

# MFL Curriculum

## MFL Intent Implementation and Impact

Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.

*He set my feet upon a rock and gave me a firm place to stand. (Psalm 40 V.2)*

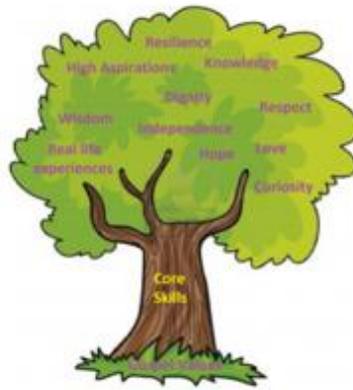
### INTENT

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from Reception through to Year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum and it is through this knowledge that children apply their skills.

Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

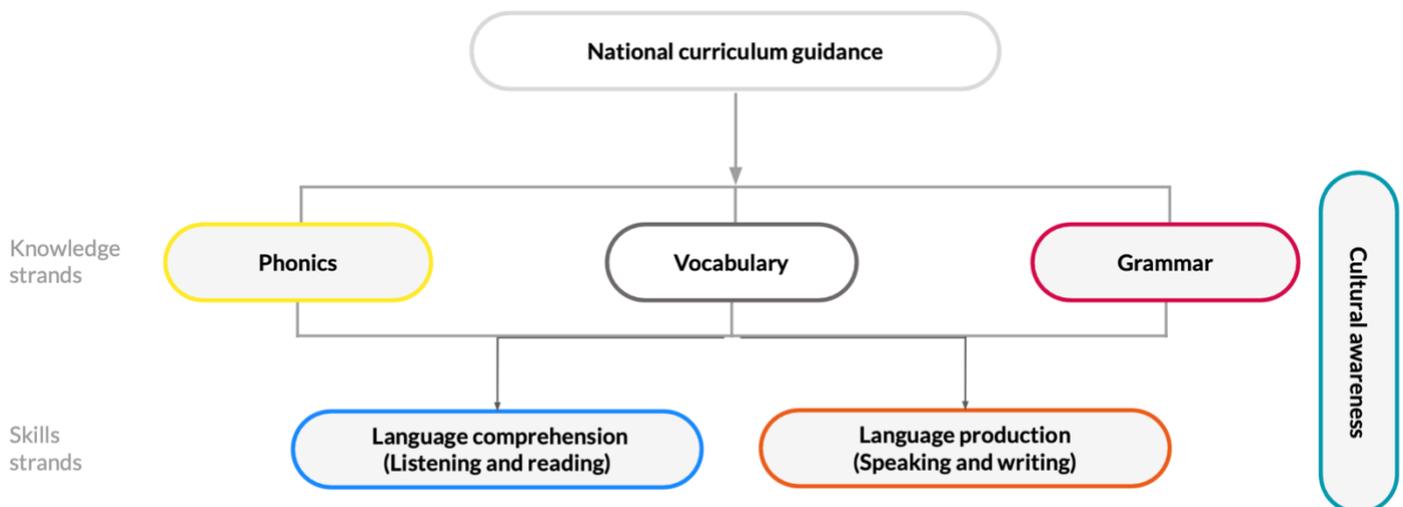
The intention of the St Giles' and St George's Languages Learning Journey is instil a love of language learning and an awareness of other cultures. We want pupils to develop a confidence to communicate in French for practical purposes, using both written and spoken French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

The Learning Journey enables children to meet the end of Key Stage 2 attainment targets and the aims align with those on the National Curriculum.



## Implementation

St Giles' and St George's Languages Learning Journey is designed with six strands that run throughout



The languages learning journey is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Languages learning journey, allowing pupils to make connections and apply their language skills to other areas of learning.

French is taught for 45 mins every week. Children are introduced to the key vocab which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. During the lesson activities are designed to provide scaffold and challenge where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. Lessons incorporate a range of strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our journey focuses on developing what we term 'language detective skills' rather than on committing to memory vast amounts of vocabulary. At the end of each unit of learning children will complete an end of unit assessment which will feed into future planning.



## French Lesson and learning journey.

### Practise and questioning:

Use artefacts and sources to question and develop the children's understanding of the knowledge and skills. Practise speaking and listening of new vocabulary.

### Apply:

Opportunities to apply new knowledge and skills completing an independent or group work task



### Review:

Make links back to the LI and topic. Revisit learning and have class discussions about the knowledge they have

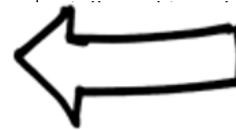
### Teach:

Teach and model specific knowledge and skills including pronunciation of new vocabulary

### French Lesson Journey

### Explore:

Share LI, key vocabulary, access prior learning and explore the key question. Generate context for learning



In French, lessons are planned to have either a speaking and listening focus or a written focus. Work is recorded in texts books or recorded through videos and photographs.

## Impact

In addition to the outcomes shown on our curriculum tree the specific French impact of the St Giles' and St George's Languages Learning Journey is that children will be

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering food, greetings) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Speak and read aloud with increasing confidence and accuracy.
- Demonstrate an understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Meet the Key stage 2 expectations outlines in the National Curriculum for Languages.



## French

**We want our children to...**

Make connections

to ask questions about the world.

become more confident at understanding another language

Speak clearly with increasing accuracy in French.

Hold simple conversations in french

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment quiz or an assessment task with children demonstrating what they have learnt over the unit.

# Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>Differentiated tasks</li> <li>Visual supports</li> <li>Word banks/phonic maps</li> <li>Pre-teaching of vocabulary</li> <li>Teaching of key skills</li> <li>Coloured overlays</li> <li>Timers and chunked activities</li> <li>Sit close to the board</li> <li>Allow extra time</li> </ul>	<ul style="list-style-type: none"> <li>Talking tins</li> <li>Pre-teaching language</li> <li>Visuals to support</li> <li>Social stories</li> <li>Now/Next</li> <li>Increased focus on Oracy and developing talk opportunities</li> <li>Thinking time</li> <li>Explicit instructions</li> <li>Makaton signs</li> <li>Steps to success (one task at a time)</li> </ul>	<ul style="list-style-type: none"> <li>Brain and movement breaks</li> <li>Calmbrian</li> <li>Reward time</li> <li>Reflection areas (weighted blankets)</li> <li>Sensory/fidget toys</li> <li>Sit near to the teacher</li> <li>Steps to success (one task at a time)</li> <li>Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>Own learning space (workstation)</li> <li>Brain breaks</li> <li>Appropriate seating</li> <li>Fidget toys</li> <li>Sloping board</li> <li>Alternative methods of recording</li> <li>Wobble cushions</li> <li>Use of a sensory areas (tent)</li> <li>Chew buddies</li> <li>Pencil grips/sloping boards</li> <li>Headphones available to dull down the noise of instruments.</li> </ul>

# Gospel Values

## LKS2

### Loving and Compassionate

French greetings with puppets

### Learned and Wise

French transport

Clothes- getting dressed in France

### Curious and Active

French playground games – numbers and age

### Attentive and Discerning:

In a French Classroom

French adjectives of colour, shape and size

## UKS2

### Grateful and Generous

Meet my French family

### Curious and Active

Shopping in French

French monster pets

French food -miam, miam!

### Learned and Wise

French numbers, calendars and birthdays

### Attentive and Discerning

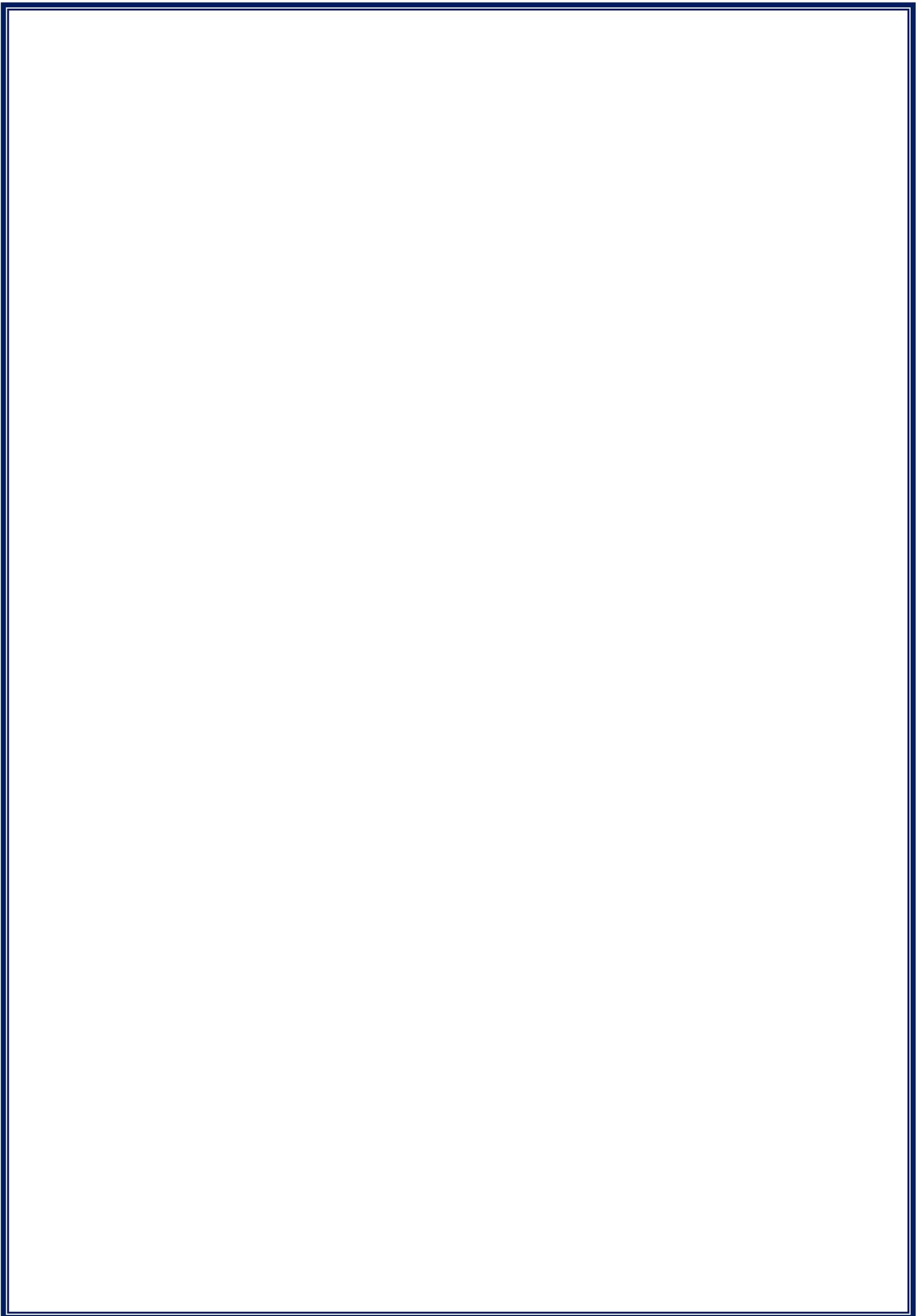
Portraits – describing in French

# Long Term Plan

Year	Autumn	Spring	Summer
3	In a French Classroom	French Transport	Clothes – getting dressed in France
4	French Greetings with puppets	French adjectives of colour, shape and size	French playground games – numbers and age
5	French numbers, calendars and birthdays	French food - miam, miam!	Portraits – describing in French
6	Shopping in French	French monster pets	Meet my French family

## National Curriculum

Speaking	<ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are speaking</li> <li>• reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• reading aloud or using familiar words and phrases</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>



# Skills and Knowledge Progression – French

Key Skills	LKS2	UKS2
<b>Speaking</b>	<p>To ask and answer simple questions</p> <p>To use short phrases to give information</p> <p>To recognise and repeat phrases from rhymes and songs</p> <p>To use a variety of conversational phrases</p>	<p>To change intonation to indicate questions and answers</p> <p>To speak in full sentences using known vocabulary</p> <p>To rehearse and perform a short role play or song</p> <p>To create and present a dialogue or role play</p>
<b>Listening</b>	<p>To listen and respond to single words and short phrases</p> <p>To listen and respond to rhyming words when joining in with songs</p>	<p>To listen and respond to full sentences</p> <p>To listen and select information from audio passages to give an appropriate response</p>
<b>Reading</b>	<p>To recognise some familiar French words in written form</p> <p>To begin to understand and notice cognates and near cognates</p> <p>To follow a short text or rhyme, listening and reading at the same time.</p>	<p>To recognise some familiar French words when written in sentences</p> <p>To identify and discuss cognates and begin to explore how they are used in writing</p> <p>To read short texts or rhymes with increasing confidence</p>
<b>Writing</b>	<p>To recall and write short words and phrases</p> <p>To copy words with accuracy</p> <p>To use adjectives within phrases</p>	<p>To write in full sentences</p> <p>To adapt model sentences to express different ideas</p> <p>To use adjectives with the correct placement and agreement</p>
<b>Knowledge</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Phonics</b>	To become familiar with key phonemes represented by the following	To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en,</b>

	<p>letters: <b>a, c, e, g, i, j, q, s, t, u</b> (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é à.</b></p> <p>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in salut, comment, petit and vert. The <b>e</b> at the end of m'appelle; the <b>s</b> at the end of t'appelles and pas are silent, as is the <b>d</b> in grand.</p>	<p><b>eau, et, eau, eu, ez.</b></p> <p>To know that 'h' at the start of a word in French is not pronounced.</p>
<b>Grammar</b>	<p>To understand that every French noun is either masculine or feminine</p> <p>To know that most adjectives are placed after the noun in French.</p> <p>To know that there are high frequency verbs <b>s'appeler, avoir, être</b> and <b>aller</b> which are used to formulate and answer questions.</p> <p>To know that <b>c'est</b> means "it is" and is used to describe what something is.</p> <p>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne + verb + pas.</b></p> <p>To know that <b>il y a</b> is used to say 'there is/are'</p> <p>To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des.</b></p>	<p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that we can use conjunctions to link phrases such as <b>et/mais.</b></p> <p>To know that there are compound nouns in French e.g. <b>mon grand-père, mes grand-parents.</b></p> <p>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim.</b></p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>
<b>Cultural Awareness</b>	<p>To name the capital city and some key cultural landmarks</p> <p>To identify some French speaking countries</p> <p>To know the names and locations of some of the cities in France</p>	<p>To know some similarities and differences between customs and traditions in France and the UK</p> <p>To know that the currency in France is euros and to recognise some of the notes and coins</p>





# Topic Overviews (for planning and assessment)

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)						
<b>LKS2</b> <b>French Greetings with Puppets</b>								
<ul style="list-style-type: none"> <li>To know how to introduce themselves in English in a conversations</li> <li>To know how to say goodbye in a conversation in english</li> <li>To ask someone how they are in English</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..</li> <li>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne</b> + verb + <b>pas</b> .</li> <li>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in salut, comment, petit and vert. The <b>e</b> at the end of m'appelle; the <b>s</b> at the end of t'appelles and pas are silent, as is the <b>d</b> in grand.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can use conjunctions to link phrases such as <b>et/mais</b>.</li> </ul>						
<b>Key Vocabulary:</b>								
Hello Goodbye Good morning Good evening Goodnight How are you?	Bonjour Bonsoir Bonne nuit Salut au revoir comment tu t'appelles	Je m'appelle Comment ca va? Ca va bien <i>très</i> bien Comme ci comme ca Ca va mal						
<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="2">Connectives</th> </tr> </thead> <tbody> <tr> <td>et</td> <td>and</td> </tr> <tr> <td>mais</td> <td>but</td> </tr> </tbody> </table>			Connectives		et	and	mais	but
Connectives								
et	and							
mais	but							

I am okay/well/not well

très mal

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

Next step skills (taken from French knowledge skills)

**LKS2**

**French adjectives of colour, shape and size**

- Names of colours in english
- Names of shapes in English
- English Vocabulary to compare size

- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To know that **c'est** means "it is" and is used to describe what something is.
- To understand that every French noun is either masculine or feminine.
- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**

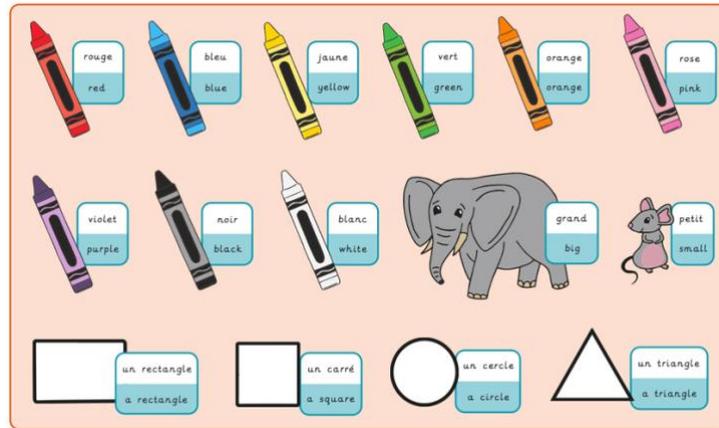
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that we can use conjunctions to link phrases such as **et/mais.**

**Key Vocabulary:**

Colours- red, blue, yellow, green, orange, pink, purple, black, white

Shapes- square, triangle, circle, rectangle

Size - big, small



C'est  
Je voudrais  
qu'est ce que c'est?  
merci  
s'il vous plait  
C'est de quelle  
couleur?

Connectives	
et	and
mais	but

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)
<b>LKS2</b> <b>French playground games - numbers and age</b>		
<ul style="list-style-type: none"> <li>Numbers to 12</li> <li>Addition and subtraction of simple numbers</li> <li>Names of simple shapes</li> </ul>	<ul style="list-style-type: none"> <li>To know that <b>il y a</b> is used to say 'there is/are'</li> <li>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..</li> <li>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in salut, comment, petit and vert. The <b>e</b> at the end of m'appelle; the <b>s</b> at the end of t'appelles and pas are silent, as is the <b>d</b> in grand.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'h' at the start of a word in French is not pronounced.</li> <li>To know that the currency in France is euros and to recognise some of the notes and coins</li> </ul>

**Key Vocabulary:**

Numbers to 12  
Add, subtract  
Square, triangle, circle,  
rectangle

Phrases	
égale	equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases			
À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Un, deux, trois, quatre, cinq,  
six, sept, huit, neuf, dix,  
onze, douze

Il y a



Numbers to 100 in French  
Euros

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

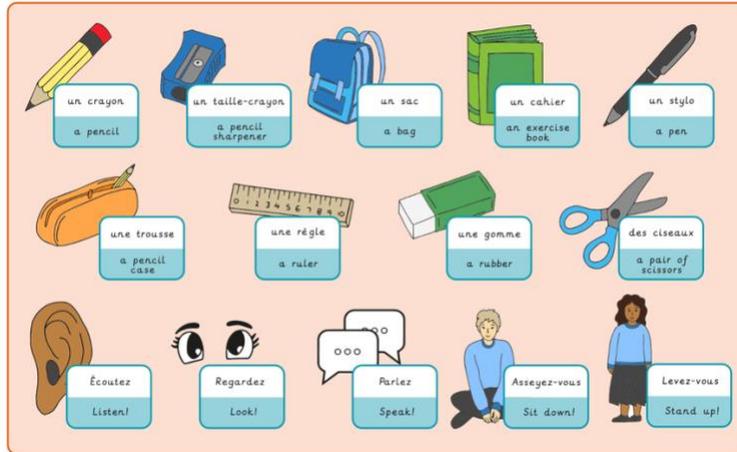
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)
----------------------------	-----------------------------------	---

**LKS2  
In a French Classroom**

<ul style="list-style-type: none"> <li>English names of classroom equipment</li> <li>Basic commands - look, listen, speak, sit down, stand up</li> </ul>	<ul style="list-style-type: none"> <li>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></li> <li>To understand that every French noun is either masculine or feminine.</li> <li>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne + verb + pas .</b></li> <li>To know that <b>il y a</b> is used to say 'there is/are'</li> <li>To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</li> <li>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim.</b></li> <li>To understand that words in French and English will not always have a direct equivalent in the other language.</li> <li>To know some similarities and differences between customs and traditions in France and the UK</li> <li>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></li> </ul>
--	---	---

**Key Vocabulary:**

Basic commands - look, listen, speak, sit down, stand up  
 Pencil, pencil sharpener, bag, exercise book, pencil case, ruler, rubber, scissors  
 Numbers and colours in English and french



J'ai  
 Je n'ai pas de  
 et  
 mais  
 un  
 une  
 deux

Other phrases	
J'ai un frère	I have a brother
J'ai une sœur	I have a sister
J'ai deux frères / sœurs	I have two brothers/sisters
J'ai un frère et une sœur	I have a brother and a sister
Je n'ai pas de frère / sœur	I haven't got a brother/sister

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)
----------------------------	-----------------------------------	---

**LKS2**  
**Transport**

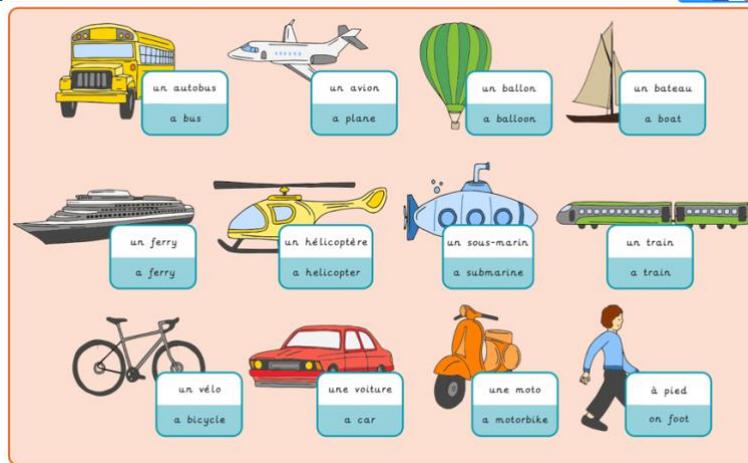
- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Know where England and France are</li> <li>• Name different forms of transport in English</li> <li>• Know simple French numbers</li> <li>• Know some words are masculine and some are feminine</li> </ul> | <ul style="list-style-type: none"> <li>• To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></li> <li>• To understand that every French noun is either masculine or feminine.</li> <li>• To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne + verb + pas .</b></li> <li>• To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des.</b></li> <li>• To know the names and locations of some of the cities in France</li> <li>• To identify some French speaking countries</li> <li>• To name the capital city and some key cultural landmarks</li> </ul> | <ul style="list-style-type: none"> <li>• To know that basic sentence structure English and French have the same pattern: subject + verb + object.</li> <li>• To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></li> </ul> |
|--|--|--|

**Key Vocabulary:**

Bus, plane, balloon, boat, ferry, helicopter, submarine, train, bicycle, car, motorbike, foot

I am going to  
You are going to

England, France, Paris, Sea



Je vais  
Tu vas  
Cognate  
Near cognate

In French, the word for 'hair' - cheveux - is plural

il a/elle a= he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes

Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)
----------------------------	-----------------------------------	---

**LKS2**  
**Clothes: Getting Dressed**

- Names of different types of clothes
- Colours in French
- Giving opinions on what you like and what you don't like

- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des**.
- To know that placing **ne...pas** around the verb makes it negative: **ne + verb + pas**.
- To understand that every French noun is either masculine or feminine.

- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim**.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.

**Key Vocabulary:**

- t-shirt, shorts, trousers, hat, swimsuit, pants, shirt, skirt, dress, jacket, boots, trainers, socks, glasses



masculine	feminine
un	une

Un is used for masculine nouns and une is used for feminine nouns.

Different ways to say my:	
mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

UKS2

**Numbers, Calendars and Birthdays**

- To know that **c'est** means "it is" and is used to describe what something is.
- To understand that every French noun is either masculine or feminine.
- To know that the word order is sometimes different in French compared to English.
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To know that accents in French can change the sound of a letter.

- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.

**Key Vocabulary:**

Numbers to 12 in French

Difference between un and une.  
Both mean 'a' or 'an'.

C'est  
Je voudrais

masculine	feminine
un	une

Different ways to say my:

mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Numbers to 30 in French

Days of the week in French

Months of the year in

French



**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

**UKS2**

**Food miam miam**

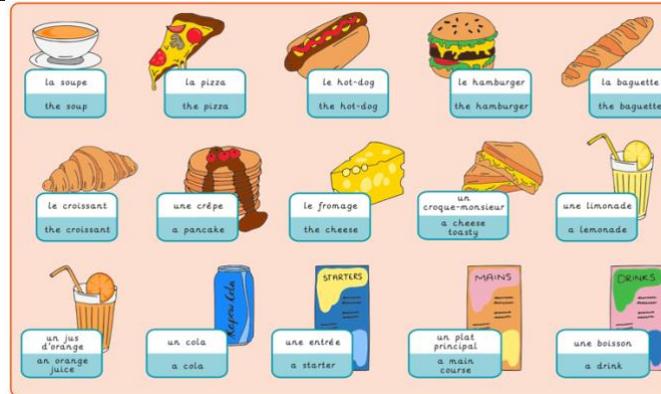
- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**  
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To know that placing **ne...pas** around the verb makes it negative: **ne + verb + pas**.
- To know that **il y a** is used to say 'there is/are'
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**

- To know that we can use conjunctions to link phrases such as **et/mais**.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.**
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

**Key Vocabulary:**

J'ai  
Je n'ai pas de  
et  
mais  
un  
une  
deux

C'est  
Je voudrais  
qu'est ce que  
c'est?  
merci  
s'il vous plait  
C'est de quelle  
couleur?



s'il vous plait	please
merci	thank you
l'addition s'il vous plait	bill please

The currency in France is the Euro - the euro symbol is €



les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket



**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

**UKS2  
Portraits**

- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**  
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To understand that every French noun is either masculine or feminine.
- To know that the word order is sometimes different in French compared to English.
- To know that **c'est** means "it is" and is used to describe what something is.
- To know that accents in French can change the sound of a letter.
- To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas**.
- To know that **il y a** is used to say 'there is/are'
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**
- To name the capital city and some key cultural landmarks

- To know that we can use conjunctions to link phrases such as **et/mais**.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.**
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that 'h' at the start of a word in French is not pronounced.
- To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

**Key Vocabulary:**

Bonjour  
 Bonsoir  
 Bonne nuit  
 Salut  
 au revoir  
 comment tu t'appelles

Adding an e for feminine nouns

elle est polie

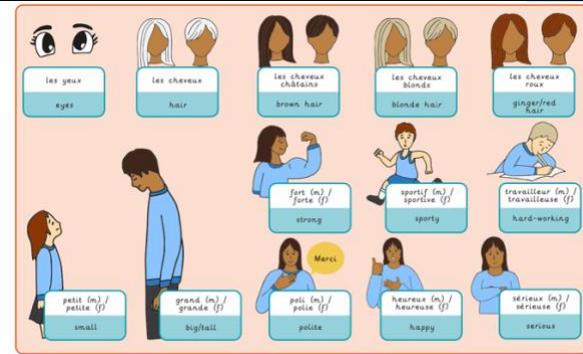
She is polite

No change for masculine nouns

il est poli

He is polite

Je m'appelle  
 Comment ca va?  
 Ca va bien  
 très bien  
 Comme ci comme ca  
 Ca va mal  
 très mal



Other phrases  
 il s'appelle he is called  
 elle s'appelle she is called

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

**UKS2**

### **Shopping in France**

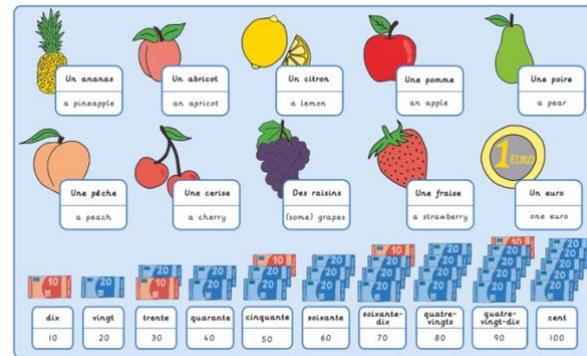
- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**  
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To understand that every French noun is either masculine or feminine.
- To know that the word order is sometimes different in French compared to English.
- To know that **c'est** means "it is" and is used to describe what something is.
- To know that accents in French can change the sound of a letter.
- To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas**.
- To know that **il y a** is used to say 'there is/are'
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**
- To know some similarities and differences between customs and traditions in France and the UK
- To name the capital city and some key cultural landmarks

- To know that 'h' at the start of a word in French is not pronounced. To know that a change in voice intonation can indicate when a question is being asked.
- To know that we can use conjunctions to link phrases such as **et/mais.**
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.**
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that the currency in France is euros and to recognise some of the notes and coins
- To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

**Key Vocabulary:**

Numbers  
to 30  
Un une

Je voudrais  
C'est



Euro  
Currency  
See knowledge  
organiser below



**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

**UKS2**

**Monster Pets**

- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**  
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To understand that every French noun is either masculine or feminine.
- To know that the word order is sometimes different in French compared to English.
- To know that **c'est** means "it is" and is used to describe what something is.
- To know that accents in French can change the sound of a letter.
- To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas**.
- To know that **il y a** is used to say 'there is/are'
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**
- 

- To know that a change in voice intonation can indicate when a question is being asked.
- To know that we can use conjunctions to link phrases such as **et/mais**.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that there are compound nouns in French e.g.  
**mon grand-père,**  
**mes grand-parents.**
- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.**
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know some similarities and differences between customs and traditions in France and the UK
- To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

**Key Vocabulary:**

Vocabulary  
for size,  
colour and  
shape

Number in French  
Masculine and feminine  
Qu'est-ce que c'est?  
Il y a

See knowledge organiser below

**NB: Speaking, listening, reading and writing skills should be taught in every topic**

Prior knowledge and skills

Knowledge and Skills to be taught

UKS2

**Meet my French Family**

- To become familiar with key phonemes represented by the following letters:  
**a, c, e, g, i, j, q, s, t, u**  
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in salut, comment, petit and vert. The **e** at the end of m'appelle; the **s** at the end of t'appelles and pas are silent, as is the **d** in grand.
- To understand that every French noun is either masculine or feminine.
- To know that the word order is sometimes different in French compared to English.
- To know that **c'est** means "it is" and is used to describe what something is.
- To know that accents in French can change the sound of a letter.
- To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas**.
- To know that **il y a** is used to say 'there is/are'
- To know the equivalents for the word 'the' in French : **le/la/l'/les** and 'a/an/some' : **un, une, des.**
- To know some similarities and differences between customs and traditions in France and the UK
- To name the capital city and some key cultural landmarks

- To know that 'h' at the start of a word in French is not pronounced.
- To know that we can use conjunctions to link phrases such as **et/mais.**
- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that there are compound nouns in French e.g. **mon grand-père, mes grand-parents.**
- To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.**
- To understand that words in French and English will not always have a direct equivalent in the other language.
- To know that in French there is a formal and informal version of the word 'you' and know when to use each one
- To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

**Key Vocabulary:**

Days of the week	Mon
Months of the year	Ma
J'ai un	Mes
J'ai une	Je n'ai pas de

See knowledge organiser below

