MFL (French) Long Term Plan: Topic Coverage

	Y3	Y4	Y5	Y6
YEAR A 2025-2026	Greetings All about me Animals Celebrations (birthdays) Body Parts Holidays/ weather	Greetings+ All about me+ Animals Celebrations (birthdays) Body Parts Holidays/ weather	Study of France (language focus: locations/ place names/towns) Directions Daily routines Time Food/drink (café) French stories & rhymes	Study of France (language focus: locations/ place names/towns) Directions Daily routines Time Food/drink (café) French stories & rhymes
YEAR B 2026-2027	Greetings All about me Food Shopping School Sport	Greetings+ All about me+ Food Shopping School Sport	Colours/ seasons Celebrations (autumn/ Christmas) Clothes Home Travel	Colours/ seasons Celebrations (autumn/ Christmas) Clothes Home Travel
YEAR C 2027-2028	Greetings All about me Animals Celebrations (birthdays) Body Parts Holidays/ weather	Greetings+ All about me+ Animals Celebrations (birthdays) Body Parts Holidays/ weather	Study of France (language focus: locations/ place names/towns) Directions Time Daily routines Food/drink (café) French stories & rhymes	Study of France (language focus: locations/ place names/towns) Directions Time Daily routines Food/drink (café) French stories & rhymes
YEAR D 2028-2029	Greetings All about me Food Shopping School Sport	Greetings+ All about me+ Food Shopping School Sport	Colours/ seasons Celebrations (autumn/ Christmas) Clothes Home Travel	Colours/ seasons Celebrations (autumn/ Christmas) Clothes Home Travel

Rationale:

A review of the MFL curriculum and provision took place in 2019/20. In 2020/21, a new curriculum was introduced across KS2 to ensure consistency and progression. This was 'Year 1' and all pupils in KS2 had the same starting point.

Due to mixed age classes, and to ensure continuous progression across the phase, a 4-year cycle is now in place, which was reviewed in 2024/25

For pupils in KS1, there is the opportunity to attend a French club every summer term as part of our enrichment offer.

MFL

Intent: To spark a curiosity about the wider world and to add an international and multi-cultural dimension to children's learning.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

YEAR 3 & 4	MFL Intent: To spark a curiosity about the wider world and to add an international and multi-cultural dimension to children's learning.		
	INTENT ***Inspire*** **Pupils will learn the following knowledge and skills:** Year 3 skills Year 4 skills	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning**:	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A & C			
Year A Autumn term **Greetings & All About Me** **(includes Christmas activities)**	*Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Use phrases to introduce themselves and to begin a conversation ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Count independently to 10 ✓ Know numbers to 20 ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Use known phrases to ask and answer questions ✓ Count independently beyond 10 *Reading & Writing* ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect	✓ Repetition – 'my turn, your turn' ✓ Bonjour Ball Game (Jouons Tous Ensemble) ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns **Enrichment opportunities:** ✓ Try French food (Christmas) ✓ Link with family/ children in France? **Cross curricular links:** ✓ Geography ✓ RE (Christmas traditions)	✓ Engage in short conversation (s): - Say hello, followed by appropriate greeting - Ask someone's name and respond with their own name - Ask someone's age and respond with their own age - Ask someone where he or she live and respond that they live in York. ✓ Count to 10 independently and to 20 with some prompts (Y3) ✓ Count independently to 69 with some prompts (Y4) ✓ Know a Christmas song in French ✓ Know that French nouns are either masculine or feminine and can identify these with un/une or le/la. ✓ Know at least two countries where France is a first language ✓ Know at least two countries that border France ✓ Know the seas that surround France

The 'Five Keys'	**Key vocabulary**	**Key grammar**	**Key places**	**Key cultural references**	**Key questions**
	Name Age Living in York, north of England Je J'ai Numbers to 20 Greetings Simple classroom instructions (levez-vous, asseyez-vous etc.)	J'ai – I 'have' for age Masculine & feminine nouns	France Paris French border countries English Channel Canada/ Africa- where in the world do people speak French?	Similarities and differences between French and British Christmas	• Can I greet someone and tell them my name (Y4 with increased fluency and confidence) Can I ask and answer the question 'Comment t'appelles tu?' • Can I say how old I am? (Y4 with increased fluency and confidence) • Can I ask and answer the question 'Quel âge as-tu?' • Can I say how I am feeling? (Y4 with increased fluency and confidence) • Can I ask and answer the question 'Comment ça va?' • Cam I count independently in French? Y3—0 to 30, Y4—0 to 69 • Do I know at least 3 countries that border France and at least two other places in the world where they speak French? Can I name seas that surround France? • Can I sing a Christmas song in French?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<table>
<tr>
<td>Year A Spring 1

Les Animaux</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers
Speaking & Listening
✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
✓ Describe people, places, things and actions orally and in writing
✓ Understand basic grammar appropriate to the language being studied (including relevant): feminine, masculine and the conjugation of high-frequency verbs; key words features and patterns of the language
✓ Begin to understand and use simple grammatical features e.g. tense
✓ Use language in drama and role play and experiment with new vocabulary
✓ Create oral sentences independently
✓ Listen and respond to each other and adults
✓ Count to 20
✓ Use increasingly correct vocabulary and terminology
✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary
✓ Ask questions to extend understanding
✓ Count beyond 20

Reading & Writing
✓ Identify learnt vocabulary in a text
✓ Begin to use patterns and prior/wider knowledge to work out the meaning of new vocabulary.</td>
<td colspan="2">✓ Repetition – ‘my turn, your turn’
✓ Bingo and other number games
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ Flash cards
✓ Links with other languages – identifying patterns
✓ ‘Le Navet Enorme’ (The Enormous Turnip) story and actions
✓ ‘Le fermier dans son pre’ (The Famer’s in his Den) – vocabulary learning through rhymes.
✓ ‘Kim’s game’ activities to identify vocabulary

Enrichment opportunities:
✓

Cross curricular links:
✓ Literacy – traditional story</td>
<td>✓ Count to 20 independently and to 30 with some prompts
✓ Know some French vocabulary relating to animals:
- Dog – chien / cat – chat / mouse – souris / cow – vache / donkey – ane / goat – chevre/ horse – cheval
✓ Know some French vocabulary based on the story and rhyme learnt:
- Farmer – fermier/ farmer’s wife – fermiere/ child – enfant / nurse – infermiere / turnip – navet / den – pre / enormous – Enorme
✓ Know some French verbs used in story and rhyme, recognising the imperative and noun agreement:
- Pull – tirez/ call – appellez / move – bougez /
✓ Read along with a text in French and join in with learnt words and phrases.</td>
</tr>
<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
Animals in story and rhyme
Farmer/ farmer’s wife
Nurse/ Child
Verbs – pull, call, move/ budge</td>
<td>Key grammar
Masculine & feminine nouns
Accents – how they impact pronunciation.</td>
<td>Key stories and rhymes
Le fermier dans son pre
Le navet enorme</td>
<td>Key cultural references

Similarities and differences between traditional childhood stories and rhymes.</td>
<td colspan="2">Key questions

• Can I name common animals in French?
• Can I say which animals I like and dislike?
• Can I use French rhymes and stories to help me learn common animals?
• Can I use actions and expressions appropriately when re-telling rhymes and stories in French?</td>
</tr>
<tr>
<td>Year A Spring 2

Happy Birthday!

(Celebrations, months and days)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers
Speaking & Listening
✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
✓ Acquire simple vocabulary for some verbs, not always in tense
✓ Recall simple phrases
✓ Articulate clearly
✓ Use know phrases to ask and answer questions
✓ Numbers to 69

Reading & Writing</td>
<td colspan="2">✓ Songs, rhymes and actions to reinforce vocabulary
✓ Bingo and other number games
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ Flash cards
✓ Links with other languages – identifying patterns
✓ Story ‘Bon Anniversaire’
✓ Create party invitation
✓ Bi-lingual dictionary work to create a list on activities throughout the week.

Enrichment opportunities:

Cross curricular links:</td>
<td>✓ Know days of the weeks and months of the year
✓ Can ask someone when their birthday is and respond with their birthday.
✓ Can use a bi-lingual dictionary to find key words – nouns and imperative verbs – to say what they do on different days of the week.
✓ Sing a rhyme about the days of the week
✓ Write the date correctly, knowing that capital letters are not used in French for days and months.
✓ Make a party invitation, including relevant vocabulary (name/ date/ ‘Come to my party’)
✓ Sing ‘Happy Birthday/ Joyeux Anniversaire’ in French.
✓ Know numbers to at least 30.
✓ With support, recognise numbers to 69. (Y4)</td>
</tr>
</table>

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Read carefully and show understanding of words, phrases and simple writing ✓ Name and label articles ✓ Memorise and recall key words to use in writing				
The 'Five Keys'	**Key vocabulary** Months of the year Days of the week Numbers to 31 Happy birthday Come to my party Aujoud'hui, demain, hier – time	**Key grammar** Masculine & feminine nouns No capital letters for French months and days Use of 'le' in date No 'th' for dates	**Key places** Party location e.g. la piscine, le football	**Key cultural references** Singing 'Happy Birthday' in French	**Key questions** • Can I say the days of the week in French? • Can I say the months of the year in French? • Can I ask and respond to the question 'Quel est le date de ton anniversaire?' • Can I write the date correctly in French? • Can I use a bi-lingual dictionary to find key words to say what they I do on different days of the week?
Year A Summer 1 **Head, Shoulders, Knees & Toes (Body Parts)**	**Ongoing revision of prior learning – greetings, numbers** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding ✓ Learn numbers to 100 *Reading & Writing* ✓ Label objects in the new language ✓ Copy write in the new language ✓ Make lists and memorise information ✓ Name and label articles	✓ Songs, rhymes and actions to reinforce vocabulary ✓ Bingo and other number games ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ Flash cards ✓ Links with other languages – identifying patterns ✓ Song 'Head, Shoulders, Knees & Toes' ✓ Create own alien/ monster and label with adjectives ✓ Bi-lingual dictionary work to support independent learning and extensions **Enrichment opportunities:** ✓ Teach KS1/EYFS song in French **Cross curricular links:** ✓ Literacy – word classes		✓ Know some parts of the body and are able to use a bi-lingual dictionary to find unknown vocabulary: - Head – tete/ shoulders – epaules / knees – genoux/ toes – pieds/ mouth- bouche/ eyes- yeux/ ears – oreilles/ nose - nez (+ arms - bras & legs - jambes) ✓ Join in with song 'Head, Shoulders, Knees & Toes' correctly ✓ Label body parts and add at least one adjective, using correct word order. ✓ Recognises when adjectives need to agree with the noun ✓ Learn numbers to 69, independently ✓ With support, recognise numbers to 100 (Y4)	
The 'Five Keys'	**Key vocabulary** Body parts – head, shoulders, knees, toes, mouth, eyes, ears, nose (+ arms & legs) Instruction words – show me, point to, stand up, sit down etc. Colours	**Key grammar** Masculine & feminine nouns Word order when describing nouns – noun then colour, most other adjectives come before noun Agreement of adjectives and nouns – focus on plurals but also explain feminine agreement	**Key places** N/A	**Key cultural references** N/A	**Key questions** • Montrez-moi… • Quel coleur?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Year A Summer 2 **Jolly Holidays! (Holidays & weather)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. Listen attentively to spoken language and show understanding by joining in and responding. ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary	✓ Songs, rhymes and actions to reinforce vocabulary ✓ Bingo and other number games ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ Flash cards ✓ Links with other languages – identifying patterns ✓ Atlas work – finding countries when given name in French ✓ Postcard ✓ Weather reports – watch forecasts clips, record own ✓ Giving preferences on seasons, weather types and holiday destinations ✓ Matching tasks/ Kim's game -weather **Enrichment opportunities:** **Cross curricular links:** ✓ Literacy – word classes	✓ Know some weather vocabulary and use days of the week to describe changing weather ✓ Give preference on seasons, weather and holiday destination ✓ Say where they are going on holiday this year/ not going – staying at home ✓ Create a simple weather report ✓ Listen to a French weather report and identify known words and phrases. ✓ Know that the verb will change when speaking in the past or future.

The 'Five Keys'	**Key vocabulary**	**Key grammar**	**Key places**	**Key cultural references**	**Key questions**
	Vacances Variety of weather terms Recap of days of the week for weather report Seasons J'aime / n'aime pas Je prefere	Use of 'faire' as verb for weather 'doing' rather than 'being'	Names of countries in French (dependant on children's holiday destinations)	Holiday traditions in France – staycations, beaches, cities to visit, camping Dates of key holidays	• Ou vas-tu en vacances? • Quel temps-fait-il?

Year B & D

Year B Autumn term **Greetings & All About Me**	*Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Use phrases to introduce themselves and to begin a conversation ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Count independently to 10 ✓ Know numbers to 20 ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Use known phrases to ask and answer questions ✓ Count independently beyond 10	✓ Repetition – 'my turn, your turn' ✓ 'Trois Oiseaux' rhyme ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns **Enrichment opportunities:** ✓ Try French food (Christmas) ✓ Link with family/ children in France? **Cross curricular links:** ✓ Geography ✓ RE (Christmas traditions)	✓ Engage in short conversation (s): - Say hello, followed by appropriate greeting - Ask someone's name and respond with their own name - Ask someone's age and respond with their own age - Ask someone where he or she live and respond that they live in York. ✓ Count to 10 independently and to 20 with some prompts ✓ Know at least three similarities and differences between Christmas in France and UK ✓ Know that French nouns are either masculine or feminine and can identify these with un/une or le/la. ✓ Know at least two countries where France is a first language ✓ Know at least two countries that border France

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Reading & Writing ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect					
The 'Five Keys'	**Key vocabulary** Name Age Living in York, north of England Je J'ai Numbers to 20 Greetings Simple classroom instructions (levez-vous, asseyez-vous etc.)	**Key grammar** J'ai – I 'have' for age Masculine & feminine nouns	**Key places** France Paris French border countries English Channel Canada/ Africa- where in the world do people speak French?	**Key cultural references** Similarities and differences between French and British Christmas	**Key questions** • Comment t'appelles tu? • Quel age as tu? • Comment ca va? • Et toi? • Ou habites-tu?	
Year B Spring 1 **Food, Glorious Food (Food)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Read carefully and show understanding of words, phrases and simple writing ✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ✓ Understand basic grammar appropriate to the language being studied (including relevant): feminine, masculine ✓ Give preferences ✓ Acquire simple vocabulary for some verbs, not always in tense ✓ Recall simple phrases ✓ Articulate clearly ✓ Use know phrases to ask and answer questions ✓ Count beyond 20 *Reading & Writing* ✓ Name and label articles ✓ Memorise and recall key words to use in writing		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Creating menu ✓ 4 in a row/ snakes and ladders vocab games – (Y3 name food/ Y4 say like/ dislikes) ✓ Vocab games to practise past tense – what I ate/ drank yesterday ✓ Hide and Speak French – pictures to generate talking – what can you see? ✓ Wacky meals (Jouons Tous Ensemble book) **Enrichment opportunities:** ✓ Try French food **Cross curricular links:** ✓ Geography – locating regions within France		✓ Engage in short conversation: - Say what they ate/ drank yesterday (using past tense) - Give preferences from a small group of food and drink ✓ Use role-play to demonstrate use of formal/ plural 'you'. ✓ Know the currency in France is euros and a simple exchange rate into pounds ✓ Know at least three foods that are traditional to France ✓ nLocate areas in France that are famous for food and drink
The 'Five Keys'	**Key vocabulary** Manger, boire, fromage, firtes, chips, les fruits, les legumes, des boissons, les repas, du lait, l'eau, jambon—lots of food and drink! J'aime, je adore, je déteste, je préfére	**Key grammar** There is a formal version of 'you' which changes which form of the verb we use—vous Ne pas—how to say 'do not' 'Avoir' to create the past tense	**Key places** What food & drink is France famous for – cheeses and champagne/ wine regions We can use map skills to locate famous food regions in France: Champagne Wine Cheese	**Key cultural references** France is famous for its food and drink—notably cheese and wine! Famous French food—croissants. baguettes, macarons, crepes. Snails (escarogots) are considered to be 'elite' or for tourists Many people like to drink their hot chocolate from bowls and dip their bread into it.	**Key questions** • Can I use the verb 'aimer' to say if I like or dislike an item of food or drink? Can I ask and answer the question 'Tu aimes…?' • Can I use the past tense to say what I ate and drank yesterday? Can I ask and answer the question 'Qu'est que tu mangé/ bu hier?' • Can I use the formal 'you' to ask for food and drink? Can I ask and answer the question 'Qu'est que vous voulez?' • Can I name at least 5 foods traditional to France and locate regions where at least 3 of these	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

					foods are made?
Year B Spring 2 **Gone Shopping (Shopping)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied: the conjugation of high-frequency verbs; key words features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding ✓ Count beyond 20		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Role play – buying in shop ✓ Handling French money – larger amounts and working out change using French numbers. **Enrichment opportunities:** ✓ Fashion show **Cross curricular links:** ✓ Maths – euro/pound conversion		✓ Use vocabulary of food and drink more fluently ✓ Give preferences on items of clothing ✓ Know vocabulary for some clothes ✓ Use role-play to demonstrate short conversations between shop keeper and customer ✓ Ask for items of clothing in a 'shop'. ✓ Demonstrate understanding of numbers in French through money ✓ Know numbers to at least 30. ✓ With support, recognise numbers to 69. (Y4)
The 'Five Keys'	**Key vocabulary** Range of food, water, juice, milk (recap) Range of clothes Colours and simple adjectives (used in Year A summer 1) J'aime, j'adore, (ne pas) je deteste, je prefere Euro, cent Je voudrais Magasin Greetings	**Key grammar** Choose the correct form when changing is to du, la to de la and les to des. Formal/ plural and informal 'you' Word order when using adjectives.	**Key places Magasin** Boulangerie Charcuterie Boucherie Patisserie Marché Supermarché	**Key cultural references** Money 1 euro = 90p	**Key questions** • Can I say what food and drink I would like to buy in different shops? • Can I ask what someone would like from a shop and respond correctly? • Can I say what I would like to buy in a shop? • Can I select and say the correct amount of money in French?
Year B Summer 1 **School Days (School)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied (including relevant): the conjugation of high-frequency verbs; key words features and how these differ from or are similar to English.		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Use of small clocks to tell time – activities based on showing time and asking time ✓ Matching activities to times of the day ✓ Creating best/ worst school day/ timetable ✓ Kim's game – school equipment		✓ Ask at tell the time to one hour, half past, quarter past and quarter to ✓ Explain daily routine briefly – 4 or 5 action throughout a day ✓ State their favourite subject ✓ Use the pronoun 'me' when describing daily routines ✓ Use the French words for subjects

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding		**Enrichment opportunities:** ✓ Link with French school? **Cross curricular links:**			
The 'Five Keys'	**Key vocabulary** School vocabulary – equipment, lessons, teacher Giving preferences Days of the week Time Daily routines	**Key grammar** Verbs for daily routine – je me leve/ je me lave – use of pronoun 'me'	**Key places** L'ecole primaire—primary school Lycée—secondary school	**Key cultural references** 8:30am to 4.30pm Often children in the maternelle (nursery) and primaire. (primary) have no school or only half a day on a Wednesday. Lunch break of 2 hours.	**Key questions** • Can I say the subjects I like and dislike in French? • Can I describe a typical school day? • Can I ask questions about the school day and week? • Can I use the days of the week and the time to talk about the school week?	
Year B Summer 2 **Let's Play! (Sport)**	✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adult ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Conversations to show preference about sport ✓ Days of the week to timetable when sport takes place ✓ Learn to play boules ✓ Learn about a famous sports person from France – create Google Slide **Enrichment opportunities:** **Cross curricular links:**		✓ Engage in a short conversation about sport - Ask someone what their favourite sport is and respond with their favourite and least favourite. ✓ Use the days of the week to explain when they do an activity ✓ Follow action commands e.g. run, jump, walk ✓ Participate in a game of boules ✓ Name at least 2 famous French sportsmen/women and explain what they have achieved. ✓ Recognise numbers up to 100.	
The 'Five Keys'	**Key vocabulary** Range of sports Vocab for actions/ commands – jump, roll, bounce, run Giving preferences	**Key grammar** ne pas = do not imperative verbs	**Key places** le terrain de football une stade	**Key cultural references** Sport/ games in France – e.g. boules Famous French sportsman/women Zidane / Mbappe /	**Key questions** • Can I ask and respond to questions about which sports I like and dislike? • Can I use and respond to French verbs e.g run, jump, walk? • Can I name 2 famous French sportsmen/women and explain what they have achieved? • Can I play the French game of boules?	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

YEAR 5 & 6	MFL Intent: To spark a curiosity about the wider world and to add an international and multi-cultural dimension to children's learning.		
	INTENT ***Inspire*** **Pupils will learn the following knowledge and skills:** Year 5 skills Year 6 skills	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning**:	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A			
Year A Autumn 1 **Greetings & All About Me** *(As Y3/4 but at quicker pace)*	*Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Use phrases to introduce themselves and to begin a conversation ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Count independently to 10 ✓ Know numbers to 20 ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Use known phrases to ask and answer questions ✓ Count independently beyond 10 *Reading & Writing* ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect	✓ Repetition – 'my turn, your turn' ✓ Famous families – describing brothers and sisters ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns **Enrichment opportunities:** ✓ Try French food (Christmas) ✓ Link with family/ children in France? **Cross curricular links:** ✓ Geography ✓ RE (Christmas traditions)	✓ Engage in short conversation (s): - Say hello, followed by appropriate greeting - Ask someone's name and respond with their own name - Ask someone's age and respond with their own age - Ask someone where he or she live and respond that they live in York. - Ask and respond to questions about brothers and sisters ✓ Count to 20 independently and to 69 with some prompts (Y5) ✓ Begin to count beyond 69 ✓ Know at least three similarities and differences between Christmas in France and UK ✓ Know that French nouns are either masculine or feminine and can identify these with un/une or le/la. ✓ Know at least two countries where France is a first language ✓ Know at least two countries that border France

The 'Five Keys'	**Key vocabulary**	**Key grammar**	**Key places**	**Key cultural references**	**Key questions**
	Name Age Living in York, north of England Je J'ai Numbers to 20 Greetings Simple classroom instructions (levez-vous, asseyez-vous etc.)	J'ai – I 'have' for age Masculine & feminine nouns	France Paris French border countries English Channel Canada/ Africa- where in the world do people speak French?	Similarities and differences between French and British Christmas	• Comment t'appelles tu? • Quel age as tu? • Comment ca va? • Et toi? • Ou habites-tu?

Year A Autumn 2 What's the time, Mr Wolf? (Time)	**Ongoing revision of prior learning – greetings, numbers** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns	✓ Engage in short conversation to ask what time it is and respond with correct time to at least o'clock, quarter to/past & half past. ✓ With support, say time up to 5 minute intervals ✓ Use knowledge of numbers to tell the time with greater fluency ✓ Know that France time is 1 hour ahead of UK.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Tell the time in simple terms ✓ Use number to and beyond 100 ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Discuss word meanings, linking to patterns in English and new language *Reading & Writing* ✓ Use a dictionary to check the meaning of new words ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify key details from text even without full interpretation		✓ Clock activities (class set/ practical clocks & activity sheets) ✓ Clock dominoes and loop card games ✓ Play 'What's the time Mr Wolf' outside in smaller groups. **Enrichment opportunities:** **Cross curricular links:** ✓ Maths – telling the time		
The 'Five Keys'	**Key vocabulary** Time – up to 5 minute intervals	**Key grammar** Vocab around 'moins' – less rather than to is used in time.	**Key places** N/A	**Key cultural references** Time difference between UK and France – why?	**Key questions** • Quelle heure est-il?
Year A Spring 1 **The Farmer's in his Den (Animals)** *(As Y3/4 but with higher level skills)*	**Ongoing revision of prior learning – greetings, numbers** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied (including relevant): feminine, masculine and the conjugation of high-frequency verbs; key words features and patterns of the language ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ Flash cards ✓ Links with other languages – identifying patterns ✓ 'Le Navet Enorme' (The Enormous Turnip) story and actions ✓ 'Le fermier dans son pre' (The Famer's in his Den) – vocabulary learning through rhymes. ✓ 'Kim's game' activities to identify vocabulary ✓ Label common animals (learnt through story and rhyme) **Enrichment opportunities:** ✓ **Cross curricular links:** ✓ Literacy – traditional story		✓ Count to 20 independently and to 30 with some prompts ✓ Know some French vocabulary relating to animals: - Dog – chien / cat – chat / mouse – souris / cow – vache / donkey – ane / goat – chevre/ horse – cheval ✓ Know some French vocabulary based on the story and rhyme learnt: - Farmer – fermier/ farmer's wife – fermiere/ child – enfant / nurse – infermiere / turnip – navet / den – pre / enormous – Enorme ✓ Know some French verbs used in story and rhyme, recognising the imperative and noun agreement: - Pull – tirez/ call – appellez / move – bougez / ✓ Read along with a text in French and join in with learnt words and phrases.
The 'Five Keys'	**Key vocabulary** Animals in story and rhyme Farmer/ farmer's wife Nurse/ Child Verbs – pull, call, move/ budge	**Key grammar** Masculine & feminine nouns	**Key places** N/A	**Key cultural references** Similarities and differences between traditional childhood stories and rhymes.	**Key questions** • Qui est manque • Qui est dans le pre? • Qu'est-ce que ton animal prefere?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<table>
<tr>
<td>Year A Spring 2

Happy Birthday!

(Celebrations, months and days)

(As Y3/4 but with some higher level skills)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers
Speaking & Listening
✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
✓ Acquire simple vocabulary for some verbs, not always in tense
✓ Recall simple phrases
✓ Articulate clearly
✓ Use know phrases to ask and answer questions
✓ Numbers to 100

Reading & Writing
✓ Read carefully and show understanding of words, phrases and simple writing
✓ Name and label articles
✓ Memorise and recall key words to use in writing</td>
<td colspan="2">✓ Songs, rhymes and actions to reinforce vocabulary
✓ Bingo and other number games
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ Flash cards
✓ Links with other languages – identifying patterns
✓ Story ‘Bon Anniversaire’
✓ Create party invitation
✓ Bi-lingual dictionary work to create a list on activities throughout the week, including verbs

Enrichment opportunities:

Cross curricular links:</td>
<td>✓ Know days of the weeks and months of the year
✓ Can ask someone when their birthday is and respond with their birthday.
✓ Can use a bi-lingual dictionary to find key words – nouns and imperative verbs – to say what they do on different days of the week.
✓ Sing a rhyme about the days of the week
✓ Write the date correctly, knowing that capital letters are not used in French for days and months.
✓ Make a party invitation, including relevant vocabulary (name/ date/ ‘Come to my party’)
✓ Sing ‘Happy Birthday/ Joyeux Anniversaire’ in French.
✓ With support, recognise numbers to 100</td>
</tr>
<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
Months of the year
Days of the week
Numbers to 31
Happy birthday
Come to my party
Aujoud’hui, demain, hier – time</td>
<td>Key grammar
Masculine & feminine nouns
No capital letters for French months and days
Use of ‘le’ in date
No ‘th’ for dates</td>
<td>Key places
N/A</td>
<td>Key cultural references
Singing ‘Happy Birthday’ in French</td>
<td colspan="2">Key questions
• Quel est le date? (de ton anniversaire/ aujourd’hui)
• Quel age as tu?
• Qu’est que tu fait a lundi, mardi….?</td>
</tr>
<tr>
<td>Year A Summer 1

Head, Shoulders, Knees & Toes (Body Parts)

(As Y3/4 but with some higher level skills)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers
Speaking & Listening
✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
✓ Describe people, places, things and actions orally and in writing
✓ Begin to understand and use simple grammatical features e.g. tense
✓ Use language in drama and role play and experiment with new vocabulary
✓ Create oral sentences independently
✓ Listen and respond to each other and adults
✓ Use increasingly correct vocabulary and terminology
✓ Speak audibly and with increasing fluency
✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary
✓ Ask questions to extend understanding
✓ Learn numbers to 100

Reading & Writing
✓ Label objects in the new language
✓ Copy write in the new language
✓ Make lists and memorise information
✓ Name and label articles</td>
<td colspan="2">✓ Songs, rhymes and actions to reinforce vocabulary
✓ Bingo and other number games
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ Flash cards
✓ Links with other languages – identifying patterns
✓ Song ‘Head, Shoulders, Knees & Toes’
✓ Create own alien/ monster and label with adjectives
✓ Bi-lingual dictionary work to support independent learning and extensions

Enrichment opportunities:
✓ Teach KS1/EYFS song in French

Cross curricular links:
✓ Literacy – word classes</td>
<td>✓ Know some parts of the body and are able to use a bi-lingual dictionary to find unknown vocabulary:
- Head – tete/ shoulders – epaules / knees – genoux/ toes – pieds/ mouth- bouche/ eyes- yeux/ ears – oreilles/ nose - nez (+ arms - bras & legs - jambes)
✓ Join in with song ‘Head, Shoulders, Knees & Toes’ correctly
✓ Label body parts and add at least one adjective, using correct word order.
✓ Recognises when adjectives need to agree with the noun
✓ Know numbers to 100</td>
</tr>
</table>

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

The 'Five Keys'	**Key vocabulary** Body parts – head, shoulders, knees, toes, mouth, eyes, ears, nose (+ arms & legs) Instruction words – show me, point to, stand up, sit down etc. Colours	**Key grammar** Masculine & feminine nouns Word order when describing nouns – noun then colour, most other adjectives come before noun Agreement of adjectives and nouns – focus on plurals but also explain feminine agreement	**Key places** N/A	**Key cultural references** N/A	**Key questions** • Montrez-moi… • Quel coleur?
Year A Summer 2 **Jolly Holidays! (Holidays & weather)** *(As Y3/4 but with some higher level skills)*	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. Listen attentively to spoken language and show understanding by joining in and responding. ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary	✓ Songs, rhymes and actions to reinforce vocabulary ✓ Bingo and other number games ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ Flash cards ✓ Links with other languages – identifying patterns ✓ Atlas work – finding countries when given name in French ✓ Postcard ✓ Weather reports – watch forecasts clips, record own ✓ Giving preferences on seasons, weather types and holiday destinations ✓ Matching tasks/ Kim's game -weather **Enrichment opportunities:** **Cross curricular links:** ✓ Literacy – word classes	✓ Know some weather vocabulary and use days of the week to describe changing weather ✓ Give preference on seasons, weather and holiday destination ✓ Say where they are going on holiday this year/ not going – staying at home ✓ Create a simple weather report ✓ Listen to a French weather report and identify known words and phrases. ✓ Know that the verb will change when speaking in the past or future.	
The 'Five Keys'	**Key vocabulary** Vacances Variety of weather terms Recap of days of the week for weather report J'aime / n'aime pas Je prefere	**Key grammar** Use of 'faire' as verb for weather 'doing' rather than 'being'	**Key places** Names of countries in French (dependant on children's holiday destinations)	**Key cultural references** Holiday traditions in France – staycations, beaches, cities to visit, camping Dates of key holidays	**Key questions** • Ou vas-tu en vacances? • Quel temps-fait-il?
Year B & D					
Year B Autumn term **Sensational Seasons (weather, colours)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures.	✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Matching games/ dominoes – weather and seasons ✓ Spot the difference	✓ Describe at least one weather feature for each of the seasons. ✓ Know the names for the seasons in French ✓ Describe weather with greater fluency ✓ Use past and future tense to describe one difference between two seasons.	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Acquire simple vocabulary for some verbs, not always in tense. ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Use known phrases to ask and answer questions ✓ Count to at least 31 (days in a month) *Reading & Writing* ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect ✓ Memorise and recall key words to use in writing ✓ Identify key details from text even without full interpretation				
The 'Five Keys'	**Key vocabulary** Weather terms Seasons Hot/cold Colours Calendar	**Key grammar** Il fait – revision from prior learning Masculine & feminine nouns Simple past tense verb Future tense	**Key places** N/A	**Key cultural references** N/A	**Key questions** • Quel temps-fait-il?
Year B&D Autumn 2 **Celebrations (All Saints, Harvest, Christmas)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Acquire simple vocabulary for some verbs, not always in tense. ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Speak audibly with increasing fluency ✓ Use known phrases to ask and answer questions ✓ Get meaning across using set phrases *Reading & Writing* ✓ Copy and write in the new language		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Matching games/ dominoes – weather and seasons ✓ Spot the difference ✓ Christmas activities – cards, diaries, stories & songs	✓ Talk about Christmas with greater fluency – building on prior learning. ✓ Describe three traditions they have at Christmas ✓ Use the past tense to describe at least one thing they did last Christmas. ✓ Know further similarities and difference between French and UK Christmas ✓ Know why French people celebrate 'Toussaints' and the similarities and differences between UK festivals.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect ✓ Memorise and recall key words to use in writing ✓ Identify key details from text even without full interpretation					
The 'Five Keys'	**Key vocabulary** Le fete de la Toussaints les vacances la famille les bougies la cimitiere les fleurs	souvenir Noel le reveillon le Pere Noel Le Pere Fouttard St Nicholas Joyeux Noel	**Key grammar** Masculine & feminine nouns Simple past tense verb	**Key places** Other French speaking countries: i.e French Canada (Quebec) , Ivory Coast, Luxemburg	**Key cultural references** Toussaints festival Differences between Christmas in UK and France Halloween le jour de souvenir	**Key questions** • Qu'est que tu fait a Noel? • What are the main differences between Christmas in French speaking countries and England? • What is 'Toussaints'? • Do French children sing the same carols as us?
Year B Spring 1 **Dressing Up (Clothes)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied (including relevant): feminine, masculine and key words features and patterns of the language; how to apply these, for instance, to build sentence Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ 'I went to the market and bought…' vocabulary games ✓ Role play – describing cloths ✓ Handling French money ✓ Fashion show/ design an outfit ✓ Giving preferences – using pictures to identify outfits they like/dislike ✓ Weather scenarios. ✓ Retrieval activities – labelling, anagrams, lotto **Enrichment opportunities:** ✓ Fashion show **Cross curricular links:** ✓ Maths – euro/pound conversion		✓ Describe clothing using at least one adjective (using correct word order) ✓ Describe what they/ another is wearing ✓ Use knowledge of seasons and weather to describe appropriate clothing. ✓ Use adjectives – colour, size
The 'Five Keys'	**Key vocabulary** Les vêtements, un tee-shirt, un pull ,un pantalon, un jean, un manteaux, un short ,une chemise, une écharpe, une jupe, une robe, des baskets, des chaussettes des chaussures Avez-vous…?	**Key grammar** Word order – adjectives – colour after noun Verb – porter – to wear	**Key places** Une magasin de vêtements Paris défilé de mode (fashion show)	**Key cultural references** Euros It is very rare for children to wear school uniform in France.	**Key questions** • Can I name key items of clothing in French? • Can I use appropriate adjectives to describe clothing? • Can I say what I would like to wear or buy in French? • Can I use my knowledge of the seasons to describe appropriate clothing for different weather? French? • Can I use my knowledge of the seasons to describe appropriate clothing for different weather?	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<table>
<tr>
<td>Year B Spring 2

Home Sweet Home (Houses)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers, colours
Speaking & Listening
✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
✓ Describe people, places, things and actions orally and in writing
✓ Understand basic grammar appropriate to the language being studied: the conjugation of high-frequency verbs; key words features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
✓ Acquire simple vocabulary for some verbs, not always in tense
✓ Recall simple phrases.
✓ Articulate clearly
✓ Use know phrases to ask and answer questions

Reading & Writing
✓ Name and label articles
✓ Memorise and recall key words to use in writing</td>
<td colspan="2">✓ Repetition – ‘my turn, your turn’
✓ Bingo and other number games
✓ Spot the error/ be the teacher activities
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ ‘Chanson Plus Fort’ songs and rhymes
✓ Links with other languages – identifying patterns
✓ Designing perfect house
✓ Labelling features of a home – House designers game (Jouons Tous Ensemble)
✓ Dominos</td>
<td colspan="2">✓ Name the rooms of a house
✓ Use prepositions (next to, opposite, above, below) to describe where rooms in a house are.
✓ Name at least one piece of furniture/ feature typically found in each room.
✓ Say how many of each room they have in their own house.
✓ Ask questions about rooms in others’ houses.</td>
</tr>
<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
House, home
Rooms
Next to, beside, opposite, above, below
Furniture
Il y a…</td>
<td>Key grammar
Prepositions
Creating lists
Adjectives – word order</td>
<td>Key places
N/A</td>
<td>Key cultural references
Most homes in France, whether in a town or a city, are rented apartments. Many people stay in ‘gites’ when visiting France. This is a traditional French cottage, great for holidays!</td>
<td colspan="2">Key questions
• Can I name all of the rooms in my house?
• Can I use prepositions to describe where rooms are located in a house?
• Can I list common objects found in different rooms in a house?</td>
</tr>
<tr>
<td>Year B Summer 1

Let’s Get Going (Travel & Transport)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers, colours
Speaking & Listening
✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
✓ Describe people, places, things and actions orally and in writing
✓ Understand basic grammar appropriate to the language being studied (including relevant): the conjugation of high-frequency verbs; key words features and how these differ from or are similar to English.
✓ Begin to understand and use simple grammatical features e.g. tense
✓ Use language in drama and role play and experiment with new vocabulary
✓ Create oral sentences independently
✓ Listen and respond to each other and adults
✓ Use increasingly correct vocabulary and terminology
✓ Speak audibly and with increasing fluency
✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary
✓ Ask questions to extend understanding

Reading & Writing
✓ Label objects in the new language</td>
<td colspan="2">✓ Repetition – ‘my turn, your turn’
✓ Bingo and other number games
✓ Spot the error/ be the teacher activities
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ ‘Chanson Plus Fort’ songs and rhymes
✓ Links with other languages – identifying patterns
✓ Dominoes
✓ Role play – buying a ticket
✓ Matching transport to where you travel
✓ Kim’s game – transport
✓ Story/ recount of a trip – reading activities</td>
<td colspan="2">✓ Name common modes of transport
✓ Name at least 5 French speaking countries around the world, other than France
✓ Use role play to ask for a ticket – train/ bus
✓ Identify transport when listening to spoken French
✓ Identify words for transport in a text
✓ Speak in the future tense to say one place they will go and how they will travel there.
✓ Know what the Eurostar is and where it travels to</td>
</tr>
</table>

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Copy write in the new language ✓ Make lists and memorise information ✓ Name and label articles				
The 'Five Keys'	**Key vocabulary** Les pays Francophones, en avion, en bateau, en voiture, en bus, en taxi, en vélo, à pied, les vacances, un billet	**Key grammar** En or par is used to say 'by'. Je vais en avion = I go by plane. Aller—to go—is an irregular verb.	**Key places** Channel tunnel/ Eurostar – where/ route/ why La gare—train station L'aéroport—airport Le guichet—ticket office/ counter	**Key cultural references** Trains are a favourite mode of transportation in France. Train travel is an excellent way to explore the most beautiful cities in France. France has an extensive network of fast trains (called TGV), intercity trains (Intercités), and regional services connecting smaller cities and towns.	**Key questions** • Can I name and locate French-speaking countries around the world? • Can I say how I would travel to different places? • Do I know where the Eurostar can take me? • Can I use the verb 'aller' to say where and how I will travel in the future? • Can I use role play to buy a travel ticket in French?
Year C					
Year C Autumn 1 **Vive le France! Study of France (language focus: locations/ place names/towns)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Develop curiosity and deepen pupils' understanding of the world ✓ Exposure to other cultures and ways of life ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Use known phrases to ask and answer questions *Reading & Writing* ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect		✓ Map work to locate key cities, borders, rivers and mountains ✓ Online research to find out about French-speaking countries ✓ Presentation about a famous landmark/ sight in Paris ✓ Etymology activities to identify patterns in language and origins of 'English' words. ✓ Role play to describe where places of interest are in France ✓ Use France's national motto to create school motto in French. **Enrichment opportunities:** ✓ Interview a French resident **Cross curricular links:** ✓ Geography		✓ Name all of France's borders- in English and in French. ✓ Describe the influence of at least one border on life in France ✓ Know that Paris is the capital city ✓ Name at least 3 famous landmarks/ sights in Paris and explain why they are well known. ✓ Locate the Alps and Pyrenees and explain how mountain ranges influence life in France. ✓ Locate the River Seine. ✓ Explain where places of interest are using N,S,E,W (in French) ✓ Know that France is a republic and the national motto is liberté, égalité, fraternité
The 'Five Keys'	**Key vocabulary** Sights in Paris Mountain ranges border etymology La Manche nord, sud, est, ouest Liberté, égalité, fraternité	**Key grammar** N/A	**Key places** Paris Borders: Roughly hexagonal in outline, its continental territory is bordered on the northeast by Belgium and Luxembourg, on the east by Germany, Switzerland, and Italy, on the south by the Mediterranean Sea, Spain, and Andorra, on the west by the Bay of Biscay, and on the northwest by the English Channel (La Manche).	**Key cultural references** The influence of border countries France is a republic and the national motto is liberté, égalité, fraternité	**Key questions** • Where in the world is French spoken as a first language? • Which countries border France and how does that impact on life near those borders? • What are the famous sights in Paris and why are they famous? • What is France famous for? • What well-known mountain range and rivers are in France? • What is a republic? • Ou est..?
Year C Autumn 2 **Show me the way… (Directions)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes		✓ Use directional language to verbally describe a route from one part of school to another – right, left, straight on ✓ Write a set of directions to navigate through a simple maze ✓ Identify and correct errors in written directions ✓ Use imperative verbs correctly when giving directions – stop, turn, go

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Listen to simple phrases with growing understanding ✓ Use basic key vocabulary and build on this through listening, practice. trial and error ✓ Recall simple phrases ✓ Listen beyond a level at which they can speak independently ✓ Articulate clearly ✓ Speak audibly with increasing fluency ✓ Use known phrases to ask and answer questions *Reading & Writing* ✓ Copy and write in the new language ✓ Check that simple text makes sense and discuss understanding of the meaning ✓ Identify simple errors and underline correct/incorrect	✓ Links with other languages – identifying patterns ✓ Dominoes ✓ Follow the leader/ partner work – A gives B directions to follow. ✓ Mazes – giving and following verbal and written instructions ✓ Plan of school – mapping route from A to B			
The 'Five Keys'	**Key vocabulary** Tourner – tournez tournez à gauche tournez à droite continuez tout droit traversez la route en haut de la colline la deuxième à gauche la troisième à droite aux feux de signalisation au bout de la rue au coin	**Key grammar** The imperative is used to give instructions. As French has both a formal and informal 'you', there are different forms for these depending on whether you are addressing an adult stranger, a friend or a child.	**Key places** nord, sud, est, oeust	**Key cultural references** Christmas: Many French people traditionally eat the feast known as 'Le Réveillon' after attending midnight mass at church. Even in less religious households, this meal is still enjoyed on Christmas Eve or Christmas Day. There is a lot of food and talking, which can make the meal last as long as 6 hours!	**Key questions** • Can I give simple directions in French? • Can I follow simple directions in French? • Can I use compass directions to locate key places in France and the UK? • Can I explain how to count to 100 in French? • Can I compare French and British Christmas traditions?
Year C Spring 1 **Quelle heure est-il? (Time)**	**Ongoing revision of prior learning – greetings, numbers** *Speaking & Listening* ✓ Listen attentively to spoken language and show understanding by joining in and responding. ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ✓ Speak in sentences; using familiar vocabulary, phrases and basic language structures. ✓ Tell the time in simple terms ✓ Use number to and beyond 100 ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Discuss word meanings, linking to patterns in English and new language *Reading & Writing* ✓ Use a dictionary to check the meaning of new words ✓ Check that simple text makes sense and discuss understanding of the meaning	✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Clock activities (class set/ practical clocks & activity sheets) ✓ Clock dominoes and loop card games ✓ Play 'What's the time Mr Wolf' outside in smaller groups. **Cross curricular links:** ✓ Maths – telling the time	✓ Engage in short conversation to ask what time it is and respond with correct time to at least o'clock, quarter to/past & half past. ✓ With support, say time up to 5 minute intervals ✓ Use knowledge of numbers to tell the time with greater fluency ✓ Know that France time is 1 hour ahead of UK.		

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Identify key details from text even without full interpretation ✓				
The 'Five Keys'	**Key vocabulary** Time – up to 5 minute intervals	**Key grammar** Vocab around 'moins' – less rather than to is used in time.	**Key numbers** 1- 12 – les heures 5 – 60 – les minutes La table de multiplication 5	**Key cultural references** Time difference between UK and France – why?	**Key questions** • Can I ask and respond to the question 'Quelle heure est-il?' • Can I tell the time in French up to 5 minute intervals? • Can I use my knowledge of numbers to tell the time with increasing fluency? • Do I know the time difference between the UK and some French speaking countries?
Year C Spring 2 **All in a day's work (Daily routine)**	**Ongoing revision of prior learning – greetings, numbers, colours** *Speaking & Listening* ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied (including relevant): the conjugation of high-frequency verbs; key words features and how these differ from or are similar to English. ✓ Begin to understand and use simple grammatical features e.g. tense ✓ Use language in drama and role play and experiment with new vocabulary ✓ Create oral sentences independently ✓ Listen and respond to each other and adults ✓ Use increasingly correct vocabulary and terminology ✓ Speak audibly and with increasing fluency ✓ Demonstrate understanding through verbalisation, linking new meaning to known vocabulary ✓ Ask questions to extend understanding		✓ Repetition – 'my turn, your turn' ✓ Bingo and other number games ✓ Spot the error/ be the teacher activities ✓ Talk partners ✓ Word searches, vocabulary detective activities ✓ Online games ✓ 'Chanson Plus Fort' songs and rhymes ✓ Links with other languages – identifying patterns ✓ Use of small clocks to tell time – activities based on showing time and asking time ✓ Matching activities to times of the day ✓ Creating ideal school day/ timetable **Enrichment opportunities:** ✓ Link with French school? **Cross curricular links:** ✓	✓ Ask and tell the time to one hour, half past, quarter past and quarter to ✓ Explain daily routine briefly – 4 or 5 actions throughout a day ✓ Use the pronoun 'me' when describing daily routines	
The 'Five Keys'	**Key vocabulary** Giving preferences Days of the week Time Daily routines heure, demi, quart, minutes, moins, l'horage, 'quelle heure est-il?' Je vais à l'ecole, au football, à la natation….	**Key grammar** Verbs for daily routine – je me leve/ je me lave – use of pronoun 'me'	**Key numbers** 1– 12 (les heures) 5—60 (les minutes) La table de multiplication 5	**Key cultural references** Similarities and differences in school life – France and UK Most children in France do not go to school for all or part of a Wednesday. Typically they 24 hours of school across the week, compared to 32.5 hours in England.	**Key questions** • Can I tell the time in French? • Can I give a brief outline of my routine on a typical school day? • Can I use the days of the week correctly to say what I typically do across a school week? • Can I use the pronoun 'me' (French) correctly when describing my daily routine? • Can I use a bi-lingual dictionary to help me describe my daily routine?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<table>
<tr>
<td>Year C Summer 1

At the café (Food & drink/ meals)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers, colours
Speaking & Listening
✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
✓ Read carefully and show understanding of words, phrases and simple writing
✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
✓ Understand basic grammar appropriate to the language being studied (including relevant): feminine, masculine
✓ Give preferences
✓ Acquire simple vocabulary for some verbs, not always in tense
✓ Recall simple phrases
✓ Articulate clearly
✓ Use know phrases to ask and answer questions

Reading & Writing
✓ Name and label articles
✓ Memorise and recall key words to use in writing</td>
<td colspan="2">✓ Repetition – ‘my turn, your turn’
✓ Bingo and other number games
✓ Spot the error/ be the teacher activities
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ ‘Chanson Plus Fort’ songs and rhymes
✓ Links with other languages – identifying patterns
✓ ‘I went to the market and bought…’ vocabulary games
✓ Role play – ordering in restaurant, buying in shop
✓ Handling French money
✓ Creating menu

Enrichment opportunities:
✓ Try French food

Cross curricular links:
✓ Maths – euro/pound conversion
✓ Geography – locating regions within France</td>
<td colspan="2">✓ Engage in short conversation:
- Say what they ate/ drank yesterday (using past tense)
- Give preferences from a small group of food and drink
✓ Use role-play to demonstrate use of formal/ plural ‘you’.
✓ Know the currency in France is euros and a simple exchange rate into pounds
✓ Know at least three foods that are traditional to France
✓ Locate areas in France that are famous for food and drink
✓ Know the main meals in French
✓ Say what time they eat meals using time vocabulary correctly.</td>
</tr>
<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
Range of food, water, juice, milk
J’aime, j’adore, (ne pas) je deteste, je prefere
Euro, cent
Verbs – to eat, to drink
Meals
Time</td>
<td>Key grammar
ne pas – forming negative verbs

Formal/ plural and informal ‘you’</td>
<td>Key places
What food & drink is France famous for – cheeses and champagne/ wine regions</td>
<td>Key cultural references
Meal times in France
Money</td>
<td colspan="2">Key questions
• Tu aimes…?
• Qu’est que tu bu/ mange?
• Qu’est que tu veux/ vous voulez
• A quelle heure est le petit dejeuner/diner…?</td>
</tr>
<tr>
<td>Year C Summer 2

Once Upon a Time (Stories & rhymes)</td>
<td colspan="2">Ongoing revision of prior learning – greetings, numbers, colours
Reading & Writing
understand and respond to spoken and written language from a variety of authentic sources
✓ discover and develop an appreciation of a range of writing in the language studied
✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud
✓ read carefully and show understanding of words, phrases and simple writing
✓ appreciate stories, songs, poems and rhymes in the language
✓ broaden their vocabulary and develop their ability to understand new words that are
✓ introduced into familiar written material, including through using a dictionary
✓ Check that simple text makes sense and discuss understanding of the meaning
✓ Identify simple errors and underline correct/incorrect
✓ Identify key details from text even without full interpretation
✓ Make lists and memorise information</td>
<td colspan="2">✓ Listen to - hen read - a familiar story in English to identify known vocabulary and to predict/ understand new vocabulary.
✓ Read a text to identify basic grammar points – conjugation of verbs, noun/ adjective agreement
✓ ‘Be the teacher’ – identity and correct errors in simple sentences
✓ Share/ group reading aloud – pronunciation, fluency
✓ Sequencing activities
✓ Matching activities
✓ Talk partners
✓ Word searches, vocabulary detective activities
✓ Online games
✓ Dictionary and vocabulary games
✓ Translation activities

Enrichment opportunities:
✓ Read to another class in French/ produce video in French – story telling
✓ Postcard from France

Cross curricular links:
✓ Reading – developing vocabulary skills, prediction, sequencing, summarising, dictionary work</td>
<td colspan="2">✓ Identify learnt vocabulary in a different context/ authentic source
✓ Identify learnt grammar in a different context/ authentic source
✓ Recognise similarities and differences between the same story in different language/ culture
✓ Read aloud with increasing fluency and expression
✓ Demonstrate problem solving skills when understanding new and unknown vocabulary
✓ Recognise grammatical errors in simple sentences
✓ Use a bi-lingual dictionary to learn unfamiliar words</td>
</tr>
<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary</td>
<td>Key grammar</td>
<td>Key places</td>
<td>Key cultural references</td>
<td colspan="2">Key questions</td>
</tr>
</table>

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Dependent on stories: Le Navet Enorme (from Year A) Je me lave Je veux mon… Bon anniversaire (from Year A) Other versions of familiar English stories in French.	Identifying learnt grammar points within real context – 'real' French	N/A	Using familiar story in French to identify similarities and differences in the same tale.	• What happens next? • How do you know? • How can we work out what that word means? • What patterns can you spot? • How is this similar/ different to English version? • How could this be different in German/ Spanish etc?