

MFL Rationale

What this scheme is for

This MFL scheme of work and the accompanying resources are designed to help support the delivery of the statutory modern foreign languages curriculum as outlined in the National Curriculum published 2014.

Progression

The sequence of progression for our scheme of work has been carefully planned and considered in order for the lessons to introduce the vocabulary needed to complete topics and to link into future topics as they emerge. However, the design also enables fluid use of the scheme so that teachers may choose their own order of units to fit in with their teaching, prior knowledge of the children and any ongoing projects or topics within their classroom.

With each unit, there is an introduction video tutorial, a comic-based story to support the introduction of new vocabulary and accompanying worksheets. On our sister site, Classroom Secrets Kids, there will be a range of interactive games to support each unit.

Resources

The resources that have been created carefully follow the scheme of work and are designed to be completed within the classroom, alongside our supporting online games, which can be completed at home or as an extension/introduction to the lesson.

There are several types of resources included within each unit, though not all resources need to be used. The different resources are there for choice and balance and for the teacher to meet the needs of their class.

Our scheme of work will be regularly reviewed in order to ensure the content is fit for purpose and in line with current curriculum guidelines.

KS2 Grammar Points

French

Gender

Children should experience teaching surrounding the definite and indefinite articles. Children should also be taught about the feminine and masculine form which will be a new concept to most.

Things to cover: le (m), la (f), les (plural), l' (before a vowel); un (m), une (f), des (some)

Regular verbs

Children should learn the endings of the most frequently used regular present tense verbs and pronouns. Children will also be introduced to the structure of regular present tense verbs along with rules for pronunciation.

Example things to cover: -er verbs. jouer = to play: je joue; tu joues; il / elle / on joue; nous jouons; vous jouez
ils jouent; elles jouent

Irregular verbs

Children should be introduced to the most frequently used irregular verbs, to be and to have.

Avoir = to have: J'ai, Tu as, Il/ Elle/On a, Nous avons, Vous avez, Ils/ Elles ont

Être = to be: Je suis, Tu es, Il/Elle/On est, Nous sommes, Vous êtes, Ils/Elles sont

Adjectives

Children should learn the different ways adjectives are used in the French language and their position within a sentence, as, in the majority of cases, the adjective follows the noun. They should also learn about the agreement of adjectives and how endings will change depending on the noun's gender.

un chapeau bleu, le chien brun, un chat blanc

Some exceptions to this rule: une petite maison, une grande boutique

KS2 Overview and Progression Units 1-3

	Year 3	Year 4	Year 5	Year 6	Transition
Unit 1	<p><u>Cultural Unit – Where is France?</u> Children will learn:</p> <ul style="list-style-type: none"> • Where is France? • What major cities are there in France? • What is Paris like? 	<p><u>Cultural Unit – Where in the world speaks French?</u> Children will learn:</p> <ul style="list-style-type: none"> • All about other countries that speak French. 	<p><u>Cultural Unit – French Festivals</u> Children will learn about the following major festivals:</p> <ul style="list-style-type: none"> • Christmas • Easter • Bastille Day • La Fête des Voisins 	<p><u>Cultural Unit – French History</u> Children will learn about:</p> <ul style="list-style-type: none"> • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations – formal and informal. 	<p><u>Cultural Unit – What is life like for a French child?</u> Comparing life to an English child. Reflecting on similarities, stereotypes etc. Appreciating the opinions of others.</p>
Unit 2	<p><u>Numbers and Alphabet</u> Children will learn:</p> <ul style="list-style-type: none"> • Numbers to 30 • The alphabet • Correct pronunciation 	<p><u>Numbers and the Alphabet</u> Children will learn:</p> <ul style="list-style-type: none"> • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words 	<p><u>Numbers beyond 100</u> Children will learn:</p> <ul style="list-style-type: none"> • Numbers up to and beyond 100. • Ordinal numbers • Maths games and activities 	<p><u>French Maths</u> Children will learn:</p> <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction 	
Unit 3	<p><u>All About Me</u> Initial recap of basic greetings. Children will then learn:</p> <ul style="list-style-type: none"> • Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?' 	<p><u>My Family and me</u> Children will learn:</p> <ul style="list-style-type: none"> • Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age 	<p><u>My Family and Friends</u> Children will learn:</p> <ul style="list-style-type: none"> • Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family. • Recap illnesses, I have a cold etc • Asking where you live (recap) 	<p><u>My Community</u></p> <ul style="list-style-type: none"> • Initial recap of family and friends <p>Children will learn:</p> <ul style="list-style-type: none"> • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery 	

KS2 Overview and Progression Units 4-6

	Year 3	Year 4	Year 5	Year 6	Transition
Unit 4	<p><u>My Home</u> Children will learn:</p> <ul style="list-style-type: none"> • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live 	<p><u>My Home</u> Children will learn:</p> <ul style="list-style-type: none"> • Describing the size of a home. • Things you'll find in each room (household appliances etc) 	<p><u>My Home</u> Children will learn:</p> <ul style="list-style-type: none"> • Describing the homes of friends and families. • Describing my street • My dream home 	<p><u>My Home</u> Children will learn:</p> <ul style="list-style-type: none"> • Comparing houses in my street and town • Comparing houses between countries. • Designing a home 	
Unit 5	<p><u>Colours</u> Children will learn:</p> <ul style="list-style-type: none"> • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English? 	<p><u>Colours</u> • Revise colours of the rainbow</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue' 	<p><u>Colours</u> • Revise colours of the rainbow</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing shades of colours, such as 'pale green, dark red' • Describing objects using colour 	<p><u>Colours</u> • Revision of work on colours</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing physical appearances; 'blonde haired' • Applying grammatical rules correctly 	
Unit 6	<p><u>Animals</u> Children will learn:</p> <ul style="list-style-type: none"> • Family pets • Likes and dislikes • Introducing your pet 	<p><u>Animals</u> Children will learn:</p> <ul style="list-style-type: none"> • Farm animals • Zoo animals • Create/design their own farm or zoo 	<p><u>Animals</u> • Revision of animals</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing animals (size and colour) • Animal habitats • At the pet shop 	<p><u>Animals</u> • Revision of animals</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing animal body parts • Designing an animal and its habitat 	

KS2 Overview and Progression Units 7-9

	Year 3	Year 4	Year 5	Year 6	Transition
Unit 7	<p><u>Food</u> Children will learn:</p> <ul style="list-style-type: none"> • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Revise foods from Y3 • Revise the bakers and butchers <p>Children will learn:</p> <ul style="list-style-type: none"> • Foods found in the supermarket • Creating own shopping lists 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Revise previous work on foods <p>Children will learn:</p> <ul style="list-style-type: none"> • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference. 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Revise previous work on food <p>Children will learn:</p> <ul style="list-style-type: none"> • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop 	
Unit 8	<p><u>Calendar</u> Children will learn:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct pronunciation 	<p><u>Calendar</u></p> <ul style="list-style-type: none"> • Revise days of the week and months of the year <p>Children will learn:</p> <ul style="list-style-type: none"> • Speaking and writing the date both past and present – 12 hour clock • Time words – tomorrow, today, next week 	<p><u>Calendar</u></p> <ul style="list-style-type: none"> • Revise previous work completed in Y3/4 <p>Children will learn:</p> <ul style="list-style-type: none"> • Telling the time to the hour, half past etc, 12 and 24 hour clock • Asking someone the time and replying correctly – 12 and 24 hour clock 	<p><u>Calendar</u></p> <ul style="list-style-type: none"> • Revise previous work on time and calendars <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station 	
Unit 9	<p><u>Clothing</u> Children will learn:</p> <ul style="list-style-type: none"> • Basic items of clothing • School uniform • Introduce body parts – main limbs. 	<p><u>Clothing</u></p> <ul style="list-style-type: none"> • Revise items of clothing <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop • Body parts 	<p><u>Clothing</u></p> <ul style="list-style-type: none"> • Revise Y3 and Y4 work <p>Children will learn;</p> <ul style="list-style-type: none"> • Describing outfits, colours and sizes etc. • Clothing preferences of yourself and a friend. 	<p><u>Clothing</u> Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc</p>	

KS2 Overview and progression Units 10-12

	Year 3	Year 4	Year 5	Year 6	Transition
Unit 10	<p><u>Shopping</u> Children will learn:</p> <ul style="list-style-type: none"> • Currency • Asking how much something is 	<p><u>Shopping</u> • Revision of Year 3 Children will learn:</p> <ul style="list-style-type: none"> • Pocket money • Different shops and prices 	<p><u>Shopping</u> • Revision of Year 3 and 4 Children will learn:</p> <ul style="list-style-type: none"> • Money and change • Shopping for items – conversations. 	<p><u>Shopping</u> • Revision of previous years. Children will learn:</p> <ul style="list-style-type: none"> • At the market • Weights • Holding a conversation 	
Unit 11	<p><u>Holidays and Celebrations</u> Children will learn:</p> <ul style="list-style-type: none"> • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays 	<p><u>Holidays and Celebrations</u> • Revision from Y3 Children will learn:</p> <ul style="list-style-type: none"> • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals 	<p><u>Holidays and Celebrations</u> • Revise Y3 and Y4 work Children will learn:</p> <ul style="list-style-type: none"> • Using dates to talk about a holiday • Use time words to describe holidays. • Planning food and lists for a party • Describe a party 	<p><u>Holidays and Celebrations</u> • Revision of previous year groups Children will learn:</p> <ul style="list-style-type: none"> • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after Easter) • Future holiday plans. 	
Unit 12	<p><u>My Town</u> Children will learn:</p> <ul style="list-style-type: none"> • Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live 	<p><u>My Town</u> Children will learn:</p> <ul style="list-style-type: none"> • How to describe places in the town • How to get to my town, it's location in the country • How to get to places in the town (directions) 	<p><u>Towns and Cities</u> • Revision of Y3 and Y4 work Children will learn:</p> <ul style="list-style-type: none"> • Sentences to describe towns and cities 	<p><u>Towns and Cities</u> • Revision from previous year groups Children will learn:</p> <ul style="list-style-type: none"> • Describing cities around the world and comparing them. • Describing places of interest 	

KS2 Overview and Progression Units 13-15

	Year 3	Year 4	Year 5	Year 6	Transition
Unit 13	<p><u>The Weather</u> Children will learn:</p> <ul style="list-style-type: none"> • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places 	<p><u>The Weather</u></p> <ul style="list-style-type: none"> • Revision of weather from Y3. <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing the weather with adjectives. • Describing past, present and future weather 	<p><u>The weather and Seasons</u></p> <ul style="list-style-type: none"> • Revision of Y3 and Y4 <p>Children will learn:</p> <ul style="list-style-type: none"> • Completing and filming a weather forecast • Describing weather around the world • Seasons 	<p><u>Seasons and the Planets</u></p> <ul style="list-style-type: none"> • Revision of weather <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing the seasons • Activities and the weather • Planets in our solar system 	
Unit 14	<p><u>Sports</u> Children will learn:</p> <ul style="list-style-type: none"> • Simple sports • Simple phrases to describe what sports they play. I play football. 	<p><u>Sports and Hobbies</u></p> <ul style="list-style-type: none"> • Revision of sports <p>Children will learn:</p> <ul style="list-style-type: none"> • Introducing hobbies • Simple phrases to describe hobbies • Describing sports and hobbies they like/dislike 	<p><u>Sports and Hobbies</u></p> <ul style="list-style-type: none"> • Revise sports and hobbies <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing a week of sports and hobbies at school 	<p><u>Sport and Hobbies</u></p> <ul style="list-style-type: none"> • Revise work from previous year <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing and planning a sporting event. This could link to the Olympics or Sports Day 	
Unit 15	<p><u>School</u></p> <ul style="list-style-type: none"> • Introduction to school days in France • Lessons • Likes and dislikes of lessons • Different jobs • The classroom 	<p><u>School</u></p> <ul style="list-style-type: none"> • Revision of Y3 <p>Children will learn:</p> <ul style="list-style-type: none"> • Tour of the school • School times and subjects • What I want to be when I leave school 	<p><u>School</u></p> <ul style="list-style-type: none"> • Revision of Y3 and Y4 <p>Children will learn:</p> <ul style="list-style-type: none"> • Journeys to school • Places in school • My future aspirations 	<p><u>School and The Future</u></p> <ul style="list-style-type: none"> • Revision of school <p>Children will learn:</p> <ul style="list-style-type: none"> • What I want to study at school/university • Building sentences 	