

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.

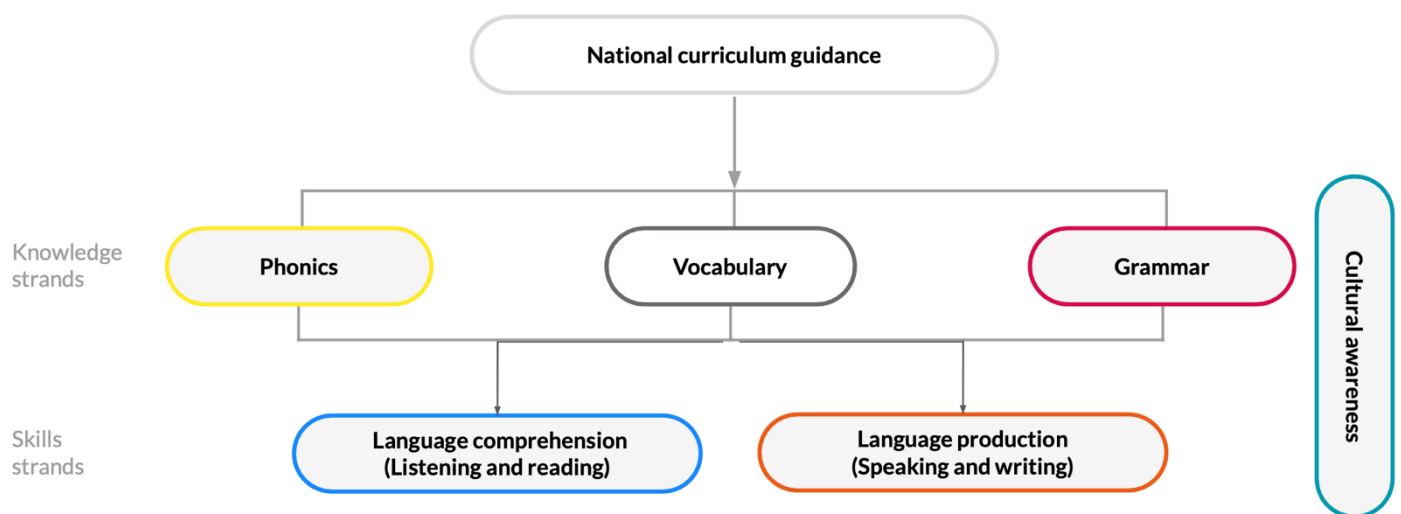
The intention of the St Giles' and St George's Modern Foreign Languages (MFL) Learning Journey is to instil a love of language learning and an awareness of other cultures. We want pupils to develop a confidence to communicate in French for practical purposes, using both written and spoken French language.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

This 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 MFL 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 MFL 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 each 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 memorise 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.



In French, lessons are planned to first have a speaking and listening focus, before moving onto a written focus for the next lesson. Speaking and listening lessons are recorded through videos and photographs and stored on EvidenceMe, and writing lessons are recorded in individual French writing books.

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.

Be curious and 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, addressing any misconceptions and providing next steps of the focus. 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
- Alternative methods of recording (talking tins, laptops, creative tasks) - Differentiated tasks - Visual supports - Word banks/phonic maps - Pre-teaching of vocabulary - Teaching of key skills - Coloured overlays - Timers and chunked activities - Sit close to the board - Allow extra time	- Talking tins - Pre-teaching language - Visuals to support - Social stories - Now/Next - Increased focus on Oracy and developing talk opportunities - Thinking time - Explicit instructions - Makaton signs - Steps to success (one task at a time)	- Brain and movement breaks - Calmbrain - Reward time - Reflection areas (weighted blankets) - Sensory/fidget toys - Sit near to the teacher - Steps to success (one task at a time) - Peer buddies	- Own learning space (workstation) - Brain breaks - Appropriate seating - Fidget toys - Sloping board - Alternative methods of recording - Wobble cushions - Use of a sensory areas (tent) - Chew buddies - Pencil grips/sloping boards - Headphones available to dull down the noise of instruments.

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	• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are speaking • reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • describe people, places, things and actions orally and in writing
Listening	• listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language
Reading	• read carefully and show understanding of words, phrases and simple writing • reading aloud or using familiar words and phrases
Writing	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing



Skills and Knowledge Progression – French

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

	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: ç, è, ù, é à.. 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.	eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.
Grammar	To understand that every French noun is either masculine or feminine To know that most adjectives are placed after the noun in French. To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. To know that c'est means "it is" and is used to describe what something is. 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 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 we can use conjunctions to link phrases such as et/mais. 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.
Cultural Awareness	To name the capital city and some key cultural landmarks To identify some French speaking countries To know the names and locations of some of the cities in France	To know some similarities and differences between customs and traditions in France and the UK To know that the currency in France is euros and to recognise some of the notes and coins



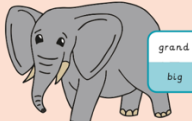
Topic Overviews (for planning and assessment)

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)
LKS2 French Greetings with Puppets		
- To know how to introduce themselves in English in a conversation. - To know how to say goodbye in a conversation in English. - To ask someone how they are in English.	- How to introduce themselves, say hello, ask and answer how they are and say goodbye in French. - To recognise that some letters carry accents and that these change the sound of those letters: c, è, ù, é à.. - To know that placing ne...pas around the verb makes it negative: ne + verb + pas. - 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 we can use conjunctions to link phrases such as et/mais.
Key Vocabulary:		
Hello Goodbye Good morning Good evening Goodnight How are you? I am okay/well/not well	Bonjour Bonsoir Bonne nuit Salut au revoir comment tu t'appelles	Je m'appelle Comment ca va? Ca va bien très bien Comme ci comme ca Ca va mal très mal

Connectives	
et	and
mais	but

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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	- Names of colours and shapes in French as well as 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	 rouge red  bleu blue  jaune yellow  vert green  orange orange  rose pink  violet purple  noir black  blanc white  grand big  petit small  un rectangle a rectangle  un carré a square  un cercle a circle  un triangle a triangle C'est Je voudrais qu'est ce que c'est? merci s'il vous plait C'est de quelle couleur?	Connectives <table><tr><td>et</td><td>and</td></tr><tr><td>mais</td><td>but</td></tr></table>	et	and	mais	but
et	and					
mais	but					

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Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from French knowledge skills)
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LKS2

French playground games - numbers and age

- Numbers to 12 - Addition and subtraction of simple numbers - Names of simple shapes in English.	- Numbers to 12 and names of simple shapes in French. - To know that il y a is used to say 'there is/are' - To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.. - 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 'h' at the start of a word in French is not pronounced. - To know that the currency in France is euros and to recognise some of the notes and coins
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Key Vocabulary:

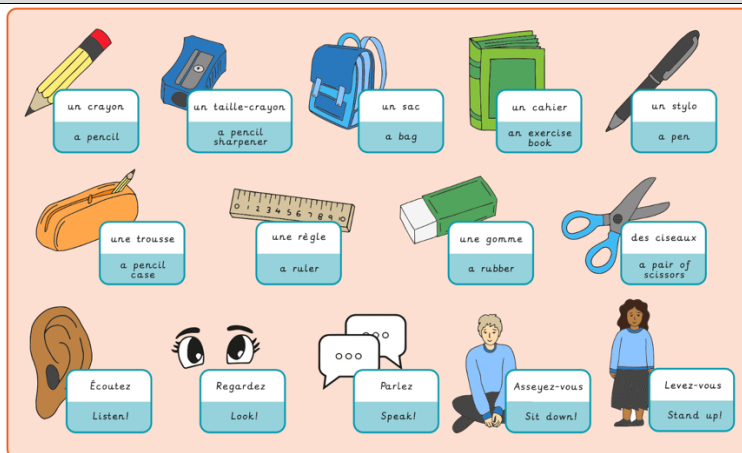
Numbers to 12 Add, subtract Square, triangle, circle, rectangle	<table><tr><th colspan="2">Phrases</th></tr><tr><td>égale</td><td>equals</td></tr><tr><td>C'est</td><td>It is</td></tr><tr><td>Tu as quel âge ?</td><td>How old are you?</td></tr><tr><td>J'ai sept ans</td><td>I am 7 years old</td></tr></table>		Phrases		égale	equals	C'est	It is	Tu as quel âge ?	How old are you?	J'ai sept ans	I am 7 years old	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze Il y a	Numbers to 100 in French Euros
	Phrases													
	égale	equals												
C'est	It is													
Tu as quel âge ?	How old are you?													
J'ai sept ans	I am 7 years old													
<table><tr><th colspan="4">Game phrases</th></tr><tr><td>À moi !</td><td>My turn!</td><td>Manqué !</td><td>Missed!</td></tr><tr><td>À toi !</td><td>Your turn!</td><td>Gagné !</td><td>Won!</td></tr></table>		Game phrases				À moi !	My turn!	Manqué !	Missed!	À toi !	Your turn!	Gagné !	Won!	
Game phrases														
À moi !	My turn!	Manqué !	Missed!											
À toi !	Your turn!	Gagné !	Won!											
Plus add  moins minus / Take away														

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		
- English names of classroom equipment - Basic commands - look, listen, speak, sit down, stand up	- Names of classroom equipment and basic commands in French. - To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. - To understand that every French noun is either masculine or feminine. - 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 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 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:

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)
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**LKS2
Transport**

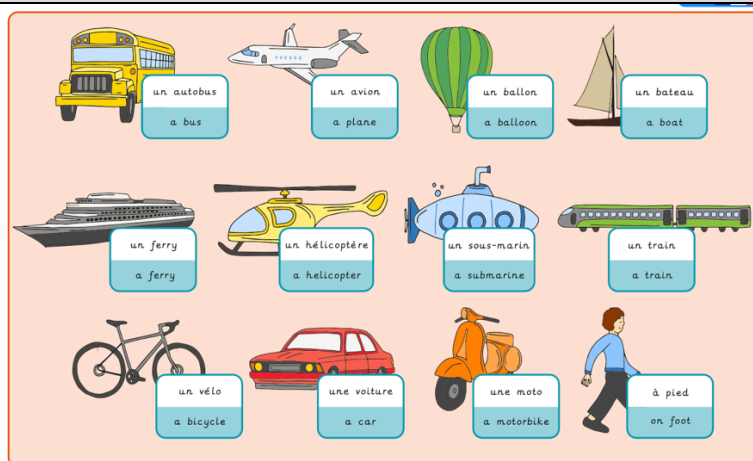
- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Know where England and France are Name different forms of transport in English Know simple French numbers Know some words are masculine and some are feminine | <ul style="list-style-type: none"> The names of different forms of Transport in French.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

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

C'est

Je voudrais

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

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

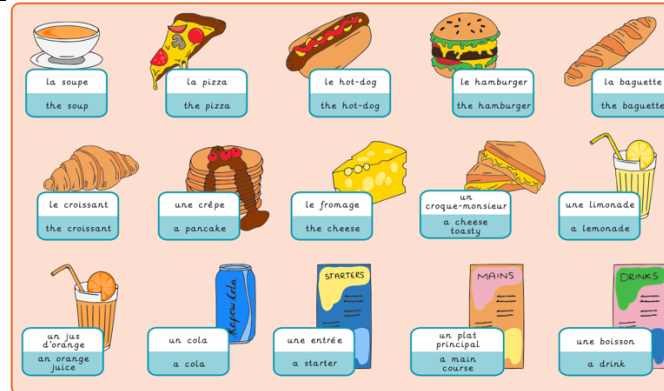
- To become familiar with key phonemes represented by the following letters:
a, c, e, g, i, j, q, s, t, u
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters 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:

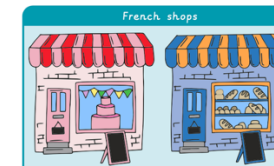
J'ai
Je n'ai pas de
et
mais
un
une
deux

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 €



French shops	
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

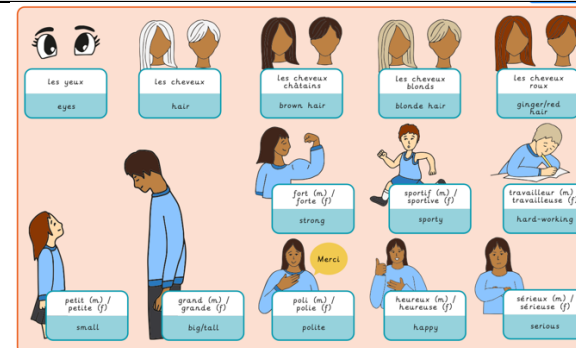
No change for masculine nouns

il est poli

He is polite

Je m'appelle
Comment ca va?
Ca va bien

très bien
Comme ci comme ça
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

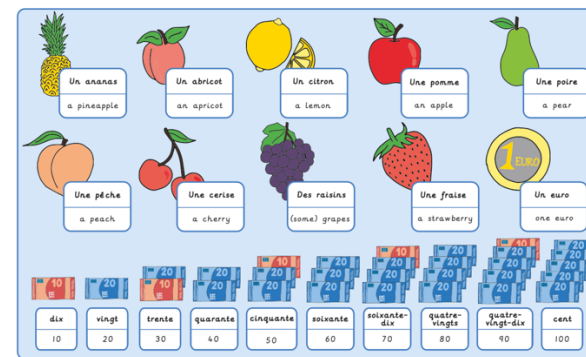
- To become familiar with key phonemes represented by the following letters:
a, c, e, g, i, j, q, s, t, u
(which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters 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).
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- 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.
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-

- 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

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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