

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 - Ma Famille et moi (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 <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	<ul style="list-style-type: none"> • 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
		Spring - Le monde des animaux (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	<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. <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.	<ul style="list-style-type: none"> • 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.
		Summer - Le temps libre (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. <u>Unit 11 – Musical instruments (Je suis le musicien)</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.	<ul style="list-style-type: none"> • 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.
	Yr 3&4 Cycle B	Autumn - Les fêtes (numbers 0 – 50 and	<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	<ul style="list-style-type: none"> • 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.

	familiar greetings used in everyday classroom routine)	they are reading aloud or using familiar words and phrases. Unit 8 – Festivals – focus on Christmas (Le Calendrier des fêtes) ➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➤ Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> 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.
	Spring - Bon appétit (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. 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.	<ul style="list-style-type: none"> 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.
	Summer - Destination vacances (numbers 0 – 50 and familiar greetings used in everyday classroom routine)	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. Unit 12 – Clothes – (À la mode) ➤ Read carefully and show understanding of words, phrases and simple writing. ➤ describe people, places, things and actions orally* and in writing	<ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> 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 - Ma Famille et moi (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. Unit 19 – describing myself (Les portraits) ➤ 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.	<ul style="list-style-type: none"> 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.
	Spring - Le monde des animaux (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 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.	<ul style="list-style-type: none"> 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.
			<ul style="list-style-type: none"> 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.

			<ul style="list-style-type: none"> ➤ Appreciate stories, songs, poems and rhymes in the language. 	Apply their knowledge of French carnivals and animal characteristics to present their own carnival.
	Summer - Le temps libre (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	Unit 17 – Hobbies (Vive le temps libre) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. • 	
		Unit 23 – France (Tour de France) <ul style="list-style-type: none"> ➤ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ➤ 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. 	<ul style="list-style-type: none"> • 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. • Use their vocabulary and knowledge to write and give an oral presentation on France (in French). 	
Yr5&6 Cycle B	Autumn - Les fêtes (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	Unit 14 – Celebrations (On fait la fête) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. 	
		Unit 20 – Presents & French Christmas (Les cadeaux) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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 - Bon appétit (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	Unit 16 – Breakfast (Le petit déjeuner) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. 	
		Unit 22 – Café (Au café) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. 	
		Unit 18 – At the Beach (À la plage) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. 	
	Summer - Destination vacances (numbers 0 – 100 and familiar greetings used in everyday classroom routine)	Unit 24 – Countries (Destinations) <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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. 	

