LONDON MEED PRIMARY SCHOOL

MFL	Autumn	Spring	Summer
Yr 3	**Moi (All about me)/On fait la fete (Celebrations)** **Knowledge::** Greet others Say how they are and introduce themselves. Begin to respond to and ask questions about name and age. Be introduced to the sound/spelling system of French. Discuss linguistic diversity, within their class. Understand that French is spoken in France and elsewhere. **Skills:** Extend their knowledge of numbers to 12 and play familiar playground games. follow simple instructions. Repeat words modelled by teacher, show understanding with an action Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Repeat and say familiar words Copy simple vocabulary	**Portraits / Les quatre amis (The four friends)** **Knowledge): Portraits** **Knowledge:** Count to 31 and say the date of their birthday as well as asking the question *Quelle est la date de ton anniversaire?* Transactional language for playing games and are able to use French independently in pairs and groups. Talk about animals and describe their colour and movement. Name the names for main parts of the body and describe colours. To ask and answer questions about physical appearance **Skills:** Listen and respond to a French version of a well-known song.extend their knowledge of numbers to 12 and play familiar playground games. Follow simple instructions. Repeat words modelled by teacher, show understanding with an action Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Repeat and say familiar words Copy simple vocabulary Write some singlewords from memory, with plausible spelling. Begin to recognise written vocabulary/ single words Begin to recognise written phrases Can use indefinite articles in the singular with masculine andfeminine nouns. Can use the high-frequency verb forms (I have,it is, there is/are).	**Ca pousee! (Growing things) / Chansons et Jeux** **Knowledge:** **A**dd to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. Say the names of some garden vegetables and how to say which they like and dislike. Describe the life cycle of a plant in French and work on the story of Jack and the Beanstalk. **Skills** Listen and respond to a French version of a well-known song Play familiar playground games. Follow simple instruction Repeat words modelled by teacher, show understanding with an action Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Repeat and say familiar words Copy simple vocabulary Write some single words from memory, with plausible spelling. Begin to recognise written vocabulary/ single words Begin to recognise written phrases Use indefinite articles in the singular with masculine andfeminine nouns. Can use the high-frequency verb forms (I have,it is, there is/are).

	Children can write some single words from memory, with plausible spelling. Begin to recognise written vocabulary/ single words Begin to recognise written phrases Can use indefinite articles in the singular with masculine andfeminine nouns. Can use the high-frequency verb forms (I have,it is, there is/are).		

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Yr 4	**La Rentree (Back to School)/L'argent de poche (Pocket money)** **Knowledge** **L**earn about 'Back to School' in France. Read a poem and take part in a languages detective activity. Say what they like or don't like doing. Strategies for writing from memory. Ask for items and for help in the classroom and work in groups to read, edit and perform a playscript. **D**evelop manipulation of numbers. Learn further expressions for likes and dislikes. Begin to learn about the euro. Prepare and perform a radio or TV advert for a toy. **Skills** Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases	**Raconte-moi une histoire! (Tell me a story!) / Vive le sport! (Our sporting lives)** **Knowledge** Work on sounds and spellings. Continue to gain confidence in manipulating numbers. Learn some common adjectives and revise simple feminine agreements. Learn the names for some sports and practise saying what they like and don't like playing. Learn the days of the week and learn to say what kind of activities they participate in on particular days. **Skills** Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Perform short role plays on one topic, with several exchanges and secure pronunciation. Produce short preprepared phrases on a familiar topic, with secure pronunciation. Write simple words and several short phrases from memory Use understandable spelling.	**(Le carnival des animaux) – Carnival of the animals** **This unit is based on 'The Carnival of the Animals' by Saint-Saens.** Describe animals characterised by the music and talk about their natural habitats. Tell the time on the hour. **(Quel temps fait-il?) – What's the weather like?** Weather phrases and use negative numbers. Names of common articles of clothing and relate these to the weather. Say the date and to write and say telephone numbers. **Skills** Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases. Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.

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Yr 5	**Bon appetite, bonne sante (Healthy eating) / Je suis le musician (I am the music man)** **Knowledge** **N**ames of food and drinks related to packed lunches and breakfast. Talk about what they have eaten / drunk the previous day. Write their own stories based on a model. Food vocabulary relating to different cultural celebrations in France and other French-speaking countries. Follow and create their own recipes Discuss their musical preferences and to say which instrument they play, as well as describing what other people are playing. An adaptation of the song 'I am the music man'. Work in groups to create a rap for a performance and explain what musical instrument they are going to play.	**La scene a plage (Beach Scene) / En route pour l'ecole (On the way to school)** **Knowledge (Time)** **S**ay the alphabet in French and continue to gain confidence in using numbers. Understand and use names for places in their local area. Follow and give directions, and they describe their route to school using verbs in the present tense. Practise some strategies for keeping a conversation going. Children use both new and familiar language to describe a painting. Children use their knowledge to write and perform their own poetry inspired by the scene. Can use all persons of several regular verbs in the present tense (with the support of a frame).	**Les quatre saisons (The four seasons - to ne incorporated across school)) / Les planetes (the planets)** **Knowledge** **D**escribe seasons using a poem, Le retour du printemps, and the music from Vivaldi's 'The Four Seasons'. Talk about what the weather was like. Children will learn the French names for the planets. Begin to use dictionaries to find the meaning of unknown words and to translate own ideas Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation
Yr 6	**Notre ecole (Our school) / Notre monde (The world around us)** **Knowledge** Extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day.	**Passe et le present (Then and now) / Monter un cafe(Creating a cafe)** Ask for drinks, snacks and ice creams. Extend their knowledge of the perfect tense by saying what others have eaten or drunk. Revise use of the euro with imple prices. Follow a recipe for a milkshake and justify their choice of recipe. Discuss learning strategies and use dictionaries to support their understanding of texts.	**Monter un café (Setting up a café) / Quoi de neuf** **Knowledge** **A**sk and answer questions about rides at a theme park. Gain confidence in manipulating numbers up to 100. Take part in simple role plays and use dictionaries to explore vocabulary. Create a short text to describe a visit to a theme park, and say what they thought about the rides.

	Revise telling the time to the hour and extend this to using half-hours and quarter-hours Look at school timetables and begin to give times using 24-hour clock notation. Find out about timings of the school day, in a French-speaking country and compare with their own. Talk about what they did at break time and create short texts describing these activities. Find out about the Congo River and geographical features of the countries it flows through. Learn how to say what the weather is going to be like. Plan an exploration of an imaginary river and present their journey to an audience. **Skills** Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Understand a short passage made up of familiar words and basic phrases. Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Ask and answer simple questions on a subject.	Describe places in a town and compare modern-day settlements with those in the late 1940s. Revise and learn adjectives and new places in a town. Apply knowledge to understand texts about towns in France. Use a letter as a model to produce tourist guides for their own town. **Skills** Adapt taught phrases to create new sentences Children can write a short, simple text from memory, using simple vocabulary Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.	**Skills** Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences

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