

MODERN FOREIGN LANGUAGES (MFL) AT DOWNSVIEW

Our Vision (Intent)

At Downsview Community Primary School, we aim to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

How we plan and teach MFL (Implementation)

All classes will have access to a very high-quality foreign languages curriculum using the *Language Angels* scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

How we evaluate learning in MFL (Impact)

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading, writing) is provided by an end of unit test on these skills. This information will be recorded by the teacher on the 'Tracking and Progression Tool' on Language Angels and will be monitored by the MFL Subject Leader who can use this data to ensure teaching is appropriate for each pupil, class and year group as well as to feedback on progress to SLT. The impact of teaching and learning will also be determined through MFL Lead and/or SLT reviews: meeting children at the end of each unit, from Year 3 to Year 6, will provide them with the opportunity to display their understanding in speaking, listening, reading, writing and grammar. Information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document, display a love for languages and have a deeper understanding of the wider world.

AREAS OF STUDY						
		Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
THREE	Phonics (1) & I Am Learning French	Seasons	Instruments	Fruits and Vegetable	Ice Creams	Ancient Britain
FOUR	Phonics (2) & Presenting Myself	Family	Goldilocks	Habitats	In the Classroom	At Home
FIVE	Phonics (3) & Do You Have A Pet?	What's the Date	Weather	The Romans	The Olympics	Clothes
SIX	Phonics (4) & At School	Regular Verbs	The Weekend	The Planets	The Vikings	Me in the World

YEAR THREE			
Unit	Phonics 1 & I am learning French	Seasons	Instruments
Overview	In this unit the children will learn how to pinpoint France and other French speaking countries on a map of the world, ask and answer the question 'How are you?' in French, say 'Hello' and 'Goodbye' in French, Ask and answer the question, 'What is your name?' in French, count to ten in French, say ten colours in French	We will use our knowledge of the four seasons in English to support our new learning and understanding of the seasons in French. Pupils will learn the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level will support understanding of word order and simple sentence structure in French.	In this unit the children will learn how to name ten instruments in French, match all the new French words to the appropriate pictures, remember the words for at least five instruments and their correct gender in French and to say that they play an instrument of their choice correctly in French
Key questions	<ul style="list-style-type: none"> • What is your name? • How are are you? • Which words are similar to English? • Which are different? 	<ul style="list-style-type: none"> • Which words are similar and different to English? • Can you see any differences in the French for 'the?' • What happens in each season? • Which is your favourite season? 	<ul style="list-style-type: none"> • Which words are similar and different to English? • Why are 'le', 'la' and 'les' used for different instruments? • How are du, de la or des used as articles? • Which instruments can you play?
Prior Knowledge	This is the first unit in the children's study of MFL and so no prior knowledge is assumed.	No previous knowledge is necessary as this is a starter unit but it is recommended to teach 'J'Apprends Le Français' before this unit	Children should know the language and vocabulary from the J'apprends le francais unit and what a verb, article and determiner are in English.
Specific Vocabulary	<p>Salut, Bojour, Au revoir, Ca va, ca val bien/ mal/ comme ci comme ca.</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Rouge, jaune ,blanc, bleu, orange, gris, noir, vert, violet, marron</p>	<p>Les Saisons, Le Hiver, Le Printimps, L'Ete, L'automne</p> <p>Soliel, chaud, neige, foid</p> <p>Les fluers poussant, les oiseaux chantant, les abres perdnent les feuilles</p>	<p>Le, la, les</p> <p>Je joue du/ de la/ des</p> <p>La trompette, la batterie, la guitare, la flute a bec, la clarniette, la harpe, le piano, le triangle, le violon, les cymbales</p>

Unit	Fruit	Ice Creams	Ancient Britain
Overview	In this unit we will name, recognise and remember up to 10 fruits in French, attempt to spell some of these nouns with their correct article/determiner, Ask somebody in French if they like a particular fruit, say what fruits we like and dislike in French.	In this unit we will name, recognise and remember up to 10 ice-cream flavours in French and attempt to spell some of these flavours. We will use the structure 'je voudrais...' plus an ice-cream flavour and say whether we would like a cone or pot and possibly how many scoops. We will learn how to say 'please' and 'thank you' in French.	In this unit we will name, in French, the six key periods of ancient Britain, introduced in chronological order. We will say, in French, three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. I remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).
Key questions	<ul style="list-style-type: none"> • Which words are similar and different to English? • How are 'le/ la/ un/ une' and 'les' used as articles? • What are your favourite fruits and vegetables? 	<ul style="list-style-type: none"> • Which words are similar and different to English? • How are 'au' and 'a la' used as articles? • Which is your favourite flavour of ice-cream? 	<ul style="list-style-type: none"> • Which words are similar and different to English? • Which nouns are masculine or feminine? • What makes a verb regular (e.g. habiter) or irregular (e.g. etre/ avoir) • What regular and irregular verbs do you know in English?
Prior Knowledge	Children should know the language and vocabulary from the J'apprends le francais unit and what a verb, article and determiner are in English.	Children should know the language and vocabulary from the J'apprends le francais unit.	Vocabulary from the 'J'apprends le français' unit, and what a noun and article/determiner is in English.
Specific Vocabulary	Pomme, fraise, peche, banane, cerise, organge, poire, prune, kiwi, abricot. J'aime/ je n'aime pas	Vanille, menthe, pistache, fraise, banane, chocolat, café, citron, caramel, cassis Cornet, pot, boule, parfum Je voudrais, s'il vous plait, merci, bonjour, au revoir	Je suis un homme/ femme L'age/ la period Pierre, bronze, fer, J'ai, J'habite dans Un silex, une hache, une epee Une grotte, une cabane, une maison ronde

Progression of Skills in Year 3	Listening	<p>I can recognise all ten instruments when I hear them and know what that instrument is in English.</p> <p>I can respond to a questions in French</p>
	Speaking	<p>I can repeat all my personal details in French</p> <p>I can ask for the same information back</p> <p>I can say ten colours in French</p> <p>I can name, recognise and remember all four seasons in French.</p> <p>I can say which season is my favourite</p> <p>I can name five or more instruments in French with the correct gender.</p> <p>I can name up to 10 fruits and in French</p> <p>I can ask a question in French</p> <p>I can ask for different flavours of ice-cream</p> <p>I can say 6 period in British history</p>
	Reading	<p>I can read and identify the numbers 1-10</p> <p>I can read and identify colours</p> <p>I can name a recognise flavours of ice-cream</p> <p>I can read and recognise the names of hunting tools</p>
	Writing	<p>I can write number 1-10 in French</p> <p>I can write colours in French</p> <p>I can write all four seasons in French</p> <p>I can write the fruits and French</p> <p>I can spell the names of hunting tools</p>
	Grammar	<p>I can use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.</p> <p>I can tell you and use correctly the French for all three of; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</p> <p>I can conjugate verbs (aimer, jouer, voudrais)</p> <p>I can use masculine, femanine and plural articles.</p> <p>I can use adjectives (big and and small)</p>

YEAR FOUR			
Unit	Phonics (2) & Presenting Myself	Family	Goldilocks
Overview	In this unit, will lean to count to 20. We will ask somebody how they are feeling, their age, name and where they live. We will Say how we are feeling, how old we are, what our name is and where we live. We will also Apply rules of adjectival agreement when saying our nationality.	In this unit we will learn the nouns for family members in French. We will describe our own or a fictitious family in French by name, age, and relationship. We will Count to 70 in French. We will Understand possessive adjectives better in French.	In this unit we will listen attentively to a whole familiar fairy tale in French. We will use picture, word and phrases cards to support our learning of new language. Finally, we will attempt to re-tell a familiar fairy tale in French using a mini book for support.
Key questions	<ul style="list-style-type: none"> • Where are you from? • Where am I from? • Which countries in the UK sound similar to English? Which are different? • How does knowing the numbers 1-10 help us learn the numbers 11-10? 	<ul style="list-style-type: none"> • Which words are similar to those in English? Which are different? • Who is in your family? • How can we tell is noun is masculine or feminine? • How does gender affect pronunciation of nouns? 	<ul style="list-style-type: none"> • Which words are similar to those in English? Which are different? • What do you know about the story of Goldilocks? • How can the pictures help us to work out the meaning of unfamiliar words?
Prior Knowledge	The letter sounds from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular, numbers 1-10 and how you are feeling). What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).	The letter sounds from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' and 'Presenting Myself' units (in particular, numbers 1-20. What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).	The letter sounds from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning'
Specific Vocabulary	Je m'appelle, Comment tu t'appelle? Quel age as tu? Ou habite tu? J'habite a... France/ francois, Anglatere/ anglais, Irlande, Irlandais, Ecosse/ ecossais, Pays de Gall/ gallois	La famille, le pere, la mere, la souer, le frere, la grand-mere, le grand-pere, la tante, l'oncle, le fils, la fille, les parents, la cousine, le cousin, la belle-mere, le beau-pere, la demi-soeur, le demi-frere	Boucle D'or, les ours, Papa/ Mamon, Bebe, une maison, une foret, grand/moyen/ petit(e), bol, chaise, lit

Unit	Habitats	In the Classroom	At Home
Overview	By the end of this unit, we will be able to say and write the key elements that animals and plants need to survive. We will name the 5 most common types of habitats and name an animal and a plant that live and grow in each type of habitat	By the end of this unit we will be able to recall a selection of nouns and indefinite articles/determiners for twelve common classroom objects. We will learn how to replace an indefinite article/determiner with the appropriate possessive adjective. We will learn how to use the negative in French and describe what we have and do not have in our pencil case/rucksack.	In this unit the children will learn how to say whether they live in a house or an apartment and say where it is Well will repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in French. We will tell somebody in French what rooms they have or do not have in their home and ask somebody else in French what rooms they have or do not have in their home.
Key questions	<ul style="list-style-type: none"> • What do plants animals need to survive? • What is a habitat? • Which plants and animals in the UK sound similar to English? Which are different? • Which plants and animals live in each habititat? 	<ul style="list-style-type: none"> • What is the difference between masculine, feminine and plural? • Why is this important when learning French? • Which common classroom objects sound similar to those in English? • How does using un/ une and mon/ ma/ mes change the meaning of a sentence? 	<ul style="list-style-type: none"> • How can we tell If a noun is masculine or feminine? • Which rooms in the house sound similar to those in English? • How can we manipulate our language to use the negative in French? • What previously learnt language can be used to build a longer piece of writing?
Prior Knowledge	Pupils should be familiar with the letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 Vocabulary from the Early Learning units. Different strategies on how to decode unknown text from 'Boucle D'Or'	Pupils should be familiar with vocabulary from the Intermediate unit Je me présente. That J'ai means 'I have' and comes from the verb avoir (to have) in French.	Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.
Specific Vocabulary	Les habitats, La forêt tropicale. La prairie, Le desert, L'océan, Le parc national South Downs, Le Sahara, Le chameau, L'ours blanc, Le lapin, Le singe araignée, Habite	un livre, un cahier, un crayon, un stylo, un taille-crayon, un sac à dos, une calculatrice, un bâton de colle, une règle, une gomme, une trousse, des ciseaux, j'ai, je n'ai pas	Où habites-tu?, J'habite dans..., Une maison, Un appartement, En ville, À la campagne, À la montagne, Dans un village, Une cuisine, Une salle à manger, Une salle de bains, Une chambre, Une buanderie, Un sous-sol, Un bureau, Un salon, Un garage, Un jardin

Progression of Skills in Year 4	Listening	<p>I can listen and respond to questions</p> <p>I can listen attentively to a familiar story</p>
	Speaking	<p>I can introduce myself and say where I am from</p> <p>I can talk about either my own or a fictional family in French clearly</p> <p>I can count from 1-70 in French unaided and recognise the numbers out of sequence</p> <p>I can name you all of the five essential elements that animals and plants need to survive in their habitats.</p> <p>I can tell you in French five types of habitats</p> <p>I can tell you in French which animals and which plants live and grow in each habitat</p> <p>I can ask what someone has in their pencil case or rucsac</p> <p>I can say what I do and do not have in my pencil case</p> <p>I can say and write whether I live in a house or an apartment.</p> <p>I can say and write where my house or apartment is based using the choices given.</p> <p>I can repeat and recognise all ten rooms of the house with their gender in French</p> <p>I can ask somebody what rooms they have or do not have in their home and include a negative reply</p>
	Reading	<p>I can read numbers 1-20</p> <p>I can read numbers 1-70</p> <p>I can sequence a story by reading picture cards</p>
	Writing	<p>I can write numbers 1-20</p> <p>I can write numbers 1-70</p> <p>I can create my own story board in French</p> <p>I can write what I have in my pencil case</p> <p>I can write a passage about my home</p>
	Grammar	<p>I know that nouns can be masculine or femanine</p> <p>I am able to manipulate the verb 's'appeler' (to be called)</p> <p>I can conjugate the 'avoir' to describe the age of others</p> <p>I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiner from memory with high accuracy.</p> <p>I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiner from memory with high accuracy.</p>

YEAR FIVE			
Unit	Do you have a pet?	What's the Date?	The Weather
Overview	In this unit we will learn the nouns and indefinite articles for 8 common pets. We will ask somebody if they have a pet and give an answer back. We will say in French what pet we have/do not have and give our pet's name. We will start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences	In this unit pupils will learn the days of the week and the months of the year. We will revise the numbers 1-31 in order to say the date. We will put all of this knowledge together to say when our birthdays are.	In this unit the children will learn how to repeat and recognise the vocabulary for weather in French, ask what the weather is like today and say what the weather is like today. We will create a French weather map and describe the weather in different regions of France using a weather map with symbols.
Key questions	<ul style="list-style-type: none"> • How can we tell if a noun is masculine or feminine? • Which animals sound similar to those in English? • When should 'il' and 'elle' be used? • How can we use 'et' and 'mais' to extend responses 	<ul style="list-style-type: none"> • Which words and numbers can we recall from our previous learning? • What is the date? • When were you born? • Which days and months are similar to those in English? 	<ul style="list-style-type: none"> • Which descriptions of the weather sound similar to those in English? • What is the weather like? • How do French weather patterns compare to those in the UK?
Prior Knowledge	Pupils should know the letter sounds from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units, vocabulary from 'Je Me Présente' and 'Ma Famille' units, the difference between a definite and indefinite article/determiner and that nouns in French have gender and this has an impact on the determiner.	Pupils should know the letter sounds from phonics and pronunciation lessons 1 & 2, and ideally vocabulary from a variety of the Early Learning units, personal details and numbers 1-20 from the Intermediate unit Je me présente as well as vocabulary from the La famille unit.	Pupils would benefit from knowing the letter sounds from phonics and pronunciation lessons 1, 2 & 3. They should also know the vocabulary from 'Je Me Présente' unit), and how to say your name, age, where you live and nationality.
Specific Vocabulary	As-tu un animal?, un chien, un hamster, un poisson rouge, un oiseau, un chat, un lapin, une souris, une tortue	Le date, aujourd'hui, lundi, mardi, mercredi, jeudi, vendredi, Samedi, dimanche, Janvier, février, mars, avril, mai, juin, juillet, août, septembre, novembre, décembre.	Il pleut, il neige, il y a un orage, il y a du soleil, il fait beau, il fait mauvais, il fait froid, il fait chaud, il y a du vent, le nord, le sud, l'ouest, l'est

Unit	The Romans	The Olympics	Clothes
Overview	In this unit the children will learn how to tell somebody in French the key facts and key people involved in the history of the Roman Empire, say the days of the week in French and learn how these are related to the Roman gods and goddesses. Pupils will tell somebody in French what the most famous Roman inventions were. We will learn what life was like for a rich and a poor child in Roman time. Pupils will be introduced to the concept of the negative form in French.	In this unit, pupils will recall key facts about the Olympics, past and present. We will look for cognates and highlight key words when learning how to decode longer oral and written passages. Pupils will say the nouns in French for key sports in the current Olympic games. We will conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Pupils will understand the concept of de la, de l' and du when you say you play a sport in French.	In this unit the children will learn how to repeat and recognise the vocabulary for a variety of clothes in French and use the appropriate genders and articles for these clothes. We will use the verb PORTER in French with increasing confidence and say what we wear in different weather/situations. Pupils will describe clothes in terms of their colour and apply adjectival agreement. We will use the possessives with increased accuracy
Key questions	<ul style="list-style-type: none"> • What can you remember about the Romans from previous learning? • How are the days of the week influenced by Roman gods and goddesses? • What would life have been like for a child in Roman times? • How did the Romans have a lasting impact on France? How does this compare the impact they had on Britain? 	<ul style="list-style-type: none"> • How can we use the words that we already know to work out the meaning of unfamiliar words? • What sports do you enjoy playing? • Who was Pierre de Coubertain? • Which sports are similar to those in English? 	<ul style="list-style-type: none"> • Which sports are similar to those in English? • What clothes might we wear in different weather? • How can we tell if a noun is masculine, feminine or plural? • What is 'conjugation'? How do conjugate verbs in English and French?
Prior Knowledge	Pupils should be familiar with the days of the week in French. Pupils should also make links to their previous learning from year 4 about the Romans.	Pupils should understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French. Experience of how to decode longer, unknown texts in French would be an advantage.	Pupils should be familiar with colours from the <i>J'apprends Français</i> unit. Links between <i>Le météo (The Weather)</i> will be made. Previous learning in conjugating verbs and using the possessive mon/ ma/ mes will be needed in this unit.
Specific Vocabulary	Les Romains, Les sénateurs, Les plébéiens, Les esclaves, Les thermes romains, Le chauffage central, Les aqueducs, Les routes romaines, Les ponts romains, La mosaïque, La numération romaine, La sculpture romaine	Les Jeux Olympiques, la boxe, le plongeur, le plongeur, le plongeur, le cyclisme, l'escrime, le tir à l'arc, l'aviron, le natation	un maillot de bain, un manteau, un pull, un tee shirt, un chemisier, un short, un pantalon, une écharpe, une robe, une casquette, une chemise, une chemise, une chemise, des gants, des chaussures, des chaussettes, des collants, des bottes, des lunettes, des sandales

Progression of Skills in Year 5	Listening	I can listen to and repeat all the weather vocabulary presented to me.
	Speaking	<p>I can repeat and recognise all eight pets and their gender in French</p> <p>I can ask somebody if they have or do not have a particular pet and give this information back</p> <p>I can say the name of my pet from memory using a full sentence in French.</p> <p>I can repeat and remember all of the days of the week, the months of the year and numbers 1-31 in French.</p> <p>I am able to say the date in French without support and with high accuracy.</p> <p>I am able to say when my birthday is in French without support and with high accuracy</p> <p>I can ask what the weather is in French and reply to this question.</p> <p>I can name at least five famous Roman inventions.</p> <p>I can tell you key facts from the history of the Olympics and from the modern games in French.</p> <p>I can repeat all the clothes vocabulary presented to me</p> <p>I can say what I am wearing, and possibly what my friend</p>
	Reading	<p>I can read a simple French weather map.</p> <p>I can read about key people and key facts about the Roman Empire</p>
	Writing	<p>I can spell the names of animals with accuracy</p> <p>I can improve my spoken and written French by using the connectives ET ("and") or MAIS ("but").</p> <p>I can spell the days of the week and the months of the year</p> <p>I am able to work on my own.</p> <p>I can remember all of the nouns for the ten sports, including their correct spelling and their correct gender</p> <p>I can describe clothing by colour and understand the concept of adjectival agreement</p>
	Grammar	<p>I can ask and respond to questions in French</p> <p>I can conjugate the verb FAIRE</p> <p>I can use de la, de l' and du correctly</p> <p>I can use the article/determiner is un, une or des</p> <p>I can use the possessive adjectvied mon/ ma/ mes</p>

YEAR SIX			
Unit	Phonics (4) & At School	Regular Verbs	The Weekend
Overview	In this unit the children will learn how to repeat and recognise the vocabulary for school subjects. We will say what subjects they like and dislike at school and provide reasons for our preferences. Pupils will tell the time (on the hour) in French and say what time they study certain subjects at school.	In this unit pupils will understand better what personal/subject pronouns are and learn about the concept of verb stems and endings. Pupils will conjugate easily and with clear understanding regular -er verbs like JOUER, -ir verbs like FINIR and -re verbs like VENDRE.	In this unit the children will learn how to ask what the time is in French and tell the time accurately in French. We will learn how to say what we do at the weekend in French and learn to integrate connectives into their work. We will Present an account of what we do and at what time at the weekend.
Key questions	<ul style="list-style-type: none"> • What is your favourite subject at school? • Why do you prefer some subjects to others? • Which subjects are similar to those in English? • How does a negative conjugation affect the meaning of what we are saying? 	<ul style="list-style-type: none"> • What is a verb? • How is verb conjugation differ in English and French? • What is a personal/ subject pronoun? • What is an infinitive verb? 	<ul style="list-style-type: none"> • What do you like to do at the weekend? • Which activities are similar to those in English? • How do conjugate regular verbs in French? • How to time connectives add clarity to a sequence of events?
Prior Knowledge	Children should be familiar with numbers up to 12 and the days of the week. This unit builds on the previous learning <i>En Classe</i> to enable children to talk fully about life at school.	Children will have conjugated the verb PORTER in <i>Les Vêtements (Clothes.)</i> Children should also be familiar with the letter sounds) from phonics and pronunciation lessons 1, 2, 3 & 4.	Children should be familiar with vocabulary for telling the time and know the days of the week from previous units.
Specific Vocabulary	À l'école, les matières, les maths, l'anglais, le dessin, le français, la musique, les sciences, l'histoire, le sport, la géographie, l'informatique	Je, tu, il, elle, nous, vous, ils, elles, Jouer, Habiter, Finir, Vendre	Le week-end, Quelle heure est-il?, Et quart, Et demie, Moins le quart, Je me lève, Je prends mon petit déjeuner, Je regarde la télé, Je lis des bandes dessinées, J'écoute de la musique, Je joue à l'ordinateur, Je joue au foot, Je vais à la piscine, Je vais au cinema, Je me couche, Et, Après, Aussi, Plus tard, Finalement

Unit	The Planets	The Vikings	Me in the World
Overview	In this unit pupils will learn to, name and spell accurately the planets in French. We will learn to say and write extended sentences for at least one planet. We will understand better the rules of adjectival agreement in French and apply these rules to our work as we improve grammatical accuracy.	In this unit the pupils will learn how to place time periods in chronological order and describe themselves physically. We will use a range of adjectives in writing and, practice correct adjectival agreement. Pupils will learn to use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Pupil will recount a daily routine and be introduced reflexive verbs and pronouns.	In this unit pupils will learn about the many countries in the Francophone world. We will learn about different festivals (religious and non-religious) around the world. Pupils will appreciate that we are different and yet all the same and that we can all help to protect our planet. Pupils will learn how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country)
Key questions	<ul style="list-style-type: none"> • What do you know about our solar system? • Why do you think the names of the planets are so similar to the ones we use in English? • What is an adjective? • How does the adjective change if the noun is masculine, feminine or plural? 	<ul style="list-style-type: none"> • How was life in Viking Britain different to today? • What is the difference between a regular and irregular verb? • How do adjectives improve descriptive language? • What is a reflexive verb? 	<ul style="list-style-type: none"> • What is a francophone country? Can you name any anglophone and francophone countries? • Why should differences between countries and cultures be celebrated? • What core values do we share across the world? • What can we do to protect our planet?
Prior Knowledge	Pupils should be familiar with the letter sounds from phonics and pronunciation lessons 1,2 & 3 and basic adjectival agreement rules in French from Intermediate units like 'Je Me Présente' and 'Les Vêtements'.	Pupils should be able to recall the language introduced from a variety of previous units and be able to give personal details from memory (name, age and where we live). Some basic knowledge of the Viking period in English (year 4) will provide context for the unit.	This unit supports learning in year 5 and t6 about global interconnectivity and sustainability. Pupils should be familiar with language introduced from a wide range of Early Learning and Intermediate units and how to give our personal details from memory.
Specific Vocabulary	La terre, Le soleil, La lune, Mars, Uranus, Neptune, Vénus, Mercure, Jupiter, Plutone, Saturne, loin, près, grand, petit	Grand(e), Petit(e), longs, courts, mi-longs, raides, bouclés, ondulés, je pêche, je pêche, je pille, j'explore, je combats, je fais, je prie, je tisse, je parle	Ma fête préférée, le Mardi Gras, Noël, Pâques, le jour de l'an, le 14 juillet, la Fête du Canada, l'Aïd

Progression of Skills in Year 6	Listening	I can listen to and respond to questions
	Speaking	<p>I can say which subjects I like and dislike at school.</p> <p>I can say why I like/dislike certain school subjects.</p> <p>I can say what time I have subjects at school.</p> <p>I can explain what a pronoun is in English and give you all the French translations for I, you, he, she, we, you all, they</p> <p>I can ask what the time is in French and also tell the time accurately, including using quarter past, half past and quarter to.</p> <p>I say what I like to do at the weekend</p> <p>I can tell you an interesting fact about all the planets.</p> <p>I can describe my daily routine as a typical Viking man and/or woman from memory</p>
	Reading	<p>I can identify the verbs within a sentence</p> <p>I can name all the planets in French and place them on a solar system map.</p> <p>I can use the language that I have learnt to decode complex texts and passages in French.</p> <p>I can identify 4 francophone countries on a map</p>
	Writing	<p>I can spell key vocab with accuracy</p> <p>I can write compound sentences using conjunctions</p> <p>I can spell at least five of the planets in French.</p> <p>I can describe myself physically with accurate adjectival agreement and accurate verb conjugation.</p>
	Grammar	<p>I can use the correct article</p> <p>I can conjugate a regular -ER verb in full when I am given the infinitive version.</p> <p>I can conjugate a regular -IR verb in full when I am given the infinitive version.</p> <p>I can conjugate a regular -RE verb in full when I am given the infinitive version.</p> <p>I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural</p>

Key Stage 2 National Curriculum Objectives for Modern Foreign Languages:

Pupils should be taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. Present ideas and information orally to a range of audiences
7. Read carefully and show understanding of words, phrases and simple writing
8. Appreciate stories, songs, poems and rhymes in the language
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. Describe people, places, things and actions orally and in writing Languages.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.