	Les Dates	Tu habites où?
	Key Knowledge	Key Knowledge
	French months of the year do not start with a capital letter Numbers from 21 onwards follow a pattern. French children celebrate their birthdays and their name day.	J'habite à + town name means 'I live in' (town) 'J'habite dans' + building means 'I live in' a (building) 'Je' is shortenend to 'j' when followed by a verb starting wth a vowel or 'h'
	Other Knowledge	Other Knowledge
	21 - 31 - vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un 'Quelle est la date de ton anniversaire?' means 'when is your birthday' 'Quel mois?' means 'What month?' French people celebrate many of the same days as British people e.g. New Year's Day, Easter Day, VE Day Bastille Day (le 14 juillet) and Toussaint (All Saints Day - le 1 novembre) are important dasy in The French calendar	Tu habites où? means 'Where do you live?' 'h' is usually silent at the start of a French word e.g. habite
	Key Skills	Key Skills
	Listening: Respond appropriately to single words with fewer prompts Speaking: Recall and use individual words and short phrases with fewer prompts Ask and answer simple questions and substitute with different vocab. Reading: Read a few familiar words out loud with accurate pronunciation and identify their meaning with increasing independence Writing: Accurately fill the gaps in with a written familiar word, which has some letters missing.	Listening: Recognise and respond appropriately to single words automatically. Speaking: Recall, retain and use individual words and short phrases automatically Ask and answer simple questions as part of a rehearsed short conversation (picture prompts only) Reading: Read a range of familiar words out loud with accurate pronunciation and identify their meaning independently Writing: Write a single familiar word from memory accurately.
	Phonics - em e.g. septembre, novembre, décembre Previous - eu - vingt-deux, vingt-neuf - an - janvier - en - vendredi, trente	Phonics - ou e.g. où Previous - an - dans - en - appartement, tente - ou - rouge, août, douze, trousse
	Key Vocabulary	Key Vocabulary
	janvier - January février - February mars - March avril - April mai - May juin - June juillet - July aout - August septembre -September octobre - October novembre - November décembre - December vingt et un - 21 (no hyphens) vingt-deux, vingt-trois ... - 22, 23 (hyphenated) trente - 30	un bungalow - a bungalow un appartement—a flat un bateau—a boat une maison—a house une caravane—a caravan une tente - a tent à - in / at dans - in où? - where?
	Intercultural Understanding	Intercultural Understanding
	IU4.1: Learn about festivals and celebrations in different cultures	IU3.2: Locate country / countries where the language is spoken IU3.3: Identify social conventions at home and in other cultures IU3.4: Make direct/indirect contact with the country/countries where the language is spoken
supporting texts		Un Pour L'Escargot Les Couleurs Avec Yuki Toutes Les Couleurs Petit Bleu et Petit Jaune (abridged version) Petit Poisson Blanc
cross curricular links	Maths - addition, subtractio, multiplication & division	

French - Progression			
Year 4	The aim of our MFL curriculum at Baden-Powell & St. Peter's is to provide an engaging and inclusive environment in which our pupils can gain the confidence and skills to communicate in a foreign language with increasing independence; we teach them vocabulary, grammar and phonics, as well as dictionary skills, through listening, speaking, reading and writing activities and we provide opportunities for children to apply both their knowledge and skills in different contexts. Our MFL curriculum also enables us to explore the diversity of different cultures and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience when learning a new language. The knowledge and skills that we have chosen to include in our MFL curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for MFL. The sequence of our MFL curriculum is primarily based on providing a context in which to teach the key grammatical concepts progressively so that they can be built upon and combined as pupils move through the school. Where possible and relevant, the half-termly unit links to the overarching curriculum topic.		
	Autumn 1	Autumn 2	Spring 1
	Les Animaux	La Maison	Le Corps
	Key Knowledge	Key Knowledge	Key Knowledge
	Tu as des animaux? means Do you have any animals? Je n'en ai pas means I don't have any Some nouns have an irregular plural form (un animal - des animaux / une souris - trois souris)	Où est ...? means 'Where is ...?' 'Le' means 'the' and shows a noun is masculine 'La' means 'the' and shows a noun is feminine. Adjectives of colour come after the noun they are describing e.g la maison bleue	'est' means 'is' and 'sont' means 'are' 'Les' means 'the' and shows a noun is plural. Adjectives of colour agree with the noun they are describing
	Other Knowledge	Other Knowledge	Other Knowledge
	et' means 'and' 'irregular' means that something does not follow a pattern	'est' means 'is' and is part of the verb 'to be'. 'dans', 'sur', 'sous' and 'entre' are all prepositions. A preposition + a noun makes a prepositional phrase (e.g. dans la chambre) I must add an 'e' to make an adjective feminine. Some adjectives are irregular e.g. blanc > blanche; violet > violette	I must add an 's' to make an adjective plural.
	Phonics - ch e.g. chien, chat (Y3 dimanche) Previous - ou - souris	Phonics - z/s e.g. maison, cuisine (Y3 onze, douze etc, rose) Previous - ch - chambre - an - dans, salle à manger - en - entre, em, - ou - sous, où	Phonics - ez/es e.g.nez, les, (Y3 c'est) Previous - z/s - les yeux, les oreilles - ch - cheveux, bouche - eu - cheveux, yeux, an, - en - dents, em, ou
	Key Skills	Key Skills	Key Skills
	Listening: Respond appropriately to a familiar phrase prompted by an action eg. levez la main (raising hand) Speaking: Learn and say several sentences on a topic Ask and answer questions to retrieve topic-based information with some pictorial prompting to vary vocab used and type of answer Reading: Read a range of familiar words and simple phrases out loud with accurate pronunciation and identify their meaning with teacher guidance Writing: Copy familiar words and phrases accurately from a model.		Listening: Respond appropriately to a familiar phrase with fewer prompts Speaking: Learn and say several sentences on a topic Ask and answer questions to retrieve topic-based information including more detail in answers Reading: Read a range of familiar words and simple phrases out loud with accurate pronunciation and identify their meaning with increasing independence eg. le nez est bleu Writing: Accurately fill the gaps in a written familiar phrase, which has some words missing.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	1—31 un animal—an animal un chat—a cat un chien—a dog un lapin—a rabbit un hamster—a hamster un poisson—a fish une souris—a mouse j'ai—I have Tu as ...? - do you have ...? et—and mais—but	la maison - the house la cuisine - the kitchen la chambre - the bedroom la salle de bains - the bathroom la salle à manger - the dining room le salon - the lounge dans - in sous - under(neath) sur - on (top) entre - in between où? - where? est - is	le nez—the nose la tête—the head la bouche—the mouth les yeux (m)—the eyes les cheveux (m)—the hair les oreilles (f)—the ears les dents (f) - the teeth est—is sont—are
	Intercultural Understanding	Intercultural Understanding	Intercultural Understanding
	IU 4.2 Know about some aspects of everyday life and compare them to their own		
cross curricular links	Science - Classification & habitats	English - prepositions, prepositional phrases	

French - Progression			
Year 4	Spring 2	Summer 1	Summer 2
	Les Fruits et Les Légumes	La Musique	Je me présente
	Key Knowledge	Key Knowledge	Key Knowledge
	J'aime' means I like 'Je déteste' means I hate The definite article (le, la, les) is always used before a noun with 'j'aime' or 'je déteste'	Je joue' means 'I play' 'Je ne joue pas' means 'I don't play' The partitive article (du, de la, des) is always used with the verb 'play' and musical instruments	French accents are used to create new phonemes 'La Fête de Musique' is an important festival in France which takes place every year. France is famous for its markets; vegetables and fruit are key features of these.
	Other Knowledge	Other Knowledge	Other Knowledge
	Tu aimes? means 'Do you like...?' Adjectives of opinion must agree with the noun they are describing	Je n'aime pas means I don't like J'adore means I love	Accents are used only on vowels and under the letter c. There are 5 different French accents. France has a strong pet-friendly culture - on average each household has 2.5 pets. Breakfast is the lightest meal of the day in France; lunch and dinner are much bigger meals. La Fete de Musique takes place on 21st June because it is usually the longest day which means festivities can go on for as long as possible. People play and listen to music outside in their neighbourhoods; free concerts are often organised. 120 countries worldwide take part in this festival.
	Key Skills	Key Skills	Key Skills
	Listening: Respond appropriately to a familiar phrase with fewer prompts Speaking: Learn and say several sentences on a topic Ask and answer questions to retrieve topic-based information including more detail in answers Reading: Read a range of familiar words and simple phrases out loud with accurate pronunciation and identify their meaning with increasing independence Writing: Accurately fill the gaps in a written familiar phrase, which has some words missing.	Listening: Recognise and respond appropriately to a familiar phrase automatically. Speaking: Learn and say several sentences on a topic Practise and answer questions with a partner as part of a simple role play e.g Tu joues d'un instrument? J'aime la musique classique Reading: Read a range of familiar words and simple phrases out loud with accurate pronunciation and identify their meaning independently Writing: Write a familiar phrase from memory accurately.	
	Phonics - é/et - e.g. je déteste, légumes (Y3 -violet) Previous - ez/es - les z/s - les oignons, les oranges, les fraises, les raisins - ch - choux-fleurs, pêches - eu - choux-fleurs - an - oranges - ou - choux-fleurs	Phonics - on/om - e.g.violon, contre-basse, trompette Previous - é/et - je préfère	Phonics Revision - ch, z/s, ez/es, é/et, on/om
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	les oignons - onions les pommes de terre - potatoes les choux-fleurs - cauliflowers les oranges - oranges les carottes - carrots les petits-pois - peas les tomates - tomatoes les pommes - apples les fraises - strawberries les bananes - bananas les raisins - grapes les pêches - peaches délicieux - delicious dégoûtant - disgusting	Le clavier—keyboard Le violoncelle—cello Le violon—violin Le piano—piano Le saxophone—saxophone Le tambour - tambourine La guitare—guitar La trompette—trumpet La batterie—drums La clarinette—clarinet La contrebasse—double bass La flûte—flute La musique classique / pop / rock / jazz—classical / pop / rock / jazz music	accents - marks made above or below letters in French festival - a time of celebration, quite often involving food and drink and specific activities cuisine - a style of cooking from a country or region of that country. It is an important part of a culture. culture - a way of life / a way of living agriculture - the growing of crops (including fruit nad vegetables) industry - a group of businesses which produce something neighbourhood - a place where some people live, some people work and some people play; a neighbourhood is a community concert - where live (not recorded) music is played
	Intercultural Understanding	Intercultural Understanding	Intercultural Understanding
	IU 4.2 Know about some aspects of everyday life and compare them to their own	IU 4.2 Know about some aspects of everyday life and compare them to their own	IU 4.3 Compare traditional stories
cross curricular links			Une Histoire Sombre Ours Brun, Dis-Moi Pourquoi? La Chenille Qui Fait Des Troux Le Pot De Tom Trois Courageux Petits Gorilles

French - Progression		
Year 5	The aim of our MFL curriculum at Baden-Powell & St. Peter's is to provide an engaging and inclusive environment in which our pupils can gain the confidence and skills to communicate in a foreign language with increasing independence; we teach them vocabulary, grammar and phonics, as well as dictionary skills, through listening, speaking, reading and writing activities and we provide opportunities for children to apply both their knowledge and skills in different contexts. Our MFL curriculum also enables us to explore the diversity of different cultures and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience when learning a new language. The knowledge and skills that we have chosen to include in our MFL curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for MFL. The sequence of our MFL curriculum is primarily based on providing a context in which to teach the key grammatical concepts progressively so that they can be built upon and combined as pupils move through the school. Where possible and relevant, the half-termly unit links to the overarching curriculum topic.	
	Autumn 1	Autumn 2
	Au Collège	Le Sport
	Key Knowledge	Key Knowledge
	Putting 'ne' before a verb and 'pas' after a verb makes it negative You can form an opinion in French by using 'C'est + adjective' e.g. C'est fantastique Adjectives do not need to agree after 'C'est' i.e. C'est ennuyeux	Pourquoi? means 'Why?' 'Je fais' means I do 'Qu'est ce que + personal pronoun + verb?' means 'What?'
	Other Knowledge	Other Knowledge
	'Je préfère' means 'I prefer' 'Car ' means 'because ...'	The partitive article (du / de la) changes depending on whether the noun is masculine or feminine. A bi-lingual dictionary can be used to translate English words into French. 'Le lundi' means 'on Mondays' and can be used as an adverbial of time. 'Le matin', 'l'après-midi, le soir' mean 'in the morning / afternoon / evening' and can also be used as adverbials of time.
	Key Skills	Key Skills
	Listening: Understand a multi clause sentence which may include unfamiliar language prompted by actions Speaking: Prepare and practise a simple conversation of at least 2 questions and answers (with more than one clause) Expressing simple opinions Reading: Read a series of sentences out loud with accurate pronunciation and identify their meaning with teacher guidance Writing: Copy familiar short sentences accurately from a model.	Listening: Understand a multi clause sentence which may include unfamiliar language with fewer prompts Speaking: Prepare and practise a simple conversation of at least 3 questions and answers (with more than one clause) Reading: Read a series of sentences out loud with accurate pronunciation and identify their meaning with increasing independence. Writing: Using word cards, construct and copy a short simple sentence accurately.
	Phonics - s / ss / ç / c / ç / ti - e.g. sciences, dessin, français, éducation religieuse Previous - eu, - an - français, anglais - en - sciences - z/s - physique, - ez/es - dessin - é/et - géographie, éducation	Phonics - g / j e.g. je, gymnastique, jeudi Previous - an - amusant, passionnant, fatigant - ch - cheval - é/et - vélo, santé - on/om - badminton, bon, compliqué, pénible - s/ss/c/ç/ti - natation, esprit, passionnant
	Key Vocabulary	Key Vocabulary
	Le dessin - Art Le français - French La géographie - Geography La technologie - Science La lecture - Reading La musique - Music L'anglais - English L'histoire - History L'informatique - Computing L'éducation physique - P.E. L'éducation religieuse - R.E. Les maths - Maths Les sciences - Science J'aime - I like J'adore - I love Je n'aime pas - I don't like Je déteste - I hate et - and mais - but pourquoi? - why? car - because super - brilliant facile - easy nul - pointless / useless difficile - difficult intéressant - interesting ennuyeux - boring	Je joue au foot—I play football au rugby—rugby au tennis—tennis au net—netball au cricket—cricket au golf—golf au hockey—hockey au ping-pong—table tennis au basket—basketball au badminton—badminton Je fais du cheval—I do horseriding du footing—running du vélo—cycling de la gymnastique—gymnastics de la natation—swimming de la voile—sailing pourquoi? —why? amusant—fun passionnant—exciting pénible—hard fatigant—tiring compliqué—complicated bon pour la santé—good for your health bon pour l'esprit—good for your soul
	Intercultural Understanding	Intercultural Understanding
	IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
cross curricular links		

French - Progression		
	Spring 2	Summer 1
	Les Vacances	La Famille
	Key Knowledge	Key Knowledge
	'Je vais' means I am going 'to' changes depending on whether it is a town or country 'Qui' means 'which'	Possessive adjectives change according to the gender of the noun e.g. 'my' = mon, ma or mes 'Il' means 'he' and 'elle' means 'she' 'Ils' means 'they' with a group of mixed gender
	Other Knowledge	Other Knowledge
	à' means 'to' when used with a town 'au' means 'to' when used with a masculine country 'en' means 'to' when used with a feminine country 'aux' means 'to' when used with a plural country 'en' means 'by' when used with modes of transport	Il s'appelle' means 'he is called/his name is' 'Elle s'appelle' means 'she is called / her name is' 'Ils s'appellent' means 'they are called / their names are' 'Elles s'appellent' means 'they are called / their names are' 'Il est' means 'he is' 'Elle est' means 'she is' Some adjectives are irregular e.g. gentil
	Key Skills	Key Skills
	Listening: Understand a multi clause sentence which may include unfamiliar language with fewer prompts Speaking: Prepare and practise a simple conversation of at least 3 questions and answers (with more than one clause) Reading: Read a series of sentences out loud with accurate pronunciation and identify their meaning with increasing independence. Writing: Using word cards, construct and copy a short simple sentence accurately.	Listening: Understand a multi clause sentence which may include unfamiliar language automatically. Speaking: Prepare a short presentation on a familiar topic to include simple opinions and the reuse of familiar vocab and structures within a new context Reading: Read a series of sentences out loud with accurate pronunciation and identify their meaning independently Writing: Using word banks, write simple sentences with increased independence.
	Phonics - au - e.g. bateau, autobus, au Canada (Autumn 2 - je joue au Previous - eu, an, en, em, ou, ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a, t	Phonics - t, tt, th e.g. tante, gentil, méchante (t), amusante (t) violette Previous - eu, an, en, em, ou, ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a
	Key Vocabulary	Key Vocabulary
	au Brésil - to Brasil au Canada - to Canada au Japon - to Japan au Portugal - to Portugal en Grande-Bretagne - to Great Britain en France - to France en Espagne - to Spain en Egypte - to Egypt en vacances - on holiday en bateau - by boat en avion - by plane en voiture - by car en car - by coach en train - by train voyager - to travel	un frère—a brother une soeur—a sister il s'appelle—his name is elle s'appelle—her name is ils/elles s'appellent—their names are gentil (le) - kind méchant (e) —naughty énervant (e) —annoying amusant (e) —funny est - is sont - are
	Intercultural Understanding	Intercultural Understanding
	IU4.4 Learn about ways of travelling to the country/countries IU 5.2 Recognise similarities and differences between places	IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country
cross curricular links		J'aime Les Vacances Qui Conduit Familles

French - Progression			
Year 6	The aim of our MFL curriculum at Baden-Powell & St. Peter's is to provide an engaging and inclusive environment in which our pupils can gain the confidence and skills to communicate in a foreign language with increasing independence; we teach them vocabulary, grammar and phonics, as well as dictionary skills, through listening, speaking, reading and writing activities and we provide opportunities for children to apply both their knowledge and skills in different contexts. Our MFL curriculum also enables us to explore the diversity of different cultures and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience when learning a new language. The knowledge and skills that we have chosen to include in our MFL curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for MFL. The sequence of our MFL curriculum is primarily based on providing a context in which to teach the key grammatical concepts progressively so that they can be built upon and combined as pupils move through the school. Where possible and relevant, the half-termly unit links to the overarching curriculum topic.		
	Autumn 1	Autumn 2	Spring 1
	Le Temps	Les Vêtements	La Nourriture
	Key Knowledge When used with weather, 'il fait' means 'it is' (not it does) e.g il fait du soleil - it is sunny 'Quelquefois' means 'sometimes', 'souvent' means 'often'. Locations and the seasons can be used as fronted adverbials when discussing the weather e.g. au printemps—in Spring	Key Knowledge Je mets / je porte' means I wear 'Quand' means when Pattern phrases (spotty, stripy, checked) will always come at the end after the item of clothing and its colour e.g je mets une jupe verte et jaune à pois	Key Knowledge Flavours come after the noun they correspond to e.g. un sandwich au fromage With most flavours, the determiner will change according to its gender 'Prendre' means 'to take' and can be used with both food and drink.
	Other Knowledge You can put two types of weather together by using the conjunctions 'et' and/or 'mais' One way of forming a question is by inverting the subject and verb e.g Quel temps fait-il? Always use the word à before a town i.e à Poole, to describe in which town the weather is	Other Knowledge Some nouns are singular in French e.g. un pantalon, un jean, un short but translate into plural English nouns e.g. trousers, jeans, shorts 'Des' means 'some' (the partitive article) and shows that there is more than one noun e.g. des bottes - some boots When using a bi-lingual dictionary, word class and examples will help you choose the correct French word when there is more than one translation.	Other Knowledge Qu'est-ce que tu prends comme boissons? means 'What drinks do you have?' 'Qu'est-ce que tu prends pour le petit-déjeuner' 'le déjeuner?' means 'What do you have for breakfast / lunch?' All items of food need a determiner before them Sometimes you need to use the indefinite article ('un' or 'une') with food or drink. e.g. un chocolat chaud - a hot chocolate Sometimes you need to use the partitive article (du, de la, de l' or des) with food or drink e.g. du pain grillé - some toast
	Key Skills		Spring 1
	Listening: Understand a multi clause sentence, which uses some unfamiliar language and description prompted by actions Speaking: Understand and express reasons Using familiar language, retell containing complex sentences Reading: Read a short paragraph/extract, which includes some unfamiliar language, out loud with accurate pronunciation and identify the meaning with teacher guidance Writing: Copy familiar multiclaue sentences accurately from a model.		Listening: Understand a multi clause sentence, which uses some unfamiliar language and description with fewer prompts Speaking: Use spoken language confidently to initiate and sustain conversations Reading: Read a short paragraph/extract, which includes some unfamiliar language, out loud with accurate pronunciation and identify the meaning with increasing independence Writing: Using a model, compose a short text to apply most words or phrases correctly or to tell a story with some teacher guidance.
	Phonics - oi - e.g. froid, quelquefois (Y3 - trois, Y4 - poisson, poivrons, petits-pois, hautbois; Y5 pourquoi, histoire, volle Previous - eu - il pleut - en - souvent - em - printemps, temps - ou - souvent - ch - chaud - é/et - été - on/om - automne - g/j - neige - t - temps - au - beau, chaud, automne	Phonics - c/k/q/qu e.g. casquette, baskets, carreaux Previous - an - pantalon, manteau, sandales, gants, - ch - chemise, chaussettes, chaussures - ez/es - des - é/et - bonnet, écharpe, je mets - on/om - pantalon. s/ss/ce, g/j, a, - t - T-shirt, short, pantalon, baskets - au - manteau, chaussettes, chaussures, carreaux - oi - pois	Phonics - ll/y - e.g. vanille (Y5 famille, gentille) Previous - eu, an, en, em, ou, ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a, t, au, oi, c/k/q/qu
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Quel temps fait-il? - What's the weather like? Il pleut - it's raining Il neige - it's snowing Il fait du soleil - it's sunny Il fait beau - it's a nice day Il fait chaud - it's hot Il fait froid - it's cold à (+ town) - in (Poole) et - and mais - but quelquefois—sometimes souvent—often en hiver - in Winter en automne - in Autumn en été - In Summer au printemps - in Spring	un pull— a jumper un pantalon—trousers un jean—jeans un manteau— a coat un short—shorts un bonnet—a woolly hat un T-shirt—a T-shirt un maillot de bain—a swimming costume une jupe—a skirt une robe—a dress une cravate—a tie une casquette—a cap une chemise—a shirt une écharpe—a scarf des lunettes de soleil _ some sunglasses des sandales—sandals des baskets—trainers des gants—gloves des bottes—boots des chaussures—shoes des chaussettes—socks à pois—spotted à rayures—striped à carreaux—checked	prendre - to take; je prends - I take; tu prends - you take le petit-déjeuner - breakfast le déjeuner - lunch un thé - a tea un café - a coffee un jus d'orange - an orange juice de l'eau - some water un chocolat chaud - a hot chocolate un coca - a coke un milk-shake - a milkshake un croissant - a croissant un pain au chocolat - a pain au chocolat une crêpe - a pancake du pain grillé - some toast des céréales - some cereal un sandwich - a sandwich un yaourt - a yoghurt une baguette - a baguette une omelette - an omelette une glace - an icecream des chips - some crisps
	Intercultural Understanding	Intercultural Understanding	Intercultural Understanding
		IU 6.1 Compare attitudes towards aspects of everyday life	IU 6.1 Compare attitudes towards aspects of everyday life IU 6.2 Recognise and understand some of the differences between people
	Geography - weather & climate Y3 English - grammatical terms		

cross curricular links

French - Progression			
Year 6	Spring 2	Summer 1	Summer 2
	Les Verbes	En Ville	Je me présente
	Key Knowledge ER verbs are the most common of the 3 types of French verb. To conjugate an –ER verb, chop off the –ER from the infinitive to make the stem then add endings to match each pronoun. 'Tu' and 'vous' both mean 'you'	Key Knowledge The verb 'aller' is irregular and is conjugated differently to regular French verbs. À gauche means left/to the left and à droite means to the right/right. Tout droit means straight ahead.	Key Knowledge Many different factors contribute to the cultural diversity of a country Food is a very important part of French culture Environment and sustainability are considered important issues in France
	Other Knowledge There are 8 pronouns (je, tu, il, elle, nous, vous, ils, elles - I, you, he, she, we, you, they (m), they (f)) A verb has to be conjugated which means changed from its infinitive form. The infinitive of a verb is the root verb and this is how it will be found in a dictionary (to be taken out in 2025) The endings that match each pronoun are: je - e, tu - es, il - e, elle - e, nous - ons, vous - ez, ils - ent, elles - ent Verbs that follow the conjugation pattern are called REGULAR. Verbs that do not follow the conjugation pattern are called IRREGULAR 'Tu' (you) is used with one person who you know really well (informal) 'Vous' (you) is used with more than one person OR with one person you do not know very well (formal)	Other Knowledge dans ma ville means in my town The boulangerie in France is a protected word (bread must be made from scratch on the premises to be called a boulangerie) There is a difference between a 'boulangerie' and a 'pâtisserie' in France When giving directions, we use the imperative form of the verb.	Other Knowledge France borders Belgium, Monaco, Spain, Andorra, Luxembourg, Germany, Switzerland and Italy. There are French-speaking countries near to France. Breakfast is the lightest meal of the day. French lunch hours are on average 2 hours long. Eating on the go is not widely done in France. Evening meals in France are generally 4 courses. Many French words that are now used in the English language, are linked with food e.g. restaurant, café, baguette etc. France is a member of UNFCCC (United Nations Framework Convention on Climate Change). 'Paris Respire' is a strategy in France to combat air pollution in Paris.
	Key Skills	Key Skills	Key Skills
	Listening: Understand a multi clause sentence, which uses some unfamiliar language and description with fewer prompts Speaking: Describe incidents from personal experience in an audible voice e.g read a French story Reading: Read a short paragraph/extract, which includes some unfamiliar language, out loud with accurate pronunciation and identify the meaning with increasing independence Writing: Using a model, compose a short text to apply most words or phrases correctly or to tell a story with some teacher guidance.	Listening: Understand a multi clause sentence, which uses some unfamiliar language and description without prompt Speaking: Reciting, reading aloud from a text, developing a sketch/role play or presentation to perform to an audience (i.e. the class) Reading: Read a short paragraph/extract, which includes some unfamiliar language, out loud with accurate pronunciation and identify the meaning independently. Writing: Using a model, compose a short text to apply most words or phrases correctly or to tell a story with increasing independence.	
	Phonics - e - e.g. je, regarder u - e.g. tu Previous - eu, an, en, em, - ou - nous, vous , ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a, t, au, oi, c/k/q/qu, ll/y	Phonics - r / rr e.g. rouge, marron, derrière, droit, supermarché, parc, centre Previous - eu, an, en, em, ou, ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a, t, au, oi, c/k/q/qu, ll/y, e	Phonics Revision - eu, an, en, em, ou, ch, z/s, ez/es, é/et, on/om. s/ss/ce, g/j, a, t, au, oi, c/k/q/qu, ll/y, e, u
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	je: I tu: you il: he elle: she vous: you (plural/formal) ils/elles: they (masc/fem) nous: we Infinitive: the basic form of a verb stem: the root part of a verb (usually the infinitive with the last 2 letters taken off) regular verb - follows a pattern irregular verb - does not follow a pattern	derrière: behind devant: in front of à droite: on the right en face de: opposite entre - in between à gauche: on the left tout droit: straight ahead en ville - in town le café: the café le cinéma: the cinema le supermarché: the supermarket le musée: the museum le magasin: the shop la maison: the house la gare: the station la bibliothèque: the library la piscine: the swimming pool la boulangerie - the bakery l'école: the school va / allez - go tournez/tournez: turn il y a : there is / there are où est?: where is?	cultural diversity - identifying with particular groups based on their birthplace, ethnicity, language, values, beliefs or world views. culture - a way of life / a way of living sustainability - the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.
	Intercultural Understanding	Intercultural Understanding	Intercultural Understanding
		IU 6.2 Recognise similarities and differences between places	IU 6.3 Present information about an aspect of culture
		PE - OAA	

cross curricular links