

MFL OVERVIEW

KNOWLEDGE, SKILLS & VOCAB



Year & Topic	National Curriculum Objectives	Concept	Key Skills	Subject and Specific Knowledge	Vocabulary
Y3: I'm Learning French	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read Carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Understand Culture</p>	<p>Starting to work on memory skills to allow new language and spelling to be remembered beyond the lesson.</p> <p>Learning to always look for cognates first (<i>e.g. bleu for blue</i>).</p> <p>Associate words and phrases to images.</p>	<ul style="list-style-type: none"> • Locate France, Paris and a few other key cities on a map. • To understand the Francophone world with increasing confidence. • Be able to ask somebody how they are feeling and what their name is. • Be able to say how we are feeling and share our names. • Count to 10. • Read, write, say and recall ten different colours. 	<p>See unit vocabulary list.</p>

	Write phrases from memory, and adapt these to create new sentences to express ideas clearly.				
Y3: I am able	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p>	<p>Work on improving memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson.</p> <p>Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary.</p> <p>Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help.</p> <p>Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French.</p>	<ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and) / ‘mais’ (but). 	See unit vocabulary list.
Y3: Fruits	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p>	<p>Working on memory, recall and retention skills using images to help.</p> <p>Learning how to ask a question and answer it in</p>	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/ determiner. 	See unit vocabulary list.

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	Grammar	French including a simple opinion.	<ul style="list-style-type: none"> • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French. • Explore the concept of gender in French and starting to understand that nouns in French are either masculine or feminine. • Learning that gender will affect other words in a sentence like the indefinite article/ determiner which has two forms: <i>un and une</i>. • Understanding that the plural definite article/determiner is <i>les</i> in French and seeing that this is not affected by gender. • Learning how to make the fruits plural in French. 	
Y4: Vegetables	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p>	Listening Speaking Reading Grammar	<p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remembering to always look for cognates first</p>	<ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct determiner/article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. 	See vocabulary list.

	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>		<p>(such as carottes and tomates).</p> <p>Having enough language from memory to perform a short role-play.</p>	<ul style="list-style-type: none"> • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	
<p>Y4: Seasons</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others</p>	<p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p>	<p>Learn to listen to French and start to become more familiar with difference phonics/ pronunciation and letter strings/ phonemes.</p> <p>Starting to learn how to remember and recall words in a different language including conjunctions.</p>	<ul style="list-style-type: none"> • Name, recognise and remember all four seasons in French. • Say which is our favourite season in French. • Say why it is our favourite season in French. • Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in both spoken and written responses. • Begin to notice in French there is often an article/determiner before a noun when we do not use one in English. 	<p>See unit vocabulary list.</p>

	<p>understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>		<p>Be able to say and write at least one short phrase on our favourite season.</p>		
<p>Y4 – Presenting Myself</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in French.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<ul style="list-style-type: none"> • Be able to count to 20. • Ask somebody how they are feeling, their age, name and where they live. • Say how we are feeling, how old we are, what our name is and where we live. • Introduce the concept of adjectival agreement, in the simplest form in French. This is adding an 'e' to the end of the adjective (nationality) when the person talking/ being described is female. • Apply rules of adjectival agreement when saying our nationality. 	<p>See unit vocabulary list.</p>

	<p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>Grammar</p> <p>Understand Culture</p>			
<p>Y5 – Classroom</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities.</p> <p>To improve oral work by learning to ask questions in French as well as answering but progressing even further by including</p>	<ul style="list-style-type: none"> • Recall from memory a selection of nouns and indefinite articles/ determiners for twelve common classroom objects. • Learn how to replace an indefinite article/ determiner with the appropriate possessive adjective. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case/ rucksack. • Understanding that nouns in French are gendered and that this affects the choice of article/ determiner. 	

	<p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>Grammar</p> <p>Understand Culture</p>	<p>a possessive and negative reply.</p>	<ul style="list-style-type: none"> • Moving from revisiting 'j'ai... ('I have') to learning the negative option 'je n'ai pas de' ('I do not have') in French. 	
<p>Y5 - My Family</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'.</p> <p>We will increase our knowledge of how the</p>	<ul style="list-style-type: none"> • Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age, and relationship. • Count to 70 in French. • Understand possessive adjectives better in French ('my' form only). • Explore possessive adjectives in French with a focus only on 'my'. 	<p>See unit vocabulary list.</p>

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>Grammar</p> <p>Understand Culture</p>	<p>French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives.</p> <p>We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.</p>	<ul style="list-style-type: none"> • Understand that there are three words in French '<i>mon, ma and mes</i>' for our one word '<i>my</i>' in English. Moving from '<i>I am</i>' and '<i>I have</i>' to '<i>he/ she is</i>' and '<i>he/she has</i>'. 	
--	--	--	--	---	--

<p>Y5 – At the Tea Room</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate language to the</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p> <p>Understand Culture</p>	<p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language.</p> <p>Also improving oral work by learning to ask more questions in French and creating more personalised responses.</p>	<ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	<p>See unit vocabulary list.</p>
------------------------------------	--	---	---	---	----------------------------------

	language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.				
Y6 – What is the date?		Listening Speaking Reading Writing Grammar Understand Culture	To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31.	<ul style="list-style-type: none"> Recall from memory the seven days of the week, twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question '<i>when is your birthday</i>'. Learn that the months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The ordinal number for saying the date in French is the 1st (<i>premier/1er</i>). 	See unit vocabulary list.
Y6 – My Home	<p>Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading</p>	Speaking Reading Writing Grammar	<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit.</p> <p>Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and</p>	<ul style="list-style-type: none"> Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure '<i>chez moi il y a....</i>' and '<i>chez moi in n'y a pas de/d'...</i> Use the connective/ conjunction '<i>et</i>' to link two sentences together. Revisiting the indefinite articles '<i>un</i>' and '<i>une</i>'. 	See unit vocabulary list.

	<p>aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>Understand Culture</p>	<p>use accurately previous language from memory alongside our new knowledge.</p>	<ul style="list-style-type: none"> • Revisiting the 1st person singular high frequency verbs <i>'m'appelle, j'ai, je suis'</i> with focus on <i>'j'habite'</i> from the verb <i>'habiter'</i>. • Use of negative structure appropriate <i>'there is'</i> and <i>'there is not'</i> (<i>il y a</i> and <i>il n'y a pas de/d'</i>). 	
<p>Y6 - Clothes</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To learn 21 nouns for clothes with their appropriate article.</p> <p>To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing.</p> <p>To start to apply the rules connected to adjectival agreement correctly when</p>	<ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular <i>'er'</i> whole verb present tense conjugation of the verb <i>'porter'</i> to describe what you and potentially somebody else is wearing. • Revisit the use of the possessive adjective <i>'my'</i> in French and describe clothes in terms of colour. • Adjectival agreements is revisited and extended using colours. 	<p>See unit vocabulary list.</p>

	<p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate language to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>	<p>Grammar</p> <p>Understand Culture</p>	<p>describing items of clothing by colour creating more interesting, extended sentences.</p>		
--	--	--	--	--	--