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| **French** | **Pedagogical Knowledge**  **How do children learn Languages?**  • Talk is the initial mode of communication and classrooms must give children the platform where they can interact in a meaningful way when they are applying what has been learnt in speech and language.  • Talk and communication have taken over from grammar and vocabulary drills.  • Communicative language teaching method – use of target language as a means of interacting in the classroom with a set of routines which are meaningful to the children.  • Four basic skills: speaking, listening, reading and writing. Listening and repeating is typically the first encounter with the new language. Listening needs to be developed before speaking and reading must be mastered before writing.  • The content of a lesson needs to be somewhat culturally relevant to capture the pupils’ interests.  **The key concepts in MFL we plan a progression for are as follows:**  1. Listening and responding  2. Speaking  3. Reading and responding  4. Writing | | | | | | | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | | **Spring**  **Rocks, Relics and Rumbles** | | | **Summer**  **Emperors and Empires** | | |
| + Unit | Presenting Myself | | In the classroom | Ancient Britain | Fruits | | Little Red Riding Hood | | At the cafe |
| **Y3** | Count to 15.  Say how we are feeling, how old we are, what our name is and where we live.  Begin to identify adjectival agreement when saying our nationality.  **Adjectival agreement.** | | Recall from memory a selection of nouns for common classroom objects.  Describe what we have in our pencil case.  Respond to simple classroom commands  **Nouns and gender** | Name in French, some key periods of ancient Britain.  Say in French three of the types of people who lived in ancient Britain.  Remember accurately from memory and use the French for ‘I am’ (je suis).  **Verbs** | Name, recognise and remember up to 5 fruits in French.  Attempt to spell some of these nouns correctly.  Say what fruits we like in French.  **Nouns, gender,** | | Sit and listen to a familiar story being told in French.  Learn to use picture and word cards to recognise and help learn new language.  Remember 5 parts of the body in French.  **Definite, indefinite articles** | | Order a selection of typical foods and drinks from a French menu.  Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as’ hello’, ‘can I have…’, ‘please’ and ‘thank you’.  **Nouns and indefinite articles** |
| **Y4** | Count to 20  Ask somebody how they are feeling, their age, name and where they live.  Apply rules of adjectival agreement when saying our nationality.  **An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an ‘e’ to the end of the adjective to show that the person talking or being described is female.** | | Recall from memory a selection of nouns and indefinite articles for common classroom objects.  Learn how to use the negative in French.  Describe what we have and do not have in our pencil case.  Respond to simple classroom commands  **Articles/determiners and use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner.** | Name in French, the six key periods of ancient Britain, introduced in chronological order.  Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.  Remember accurately from memory and use the French for ‘I am’ (je suis), ‘I have’ (j’ai) and ‘I live’ (j’habite). **Elisions/contractions. We will explore the 1st person singular of two high frequency irregular verbs. Contractions occur when two or more words combine together and one letter (or more) is removed. Here the ‘e’ in je to make j’). This is called elision.** | 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.  **Articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French** | | Sit and listen to a familiar story being told in French and identify known vocabulary.  Learn to use picture and word cards to recognise and help retain new language.  Remember key parts of the body in French  **Partitive articles/determiners. In the story there will be many definite, indefinite and partitive articles/ determiners that we will recognise from previous units**. | | Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.  Perform a role play ordering food, drink and/or snacks in a French café using useful language such as’ hello’, ‘can I have…’, ‘the bill please’, ‘thank you’ and ‘goodbye’.  **Articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.** |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | | **Spring**  **Sow Grow and Farm** | | | **Summer**  **Groundbreaking Greeks** | | |
| + Unit | At school | Healthy lifestyle | | My family | | Do you have a pet? | Olympics | At the weekend | |
| Y5 | Name 5 subjects we study in school in French attempting to use the correct definite article/determiner.  Extend sentences by giving an opinion on the various school subjects.  Start to tell the time in French.  Say at what time we study certain subjects at school to the hour.  **Nouns, gender and definite articles** | Say and write what we eat and drink to stay healthy.  Say and write the activities we do and do not do to stay in shape  Follow a simple, healthy recipe in French using pictures and flashcards to support.  **First person singular conjugation of high frequency verbs.** | | Remember the nouns for 5 family members in French from memory.  Describe our own or a fictitious family in French by name and relationship.  Count to 70 in French.  Understand possessive adjectives better in French (‘my’ form only).  **Nouns, articles/determiners & possessive adjectives.** | | Know the nouns and indefinite articles for 5 common pets.  Say in French what pet we have and give our pet’s name.  Start to recognise the use of simple connectives et (and) and mais (but).  **Indefinite articles and high frequency verbs.** | Understand some facts of the ancient and modern Olympics recounted in French.  Learn 6 nouns and articles for common Olympic sports  Explore the conjugation of the high frequency verb FAIRE.  Look at the adjectival changes involved when you describe a male Olympian or female Olympian.  **Adjectival agreement & irregular verb ‘faire’.** | Tell the time in French to the hour and half past.  Say and write in French what we do at the weekend in a sentence.  Integrate opinions into written and spoken work to extend sentences.  **Verbs, conjunctions and opinions.** | |
| Y6 | Name the subjects we study in school in French with the correct definite article/determiner.  Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.  Start to tell the time by learning how to say time by the hour.  Say at what time we study certain subjects at school.  **Nouns, gender, definite articles & high frequency irregular verb aller. Revision of definite article le, la, l’ and les. Full verb conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications** | Say and write what we eat and drink to stay healthy.  Say and write what we do not eat and drink to stay healthy.  Say and write the activities we do and do not do to stay in shape including a choice of physical activities.  Follow a simple, healthy recipe in French  **Use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative form to give instructions.** | | Remember the nouns for family members in French from memory.  Describe our own or a fictitious family in French by name, age, and relationship.  Count to 100 in French.  Understand possessive adjectives better in French (‘my’ form only) and apply when speaking and writing.  **Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a focus only on ‘my.’ Understanding that there are three words in French mon, ma, mes for our one word ‘my’ in English**. | | Know the nouns and indefinite articles for 8 common pets.  Ask somebody if they have a pet and give an answer back.  Say in French what pet we have/do not have and give our pet’s name.  Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.  **Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je m’appelle, j’ai, je suis and j’habite. Indefinite articles/determiners un and une. Negative structure je n’ai pas de/d…** | Understand the key facts of the ancient and modern Olympics recounted in French.  Learn 10 nouns and articles for common Olympic sports  Explore the full present tense conjugation of the high frequency verb FAIRE.  Apply adjectival agreement involved when you describe a male Olympian or female Olympian.  **Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article).To explore the whole present tense verb conjugation of the verb faire.** | Tell the time in French using quarter past, half past and quarter to.  Say and write in French what we do at the weekend using two or more sentences.  Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.  **Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.** | |