

6.7 MFL

Strategic intent

Our MFL Curriculum aims to develop children's curiosity and help deepen their understanding of the world. It enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Content and Sequence

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in, the order of which can be found on the MFL Progression Map. The MTP for each class outlines which year group objectives are to be taught each half term and ensures full coverage of the objectives on the progression map.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is woven throughout learning. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Impact

We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All KS2 children in school can speak confidently about their MFL work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards French.

MFL End Point Results (End of Key stage 2 data):

<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>MFL end of key stage 2</u>	<u>MFL end of key stage 2</u>	<u>MFL end of key stage 2</u>
EXS (%)	EXS (%)	EXS (%)
95	100	95

MFL Progression Map

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spoken Language					<p>Join in with songs and rhymes</p> <p>Respond to a simple command</p> <p>Answer with a single word</p> <p>Answer with a short phrase</p> <p>Ask a question</p> <p>Choose the right word to complete a phrase</p> <p>Choose the right word to complete a short sentence</p>	<p>Name and describe people, places and objects</p> <p>Have a short conversation saying 3-4 things</p> <p>Give a response using a short phrase</p> <p>Starting to speak in sentences</p>	<p>Hold a simple conversation with at least 4 exchanges (example of topics: sports, animals, likes and dislikes - food, at the market, what's the weather like?)</p>	<p>Hold a simple conversation with at least 4 exchanges (example of topics: at the café, what I'm wearing, time, where to stay)</p> <p>☑ Use my knowledge of grammar to speak correctly (eg. Conjugating main verbs such as <i>avoir</i>, <i>être</i> and <i>aller</i>, masculine and feminine, order of adjectives)</p>
Reading					<p>Read and understand single words</p> <p>Read and understand short phrases</p> <p>Use simple dictionaries to understand the meaning of words</p>	<p>Read and understand a short passage using familiar language</p> <p>Explain the main points in a short passage</p> <p>Read a passage independently</p> <p>Use a bilingual dictionary or glossary to look up new words</p>	<p>Understand a short story or factual text and note the main points.</p>	<p>Understand a short story or factual text and note the main points.</p> <p>☑ Use the context to work out unfamiliar words.</p>
Writing					<p>Write some Year 3 topic single words correctly</p> <p>Label a picture</p> <p>Copy a simple word or phrase</p>	<p>Write phrases from memory</p> <p>Write 2-3 short sentences on a familiar topic</p> <p>Say what I like/dislike about a familiar topic eg. Food</p>	<p>Substitute words and phrases in a text.</p>	<p>Write a paragraph of 4-5 sentences</p>

MFL (French) Teaching Sequences

Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	All about me	Time	All around town	Food Glorious Food	Family and Friends	Our School
Class 4	Time Travelling	Getting to know you	All about ourselves	That's Tasty	Family and Friends	School Life
Class 5	That's Tasty	Family and Friends	School Life	Time Travelling	Getting to know you	All about ourselves

MFL (French) Teaching Sequences

Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	All around town	On the move	Going shopping	Where is the world?	What's the time?	Holidays and hobbies.
Class 4	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
Class 5	Let's visit a French town	Let's go shopping	This is France		All in a day	

Class 3

Autumn 1 – All about me/All around town

Objectives:

All about me

Give and respond to simple classroom instructions appropriately
Name parts of the body from a song
Identify colours
Name items of clothing
Ask and answer questions using the topic vocabulary
Read and write simple words
Say that un/une relate to masculine & feminine nouns

All around town

Name some of the major cities of France;
Identify and say typical amenities to be found in French towns;
Say and order multiples of ten;
Ask and give a simple address in French;
Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.
Describe (in English) some features of the major cities;
Describe their own or a French city in terms of the amenities found there;
Count with confidence to 100 and do simple calculations;
Hold a short dialogue about where they live;
Suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.
Locate some of France's key cities;
Say in French what amenities or features are

Progression map objectives:

Y3

Respond to a simple command
Answer with a single word
Answer with a short phrase.
Read and understand single words.
Read and understand short phrases.
To ask a question.

Y4

Name and describe people, places and objects.
Use a bilingual dictionary or glossary to look up new words.
Hold a short conversation saying 3-4 things.

<p>found in their own town; Use multiples of ten and number operations to do simple calculations; Vary sentences about asking and giving simple addresses; Use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p>	
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Autumn 2 – Time/On the move

<p><u>Objectives:</u> <u>Time</u> Say and order the days of the week; Say and order the months of the year; Count on from 11-31; Say their own birthday. Ask and answer questions about dates; Use simple past and present tenses. Most children will be able to: Recognise how some larger numbers are made by combining words for smaller numbers; Ask other people for their birthday; Say today's date; Identify the correct language for yesterday and tomorrow. Ask and answer questions about dates; Use simple past and present tenses.</p> <p><u>On the move</u> Name some types of transport; Use Je... and Tu... correctly in a simple sentence; Respond to simple instructions for direction and movement; Follow simple directions to find a place on a map. Talk about types of transport in full sentences; Use correct subject/verb agreement for all parts of the verb 'to go'; Recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'; Give and respond to a sequence of movements; Give 2-step directions by substituting</p>	<p><u>Progression map objectives:</u> Y3 Joins in with songs and rhymes Responds to a simple command Answer with a single word Answer with a short phrase Choose the right word to complete a phrase Read and understand short phrases Write some Year 3 topic single words correctly. Y4 Name and describe people, places and objects. Have a short conversation saying 3-4 things. Give a response using a short phrase. Start to speak in sentences.</p>
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vocabulary as necessary;
Follow 2-step direction instructions for finding places on a map.
Use the correct article to precede a noun according to gender;
Use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
Give and respond to simple movement/direction instructions;
Give simple directions by substituting vocabulary as necessary;
Follow simple directions to find a place on a map.

Spring 1 – All around town/Going shopping

Objectives:

All around town

Name some of the major cities of France;
Identify and say typical amenities to be found in French towns;
Say and order multiples of ten;
Ask and give a simple address in French;
Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.
Describe (in English) some features of the major cities;
Describe their own or a French city in terms of the amenities found there;
Count with confidence to 100 and do simple calculations;
Hold a short dialogue about where they live;
Suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.
Locate some of France's key cities;
Say in French what amenities or features are found in their own town;
Use multiples of ten and number operations to do simple calculations;
Vary sentences about asking and giving simple addresses;
Use a bilingual dictionary with increasing

Progression map objectives:

Y3

Respond to a simple command.
Answer with a single word and a short phrase.
Ask a question.
Use simple dictionaries to understand the meaning of words.
Label a picture.
Copy a simple word or phrase.

Y4

Name and describe people, places and objects.
Have a short conversation saying 3-4 things.
Start speaking in sentences.
Use a bilingual dictionary or glossary to look up new words.

confidence to translate French-English and vice versa.

Going Shopping

Listen and respond to topic vocabulary.
Answer questions using the topic vocabulary.
Take part in role play as a shopper/
shopkeeper, speaking in French.
Greet and respond.
Change adjectives to feminine when needed.
Use the appropriate form for 'at' (au or à la).
Choose the correct form when changing le to
du; la to de la and les to des.
Use adjectives (colours) and place them after
the noun

Spring 2 – Food Glorious Food/Where in the World?

Objectives:

Food Glorious Food

Follow a story and join in the repeated parts;
Say what foods from a set they like/dislike;
Describe the colour or size of an object;
Ask politely for something
Predict a repeated phrase;
Make a range of simple statements by
substituting vocabulary;
Modify a colour adjective;
Respond appropriately to a polite request
Recognise the correct determiner depending on
gender/number;
Select adjectives based on gender/number of nouns;
Order sentences correctly.

Where in the World?

Listen and respond to topic vocabulary;
Answer questions orally using the topic
vocabulary;
Write an answer in a sentence using the topic
vocabulary;
Use an English/French dictionary to translate
from English to French.

Progression map objectives:

Y3

Join in with songs and rhymes.
Responds to a simple command.
Answer a question with a short phrase or a single word.
Choose the right word to complete a phrase.
Choose the right word to complete a short sentence.
Write some Year3 single topic words correctly.
Label a picture.
Copy a simple word or phrase.

Y4

Have a short conversation saying 3-4 things.
Start to speak in sentences.
Use a bilingual dictionary or glossary to look up new words.
Write 2-3 short sentences on a familiar topic.
To say what I like/dislike about a topic.

<p>Use pronouns to replace the name of an animal; Combine two simple sentences to form a compound sentence. Understand that because a continent is always feminine the preposition 'en' is always used for 'in'; Use the correct masculine/feminine preposition.</p>	
Summer 1 – Family and Friends/What's the time?	
<p><u>Objectives:</u> <u>Family and Friends</u> Identify and introduce some of their relations; Name some common pets; Recognise some rooms in their home. Use masculine/feminine articles and possessive pronouns. Consider whether nouns are masculine or feminine; Make new sentences by substituting other vocabulary appropriately.</p> <p><u>What's the time?</u> Say and write a sentence to tell the time (o'clock); Count in fives to at least 30; Understand and use the terms avant and après; Answer questions about a TV schedule. Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); Devise questions about a TV schedule. Say and write a sentence to tell the time (o'clock and half past)</p>	<p><u>Progression map objectives:</u> Y3 Respond to a simple command. Ask a question. Choose the right word to complete a phrase or sentence. Read and understand single words. Use dictionaries to understand the meaning of words. Copy a simple word or phrase. Y4 Have a short conversation saying 3-4 things. Read a passage independently. Write phrases from memory.</p>
Summer 2 – Our School/Holidays and Hobbies	
<p><u>Objectives:</u> <u>Our School</u> Listen and respond to topic vocabulary; Demonstrate understanding with actions; Write sentences converting le/la to un/une;</p>	<p><u>Progression map objectives:</u> Y3 Ask a question. Answer with a short phrase. Choose the right word to complete a short sentence. Read and understand short phrases.</p>

Answer questions using the topic vocabulary.
Use a dictionary/the internet to develop topic vocabulary further;
Write a sentence with an adverbial phrase e.g.
I like to sing in the music room. 'J'aime chanter dans la salle de musique'.
Ask and answer questions using the topic vocabulary;
From memory, begin to know if nouns from the topic are masculine or feminine.

Holidays and hobbies

Listen and respond to topic vocabulary;
Answer questions orally using the topic vocabulary;
Write an answer in a sentence using the topic vocabulary;
Present ideas and information orally to a range of audiences.
Use third person plural conjugation of a verb;
Use the correct possessive adjective for a family member (ma, mon or mes).
Choose the correct preposition: en for feminine countries, au for masculine countries;
Choose whether the mode of transport needs en or a.

Write some Year 3 single words correctly.
Copy a simple word or phrase.
Y4
Have a short conversation sating 3-4 things.
Give a response using a shot phrase.
Speak in sentences.
Read and understand a short passage using familiar language.
Explain the main points in a short passage.
Write 2-3 short sentences on a familiar topic.

Class 4

Autumn 1 – Time Travelling/All around Town

Objectives:

Time Travelling

Recognise number words in spoken sentences;
Say numbers larger than 100;
Match the subject and verb for high-frequency verbs;
Recognise when someone is saying a date.
Identify numbers in a written sentence;
Give the year that some key historical events happened in France;
Construct a past tense sentence with the passé composé;
Change the past participle of the main verb to agree with number and gender of the subject.
Explain how larger numbers are often described by combining smaller number words;
Use numbers in a sentence correctly;
Demonstrate their understanding of a sentence;
Identify auxiliary verb and past participle verb;
Apply prior knowledge to say when and where they were born;
Say when significant people in French history were born and died.

All around Town

Name some of the major cities of France;
Identify and say typical amenities to be found in French towns;
Say and order multiples of ten;
Ask and give a simple address in French;
Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.
Describe (in English) some features of the major cities;
Describe their own or a French city in terms of the amenities found there;
Count with confidence to 100 and do simple calculations;
Hold a short dialogue about where they live;
Suggest new words for a vocabulary set in

Progression map objectives:

Y4

Name and describe people, places and objects.
Have a short conversation saying 3-4 things.
Use a bilingual dictionary or glossary to look up new words.

Y5

Hold a simple conversation with at least 4 exchanges.
Substitute words and phrases in a text.

<p>French and find the translations in a bilingual dictionary. Locate some of France's key cities; Say in French what amenities or features are found in their own town; Use multiples of ten and number operations to do simple calculations; Vary sentences about asking and giving simple addresses; Use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p>	
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Autumn 2 – Getting to know you/On the move

<p><u>Objectives:</u> <u>Getting to know you</u> Say a simple future sentence. Use body language or gesture to help understand. Follow a simple story and recognise key vocabulary. Present information about themselves with support. Recognise the difference between English and French future tenses. Name the accents on French alphabet letters, Orally make a short personal presentation. Explain how adjectives differ according to the gender of the noun. Follow a story and take an educated guess at unknown French words.</p> <p><u>On the move</u> Name some types of transport; Use Je... and Tu... correctly in a simple sentence; Respond to simple instructions for direction and movement; Follow simple directions to find a place on a map. Talk about types of transport in full sentences; Use correct subject/verb agreement for all parts of the verb 'to go'; Recognise and accurately say the phoneme / sh/ when they see the spelling pattern 'ch'; Give and respond to a sequence of movements; Give 2-step directions by substituting</p>	<p><u>Progression map objectives:</u> Y4 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. Y5 Hold a simple conversation with at least 4 exchanges Substitute words and phrases in a text.</p>
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vocabulary as necessary;
 Follow 2-step direction instructions for finding places on a map.
 Use the correct article to precede a noun according to gender;
 Use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
 Give and respond to simple movement/ direction instructions;
 Give simple directions by substituting vocabulary as necessary;
 Follow simple directions to find a place on a map.

Spring 1 – All about Ourselves/ Going shopping

Objectives:

All about Ourselves

Name some parts of the body;
 Respond appropriately when asked a simple question;
 Give a simple description of their eyes and hair;
 Place the adjective correctly in a simple sentence;
 Use a small number of everyday verbs in simple dialogues;
 Make simple statements in the third person;
 Match emotion/health words with their pictures.
 Spell adjectives correctly according to gender/ number;
 Vary sentences by substituting other verbs, nouns or adjectives;
 Identify whether a sentence is in first, second or third person;
 Respond to questions about their emotions or health with confidence.

Going Shopping

Listen and respond to topic vocabulary.
 Answer questions using the topic vocabulary.

Progression map objectives:

Y4

Name and describe people, places and objects,
 Have a short conversation saying 3-4 things.
 Give a response using a short phrase.
 Speak in sentences.
 Write 2-3 short sentences on a familiar topic.

Y5

Hold a simple conversation with at least 4 exchanges.
 Understand a short story or factual text and note the main points.
 Substitute words and phrases in a text.

Take part in role play as a shopper/
shopkeeper, speaking in French.
Greet and respond.
Change adjectives to feminine when needed.
Use the appropriate form for 'at' (au or à la).
Choose the correct form when changing le to
du; la to de la and les to des.
Use adjectives (colours) and place them after
the noun

Spring 2 – That's Tasty/Where in the World?

Objectives:
That's Tasty

Listen and respond to topic vocabulary
Answer questions orally using the topic vocabulary
Write and answer in a sentence using a modelled answer
Take part in role play using the key phrases studied.
Write words and phrases from memory.
Use the correct masculine or feminine form of adjectives.
Write sentences from memory.
Use the correct plural form of adjectives.

Where in the World?

Listen and respond to topic vocabulary;
Answer questions orally using the topic
vocabulary;
Write an answer in a sentence using the topic
vocabulary;
Use an English/French dictionary to translate
from English to French.
Use pronouns to replace the name of an
animal;
Combine two simple sentences to form a
compound sentence.
Understand that because a continent is always
feminine the preposition 'en' is always used
for 'in';
Use the correct masculine/feminine
preposition.

Progression map objectives:

Y4

Name and describe people, places and objects.
Have a short conversation saying 3-4 things.
Give a response to a short phrase.
Start to speak in sentences.
Write phrases from memory
Write 2-3 short sentences on a familiar topic.
Say what I like/dislike about a familiar topic.

Y5

Hold a simple conversation with at least 4 exchanges.
Understand a short story or factual text and note the main points.
Substitute words and phrases in the text.

Summer 1 – Family and Friends/What's the time?

Objectives:

Family and Friends

Identify and introduce some of their relations;
Name some common pets;
Recognise some rooms in their home.
Use masculine/feminine articles and possessive pronouns.
Consider whether nouns are masculine or feminine;
Make new sentences by substituting other vocabulary appropriately.

What's the Time?

Say and write a sentence to tell the time (o'clock);
Count in fives to at least 30;
Understand and use the terms avant and après;
Answer questions about a TV schedule.
Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to);
Devise questions about a TV schedule.
Say and write a sentence to tell the time (o'clock and half past)

Progression map objectives:

Y4

Name and describe people, places and objects.
Have a short conversation saying 3-4 things.
Give a response using a short phrase.
Start to speak in sentences.

Y5

Hold a simple conversation with at least 4 exchanges.
Substitute words and phrases in a text.

Summer 2 – School Life/Holidays and Hobbies

Objectives:

School Life

Listen and respond to topic vocabulary;
Answer questions orally using the topic vocabulary;
Answer questions in writing using the topic vocabulary;
Take part in a conversation with a partner and show it to an audience.
Use the pronouns 'il' and 'elle' to replace a person's name;
Use a comparative adverb

Holidays and Hobbies

Listen and respond to topic vocabulary;

Progression map objectives:

Y4

Have a short conversation saying 3-4 things.
Give a response using a short phrase.
Speak in sentences.
Read a passage independently.

Write phrases from memory.

Write 2-3 short sentences on a familiar topic.

Y5

Hold a simple conversation with at least 4 exchanges.
Understand a short story or factual text and note the main points.
Substitute words and phrases in a text.

<p>Answer questions orally using the topic vocabulary;</p> <p>Write an answer in a sentence using the topic vocabulary;</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Use third person plural conjugation of a verb;</p> <p>Use the correct possessive adjective for a family member (ma, mon or mes).</p> <p>Choose the correct preposition: en for feminine countries, au for masculine countries;</p> <p>Choose whether the mode of transport needs en or a.</p>	
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Autumn 1 – That’s Tasty/Let’s visit a French Town

Objectives:

That’s Tasty

Listen and respond to topic vocabulary
 Answer questions orally using the topic vocabulary
 Write and answer in a sentence using a modelled answer
 Take part in role play using the key phrases studied.
 Write words and phrases from memory.
 Use the correct masculine or feminine form of adjectives.
 Write sentences from memory.
 Use the correct plural form of adjectives.

Let’s visit a French Town

Make simple sentences with habiter (to live);
 Listen to and join in a song;
 Recognise key words and phrases and respond;
 Use gestures to support what they are saying;
 Use a bilingual dictionary with support;
 Identify places in a French town or city;
 Listen for familiar vocabulary;
 Recognise ordinal numbers;
 Recognise a spelling pattern.

Progression map objectives:

Y5
 Hold a conversation with at least 4 exchanges.
 Substitute words and phrases in a text.
 Y6
 Hold a simple conversation with at least 4 exchanges.
 Use my knowledge of grammar to speak correctly.
 Substitute words and phrases in a text.

Autumn 2 – Family and Friends/Let’s go shopping

Objectives:

Family and Friends

Identify and introduce some of their relations;
 Name some common pets;
 Recognise some rooms in their home.
 Use masculine/feminine articles and possessive pronouns.
 Consider whether nouns are masculine or feminine;
 Make new sentences by substituting other vocabulary appropriately.

Let’s go shopping

Listen and respond to topic vocabulary;

Progression map objectives:

Y5
 Hold a simple conversation with at least 4 exchanges.
 Substitute words and phrases in a text.
 Y6
 Hold a conversation with at least 4 exchanges.
 Use my knowledge of grammar to speak correctly.
 Substitute words and phrases in a text.

<p>Answer questions using the topic vocabulary; Take part in role play as a shopper/shopkeeper, speaking in French; Greet and respond; Use the preposition entre; Write money amounts in French, up to 500 € in multiples of 50. Calculate change given and write the answer in French. Use the preposition à côté de and choose the correct masculine and feminine form; Use adjectives (colours) and place them after the noun; Write money amounts in French, up to 500 € in multiples of 50.</p>	
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Spring 1 – School Life/This is France

<p><u>Objectives:</u> <u>School Life</u> Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Answer questions in writing using the topic vocabulary; Take part in a conversation with a partner and show it to an audience. Use the pronouns 'il' and 'elle' to replace a person's name; Use a comparative adverb</p> <p><u>This is France</u> Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary; Answer questions in writing using the topic vocabulary; Create sentences independently using a model sentence. Write numbers in words which are multiples of 10.</p>	<p><u>Progression map objectives:</u> Y5 Hold a simple conversation with at least 4 exchanges. Understand a short story or factual text and note the main points. Substitute words and phrases in a text. Y6 Hold a simple conversation with at least 4 exchanges. Use my knowledge of grammar to speak correctly. Write a paragraph of 4 -5 sentences.</p>
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Spring 2 – Time Travelling/This is France

<p><u>Objectives:</u> <u>Time Travelling</u></p>	<p><u>Progression map objectives:</u> Y5</p>
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<p>Recognise number words in spoken sentences; Say numbers larger than 100; Match the subject and verb for high-frequency verbs; Recognise when someone is saying a date. Explain how larger numbers are often described by combining smaller number words; Use numbers in a sentence correctly; demonstrate their understanding of a sentence; Identify auxiliary verb and past participle verb; Apply prior knowledge to say when and where they were born; Say when significant people in French history were born and died Identify numbers in a written sentence; Give the year that some key historical events happened in France; Construct a past tense sentence with the passé composé; Change the past participle of the main verb to agree with number and gender of the subject.</p> <p><u>This is France</u> Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary; Answer questions in writing using the topic vocabulary; Create sentences independently using a model sentence. Write numbers in words which are multiples of 10.</p>	<p>Hold a conversation with at least 4 exchanges. Understand a short story or factual text and note the main points Substitute words and phrases in a text. Y6 Hold a simple conversation with at least 4 exchanges. Use my knowledge of grammar to speak correctly. Write a paragraph of 4 -5 sentences.</p>
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Summer 1 – Getting to know you/All in a day

<p><u>Objectives:</u> <u>Getting to know you</u> Say a simple future sentence. Use body language or gesture to help understand. Follow a simple story and recognise key vocabulary. Present information about themselves with support. Recognise the difference between English and French future tenses. Name the accents on French alphabet letters, Orally make a short personal presentation. Explain how adjectives differ according to the gender of the noun. Follow a story and take an educated guess at unknown French words.</p>	<p><u>Progression map objectives:</u> Y5 Hold a simple conversation with at least 4 exchanges. Understand a short story or factual text and note the main points. Substitute words and phrases in a text. Y6 Use my knowledge of grammar to speak correctly. Write a paragraph of 4 -5 sentences. Use the context to work out unfamiliar words. To conjugate main verbs such as avoir, etre and aller (masculine and feminine, order of adjectives)</p>
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All in a day

Say and write a sentence to tell the time.
Understand and use the French terms for am and pm.
Follow a pattern to conjugate regular verbs.

Summer 2 – All about ourselves/All in a day

Objectives:

All about ourselves

Name some parts of the body;
Respond appropriately when asked a simple question;
Give a simple description of their eyes and hair;
Place the adjective correctly in a simple sentence;
Use a small number of everyday verbs in simple dialogues;
Make simple statements in the third person;
Match emotion/health words with their pictures.
Spell adjectives correctly according to gender/number;
Vary sentences by substituting other verbs, nouns or adjectives;
Identify whether a sentence is in first, second or third person;
Respond to questions about their emotions or health with confidence.

All in a day

Say and write a sentence to tell the time.
Understand and use the French terms for am and pm.
Follow a pattern to conjugate regular verbs.

Progression map objectives:

Y5

Hold a simple conversation with at least 4 exchanges.
Understand a short story or factual text and note the main points.
Substitute words and phrases in a text.

Y6

Use my knowledge of grammar to speak correctly.
Hold a conversation with at least 4 exchanges
Write a paragraph of 4 -5 sentences.
Understand a short story and note the main points.
Use the context to work out unfamiliar words.