



## MFL at St Thomas's Primary School

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| <b>Intent</b>    | <p>At St Thomas' CE Primary School, we believe that all children have the right to experience the rich educational, social and cultural benefits which come from learning a foreign language.</p> <p>Our aim is to ignite and develop a love of language learning in our pupils during their time with us, which will equip them to progress confidently to the next stage of their schooling and indeed throughout their whole lives.</p> <p>We strive to ensure that our Modern Languages curriculum is accessible to all, so that social disadvantages, ethnicity or disability do not impact any child's ability to thrive in their Modern Languages education. We aim to promote the development of a positive attitude to different cultures, a respect for oneself and tolerance of others.</p> <p>Through engaging and enjoyable activities, we provide the children with high quality listening, speaking, reading and writing experiences within our chosen language: French.</p> <p>At St Thomas' CE we embrace culture and diversity and are privileged to have children at our school who speak languages other than English. Each term we celebrate a different language that is spoken by children in our school, allowing all the school community to show respect for each other's languages and cultures.</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Implement</b> | <p>High quality MFL teaching in primary school is our ultimate goal. In their study of languages, pupils will develop their understanding and awareness of vocabulary and opinions, manipulating language and developing accuracy in grammar and spelling by:</p> <ul style="list-style-type: none"> <li>• learning languages on a 'loop'. Our series of lessons and units enable pupils to constantly revisit and build on prior knowledge, with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built.</li> <li>• building knowledge effectively with a consistent approach to our lessons. We aim to develop listening, reading, speaking, and writing skills simultaneously; each sequence of lessons in KS2 will cover these four skills.</li> <li>• regular exposure to songs, poems, games and stories to create enthusiasm for language learning.</li> <li>• all lesson resources and planning materials are detailed and many include sound files to cater for the non-specialist. our MFL webpage contains links to on-line games and songs which tie in with topics being covered in class and pupils are encouraged to access this at home.</li> </ul> <p>Progression is carefully planned into our MFL curriculum. We evidence this in a number of ways including the following:</p> <ul style="list-style-type: none"> <li>• Topic knowledge development with reference to key vocabulary</li> <li>• Skills progression</li> <li>• High Frequency words progression</li> <li>• Phonics and grammar progression</li> </ul> <p>Language acquisition progression including creation of own original exchanges</p> |
| <b>Impact</b>    | <p>Pupil dialogue and work in books shows a high standard of MFL teaching and learning. Pupils are able to talk with linguistic knowledge and vocabulary about the topics they have studied. They can make links and connections to what they have been taught previously and understand how their knowledge is building and progressing. Clear enthusiasm and enjoyment is visible in the lessons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# MFL (French) - Curriculum Overview



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| Context | <p><b>“I come that they might have life and life in all its fullness.” The Gospel of John 10 v 10</b></p> <p>We provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are able to develop the skills they require to become successful in languages. We are committed to embedding a positive attitude to language learning amongst pupils and staff and developing an awareness and appreciation of cultural similarities and differences. With this in mind we aim to bring the world into the classroom by introducing an international dimension into the curriculum through reference to international events and through working with a partner school in France, thereby widening the linguistic cultural capital of our pupils.</p> |
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| Learning and Growing in the Sight of God                                                                                                                                                                                                                                                          |                                                                                                                                                                                         |                                                                                                                                                                             |
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| Learning                                                                                                                                                                                                                                                                                          | Growing                                                                                                                                                                                 | Sight of God                                                                                                                                                                |
|                                                                                                                                                                                                                  |                                                                                                      |                                                                                          |
| <p>At St Thomas' we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation</p> | <p>At St Thomas' the children are encouraged to empathise with people in other countries, to explore different viewpoints and to grow their understanding of themselves and others.</p> | <p>Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.</p> |



## Substantive knowledge

### Substantive Knowledge

Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed.

By substantive knowledge we mean the key content of each unit, for example key vocabulary to describe yourself physically.

## Disciplinary knowledge

### Disciplinary Knowledge

By disciplinary knowledge we mean the practical application of the linguistic skills necessary to use substantive knowledge effectively. Pupils will develop their independence as language learners. Pupils will develop general language learning skills eg looking for cognates in an unfamiliar text. Use of bilingual dictionaries and other translation tools begins in Y4 and continues into Y6.



## Disciplinary Concepts

| YEAR GROUP<br>(ref to NC) | Listening                                               | Speaking                                                                                                                                                                                | Reading/phonics                                                                                                       | Writing                                                                          | Grammar                                                                                                                                                                   | Cultural understanding & enrichment                                                                                                                                                                         | Knowledge about language and language learning strategies                                                                                                                                     |
|---------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y2                        | Listen and respond to familiar spoken words and phrases | <p>Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> | Very little written French used in Y2; the emphasis is on listening and speaking                                      | Very little written French used in Y2; the emphasis is on listening and speaking | <p>Understand some basic grammar:</p> <ul style="list-style-type: none"> <li>gender – masculine, feminine – nouns (singular)</li> <li>word order of adjectives</li> </ul> | appreciate stories, songs, poems and rhymes in the language; joining in songs to help remember key vocabulary; knowing some basic facts about France and French festivals                                   | At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language |
| Y3                        | Listen and respond to familiar spoken words and phrases | <p>Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> | <p>Recognise and understand some familiar written words and phrases</p> <p>Show awareness of sound-spelling links</p> | Write some familiar simple words using a model and some from memory              | <p>Understand some basic grammar:</p> <ul style="list-style-type: none"> <li>gender – masculine, feminine – nouns (singular)</li> <li>word order of adjectives</li> </ul> | appreciate stories, songs, poems and rhymes in the language; joining in songs to help remember key vocabulary; knowing some basic facts about France and French festivals; reading simple stories in French |                                                                                                                                                                                               |

# MFL (French) - Curriculum Overview



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| Y4 | <p>Listen for specific phonemes, words and phrases</p>                      | <p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>                                                                                                                      | <p>Read and understand familiar written words, phrases and short texts made of simple sentences</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation</p> | <p>Write a short text using a model Write a few simple sentences from memory</p> <p>Apply phonic knowledge to support writing</p> | <p>Understand some basic, appropriate grammar:<br/>Possessive mon, ma and mes (my)</p> <p>Plurals, plural foods (with countable nouns eg apples) and singular foods with uncountable nouns<br/>Expressions with 'faire' and il y a<br/>Opinions je voudrais</p> | <p>appreciate stories, songs, poems and rhymes in the language: reading simple stories in French</p> | <p>Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.</p> |
| Y5 | <p>Listen attentively and understand more complex phrases and sentences</p> | <p>Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> | <p>Read a variety of short simple texts in different formats and in different contexts</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>                                                                                                                                                     | <p>Write simple sentences and short texts using a model</p> <p>Use a dictionary to check the spelling of words</p>                | <p>Understand some basic, appropriate grammar: position and agreement of adjectives in gender and number</p>                                                                                                                                                    | <p>joining in songs to help remember key vocabulary ; learning about schools in France</p>           | <p>Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>                        |

# MFL (French) - Curriculum Overview



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| Y6 | <p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> | <p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> | <p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short written passage</p> | <p>Write sentences and construct short texts using a model.</p> <p>Write a few sentences from memory, using knowledge of words, text and structure.</p> | <p>Understand some basic, appropriate grammar: use of il y a, understanding how some key verbs work in the present tense</p> | <p>joining in songs to help remember key vocabulary; writing to French penpals in partner school in Toulouse</p> | <p>Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another</p> |
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## Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, '**Learning and growing in the sight of God**' and inspired by the words of Jesus: "*I have come that they may have life, and have it to the full*" (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

**Windows, Mirrors, and Doors.**



### Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

### Example Questions

|                                                                                                                     |                                                                                                                                                                                                                                                                                                                      |
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| <b>WINDOWS</b> (Looking Out)<br> | <ul style="list-style-type: none"> <li>• <i>What does this reveal about people, places, or ideas beyond our own experience?</i></li> <li>• <i>How does this expand our understanding of the world and God's creation?</i></li> <li>• <i>What new vocabulary or concepts have opened my eyes today?</i></li> </ul>    |
| <b>MIRRORS</b> (Looking In)<br>  | <ul style="list-style-type: none"> <li>• <i>How does this topic connect to my own life, experiences, or family?</i></li> <li>• <i>Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?</i></li> <li>• <i>How do I feel about what I have discovered, and why?</i></li> </ul> |
| <b>DOORS</b> (Stepping Out)<br>  | <ul style="list-style-type: none"> <li>• <i>How can I use what I've learned to help others or care for our world?</i></li> <li>• <i>What positive changes can we make in our school or Stockport community?</i></li> <li>• <i>How will this knowledge help me make wise choices in the future?</i></li> </ul>        |

# MFL (French) - Curriculum Overview



|               | Autumn 1                                                                                                                                       | Autumn 2                                                                                                                                         | Spring 1                                                                                     | Spring 2                                                                                                   | Summer 1                                                                             | Summer 2                                                                                                      |
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| <b>Year 2</b> | Basic conversation :<br>greetings, saying your name<br>Colours<br><i>Perseverance/<br/>Community</i>                                           | Numbers to 10<br>Classroom instructions<br>Christmas in France<br><i>Perseverance/<br/>Community</i>                                             | French festivals<br>Days and months<br>Numbers to 20<br><i>Perseverance/<br/>Community</i>   | Parts of the body<br>'Grand Monstre Vert' story<br><i>Perseverance</i>                                     | Farm animals<br><i>Joy</i>                                                           | Sport<br>Simple opinions                                                                                      |
| <b>Year 3</b> | Greetings & saying your<br>name<br>Saying how you feel<br>Saying/writing the date<br><i>Perseverance</i>                                       | Numbers to 15<br>Saying your age<br><i>Perseverance</i>                                                                                          | Using c'est to say what<br>colour something is; asking<br>what colour<br><i>Perseverance</i> | School equipment<br>Using French classroom<br>language<br>Describing pencil crayons<br><i>Perseverance</i> | Pets, their names and ages<br><i>Joy</i>                                             | Learning how to describe<br>the colours of animals<br>through a story<br><i>Joy</i>                           |
| <b>Year 4</b> | Saying own name and age<br>Family<br>Spelling using French<br>alphabet<br><i>Perseverance</i>                                                  | Months and birthdays<br>Days and dates<br>Numbers 0-31<br>La chenille qui fait des<br>trous leading to dictionary<br>work<br><i>Perseverance</i> | Opinions of foods<br>(countable nouns eg I<br>like bananas)<br><i>Perseverance</i>           | Opinions of foods<br>(uncountable nouns eg I<br>love cheese)                                               | Weather, compass points<br>and towns in France<br><i>Perseverance/<br/>Community</i> | Buying ice creams<br><i>Joy</i>                                                                               |
| <b>Year 5</b> | Revision of personal<br>information, pets, family<br>Spelling using French<br>alphabet<br><i>Perseverance</i>                                  | School subjects and<br>opinions<br><i>Community</i>                                                                                              | Describing the planets<br><i>Faith</i><br><br><i>Community/Trust/Hope</i>                    | Describing hair and eyes,<br>describing clothes<br><i>Perseverance</i>                                     | Telling the time<br>Numbers to 60<br><i>Perseverance</i>                             | Talking about sports you<br>do and opinions of them<br><i>Joy</i>                                             |
| <b>Year 6</b> | Revision of personal<br>information – building up<br>knowledge and confidence<br>Saying what we do in our<br>spare time<br><i>Perseverance</i> | Describing a town and<br>saying what is/isn't there<br><i>Community</i>                                                                          | Saying how we get around<br>a town<br><i>Community</i>                                       | Learning about France and<br>other French-speaking<br>countries<br><i>Community</i>                        | How to survive an<br>imaginary trip to France<br><i>Trust</i>                        | Revision and preparation<br>for high school (content<br>dependent on pupils'<br>needs)<br><i>Perseverance</i> |

# MFL (French) - Curriculum Overview



| Year 2                                                                                      | Autumn 1                                                                                                                                           | Autumn 2                                                                                                          | Spring 1                                                                                     | Spring 2                                                                                           | Summer 1                                                      | Summer 2                                                                                                                                          |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enquiry Question</b>                                                                     | Introductions in French                                                                                                                            | Counting in French                                                                                                | The French calendar                                                                          | Simon says...                                                                                      | Le vieux Mcdonald a une ferme                                 | Do you like sport?                                                                                                                                |
| <b>St Thomas' Value</b>                                                                     | Compassion                                                                                                                                         | Trust                                                                                                             | Perseverance                                                                                 | Faith                                                                                              | Community                                                     | Joy                                                                                                                                               |
| <b>Substantive Concepts</b>                                                                 | Basic conversation : greetings, saying your name Colours                                                                                           | Numbers to 10<br>Classroom instructions<br>Christmas in France                                                    | French festivals<br>Days and months<br>Numbers to 20                                         | Parts of the body<br>'Grand Monstre Vert' story                                                    | Farm animals                                                  | Sport Simple opinions                                                                                                                             |
| <b>Key Vocabulary</b>                                                                       | Comment tu t'appelles?<br>Je m'appelle ça va? + 4 answers<br>11 colours: rouge, jaune, vert, bleu, noir, blanc, rose, marron, violet, gris, orange | numbers 0-10<br>quel âge as-tu? j'ai 6 ans<br>levez-vous, asseyez-vous, silence, levez la main<br>classroom items | 12 months<br>dates<br>mon anniversaire est en...<br>quelle est la date de ton anniversaire ? | 8 parts of the body:<br>Tete, epaules, genoux, pieds, yeux, nez, bouche<br>oreilles<br>touchez.... | 6 animal nouns : cochon, chien, chat, cheval, serpent, canard | opinions<br>sports:<br>le foot<br>le rugby<br>le tennis<br>le badminton<br>la gymnastique<br>la natation le cyclisme<br>l'équitation<br>le basket |
| <b>Experiential Knowledge<br/>Our Church<br/>Our Community<br/>Visits / Places / People</b> | Look at France on map of world<br>Look at French flag                                                                                              | Video of French classroom                                                                                         | Look at some French festivals                                                                |                                                                                                    |                                                               | Tour de France and other sporting events referred to                                                                                              |
| <b>Protected Characteristics</b>                                                            |                                                                                                                                                    |                                                                                                                   |         |                                                                                                    |                                                               |                                                                                                                                                   |

# MFL (French) - Curriculum Overview



| Year 3                                                                            | Autumn 1                                                                                                    | Autumn 2                                                | Spring 1                                                                                                                                                                                                                                                                                   | Spring 2                                                                                             | Summer 1                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question                                                                  | Comment tu t'appelles?                                                                                      | Quel âge as-tu ?                                        | Quelle couleur?                                                                                                                                                                                                                                                                            | Qu'est-ce qu'il y a dans ta trousse ?                                                                | Quel animal es-tu ?                                                                                                                                              | De quelle couleur est l'animal ?                                                                                                                                                                                                                                                                                                                                                                                        |
| St Thomas' Value                                                                  | Compassion                                                                                                  | Trust                                                   | Perseverance                                                                                                                                                                                                                                                                               | Faith                                                                                                | Community                                                                                                                                                        | Joy                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Substantive Concepts                                                              | Greetings & saying your name<br>Saying how you feel<br>Saying/writing the date                              | Numbers to 15<br>Saying your age<br>Christmas in France | Using c'est to say what colour something is; asking what colour<br>Mardi Gras and Carnival in France                                                                                                                                                                                       | School equipment<br>Using French classroom language<br>Describing pencil crayons<br>Easter in France | Pets, their names and ages                                                                                                                                       | Learning how to describe the colours of animals through a story                                                                                                                                                                                                                                                                                                                                                         |
| Key Vocabulary (On Knowledge Organiser)                                           | greetings<br>names<br>ça va?<br>bien, très bien, mal,<br>comme ci comme ça<br><br>days and months in French | numbers 0-15<br><br>quel âge as-tu? J'ai...ans          | colours : rouge, jaune, vert, bleu, noir, blanc, rose, marron, violet, gris, orange<br><br>De quelle couleur estce?<br><br>school equipment:<br>crayon, stylo, règle , ciseaux, colle, trousse, gomme<br>oui, non<br>et<br><br>teacher instructions in French: levez-vous, asseyezvous etc |                                                                                                      | pet words : chien, chat, cheval, oiseau, lapin, poisson, souris, + mouton, serpent, vache<br><br>numbers 1-15<br>As-tu un animal ?<br>Il/elle s'appelle comment? | 10 animals (2 fem) from 'Ours brun' story:<br>ours brun - brown bear<br>oiseau rouge - red bird<br>canard jaune - yellow duck<br>cheval bleu - blue horse<br>grenouille verte - green frog<br>chat violet - purple cat<br>chien blanc - white dog<br>mouton noir - black sheep<br>poisson orange - orange fish<br><br>+ une institutrice - a primary school teacher<br>des enfants - some children, par ici (receptive) |
| Experiential Knowledge<br>Our Church<br>Our Community<br>Visits / Places / People |                                                                                                             |                                                         |                                                                                                                                                                                                                                                                                            | Video of French classroom<br>Photos from Erasmus+ project                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Protected Characteristics                                                         |                                                                                                             |                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                      |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |

# MFL (French) - Curriculum Overview



| Year 4                                                                                   | Autumn 1                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                  |
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| <b>Enquiry Question</b>                                                                  | What can you say about yourself in French?                                                                                                                                                                                  | Can you use a bilingual dictionary?                                                                                                                        | Do you like fruits?                                                                                                                                                                                                                                                | Do you like chocolate?                                                                                                                                                                                                                              | What's the weather like?                                                                                                                                                                                                                                                    | Can you buy an ice cream in French?                                                                                       |
| <b>St Thomas' Value</b>                                                                  | Compassion                                                                                                                                                                                                                  | Trust                                                                                                                                                      | Perserverance                                                                                                                                                                                                                                                      | Faith                                                                                                                                                                                                                                               | Community                                                                                                                                                                                                                                                                   | Joy                                                                                                                       |
| <b>Substantive Concepts</b>                                                              | Saying own name and age<br>Family<br>Spelling using French alphabet                                                                                                                                                         | Months and birthdays<br>Days and dates<br>Numbers 0-31<br>La chenille qui fait des trous leading to dictionary work                                        | Opinions of foods (countable nouns eg I like bananas)                                                                                                                                                                                                              | Opinions of foods (uncountable nouns eg I love cheese)                                                                                                                                                                                              | Weather, compass points and towns in France                                                                                                                                                                                                                                 | Buying ice creams                                                                                                         |
| <b>Key Vocabulary (On Knowledge Organiser)</b>                                           | Je m'appelle...<br>J'ai 8/9 ans<br>J'ai... un frère, une soeur<br>Il/elle s'appelle<br>Il/elle a ...ans<br>Mon père, ma mère, mon oncle, ma tante, mes grands-parents<br><br>Comment ça s'écrit ?<br>French alphabet sounds | 12 months, 7 days<br>numbers 1-31<br>Quelle est la date de <b>ton</b> anniversaire ? <b>Mon</b> anniversaire est le...<br>Quelle est la date aujourd'hui ? | foods and drinks with countable nouns: les ananas les bananes les pommes les oranges les poires les cerises les fraises les pêches les oignons les poivrons les carottes les pommes de terre<br>faim/ soif<br>2 opinions: J'aime ... Je n'aime pas... Tu aimes...? | foods and drinks (uncountable nouns eg cheese): le jambon le fromage le chocolat le jus d'orange le coca la glace la pizza les bonbons les frites<br><br>faim/soif 4 opinions: J'adore ...J'aime ... Je n'aime pas... Je déteste...<br><br>et, mais | weather expressions: il fait chaud, il fait froid, il fait beau, il fait mauvais, il pleut, il neige, il y a du soleil, il y a du vent, il y a des nuages, il y a du brouillard<br><br>compass points – nord, sud, est, ouest some main French towns<br>Quel temps fait-il? | Opinions with ice cream flavours<br>Buying an ice-cream – je voudrais une glace au chocolat etc C'est combien?<br>2 euros |
| <b>Experiential Knowledge</b><br>Our Church<br>Our Community<br>Visits / Places / People |                                                                                                                                                                                                                             |                                                                                                                                                            |                                                                                                                                                                                                                                                                    | Videos of French webcams etc looking at current weather in France. Also other French-speaking countries<br>Photos from Erasmus+ project                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                           |
| <b>Protected Characteristics</b>                                                         |                                                                                                                                                                                                                             |                                                                                                                                                            |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |                                                                                                                           |

# MFL (French) - Curriculum Overview



| Year 5                                                                                  | Autumn 1                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                         | Summer 2                                                                                                     |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Enquiry Question</b>                                                                 | Can I describe myself and my family?                                             | What do you like at school?                                                                                                                                                                                                                                                                                                                          | Can you describe the planets in French?                                                                                                                                                                                | Can you use adjectives correctly?                                                                                                                                                                                                                         | Can you tell the time in French?                                                                                                                 | What sports do you do?                                                                                       |
| <b>St Thomas' Value</b>                                                                 | Compassion                                                                       | Trust                                                                                                                                                                                                                                                                                                                                                | Perseverance                                                                                                                                                                                                           | Faith                                                                                                                                                                                                                                                     | Community                                                                                                                                        | Joy                                                                                                          |
| <b>Substantive Concepts</b>                                                             | Revision of personal information, pets, family<br>Spelling using French alphabet | School subjects and opinions                                                                                                                                                                                                                                                                                                                         | Describing the planets                                                                                                                                                                                                 | Describing hair and eyes, describing clothes                                                                                                                                                                                                              | Telling the time<br>Numbers to 60                                                                                                                | Talking about sports you do and opinions of them                                                             |
| <b>Key Vocabulary (On Knowledge Organiser)</b>                                          | Provide vocab as needed – all revision                                           | Les matières - subjects le dessin, le français, la géographie, la musique, la lecture<br>l'EPS<br>(l'éducation physique et sportive)<br>l'anglais,<br>l'histoire les maths les sciences j'aime, mais et Je n'aime pas car c'est difficile facile intéressant utile nul super<br>j'aime I like tu aimes you like il aime he likes elle aime she likes | Mercure<br>Vénus La Terre<br>Mars<br>Jupiter<br>Saturne<br>Uranus<br>Neptune<br>Est une planète...<br>Chaude, froide, rapide, lente, énorme, grande, petite, + colours (with fem ending) Près du Soleil loin du Soleil | un T-shirt un short un pantalon un pull une jupe une cravate une chemise des baskets/des tennis des chaussures<br><br>+ colours with 4 possible endings (mas sing, fem sing, masc pl, fem pl)<br><br>Les yeux<br>les cheveux<br><br>blonds, châains, roux | numbers to 60<br><br>Quelle heure est-il? il est une heure, il est deux heures, etc, il est midi, il est minuit et demie et quart moins le quart | je joue au... tennis, basket, golf etc<br>je fais du .. karaté, de la danse (according to pupils' interests) |
| <b>Experiential Knowledge</b><br>Our Church / Our Community<br>Visits / Places / People |                                                                                  | Video of French classroom<br>Photos from Erasmus+ project                                                                                                                                                                                                                                                                                            | Video of solar system in French                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                  | Look at Tour de France and other sporting events happening this summer                                       |
| <b>Protected Characteristics</b>                                                        |                                                                                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                  |                                                                                                              |

# MFL (French) - Curriculum Overview



| Year 6                                                                                                        | Autumn 1                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                            | Spring 2                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enquiry Question</b>                                                                                       | Can you tell your penpal a bit about yourself in French?                                                                                                                                                                                                                                    | What is Stockport like?                                                                                                                                                                                                                                                                                        | How do you get around town?                                                                                                                                                                                                         | How many people in the world speak French?                                                            | How can you get by in France?                                                                                                                                                                                                                                                                                                                                 | Are you ready for the next move?                                                                                                                                                     |
| <b>St Thomas' Value</b>                                                                                       | Compassion                                                                                                                                                                                                                                                                                  | Trust                                                                                                                                                                                                                                                                                                          | Perseverance                                                                                                                                                                                                                        | Faith                                                                                                 | Community                                                                                                                                                                                                                                                                                                                                                     | Joy                                                                                                                                                                                  |
| <b>Substantive Concepts</b>                                                                                   | Revision of personal information – building up knowledge and confidence<br>Saying what we do in our spare time                                                                                                                                                                              | Describing a town and saying what is/isn't there                                                                                                                                                                                                                                                               | Saying how we get around a town, opinions about town                                                                                                                                                                                | Learning about France and other French-speaking countries                                             | How to survive an imaginary trip to France                                                                                                                                                                                                                                                                                                                    | Revision and preparation for high school (content dependent on pupils' needs)                                                                                                        |
| <b>Key Vocabulary (On Knowledge Organiser)</b>                                                                | Bringing together language covered previously<br>eg: je m'appelle, j'ai ... ans j'habite à ...<br>j'aime ... je n'aime pas...<br>mon anniversaire est le... + asking questions<br>Quel âge as-tu? Quelle est la date de ton anniversaire?<br>As-tu des frères et sœurs?<br>As-tu un animal? | Dans ma ville/ <i>In my town/</i> mon quartier <i>my neighbourhood</i><br>À Stockport il y a ...il n'y a pas de...<br>mais<br>un parc, un cinéma, un musée, un zoo, un café, un stade, un magasin, des magasins, une poste, une rivière, une gare, une église, une mosquée, une école, une maison, des maisons | J'aime ma ville Je n'aime pas ma ville<br>car elle est... because it is...<br>car elle n'est pas.. because it isn't<br>petite grande bruyante calme jolie laide<br><br>je vais à l'école/ en ville en bus/ en vélo / en trottinette | On parle français en...<br>list the 27 countries with French as an official language                  | Bonjour, je voudrais...<br>s'il vous plaît C'est combien? ... euros<br>shops: le marché l'épicerie la boulangerie la boucherie la pharmacie la pâtisserie la poste la charcuterie la banque<br><br>Au café:<br>je voudrais un coca, un croissant, un café, un thé, un sandwich + others as appropriate<br><br>Où est ...? svp<br>+ places in town (see Aut 2) | This will include verb work but mainly dictated by the class's needs.<br>Some children will be going to do Spanish in Y7 so cover a few simple phrases to give them some confidence. |
| <b>Experiential Knowledge</b><br><b>Our Church</b><br><b>Our Community</b><br><b>Visits / Places / People</b> | Pen pal link with school in Toulouse – begins then continues throughout the year                                                                                                                                                                                                            | Looking at Toulouse and comparing with Stockport                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     | Understanding that French is spoken in lots of different countries. Why?<br>Videos of these countries | Understanding about buying things in France including use of money                                                                                                                                                                                                                                                                                            | Reminders about language learning strategies which are transferable to other languages                                                                                               |
| <b>Protected Characteristics</b>                                                                              |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |