	A	greed Sy	Modern Foreign Language	
		Term	Agreed Syllabus Unit(s)	Central knowledge/concepts (assessment focus)
Early Years	Receptio n			
Key Stage 1	Yr1&2	Use Frer	ch songs/ greetings/ numbers etc as part of cid different language and some of the vo	assroom routine. This will introduce the concept of a ocabulary to the younger children.
	Yr 3&4	Autumn -	Unit 1 – Me (moi)	Greet others confidently
	Cycle A	Ma Famille et moi	Also include colours. In engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help In appreciate stories, songs, poems and rhymes	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
Key Stage		(numbers 0 – 50 and familiar greetings used in everyday classroom routine)	Unit 7 - Body parts (Monsters - Les monstres) 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.
2		Spring - Le monde des animaux (numbers 0	 Unit 3 - Jungle Animals (La Jungle) ➤ 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.
		- 50 and familiar greetings used in everyday classroom routine)	Unit 9 - Pets (Les animaux) ➤ 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.
		Summer - Le temps libre (numbers 0 - 50 and	Unit 5 – Our sporting lives (Vive le Sport) 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.
		familiar greetings used in everyday classroom routine)	Unit 11 – Musical instruments (Je suis le musician) ➤ 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 - Les fêtes (numbers 0 – 50 and familiar greetings	 Unit 2 - Colours (Les couleurs) 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.
		used in everyday classroom routine)	Unit 8 – Festivals – focus on Christmas (Le Calendrier des fêtes) 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.

		introduced into familiar written material,	Say, read and write the seasons of the year.
		including through using a dictionary. Appreciate stories, songs, poems and rhymes in the language.	
	Spring -	Unit 4 - Fruit (Tutti Frutti)	Say, read and spell apple, pear, banana, strawbern
	Bon	Appreciate stories, songs, poems and rhymes in the language.	 melon, pineapple and grapes. Use a simple sentence to describe their likes, dislike
	appétit	 Speak in sentences, using familiar 	and favourite fruit.
	(numbers 0	vocabulary, phrases and basic language structures.	Write a simple sentence to describe the fruit – e.g. colour.
	- 50 and	 Develop accurate pronunciation and 	COIOOI.
	familiar greetings	intonation so that others understand when	
	used in	they are reading aloud or using familiar words and phrases.	
	everyday	<u>Unit 10 – Vegetables (Au marché)</u>	Say, read and spell tomato, potato, broccoli, carro
	classroom routine)	Describe people, places, things and actions orally* and in writing.	 cabbage, mushrooms and cauliflower. Use a simple sentence to ask what they would like.
	,	 Speak in sentences, using familiar 	Revise numbers 1 – 50
		vocabulary, phrases and basic language	
		structures. Engage in conversations; ask and answer	
		questions; express opinions and respond to	
	Summer -	those of others; seek clarification and help. Unit 6 – Weather (La météo)	Say, read and spell 'It's windy, raining, snowing,
	Destination	 Speak in sentences, using familiar 	sunny, foggy and cloudy' with accurate
	vacances	vocabulary, phrases and basic language	pronunciation.
		structures. > Develop accurate pronunciation and	 Write a simple sentence describing the weather on particular day.
	(numbers 0	intonation so that others understand when	Say, read and spell the four points of a compass.
	– 50 and	they are reading aloud or using familiar words and phrases.	
	familiar greetings	<u>Unit 12 – Clothes – (Á la mode)</u>	Say, read and spell trousers, jacket, shirt, jeans,
	used in	Read carefully and show understanding of words, phrases and simple writing.	jumper, skirt, dress, hat, scarf, gloves shoes, socks a boots.
	everyday classroom	describe people, places, things and actions	Use a simple sentence to say what they would wed
	routine)	orally* and in writing	different weather or seasons.Express their opinion on clothes using adjectives.
Yr 5&6	Autumn - Ma	Unit 13 - Family (Ma Famille)	Say, read and spell brother, sister, mum, dad, aunty uncle, cousin (m/f) grandad and grandma.
Cycle A	Famille et	words, phrases and simple writing	Describe their own family members orally and in a
	moi	 Develop accurate pronunciation and 	short piece of writing.
		intonation so that others understand when	 Read and explain the content of a small text about
	(numbers 0	they are reading aloud or using familiar words	family.
	(numbers 0 – 100 and	and phrases.	family.
	– 100 and familiar		family.
	- 100 and	 and phrases. describe people, places, things and actions orally* and in writing Speak in sentences, using familiar 	family.
	- 100 and familiar greetings used in everyday	 and phrases. describe people, places, things and actions orally* and in writing Speak in sentences, using familiar vocabulary, phrases and basic language 	family.
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	- 100 and familiar greetings used in everyday classroom	and phrases. > describe people, places, things and actions orally* and in writing > Speak in sentences, using familiar vocabulary, phrases and basic language structures. Unit 19 - describing myself (Les portraits) > Describe people, places, things and actions	Use the vocabulary they have learnt to describe themselves and others accurately.
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Summer - Unit 18 – At the Beach (Á la plage) • Learn some nouns (sea, sand, crab, b	oucket, spade,	e nouns (sea, sand, crab, bucket, spa	Learn some not	the Beach (Á la plage)	Unit 18 - At the Be	Summer -	
	ding, playing,	sandcastle) and verbs (gliding, playin	towel and sand				
, ,		looking and brushing) to describe a b		·	0 0	Destination	
		ng actions as a memory tool if needed	•	·	•		
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		e play a dialogue to order ice creams		= = =			
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orally* and in writing. triangle and rectangle.	nd, France, s, star, stripe,	y, Spain, Italy, square, circle, star, stripe and rectangle.	Germany, Spa triangle and re				
orally* and in writing. Read carefully and show understanding of triangle and rectangle. Describe the flags of the above cour	nd, France, s, star, stripe,	, Spain, Italy, square, circle, star, stripe and rectangle. the flags of the above countries using	Germany, Spa triangle and re • Describe the fl	carefully and show understanding of	Read careful		
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