

St John's Highbury Vale CE Primary School MFL Curriculum Map

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 3	<p>Greeting and Names - say hello and goodbye in French; say what you are called; and take part in a French poem</p> <p>Names - say what you are called; ask others what they are called; identify a question word in French</p> <p>Greetings - use some French greetings; ask how someone is; say how you are and take part in a French rap</p> <p>Family - recognise some family words in French; introduce your own family and sing a song about</p> <p>Numbers 0-12 - count up to 12 in French; sing a counting song</p>	<p>Age - say your age and ask others how old they are</p> <p>Story – le navet énorme take part in a story in French; recognise masculine and feminine nouns</p> <p>Numbers 13-20 - understand and use numbers to 20</p>	<p>Favourite Playground Games - answer simple questions about favourite playground games ; read and recognise some familiar words when you see them written</p> <p>Look at Me - talk about the activities you are good or bad at ,both in and out of school; respond with a short phrase, action, or oui /non to questions about activities; use praise words.</p>	<p>Months - join in with a simple song, and recognise your birthday month when you hear it.</p> <p>Party Invitations - create a party invitation.</p> <p>Party Games - understand and take part in some simple party games.</p>	<p>Body Parts – recognise and say parts of the body in French. Sing 'Head, Shoulders, Knees and Toes' in French.</p> <p>Colours – Identify colours in French. Combing body parts and colours. To be able to read the words for both.</p>	<p>Monsters – Describing a monster using appropriate vocabulary orally.</p> <p>My Monster – To be able to draw a monster from a description. To be able to read and understand a description of a monster.</p>
Year 4	<p>On the Way to School – Learn transport vocabulary to say how they get to school. To take part in a survey about they get to school.</p> <p>Where in the World is French Spoken? To learn which countries speak the French language as their</p>	<p>On Our Travels – To be able to put together short sentences about ways to travel to different countries.</p> <p>Weather - To be able to talk about the weather. Read and understand different weather phrases. Use a weather poem to express language.</p>	<p>Grandmere Denise – To be able to understand a simple story in French, relating to colours.</p> <p>Likes and Dislikes – Talk about Christmas presents we do and don't like.</p>	<p>Our Sporting Lives – To be able to say eight sports that you play or do.</p> <p>Diary of Activities – Say which activities you do on different days and complete your own diary of activities.</p> <p>Healthy Eating – Talk about which food are</p>	<p>Meet the Animals – Recognise and say the names of the animals is Saint Saens Carnival of the Animals.</p> <p>Read the names of some animals and talk about animal habitats.</p>	<p>Animal Habitats – Talk about where the animals live.</p> <p>Animal Descriptions – To understand adjectives in French including simple agreements.</p>

	main language? Too look at and recognise their flags.	Numbers 21-30 – To say and understand numbers to 31. Dates – To write the date in French.		good for us. Sort the foods in French.	Meet the Animals Phonic Focus – Learning to say the names of the animals.	
Year 5	Alphabet – To say the alphabet in French. Places in the Locality – To use numbers and letters to give coordinates. To recognise the names of places in the locality. Journey to School – To follow simple directions. Read and understand a short journey. Build sentences around these.	Directions – To be able to give and understand simple directions. Celebrations – Talk about French celebrations like 14 th July and Bastille Day. Lunchtime – Discuss what lunch time looks like in a French school. Food Likes and Dislikes – Talk about which foods you like and dislike.	Building Sentences – construct written sentences about which foods you like and dislike. Food for a Celebration – read and understand a simple recipe. Introducing the Planets – recognise and say the names of the nine planets in the solar system. Describing the Planets – make sentences to describe the planets, emphasis on adjectives. Distances from the Sun – be able to answer questions about the planets in relation to their distance from the sun.	Making Compound Sentences – write a complex sentences about the planets. Preparing a Presentation – to share the information about the planets. Months and Seasons – to revise months and learn the names of the seasons in French. Weather and Seasons – Combine phrases about weather and seasons.	Seasonal Colours – Use adjectives to describe the seasons. Scene de Plage – use colours to give a description of a scene.	Bringing a Picture to Life – use a Degas picture as a stimulus to encourage descriptive writing with the emphasis on adjectives.
Year 6	What's the Time? – Tell the time on the hour and half hour in French. French Schools – Learn about the similarities about French and English schools. Places in Our School – To recognise and say names and places in our school.	Tour of Our School – Recognise the difference between masculine and feminine nouns. Time on the ¼ Hour School Times and Subjects – Recognise and say what lessons you do at school.	Places in Town – Recognise the names of places in town. Places in Town Sentence Building – say what is and is not in your town.	That's a Date – Learning to use and recognise numbers 70-100. Be able to say the year in French.	A Guide for Tourists Café Conundrum The Café Song Covered during the French Day – Summer Term.	Regional Food Choosing and Ice-Cream Monster un Café Covered during the French Day – Summer Term.

		School Timetable – To read and understand a French school timetable. Read and understand the 24 hour clock. To create their own school timetable – true version and ideal version.				
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Knowledge, Skills and Understanding for MFL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	Understand simple classroom commands. Understand short statements. Understand simple questions. Understand clearly spoken speech. <i>May need a lot of help, e.g. gesture and repetition.</i>	Understand a range of familiar statements. Understand a range of questions. <i>May need items repeated.</i>	Understand a short passages of familiar language. Understand a instructions, messages and dialogue within short passages. Identify and note the main points and give a personal response on a passage. Spoken at near normal speed with no interference. <i>May need short sections repeated.</i>	Understand a short passages of familiar language. Understand a instructions, messages and dialogue within short passages. Identify and note the main points and give a personal response on a passage. Spoken at near normal speed with no interference. <i>May need short sections repeated.</i>	Understand a longer passages made up of familiar language in simple sentences. Identify the main points and some detail. Spoken at near normal speed with no interference. <i>May need short sections repeated.</i>	Understand a longer passages made up of familiar language in simple sentences. Identify the main points and some detail. Spoken at near normal speed with no interference. <i>May need short sections repeated.</i>

Speaking and Listening	<p>Answer with a single word. Answer with a short phrase.</p> <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<p>Give simple responses to what they see and hear.</p> <p>Name and describe places.</p> <p>Name and describe objects.</p> <p>Use (set) phrases.</p> <p><i>Pronunciation may still be approximate, and delivery hesitant, but their meaning is clear</i></p>	<p>Have a short conversation where they are saying 2-3 things.</p> <p>Use short phrases to give a personal response.</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statement.</i></p>	<p>Have a short conversation where they are saying 2-3 things.</p> <p>Use short phrases to give a personal response.</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statement.</i></p>	<p>Hold a simple conversation with at least 4-4 exchanges.</p> <p>Use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation</i></p>	<p>Hold a simple conversation with at least 4-4 exchanges.</p> <p>Use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation</i></p>
Reading and Responding	<p>Read and understand a single word.</p> <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<p>Read and understand short phrases.</p> <p>Read aloud single words and phrases.</p> <p>Use books or glossaries to find the meaning of new words.</p> <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<p>Read and understand short texts using familiar language.</p> <p>Identify and note the main points and give a personal response.</p> <p>Use a bilingual dictionary or glossary to look up new words.</p>	<p>Read and understand short texts using familiar language.</p> <p>Identify and note the main points and give a personal response.</p> <p>Use a bilingual dictionary or glossary to look up new words.</p>	<p>Understand short story or factual text and note some main points.</p> <p>Use context to work out unfamiliar words</p>	<p>Understand short story or factual text and note some main points.</p> <p>Use context to work out unfamiliar words.</p>

Writing	Copy a single word correctly. Label items. Choose the right words to complete a phrase. Choose the right words to complete a short sentence.	Copy a short familiar phrase . Write or word-process set phrases we use in class. <i>When they write familiar words from memory their spelling may be approximate.</i>	Write 2-3 short sentences on < a familiar topic> Say what they like or dislike about < a familiar topic> <i>They write short phrases from memory their spelling is readily understandable.</i>	Write 2-3 short sentences on < a familiar topic> Say what they like or dislike about < a familiar topic> <i>They write short phrases from memory their spelling is readily understandable.</i>	Write paragraph of about simple 3-4 simple sentences . Adapt and subsume individual words and phrases. Use a dictionary or glossary to check words they have learnt. <i>They draw largely on memorised language.</i>	Write paragraph of about simple 3-4 simple sentences . Adapt and subsume individual words and phrases. Use a dictionary or glossary to check words they have learnt.
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