

<b>Modern Foreign Language - French</b>				
<b>Agreed Syllabus Sequence of Units &amp; core knowledge sequence</b>				
		<b>Term</b>	<b>Agreed Syllabus Unit(s)</b>	<b>Central knowledge/concepts (assessment focus)</b>
<b>Early Years</b>	<b>Reception</b>	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.		
<b>Key Stage 1</b>	<b>Yr1&amp;2</b>			
<b>Key Stage 2</b>	<b>Yr 3&amp;4 Cycle A</b>	<b>Autumn - Ma Famille et moi</b>  (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	<b>Unit 1 – Me (moi)</b> Also include colours. <ul style="list-style-type: none"> <li>➤ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>➤ appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others confidently</li> <li>• Learn how to ask and respond to the question 'how are you?'</li> <li>• Learn how to ask and respond to 'what is your name?'</li> <li>• Recall basic colours</li> </ul>
			<b>Unit 7 – Body parts (Monsters – Les monstres)</b> <ul style="list-style-type: none"> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> <li>➤ listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell eye and ears (singular and plural), mouth and nose.</li> <li>• Say, read and spell main parts of the body (head, shoulders, knees, hands, toes, fingers, arms, feet, elbow).</li> <li>• Recall and say numbers 1 – 30 in and out of order.</li> </ul>
		<b>Spring - Le monde des animaux</b>  (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	<b>Unit 3 – Jungle Animals (La Jungle)</b> <ul style="list-style-type: none"> <li>➤ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell spider, parrot, frog, panther and leopard.</li> <li>• Say and use adjectives of size in a simple sentence.</li> <li>• Recall and say numbers 1 -30 in and out of order.</li> </ul>
			<b>Unit 9 – Pets (Les animaux)</b> <ul style="list-style-type: none"> <li>➤ Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell dog, cat, rabbit, hamster, fish and guinea pig.</li> <li>• Use a simple sentence to talk about their own pets and their likes and dislikes.</li> <li>• Recall adjectives of size to describe pets.</li> </ul>
		<b>Summer - Le temps libre</b>  (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	<b>Unit 5 – Our sporting lives (Vive le Sport)</b> <ul style="list-style-type: none"> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and say the days of the week in and out of order.</li> <li>• Say, read and spell football, hockey, basketball, swimming and gymnastics.</li> <li>• Use a simple sentence to express their likes and dislikes.</li> </ul>
			<b>Unit 11 – Musical instruments (Je suis le musicien)</b> <ul style="list-style-type: none"> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> <li>➤ Describe people, places, things and actions orally* and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their music likes and dislikes using 'J'aime' and adjectives of opinion.</li> <li>• Say, read and spell violin, piano, drum kit, guitar, clarinet and saxophone.</li> <li>• Use a simple sentence to say what instrument they play.</li> </ul>
	<b>Yr 3&amp;4 Cycle B</b>	<b>Autumn - Les fêtes</b>  (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	<b>Unit 2 – Colours ( Les couleurs)</b> Also include numbers 1 – 20 <ul style="list-style-type: none"> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell blue, yellow, red, green, black, white, orange and pink.</li> <li>• Recall and say numbers 1 -50 in and out of order.</li> <li>• Use turn taking phrases when playing games.</li> </ul>
			<b>Unit 8 – Festivals – focus on Christmas (Le Calendrier des fêtes)</b> <ul style="list-style-type: none"> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and write the days of the week and months of the year. (including numbers 1 – 50)</li> <li>• Know how and when some French festivals are celebrated.</li> </ul>

			<p>introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and write the seasons of the year.</li> </ul>
	<p><b>Spring - Bon appétit</b></p> <p>(numbers 0 – 50 and familiar greetings used in everyday classroom routine)</p>	<p><b>Unit 4 – Fruit (Tutti Frutti)</b></p> <ul style="list-style-type: none"> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell apple, pear, banana, strawberry, melon, pineapple and grapes.</li> <li>• Use a simple sentence to describe their likes, dislikes and favourite fruit.</li> <li>• Write a simple sentence to describe the fruit – e.g. colour.</li> </ul>	
		<p><b>Unit 10 – Vegetables (Au marché)</b></p> <ul style="list-style-type: none"> <li>➤ Describe people, places, things and actions orally* and in writing.</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell tomato, potato, broccoli, carrot, cabbage, mushrooms and cauliflower.</li> <li>• Use a simple sentence to ask what they would like.</li> <li>• Revise numbers 1 – 50</li> </ul>	
	<p><b>Summer - Destination vacances</b></p> <p>(numbers 0 – 50 and familiar greetings used in everyday classroom routine)</p>	<p><b>Unit 6 – Weather (La météo)</b></p> <ul style="list-style-type: none"> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell 'It's... windy, raining, snowing, sunny, foggy and cloudy' with accurate pronunciation.</li> <li>• Write a simple sentence describing the weather on a particular day.</li> <li>• Say, read and spell the four points of a compass.</li> </ul>	
		<p><b>Unit 12 – Clothes – (À la mode)</b></p> <ul style="list-style-type: none"> <li>➤ Read carefully and show understanding of words, phrases and simple writing.</li> <li>➤ describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell trousers, jacket, shirt, jeans, jumper, skirt, dress, hat, scarf, gloves shoes, socks and boots.</li> <li>• Use a simple sentence to say what they would wear in different weather or seasons.</li> <li>• Express their opinion on clothes using adjectives.</li> </ul>	
	<p><b>Yr 5&amp;6 Cycle A</b></p>	<p><b>Autumn - Ma Famille et moi</b></p> <p>(numbers 0 – 100 and familiar greetings used in everyday classroom routine)</p>	<p><b>Unit 13 – Family (Ma Famille)</b></p> <ul style="list-style-type: none"> <li>➤ Read carefully and show understanding of words, phrases and simple writing</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>➤ describe people, places, things and actions orally* and in writing</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell brother, sister, mum, dad, aunty, uncle, cousin (m/f) grandad and grandma.</li> <li>• Describe their own family members orally and in a short piece of writing.</li> <li>• Read and explain the content of a small text about a family.</li> </ul>
		<p><b>Unit 19 – describing myself (Les portraits)</b></p> <ul style="list-style-type: none"> <li>➤ Describe people, places, things and actions orally* and in writing.</li> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>➤ Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the vocabulary they have learnt to describe themselves and others accurately.</li> <li>• Understand descriptions spoken and written by other people.</li> <li>• Write accurately about themselves or another person using adjectives to describe distinguishing features.</li> </ul>	
	<p><b>Spring - Le monde des animaux</b></p> <p>(numbers 0 – 100 and familiar greetings used in everyday classroom routine)</p>	<p><b>Unit 15 – Animals (Cher Zoo)</b></p> <ul style="list-style-type: none"> <li>➤ Describe people, places, things and actions orally and in writing Languages.</li> <li>➤ Understand basic grammar appropriate to the language being studied.</li> <li>➤ Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>➤ appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>• say read and spell camel, giraffe, grumpy, fierce, slippery and heavy.</li> <li>• Read and understand a story in French about animals.</li> <li>• Say, read and spell adjectives that describe animals and use them to write sentences.</li> <li>• Listen to a short audio clip and pick out the key information.</li> <li>• Apply new vocabulary learnt when doing a short piece of writing.</li> </ul>	
		<p><b>Unit 21 – Animals (Le carnaval des animaux)</b></p> <ul style="list-style-type: none"> <li>➤ Read carefully and show understanding of words, phrases and simple writing</li> <li>➤ Describe people, places, things and actions orally and in writing Languages.</li> <li>➤ Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Say read and spell tortoise, donkey, elephant, lion, fish, kangaroo and snake.</li> <li>• Say, read and write full sentences describing animal habitats.</li> <li>• 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.</li> </ul>	
	<p><b>Summer - Le temps libre</b></p> <p>(numbers 0 – 100 and familiar greetings used in)</p>	<p><b>Unit 17 – Hobbies (Vive le temps libre)</b></p> <ul style="list-style-type: none"> <li>➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Say and write sentences using the future tense to discuss what they plan on doing.</li> <li>• 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)</li> <li>• Use the patterns spotted in sentences about hobbies to write their own.</li> </ul>	

	everyday classroom routine)	<ul style="list-style-type: none"> <li>➤ Understand basic grammar appropriate to the language being studied.</li> </ul>	
		<p><b><u>Unit 23 – France (Tour de France)</u></b></p> <ul style="list-style-type: none"> <li>➤ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>➤ Describe people, places, things and actions orally* and in writing.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare British and French culture and know how to say, read and spell the French national symbols.</li> <li>• Recall numbers 1 – 100 in and out of order.</li> <li>• Use their vocabulary and knowledge to write and give an oral presentation on France (in French).</li> </ul>
<b>Yr5&amp;6 Cycle B</b>			
<b>Yr5&amp;6 Cycle B</b>	<b>Autumn - Les fêtes</b> (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	<p><b><u>Unit 14 – Celebrations (On fait la fête)</u></b></p> <ul style="list-style-type: none"> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>➤ Present ideas and information orally to a range of audiences.</li> <li>➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, spell and read the date.</li> <li>• Ask and answer questions about age and birthdays.</li> <li>• Prepare, write and present a short presentation about themselves using phrases learnt in this unit.</li> </ul>
		<p><b><u>Unit 20 – Presents &amp; French Christmas (Les cadeaux)</u></b></p> <ul style="list-style-type: none"> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>➤ Present ideas and information orally to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Read and present a short paragraph that describes their families' likes and dislikes.</li> <li>• Write a sentence that uses the future tense.</li> </ul>
	<b>Spring - Bon appétit</b> (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	<p><b><u>Unit 16 – Breakfast (Le petit déjeuner)</u></b></p> <ul style="list-style-type: none"> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>➤ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop accurate pronunciation of the common French phonemes and graphemes.</li> <li>• Ask and answer questions about likes and dislikes relating the food and drink learnt about through speaking and writing using a compound sentence.</li> </ul>
		<p><b><u>Unit 22 – Café (Au café)</u></b></p> <ul style="list-style-type: none"> <li>➤ Understand basic grammar appropriate to the language being studied.</li> <li>➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>➤ Read carefully and show understanding of words, phrases and simple writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell sandwich, crisps, chips, cake, hot chocolate, lemonade and water (plus vocab from unit 16).</li> <li>• Order one or two food items as part of a dialogue.</li> <li>• Understand a price in spoken and written French.</li> <li>• Give a reason why they like/dislike an item of food or a drink and understand other people's opinions.</li> </ul>
	<b>Summer - Destination vacances</b> (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	<p><b><u>Unit 18 – At the Beach (À la plage)</u></b></p> <ul style="list-style-type: none"> <li>➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>➤ Present ideas and information orally to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand and give written instructions in French.</li> <li>• Say, read and spell flavours of ice cream (raspberry, chocolate, strawberry, vanilla and pistachio) and write a role play a dialogue to order ice creams of their choice</li> <li>• Ask and answer questions using intonation, tone of voice and gesture to help meaning.</li> </ul>
		<p><b><u>Unit 24 – Countries (Destinations)</u></b></p> <ul style="list-style-type: none"> <li>➤ Describe people, places, things and actions orally* and in writing.</li> <li>➤ Read carefully and show understanding of words, phrases and simple writing.</li> <li>➤ Understand basic grammar appropriate to the language being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and spell England, Scotland, France, Germany, Spain, Italy, square, circle, star, stripe, triangle and rectangle.</li> <li>• Describe the flags of the above countries using shapes and colours.</li> <li>• Use the future tense to say where they are going on holiday.</li> <li>• Understand a spoken and written passage independently.</li> </ul>