FEDERATION OF
FOLLIFOOT & SPOFFORTH
CHURCH OF ENGLAND PRIMARY SCHOOLS
Love Learn Thrive

Modern Foreign Language - French
Agreed Syllabus Sequence of Units & core knowledge sequence

		Term	Agreed Syllabus Unit(s)	Central knowledge/concepts (assessment focus)
Early Years	**Reception**	Use French songs/ greetings/ numbers etc as part of classroom routine. This will introduce the concept of a different language and some of the vocabulary to the younger children.		
Key Stage 1	**Yr1&2**			
Key Stage 2	**Yr 3&4 Cycle A**	**Autumn** (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**<u>Unit 1 – Me (moi)</u>** Also include colours. ➢ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ➢ appreciate stories, songs, poems and rhymes in the language	• Greet others confidently • Learn how to ask and respond to the question 'how are you?' • Learn how to ask and respond to 'what is your name?' • Recall basic colours
			<u>Unit 3 – Jungle Animals (La Jungle)</u> ➢ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures.	• Say, read and spell spider, parrot, frog, panther and leopard. • Say and use adjectives of size in a simple sentence. • Recall and say numbers 1 -30 in and out of order.
		Spring (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**<u>Unit 5 – Our sporting lives (Vive le Sport)</u>** ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Know and say the days of the week in and out of order. • Say, read and spell football, hockey, basketball, swimming and gymnastics. • Use a simple sentence to express their likes and dislikes.
			<u>Unit 7 – Body parts (Monsters – Les monstres)</u> ➢ Appreciate stories, songs, poems and rhymes in the language. ➢ listen attentively to spoken language and show understanding by joining in and responding	• Say, read and spell eye and ears (singular and plural), mouth and nose. • Say, read and spell main parts of the body (head, shoulders, knees, hands, toes, fingers, arms, feet, elbow). • Recall and say numbers 1 – 30 in and out of order.
		Summer (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**<u>Unit 9 – Pets (Les animaux)</u>** ➢ Listen attentively to spoken language and show understanding by joining in and responding. ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Say, read and spell dog, cat, rabbit, hamster, fish and guinea pig. • Use a simple sentence to talk about their own pets and their likes and dislikes. • Recall adjectives of size to describe pets.
			<u>Unit 11 – Musical instruments (Je suis le musician)</u> ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Appreciate stories, songs, poems and rhymes in the language. ➢ Describe people, places, things and actions orally* and in writing.	• Describe their music likes and dislikes using 'J'aime' and adjectives of opinion. • Say, read and spell violin, piano, drum kit, guitar, clarinet and saxophone. • Use a simple sentence to say what instrument they play.
	Yr 3&4 Cycle B	**Autumn** (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**<u>Unit 2 – Colours (Les couleurs)</u>** Also include numbers 1 – 20 ➢ Appreciate stories, songs, poems and rhymes in the language. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Say, read and spell blue, yellow, red, green, black, white, orange and pink. • Recall and say numbers 1 -50 in and out of order. • Use turn taking phrases when playing games.
			<u>Unit 8 – Festivals – focus on Christmas (Le Calendrier des fêtes)</u> ➢ Broaden their vocabulary and develop their ability to understand new words that are	• Say, read and write the days of the week and months of the year. (including numbers 1 – 50) • Know how and when some French festivals are celebrated. • Say, read and write the seasons of the year.

			introduced into familiar written material, including through using a dictionary. ➢ Appreciate stories, songs, poems and rhymes in the language.	
		Spring (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**Unit 4 – Fruit (Tutti Frutti)** ➢ Appreciate stories, songs, poems and rhymes in the language. ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Say, read and spell apple, pear, banana, strawberry, melon, pineapple and grapes. • Use a simple sentence to describe their likes, dislikes and favourite fruit. • Write a simple sentence to describe the fruit – e.g. colour.
			Unit 6 – Weather (La météo) ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Say, read and spell 'It's… windy, raining, snowing, sunny, foggy and cloudy' with accurate pronunciation. • Write a simple sentence describing the weather on a particular day. • Say, read and spell the four points of a compass.
		Summer (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	**Unit 10 – Vegetables (Au marché)** ➢ Describe people, places, things and actions orally* and in writing. ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ➢ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• Say, read and spell tomato, potato, broccoli, carrot, cabbage, mushrooms and cauliflower. • Use a simple sentence to ask what they would like. • Revise numbers 1 – 50
			Unit 12 – Clothes – (Á la mode) ➢ Read carefully and show understanding of words, phrases and simple writing. ➢ describe people, places, things and actions orally* and in writing	• Say, read and spell trousers, jacket, shirt, jeans, jumper, skirt, dress, hat, scarf, gloves shoes, socks and boots. • Use a simple sentence to say what they would wear in different weather or seasons. • Express their opinion on clothes using adjectives.
	Yr 5&6 Cycle A	**Autumn** (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**Unit 13 – Family (Ma Famille)** ➢ Read carefully and show understanding of words, phrases and simple writing ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ➢ describe people, places, things and actions orally* and in writing ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures.	• Say, read and spell brother, sister, mum, dad, aunty, uncle, cousin (m/f) grandad and grandma. • Describe their own family members orally and in a short piece of writing. • Read and explain the content of a small text about a family.
			Unit 20 – Presents& French Christmas (Les cadeux) ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➢ Present ideas and information orally to a range of audiences.	• Say, read and spell a list of present ideas using a bilingual dictionary to develop new vocabulary and accurately pronounce new words using prior knowledge. • Read and present a short paragraph that describes their families' likes and dislikes. • Write a sentence that uses the future tense.
		Spring (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**Unit 15 – Animals (Cher Zoo)** ➢ Describe people, places, things and actions orally and in writing Languages. ➢ Understand basic grammar appropriate to the language being studied. ➢ Listen attentively to spoken language and show understanding by joining in and responding. ➢ appreciate stories, songs, poems and rhymes in the language	• say read and spell camel, giraffe, grumpy, fierce, slippery and heavy. • Read and understand a story in French about animals. • Say, read and spell adjectives that describe animals and use them to write sentences. • Listen to a short audio clip and pick out the key information. • Apply new vocabulary learnt when doing a short piece of writing.
			Unit 17 – Hobbies (Vive le temps libre) ➢ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➢ Understand basic grammar appropriate to the language being studied.	• Say and write sentences using the future tense to discuss what they plan on doing. • Say, read and spell play computer games, go shopping, listen to music, read a book and draw. Use them in asking and answering questions. (revision of sports from unit 5) • Use the patterns spotted in sentences about hobbies to write their own.
		Summer (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**Unit 21 – Animals (Le carnaval des animaux)** ➢ Read carefully and show understanding of words, phrases and simple writing ➢ Describe people, places, things and actions orally and in writing Languages. ➢ Appreciate stories, songs, poems and rhymes in the language.	• Say read and spell tortoise, donkey, elephant, lion, fish, kangaroo and snake. • Say, read and write full sentences describing animal habitats. • Read and understand the main points of a text in order to sequence information about the carnival. • Apply their knowledge of French carnivals and animal characteristics to present their own carnival.
			Unit 23 – France (Tour de France) ➢ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Compare British and French culture and know how to say, read and spell the French national symbols. • Recall numbers 1 – 100 in and out of order.

			➢ Describe people, places, things and actions orally* and in writing. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Use their vocabulary and knowledge to write and give an oral presentation on France (in French).
	Yr5&6 Cycle B	**Autumn** (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**<u>Unit 14 – Celebrations (On fait la fête)</u>** ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ➢ Present ideas and information orally to a range of audiences. ➢ Speak in sentences, using familiar vocabulary, phrases and basic language structures.	• Say, spell and read the date. • Ask and answer questions about age and birthdays. • Prepare, write and present a short presentation about themselves using phrases learnt in this unit.
			<u>Unit 16 – Breakfast (Le petit déjeuner)</u> ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➢ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Say, read and spell English breakfast, cereal, sugar, croissant, fruit, toast, tea, coffee, milk and orange juice and use the vocabulary to write sentences, ask and answer questions. • Develop accurate pronunciation of the common French phonemes and graphemes. • Ask and answer questions about likes and dislikes relating the food and drink learnt about through speaking and writing using a compound sentence.
		Spring (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**<u>Unit 18 – At the Beach (Á la plage)</u>** ➢ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ➢ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➢ Present ideas and information orally to a range of audiences.	• Learn some nouns (sea, sand, crab, bucket, spade, towel and sandcastle) and verbs (gliding, playing, watching, looking and brushing) to describe a beach scene, using actions as a memory tool if needed. • Understand and give written instructions in French. • Say, read and spell favours of ice cream (raspberry, chocolate, strawberry, vanilla and pistachio) and write a role play a dialogue to order ice creams of their choice • Ask and answer questions using intonation, tone of voice and gesture to help meaning.
			<u>Unit 19 – describing myself (Les portraits)</u> ➢ Describe people, places, things and actions orally* and in writing. ➢ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➢ Listen attentively to spoken language and show understanding by joining in and responding. ➢ Appreciate stories, songs, poems and rhymes in the language.	• Use the vocabulary they have learnt to describe themselves and others accurately. • Understand descriptions spoken and written by other people. • Write accurately about themselves or another person using adjectives to describe distinguishing features.
		Summer (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	**<u>Unit 22 – Café (Au café)</u>** ➢ Understand basic grammar appropriate to the language being studied. ➢ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ➢ Read carefully and show understanding of words, phrases and simple writing.	• Say, read and spell sandwich, crisps, chips, cake, hot chocolate, lemonade and water (plus vocab from unit 16). • Order one or two food items as part of a dialogue. • Understand a price in spoken and written French. • Give a reason why they like/dislike an item of food or a drink and understand other people's opinions.
			<u>Unit 24 – Countries (Destinations)</u> ➢ Describe people, places, things and actions orally* and in writing. ➢ Read carefully and show understanding of words, phrases and simple writing. ➢ Understand basic grammar appropriate to the language being studied.	• Say, read and spell England, Scotland, France, Germany, Spain, Italy, square, circle, star, stripe, triangle and rectangle. • Describe the flags of the above countries using shapes and colours. • Use the future tense to say where they are going on holiday. • Understand a spoken and written passage independently.