

## MFL Curriculum Overview – KS2

### Year 3

| <b>New Curriculum POS 2013<br/>Primary Languages Strategy 2003<br/>Progression of skills synthesis</b>   | <b>Autumn Term</b>  | <b>Spring Term</b>   | <b>Summer Term</b>  |
|--|---|--|---|
| <p><b>Pronunciation/Phonics</b><br/>Imitate basic sounds. Recognise basic phonemes and graphemes. Repeat and read aloud simple words, phrases and short sentences.</p> <p><b>Oracy</b><br/>Understand simple words, phrases and short sentences – including basic, everyday classroom language (e.g. instructions and praise words).<br/>Read simple songs/poems/stories.<br/>Ask and answer simple questions.<br/>Present/perform simple memorised tasks (words, phrases and short sentences).</p> <p><b>Literacy/Grammar</b><br/>Understand some familiar written words, phrases and short sentences.<br/>Start recognising main word classes.<br/>Start using context and simple comparisons with English to determine some meaning.<br/>Begin to copy familiar words. Experiment with writing some familiar words from memory.</p> <p><b>Culture</b></p> | <p>Some vocabulary: nouns, verbs, adjectives and a conjunction - <i>et</i>.</p> <p>Greetings, classroom phrases, colours, Christmas vocabulary and numbers 0 to 6.</p> <p>Some alphabet letters.</p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They are introduced to some French children's books.</p>   | <p>Numbers 7 to 10, classroom objects, social conventions: please and thank you.</p> <p>Key question: <i>Qu'est-ce que c'est?</i><br/>Some alphabet letters.</p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p> | <p>Clothes, days of the week, numbers 11-30, revision of previous vocabulary.</p> <p>Create simple spoken and written sentences, e.g. <i>Voici un chat rouge et un chien bleu. Je mets un pantalon jaune et un pull vert.</i></p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p> |
| <p>Show an interest in, and understanding of, target language and culture(s).</p>  | <p>The children recognise certain phonemes when they hear them and identify the graphemes that can be used to represent them. They become familiar with the works of the painters <i>Renoir</i> and <i>Monet</i> and the music of the composer <i>Debussy</i>. They become familiar with the city of <i>Paris</i>, by looking at PowerPoint slides, and using webcams to make virtual visits.</p> |  |   |

## Year 4

| New Curriculum POS 2013 ff<br>Primary Languages Strategy 2003 ff<br>Synthesis  | Autumn Term  | Spring Term   | Summer Term   |
|--|--|---|---|
| <p><b>Pronunciation/Phonics</b><br/>           Imitate the sounds of the language.<br/>           Recognise phonemes/graphemes. Repeat and read aloud a wider range of words, phrases and short sentences.</p> <p><b>Oracy</b><br/>           Understand words, phrases and short sentences on several topics – including more everyday classroom language.<br/>           Respond to a wider range of songs/ poems/stories.<br/>           Give information and ask/answer questions on several topics – including re day-to-day classroom matters.<br/>           Present/perform short memorised texts.</p> <p><b>Literacy/Grammar</b><br/>           Understand a range of familiar written phrases and sentences.<br/>           Follow short familiar texts (e.g. stories), listening and reading at the same time.<br/>           Recognise main word classes.<br/>           Use context and comparisons with English to determine some meaning.<br/>           Begin to recognise and apply simple grammar patterns such as gender and number.<br/>           Write familiar words, phrases and short sentences using a model.<br/>           Write some words and phrases from memory.</p> <p><b>Culture</b><br/>           Show an interest in, and understanding of, target language and culture(s).</p> | <p>Greetings, classroom vocabulary and phrases, animals, colours, masculine and feminine nouns and plurals.</p> <p>Questions, answers and sentence building: <i>Qui est-ce? C'est + name. Ce n'est pas + name.</i></p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p> | <p>Months of the year, revision of vocabulary.<br/>           Adjectives that precede the noun: <i>petit, grand.</i><br/>           Sentence starters: <i>Chez moi... Dans ma chambre... Dans mon placard... Dans le sac...</i><br/>           Punctuation: <i>Point d'exclamation!</i> and <i>Point d'interrogation?</i></p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p> | <p>Clothes, French cities and towns, wishing someone Happy Birthday.<br/>           Questions and answers: <i>Combien de cochons y-a-t-il? Quelle est la date aujourd'hui?</i><br/>           Create simple and sometimes more complex spoken and written sentences, e.g. <i>Dans le sac il y a un chat rouge et un chien bleu.</i><br/>           The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p> |
| <p>The children continue to use the vocabulary learnt in year 3. They recognise certain phonemes when they hear them and identify the graphemes that can be used to represent them. They compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word <i>et</i> is always silent. They become familiar with the works of the painters <i>Dégas, Cézanne</i> and <i>Matisse</i> and the music of the composer <i>Ravel</i>. They become familiar with the region of <i>Dordogne</i>, by looking at PowerPoint slides, and using webcams to make virtual visits.</p>  |  |   |   |

## Year 5

| New Curriculum POS 2013 ff<br>Primary Languages Strategy 2003 ff<br>Synthesis  | Autumn Term  | Spring Term   | Summer Term   |
|--|--|---|---|
| <p><b>Pronunciation/Phonics</b><br/>Read aloud new words, phrases and short sentences (apply phonics knowledge).</p> <p><b>Oracy</b><br/>Listen attentively and understand the main points in a short passage made up of several simple sentences of familiar language. Understand and express feelings and simple opinions.<br/>Respond to a wider range of songs/poems/stories – interacting confidently with unfamiliar language.<br/>Prepare/give a short presentation on a familiar topic, using a model. Join in short conversations – reusing some familiar language in new contexts.</p> <p><b>Literacy/Grammar</b><br/>Understand the main points from short written passages made up of familiar language.<br/>Follow longer texts (e.g. stories) listening and reading at the same time.<br/>Use context and previous knowledge (e.g. via the word family route) to determine some meaning.<br/>Recognise and apply grammar patterns such as negatives and simple verb conjunctions.<br/>Write sentences and short texts – increasingly using language in new combinations – using support (models/reference sources).</p> <p><b>Culture</b><br/>Show an interest in, and understanding of, target language and culture(s).</p> | <p>More animals, revision of vocabulary, feminine nouns, French food, using adverbs in sentences and expression of opinion, e.g. <i>j'aime, je n'aime pas +noun, c'est (très) bon, c'est délicieux</i>.<br/>Expressions of annoyance, impatience, disagreement, frustration, disbelief, joy, disagreement, e.g. <i>Zut alors!/Mince alors!/Mais enfin!/ça alors!/Tu rigoles!/C'est pas vrai/C'est pas possible!/ Non!/ Incroyable!/Tu plaisantes!/Ce n'est pas sérieux!</i><br/>French songs, finger rhymes and children's books</p> <p>The children continue to use the vocabulary learnt in year 3 and 4. They continue to develop their knowledge of singular and plural concepts and learn to understand how this can change pronunciation. They learn about syntax and make comparisons between French and English and other languages they know. They follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using PowerPoint slides. They continue to develop pronunciation and fluency when speaking or when reading aloud and continue to apply knowledge of liaison and elision. They use speaking and writing frames to create simple and more complex spoken and written sentences, and they practise reading aloud, or reciting from memory, short passages of text from a book about the universe.</p> <p>The children become familiar with the works of the painters <i>Gauguin, Manet</i> and <i>Pissarro</i> and the music of the composer <i>Satie</i>. They become familiar with the town of <i>Vichy</i> and the surrounding volcanic region in France, by looking at PowerPoint slides, and using webcams to make virtual visits. They practise regular fitness routines listening to music such as <i>France Gall</i>.</p> | <p>Adjectives that precede the noun e.g. <i>jeune, joli</i>.<br/>Adverbs of place/sentence starters: <i>chez moi, dans le jardin, dans le salon, dans la piscine</i>, etc.<br/>Adverbs of time/frequency: <i>Aujourd'hui, maintenant, souvent, quelquefois</i>, à + time on the clock.<br/>Verbs: <i>aller, être, tricoter, chanter, je vois, je pense que, j'entends</i>, etc.<br/>Asking questions.<br/>Subject pronouns: <i>je, te, il, elle, ils, elles</i>.<br/>Disjunctive pronouns, e.g. <i>moi, toi, lui, elles</i>.<br/>French songs, finger rhymes and children's books</p> | <p>Telling the time:<br/><i>Quelle heure est-il?</i> Answers -o'clock, half past, midday and midnight.<br/>Numbers 31-60.<br/>Revision of expressions of annoyance, etc, from term 1.<br/>Relative pronoun – <i>qui</i> (e.g. <i>un cochon qui chante</i>).<br/>Conjunction – <i>mais</i>.<br/>Regular practice of complex sentences, e.g. <i>Dans mon placard je vois un petit lion jaune et une grande araignée bleue. Dans le jardin j'entends un petit cochon rouge et une grande libellule verte</i>.<br/>French songs, finger rhymes and children's books</p> |

## Year 6

| <p align="center"><b>New Curriculum POS 2013 ff</b><br/><b>Primary Languages Strategy 2003 ff</b><br/><b>Synthesis</b></p>   | <p align="center"><b>Autumn Term</b></p>  | <p align="center"><b>Spring Term</b></p>  | <p align="center"><b>Summer Term</b></p>  |
|--|---|---|---|
| <p><b>Pronunciation/Phonics</b> Read aloud short texts which contain some unfamiliar words (apply phonics knowledge).</p> <p><b>Oracy</b><br/>Understand the main points and some detail in a passage of familiar language – including opinions.<br/>Understand longer and more complex phrases or sentences.<br/>Respond to a wider range of songs/poems/stories – interacting confidently with unfamiliar language.<br/>Express feelings, opinions and ideas using a wider range of language.<br/>Use the language confidently and in a clear, audible voice:<br/>-to give prepared presentations;<br/>-to initiate and sustain conversation;<br/>-to tell stories.</p> <p><b>Literacy/Grammar</b><br/>Understand the main points and some detail from short written passages made up of familiar language.<br/>Identify different text types and begin to read short texts independently, for enjoyment or information.<br/>Use knowledge of word formation, of sentence structure and of text structure to determine some meaning.<br/>Recognise and apply more grammar patterns, including some high frequency verb patterns in more than one time-sequence. Write sentences and short texts on a wider range of topics using a model and using appropriate text conventions.<br/>Write several sentences from memory.</p> <p><b>Culture</b><br/>Show an interest in, and understanding of, target language and culture(s).</p> | <p>Masculine and feminine nouns.<br/>Verbs in the infinitive form: <i>siffler, ronfler, se cacher, se promener, lire, dormir.</i><br/>Conjugated forms in the present tense: <i>il/elle siffle, ils/elles sifflent,</i> etc.<br/>Conjugated forms in the imperfect tense: <i>il/elle sifflait, ils/elles sifflaient,</i> etc.<br/>Time and adverbs, numbers 61-100, revision of vocabulary.<br/>French songs and children's books</p> | <p>Conjugated forms in the perfect tense: <i>j'ai, tu as, il a, elle a entendu.</i> Conjugated forms of <i>aller</i> as part of the future tense: <i>je vais, il va</i> and <i>elle va</i> + infinitive.<br/>Adverbs of place/sentence starters, e.g. <i>Aujourd'hui, hier, ce matin, cet après midi, ce soir, le week-end dernier, la semaine dernière, à</i> (+ clock time), <i>le week-end prochain, la semaine prochaine,</i> etc.<br/>Negative adverbs: <i>ne...pas, ne...jamais.</i><br/>Asking questions: <i>Qui...? Que...? Qu'est-ce que...?</i><br/>Masculine and feminine animals, revision of vocabulary.<br/>French songs and children's books</p> | <p>Telling the time – analogue clock: <i>Quelle heure est-il?</i><br/>Answers – o'clock, half past, quarter to, quarter past, midnight and midday (+ half past midnight/midday).<br/>Relative pronoun: <i>qui.</i><br/>Times tables: revision of 2x, 3x, 5x, and introduction of 10x, 4x and 6x.<br/>Numbers 61-100.<br/>Regular practice of complex sentences, e.g. <i>Aujourd'hui je vais nager dans la piscine. Hier j'ai entendu un petit loup gris qui chantait dans la forêt.</i><br/>Adverbs of time and place, verb tenses, revision of vocabulary.<br/><br/>French songs and children's books.</p> |
| <p>The children continue to use the vocabulary learnt in year 3, 4 and 5. They continue to develop their knowledge of singular and plural concepts and learn to understand how this can change pronunciation. They continue to learn about syntax and make comparisons between French and English and other languages they know. They follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using PowerPoint slides. They continue to develop pronunciation and fluency when speaking or when reading aloud and continue to apply knowledge of liaison and elision. They use speaking and writing frames to create simple and more complex spoken and written sentences, and they practise reading aloud, or reciting from memory, short passages of text from a book about the universe. The children become familiar with the works of the painters <i>Toulouse Lautrec,</i> and <i>Magritte</i> and the music of the composer <i>Chopin.</i> They become familiar with the town of <i>Vichy</i> and the surrounding volcanic region in France, by looking at PowerPoint slides, and using webcams to make virtual visits. They practise regular fitness routines listening to music such as <i>France Gall.</i></p>  |   |   |   |