

**Long term overview for MFL – French**

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**Language Angels Progressive Teaching Units**

**Knowledge and Skills**

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year 3  (Early Language Units) | **I’m Learning French/ Phonics 1**  *Knowledge*  Know where France is on a world map;  Name the capital of France and other well known cities;  Know another country where they speak French;  Know how to say My name is…  Count to 10;  Say how I am feeling.  Know the first set of phonemes – ‘ch’, ‘ou’, ‘on’, and ‘oi’.  *Skills*  Use a map to locate France and Paris;  Locate French speaking countries on a map;  Answer the question, “Comment tu t’appelles?”  Respond appropriately when asked how they are feeling (cava bien, cava mal, comme ci comme ca);  Say and read numbers to 10 accurately. | **Animals**  *Knowledge*  Know the names of 10 animals and the correct articles (un/une);  Know how to say ‘I am’ in French  *Skills*  Develop phonics knowledge through the sounds ‘ch’, ‘ou’, ‘on’ and ‘oi’  Retain new vocabulary through speaking, reading, listening and written tasks;  Write simple sentences such as ‘Je suis un mouton.’ | **Seasons**  *Knowledge*  Know the nouns and articles (le, l’, la) for the 4 seasons;  Know ‘et’ and ‘car’ for ‘and’ and ‘because’;  Know some vocabulary to describe the seasons.  *Skills*  Develop phonic knowledge through the sounds ‘on’, ‘ou’, ‘oi’;  Use vocabulary lists and flashcards to support descriptive writing about each season;  Repeat a short phrase about each season;  Say which is their favourite season. | **Fruits**  *Knowledge*  Know the names and correct articles of 10 fruits;  Say which fruits they like/ dislike;  Ask which fruit someone likes accurately;  Use ‘les’ for plurals.  Know nouns are either masculine or feminine.  *Skills*  Develop phonic knowledge through the sounds ‘oi’ and silent ‘s’ and guttural ‘R’;  Engage in conversations about fruit preferences;  Write phrases from memory about fruits. | **Instruments**  Knowledge  Recognise, recall and spell up to 10 instruments in French with the correct  definite article/determiner.  Learn to say and write ‘I play an instrument’ in French using the 1st person regular verb ‘je joue’ (I play) with up to 10 different  instruments.  *Skills*  Develop phonic knowledge through ‘ch’, ‘ou’, ‘on’;  Write phrases from memory/using prompts and adapt these to write new sentences. Understand articles/determiners better and that the definite  article/determiner ‘the’ has a plural form in French. | **Little Red Riding Hood**  *Knowledge*  Know the names of different parts of the body;  Name the main characters and understand key words in the story;  *Skills*  Develop phonic knowledge through ‘ch’, ‘ou’, ‘on’ and ‘oi’; pronounce the final s in Listen attentively and understand the story of Little Red Riding Hood in French;  Read key phrases with good pronunciation;  Write key phrases from the story with some accuracy. |
| Year 4  (Intermediate Language Units) | **Presenting Myself/**  **Phonics 2**  *Knowledge*  Know Set 2 phonemes ‘i’, ‘in’, ‘ique’, ‘ille’  Know numbers to 20;  Know how to ask and answer the questions ‘What is your name?’, ‘How old are you?’ and ‘Where do you live?’  Know how to say your nationality with correct adjectival agreement;  Say ‘hello’ and ‘goodbye’.  *Skills*  Develop phonic skills (‘in’ and i);  Begin to understand the concept of adjectival agreement by adding an ‘e’ to the end of an adjective if the person is female;  Write simple sentences to describe a person’s name and age. | **Family**  *Knowledge*  Know numbers to 100;  Know what family members are called and describe what relationship they are to them;  Know how to say ‘my’ in relation to family members.  *Skills*  Continue to develop phonic skills (‘in’, ‘i’, ‘ille’, and ‘ique’, the final silent consonant;  Write 2/3 sentences with increasing fluency, accuracy and confidence about family. | **My Home**  *Knowledge*  Know the vocabulary to describe homes (house, apartment, 10 rooms in homes)  Know the vocabulary for home locations (in town, in the countryside, by the sea, in the mountains);  Use high frequency verbs in the 1st person – je m’appelle, J’ai, J’habite…;  Use the phrase ‘there is’ in its negative form (il n’y a pas de).  *Skills*  Continue to develop phonic skills – ‘eau’ and silent ‘s’;  Speak and write longer, more interesting sentences using a word bank about different homes. | **Classroom**  *Knowledge*  Know 11 nouns and articles for common classroom objects;  Know 10 simple classroom commands;  Know how to say ‘I have’ and ‘I don’t have’ and it comes from the verb ‘avoir’;  *Skills*  Continue to develop phonic skills (i in lisez, ille in taille);  Recall all new vocabulary and spell with increasing accuracy; | **Je Peux**  Knowledge  Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence  structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able).  Skills  Continue to develop phonic/ grammar skills – é in légende, Jésus, eau in jumeau, eux in deux, dieux Attempt to combine positive and negative sentence structures to form longer  and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but). | **Goldilocks**  *Knowledge*  Know how to sequence the story of Goldilocks and the 3 Bears;  Know the key vocabulary to the story, using picture prompts to help.  *Skills*  Continue to develop phonic skills – i in petit, ille in fille;  Listen attentively and understand the story of Goldilocks and the 3 Bears in French;  Learn strategies to help decode longer pieces of spoken and written text containing unknown language (looking for grammar clues, picture clues and meaning clues, using a word bank). |
| Year 5  (Intermediate Language Units) | **Do you have a pet?/ Phonics 3**  *Knowledge*  Know the phonemes é, e, eau and eux in words;  Know the names of 8 pets and spell them correctly;  Know how to ask and answer the question ‘Do you have a pet?’ in French;  Know how to use ‘mais’ (but) and ‘et’ (and) correctly.  Know the negative structure for ‘I do not have…’  *Skills*  Create longer, accurate pieces of spoken and written French using ‘mais’ and ‘et’;  Recall high frequency verbs previously taught – je m’appelle, J’ai, Je suis, J’habite and the negative Je n’ai pas de… | **What is the Date?**  *Knowledge*  Say and recognise the months of the year;  Ask when someone has a birthday and say when they have a birthday;  Know how to say the date in French.  *Skills*  Use known vocabulary to create a French calendar.  Continue to practice words with the phonemes é, e, eau and eux. | **The Weather**  *Knowledge*  Know 9 weather expressions;  Know how to ask what the weather is today;  Describe the weather in different parts of France.  *Skills*  Describe the weather using different learnt phrases;  Read and understand a French weather map and use this to locate key cities; Continue to practice words with the phonemes é, e, eau and eux. | **Clothes**  *Knowledge*  Know 21 items of clothing and recall from memory;  Conjugate the verb ‘porter’ correctly;  Know how to use mon, ma, mes correctly for ‘my’.  *Skills*  Create interesting, extended sentences, to say what we wear in different weathers;  Continue to practise taught phonemes – ‘é’, ‘e’ and ‘eau’, silent ‘s’ at the end of words. | **At the Café**  *Knowledge*  Know the 12 nouns and articles taught for food and drink;  Know how to order foods and drinks from a French menu;  Know how to ask for the bill.  *Skills*  Use the learnt vocabulary from this unit and previous learning, to create a role play;  Recall from memory, the language needed for ordering drinks, food and snacks;  Continue to practice words with ‘in’ (orangina), ‘I’ (petit, citron, frites) and the silent ‘s’ at the end of words. | **Olympics**  *Knowledge*  Know 10 nouns and articles for common Olympic sports;  Know how to conjugate the verb ‘faire’ with support;  Know there is a different adjectival agreement when describing a male or female Olympian.  *Skills*  Improve decoding skills of longer, unfamiliar texts to help long term memory retention and future language learning through story ordering, shared reading, word based activities;  Review the phonemes ‘qu’ in olympiques and ç in français. |
| Year 6  (Progressive Language Units) | **At School/ Phonics 4**  *Knowledge*  Know the phonemes qu, gne, ç, en and an;  Name the subjects we study at school in French;  Know how to give an opinion on these subjects;  Know how to tell the time to half past the hour;  Know how to say ‘I go’ and ‘we go’ in French.  *Skills*  Be able to provide positive and negative opinions and justifications to questions on school subjects;  Learn ways to extend sentences; | **Regular Verbs**  *Knowledge*  Know the pronouns I, you, s/he, we, you all, they in French;  Cojugate with clear understanding regular -er, -ir, and -re verbs;  Know how to pronounce the pronouns and verb conjugations accurately.  *Skills*  Be able to use regular ‘er’ verbs with increasing confidence;  Complete the verb activities with high accuracy and use this for reference. | **Habitats**  *Knowledge*  Know 5 common habitats in French;  Know what plants and animals need to survive;  Name a plant and an animal that live in each habitat;  Name adaptations of the plants and animals for their habitat.  *Skills*  Use learning from the last unit to correctly use the verbs habiter (live) and pousser (grow) in written and spoken work;  Continue to practise the phonemes qu (arctique) and ‘an’ (ocean) and the silent verb ending -ent. | **Healthy Eating**  *Knowledge*  Know 10 food and drinks that are considered good for your health;  Know 10 foods and drinks that are considered bad for your health;  Know what activities they do to keep in shape;  Know in general what they do to have a healthy lifestyle.  *Skills*  Say and write about what they eat and drink to have a healthy lifestyle;  Say and write about what activities they do and what time they do them;  Link ideas using conjunctions ‘et’, ‘mais’ and ‘car’ to create more interesting sentences, including opinions. | **The Weekend**  *Knowledge*  Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French.  *Skills*  Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.Continue to practise the phonemes ‘ç’ (garçon), ‘en’ (violent) and ‘an’ (terrifiant) | **Me in the World**  *Knowledge*  Know and name (in French) the French-speaking countries of the world;  Know some key celebrations in the French speaking world;  Know some differences between these countries in terms of geography and historical sites;  Know some things we can do to help the planet (eg. Use less plastic, paper etc.).  *Skills*  Work on longer, more accurate and authentic writing based on a better understanding of other countries in the French-speaking world;  Consolidate shared core values – importance of cultural celebrations, environmental issues. |

Additional lessons to celebrate French culture: French Culture Club (all year) and Bastille Day (Sum 2)