

Sequence of Learning - MFL

	Y3	Y4	Y5	Y6
<u>Termly Topic</u> <u>Context</u>	Phonics Vowels Rhyming and familiar stories Songs Tongue twisters Basic nouns Word gender Animals Colours	Numbers Months Dates Birthday Celebrations Shapes Prepositions Artists The body Family and friends Pets	Calculations Food Drinks Meal times Opinions Sports Cognates Phonics Dictionary Likes and dislikes Instruments and music	Weather Seasons Climate Geography Compass Flags 'er' verb La Francophonie Towns and places Dictionary Holidays
<u>Knowledge</u>	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer questions (speak in sentences) Ask for clarification and help Describe people, places, things and actions orally <p>Reading</p> <ul style="list-style-type: none"> read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language 	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer questions (speak in sentences) Express opinions Ask for clarification and help Describe people, places, things and actions orally <p>Reading</p> <ul style="list-style-type: none"> read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language 	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer questions (speak in sentences) Express opinions and respond to those of others Ask for clarification and help Describe people, places, things and actions orally (to a range of audiences) <p>Reading</p> <ul style="list-style-type: none"> read and show understanding of words, phrases and texts 	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer questions (speak in sentences) Express opinions and respond to those of others Ask for clarification and help Describe people, places, things and actions orally (to a range of audiences) <p>Reading</p> <ul style="list-style-type: none"> read and show understanding of words, phrases and texts

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	<ul style="list-style-type: none"> • read aloud with accurate pronunciation <p>Writing</p> <ul style="list-style-type: none"> • write words from memory • describe people, places, things and actions in writing <p>Grammar</p> <ul style="list-style-type: none"> • Adjectives (place and agreement) • Conjugation of key verbs (and making verbs negative) 	<ul style="list-style-type: none"> • read aloud with accurate pronunciation <p>Writing</p> <ul style="list-style-type: none"> • write words and simple phrases from memory • adapt phrases to create new sentences • describe people, places, things and actions in writing <p>Grammar</p> <ul style="list-style-type: none"> • Adjectives (place and agreement) • Conjugation of key verbs (and making verbs negative) • Connectives and qualifiers, adverbs of time, prepositions of place 	<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • read aloud with accurate pronunciation • Begin to use a dictionary <p>Writing</p> <ul style="list-style-type: none"> • write words and phrases from memory • adapt phrases to create new sentences • describe people, places, things and actions in writing <p>Grammar</p> <ul style="list-style-type: none"> • Gender of nouns - definite and indefinite articles • Adjectives (place and agreement) • Conjugation of key verbs (and making verbs negative) • Connectives and qualifiers, adverbs of time, prepositions of place 	<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • read aloud with accurate pronunciation • understand new words that are introduced into familiar written material • use a dictionary <p>Writing</p> <ul style="list-style-type: none"> • write words and phrases from memory • adapt phrases to create new sentences • describe people, places, things and actions in writing <p>Grammar</p> <ul style="list-style-type: none"> • Gender of nouns - definite and indefinite articles • Singular and plural forms of nouns • Adjectives (place and agreement) • Conjugation of key verbs (and making verbs negative) • Connectives and qualifiers, adverbs of time, prepositions of place
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<u>Skills</u>	<ul style="list-style-type: none"> Respond confidently to greetings, register, classroom instructions, phonics Join in with number videos and songs Apply phonics knowledge to rhymes, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities Answer questions Signal a problem and ask for help from your teacher Use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives to form simple sentences. Say what your favourite ... is" Describe animals Choral re-telling Match sound to text with familiar words 	<ul style="list-style-type: none"> Ask and answer questions about others (opinions and personal facts) Develop phonics knowledge and confidence through song and rhyme Give opinions Signal a problem and ask for help from your teacher Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Reading and understanding details on birthday invitations, diary entries and lists Numbers, birthday, Christmas songs, months / days rhymes 	<ul style="list-style-type: none"> Listen and respond to a specific range of classroom instructions Listen and respond to likes and dislikes or others Listen and respond to movement instructions Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge Ask and answers questions about time, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things Signal a problem and ask for help from your teacher and give a detail. Express opinions in sentences using "J'aime" and "j'adore", give preferences using "je 	<ul style="list-style-type: none"> Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive / negative opinions and by picking out details from short texts. Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places / events are well-known, main details about particular festivals Talk about the weather. Say where you live. Talk about your town. Describe the key geographical features of France and the UK

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	<ul style="list-style-type: none"> • Read familiar words with good pronunciation • Identify rhyming words, • Decode words in simple sentences • Identify if simple phrases are true or false • Join in with the classroom instructions or songs • Confident use of phonic key sounds to read aloud familiar words • Write individual words from memory. • Substitute and adapt noun-adjective collocations in simple sentences. • Include simple connectives • Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) • Form plural nouns • Learn adjectival positioning and adjectival agreement (active use of regular singular forms) 	<ul style="list-style-type: none"> • Read and add questioning intonation • Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), • Write ' My birthday is on the ... of ...' from memory with accurate spelling. • Make plans for a party – to do list - using ' je vais + verbs', time exercise • Revision – colours and numbers • Describing pictures/paintings in terms of shapes and their position • Describing emotions – happy, sad • Describing hair / eyes of self and others • Describe house and home • Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural • Use of plural nouns • Use adjectives (agreement and position) with more confidence • Create greater variety of sentences using the key verb forms from Year 3. 	<p>préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Say what you eat and drink and when Say what you like to eat and drink using 'j'aime manger/boire'</p> <ul style="list-style-type: none"> • Describe actions: eating / drinking at different times, playing sports and instruments • Read short texts and answer questions to show understanding • Pronounce sports (including cognates) using correct sounds • Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words • Write sentences from short-term memory with accurate spelling in lesson time. • Adapt short text about someone else to themselves • Describe actions from memory. • Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat 	<ul style="list-style-type: none"> • Describe where things are • Say what you wear. • Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out • Watch and discuss French film (eg Kirikou) and French poems. • Pronounce place names when reading aloud from text or from a map. • Read a text using knowledge of phonics. • Use adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions • Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary). • Label maps – using il y a/ il n'y a pas with confidence to write sentences from memory • Write a holiday postcard, adapting a model. • Write a short text about where you live.
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		<ul style="list-style-type: none">• Use il y a / il n'y a pas de and c'est / ce n'est pas....• Retell story with 3rd person ER verbs (non-explicit focus)• Use future tense (je vais + infinitive verb)	<p>and drink. Know how to use the definite article with the verbs jouer au/ à la and faire du/de la</p> <ul style="list-style-type: none">• Use days of the week• Use different persons	<ul style="list-style-type: none">• Create a conversation about yourself.• Express opinions and giving reasons (from memory)• Describe places and compare locations (from memory)"• Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).• Some irregular plurals learnt.• Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.• Use 'il y a'• Use the verbs être and aller
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<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Comment ça va? (How are you?) • Comment tu t'appelles? • (What do you call yourself?) • Je m'appelle (I call myself) • Quel âge as-tu? (How old are you?) • J'ai...ans. (I am ...years old) • Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) • Dans ma trousse, j'ai... (In my pencil case I have...) • Tu as un/une...? (Do you have a...?) • Comment dit-on... en anglais/en français? • (How do you say ... in English/French?) • Tu as un animal? (Do you have a pet?) 	<ul style="list-style-type: none"> • C'est de quelle couleur? (What colour is?) • Combien de ... y a-t-il? (How many... are there?) • Quel jour sommes-nous? (What day is it (today)?) • Quelle est la date aujourd'hui? (What date is it (today)?) • Quelle est la date de ton anniversaire? (When is your birthday?) • Comment il s'appelle? Comment elle s'appelle? (What is he/she called?) • Comment ça s'écrit? (How do you spell that?) • Est-ce que tu as.....? (Do you have..?) • Tu as les yeux de quelle couleur? (What colour are your eyes?) 	<ul style="list-style-type: none"> • Quelle heure est-il? (What time is it?) • Il est une heure. Il est cinq heures. (It's one o'clock, It's five o'clock) • A quelle heure prends-tu ton petit déjeuner? (What time do you have breakfast?) • Qu'est ce que tu manges au petit-déjeuner? (What do you have for breakfast?) • A quelle heure prends tu ton déjeuner au collège ? (What time do you have lunch in school?) • A quelle heure déjeunes-tu/ prends tu ton goûter/ dînes-tu? (What time do you have lunch, have tea, have dinner?) • Ça se prononce comment? (How do you pronounce?) 	<ul style="list-style-type: none"> • Quel temps fait-il? (What's the weather like?) • Où habites-tu? (Where do you live?) • D'où viens-tu? (Where do you come from?) • Quelles langues parles-tu? (What languages do you speak?) • Est-ce qu'il y a...? (Is there...?) • Qu'est qu'il y a(What is there...?) • Où est...? (Where is ...?) • Qu'est ce-que tu portes? (What do you wear?) " • "Tu aimes...? (Do you like...?) • Pourquoi aimes-tu..? (Why do you like..?) • Qu'est ce-que tu penses de...? (What do you think of...?)

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	<ul style="list-style-type: none"> • Quel est ton animal favori? (Which is your favourite animal?" • Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problem • 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also). • j'ai, je n'ai pas de, c'est, ce sont 	<ul style="list-style-type: none"> • Et tes cheveux? (And your hair)" • A mon avis (In my opinion), je crois que (I think that) • Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider? • Use these sentence structures: Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le ---- de... • (Hier c'était le de / • Demain ce sera le de) • Ca commence à.... / Ca finit à..... • C'est..... / Ce n'est pas • Il y a.../ il n'y a pas (de)..... 	<ul style="list-style-type: none"> • Quel(s) sport(s) fais-tu? (What sports can you play?) • Quel(s) instrument(s) de musique joues-tu? (What instrument do you play?) • Quel(s) instrument(s) de musique sais-tu jouer? (What instrument can you play?) • Tu aimes ...? (Do you like?) • Qu'est-ce-que tu aimes manger/boire? (What do you like eating / drinking) • Qu'est ce que tu préfères au collègue? Pourquoi est-ce que tu aimes ... ? (Why do you like..?) • Signal a problem: Monsieur/ madame j'ai un problème... • Ask for help: Pouvez-vous m'aider? • (detail for help) Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? Ask for other things: Est-ce que je peux travailler avec ...? • Playing sports: "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis". 	<ul style="list-style-type: none"> • Signal a problem: Monsieur/ madame j'ai un problème... • Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? • Ask for other things: Est-ce que je peux travailler avec ...? • Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" • Use the 3rd person of key verbs to say what other people do.
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