



MFL Intent



At Ash Croft Primary Academy, we aim to deliver a curriculum that encourages aspirations, communication and experience. We want our children to develop as French linguists through a range of learning opportunities that are underpinned through our key intentions for learning in MFL and develop a lifelong love of languages through engaging, stimulating and enjoyable learning experiences.





Modern Foreign Language Intent



At Ash Croft Primary Academy we aim to encourage children to **Aspire, Communicate and Experience** in the subject of French, to enable them to foster a deeper understanding of the world.

1. It is our intention for children to speak with **clear intonation and pronunciation in the French language**.
2. It is our intention for children to **listen** and understand spoken French language.
3. Our intention is that children will have the **confidence** to engage in conversation, communicate, ask questions and give opinions in French.
4. It is our intention that children will have **fluency** in reading written French.
5. It is our intention that children will **write at varying length** in the French language.
6. It is our intention that children will have a **secure knowledge** of the countries in which French is spoken.



Modern Foreign Language Implementation



1. In line with the National Curriculum, French is taught for 30mins a week in KS2.
2. To support committing learning to long term memory, 5-minute knowledge bursts are carried out three times a week to ensure learning is embedded.
3. Each year group has the opportunity within their topics to allow children to explore French through the use of songs and role play.
4. Each year group has a clear sequence of learning from Y3 – Y6 building on prior knowledge and preparing children for transition to their next phase of learning.
5. All children are given the opportunity to take part in the Utalk Junior Language Challenge to allow additional language learning.



	Sept 2022- July 2023 Year 3 units for all year groups	Sept 2023- July 2024 Year 4 units for year 4/5/6	Sept 2024- July 2025 Year 5 units for year 5/6	Sept 2025- July 2026 Year 6 units
Autumn 1	<u>Core Vocabulary Units (1 lesson per unit)</u> - Les Salutations – salutations - Les Commands de la classes – Classroom commands - Les Jours – Days of the week - Les Mois – Months of the Year - La Phonétique – Phonetics - Les Couleurs – Colours - Les Nombres – Numbers	<u>Core Vocabulary Unit</u> - Les Verbs Regulars (Regular verbs) x 3 weeks <u>Intermediate Language Unit</u> - Je Me Presente (Presenting myself) x 3 weeks	<u>Intermediate Language Unit</u> - Au Café (At the Café)	<u>Refresher Unit</u> - Salutations - Classroom commands - Days and Months - Colours and Numbers - At the shops – I would like - Parts of the body - My family - Pets
Autumn 2	<u>Early Language Unit</u> - Les Glaces (Ice-creams)	<u>Core Vocabulary Unit</u> - Les Verbes Irreguliers (Irregular verbs) <u>Core Vocabulary Unit</u> - Joyeux Noel (Christmas)	<u>Intermediate Language Unit</u> - Chez Moi – My home	<u>Progressive Units</u> - Los Verbos Regulares (Regular verbs) - Los Verbos Irregulares (Irregular verbs) <i>(A more detailed repeat of the Y4 units. Will aid progression to KS3 MFL)</i>
Spring 1	<u>Early Language Unit</u> Je Peux... (I can ...)	<u>Early Language Unit</u> Under the Sea	<u>Intermediate Language Unit</u> En Classe	<u>Progressive Unit</u> - Moi Dans le monde (Me in the world)
Spring 2	<u>Early Language Unit</u> Petit Chaperon Rouge (Little Red Riding Hood)	<u>Intermediate Language Units</u> - La Famille (My family) - Les Vetements (clothes)	<u>Intermediate Language Unit</u> - La Date (the date)	<u>Progressive Unit</u> - Le week-end (At The Weekend)
Summer 1	<u>Early Language Units</u> - Les Fruit (Fruit) - Les Legumes (Vegetables)	<u>Intermediate Language Unit</u> - Habitats	<u>Intermediate Language Unit</u> - Quel Temps Fait-Il? (The Weather)	<u>Progressive Unit</u> - Manger et Bouger (Healthy Lifestyles)
Summer 2	<u>Early Language Unit</u> Les Instruments (Instruments)	<u>Intermediate Language Unit</u> (Do you have a pet?)	<u>Progressive Unit</u> A l'école (At school)	<u>Progressive Unit</u> - Habitats (Habitats)

Key Outcomes

Across all units of work children will:

- understand and respond to spoken and written language from a variety of sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
 - Children will use role play to develop and practice their language skills.
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
 - discover and develop an appreciation of a range of writing in the language studied.

Year 3		Year 4		Year 5		Year 6	
Vocabulary	<ul style="list-style-type: none"> • I can say at least five salutations. • I can follow at least five classroom commands. • I know how to say the days of the week. • I know how to say the months of the year. • I know the correct pronunciation of the alphabet. • I know the numbers 1 – 10 and 20,30,40,up to 100. 	Vocabulary and Presenting Myself	<ul style="list-style-type: none"> • I can use a personal pronoun in French. (I, you, he, she, we, you, all, they) • I can conjugate most of a regular -ER verb in full when I am given the infinitive version. • I can conjugate most of a regular -IR verb in full when I am given the infinitive version. • I can conjugate most of a regular -RE verb in full when I am given the infinitive version • I can count to 20. • I can say my name and age. • I can say hello and goodbye and then ask how somebody is feeling. • I can tell you where I live. • I can tell you my nationality and understand basic gender agreement 	e Cafe	<ul style="list-style-type: none"> • I can order from a selection of foods from a French menu. • I can order from a selection of drinks from a French menu. ☒ • I can order a French breakfast. • I can order typical French snacks. • I can ask for the bill. • I can speak, read and write, hello, goodbye, please and thank you. 	sher	<ul style="list-style-type: none"> • I can speak in full sentences using a range of salutations. • I can follow and give classroom commands. • I can read and write the days of the week and months of the year. • I can use colours to describe different objects. • I can count to 100. • I can role play different shops saying what I would like (including fruit, vegetables, ice cream, clothes and food) • I can read and write at least five body parts. • I can talk about my family, where I live and any pets.

Key Outcomes							
Year 3		Year 4		Year 5		Year 6	
Ice Creams	<ul style="list-style-type: none">• I can recognise at least five ice cream flavours.• I can spell five ice-cream flavours in French unaided from memory with good accuracy.• I can say in French that I would like an ice-cream, using ‘je voudrais’.• I can specify in French what flavour ice-cream I would like.• I can specify in French whether I would like my ice-cream in a pot or a cone or a small pot/tub.	Core Vocabulary	<ul style="list-style-type: none">• I can explain what a pronoun and a verb is in English and give you most of the French translations for ‘I’, ‘you’, ‘he’, ‘she’, ‘we’, ‘you all’, ‘they’ (masculine) and ‘they’ (feminine).• I can conjugate most of the irregular verb AVOIR.• I can conjugate most of the irregular verb ÊTRE.• I can conjugate most of the irregular verb ALLER.• I can conjugate most of the irregular verb FAIRE.• I can name at least five words linked to Christmas.	My Home	<ul style="list-style-type: none">• I can say what type of house \i live in.• I can read and spell up to ten nouns (including the correct article for each) for the rooms of the house in French.• I can tell somebody in French what rooms they have or do not have in their home.• I can ask somebody else in French what rooms they have or do not have in their home.• I can create a longer spoken and written passage in French using previous learning (incorporating personal details such as their name and age).	Regular and Irregular Verbs	<ul style="list-style-type: none">• I can explain what a pronoun is in English and say the following on French, you, he, she, we, you all, they.• I can conjugate regular -ER verb.• I can conjugate regular -IR verbs.• I can conjugate regular -RE verbs.• I can explain what a pronoun and a verb is in English and give you most of the French translations for ‘I’, ‘you’, ‘he’, ‘she’, ‘we’, ‘you all’, ‘they’ (masculine) and ‘they’ (feminine).• I can conjugate most of the irregular verb AVOIR.• I can conjugate most of the irregular verb ÊTRE.• I can conjugate most of the irregular verb ALLER.• I can conjugate most of the irregular verb FAIRE.
	Concepts		Speaking and listening, reading		Concepts		Speaking and listening, reading, writing.

Key Outcomes					
Year 3		Year 4		Year 5	
I Can...	<ul style="list-style-type: none"> I can name up to five common French verbs/activities. I can spell up to five of these verbs accurately. I can match up to five verbs/activities to their picture. I can say I am able to do some of these activities in French by using je peux. 	Under the Sea	<ul style="list-style-type: none"> I can sing songs in French. I can recognise at least five sea creatures. I can use verbs to describe. 	In the Classroom	<ul style="list-style-type: none"> I can repeat, remember and attempt to spell 12 classroom objects in French with their correct indefinite article/determiner. I am able to change the word for 'a' before a classroom object to the correct word for 'my'. I can recall in spoken and written form what I have and do not have in my pencil case.
Concepts	Speaking and listening, reading	Concepts	Speaking and listening, reading, writing.	Concepts	Me in the World
					<ul style="list-style-type: none"> I know that there are many countries that have French as their official language and can name five of them in French. I can locate these countries on a map of the world. I can name and mention a few key facts in French about two celebrations in French speaking countries. I can use 'a' when talking about living in a city and 'en/au/aux' when talking about living in a country. I can tell you at least one thing that I am going to do help protect our planet.
					Concepts
					Culture, speaking, listening, reading and writing.

Key OutcomesL							
Year 3		Year 4		Year 5		Year 6	
Little Red Riding Hood	<ul style="list-style-type: none">• I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear.• I can recognise all of the words for the picture cards in French linked to the story.• I can remember and spell five parts of the body.	My Family and Clothes	<ul style="list-style-type: none">• I can remember most of the language covered in the ‘Presenting Myself’ .• I can tell you the words for family members in French.• I can say if I am an only child or, if not, the siblings I have, how old they are and what they are called.• I can recognise numbers 1-70 in French.• I can say how old various family members are.• I can recognise at least five items of clothes.• I can spell five items of clothes correctly.• I am confident using un/une/des.• I can say what I am wearing.• I can tell you what I wear in different weather/scenarios.• I can use the verb porter.• I can describe clothing by colour.• I am beginning to understand the concept of adjectival agreement.• I am becoming increasingly confident using the possessive adjectives MON, MA and MES.	The Date	<ul style="list-style-type: none">• I can remember, recall and spell the seven days of the week.• I can remember, recall and spell the twelve months of the year.• I can remember, recall and spell numbers 1-31.• I can use my knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.• I can say when my birthday is.	At the Weekend	<ul style="list-style-type: none">• I can ask what the time is in French and can use quarter past, half past and quarter to.• I can speak confidently about activities I do at the weekend.• I am able to highlight the verb in these sentences .• I can give you an account of what I do at the weekend and at what time, integrating connectives into my work.
	Concepts		Speaking and listening, reading, writing.		Concepts		Culture, speaking and listening, reading, writing.

Key OutcomesFruit and VegetablesF							
Year 3		Year 4		Year 5		Year 6	
Fruit and Vegetables	<ul style="list-style-type: none">• I can repeat and recognise ten fruits in French with their correct article.• I can spell five fruits.• I can ask somebody in French if they like a particular fruit.• I can say in French which of the ten fruits I like and dislike.• I can repeat and recognise ten vegetables in French with their correct article.• I can spell five vegetables.• I can ask somebody in French for a particular vegetable and quantity.• I can perform a French role play about buying fruit and vegetables at a market stall.	Habitats	<ul style="list-style-type: none">• I can name at least one of the essential elements that plants and animals need to survive in their habitat.• I can tell you in French different types of habitats and name examples.• I can tell you in French which animals and which plants live and grow in one type of habitat.	The Weather	<ul style="list-style-type: none">• I can repeat the weather vocabulary with good pronunciation.• I can write sentences which talk about the weather with the correct spelling.• I can ask what the weather is in French and can attempt to give the reply in French.• I can read a French weather map and present the weather verbally.	Healthy Lifestyles	<ul style="list-style-type: none">• I can now name and recognise at least five foods and drinks that are considered good for a healthy diet.• I can name at least five foods and drinks that are considered bad for a healthy diet if eaten in excess.• I can tell you at least one thing that I do during the week in terms of exercise.• I can give you a general account of what I do to lead a healthy life style.• I can now follow a simple French recipe.
	Concepts		Speaking and listening, reading, writing.		Concepts		Speaking and listening, reading, writing.

Key Outcomes							
Year 3		Year 4		Year 5		Year 6	
Instruments	<ul style="list-style-type: none">• I can recognise ten musical instruments.• I can name five musical instruments in French with the correct gender.• I am able to match French spellings to their appropriate picture.• I can say I play five instruments of my choice, using the verb jouer.	Do you have a Pet?	<ul style="list-style-type: none">• I can name eight pets.• I can spell at least five pets.• I can ask somebody if they have a pet..• I can tell you the name of my pet using a full sentence in French.• I can improve my spoken and written French using the connectives ET (“and”) or MAIS (“but”).	At School	<ul style="list-style-type: none">• I can name at least five school subjects and spell these correctly.• I can use the correct article.• I can say what subjects I like and dislike at school.• I can tell you what time I have a particular subject at school.	Habitats	<ul style="list-style-type: none">• I can tell somebody in French some key facts about things that animals and plants need to survive in their various habitats.• I can tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found.• I can tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment.• I can tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.
Concepts	Speaking and listening, reading.	Concepts	Speaking and listening, reading, writing.	Concepts	Speaking and listening, reading, writing.	Concepts	Speaking and listening, reading, writing.



MFL

Key Knowledge, skills and concepts



Intention 1 – It is our intention for children to speak with clear intonation and pronunciation using French.

Year 3

- Children will be introduced to the 18 main French sounds and phonemes.
- Children will be introduced to the vowel sounds.
- Children will learn Ch (like SH in English), OO like tooth, onn (long ohnnn sound), oi (wa)

A	E	I	O	U
In French the letter 'a' is pronounced like an elongated version of the 'ai' sound in the English words 'cat' or 'pat'. When making the sound exaggerate the lower jaw as much as possible. The sound comes from the back of the mouth and the tongue is kept low down in the mouth.	This French 'e' sound is a short, crisp 'e' sound made with the tongue low in the mouth. It is pronounced as 'eh' much like we pronounce the 'e' in the English word 'the'. The lips are pursed and are softly rounded.	The French letter 'i' is pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This vowel sound positions the tongue flat and low down in the mouth and with the mouth drawn back.	The French 'o' sound is pronounced similarly to the way we pronounce the letter 'o' in the English word 'go'. The tongue is kept low in the mouth when we make the sound. It is not a long, rounded sound as in English, instead it is a shorter and crisper sound and the lips are kept more relaxed.	The French letter 'u' is pronounced as 'OOOH' but a little shorter and more clipped. The position of the tongue in the mouth is the same as it is when we say the English words 'who', 'shoe' or 'two'.

Year 4

- Children will revisit the 18 main sounds and phonemes.
- Children will recap the vowel sounds.
- Children will be introduced to i(ee), In(an), ique (eek), ille(iyuh)

I	IN *	IQUE	ILLE
The French letter 'i' is pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This sound positions the tongue flat and low down in the mouth and with the mouth drawn back.	In French this phoneme is pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'.	This French phoneme is made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'.	This phoneme is again made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our English words 'yellow' and 'yes'.

Year 5

- Children will be introduced to the E,e,e,eau and eux sounds.

É	E	Ê	EAU	EUX
The French letter 'é' is pronounced very closely to how we pronounce the word 'eh' in English. It is pronounced as we say the 'e' sound in our English word 'set'. The lips are kept quite close together and the mouth is pulled back as if you are 'fake' smiling. The tongue is low and towards the front of the mouth but not quite touching the teeth.	This French 'e' sound is a short, crisp 'e' sound made with the tongue low in the mouth. It is pronounced as 'eh' much like we pronounce the 'e' sound in the English word 'the'. The lips are pursed and are softly rounded.	The French letter 'ê' sound is pronounced very similarly to the 'ai' sound in the English word 'ai' or the 'e' in 'bet'. The mouth is more open than when making the 'e' sound in French. The tongue is slightly forward but still not touching the teeth.	The French sound/phoneme 'eau' is pronounced like our English word 'oh' but slightly shorter and more clipped. It is pronounced very much in the same way as we pronounce the letter 'ai' in our English word 'all' or 'ball'.	The French sound/phoneme 'eux' is pronounced almost identically to the letter 'e' in French but pronounced in a more drawn out, longer fashion. It is pronounced like the 'e' sound in our English sound pattern 'euh' much like the 'e' sound in the English word 'the' or like the 'i' sound in the English word 'bird'. The mouth is moved forward with the lips pursed and softly rounded.

Year 6

- Children will be introduced to qu,gne,c,en and an.

QU	GNE	Ç	EN *	AN *
In French the letter 'q' is always followed by a letter 'u'. The French phoneme 'qu' is pronounced as a hard 'k' or a hard 'c' sound. It is pronounced very much like the 'c' sound in our English word 'cook'. The mouth is pushed forward and the lips are kept quite close together.	This French phoneme is quite a tricky one for English speakers. The purpose of the letter 'g' in this French phoneme is not to be pronounced as a hard 'g' sound but to soften and lengthen the sound of the letter 'n' that follows it. The French phoneme 'gne' is pronounced as 'n-yuh' and sounds similar to the 'ni' sound in the English word 'agon' or the 'ny' sound in the English word 'cannon'. The tongue should touch the roof of the mouth at the back of the top row of teeth.	The French letter 'ç' (this is a letter 'c' with a cedilla underneath it) changes the pronunciation of the letter 'c' from a hard 'c' sound to a soft 's' sound. Adding the cedilla accent under the letter 'c' makes the 'c' look like a letter 's' and this is the way the letter is pronounced. It is pronounced the same way as the letter 's' in our English words 'gay', 'see' or 'snake'.	The French sound/phoneme 'en' is a nasal sound and is pronounced similarly to the way we say the 'on' sound in the English word 'agon'. See notes below for more details regarding nasal sounds.	The French sound/phoneme 'an' is the same nasal sound as the French phoneme 'en'. It is pronounced similarly to the way we say the 'on' sound in the English word 'agon'. See notes below for more details regarding nasal sounds.



MFL

Key Knowledge, skills and concepts



Intention 2 - It is our intention that children **listen and understand** spoken French.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Children will listen and respond to familiar spoken words, phrases and sentences.• Children will develop an understanding of the sounds of individual letters and groups of letters.• Children will listen to stories and songs and be able to identify key vocabulary.• Children will recognise and understand familiar written words.	<ul style="list-style-type: none">• Children will listen for and identify specific words and phrases in instructions, stories and songs.• Children will follow a text accurately whilst it is being read.	<ul style="list-style-type: none">• Children will listen attentively and understand more complex phrases and sentences in longer passages.• Children will understand longer listening exercises and be able to identify key words and phrases., answering questions.• Children will read a variety of simple texts.• Children will follow and give simple instructions.	<ul style="list-style-type: none">• Children will understand the main points in a passage of language spoken with the correct pronunciation and speed.• Children will understand and identify longer and more complex phrases and sentences in listening exercises and be able to answer questions based on what they hear.



MFL

Key Knowledge, skills and concepts



Intention 3 - . It is our intention that children will have the **confidence** to communicate, ask questions and give opinions in French.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children will speak with others using simple words, phrases and short sentences. • Children will speak aloud familiar words or short phrases in chorus. • Children will use correct punctuation when speaking. • Children will be able to ask simple questions about name and age. • Children will be able to communicate simple nouns and adjectives. 	<ul style="list-style-type: none"> • Children will communicate by asking and answering a wide range of questions, using longer phrases and sentences. • Children will present short pieces of information to another person. • Children will apply phonic knowledge to support speaking. • Children will accurately read and understand familiar written words, phrases and short sentences. • Children will use a wider range of vocabulary to ask and understand questions. • Children will understand and communicate using a wider range of familiar nouns. • Children will describe people, places and themselves using adjectives. 	<ul style="list-style-type: none"> • Children will take part in short conversations. • Children will present to another person using sentences, correct pronunciation, gesture and intonation to convey accurate meaning. • Children will understand and express simple opinions using familiar topics and vocabulary. • Children will be able to communicate the date including the day, number and month. • Children will communicate simple statements and present information. • Children will be able to communicate simple descriptions orally. 	<ul style="list-style-type: none"> • Children will read aloud with expression and accurate pronunciation. • Children will read and understand the main points and specific details from a variety of simple texts. • Children will use spoken language to initiate and sustain simple conversations on familiar topics. • Children will tell stories from their own experiences. • Children will present to an audience about familiar topics. • Children will use connectives to link together what they say. • Children will be able to communicate the time. • Children will be able to express a statement in the positive and negative.



MFL

Key Knowledge, skills and concepts



Intention 5- It is our intention that children **write at varying lengths** in the French language.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will understand better the concept of gender. Children will have better knowledge and recall of 1st person singular of high frequency verbs. Children will write familiar simple words from memory or using supported written materials. Children will be able to write the numbers 1-10. Children will be able to write simple greetings. 	<ul style="list-style-type: none"> Children will understand the use of the possessive. Children will understand and use a range of adjectives. Children will understand the negative form. Children will write familiar words, phrases and simple sentences Children will be able to write the numbers to 100 and use them . Children will understand and write verbs in the 1st person. Children will write longer phrases and sentences using a verb in the first person, a noun and the correct article. 	<ul style="list-style-type: none"> Children will use conjunctions and connectives. Children will use the regular verb conjugation. Children will understand what the different parts of a fully conjugated verb look like. Children will use a range of personal pronouns. Children will write simple sentences and short paragraphs. Children will use a dictionary to support spellings. Children will be able to write simple descriptions. 	<ul style="list-style-type: none"> Children will write expressing their opinion. Children will use the irregular verb conjugation. Children will write in paragraphs. Children will confidently use verbs in the correct person. Children will identify and correctly use adjectives and connectives, placing them correctly in a sentence and understanding adjectival agreement.



MFL

Key Knowledge, skills and concepts



Intention 6 - It is our intention that children will have a **secure knowledge** of the countries in which French is spoken.

Year 3	Year 4	Year 5	Year 6
Children will learn that French is spoken in France and that the capital city is Paris. They will also be able to identify this on a map.	Children will know that French is spoken in France and that the capital city is Paris. They will also learn that French is spoken in 28 other countries in addition to France, one of which is Switzerland.	Children will be able to locate the countries where French is spoken. Children will develop an understanding of French culture, food and landmarks.	Children will be able to locate the countries where French is spoken. Children will develop an understanding of French culture, food and landmarks.



MFL Implementation

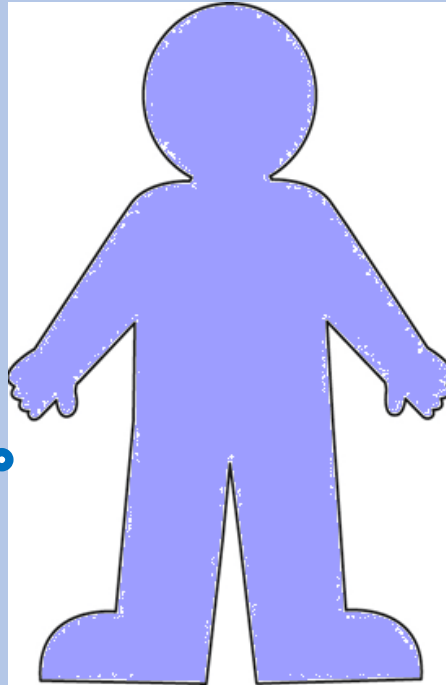


A great **Year 3** linguist will:

Understand and respond to simple questions.

Be able to name days of the week, months and dates.

Be able to say numbers 1-10 and begin to recognise them in written form.



Be able to follow simple instructions and name parts of the body.

Be able to talk about food and give their opinion.

Be able to name and identify colours.



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MFL Implementation

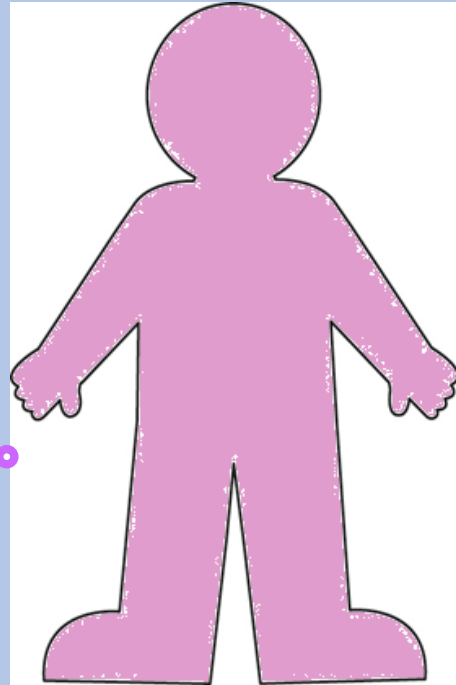


A great **Year 4 linguist** will:

Be able to ask, understand and respond to simple questions.

Be able to give their address and information about the place in which they live.

Be able to count confidently to 10 and learn to count to 100.



Be able to follow simple instructions and give simple directions..

Be able to recognise time phrases such as; O'clock, half past, quarter to and quarter past.

Be able to give their opinion on food, discuss specific types of food and shopping.



MFL Implementation

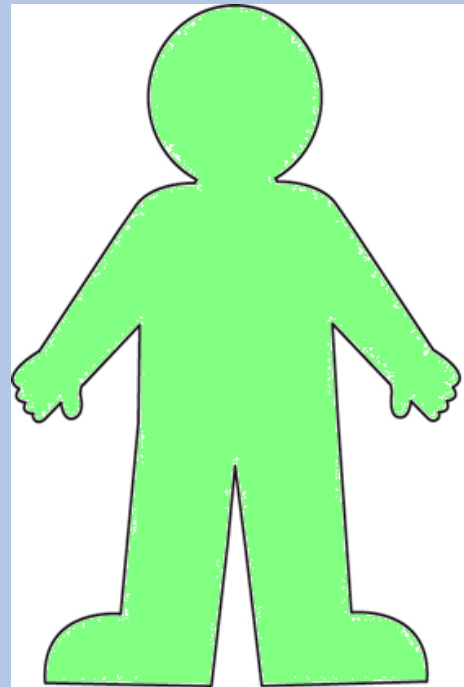


A great **Year 5 linguist** will:

Be able to ask, understand and respond to simple questions and discuss their wider family network.

Be able to give their address and information about the place in which they live and compare this to France.

Know key dates in French history and the importance of this.



Know specific vocabulary to describe France's neighbours and positions/distances of a variety of cities.

Know how to use the Future Tense.

Be able to give their opinion on food and drinks, discuss specific types of food and shopping and a traditional French breakfast.



MFL Implementation

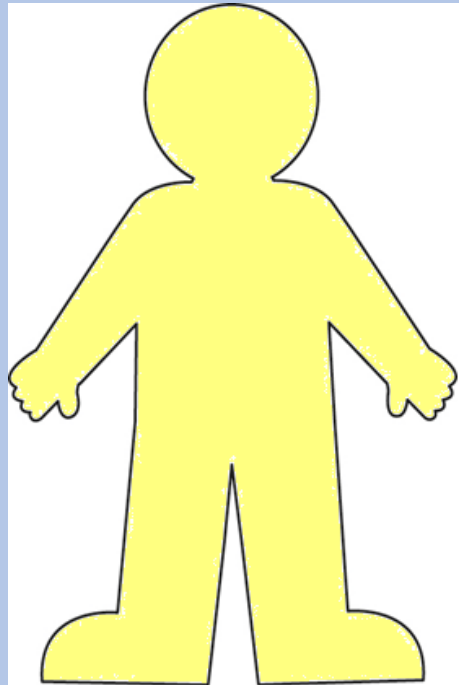


A great **Year 6** linguist will:

Be able to confidently introduce themselves, ask and answer questions about their age, birthday, where they live and their family.

Be able to name at least 3 countries where French is spoken that are not France.

Be able to understand and follow classroom instructions.



Know and understand how to use prepositional language.

Be able to recognise time phrases such as; O'clock, half past, quarter to and quarter past and tell the time to 5 minute intervals and be able to use a 24 hour clock.

Be able to give their opinion on food, drinks and different meals and use appropriate vocabulary choices to ask and answer questions about shopping in France.