



# Long Whatton C of E Curriculum Road Map MFL French

## Areas of learning:

Intercultural understanding, Listening, Speaking, Reading, Writing

### Getting to know you, having fun and enjoying starting to learn French.

#### Key learning includes:

Learning to say and answer basic questions, colours, numbers, classroom instructions and vocabulary through songs, games, stories and rhymes.

- I can listen and repeat words and short phrases.
- I can join in with stories, songs and rhymes
- I can discover how other countries celebrate festivals and key dates.

### Cycle A – Getting to know you and All about me

#### Key learning includes:

greetings; introducing yourself; saying how you feel; numbers 0-10; saying your age; using formal and informal language; classroom instructions; body parts; action words; colours; clothes; using 'un' and 'une' for masculine and feminine nouns; using 'et' to join words in a list.

- I can engage in conversations, ask and answer questions;
- I can listen attentively to spoken language and show understanding by joining in and responding;
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- I can appreciate stories, songs, poems and rhymes in the language;
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures.

### Cycle A – Food Glorious Food

#### Key learning includes:

food items; asking for food, including 'please' and 'thank you'; likes and dislikes; colours and sizes; using 'le/la/les' to mean 'the'; using adjectives in the correct place in a sentence; spelling adjectives correctly according to number and gender of the nouns.

- I can appreciate stories, songs, poems and rhymes in the language;
- I can understand key features and patterns of basic grammar;
- I can describe people, places, things and actions orally and in writing;
- I can engage in conversations; ask and answer questions; express opinions and I can respond to those of others;
- I can seek clarification and help.

Squirrels

Robins

### Cycle B – Getting to know you and All about me

This will be the first time of learning for the new year 3's and the learning will be extended for the year 4s.

#### Key learning includes:

greetings; introducing yourself; saying how you feel; numbers 0-10; saying your age; using formal and informal language; classroom instructions; body parts; action words; colours; clothes; using 'un' and 'une' for masculine and feminine nouns; using 'et' to join words in a list.

- I can engage in conversations, ask and answer questions;
- I can listen attentively to spoken language and show understanding by joining in and responding;
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- I can appreciate stories, songs, poems and rhymes in the language;
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures.

### Cycle A – All around town

#### Key learning includes:

ask and answer questions about where you live, French towns and cities; places in a town; counting in tens; maths vocabulary (+, -, x, ÷, =); counting to 100; saying your address; features of a town/countryside; using a bilingual dictionary; predicting new language based on patterns.

- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- I can listen attentively to spoken language and show understanding by joining in and responding;
- I can explore the patterns and sounds of language and link the spelling, sound and meaning of words;
- I can present ideas and information orally to a range of audiences;
- I can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

### Cycle B – Going Shopping

#### Key learning includes:

fruit and vegetables; likes and dislikes; clothes; adjectives of colour; shops and shopping; money – asking how much; numbers to 100; changing 'le/la/l'/les' (the) to 'du/de la/de l' and des' (some); using adjectives in the correct place in a sentence; spelling adjectives correctly according to number and gender of the nouns; using the appropriate form of 'at' ('au' or 'à la').

- I can engage in conversations, ask and answer questions; express opinions and respond to those of others;
- I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- I can understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures

### Cycle B – Holidays and Hobbies

#### Key learning includes:

seasons; weather; countries; sports and hobbies; likes and dislikes; using the third person plural of 'être'; choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands); using possessive adjectives 'ma/mon/mes'.

- I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- I can understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences;
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures;
- I can present ideas and information orally to a range of audiences;
- I can engage in conversations; ask and answer questions; express opinions and respond to those of others.



## Owls

### Cycle A – Pleased to meet you

Key learning includes:  
careers, saying what I will be when I grow up; alphabet, pronunciation and spelling in French; names and uses of accents in French; feelings and emotions; using a bilingual dictionary; using the simple future tense; spelling adjectives correctly according to the number and gender of nouns.

I can present ideas and information orally to a range of audiences;  
I can understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;  
I can listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  
I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through a dictionary;  
I can appreciate stories, songs, poems and rhymes in the language;  
I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly;  
I can describe people, places, things and actions orally and in writing.

### Cycle A – Family and friends

Key learning includes:  
rhyming and singing; animals; houses and furniture; recognising and using possessive adjectives; knowing the difference between 1st and 3rd person; using a bilingual dictionary; spelling adjectives correctly according to the number and gender of nouns; using co-ordinating conjunctions; recognising and pronouncing phonemes accurately.

I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;  
I can speak in sentences, using familiar vocabulary, phrases and basic language structures;  
I can appreciate songs, stories, poems and rhymes in the language;  
I can present ideas and information orally to a range of audiences;  
I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary;  
I can describe people, places, things and actions orally and in writing;  
I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;  
I can understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;  
I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

### Cycle A – School Life

Key learning includes:  
furniture; pencil case items; school subjects; numbers 0-40; shapes; using 'il' and 'elle'; comparing two things and saying which I like best; using 'Excusez-moi, est-ce que je peux... ?' to ask 'Can I...?'; using 'Où est ?' and 'Où sont ?' to ask where things are.

I can understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English;  
I can read carefully and show understanding of words, phrases and simple writing;  
I can speak in sentences, using familiar vocabulary, phrases and basic language structures;  
I can engage in conversations; ask and answer questions;  
I can present ideas and information orally to a range of audiences.

### Cycle B – Pleased to meet you

This unit needs to be completed at the start of each year. It will be new to the year 5s and revisited and extended for the year 6

Key learning includes:  
careers, saying what I will be when I grow up; alphabet, pronunciation and spelling in French; names and uses of accents in French; feelings and emotions; using a bilingual dictionary; using the simple future tense; spelling adjectives correctly according to the number and gender of nouns.

I can present ideas and information orally to a range of audiences;  
I can understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;  
I can listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  
I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through a dictionary;  
I can appreciate stories, songs, poems and rhymes in the language;  
I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly;  
I can describe people, places, things and actions orally and in writing.

### Cycle B – Let's visit a French town

Key learning includes:  
saying where you live; talking about what there is to do in your town; places in a town; maths; my house – rooms and furniture; ordinal numbers; songs; using the verb 'habiter'; choosing the correct form of the verb to match the subject; using a bilingual dictionary; using prepositional phrases.

I can understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;  
I can appreciate stories, songs, poems and rhymes in the language;  
I can present ideas and information orally to a range of audiences;  
I can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;  
I can describe people, places, things and actions orally and in writing;  
I can speak in sentences, using familiar vocabulary, phrases and basic language structures;  
I can listen attentively to spoken language and show understanding by joining in and responding;  
I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

### Cycle B – That's tasty!

Key learning includes:  
food and drink; days and time - half past and o'clock; likes and dislikes; using 'Je voudrais...'; using 'J'aime...' and 'Je n'aime pas...'; spelling adjectives correctly according to the number and gender of nouns; using the correct form of 'some' (du/de/la/de l'/des).

I can engage in conversations; ask and answer questions;  
I can read carefully and show understanding of words, phrases and simple writing;  
I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly;  
I can understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.