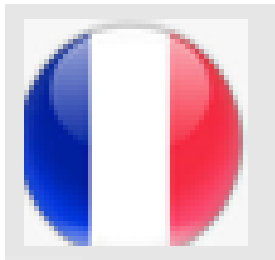


Mixed-age curriculum

MFL (French)



Curriculum: Mixed age

In the first year...

Year 1-2 is taught cycle B



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle B



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle B



Year 5
age pupil



Year 6
age pupil

In the second year...

Year 1-2 is taught cycle A



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle A



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle A



Year 5
age pupil



Year 6
age pupil

In the third year...

Year 1-2 is taught cycle B



Year 1
age pupil



Year 2
age pupil

Year 3-4 is taught cycle B



Year 3
age pupil



Year 4
age pupil

Year 5-6 is taught cycle B



Year 5
age pupil



Year 6
age pupil

Both of these pupils should have been taught everything in Years 1-4.

Both of these pupils will be taught new content.

The **Year 6 age pupil** will have previously done Cycle B for Year 5-6, and so should be stretched to link new learning to prior knowledge from Cycle B.

The **Year 5 age pupil** may need to be taught about a very small number of specific concepts or ideas that are required for Cycle A (e.g. slavery in history, cells in science) that are required for both Cycle A and Cycle B.



The mixed-age curriculum outline for MFL:

- **Takes account of what pupils will have learnt in each year of the two-year cycle.**
Knowledge builds in each cycle.
Teachers should pre-teach required ideas to younger pupils who are in their first year of the two-year cycle, and stretch older pupils who are in their second year to link knowledge to previous learning.
- **Makes links between MFL and other curriculum areas where possible**
Teachers should therefore ensure that they teach Cycle A or Cycle B across all subjects.
- **Maintains, where possible, the range of topics taught in each cycle**
Teachers should aim to teach Cycles A or B to Year 1-2, Year 3-4 and Year 5-6 classes at the same time to avoid repetition.
- **Requires all pupils to be following the same cycles, even if they are in single-year classes.**
- **Builds on the standard United Curriculum**
Teachers can therefore use and adapt the range of resources that are already available.

The overview on slides 6-8 show where the units have been moved from the original sequence. Units that are in different places to the single-year planning have been highlighted.



Why have we sequenced units in the way we have?

MFL

Within each phase (KS1, LKS2, UKS2), the order of units has largely remained the same. Where the younger pupils in the mixed age class need to be pre taught an element of the key learning from cycle A in order to access the learning in cycle B this has been identified and a hybrid unit created. This gives the essential new knowledge to the younger pupils and reviews key learning for the older pupils before they all move on to new learning.

E.G

Before learning vocabulary about certain subjects, pupils will need to learn phonics to make sure their pronunciation is correct.

Key	C	Core Vocabulary Unit
	E	Early Language Unit
	I	Intermediate Language Unit
	P	Progressive Language Unit

Curriculum: MFL



	N 3 - 4	Reception	Year 1-2		Year 3		Year 4		Year 5-6	
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1					Phonetics 1&2 (C) I'm Learning Fr (E)	Phonetics 1&2 (C) I'm Learning Fr (E)	Phonetics 1&2 (C) Fruits (E)	Phonetics 1&2 (C) I'm Learning Fr (E)	Phonetics 1&2 (C) Fruits (E)	Phonetics 1&2 (C) I'm Learning Fr (E)
Autumn 2					Animals (E)	Animals (E)	Vegetables (E)	Animals (E)	Vegetables (E)	Animals (E)
Spring 1					Musical Instruments (E)	Musical Instruments (E)	Family (E)	Musical Instruments (E)	Family (E)	Musical Instruments (E)
Spring 2					Fruits (E)	Fruits (E)	Presenting Myself (I)	Fruits (E)	Presenting Myself (I)	Fruits (E)
Summer 1					Family (E)	Family (E)	Classroom (I)	Family (E)	Classroom (I)	I Can... (E)
Summer 2					I Can... (E)	I Can... (E)	House (I)	I Can... (E)	House (I)	Family (E)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Learn about the country and cultural aspects of France. • Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French. • To introduce numbers 1-10 in French. • To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French. <p>Vocab:</p> <p>Comment tu-t'appelles ?' = What is your name?</p> <p>Ca va? = How are you?</p> <p>Jaune = Yellow</p> <p>Blanc = White</p> <p>Noir = Black</p> <p>Bleu = Blue</p> <p>Vert = Green</p> <p>Violet = Purple</p> <p>Gris = Grey</p> <p>Rouge = Red</p> <p>Orange = Orange</p> <p>Marron = Brown</p> <p>Quelle est ta couleur préférée ? = What is your favourite colour</p> <p>Ma couleur préférée c'est le... = My favourite colour is...</p>	<ul style="list-style-type: none"> • Phonics to help pronunciation. • Presening myself (Y4) will be able to use colours to describe hair and eye colour. • Fruits/veg – Can say what their favourite fruit or veg is. (Y4,5,6)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	"My favourite is" - préférée c'est le	<ul style="list-style-type: none"> • Female and male nouns (Un and une) • Animals • Learn to spell animals correctly • Learn the verb Je suis <p>Vocab:</p> <ul style="list-style-type: none"> • Un lion = a lion • Un oiseau = a bird • Un lapin = a rabbit • Un cheval = a horse • Un mouton = a sheep • Un singe = a monkey • Un canard = a duck • Un cochon = a pig • Une souris = a mouse • Une vache = a cow • Je suis – I am • Devine qui je suis – Guess what I am... 	<ul style="list-style-type: none"> • Je suis – to describe themselves



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Yes - oui No - non	<ul style="list-style-type: none"> • Name ten instruments in French. • To say that they play an instrument of their choice correctly in French. • Verb Jouer (to play) • How to say they play a particular instrument in French • Learn to say yes or no • To learn the appropriate French word for “the” <p>Vocab:</p> <ul style="list-style-type: none"> • La trompette = the trumpet • La clarinette = the clarinet • La batterie = the drum • La guitare = the guitar • La flûte à bec = the recorder • La harpe = the harp • Le piano = the piano • Le triangle = the triangle • Le violon = the violin • Les cymbales = the cymbals • Oui – Yes • Non - No 	<ul style="list-style-type: none"> • Verb Jouer • To learn the appropriate French word for “the”



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Female and male nouns (Un and une)	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. Learn how to move from the singular to the plural form How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> Learn how to move from the singular to the plural form Learning how to say if you like or do not like (Veg Y4 Cycle A)
			<ul style="list-style-type: none"> Une orange = An orange Une prune = A plum Une poire = A pear Un kiwi = A kiwi Un abricot = An apricot Les fruits = the fruits Les pommes = the apples Les fraises = the strawberries Les pêches = the peaches Les bananes = the bananas Les cerises = the cherries Les oranges = the oranges Les prunes = the plums Les poires = the pears Les abricots = the apricots Les kiwis = the kiwis "Je n'aime pas..." ("I do not like...") "Est-ce que tu aimes..." ("Do you like...?") 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb “I can”. <p>Vocab:</p> <p>je peux... (‘I can</p> <p>Danser = to dance</p> <p>Chanter = to sing</p> <p>Cuisiner = to cook</p> <p>Manger = to eat</p> <p>Regarder = to watch</p> <p>Sauter = to jump</p> <p>Écrire = to write</p> <p>Écouter = to listen</p> <p>Boire = to drink</p> <p>Parler = to talk</p>	<ul style="list-style-type: none"> • Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.

		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	My favourite is" - préférée c'est le	<ul style="list-style-type: none">• Introduce phonics sounds / phonemes in French.• Name and recognise up to 10 fruits in French.• Ask somebody in French if they like a particular fruit.• Say what fruits they like and dislike.• Learn how to move from the singular to the plural form• How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	<ul style="list-style-type: none">• Learn how to move from the singular to the plural form• Learning how to say if you like or do not like (Veg Y4 Cycle A)
		<ul style="list-style-type: none">• Une orange = An orange• Une prune = A plum• Une poire = A pear• Un kiwi = A kiwi• Un abricot = An apricot• Les fruits = the fruits• Les pommes = the apples• Les fraises = the strawberries• Les pêches = the peaches• Les bananes = the bananas• Les cerises = the cherries• Les oranges = the oranges• Les prunes = the plums• Les poires = the pears• Les abricots = the apricots• Les kiwis = the kiwis• "Je n'aime pas..." ("I do not like...")• "Est-ce que tu aimes...?" ("Do you like...?")		



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<p>My favourite is" - préférée c'est le</p> <ul style="list-style-type: none"> • Learn how to move from the singular to the plural form • How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. • ask somebody in French for a particular vegetable <p>VOCAB:</p> <p>Les légumes = The vegetables</p> <p>Les épinards = The spinach</p> <p>Les oignons = The onions</p> <p>Les carottes = The carrots</p> <p>Les aubergines = The aubergines</p> <p>Les courgettes = The courgettes</p>	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 & 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings). What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have). 	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality Understand basic gender agreement rules. <ul style="list-style-type: none"> Je Me Présente = Presenting Myself Salut = Hello (informal) Bonjour = Hello (formal) Ça va ? = How are you? Ça va bien = I am good Ça va mal = I am bad Comme ci, comme ça = So so Et toi ? = And you? Ça va très bien = I am really good Ça va très mal = I am really bad Au revoir = Goodbye À plus tard = See you later 	Knowledge of numbers to help with birthdays, days of the week, plurals.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente. What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have). 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. In French there are three different indefinite articles/determiners: <ul style="list-style-type: none"> <input type="checkbox"/> UN - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns. <input type="checkbox"/> UNE - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns. <input type="checkbox"/> DES - The INDEFINITE ARTICLE to use before MASCULINE and FEMININE PLURAL nouns. un livre = a reading book un cahier = an exercise book un bâton de colle = a glue stick un crayon = a pencil un stylo = a pen un taille-crayon = a sharpener un sac à dos = a rucksack 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language. 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	



Substantive

All pupils:

Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
My favourite is" - préférée c'est le	<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Name and recognise up to 10 fruits in French. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Learn how to move from the singular to the plural form • How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. • Une orange = An orange • Une prune = A plum • Une poire = A pear • Un kiwi = A kiwi • Un abricot = An apricot • Les fruits = the fruits • Les pommes = the apples • Les fraises = the strawberries • Les pêches = the peaches • Les bananes = the bananas • Les cerises = the cherries • Les oranges = the oranges • Les prunes = the plums • Les poires = the pears • Les abricots = the apricots • Les kiwis = the kiwis • "Je n'aime pas..." ("I do not like...") • "Est-ce que tu aimes...?" ("Do you like...?" 	<ul style="list-style-type: none"> • Learn how to move from the singular to the plural form • Learning how to say if you like or do not like (Veg Y4 Cycle A)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<p>My favourite is" - préférée c'est le</p> <ul style="list-style-type: none"> Learn how to move from the singular to the plural form How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. ask somebody in French for a particular vegetable <p>VOCAB:</p> <p>Les légumes = The vegetables</p> <p>Les épinards = The spinach</p> <p>Les oignons = The onions</p> <p>Les carottes = The carrots</p> <p>Les aubergines = The aubergines</p> <p>Les courgettes = The courgettes</p>	





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 & 2 and vocabulary from the Early Learning units (in particular numbers 1-10 and feelings). What a verb is in English and some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have). 	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality Understand basic gender agreement rules. <ul style="list-style-type: none"> Je Me Présente = Presenting Myself Salut = Hello (informal) Bonjour = Hello (formal) Ça va ? = How are you? Ça va bien = I am good Ça va mal = I am bad Comme ci, comme ça = So so Et toi ? = And you? Ça va très bien = I am really good Ça va très mal = I am really bad Au revoir = Goodbye À plus tard = See you later 	Knowledge of numbers to help with birthdays, days of the week, plurals.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente. What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have). 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. In French there are three different indefinite articles/determiners: <ul style="list-style-type: none"> <input type="checkbox"/> UN - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns. <input type="checkbox"/> UNE - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns. <input type="checkbox"/> DES - The INDEFINITE ARTICLE to use before MASCULINE and FEMININE PLURAL nouns. un livre = a reading book un cahier = an exercise book un bâton de colle = a glue stick un crayon = a pencil un stylo = a pen un taille-crayon = a sharpener un sac à dos = a rucksack 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language. 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Learn about the country and cultural aspects of France. • Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French. • To introduce numbers 1-10 in French. • To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French. <p>Vocab:</p> <p>Comment tu-t'appelles ?' = What is your name?</p> <p>Ca va? = How are you?</p> <p>Jaune = Yellow</p> <p>Blanc = White</p> <p>Noir = Black</p> <p>Bleu = Blue</p> <p>Vert = Green</p> <p>Violet = Purple</p> <p>Gris = Grey</p> <p>Rouge = Red</p> <p>Orange = Orange</p> <p>Marron = Brown</p> <p>Quelle est ta couleur préférée ? = What is your favourite colour</p> <p>Ma couleur préférée c'est le... = My favourite colour is...</p>	<ul style="list-style-type: none"> • Phonics to help pronunciation. • Presening myself (Y4) will be able to use colours to describe hair and eye colour. • Fruits/veg – Can say what their favourite fruit or veg is. (Y4,5,6)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	"My favourite is" - préférée c'est le	<ul style="list-style-type: none"> • Female and male nouns (Un and une) • Animals • Learn to spell animals correctly • Learn the verb Je suis <p>Vocab:</p> <ul style="list-style-type: none"> • Un lion = a lion • Un oiseau = a bird • Un lapin = a rabbit • Un cheval = a horse • Un mouton = a sheep • Un singe = a monkey • Un canard = a duck • Un cochon = a pig • Une souris = a mouse • Une vache = a cow • Je suis – I am • Devine qui je suis – Guess what I am... 	<ul style="list-style-type: none"> • Je suis – to describe themselves



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Yes - oui No - non	<ul style="list-style-type: none"> • Name ten instruments in French. • To say that they play an instrument of their choice correctly in French. • Verb Jouer (to play) • How to say they play a particular instrument in French • Learn to say yes or no • To learn the appropriate French word for “the” <p>Vocab:</p> <ul style="list-style-type: none"> • La trompette = the trumpet • La clarinette = the clarinet • La batterie = the drum • La guitare = the guitar • La flûte à bec = the recorder • La harpe = the harp • Le piano = the piano • Le triangle = the triangle • Le violon = the violin • Les cymbales = the cymbals • Oui – Yes • Non - No 	<ul style="list-style-type: none"> • Verb Jouer • To learn the appropriate French word for “the”



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Female and male nouns (Un and une)	<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Learn how to move from the singular to the plural form • How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> • Learn how to move from the singular to the plural form • Learning how to say if you like or do not like (Veg Y4 Cycle A)
			<ul style="list-style-type: none"> • Une orange = An orange • Une prune = A plum • Une poire = A pear • Un kiwi = A kiwi • Un abricot = An apricot • Les fruits = the fruits • Les pommes = the apples • Les fraises = the strawberries • Les pêches = the peaches • Les bananes = the bananas • Les cerises = the cherries • Les oranges = the oranges • Les prunes = the plums • Les poires = the pears • Les abricots = the apricots • Les kiwis = the kiwis • "Je n'aime pas..." ("I do not like...") • "Est-ce que tu aimes..." ("Do you like...?") 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb "I can". <p>Vocab:</p> <p>je peux... ('I can</p> <p>Danser = to dance</p> <p>Chanter = to sing</p> <p>Cuisiner = to cook</p> <p>Manger = to eat</p> <p>Regarder = to watch</p> <p>Sauter = to jump</p> <p>Écrire = to write</p> <p>Écouter = to listen</p> <p>Boire = to drink</p> <p>Parler = to talk</p>	<ul style="list-style-type: none"> • Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.
			United Curriculum: Mixed-age planning	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Learn about the country and cultural aspects of France. • Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French. • To introduce numbers 1-10 in French. • To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French. <p>Vocab:</p> <p>Comment tu-t'appelles ?' = What is your name?</p> <p>Ca va? = How are you?</p> <p>Jaune = Yellow</p> <p>Blanc = White</p> <p>Noir = Black</p> <p>Bleu = Blue</p> <p>Vert = Green</p> <p>Violet = Purple</p> <p>Gris = Grey</p> <p>Rouge = Red</p> <p>Orange = Orange</p> <p>Marron = Brown</p> <p>Quelle est ta couleur préférée ? = What is your favourite colour</p> <p>Ma couleur préférée c'est le... = My favourite colour is...</p>	<ul style="list-style-type: none"> • Phonics to help pronunciation. • Presening myself (Y4) will be able to use colours to describe hair and eye colour. • Fruits/veg – Can say what their favourite fruit or veg is. (Y4,5,6)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	"My favourite is" - préférée c'est le	<ul style="list-style-type: none"> • Female and male nouns (Un and une) • Animals • Learn to spell animals correctly • Learn the verb Je suis Vocab: <ul style="list-style-type: none"> • Un lion = a lion • Un oiseau = a bird • Un lapin = a rabbit • Un cheval = a horse • Un mouton = a sheep • Un singe = a monkey • Un canard = a duck • Un cochon = a pig • Une souris = a mouse • Une vache = a cow • Je suis – I am • Devine qui je suis – Guess what I am... 	<ul style="list-style-type: none"> • Je suis – to describe themselves



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Yes - oui No - non	<ul style="list-style-type: none"> • Name ten instruments in French. • To say that they play an instrument of their choice correctly in French. • Verb Jouer (to play) • How to say they play a particular instrument in French • Learn to say yes or no • To learn the appropriate French word for “the” <p>Vocab:</p> <ul style="list-style-type: none"> • La trompette = the trumpet • La clarinette = the clarinet • La batterie = the drum • La guitare = the guitar • La flûte à bec = the recorder • La harpe = the harp • Le piano = the piano • Le triangle = the triangle • Le violon = the violin • Les cymbales = the cymbals • Oui – Yes • Non - No 	<ul style="list-style-type: none"> • Verb Jouer • To learn the appropriate French word for “the”



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Female and male nouns (Un and une)	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. Learn how to move from the singular to the plural form How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> Learn how to move from the singular to the plural form Learning how to say if you like or do not like (Veg Y4 Cycle A)
			<ul style="list-style-type: none"> Une orange = An orange Une prune = A plum Une poire = A pear Un kiwi = A kiwi Un abricot = An apricot Les fruits = the fruits Les pommes = the apples Les fraises = the strawberries Les pêches = the peaches Les bananes = the bananas Les cerises = the cherries Les oranges = the oranges Les prunes = the plums Les poires = the pears Les abricots = the apricots Les kiwis = the kiwis "Je n'aime pas..." ("I do not like...") "Est-ce que tu aimes..." ("Do you like...?") 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb "I can". <p>Vocab:</p> <p>je peux... ('I can</p> <p>Danser = to dance</p> <p>Chanter = to sing</p> <p>Cuisiner = to cook</p> <p>Manger = to eat</p> <p>Regarder = to watch</p> <p>Sauter = to jump</p> <p>Écrire = to write</p> <p>Écouter = to listen</p> <p>Boire = to drink</p> <p>Parler = to talk</p>	<ul style="list-style-type: none"> • Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.
			United Curriculum: Mixed-age planning	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Learn about the country and cultural aspects of France. • Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French. • To introduce numbers 1-10 in French. • To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French. <p>Vocab:</p> <p>Comment tu-t'appelles ?' = What is your name?</p> <p>Ca va? = How are you?</p> <p>Jaune = Yellow</p> <p>Blanc = White</p> <p>Noir = Black</p> <p>Bleu = Blue</p> <p>Vert = Green</p> <p>Violet = Purple</p> <p>Gris = Grey</p> <p>Rouge = Red</p> <p>Orange = Orange</p> <p>Marron = Brown</p> <p>Quelle est ta couleur préférée ? = What is your favourite colour</p> <p>Ma couleur préférée c'est le... = My favourite colour is...</p>	<ul style="list-style-type: none"> • Phonics to help pronunciation. • Presening myself (Y4) will be able to use colours to describe hair and eye colour. • Fruits/veg – Can say what their favourite fruit or veg is. (Y4,5,6)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	"My favourite is" - préférée c'est le	<ul style="list-style-type: none"> • Female and male nouns (Un and une) • Animals • Learn to spell animals correctly • Learn the verb Je suis <p>Vocab:</p> <ul style="list-style-type: none"> • Un lion = a lion • Un oiseau = a bird • Un lapin = a rabbit • Un cheval = a horse • Un mouton = a sheep • Un singe = a monkey • Un canard = a duck • Un cochon = a pig • Une souris = a mouse • Une vache = a cow • Je suis – I am • Devine qui je suis – Guess what I am... 	<ul style="list-style-type: none"> • Je suis – to describe themselves



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Yes - oui No - non	<ul style="list-style-type: none"> • Name ten instruments in French. • To say that they play an instrument of their choice correctly in French. • Verb Jouer (to play) • How to say they play a particular instrument in French • Learn to say yes or no • To learn the appropriate French word for “the” <p>Vocab:</p> <ul style="list-style-type: none"> • La trompette = the trumpet • La clarinette = the clarinet • La batterie = the drum • La guitare = the guitar • La flûte à bec = the recorder • La harpe = the harp • Le piano = the piano • Le triangle = the triangle • Le violon = the violin • Les cymbales = the cymbals • Oui – Yes • Non - No 	<ul style="list-style-type: none"> • Verb Jouer • To learn the appropriate French word for “the”



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Female and male nouns (Un and une)	<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Learn how to move from the singular to the plural form • How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> • Learn how to move from the singular to the plural form • Learning how to say if you like or do not like (Veg Y4 Cycle A)
			<ul style="list-style-type: none"> • Une orange = An orange • Une prune = A plum • Une poire = A pear • Un kiwi = A kiwi • Un abricot = An apricot • Les fruits = the fruits • Les pommes = the apples • Les fraises = the strawberries • Les pêches = the peaches • Les bananes = the bananas • Les cerises = the cherries • Les oranges = the oranges • Les prunes = the plums • Les poires = the pears • Les abricots = the apricots • Les kiwis = the kiwis • "Je n'aime pas..." ("I do not like...") • "Est-ce que tu aimes..." ("Do you like...?") 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb "I can". <p>Vocab:</p> <p>je peux... ('I can</p> <p>Danser = to dance</p> <p>Chanter = to sing</p> <p>Cuisiner = to cook</p> <p>Manger = to eat</p> <p>Regarder = to watch</p> <p>Sauter = to jump</p> <p>Écrire = to write</p> <p>Écouter = to listen</p> <p>Boire = to drink</p> <p>Parler = to talk</p>	<ul style="list-style-type: none"> • Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • Introduce phonics sounds / phonemes in French. • Learn about the country and cultural aspects of France. • Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French. • To introduce numbers 1-10 in French. • To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French. <p>Vocab:</p> <p>Comment tu-t'appelles ?' = What is your name?</p> <p>Ca va? = How are you?</p> <p>Jaune = Yellow</p> <p>Blanc = White</p> <p>Noir = Black</p> <p>Bleu = Blue</p> <p>Vert = Green</p> <p>Violet = Purple</p> <p>Gris = Grey</p> <p>Rouge = Red</p> <p>Orange = Orange</p> <p>Marron = Brown</p> <p>Quelle est ta couleur préférée ? = What is your favourite colour</p> <p>Ma couleur préférée c'est le... = My favourite colour is...</p>	<ul style="list-style-type: none"> • Phonics to help pronunciation. • Presening myself (Y4) will be able to use colours to describe hair and eye colour. • Fruits/veg – Can say what their favourite fruit or veg is. (Y4,5,6)



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<p>"My favourite is" - préférée c'est le</p>	<ul style="list-style-type: none"> • Female and male nouns (Un and une) • Animals • Learn to spell animals correctly • Learn the verb Je suis <p>Vocab:</p> <ul style="list-style-type: none"> • Un lion = a lion • Un oiseau = a bird • Un lapin = a rabbit • Un cheval = a horse • Un mouton = a sheep • Un singe = a monkey • Un canard = a duck • Un cochon = a pig • Une souris = a mouse • Une vache = a cow • Je suis – I am • Devine qui je suis – Guess what I am... 	<ul style="list-style-type: none"> • Je suis – to describe themselves



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Yes - oui No - non	<ul style="list-style-type: none"> • Name ten instruments in French. • To say that they play an instrument of their choice correctly in French. • Verb Jouer (to play) • How to say they play a particular instrument in French • Learn to say yes or no • To learn the appropriate French word for “the” <p>Vocab:</p> <ul style="list-style-type: none"> • La trompette = the trumpet • La clarinette = the clarinet • La batterie = the drum • La guitare = the guitar • La flûte à bec = the recorder • La harpe = the harp • Le piano = the piano • Le triangle = the triangle • Le violon = the violin • Les cymbales = the cymbals • Oui – Yes • Non - No 	<ul style="list-style-type: none"> • Verb Jouer • To learn the appropriate French word for “the”



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	Female and male nouns (Un and une)	<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Learn how to move from the singular to the plural form • How to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. 	<ul style="list-style-type: none"> • Learn how to move from the singular to the plural form • Learning how to say if you like or do not like (Veg Y4 Cycle A)
			<ul style="list-style-type: none"> • Une orange = An orange • Une prune = A plum • Une poire = A pear • Un kiwi = A kiwi • Un abricot = An apricot • Les fruits = the fruits • Les pommes = the apples • Les fraises = the strawberries • Les pêches = the peaches • Les bananes = the bananas • Les cerises = the cherries • Les oranges = the oranges • Les prunes = the plums • Les poires = the pears • Les abricots = the apricots • Les kiwis = the kiwis • "Je n'aime pas..." ("I do not like...") • "Est-ce que tu aimes..." ("Do you like...?") 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:		<ul style="list-style-type: none"> • learn some common everyday verbs/activities and learn how to say these in French. • Use the verb "I can". <p>Vocab:</p> <p>je peux... ('I can</p> <p>Danser = to dance</p> <p>Chanter = to sing</p> <p>Cuisiner = to cook</p> <p>Manger = to eat</p> <p>Regarder = to watch</p> <p>Sauter = to jump</p> <p>Écrire = to write</p> <p>Écouter = to listen</p> <p>Boire = to drink</p> <p>Parler = to talk</p>	<ul style="list-style-type: none"> • Presenting myself (y5/6) – talk about hobbies and what they enjoy doing.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Numbers to 10 Greetings How to say "This person is called..." 	<ul style="list-style-type: none"> ☑ Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <p>Vocab:</p> <p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p> <p>La sœur cadette = the younger sister</p> <p>La grand-mère = the grandmother</p> <p>La tante = the aunt</p> <p>Le père = the father/the dad</p> <p>Le frère = the brother</p> <p>Le grand-père = the grandfather</p> <p>L'oncle = the uncle</p> <p>La belle-mère = the stepmother</p> <p>La demi-sœur = the stepsister/ half sister</p> <p>La cousine = the cousin (female)</p> <p>Le beau-père = the stepfather</p> <p>Le demi-frère = the stepbrother/half brother</p> <p>Le cousin = the cousin (male)</p>	<ul style="list-style-type: none"> Presenting myself – talk about hobbies and what they enjoy doing. Using verbs already taught for other subjects.