

Modern Foreign Languages

Substantive and Disciplinary Knowledge

MFL Substantive Knowledge (the what)

	Year 4	Year 5	Year 6
Term 1 Autumn 1	<p>France <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Locate France, Paris within Europe on a map. Understand the Francophone world better. Be able to say yes, no and words from the 100 High Frequency words in French page. Ask and answer what our names are Understand feminine and masculine Use sentence builders <p><i>Vocabulary:</i> Pronouns, le, la and les, J'aime, tu aimes, Qu'est ce que c'est? Je m'appelle, Comment t'appelles tu?</p>	<p>Food <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Follow a story and join in. State amounts of food, either in numbers or mass. Ask for some or specific amounts of food. Use appropriate masculine or feminine determiners. Give opinions about food and choose an appropriate adjective to go with it. <p><i>Vocabulary:</i> Masculine / feminine determiners (le / la / les / du / de la / des / J'aime le confiture vs Je mange de la confiture J'aime / je n'aime pas / j'adore / je deteste Tres / trop, gourmand, faim, encore, mange</p>	<p>French Culture <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Understand the history behind Bastille Day Sing along to the French national anthem Understand some of the differences between French and UK culture Use comparatives and superlatives to express preferences Ask and answer questions using comparatives and superlatives. <p><i>Vocabulary:</i> Liberte, egalite, fraternite, tricolore, drapeau, guillotine, J'aime le chansonpar / parce que Qu'est ce que vous preferez? Dit moi! Je suis plus grand que toi. Moins / plus / meilleur Il est moins grand etc</p>
Term 2 Autumn 2	<p>All About Me <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Greet people and talk about themselves Ask how old someone is and answer their own age Count to ten Ask when someone's birthday is and talk about their own. Learn the French names of the months English vs French sentence structure <p><i>Vocabulary:</i> Numbers will be revised, Je m'appelle...Mademoiselle, Monsieur, Madame, Comment t'appelles tu?, Quel age as tu? J'au huit ans, Et toi? Mon anniversaire, Quelle est la date de ton anniversaire?</p>	<p>Clothes <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Use adjectives to describe nouns and change them to mas / fem Ask and answer questions about if they have items of clothing Use the verb 'porter' with all personal pronouns Use verb table to help with regular and irregular verbs Practise verb and subject agreement Use shop role play to improve speaking and listening <p><i>Vocabulary:</i> Eight types of clothes, revisit colours and look at their feminine forms, 'porter' with each personal pronoun, questions such as 'Puis-je vous aider?', 'Je prends un petit' and 'Aimez vous celui-ci?'</p>	<p>Where I live <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Ask and answer where they live Add an adjective to a sentence Describe buildings, their type and size Use the verb 'habiter' and fully conjugate it Use a verb table to help with regular / irregular verbs and conjugation <p><i>Vocabulary:</i> Ou habites tu? J'habite a Carshalton... Pres de / au bord de / a cote de / dans le sud... Different names e.g chaumiere, appartement etc for buildings. Quelle sorte de maison? C'est un moyenne appartement... Chez moi</p>
Term 3 Spring 1	<p>My Family <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Name parts of the body Describe hair and eye colour, hair length and style Name family members Say 'I have...he has...she has...' 	<p>Things I like to do <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> Ask and answer questions about free time Use verb tables to help with use of faire, jouer, aller, avoir Specify days, times, some meals Use the French Reference Booklet to learn past, present and future tense Use words individually and not as pre-learned chunks 	<p>School <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> State which subject they prefer orally and in writing Compare two things using the adverb 'mieux' Say what time it is in French Say what timew they have a lesson or break Ask where objects are and give an answer Show conversation to class <p><i>Vocabulary:</i></p>

	<p>Vocabulary: The names for Head, shoulders knees and toes in French, hair and eye colour in French, names of family members in French. All vocabulary is on the knowledge organiser.</p>	<p>Vocabulary: Names of activities, combinations of pronouns and verbs, questions such as: 'Qu'est ce que tu fais pendant ton temps libres?' Hier, aujourd'hui, demain, petit déjeuner, déjeuner, dîner, matin, après midi, nuit, soir, je me réveille, je me couche.</p>	<ul style="list-style-type: none"> • Vocabulary: • Quelle matières préfères tu? • J'aime mieux les sciences. • Quand as tu le pause déjeuner? •à dix heures..... • Excusez moi, ou est...?
Term 4 Spring 2	<p>Pets <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Name some common pets in French • Use avoir (and the verb table) and adjectives to describe the pets • Ask and answer questions about pet preferences <p>Vocabulary: <i>Qu'est ce que c'est? Lapin, chien, chat etc.</i> <i>As-tu un animal? Oui j'ai un...Non, je n'ai pas un...</i> <i>Ce, beau / belle,</i> <i>A quoi ressemble ce chaton?</i> <i>Je préfères...Qu'est ce que ti préfères?</i> <i>Parce que / car</i></p>	<p>Shopping <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Identify centimes and euros, the coins and notes. • Ask and answer questions in shops about how much something costs and polite ways of saying thank you, getting change etc. • Role play shopping in France • Improve speaking & listening and use practical French <p>Vocabulary: C'est combien? C'est *** euros. Allons aux magasins! Voici votre monnaie. Seven words to do with shopping (sac, etc), Combien ça coûte?</p>	<p>Days, weeks, months, weather <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Remember and use days of the week, months of the year & seasons • Put together previously learned knowledge into new sentences • Use the French Reference Booklet as a dictionary / independent work • Talk about French festivals • Use trop and tres when describing weather and write own conversation • Perform conversation in front of class <p>Vocabulary: Quelle est la date? Nous sommes Mardi. Il fait...Préfère tu quelle saison? Je préfère...Lots of new vocabulary such as 'd'habitude' etc.</p>
Term 5 Summer 1	<p>Days, months, seasons, weather <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Remember the French days of the week and put them in order • Ask and answer what day, month, season or weather it is. • Know the difference between quelle and quel. • <p>Vocabulary: Days of the week, months of the year, seasons, ten types of weather, 'il y a / il fait', Quel jours sommes nous? Quel temps-fait it? Quelle est la saison? Quel est le mois? Quel mois sommes nous?</p>	<p>Illnesses <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Explain what is wrong when they don't feel well • Name body parts • Ask and answer questions about feeling ill • Improve reading comprehension • Use être, avoir and faire more fluently • Use Fortune Teller games to make using verb tables more fun <p>Vocabulary: Questions such as 'Qu'est ce qui ne vas pas?', a la / au / aux, names of ten body parts, say 'J'ai mal a la tete,' etc, 12 phrases to do with illnesses including expressions of sympathy, verb tables of avoir, faire and être.</p>	<p>Food <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Remember how to use 'manger' and 'boire'. • Read and understand a longer text (letter). • Understand historical & geographical differences between France & UK • Describe dishes in French • Order food in a bistro / café • Act out a script • Write own script and present to class <p>Vocabulary: Fully conjugated verbs of manger and boire Lots of food words revisited Lots of names of French traditional dishes Terms used in cafes e.g 'Ce sera tout?' 'Je prends...' Menu of foods</p>
Term 6 Summer 2	<p>School <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Understand a classroom instruction in French • Ask for a classroom object in French and identify objects e.g. pen etc. • Say what colour something is • Say their numbers up to ten • Use the verb table for 'avoir' and past, present and future <p>Vocabulary: Je voudrais...je veux...je peux avoir... Qu'est ce que tu veut? Classroom equipment and instructions Colours and numbers up to ten Avoir, personal pronouns</p>	<p>Holidays <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Say where, with whom and how they are travelling • Use little box games to consolidate their language use • Use the verb 'aller' • Ask and answer more detailed questions about holidays • Read, translate and write about holidays <p>Vocabulary: Possessive adjectives, names of countries, transport and family members in French, questions such as 'Partes-tu en vacances? Je vais en, Comment voyager toi? Que fais tu en vacances? J'achete...je nage dans la piscine...je prends des photos, je reste dans un hotel etc.</p>	<p>Holidays <i>By the end of this unit they will be able to:</i></p> <ul style="list-style-type: none"> • Sing 'La Mer' in French • Revise and remember knowledge from Y5 summer term • Perform speaking & listening conversations • Note take from French video in French • Create own writing using & collating resources and own knowledge • Identify flags and find countries on a map in French <p>Vocabulary: Lyrics to 'La Mer' Je suis allée, je passe, nous sommes restées, lots of holiday vocabulary, ou vas tu en vacances? Comment vous voyager? Names of countries in French, chaque année, surtout, pourtant</p>

MFL Disciplinary Knowledge (the how)

	YEAR 4	YEAR 5	YEAR 6	
Listening Skills	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	
Speaking Skills	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	
Reading Skills	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	
Writing Skills	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	
Grammar Skills	<p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Become familiar with and begin to use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>	