

## Modern Foreign Languages Curriculum – Key Skills and Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and responding.</b>					
		<p><i>Do they understand short passages made up of familiar language? (Focused on areas listed below in vocabulary coverage)</i></p> <p><i>Do they understand instructions, messages and dialogues within short passages? (Focused on areas listed below in vocabulary coverage)</i></p> <p><i>Can they identify and note the main points of a dialogue? Short sections may be repeated if necessary (Focused on areas listed below in vocabulary coverage)</i></p> <p><u>Vocabulary coverage</u> Numbers 0-10</p> <p>Greetings, asking and saying name, age and how you are, yes and no</p> <p>Classroom instructions</p> <p>Colours: yellow, orange, pink, red, blue, white, black, green, grey, purple, brown</p> <p>Days of the week and months of the year</p> <p>Telling the time</p> <p>Names of some fruit: oranges, pears, plums, strawberries, apples, bananas, tomatoes</p> <p>Names of some food and drink: hot chocolate, crisps, lollipops, sweets, pancake</p> <p>Verb – to be in the third singular person (he/ she is) Connective – and Auditory discrimination between un/une</p> <p>Identify some social conventions, customs and traditions at home and in other cultures. Know about some Christmas traditions.</p>	<p><i>Do they understand short passages made up of familiar language? (Focused on areas listed below in vocabulary coverage)</i></p> <p><i>Do they understand instructions, messages and dialogues within short passages and act on or respond to these appropriately?</i></p> <p><i>Can they identify and note the main points and give a personal response on a passage?</i></p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> <p><u>Vocabulary coverage</u> Numbers 0-50</p> <p>Some parts of the body: head, nose, teeth, hair, eyes, mouth, ears, leg, foot, stomach, hand, arm, shoulder, knee</p> <p>Some members of the family: father, mother, brother, sister, grand-father, grand-mother</p> <p>Some pets: dog, cat, hamster, rabbit, fish, guinea pig, bird, chicken, kitten</p> <p>Introduction to Hobbies: dancing, swimming, football, eating out, reading, watching the television, going to the park</p> <p>Clothes: trousers, shorts, skirt, hat, t-shirt, swimming costume, jumper, gloves, coat,</p> <p>Zoo animals: tiger, elephant, bear, mouse, lion, giraffe, monkey, crocodile, penguin</p> <p>Two weather expressions: it is hot, it is cold, it is snowing</p> <p>Expressions: oh my goodness, I like that, How do you say...in French?</p> <p>Verb- to have in the first person in the singular (I have, I do not have), to fall, to pull</p> <p>6 vowel sounds Connective- also Some adjectives – tall, short, big, small, strong, quick, pointed, long, fierce, funny, kind Possessive adjectives of my masculine and feminine Quantifier- enough, very, a little Opinion phrases: I love, I like, I do not like Understand that all nouns have a gender</p> <p>Know about pets that are popular in France. Know the names of some major airports and ports in France and understand different possibilities for travelling abroad. Compare traditional stories. Know about some Easter traditions</p>	<p><i>Do they understand longer passages made up of familiar language in simple sentences?</i></p> <p><i>Can they identify the main points and some details?</i></p> <p><u>Vocabulary coverage</u></p> <p>Buildings on the high street. Names of shops: the market, a shop, a supermarket, the post office, a bank, a café, the town hall, a clothes shop, a baker’s, a butcher’s, a bank, the chemist, a school, the cinema</p> <p>Directions: asking where places are. North, south, east and west of England, left, right</p> <p>Saying where you live and where that is situated geographically</p> <p>Times of the day - morning, afternoon, evening</p> <p>Weather: it is nice, it is awful, it is sunny, it is windy, it is foggy, it is snowing, it is raining</p> <p>Seasons: spring, summer, autumn, winter</p> <p>New food items: butter, sugar, eggs, salt, a croissant, a petit pain with chocolate, a petit pain with raisins, some bread and butter, orange juice, bread, French stick,, rice, pasta, potatoes, ham, fish, cheese, water, yoghurt, chocolate, ice cream, cake, biscuits, chips, salad, carrots, peas and revision of previous vocabulary from Y3</p> <p>Comparisons – more than</p> <p>Expressions: So, well, really</p> <p>Verb to be - it is, is there, to shine Simple future tense – I am going to followed by imperative verb Connectives - and, also, but Adjectives: clean, polluted, dirty, quiet, lively Quantifier – more than Positioning of adjectives Extension - normally, generally There is / are + verb including negative</p> <p>Some prepositions of place: <i>in, at the top, at the bottom, in the centre, in the corner,</i></p> <p>Understand that there are stereotypical images associated with countries</p> <p>Investigate similarities and differences between French and English eating habits, French and English supermarkets</p>	<p><i>Do they understand longer passages made up of familiar language in simple sentences?</i></p> <p><i>Can they identify the main points and some details?</i></p> <p><u>Vocabulary coverage</u> Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions</p> <p>Further clothes vocabulary: tie, shirt, socks and shoes</p> <p>Names of places to visit using the masculine or feminine preposition for “to”: hotel, flat, gite, a campsite. Museum, beach, castle, zoo, public gardens, shopping centre, attraction park</p> <p>Occupations: doctor, shop assistant, police officer, teacher, fireman, cook, postman</p> <p>Family members: cousin, uncle, neighbour, friend, grandparents</p> <p>Furniture: a chair, a lamp, a table, a settee, a television, a hi-fi system, a fridge, a microwave, a shower, carpet</p> <p>House, flat, balcony, garage, living room, dining room, bathroom, kitchen, garden, fireplace, window, swimming pool</p> <p>Expressions: It is ugly! It is rubbish! It is pretty! There is / here is</p> <p>Phrases to use when playing games in French: give me, your turn, my turn, please, thank you</p> <p>Prepare presentation in relation to holiday plans and the area to be visited and perform to an audience.</p> <p>Some adjectives – nice, clever, amusing, sporty, good looking, superb, amazing, luxurious, huge, above, below The form of “you” tu and vous including question form</p> <p>Gender of colours Prepositions from Y5 and on, under, first, next, then, later, after that, finally</p> <p>Verb to go, to visit, to look at, to leave and to stay</p> <p>Names of letters of the alphabet</p> <p>Understand that French is spoken through many countries throughout the world</p> <p>Recognise that word order may vary between languages</p> <p>Be aware of cultural differences in housing at home and abroad</p>

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Speaking					
		<i>Can they have a short conversation where they are saying 2-3 things?</i>	<i>Can they have a short conversation where they are saying 2-3 things?</i>	<i>Can they hold a simple conversation with at least 3-4 exchanges?</i>	<i>Can they hold a more complex conversation with at least 3-4 exchanges in all vocabulary areas covered in the MFL curriculum</i>
		<i>Can they use short phrases to give a personal response?</i>	<i>Can they use longer phrases to give a personal response?</i>	<i>Can they use their knowledge of grammar to adapt and substitute single words and phrases with support?</i>	<i>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</i>
		<i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements with support</i>	<i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements independently</i>		
Reading and responding					
		<i>Can they read and understand short texts using familiar language with vocabulary mats to support?</i>	<i>Can they read and understand short texts using familiar language independently</i>	<i>Can they understand a short story or factual text and note some of the main points with vocabulary mats to support</i>	<i>Can they understand a short story or factual text and note some of the main points without prompts or vocabulary mats?</i>
		<i>Can they identify and note the main points and give a personal response?</i>	<i>Can they identify and note the main points and give a personal response on vocabulary areas covered in Year 3 and 4</i>	<i>Can they use context to work out unfamiliar words?</i>	<i>Can they use context to work out unfamiliar words?</i>
		<i>Can they read a passage of French independently when focused around subjects areas that they have studied</i>	<i>Can they read independently?</i>		
		<i>Can they use a bilingual dictionary or glossary to look up new words?</i>	<i>Can they use a bilingual dictionary or glossary to look up new words?</i>		
Writing					
		<i>Can they write 2-3 short sentences on a familiar topic with the support of a vocabulary mat</i>	<i>Can they write 2-3 short sentences on a familiar topic independently?</i>	<i>Can they write a paragraph of about 3-4 simple sentences?</i>	<i>Can they write a paragraph of about 3-4 simple sentences?</i>
		<i>They write short phrases from memory ensuring their spelling is readily understandable.</i>	<i>They write short phrases from memory and their spelling is readily understandable.</i>	<i>Can they adapt and substitute words and set phrases?</i>	<i>Can they adapt and substitute individual words and set phrases?</i>
				<i>Can they use a dictionary or glossary to check words they have learnt and substitute nouns to construct short sentences?</i>	<i>Can they use a dictionary or glossary to check words they have learnt and substitute nouns to construct short sentences?</i>