

MFL Curriculum Map (with Key Knowledge)

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Phonetics 1 I can listen, say, read and write the first four phonetic sounds CH, OU, ON and OI.</p> <p>I'm Learning French I can repeat all my personal details in French and ask for the same information back. I can remember numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. I can say the ten colours in French without any help and can attempt to write some of these.</p>	<p>Phonetics 2 I can listen, say, read and write the next four phonetic sounds I, IN, IQUE and ILLE</p> <p>Seasons I can name all 4 seasons in French with the correct article / determiner. I can say a short phrase on at least one season in French from memory and can begin to write this but may need to look at the vocabulary sheet to support with spellings. I can specify in French which is my favourite season and begin to provide a justification using the conjunctions 'est' and 'car'.</p>	<p>Phonetics 3 I can listen, say, read and write the next four phonetic sounds EAU, EUX, É, È and E.</p> <p>Classroom commands I can read and say 10 classroom commands. I can say a range of greetings, phrases and instructions.</p> <p>Do You Have a Pet? I understand and can repeat the names of the eight pets introduced by the teacher. I can remember the spellings and genders. I can ask somebody if they have a pet and can work out how to reply back, including use of the negative if I have time to work out what I want to say. I can tell you the name of my pet using a full sentence in French, and I can attempt to improve my spoken and written French using the conjunctions et ("and") or mais ("but").</p>	<p>Phonetics 4 I can listen, say, read and write the last four phonetic sounds QU, GNE, Ç, EN and AN.</p> <p>Classroom commands I can read, write, say and listen to 10 classroom commands. I can understand a range of greetings, phrases and instructions.</p> <p>Traditions and Celebrations I can understand and recall the traditions and celebrations using some of the key vocabulary for each tradition or celebration. I can ask somebody a question about a tradition or celebration using resources to help me. I can then work out how to reply, including the use of the negative opinion. I can write about a tradition or celebration using a full sentence in French using examples to help me.</p>
Autumn 2	<p>Animals I can name up to ten animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings.</p>	<p>Vegetables I can repeat and recognise most of the 10 vegetables in French with their correct article and can spell 5 of these words unaided from memory with good accuracy.</p>	<p>What is the Date? I can repeat, remember and attempt to spell the days of the week, the months of the year and numbers 1-31 in French. I am able to say the date in French.</p>	<p>My Home I can say and write whether I live in a house, or an apartment and I can say and write where my house or apartment is after I have heard the options available to me.</p>

	<p>I understand that articles/determiners work differently in French than they do in English and that I will have to learn the article/determiner alongside the noun.</p> <p>I can say at least one short phrase using the verb 'je suis' (I am) and an animal in French and can begin to write these with some accuracy.</p>	<p>I can ask somebody in French for a particular vegetable, but I may need a reminder of how to specify the weight.</p> <p>I can perform a very simple French role play about buying vegetables at a market stall, using a word bank to support me.</p>	<p>I can say the date of my birthday in French.</p>	<p>I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can spell over half of these words unaided from memory with good accuracy.</p> <p>I can ask somebody what rooms they have or do not have in their home and answer this question in return, including use of the negative.</p>
Spring 1	<p>Musical Instruments</p> <p>I can name/spell at least five different instruments in French with the correct definite article/determiner.</p> <p>I understand that the instruments do not all have the same definite article/determiner.</p> <p>I can say at least five short phrases on five different instruments in French and begin to write these but may need to look at the vocabulary sheet to support me with the spellings.</p>	<p>Presenting Myself</p> <p>I can understand and use set phrases to talk about myself and ask others for simple information in return.</p> <p>I can understand numbers 1-20, count and use them out of sequence.</p> <p>I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.</p>	<p>What is the weather?</p> <p>I can repeat most of the weather vocabulary presented to me with good pronunciation, and spell some of these phrases from memory but I work better with the vocabulary written down in front of me.</p> <p>I can ask what the weather is in French and can give the reply in French if I am reminded of the language choices first.</p> <p>I can read a French weather map, but I need the language written down as I may have difficulty in recalling the language.</p>	<p>At School</p> <p>I can repeat the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell them correctly, without help. I can attempt to use the correct article.</p> <p>I can say what subjects I like and dislike at school.</p> <p>I can tell you what time I have a particular subject at school.</p>
Spring 2	<p>No topic this half term</p>	<p>No topic this half term</p>	<p>Clothes</p> <p>I can repeat the names of clothes vocabulary presented to me in class with good pronunciation and spell some of these words from memory. I am confident using un/une/des with improving accuracy.</p> <p>I can say what I am wearing and can attempt to tell you what my friend is wearing if I have the full verb conjugation of PORTER in front of me.</p>	<p>The Weekend</p> <p>I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to.</p> <p>I have learnt a range of phrases in French to talk about the activities that I do at the weekend. I can give you an account of what I do at the weekend and at what time, integrating connectives into my work.</p>

			<p>I can tell you what I wear in different weather/scenarios.</p> <p>I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement. I am becoming increasingly confident using the possessive adjectives MON, MA and MES.</p>	<p>I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first.</p>
<p>Summer 1</p>	<p>Fruits</p> <p>I can repeat and recognise most of the ten fruits in French with their correct article. I can attempt to spell five of these words unaided from memory with good accuracy.</p> <p>I can ask somebody in French if they like a particular fruit.</p> <p>I can say in French which of the ten fruits I like and dislike.</p>	<p>My Family</p> <p>I can tell you the words for family members in French and tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called. I may need help with changing the verb from 'I am called' to 'he/she is called'.</p> <p>I can recognise numbers 1-70 in French but will need some form of support when counting them myself.</p> <p>I can use knowledge of numbers 1-70 to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.</p>	<p>Habitats</p> <p>I can name one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.</p> <p>I can name and write in French a couple of different types of habitats and give examples, but I may need a word bank to support me.</p> <p>I can tell you in French which animals and which plants live and grow in one type of habitat.</p>	<p>Me in the World</p> <p>I know that there are many countries that have French as their official language (apart from France) and can name two of them in French and locate these on a map</p> <p>I can name and mention a few key facts in French about two celebrations in French speaking countries.</p> <p>I can write about at least one thing that I am going to do to help protect our planet integrating connectives into my work.</p>
<p>Summer 2</p>	<p>Ice Creams</p> <p>I can repeat and recognise most of the ten ice-cream flavours in French and I can attempt to spell five of these ice-cream flavours in French unaided from memory with good accuracy.</p> <p>I can say in French that I would like an ice-cream, using 'je voudrais' and I can specify in French what flavour ice-cream I would like.</p>	<p>In the Classroom</p> <p>I can repeat, remember and attempt to spell the 12 classroom objects in French with their correct indefinite article/determiner.</p> <p>I am able to change the word for 'a' before a classroom object to the correct word for 'my'.</p>	<p>No topic this half term</p>	<p>No topic this half term</p>

	I can specify in French whether I would like my ice-cream in a pot or a cone or a small pot/tub.	I can recall in spoken and written form what I have and do not have in my pencil case.		
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