



Core Units

MFL



Autumn 1

Year 3

Year 4

Year 5

Year 6

Core Unit 1

- Greeting each other
- Introducing themselves
- Counting to 10
- Introducing their immediate family

Recognise some basic French greetings.

Recognise the numbers 1-10.

Respond to some simple classroom instructions.

Respond to some simple questions when prompted with visual cues.

Recognise basic family vocabulary.

Playtime

- Basic commands
- Naming what is in the playground
- How to say a variety of playground games
- Saying what and where they like to play, using “j’aime” with another verb

Recognise a familiar word in a spoken sentence, given a visual prompt.

Repeat and copy down a few short sentences about themselves.

Play a simple French playground game, when given visual or spoken prompts.

Repeat part of a simple French song. Spell basic French words with some help.

Express an opinion with a simple phrase, given some assistance.

Follow some of a written text when listening to it read aloud.

On Holiday

- Naming more countries
- Holiday accommodation
- Vocabulary associated with the zoo, beach and theme park
- Using the perfect past tense

Recognise some basic holiday vocabulary.

Understand some sentences about animals at the zoo.

Be able to prepare and deliver a short talk about a holiday, copying sentences from the

unit that differ from the English sentence structure.

Be able to translate French words using a bilingual dictionary with assistance.

Actions

Actions

- Using action verbs in the first person
- Using action verbs in the third person singular
- Using some adverbs
- Using the perfect past tense in the third person singular form

Begin to recognise and use perfect past tense sentences with help.

Recognise some adverbs from the lessons.

Recognise and use, with some help, third person singular verbs to describe what someone is doing.

Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help

Autumn 2

<p style="text-align: center;">Year 3 Core Unit 2</p>	<p style="text-align: center;">Year 4 My Home</p>	<p style="text-align: center;">Year 5 Eating Out</p>	<p style="text-align: center;">Year 6 In France</p>
<p>Saying the days of the week • Naming colours • Counting between 11 and 20 • Naming countries • Expressing likes and dislikes Recognise the days of the week when spoken in sequence. Identify most of the colours. Understand numbers up to 20. Respond to questions about likes and dislikes with a single word. Recognise negative responses to a question when given a visual prompt</p>	<p>Saying where they live • Identifying a variety of rooms and types of furniture • Saying what there is in the kitchen • Describing their daily routine Recognise a familiar sound when it is heard in a song. Identify one or two key words from the story with support. Copy out or repeat sentences which use numbers in simple descriptions. Be able to repeat aloud full sentences about their homes and daily routines. Write a word in French to respond to a spoken question. Recognise sentences where the word order is different to English. Identify an article with some help.</p>	<p>Asking for items in a shop or restaurant • Asking how much things cost • Some basic weights • How to order for others in a restaurant Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. Recognise subject pronouns, and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help. Take part in a simple roleplay using prompts Know that formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc.</p>	<p>Learning where some French cities are located in France • Talking about tourist attractions in Paris • Learning about Frenchspeaking countries • Naming popular French foods Read sentences in the perfect past tense about what they have eaten with some help. Be able to understand the main points from the unit’s recipe with help. Prepare and present a short presentation with some help. Ask questions in the second person singular using the correct intonation when prompted. Recognise that “on” has several meanings in French.</p>

Spring 1

Year 3 Core Unit 3	Year 4 My Town	Year 5 Hobbies	Year 6 Family
<p>Identifying body parts • Counting to 31 • Identifying items of clothing • Naming the months of the year • Talking about birthdays Sing along and do the actions to a French song, with a visual aid. Recognise most of the French body parts when they're spoken. Read the numbers 11-20 with some assistance. Accurately say the name of the month of their birthday. Understand the difference between singular and plural</p>	<p>Asking how much something costs and saying prices • Talking about what is in their town • Giving directions • Saying names of shops • Saying the names of items you might buy in a shop. Understand simple directions when prompted with images or gestures. Say and write something about where they live, with help. Understand simple prices when given visual prompts. Read along with a story as it is read out in class. Play French word games, including forming simple sentences with verbal prompts</p>	<p>Naming hobbies • Talking about types of music and giving a variety of opinions • Saying what musical instruments they play • Talking about different types of film Be able to express likes and dislikes using visual prompts, and understand that "tu" is often used to form a question. Read the unit's story aloud and recognise some French words and phrases in the written text when prompted. Be able to talk about what they do and like doing, giving simple opinions with help. Recognise the difference between "le"/"la" and "un"/"une" in the context of the unit. Understand that some nouns have irregular plurals in French.</p>	<p>Naming extended family members • Saying how many siblings they have • Talking about the household tasks they do and have done • Vocabulary associated with birthday parties Talk about what they have done using the perfect past tense when provided with a model sentence. Identify third person plural forms of common verbs, with help. Recognise the two different second person subject pronouns — "tu" and "vous". Use single words from the unit to substitute into model sentences, creating new sentences.</p>

Spring 2

<p style="text-align: center;">Year 3 Animals</p>	<p style="text-align: center;">Year 4 Describing People</p>	<p style="text-align: center;">Year 5 A school Trip</p>	<p style="text-align: center;">Year 6 A weekend with friends</p>
<p>• Saying animal vocabulary • Asking about pets Describing animals using adjectives • Using prepositions • Naming animal homes Be able to respond to questions when given a spoken model to copy. Repeat a simple phrase to say that they don't understand something. Hear a simple sentence and then repeat it orally. Copy down a short, simple sentence. Read a short rhyme with help. Recognise some basic French adjectives such as colours.</p>	<p>Saying colours that are useful for describing hair and eyes Describing physical features • Describing a person's personality • Saying what they are wearing • Using "il" and "elle" with "être" and "avoir" Be able to recognise subject pronouns, given some visual prompts. Repeat sentences using some common verbs. Describe others using short phrases when given visual aids. Copy down plural nouns with the correct articles. Summarise in English a character from a story</p>	<p>The perfect past tense • The future tense • Some common verbs Vocabulary associated with a trip to a museum and the countryside. Recognise and understand the difference between "mon", "ma" and "mes" in the French story text. Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. Recognise the future tense when prompted. Form basic opinions about what they like to do in the context of school trips. Join in with familiar French songs, pronouncing the majority of words clearly.</p>	<p>Talking about activities that they might do at the weekend. essing what they would and wouldn't like to do • Asking others if they would like to do something • Naming foods associated with midnight feasts • Giving a reason for accepting or declining an invitation Understand the main points of the unit's story in written form. Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help</p> <p>Take part in a continuous conversation with some verbal prompts.</p>

Summer 1

<p style="text-align: center;">Year 3 Food</p>	<p style="text-align: center;">Year 4 The Body</p>	<p style="text-align: center;">Year 5 Seasons</p>	<p style="text-align: center;">Year 6 The Future</p>
<p>Naming common foods • Expressing likes and dislikes • Saying what they are eating • Naming cutlery • Saying what they would like to have • Understanding cooking instructions Give a spoken response to a simple written question using a single word answer. Pronounce some common letter strings correctly</p> <p>Give an opinion in French with a visual prompt. Repeat a couple of sentences, including talking about what they would like, using the first person. Copy the main vocabulary with some mistakes.</p>	<p>Naming parts of the face • Saying basic verbs in the first person • Saying that something hurts • Naming fairy tale characters • Saying traditional fairy tale locations Be able to recognise articles and understand that they signify the gender of a noun</p> <p>Pronounce articles clearly when speaking and spell them correctly when writing. Read a French rhyme with some help with unfamiliar vocabulary. Repeat sentences that use adjectives to describe things. Pick out some subject pronouns when reading, with assistance.</p>	<p>The names of seasons • Talking about seasonal activities • Saying the date and when their birthday is • Naming craft materials Recognise that the pronoun “on” is often used in sentences relating to the date</p> <p>Respond to questions using simple opinions with help. Understand French instructions to make a Chinese lantern with reference to English instructions and some help. Recognise and write some adjectives after nouns with help. Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p>	<p>The future tense in the first, second and third person singular and first person plural • Using adjectives to compare people • More ways to describe how they are feeling Recognise that adjectives change depending on the gender and number of the noun</p> <p>Recognise a comparative sentence from its structure when prompted. Write and perform a role-play with help, incorporating basic future tense sentences. Question why certain words might be have been used the unit’s story</p>

Summer 2

Year 3 At School	Year 4 Sport	Year 5 The Environment	Year 6 Jobs
<p>Saying how they travel to school • Naming places in school • Listing the contents of their pencil case • Telling the time • Naming school subjects Be able to respond to questions using one-word answers or gestures. Use numbers in a sentence to tell the time with some support. Repeat basic questions. Pronounce vocabulary, including articles, correctly with some support and visual aid.</p> <p>Copy down singular nouns with their article. Pronounce some French sounds correctly. Follow a story as it is read, with visual prompts. Identify a sound in a song with some help. Understand that plural nouns have a different article to singular nouns.</p>	<p>Talking about the sports they play • Expressing likes • Detailed vocabulary for football and tennis matches • The use of the verb “savoir” Identify an article in a spoken sentence, with some support. Give words or phrases to say which sports they like. Use a bilingual dictionary with guidance to look up words. Follow a model with some assistance to write sentences in the first person.</p> <p>Recognise some sentences which have a different word order.</p>	<p>Saying what the weather is like • Naming garden creatures • Talking about garden activities • Talking about recycling</p> <p>Recognise and use some articles when prompted. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Prepare and present a short weather report, using sentences provided that differ from English sentence structures.</p> <p>Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted</p>	<p>Naming a number of jobs in French • Saying what they want to be when they’re older • Naming some workplaces • Saying vocabulary linked to space stations and fire stations Recognise and begin using some job titles and their correct article in speech. Identify some sentences that use the future tense with some help. Write a short passage using sentences prompts</p> <p>Change regular nouns into their plural forms with support</p>