



NC Requirements for MFL in KS2	Y3	Y4	Y5	Y6
<p>Teaching should:</p> <ul style="list-style-type: none"> enable pupils to make substantial progress in one language provide an appropriate balance of spoken and written language, and to lay the foundations for further language teaching in KS3 enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary focus on the study of practical communication. Assessment recorded in the ELP (European Language Portfolio). <p>Key Skills are developed across listening, speaking, reading, and writing.</p>	<p>Skills Priorities:</p> <ul style="list-style-type: none"> Listening Skills Speaking Skills <p><u>Term 1</u> Greetings, classroom instructions, colours, positive praise, asking and giving names, asking how something is spelt, parts of the body (1) numbers (0-6), animals (1), some alphabet letters, and specific vocabulary for Christmas.</p>	<p>Skills Priorities:</p> <ul style="list-style-type: none"> Understanding French grammar – knowledge of word classes, agreements, and some verb forms. Listening and speaking skills continue to be developed through finger rhymes, songs, and stories. <p><u>Term 1</u> Questions (What is it?), statements (It is... there is/ are), statements in the negative (It is not ...), and colours (2)</p> <p>Grammar: masculine nouns and feminine nouns, and verbs.</p>	<p>Skills Priorities:</p> <ul style="list-style-type: none"> Listening and speaking - simple conversations, expression of simple opinions, understanding more complex phrases and sentences, and a short presentation on a familiar topic. Reading - fictional short stories, non-fiction (space theme), songs, and understanding sounds of French words and how they are written. Writing - sentences from writing frames including all key word classes, and consolidation of dictionary skills for increased independent vocabulary learning. <p><u>Term 1</u> Animals (2), French food (1) (links to science i.e. keeping healthy), traditional regional food products in France and UK, expressing opinions, short expressions of annoyance, disappointment, frustration, joy and disagreement (1), music of Eric Satie, comparison of Vichy in France and Chester in UK, artist study of Gauguin, Manet, or Pissarro, non-fiction texts linked to science topic of space (1)</p> <p>Grammar: masculine nouns and feminine nouns, and verbs.</p>	<p>Skills Priorities:</p> <ul style="list-style-type: none"> Listening and speaking - understand longer and more complex phrases or sentences across fiction and non-fiction (French history), perform the play 'Little Red Riding Hood', discuss music, dance, and art, construct spoken sentences using the present, immediate future, perfect and imperfect tenses, and pronounce French accurately. Reading – fiction and non-fiction (French history), songs, and understanding sound of French words and how they are written. Writing – sentences from writing frames including all key word classes and using the present, immediate future, perfect and imperfect tenses. Increased independent work on using French dictionary to select vocabulary of choice. <p><u>Term 1</u> History of France (including the Gauls and the comic strip 'Astérix', Gaul under the Roman occupation, the Franks, and Charlemagne), French châteaux, the musician Chopin (1), attitudes towards homelessness and good manners, role models in society, and numbers 61-100.</p> <p>Vocabulary – identification of cognates and key words to help pupils understand overall sense of a passage.</p> <p>Grammar: masculine nouns and feminine nouns, and verbs conjugated in the present and imperfect tenses.</p>



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	<p><u>Term 2</u> New Year, spelling (vowels, consonants, and punctuation), French alphabet, instructions/ action words, seasons, numbers (7-10), basic adverbs, manners (please and thank you), and school stationery.</p> <p>Vocabulary - learning techniques to remember words.</p> <p>Grammar concept of gender - masculine and feminine indefinite articles 'un' and 'une'.</p> <p><u>Term 3</u> Clothing, yes and no, days of the week, yesterday, today, and tomorrow, numbers 11-31, responding to the register, study on Monet or Renoir, parts of the body part two, and how to use a French to English dictionary.</p> <p>Grammar single and plural nouns (indefinite articles 'one' or 'a' ('un' and 'une'), and the plural demonstrative article 'some'. ('des')</p>	<p><u>Term 2</u> Sentence starters (at my house, in my room), punctuation (exclamation mark and question mark), months of the year (this month it is ..., last month it was ..., next month it will be...)</p> <p>Grammar Definite article ('le', 'la' and 'les') Adjectival placement after the noun. Exception adjectives that precede the noun.</p> <p><u>Term 3</u> Clothing (2), Questions (How many ...? What is the date?), answers (there is/ are ...it is Monday 3rd January 2022), celebratory phrases, towns in France.</p>	<p><u>Term 2</u> non-fiction texts linked to science topic of space (2), French food (2), telling the time (1), short expressions of annoyance, disappointment, frustration, joy and disagreement (2).</p> <p>Grammar Fronted adverbials i.e. adverbs of place and time/ frequency (1) Verb conjugation: present tense of regular '-er' and '-re' verbs, and common irregular verbs i.e. 'aller', 'être', 'faire' Simple negation (1) Subject pronouns (I, you, he/she, they)</p> <p><u>Term 3</u> non-fiction texts linked to science topic of space (3), French money, French food (3), telling the time (2), numbers 32-60, French dance (links to PE curriculum) artist study (Manet and Pissarro), providing instructions for making origami planes and boats</p> <p>Grammar Negation (2), Relative pronoun (which, that and who), conjunction (but), Immediate future tense (I am going to)</p>	<p><u>Term 2</u> History of France (Vikings, les Chevaliers, the Middle Ages, the Hundred Years War, and the Renaissance) French châteaux (2), artists Toulouse-Lautrec, how the character of the wolf is represented in literature, the musician Chopin (2), and the musician Delius.</p> <p>Grammar verbs conjugated in the perfect and immediate future tenses. Fronted adverbials i.e. adverbs of place and time/ frequency (2) Negation (2) The conjunction 'mais'.</p> <p><u>Term 3</u> History of France (Louis XIV, the French Revolution, WWI, WWII, and France today), Bastille Day, French food, the artist Seurat, French musical notation, Gustave Eiffel, and Marie Curie.</p> <p>Grammar relative pronoun (who), 'h' aspirate, adverbs of time, and perfect and imperfect tenses,</p>