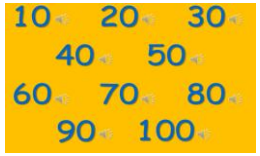
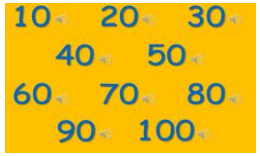
Old Park Primary School - MFL Key Skills and Knowledge Overview

Year Group	Autumn (5 X 1 hour sessions)	Spring (5 X 1 hour sessions)	Summer (5 X 1 hour sessions)
Year 1	• Simple greetings • Nursery Rhymes • Listen to familiar stories in French	• Colours • Nursery Rhymes • Listen to familiar stories in French	• Seasons Introduction • Familiar Stories - Little Red Riding Hood Introduced
Year 2	• Basic greetings • Nursery Rhymes • Numbers to 10 • Listen to familiar stories in French	• Numbers 1-10- • Colours • Nursery Rhymes • Listen to familiar stories in French	• Seasons • Little Red Riding Hood
Year 3	• Greetings- Basic words • Alphabet- Give your name and spell it.	• Numbers 1-10- Understand and apply numbers including Euros. • Colours	• Animals- Introducing gender and the start of short phrases. • What I can do.
Year 4	• Numbers 11-20 including time. • Food- Beginning to build a phrase	• Likes and Dislikes • Hair and Eyes	• What is the date? (Including number review from 11-20 and introducing 20 - 31) • In the classroom
Year 5	• Numbers 20-60 • Clothes	• The body • The weather	• Healthy Lifestyle
Year 6	• All About Me	• Numbers 60-100 • Likes and Dislikes • Leisure Time	• At School • Me in the World

Year Group 3	Autumn	Spring	Summer
   	Children are introduced to France and the French speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling. Phonics sounds are introduced. **Key Skills Taught** Listen attentively to spoken language and show understanding by joining in and responding Begin to develop accurate pronunciation and intonation Use MFL toolkits and picture dictionaries accurately Begin to know some key cultural dates and landmarks	Children learn numbers 1-10 and begin to apply this knowledge to Euros and understand how this is different from our currency. They learn about French colours and have a phonics focus of sounds ch, ou, on, oi. They are introduced to the silent letter s. **Key Skills Taught** Listen carefully and repeat what we hear with improving accuracy Explore patterns of sound and language Understand and respond to language from authentic sources Begin to know some key cultural dates and landmarks	Children learn how to say, read and write up to ten animals in French. Phonics sounds ch, ou, on and oi are revisited. Children are taught to recognise, use and remember 10 common French verbs/activities. They then learn to use these verbs in the infinitive to make a short sentence starting with je peux. **Key Skills Taught** Improve memory skills to remember the animals in French Remember to always look out for cognates (such as lion) and using pictures to help Learn how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal) Learn to remember new vocabulary by using an image, sound or mime. Remember more and know more by using a greater variety of high frequency verbs with je peux Begin to know some key cultural dates and landmarks

Year Group 4	Autumn	Spring	Summer
   	Children learn numbers 11-20 and revisit numbers 1-10. They learn to use numbers taught and begin to make links with time. Children learn key vocabulary related to food and drink and they learn about foods eaten in France and how these compare with foods in the UK. Children learn how to order from a French cafe. Phonics sounds taught: I in que ille. **Key Skills Taught** Memory, recall and retention skills from early learning Be able to say from memory the language needed for ordering drinks, food and snacks Understand that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say To know that je voudrais is the verb conjugation for I would like/want from the verb vouloir to want	Children learn to express their likes and dislikes and identify how to say, read and write hair and eye colour. **Key Skills Taught** Memory, recall and retention skills from early learning Describe people orally and in writing Apply previous knowledge, grammar and linguistic conventions to build sentences Transfer prior learning to new contexts Begin to recognise language patterns Use MFL toolkits and picture dictionaries accurately	Children learn how to formulate the date in French and use this knowledge to say when their birthday is using days of the week, months of the year and are introduced to numbers up to 31. They also learn to say what they have in their pencil case and simple classroom commands. Phonics sounds taught: É E È EAU EUX. **Key Skills Taught** Recognise and recall the 12 months of the year in French Say what the date is and say the date in French Ask somebody when their birthday is and say when their own birthday is in French Recall from memory a selection of nouns and indefinite articles for common classroom objects Use the negative in French Read, write and say what they have and do not have in their pencil case

Year Group 5	Autumn	Spring	Summer
  	Children learn numbers 20-60 and revisit numbers 1-31. They also learn to say items of clothing and describe what they and others are wearing. Phonics sounds taught: É E È EAU EUX. **Key Skills Taught** Recognise and recall from memory items of clothing Learn regular 'er' whole verb present tense conjugation of the verb PORTER to describe what they are wearing Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour from Year 3 Learn the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences Learn possessive adjective "my" to describe clothes by colour	Children learn how to say parts of their body and link this to hair and eye colour taught in Year 4. They learn how to describe the weather in French using nine key phrases. They then use this new knowledge to read and understand a French weather map. Phonics sounds revisited: É E È EAU EUX. **Key Skills Taught** Learn that often in different languages, like in French, structures can be unique to that language Know that we say it is hot but in French it is 'doing' hot. In English we say it is sunny but in French 'there is' sun. To understand that it does not make perfect sense in English, but it is how it is expressed in French Know that the 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words	Children are taught how to live a healthy lifestyle in French. This builds upon the food topic taught in Year 4. Phonics sounds taught: QU Ç GNE EN AN. **Key Skills Taught** Say and write what activities they do at the weekend, at what time they do them but also whether they like them or not Link ideas together using conjunctions and create longer more interesting replies including an opinion Use 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). Explore verbs in the imperative form to give instructions Write the activities they do and do not do to stay in shape including a choice of physical activities

Year Group 6	Autumn	Spring	Summer
   	Children learn to present themselves to others in French. This unit builds upon previous learning from Years 3-5. Phonics sounds revisited: I IN IQUE ILLE **<u>Key Skills Taught</u>** Learn to hold a simple conversation with a partner, asking a question as well as being able to answer it To present themselves in French. To say their name, how old they are, where they live and their nationality To be able to add 'e' to the end of the adjective to show that the person talking or being described is female Know and recap numbers to 60	Children are taught numbers 60-100 whilst recapping numbers 1-60. They are taught to express their likes and dislikes and build upon work introduced in Year 4. They are taught to say and write what they do at the weekend for leisure time. Phonics sounds taught: QU Ç GNE EN AN **<u>Key Skills Taught</u>** Begin to learn to tell the time in French using quarter past, half past and quarter to Say and write in French what they do at the weekend using two or more sentences Integrate conjunctions and opinions into written and spoken work Revisit and consolidate a variety of first person singular high frequency verbs such as je vais and je joue Learn new conjunctions and opinions for joining two phrases together to begin to build a written short paragraph	Children learn to name the subjects we study in school in French with the correct definite article/determiner. Children learn how to express their opinions about how to save the planet and explore other French speaking countries and cultures around the world. Phonics sounds revisited: QU Ç GNE EN AN **<u>Key Skills Taught</u>** They learn to extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject Revisit the time from previous unit Say at what time we study certain subjects at school Learn to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic Learn to make more interesting and extended sentences

Year Group	Autumn Grammar and Phonetics	Spring Grammar and Phonetics	Summer Grammar and Phonetics
Year 1			
Year 2			

Year 3	Phonics: b, d, f, a	Phonics: é, j, l, g	Phonics i, open o, m, n • Nouns - introduced • Indefinite Article - introduced • First person - introduced • High frequency verbs - introduced
Year 4	Phonics: c, p, r • Nouns - revisited • Indefinite Article - revisited • Partitive Article - introduced • High frequency verbs - revisited • Conjunctions - introduced	Phonics: t, an, e • Nouns - revisited • Definite Article - introduced • Possessive Adjectives - introduced • Pronouns - introduced • Adjectival agreement - introduced • Negative form - introduced	Phonics: w, o, on • Definite Article - revisited • Partitive Article - revisited • Possessive Adjectives - revisited
Year 5	Phonics: è, ien, s • Definite Article - revisited • High frequency verbs - revisited	Phonics un, oi, gn • Partitive Article - revisited • Indefinite Article - revisited • Negative form - revisited • High frequency verbs - revisited	Phonics i, open o, m, n • Definite Article - revisited • Partitive Article - revisited • Conjunctions - revisited • Negative form - revisited
Year 6	Phonics: in, y, z • Possessive Adjectives - revisited • Pronouns - revisited	Phonics: v, silent letters, accents, liaisons • Possessive Adjectives - revisited • Irregular verbs - introduced • High frequency verbs - revisited	Phonics: w, o, on • Definite Article - revisited • Nouns - revisited • Adjectival agreement - revisited • Pronouns - revisited • Negative form - revisited

			• Irregular verbs – revisited • Conjunctions – revisited