

FRENCH (MFL) YEAR A

THEMES	Culture and Lifestyle	Food	Me and my family	School	Environment
KS1	Intro to MFL Days of the Week Colours Christmas Numbers French Culture Days	Christmas	Christmas		In the Jungle Minibeasts
LKS2	French Culture Days Instruments I can...				Animals
UKS2	French Culture Days Presenting Myself		Presenting Myself Family	In Class	

FRENCH (MFL) YEAR B

KS1	Intro to MFL Months of the Year Transport Greetings French Culture Days			Classroom Instructions	Under the Ocean
LKS2	French Culture Days I'm learning French	Fruits Ice cream	I'm learning French		
UKS2	French Culture Days At the café Clothes	At the cafe	Do you have a pet?		Clothes

MODERN FOREIGN LANGUAGES KEY VOCABULARY

KS1 (A)	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>Grammar Le, la, l', les</p> <p>Greetings Salutations, bonjour, salut, au revoir, a plus tard, ca va, ca va bien, ca va mal, comme ci comme ca, madame, monsieur, mademoiselle</p> <p>Days of the Week Jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Colours Couleurs, rouge, jaune, bleu, violet, blanc, vert, marron, gris, orange, noir</p> <p>Nombres, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>In the Jungle Dans la jungle, éléphant, lion, singe, léopard, girafe, hippopotame, serpent</p> <p>Minibeasts Petites bêtes, abeille, hérisson, grenouille, chenille, fourmi, ver, coccinelle, papillon, araignée, escargot</p> <p>Instructions, levez la main, silence, demandez, pensez, écrivez, répétez, lisez, écoutez, ouvrez vos cahiers, fermez vos cahiers</p>	<p>Grammar Un, une Le, la, l', les du, de la, des ...à la</p> <p>Sentence Stems Je suis... Je joue... Je peux... J'apprends... Je voudrais... Comment tu t'appelles? Je m'appelle... j'aime... je n'aime pas...</p> <p>Greetings Bonjour, salut, madame, monsieur, mademoiselle, s'il vous plaît, merci, au revoir, a plus tard</p> <p>Animals Animaux, lapin, mouton, cochon, souris, lion, singe, cheval, oiseau, canard, vache</p> <p>Instruments Instruments, trompette, batterie, guitare, flûte à bec, clarinette, harpe, piano, triangle, violon, cymbales</p> <p>I can Danser, chanter, cuisiner, sauter, parler, écouter, manger, boire, regarder, écrire,</p> <p>I'm Learning French Français, ça va, ça va bien, ça va mal, comme ci, comme ça, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, rouge, jaune, bleu, violet, blanc, vert, marron, gris, noir, orange</p> <p>Fruit Fruits, pomme(s), fraise(s), pêche(s), banane(s), cerise(s), orange(s), prune(s), poiré(s), kiwi(s), abricot(s)</p>	<p>Presenting myself Je me présente, bonjour, salut, ca va, ca va bien, ca va mal, comme ci comme ca, tres, au revoir, a plus tard, comment tu t'appelles, je m'appelle, quel âge as-tu, j'ai...ans, ou habites-tu, j'habite à..., je suis, français/française, anglais/anglaise, je viens de..., d'angleterre, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Family La famille, le. la. l', les, des, mere, grand-mere, tante, fille, soeur(s), fils, fille, frere(s), oncle, pere, grand-pere, parents, grand-parents, comment s'appelle, ton, to, il, elle, s'appelle, mon, ma, mes, as-tu, oui, non, j'ai, unique, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</p> <p>In Class En classe, un, une, des, et, je n'ai pas, qu'est-ce qu'il y a dans ta trousse, dans ma trousse j'ai..., dans ma trousse je n'ai pas., livre, cahier, crayon, stylo, taille-crayon, sac a dos, calculatrice, bâton de colle, règle, gomme, trousse, ciseaux</p> <p>At the cafe Au café, petit déjeuner au café, pain, qu'est-ce tu prends pour le petit déjeuner, de la confiture, vous désirez, biscottes, je prend, céréales, s'il vous plaît, omelette, jambon, jus d'orange, crêpe à la confiture, café, sandwich au fromage, café au lait, croque-monsieur, thé, citron, coca-cola, thé au lait, orangina, chocolat chaud, frites, croissant, l'addition s'il vous plaît, beurre</p> <p>Clothes Les vêtements, pantalon, maillot de bain, pull, tee shirt, manteau, short, robe, cravate, echarpe, jute, veste, chemise, casquette, gants, bottes, collants, sandales, lunettes, chemisier, chaussures, chaussettes, porte, portes, portez, portons, portent, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, a l'école je porte, quand il fait beau je porte, quand il neige je porte, quand je suis en vacances je porte,</p>

<p>Months of the Year Mois, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre</p> <p>Transport Transports, voiture, avion, bateau, train, bus, moto, camion</p> <p>Under the Ocean Sous l'océan, poisson, crabe, étoile de mer, hippocampe, poulpe, morse, dauphin</p>	<p>Ice Creams Glace, vanille, fraise, banane, menthe, pistache, chocolat, café, citron, caramel, cassis, cornet, petit pot, boule(s), quel parfum? combien de boules? c'est combien?</p>	<p>Do You Have a Pet? As-tu un animal, chien, chat, lapin, hamster, poisson rouge, oiseau, souris, tortue, je n'ai pas de / d', qui s'appelle, mais</p>
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MODERN FOREIGN LANGUAGES PROGRESSION + TIER 2 VOCABULARY

Category of Knowledge	Key Stage	Content
Listening	KS1	<ul style="list-style-type: none"> • Appreciate and actively participate in songs and rhyme • Begin to understand some familiar sounds and words that we hear
	LKS2	<ul style="list-style-type: none"> • Listen and respond to a developing range of simple rhymes, stories and songs • Recognise key words and phrases • Listen attentively, understand and respond to simple instructions, words and phrases • Recognise and respond to familiar questions • Listen for specific phonemes
	UKS2	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases, sentences and passages • Join in and respond to more complex phrases, sentences and passages • Follow the text of familiar songs and identify the meaning of words/phrases • Explore the patterns and sounds of language through sounds and rhymes

Speaking	KS1	<ul style="list-style-type: none"> • Learn to repeat the language I hear with accurate pronunciation • Learn to articulate key words introduced in the lesson and their meaning
	LKS2	<ul style="list-style-type: none"> • Communicate with others, using simple words and short phrases, with a developing confidence and accuracy • Learn to ask and answer appropriate questions, incorporating a negative reply where necessary • Begin to express opinions and respond to those of others • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Sing a simple song from memory • Pronounce some familiar words/phrases more accurately
	UKS2	<ul style="list-style-type: none"> • Communicate with others, using short phrases and sentences, with a developing confidence and accuracy • Recall a range of vocabulary with increased speed, knowledge, confidence and spontaneity. • Identify the patterns and sounds of language to continue to develop accurate pronunciation and intonation • Engage in short conversations using familiar structures and vocabulary • Express opinions and respond to those of others • Use simple conjunctions to build more complex sentences • Start to predict the pronunciation of unfamiliar words • Present ideas and information to a range of audiences
Reading and Phonics	KS1	<ul style="list-style-type: none"> • To identify written versions of the words I hear
	LKS2	<ul style="list-style-type: none"> • Begin to apply phonic knowledge to support reading: focussing on unfamiliar phonological French sounds • Show awareness of sound-spelling links • Recognise, read and understand some familiar words and phrases • Begin to identify and develop strategies to memorise vocabulary • Read aloud with increasingly accurate pronunciation • Follow a phrase or simple sentence, listening and reading at the same time
	UKS2	<ul style="list-style-type: none"> • Continue to develop and apply phonic knowledge to support reading: focussing on unfamiliar phonological French sounds • Show an awareness of accents and silent letters • Read and understand a variety of simple texts in different formats and in different contexts • Continue to develop correct pronunciation and intonation • Use context and prior knowledge to decode the meaning of new words • Begin to use a bilingual dictionary independently to explore the meaning of unfamiliar words

Writing	LKS2	<ul style="list-style-type: none"> • Apply phonic knowledge to support writing • Write simple words/phrases using models, vocabulary list and words from memory • Begin to use conjunctions and the negative form (where appropriate) • Write simple sentences using a model • Start to use a bilingual dictionary to check the spelling of words
	UKS2	<ul style="list-style-type: none"> • Write simple sentences and short texts using a model • Form more complex sentences on a familiar topic • Write a few sentences from memory, using knowledge of phonics, words, text and structure • Write short phrases to give a personal response and give a preference or opinion, including negative form • Use a bilingual dictionary independently • Continue to develop their use of conjunctions and the negative form (where appropriate)
Grammar	KS1	<ul style="list-style-type: none"> • Begin to understand that foreign languages can have different structures to English • Begin to understand that nouns have a determiner/article
	LKS2	<ul style="list-style-type: none"> • Become aware of the forms of word classes e.g. nouns, adjectives, and verbs • Use the first person singular version of high frequency verbs • Develop an understanding of gender and which articles to use for meaning • Recognise and use simple negative form • Start to understand definite and indefinite article • Recognise plural forms
	UKS2	<ul style="list-style-type: none"> • Consolidate understanding of the forms of word classes e.g. nouns, adjectives, and verbs • Recognise and use plural forms • Consolidate understanding of gender and which articles to use for meaning • Understand and use simple negative form • Understand and use agreements of adjectives (singular) • Use and understand both indefinite and definite articles • Use conjunctions (e.g. et and mais) to make longer sentences • Start to conjugate high frequency verbs