



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: INTRODUCTION TO FRENCH. Where do people speak French? How do French speakers greet one another?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Understanding of Francophone world. • Benefits of language learning. • Introductory vocabulary/greetings. • The verb 's'appeller' in first person. 	<p>Big Question: AGE AND BIRTHDAY. How old are you? When is your birthday?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Greetings vocabulary. • Common question words. • Numbers and birthday. • Speaking and listening. • Introductory phonics (key vowel sounds and other vowel clusters). • Asking and answering simple questions. 	<p>Big Question: FAMILY. Who else is in your family?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Numbers, age and birthday vocabulary. • Members of the family. • Speaking and simple sentence building. • Definite/indefinite articles. • Using the verb 'avoir' (1st and 3rd person). • Asking and answering simple questions. • Il y a 	<p>Big Question: FAMILY. What are their names and how old are they?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Members of the family. • Speaking and simple sentence building. • Asking and answering simple questions. • Using the verb 'avoir' (1st and 3rd person). • Il y a • Using the verb 's'appeller' (1st and 3rd person). • Extending a sentence using a connective (and/who). 	<p>Big Question: PETS AND ANIMALS. Do you have a pet? What is your pet like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Pets and animals. • Colours and simple adjectives • Reading and Speaking . • Asking and answering simple questions. • Using 'avoir' and 's'appeller'. • Extending a sentence using a connective (and/who). 	<p>Big Question: VISIT TO THE FARM. Animals, colours What animals can you find in a zoo?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Zoo animals. • Reading and Speaking. • Research skills . • Creativity. • Asking and answering simple questions. • Using 'avoir' and 's'appeller'. • Extending a sentence using a connective (and/who). 	<ul style="list-style-type: none"> • Name and describe people. • Name and describe a place. • Name and describe an object. • Have a short conversation saying 3-4 things. • Give a response using a short phrase. • Start to speak in sentences. • Read and understand a short passage using familiar language. • Explain the main points in a short passage. • Read a passage independently. • Use a bilingual dictionary or glossary to look up new words. • Write phrases from memory. • Write 2-3 short sentences on a familiar topic. • Say what I like/dislike about a familiar topic.



CURRICULUM DEVELOPMENT

MFL YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: DESCRIBING YOURSELF. What do you look like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Physical adjectives. Simple Connectives. Speaking and listening. Avoir and etre (1st person). Adjectival agreement/word order. Extending a sentence with a connective. 	<p>Big Question: DESCRIBING YOURSELF. What type of person are you? What is your best friend like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Personality adjectives. Simple Connectives. Speaking and listening Avoir and etre (1st and 3rd person). Adjectival agreement/word order. Extending a sentence with a connective. 	<p>Big Question: DESCRIBING OTHERS: MONSTERS. What are the body parts in French? How can we describe a scary monster?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Parts of the body. Further physical and personality adjectives. Colours. Simple Connectives. Speaking and listening. Avoir and etre (1st and 3rd person). Adjectival agreement/word order. Extending a sentence with a connective. 	<p>Big Question: MY SCHOOL. What is in your school? What is your school uniform like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Items of clothing. Colours. Adjectives (positive and negative). Speaking and sentence building. Writing short sentences. -er verb as vocabulary (je porte, nous portons). Il y a. Extending a sentence with a connective. 	<p>Big Question: MY SCHOOL. What do you study at school? Which subjects do you like or dislike?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> School subjects. Simple opinions. Adjectives. Speaking and sentence building. -er verb as vocabulary (j'étudie). 	<p>Big Question: MY SCHOOL. What do you study at school? Which subjects do you like or dislike?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> School subjects. Simple opinions. Adjectives. Speaking and sentence building. -er verb as vocabulary (j'étudie). 	<ul style="list-style-type: none"> Name and describe people. Name and describe a place. Name and describe an object. Have a short conversation saying 3-4 things. Give a response using a short phrase. Start to speak in sentences. Read and understand a short passage using familiar language. Explain the main points in a short passage. Read a passage independently. Use a bilingual dictionary or glossary to look up new words. Write phrases from memory. Write 2-3 short sentences on a familiar topic. Say what I like/dislike about a familiar topic.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: MY CITY.</p> <p>Where do you live? What is in your city? What is the weather like in your city?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Places in the town. • Weather phrases. • Saying what your town is like. • Using il y a. • Sentences with il y a + noun + adjective. • Using il fait with weather. 	<p>Big Question: MY CITY.</p> <p>Where do you live? What is in your city? What is the weather like in your city?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Places in the town. • Weather phrases. • Saying what your town is like. • Using il y a . • Sentences with il y a + noun + adjective. • Using il fait with weather. 	<p>Big Question: MY CITY.</p> <p>What do you do in your free time in your town?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Free time activities (-er verbs and je vais + place). • Opinion + infinitive. • Conjugation of aller in first person. 	<p>Big Question: FOOD.</p> <p>What do you eat and drink? What's on your shopping list? What's your favourite food</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Items of food and drink. • Opinion phrases. • Opinion + infinitive. • Conjugation of manger and boire. 	<p>Big Question: FOOD.</p> <p>What do you eat and drink? What's on your shopping list? What's your favourite food</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Items of food and drink. • Opinion phrases. • Opinion + infinitive. • Conjugation of manger and boire. 	<p>Big Question: AT THE RESTAURANT PROJECT.</p> <p>Can I take your order? What would you like to eat and drink?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Restaurant vocabulary. • Recall food vocabulary. • Speaking and listening. 	<ul style="list-style-type: none"> • Name and describe people. • Name and describe a place. • Name and describe an object. • Have a short conversation saying 3-4 things. • Give a response using a short phrase. • Start to speak in sentences. • Read and understand a short passage using familiar language. • Explain the main points in a short passage. • Read a passage independently. • Use a bilingual dictionary or glossary to look up new words. • Write phrases from memory. • Write 2-3 short sentences on a familiar topic. • Say what I like/dislike about a familiar topic. • Hold a simple conversation with at least 4 exchanges. Use my knowledge of grammar to speak correctly. • Understand a short story or factual text and note the main points. Use the context to work out unfamiliar words. • Write a paragraph of 4-5 sentences. Substitute words and phrases.



CURRICULUM DEVELOPMENT

MFL YEAR 6



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: HOLIDAYS. Where do you go on holiday? How do you get around?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Countries/transport vocab. • Adjectives to describe transport. • Opinion phrases. • Speaking and listening. • Justifying opinions. • Conjugation of aller. 	<p>Big Question: HOLIDAY ACTIVITIES. What do you do on holiday?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Holiday activity vocab. • Opinion phrases. • Short translation and sentence building. • Conjugation of aller and faire. • Extended sentences with opinions and justifications. 	<p>Big Question: FESTIVALS AND CELEBRATIONS. Which festivals are celebrated in Francophone countries?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Francophone celebrations. • Speaking and listening. • Research skills. • Intercultural understanding. 	<p>Big Question: FESTIVALS AND CELEBRATIONS. What can you do at the Guadeloupe Carnival?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Activities at the Carnival. • Opinion phrases and adjectives. • Reading. • Intercultural understanding. • Using 'on peut' and 'on ne peut pas'. 	<p>Big Question: MOVING INTO THE SECONDARY PHASE. What are your hopes for Secondary?</p>		<ul style="list-style-type: none"> • Name and describe people. • Name and describe a place. • Name and describe an object. • Have a short conversation saying 3-4 things. • Give a response using a short phrase. • Start to speak in sentences. • Read and understand a short passage using familiar language. • Explain the main points in a short passage. • Read a passage independently. • Use a bilingual dictionary or glossary to look up new words. • Write phrases from memory. • Write 2-3 short sentences on a familiar topic. • Say what I like/dislike about a familiar topic. • Hold a simple conversation with at least 4 exchanges. Use my knowledge of grammar to speak correctly. • Understand a short story or factual text and note the main points. Use the context to work out unfamiliar words. • Write a paragraph of 4-5 sentences. Substitute words and phrases.