



LKS2 MFL- French Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me (Moi)	Games and Songs (Jeux et Chansons)	We Party (On Fait le Fete)	Portraits	The Four Friends (Les Quatre Amis)	It Grows (Ca Pousse)
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-Names</li> <li>-Numbers</li> <li>-Age</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers 11-20</li> <li>-Simple instructions</li> <li>-Singular nouns</li> <li>-pronounce numbers 1-10 accurately;</li> <li>-begin to recognise that when simple plurals are made, the pronunciation of the noun remains the same;</li> <li>-use their knowledge of numbers to 10 to play a game</li> </ul>	<ul style="list-style-type: none"> <li>-Festival terms</li> <li>-Festival dates</li> <li>-Activities</li> <li>-Asking when someone's birthday is</li> <li>-Saying when your birthday is</li> <li>-Months of the year</li> <li>-Numbers 13-31</li> </ul>	<ul style="list-style-type: none"> <li>-Parts of the body</li> <li>-1. Person descriptions</li> <li>-Colours</li> <li>-3. person description</li> <li>-Agreements and position of adjectives</li> <li>-Saying what someone looks like</li> <li>-Adjectives to describe size</li> <li>-Colours</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to a story</li> <li>-Simple instructions</li> <li>-Descriptions</li> <li>-Simple statements</li> <li>-Pronouns 'il/elle' used for 'it'</li> <li>-Negatives (ne... pas)</li> <li>-Regular -er verbs il/elle form</li> </ul>	<ul style="list-style-type: none"> <li>-Buying things</li> <li>-Likes and dislikes of food</li> </ul>
<b>Objectives</b>	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.1, IU3.2, IU3.3, IU3.4	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.2, IU3.3	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3	O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3, IU3.4
<b>Grammar/skills</b>	<ul style="list-style-type: none"> <li>-social conventions</li> <li>-Ask and answer questions</li> <li>-Ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>-Gender</li> <li>-Ask and answer questions</li> <li>-Basic word order</li> <li>-Using context to determine meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Months of the year</li> <li>-Numbers 13-31</li> <li>-Asking when someone's birthday is</li> </ul>	<ul style="list-style-type: none"> <li>Making simple statements (about appearance)</li> <li>Giving a simple description (of a person)</li> </ul>	<ul style="list-style-type: none"> <li>-Giving a simple description (of an animal)</li> <li>-Making simple</li> </ul>	<ul style="list-style-type: none"> <li>-Expressing likes and dislikes</li> <li>-Saying what you would like to buy or eat</li> </ul>



	<ul style="list-style-type: none"> <li>-First notions of gender</li> <li>-Cognates</li> </ul>	<ul style="list-style-type: none"> <li>-Comparing languages</li> <li>Recognise how sounds are represented in written form</li> <li>-Practise pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>-Saying when your birthday is</li> <li>-Phonic focus : consolidation of soft j and nasal on. Soft x in six, dix. Liaison in vingt et un and vingt huit, silent h in huit.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives: agreement and position</li> <li>avoir: j'ai, il/elle</li> <li>être: il/elle est</li> <li>Phonic focus: ou, eu</li> </ul>	<ul style="list-style-type: none"> <li>statements (about movement)</li> <li>-Regular -er verbs: il/elle form</li> <li>-courir (irregular): il/elle court</li> <li>-Pronouns: il/elle used for 'it'</li> <li>-Negatives (ne ... pas)</li> <li>-Phonic focus: on, ch</li> </ul>	<ul style="list-style-type: none"> <li>-Phonic focus: silent h before a, [i] i; [ɛ] è/ai; consolidation of [ʒ] j and g(e)/g(i); [u] ou</li> </ul>
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LKS2 MFL- French Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's go (On y Va)	Pocket Money (L'argent de Poche)	Tell me a story (Raconte-moi une histoire)	Long Live Sport (Vive le Sport)	Carnival of the Animals (Le Carnaval des Animaux)	Weather (Quel Temps Fait-il)
Knowledge	<ul style="list-style-type: none"> <li>-Days</li> <li>-Weather</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers (21-39)</li> <li>-Prices in euros</li> <li>-Expressing preference</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to a story</li> <li>-Respond to songs</li> <li>-Instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Healthy and unhealthy foods</li> <li>-Sports</li> <li>-Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>-Animals</li> <li>-Telling the time</li> <li>-Asking and answering questions</li> <li>Giving a simple description of</li> </ul>	<ul style="list-style-type: none"> <li>-Weather</li> <li>-Dates</li> <li>-Complex sentences starting with a clause using 'Quand'</li> </ul>



			-Agreements of adjectives, singular -Numbers in multiples of 10 up to 100	-Names of sports with verbs jouer and faire	animals and habitats -Telling the time on the hour -Asking and answering simple questions -Adverbs, formation of -ment -Use of l' before vowel	
<b>Objectives</b>	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU4.4	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.2	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.1	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.1, IU4.2, IU4.3	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.2, IU4.3	O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU4.1, IU4.2, IU4.4
<b>Grammar/skills</b>	-Nouns -Singular and plural forms -Definite and indefinite article -Awareness of sound spelling link to write with accuracy -Recognise different word classes e.g. nouns, verbs, adjectives -Develop awareness of word order -Apply knowledge of language rules	-Expressing preference -Numbers 21-39 -Simple prices in euros -Phonic focus: [e] é; [ɛɑ] in; silent final consonant in vingt; sounded final consonant in vingt et un, vingthuit; revision of nasal sounds; [Ø] eu; [ik] ique	-Numbers in multiples of 10, up to 100 -Classroom instructions -Adjectives that describe the characters in a story -Phonic focus: [ʀ] r and [ɑɑ] an/en, [e] ez, Silent final consonant - charmant, grand, petit, méchant; sounded final consonant with feminine	-Names of sports with the verbs jouer and faire -Days of the week -Phonic focus: sounded final consonants, [a] a, [sjɑɑ] tion, [ɔʀ] or, [i] i, [k] qu	-Giving a simple description (of animals and habitats) -Telling the time on the hour -Asking and answering simple questions -Adverbs: formation with -ment -Use of l' before a vowel -Phonic focus: revision of ou; difference between ou and u; synthesising	-Singular and plural forms -Definite and indefinite article -Awareness of sound spelling link to be able to write with increasing accuracy -Recognise different word classes e.g. adjective -Develop awareness of adjectival agreements



	and conventions when building short sentences		endings, e.g. charmante, petite		known phonemes to form phonetically regular words	- Apply knowledge of language rules and convention when building short sentences
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The objectives are directly linked to the National Curriculum for KS2 Foreign Language

Cross-Curricular links

Primary framework for literacy: use knowledge of phonics and morphology to spell new and unfamiliar words; distinguish the spelling and meaning of common homophones. Compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); develop a range of personal strategies for learning new and irregular words; comment constructively on plays and performances, discussing effects and how they are achieved

Primary framework for mathematics: know and use multiples of numbers to 10; interpret intervals and divisions on partially numbered scales and record readings accurately.

Geography: use atlases, globes, maps and plans at a range of scales; identify and describe what places are like (for example, in terms of weather); use appropriate geographical vocabulary (for example, temperature)

Science: know about the different plants and animals found in different habitats; know about how animals and plants in two different habitats are suited to their environment



**Music:** listen with attention to detail and internalise and recall sounds with increasing aural memory

**PE:** create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment