

MFL Overview
Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, highlighting aspirational female role models, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect.

	Year 3 and 4	Year 5 and 6
Autumn 1	Romans – Helpful Invaders?	Maya
	Getting to Know You	Getting to Know You
National Curriculum Objectives	Pupils should be taught to: -Engage in conversations, ask and answer questions -Listen attentively to spoken language and show understanding by joining in and responding - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; appreciate stories, songs, poems and rhymes in the language	Pupils should be taught to: -Present ideas and information orally to a range of audiences -Understand basic grammar appropriate to the language being studied and how to apply these -Listen attentively to spoken language and show understanding by joining in and responding -develop accurate pronunciation and intonation -write phrases from memory and adapt these to create new sentences to express ideas clearly
Key Knowledge	-I can say hello and goodbye -I can introduce myself -I can say if I am feeling good or bad -I can count to 10 -I can say how old I am	-I can demonstrate my skills and knowledge in a variety of ways -I can use simple future tense -I can respond appropriately to what someone says -I can use appropriate pronunciation to help others understand me better -I can select the appropriate form of a word for the context -I can remember appropriate language to express my ideas -I can select key words for descriptions
Key Skills	To greet people in different ways To exchange names in French To discuss how I'm feeling To choose appropriate phrases for the situation To recognise and repeat sounds and words accurately Apply my knowledge to make sentences. To listen and respond to someone's questions.	-say a simple future sentence -give an intention for the immediate future -use body language or gesture to help understanding -say how they are feeling -present information about themselves with support -recognise the difference between English and French future tenses -ask how to spell a word in French -name the accents on French letters

Sequence of learning	<p>Can I say hello and goodbye in a variety of ways?</p> <p>Can I introduce myself?</p> <p>Can I say if I am feeling good or bad?</p> <p>Can I count to 10?</p> <p>Can I say how old I am?</p> <p>Can I ask and answer questions?</p>	<p>Can I respond appropriately to what someone says?</p> <p>Can I use simple future tense?</p> <p>Can I give a spelling correctly, using the French alphabet pronunciation</p> <p>Can I select a masculine or feminine adjective to match the subject?</p> <p>Can I show how the near future tense is made of aller plus infinitive?</p> <p>Can I select key words for descriptions?</p>
Key Vocabulary	Lesson 1-6 word cards	<p>Médecin, je me présente, éperler, je suis..., enchant é /enchantée, les métiers, je serai, professeur/professeure, majuscule, minuscule, masculine, féminin, accent, les émotions, heureux/heureuse, triste, le verbe, le future simple, le future proche, le travail, adjective, aller</p>
Resources		

	Year 3 and 4	Year 5 and 6
Autumn 2	Explorers of Europe	Amazing Americas
	All About Me	All About Ourselves
National Curriculum Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by responding -Appreciate stories, songs and poems -Develop accurate pronunciation and intonation so that others understand when they are reading -Broaden vocab and develop ability to understand new words, including through using a dictionary. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To listen attentively to spoken language and show understanding by joining in and responding -To describe people, places, things and actions orally and in writing -To explore the patterns and sounds of language -To write phrases from memory and adapt these to create new sentences -To understand key features and patterns of French -To develop accurate pronunciation and intonation so that others understand when they are reading aloud -To appreciate stories, songs, poems and rhymes in the language
Key Knowledge	<ul style="list-style-type: none"> -Give and respond to simple classroom instructions appropriately -Name parts of the body from a song -Identify colours -Name items of clothing -Say that un/une relate to masculine & feminine clothing nouns. 	<ul style="list-style-type: none"> -name some parts of the body and facial features -respond appropriately when asked a simple question -give a simple description of their eyes and hair -place the adjective correctly in a simple sentence -use a small number of everyday words in a simple sentence -use a small number of everyday verbs in simple dialogues -make simple statements in the third person, ask and answer questions -match emotion/health words with their pictures
Key Skills	<ul style="list-style-type: none"> -Listen and respond to instructions -Read, listen and respond to vocabulary -Demonstrate my understanding with actions -Understand and respond to action words -Listen and copy pronunciation of words accurately (e.g. colours) -I can use simple conjunctions to link vocabulary -I can have simple conversations 	<ul style="list-style-type: none"> -I can demonstrate my listening skills by showing understood spoken language -I can order a sentence correctly -I can adapt my words according to grammar rules -I can alter an adjective to match gender -I can pronounce the difference between two versions of the same adjective
Sequence of learning	<ul style="list-style-type: none"> Can I give and respond to simple classroom instructions appropriately? Can I name parts of the body from a song? Can I identify colours? Can I name items of clothing? 	<ul style="list-style-type: none"> Can I name some parts of the body and facial features? Can I put an adjective in the correct place in a sentence? Can I apply my sentence structure knowledge and vocabulary to hold short conversations?

	Can I say that un/une relate to masculine & feminine clothing nouns?	Can I match emotion/health words to their pictures? Can I alter an adjective to match gender? Can I follow a simple story, using known language to help me understand unfamiliar parts?
Key Vocabulary	Word cards Lesson 1-6	Les cheveux, les yeux, l'adjectif, une phrase, Qu'est-ce que tu fais? Qu'est-ce qu'il porte? Qu'est-ce qu'elle porte? Il porte... Elle porte... heureux/heureuse, triste/triste, fatigue/fatigue, fâché/fâchée, Comment te sens-tu aujourd'hui? Je suis, Tu es..., Qu'est-ce qui ne va pas? J'ai mal au / à la / aux / à , l, mal au coeur, je suis malade

Resources	All about me resource file	All about ourselves resource file
	Year 3 and 4	Year 5 and 6
Spring 1	Anglo-Saxons	Victorious Vikings
	Food Glorious Food	That's Tasty
National Curriculum Objectives	Pupils should be taught to: Appreciate stories, songs, poems and rhymes in French. Understanding key features and patterns of basic grammar Describe people, places, things, actions Engage in conversations, ask and answer questions, express opinions and respond to others.	Pupils should be taught to: -engage in conversations, ask and answer questions, -read carefully and show understanding of words, phrases and simple writing -write phrases from memory and adapt these to create new sentences -understand basic grammar rules appropriate to the language and apply these
Key Knowledge	I can say what foods I like/dislike I can describe the size and colour of some objects I count items. I can ask politely for something I can use definite articles le/la/les to mean 'the'. I can choose the correct article when talking about food. I know how to use colour to describe something	-I can ask and answer questions about drink choices -I can interpret a chart written in French -I can write a sentence to express my preferences -I can use adjectives to describe nouns -I can use the correct French form for 'some'
Key Skills	Follow a story and join in the repeated parts -Give a preference for or against things (likes/dislikes) Ask questions -Begin to place the adjective appropriately before or after the noun. -Begin to understand that adjective spelling depends on the number and gender.	-listen and respond to topic vocabulary -answer questions orally using the topic vocabulary -write an answer in a sentence using a modelled sentence -take part in role play using the key phrases studied -use the correct masculine or feminine form of adjectives
Sequence of learning	Can I understand and join in with a repeating story? Can I choose the correct article when talking about food? Can I ask politely for something using a range of determiners? Can I describe the colour(s) of an object? Can I begin to place adjectives appropriately? Can I use a range of grammar structures?	Can I ask and answer questions about drink choices? Can I interpret a chart written in French? Can I write a sentence to express my preferences? Can I use adjectives to describe nouns? Can I use the correct French form for 'some'?
Key Vocabulary	Word cards Lesson 1-6	Les boissons chaudes, les boissons fraîches, le petit déjeuner, J'aime (manger), une bouteille, une tasse, un verre, J'ai soif, les boissons, le thé, le café, l'eau, la nourriture, les sandwich, le pain, les viandes, les legumes, ouvert, fermé
Resource	Food glorious food resource file	That's tasty resource file

	Year 3 and 4	Year 5 and 6
Spring 2	Tremors	From Farm to Fork
	Family and Friends	Family and Friends
National Curriculum Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Present ideas and information orally to different audiences -Broaden vocab and develop ability to understand new words. -Explore the patterns and sounds of language through song and rhyme and link the spelling, sound and meaning of words. -Understand basic grammar and conjugate high-frequency verbs, adapt these to create new sentences. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To explore the patterns and sounds of language through songs and rhymes -To understand basic grammar appropriate to the language -To speak in sentences, using familiar vocabulary, phrases and basic language -To present ideas and information orally to a range of audiences -To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written context -To describe people, places, things and actions orally and in writing -To engage in conversations; ask and answer questions; express opinions and respond to those of others
Key Knowledge	<ul style="list-style-type: none"> -Identify and introduce some of their relations -Name some common pets -Recognise the names of some rooms in their house. - Know how to use je, tu, il , elle <p>Recognise the French alphabet sounds</p>	<ul style="list-style-type: none"> - I can join in a French version of a familiar song - I can name a variety of farm animals -I can introduce family members -I can say what sort of home I live in and name items inside - I can use a dictionary to find a word I want to know in French - I can pronounce 'et' and 'mais' correctly. - I can construct a simple sentence.
Key Skills	-Present ideas and information orally to different audiences	-Join in traditional rhymes and songs

	<ul style="list-style-type: none"> -I can recognize and repeat words with increasing accuracy -I can use songs/rhymes to help me learn a new language -Say or write phrases from memory and adapt these to create new sentences (e.g. in context of rooms in the home) 	<ul style="list-style-type: none"> -Recognise rhyming sounds -Use first person possessive adjectives confidently and recognise that third person is different- -Use a description to support my opinion -Add detail to a sentence with an adjective -Use a bilingual dictionary to translate unknown words -Select suitable adjectives to describe a subject -Construct a simple sentence about a variety of topics
Sequence of learning	<ul style="list-style-type: none"> Can I identify family members within my own sentence? Can I say some common pet names? Can I say the French alphabet? Can I use 'il' and 'elle' for he and she? Can I name rooms in a house? 	<ul style="list-style-type: none"> Can I introduce family members? Can I name a variety of farm animals? Can I say what sort of home I live in and name items inside? Can I use a dictionary to find a word I want to know in French? Can I pronounce 'et' and 'mais' correctly? Can I construct a simple describing sentence?
Key Vocabulary	Word cards lesson 1-6	La famille, le fils, la fille, le mari, la femme, les enfants, la femme, les enfants, une ferme, une maison, un appartement, oetit/petite, grand/grande, la brosse à dents, la television, le lit, la baignoire, le tapis, amusant/ amusante, beau / belle
Resources	Friends and family resource file	Family and Friends resource file

	Year 3 and 4	Year 5 and 6
Summer 1	Rocking Through the Ages	Which Era Had the Most Fun?
	Our School	School Life
National Curriculum Objectives	Pupils should be taught to: - -Listen attentively to spoken language, show understanding by joining in conversations, ask and answer questions. -Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences -Engage in conversations; ask and answer questions.	Pupils should be taught to: -Understand basic grammar rules appropriate to the language being studied and how to apply these -Read carefully and show understanding of words, phrases and simple writing -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Engage in conversations, ask and answer questions

	-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	-Present ideas and information orally to a range of audiences
Key Knowledge	-Name objects around the classroom. -Name objects in pencil case -To be able to say which subjects they study at school To follow instructions for movement. -To name places around our school	-I can use the pronouns il and elle to replace a boy/girls name in a sentence -I can show that I understand the meaning of a sentence by saying whether it is true and false -I can say and write a sentence to answer a question -I can ask and answer questions in French -I can use comparative adverbs -I can ask and answer questions in French about what I can do in school
Key Skills	-Read, listen and respond to vocabulary -Demonstrate my understanding with actions -Ask and answer questions	-Listen and respond to topic vocabulary -Answer questions orally using the topic vocabulary -Answer questions in writing using the topic vocabulary -Take part in a conversation with a partner and show it to an audience
Sequence of learning	Can I name objects around the classroom? Can I name objects in a pencil case? Can I say which subjects I study at school? Can I follow movement instructions? Can I name places around our school?	Can I use the pronouns il and elle to replace a boy/girls name in a sentence? Can I show that I understand the meaning of a sentence by saying whether it is true and false? Can I say and write a sentence to answer a question? Can I ask and answer questions in French? Can I use comparative adverbs? Can I ask and answer questions in French about what I can do in school?
Key Vocabulary	Word cards Lessons 1-6	Où est...? Où sont...? Sous, au-dessus, à gauche, à droite, les matières, Quelle matière préfères-tu? J'aime mieux... , Quelle est ta matière favorite? Ma matière favorite est... Excusez-moi, Est-ce que je peux...? S'il vous plait, oui, non
Resources	Our school resource file	

	Year 3 and 4	Year 5 and 6
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Summer 2	From Mountain to the Sea	Voyage from the Tamar to the Amazon
	Time	Time Travelling
National Curriculum Objectives	Pupils should be taught to: -Develop accurate pronunciation and intonation so that others can understand when they are reading aloud or using familiar words/phrases -Listen attentively to spoken language and show understanding by joining in or responding -Understand basic grammar rules	Pupils should be taught to: -Understand basic grammar rules appropriate to the language being studied and how to apply these -Read carefully and show understanding of words, phrases and simple writing -Speak in sentences, using familiar vocabulary, phrases and basic language structures -Engage in conversations, ask and answer questions -Present ideas and information orally to a range of audiences
Key Knowledge	-Say and order the days of the week -Say and order the months of the year -Count on from 11 -31 -Say their own birthday Know some key French festival dates. Understand simple, present, past and future.	I can recognise number words in sentences I can say numbers larger than 100. I can use numbers in a sentence correctly. I can say the high-frequency verb 'avoir' in a sentence correctly.
Key Skills	-Recognise and repeat words and sounds -I can recognise, say and respond to a set of vocabulary -I can speak in sentences using known vocabulary and grammar	Listen and respond to topic vocabulary -Answer questions orally using the topic vocabulary -Answer questions in writing using the topic vocabulary -Take part in a conversation with a partner and show it to an audience
Sequence of learning	Can I count on from 11 -31? Can I say and order the days of the week? Can I say and order the months of the year? Can I say my own birthday in french? Can I give the dates of French festivals? Can I begin to use present, past and future?	Can I recognise number words in sentences? Can I recognise how a verb changes according to the subject? Can I recognise historical French events? Can I say the high-frequency verb 'avoir' in a sentence correctly? Can I write a simple past tense sentence?
Key Vocabulary	Word cards Lesson 1-6	Word cards Lessons 1-6
Resources	Time resources file	Time travelling resource file