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| <p>The Intent of our MFL Curriculum is</p> | <p>...to provide our pupils with a rich and deep learning experience, which prepares them to respect diversity and individuality. Learning another language provides children with an understanding of differing cultures to their own, and enables them to develop the life skills to communicate and gain ideas and experiences from a variety of people, communities and cultures. At Red Hall, we teach the language French. Our main secondary feeder school requires children to have some understanding of any language therefore we are preparing children for KS3.</p> |
| <p>The experiences your child will receive are</p> | <p>... MFL lessons which will be memorable and full of fun, using a range of resources to develop their understanding of French as a foreign language, which in turn, aims to develop their interest in the culture of other nations and communities. We provide opportunities for children to experience the culture in France, to hook and engage them into their topics studied as they progress through the school.</p> |
| <p>By the end of their time at Red Hall, we hope our children</p> | <p>...have secured knowledge and understanding of basic vocabulary in French and be able to speak in sentences with confidence, using familiar vocabulary, phrases and basic language structures. ...have developed a deepened and wider cultural understanding through our enriched and broad curriculum to which the teaching of MFL contributes. ...develop a passion and love for learning modern foreign languages and be keen to progress their knowledge and understanding further as they progress into KS3.</p> |

Dream Believe Achieve



Key Stage 1

Below is a grid of what words in the French language we expect the children to be being exposed to. Green boxes are language which **must** be taught in Year 1, pink which **must** be taught in Year 2.

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| <p>Greetings Bonjour - Hello / Good Morning Salut - Hi Bonne après-midi - Good Afternoon Bonsoir - Good Evening Au revoir - Goodbye A toute l'heure - See you later Introduce Yourself! Je m'appelle - I am called.. J'aians - I am ___ years old J'habite a - I live in...</p> | <p>Numbers 1-10 Zero - 0 Un - 1 Deux - 2 Trois - 3 Quatre - 4 Cinq - 5 Six - 6 Sept - 7 Huit - 8 Neuf - 9 Dix - 10</p> | <p>Colours Rouge - red jaune. - yellow bleu/bleue - blue vert/verte. - green orange - orange blanc/blanche - white noir/noire - black gris/grise - grey</p> | <p>Days of the Week Lundi - Monday Mardi - Tuesday Mercredi - Wednesday Jeudi - Thursday Vendredi - Friday Samedi - Saturday Dimanche - Sunday</p> |
| <p>Months of the Year janvier - January février - February mars - March avril - April mai - May juin - June juillet - July août - August septembre - Septembre octobre - October novembre - November décembre - December</p> | <p>Animals un chat - cat un chien - dog un oiseau - bird un cheval - horse un poisson - fish un hamster - hamster un cochon d'inde un lapin - rabbit une tortue - turtle une gerbille - gerbil une souris - mouse</p> | <p>Classroom Objects un crayon - pencil un stylo - pen une gomme - rubber un taille-crayon - sharpener une règle - ruler une trousse - pencil case une calculette - calculator un livre - book un cahier - notebook la colle - glue des feutres - markers des ciseaux - scissors</p> | <p>Family Members Mère - mam Père - dad Frère - brother Soeur - sister Grand-mère - grandma / nana Grand-père - grandad / grandpa Tante - aunty Oncle - uncle Cousin / Cousine - cousin</p> |

Year 3



| Links to previous knowledge | Autumn | Spring | Summer |
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| <p>The expectation by the end of KS1, is that all pupils will know basic language in French for the following topics:</p> <ul style="list-style-type: none"> • Greetings • Introducing self • Numbers 1-10 • Colours • Days of the week • Months of the year • Animals • Classroom objects • Family members | <p>Unit 2: Je Me Presente Introduce Myself</p> <ul style="list-style-type: none"> • To understand basic classroom instructions • To say your age and ask others how old they are • To revise saying your name and age and asking others their name and age • To say where you live and ask others where they live • To say which country you live in and which (main) language you speak • To understand and use numbers 13-20 • To practise numbers 0-20 • To describe the weather using a few simple phrases | <p>Unit 3: En Famille In my Family</p> <ul style="list-style-type: none"> • To introduce numbers 21-30 ; • To introduce family members • To say how many people are in the family • To say who they are • To practise asking and answering questions about brothers and sisters • To introduce masculine and feminine • To produce sentences about family • To describe family, learning basic adjectives to do so • To write a simple letter about family • To write a letter about one's own family | <p>Unit 4: Les Animaux Animals</p> <ul style="list-style-type: none"> • To revise names of pets • To understand and use numbers 31-40 • To practise asking and answering question <i>As-tu un animal?</i> • To listen and understand what pets other people have • To conduct a survey of pet ownership in the class, collate findings and present in bar chart form • To Introduce the plural forms of animals • To introduce <i>Tu aimes? j'aime, je n'aime pas, j'adore, je déteste</i> • To revise masculine/ feminine • Ask and answer questions about your name, age and pets • Write simple sentences about your name, age and pets • Revision of adjectives • To watch and hear French children talking about their pets • To perform a play |

Year 4



| Links to previous knowledge | Autumn | Spring | Summer |
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| <p>The expectation by the end of Year 3 is that all pupils will:</p> <ul style="list-style-type: none"> • Understand language for basic classroom instructions • Ask and answer questions about someone's name, age and where they live • Describe the weather using simple phrases • Introduce family members, and write sentences about them including names, age and basic description • Ask and answer questions about pets and devise simple sentences • Plural forms for animals • Understand masculine / feminine in the French language • Know the numbers 0-30 • Understand language for like / dislike / love / hate | <p>Unit 5: Mon Anniversaire My Birthday</p> <ul style="list-style-type: none"> • To revise numbers 1 - 60 • To ask and tell the time on the hour and practise reading and translating times on the hour. • To recognise how analogue times on the hour are abbreviated in French eg 1h, 2h, 3h. • To learn some French verbs in the context of time. • To practise reading and translating verbs in context of a typical day. • To revise months of the year. • To give a birthday date. • To ask and give a birthday date. • To learn how birthdays in France are celebrated. • To wish someone happy birthday. • To write the date of their own birthday in French. • To learn the words for different seasons. • To revise weather expressions. • To pick out key words in a story. | <p>Unit 6: Le Monde The World</p> <ul style="list-style-type: none"> • To revise countries surrounding France - French name and pronunciation • To revise j'habite en - • To learn in with country is en or au • To link work on weather with work on countries • To revise the location of countries • To learn the names, pronunciation and geographical location of capitals, key rivers and mountains • To learn the names, pronunciation and geographical location of towns • To learn in with town is à • To use à and en correctly in context • To learn about Paris • To say where they are going • Children to learn the points of the compass • To describe the geographical location of towns • To write 3 sentences about one's home town • To draw and write a postcard from a holiday destination in France. | <p>Unit 7: Mon Ecole et Moi My School and Me</p> <ul style="list-style-type: none"> • To learn $\frac{1}{4}$ past- et quart and $\frac{1}{4}$ to moins le quart • To practise reading and translating times on the hour • To revise verbs for daily routines • To introduce Qu'est-ce qu'il/elle fait?.. With reply il/elle----To learn the names of classroom subjects • To revise school subjects • To link a school subject with a time and/or day • To learn opinions of school subjects • To learn how to ask each other their opinions. • To read and pronounce new vocabulary accurately. • To write sentences using new vocabulary • To link French with Maths by constructing bar chart from a tally chart. • To look at a text in depth (Literacy Link) |

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| | <ul style="list-style-type: none">• To practise asking and answering questions about months/ weather/ seasons.• To practise performing a poem.• To use the text of poem as a model for writing own poem.• To create own sentences about weather, seasons and months | | <ul style="list-style-type: none">• To write a letter using a writing frame• To learn the names of different means of transport• To ask and answer the question Comment viens- tu à l'école Je viens en--- |
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Year 5



| Links to previous knowledge | Autumn | Spring | Summer |
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| <p>The expectation by the end of Year 4 is that all pupils will:</p> <ul style="list-style-type: none"> • Know the numbers 1-60 • Be able to ask and tell the time on the hour and practise reading and translating times on the hour. • Be able to write the date of their own birthday in French. • Know the words for different seasons. • Be able to link work on weather with work on countries • Know the names, pronunciation and geographical location of towns • Know verbs for daily routines • Know the names of classroom subjects • Be able to ask each other their opinions. • Analyse French texts in depth (Literacy Link) | <p>Unit 8: Qu'est-ce que tu veux? What would you like?</p> <ul style="list-style-type: none"> • To learn words for drinks • To understand the difference between un/ une • To learn how to ask politely for a drink in a shop/ café • To practise asking politely for drinks • To revise j' aime and je n'aime pas, tu aimes? • To draw a bar chart of favourite drinks • (Numeracy Links) • To learn words for ice cream and different flavours • To practise asking for different flavoured ice creams • To revise masculine and feminine nouns • To learn the vocabulary for the baker's and ask for items politely • To understand the difference between un/ une and des • To learn about using euros • To understand prices in euros • To learn how to shop using euros • To learn the vocabulary for snacks | <p>Unit 9: Les Sports The Body</p> <ul style="list-style-type: none"> • To learn word for different parts of the body • To design and label a monster • To learn the singular of the verb avoir and how to use it • To use the verb avoir with parts of the body to make sentences. • To write a short description • To learn about sport in France • To learn some opinions c'est barbant / nul / super / extra / pas mal • To introduce What is your favourite sport? My favourite sport is---- • To test French words for different sports • To learn the verbs in the infinitive for doing the various sports • To practise reading and translating verbs in the infinitive connected with sport • To recognise er verb endings in a short text about Loulou et Roger. | <p>Unit 10: Les Vetements Clothes</p> <ul style="list-style-type: none"> • To begin to learn the French words for various articles of clothing • To revise colours • To learn the question quest - ce que tu portes? and the answer je porte---- • To learn Qu'est -ce qu'il/elle porte? Il/elle porte -----. • To learn about school clothes and fashion in France • To describe what someone else is wearing using simple sentences • To listen and understand sentences describing people and clothes. • To learn to read and understand descriptions of clothes. • To revise adjectives of colour and learn their position in a sentence. • To begin to add the feminine ending of colour adjectives when appropriate in spoken and written form. • To introduce adjectives of quality and size. |

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| | <ul style="list-style-type: none">• To read and translate sentences• To plan and write a party menu with the support of a writing frame. (Literacy link)• To work out the cost of their party in Euros• To follow instructions for a simple recipe written by French children in Laon - Link with Literacy | | <ul style="list-style-type: none">• To give opinions on different types of clothing.• To read for detail in longer passages• To do some display work on clothes• To revise asking the price of items• To learn how to buy clothes in a shop• To create an original dialogue• To give opinions about clothes with reasons |
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Year 6



| Links to previous knowledge | Autumn | Spring | Summer |
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| <p>The expectation by the end of Year 5 is that all pupils will:</p> <ul style="list-style-type: none"> • Understand the difference between un/ une and des • Understand prices in euros • Be able to read and translate sentences • Be able to name different parts of the body • Write short descriptions in French • Know the words for different sports • Know the verbs in the infinitive for doing the various sports • Know the French words for various articles of clothing • Know adjectives of colour and learn their position in a sentence. • Begin to add the feminine ending of colour adjectives when appropriate in spoken and written form. • Create an original dialogue for the subjects learnt in Y5. | <p>Unit 11: J'habite I live in...</p> <ul style="list-style-type: none"> • To learn to answer question Tu habites une maison ou un appartement? • To learn that lots of French people live in flats and that lots of French houses have shutters (les volets) • To learn the names of different rooms in a house • To revise/ learn prepositions • To reinforce masculine/ feminine • To learn il/ elle masculine and feminine words for 'it' • To learn interesting sentence beginnings au rez de chaussée, au premier étage, il y a • To revise masculine and feminine pronouns and adjectives • To write a list of rooms downstairs and upstairs in a house • To learn how to write a description and mark it according to specific success criteria • To learn how to evaluate a piece of written French against success | <p>Unit 12: Un Pays Francophone A French speaking country</p> <ul style="list-style-type: none"> • To learn about travel to a francophone location • To learn the French names of the continents • To locate The Caribbean islands on a world map • To locate St. Lucia on a map of the Caribbean • To learn about travel to a francophone location. • To use prepositions to describe the names of places • To pack a holiday suitcase for a tropical destination • To plan the travel itinerary | <p>Unit 12: Un Pays Francophone A French speaking country</p> <ul style="list-style-type: none"> • To identify location of key places in St. Lucia. • To use coordinates to locate places and features on a map. (Link to Geography) • To learn some key facts about St. Lucia • To use websites to research own information (Geography link) • To learn about tropical climates and hurricanes • To learn about bananas and how they grow. • To read and understand a short non-fiction text about growing bananas. • To produce a story board explaining how bananas are grown (Literacy link: explanatory text). • To learn about other tropical fruit and spices and sample some of them. • To understand and express opinions about taste of tropical fruit. • To express opinions in sentences. |

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| | <p>criteria and mark it according to specific success criteria</p> <ul style="list-style-type: none">• To learn how to describe the position of items in a room• To learn names of 11 places you may visit in your own town or visit when visiting a town.• To learn how to ask where places are• To practise giving directions.• To learn the words première, deuxième, troisième. | | <ul style="list-style-type: none">• To write a cocktail recipe including features of an instruction text. (Link with Literacy Strategy: instruction text)• To read and write short sentences under different headings comparing two localities |
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