

Middlezoy and Othery Primary

MFL – French

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewis

Teaching Coverage

LKS2 – Cycle A	LKS2 – Cycle B	UKS2 – Cycle A	UKS2 – Cycle B
<p><u>Autumn</u> Numbers 1-20 Body parts - sing head, shoulders, knees, toes Facial Features Greetings Classroom commands</p> <p><u>Spring</u> Days of the week Months of the year Numbers 1-31 Hobbies/Likes/dislikes</p> <p><u>Summer</u> Regular verbs My family names inc Pets Artist Study - Monet</p>	<p><u>Autumn</u> Colours – Elmer the Elephant My family descriptions inc pets. Description of size. Christmas – French Traditions & cards</p> <p><u>Spring</u> Farm Animals Describing animals – colour and size. Weather – clothing linked to weather. Easter – Story & Vocabulary</p> <p><u>Summer</u> Lets go shopping: Clothes/Food/ fruits/ vegetables. Food – make a pizza – online video of chn shopping for pizza toppings. Types of shops Artist Study - Matisse</p>	<p><u>Autumn</u> My house: Parts of house, items in house, (Design a dream house) Numbers 1-100.</p> <p><u>Spring</u> High street – shop types and professions. (butcher, baker etc..) - See Le Petite Tomas in la Jolie Ronde scheme. Directions to and from.</p> <p><u>Summer</u> Healthy Lifestyle – food and exercise. Holidays. The Olympics & sports. Regular verbs Irregular verbs Artist Study – Seurat</p>	<p><u>Autumn</u> At school: Subjects, equipment, likes/dislikes. Numbers 1-100. Christmas – Nativity in French Christmas – French songs - translations</p> <p><u>Spring</u> What is the time? date? Seasons Easter – French traditions/comparative</p> <p><u>Summer</u> Wild animals: Descriptions inc colour, size and characteristics. (adjectives) Habitats linked to weather. Directions around a zoo Artist Study – Henri Roussaeu</p>

Vocabulary

<p><u>Numbers 1-20</u> zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p><u>Numbers 12-31</u> douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-</p>	<p><u>Colours</u> Rouge bleu blanc noir jaune vert orange rose violet marron gris</p> <p><u>Adjectives</u> grand, petit, gros, long, pointu, enorme, assez, très, grand, petit, féroce, gentil, rigolo</p> <p><u>Christmas- traditions</u> Que'est-ce que c'est?</p>	<p><u>Houses and homes</u> une maison, un appartement, un salon, une salle à manger, une cuisine, une sale de bains, un garage, un balcon, un jardin, une chamber, une chaise, un divan, une table, un frigo, une chaîne hi-fi, une douche, un lampe</p> <p><u>Where you live</u> Ou habite tu? J'habite à + town</p>	<p><u>At school</u> Je suis present, Il est absent Date: Aujord'hui c'est...</p> <p><u>Equipment</u> Un stylo, un crayon, une gomme, un taillecrayon, des ciseaux, un cahier, un sac.</p> <p><u>Questions</u> As-tu? Que'est-ce que c'est?</p>
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trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et

Greetings

Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci comme ça

Comment t'appelles-tu?

Je m'appelle, Monsieur, Madame, Mademoiselle

Body parts une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, l'épaule, le genou, la main, le bras

Classroom commands

Ecoutez Regardez Asseyez-vous

Levez-vous Répétez Silence! Venez ici, oui, non

Questions

Quel âge as-tu? J'ai – ans

Ça va? Comment t'appelles-tu? Je m'appelle,

Days of the week lundi mardi mercredi

jeudi vendredi samedi dimanche

Months of the year

Janvier février mars avril mai juin juillet août

septembre octobre novembre décembre **Hobbies-**

Verbs

danser, nager, jouer au football,

manger chez McDonalds, Pizza Hut,

lire, regarder la télé, aller au parc

Nos passetemps

Qu'est-ce que tu aimes faire?

Tu aimes?

un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige, à toi, à moi,

Christmas – Santa and Griffs un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël, Joyeux Noel, une sapin. **Food**

les chips, le coca, les sucettes, le chocolat, les bonbons, le tomate, fromage, l'oignon. le pain, une baguette, les pommes de terre, la jambon, le poisson, l'eau, le yaourt, la glace, le gateau, les biscuits, les frites, les carottes, les petits-pois, la salade, un croissant, un pain au chocolat, un pain au raisin, un chocolat chaud, un jus d'orange, des oeufs, le sel **Easter** un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs

Family

le père, papa, la mère, maman, le frère, la soeur,

le grand-père, la grand-mère, la petite fille mon,

ma, il s'appelle, elle s'appelle

As-tu des frères ou des soeurs?, Je n'ai/ j'aipas **Pets**

le lapin, le chat, la souris, un chien, un hamster, un

poisson, un cochon d'Inde, un oiseau

Farm Animals

Une vache, un cochon, une poule, une chevre, un

canard, un cygne, un mouton, **Clothes** un pantalon,

un short, une jupe, un pull, un T shirt, un chapeau,

une chemise, des chaussures, des chassettes, un

sweat, une cravat, un maillot de bain, des lunettes

de soleil

Weather

Il fait chaud, Il fait froid, très, un peu

Shops il y a, un marché, un magasin, un

supermarché, une poste, une banque, un café, une

mairie, un magasin de confection, une bijouterie,

une boulangerie

Miscellaneous

le, la, les, un, une, des il est/elle est

mon, ma J'ai, Je n'ai pas de et, aussi

Verb: avoir: j'ai and tu as Par ici, Par là

dans le nord, dans le sud, dans l'ouest, dans l'est,

Occupation/High street

il/elle est

médecin, vendeur/vendeuse, agent de police,

serveur/serveuse, professeur

Directions

à gauche, à droite, au centre, au coin il

y a...? Il y a, ici, c'es

Holiday

partir, rester, dans, visiter, regarder, d'abord,

un hôtel, un appartement, un gîte, un camping

le musée, le château, le zoo, le jardin

publique, la piscine, le parc d'attractions.

Olympics/sports

Le tennis, le volley, la course, le football, la

natation, le basket, le golf, le rigby,

l'athlétisme.

Miscellaneous

J'ai...Je n'ai pas de...oui... non

Subjects

L'histoire, les sciences, la musique, le, dessin, les maths, le français, l'anglaise, le sport, le technologique.

Opinions

C'est...laid, moche, super, joli

J'aime, j'adore, je n'aime pas, je deteste

Christmas – The Nativity

Marie, Joseph, Jésus, Un ange, Bethléem, Le

Bébé, Une étoile.

Douce Nuit – silent night

Date / Weather

Quel temps fait – il? Que lest la date?

Aujourd'hui c'est lundi 10 octobre

(Revision of days of week / months of year)

il fait froid, il fait chaud, il fait beau, il fait

mauvais, il fait du soleil, il fait du vent, il fait

du brouillard, il pleut, il neige

Seasons

en automne, en hiver, au printemps, en

été

Time

Matin, après-midi, soir

à 10 heures, à 4 heures et demie

Wild Animals

Un serpent, un crocodile, un singe, un

elephant, un kangaroo, un lion, un tigre, une

giraffe, un hippopotame, un penguin, un

gorille, un ours.

Au zoo.

Adjectives

immense, petit, grand, joli, superb,

magnifique, de luxe

(See cycle 1 for revision vocabulary linked to

directions)

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Reading

<ul style="list-style-type: none"> · Make links between some phoneme, rhymes and spellings and read aloud familiar words. · Notice the spelling of familiar words. Recognise how sounds are represented in written form. Identify specific sounds, phonemes and words. 	<ul style="list-style-type: none"> · Read and understand familiar words and short written phrases. · Follow a short text. · Read a wider range of words, phrases and sentences aloud. Apply phonic knowledge to decode text. · Recognise and apply simple agreements (e.g. gender, plural, singular). · Recognise negative statements. Recognise categories of words (e.g. colours) and word classes 	<ul style="list-style-type: none"> · Read and understand some of the main points from a short text. · Recognise typical conventions of word order and compare with English. · Understand and use negative statements. 	<ul style="list-style-type: none"> · Read aloud with confidence, enjoyment and expression. · Read and understand the main points and some detail from a short written passage. · Identify different text types and read short, authentic texts for enjoyment or information. · Match sound to sentences and paragraphs · Notice and manipulate agreements. · Apply knowledge of word order and sentence construction to support understanding of written text
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Writing

<ul style="list-style-type: none"> · Write some familiar simple words accurately using a model. · Write some familiar simple words from memory. 	<ul style="list-style-type: none"> · Write some familiar words and phrases (noun & gender and adjectives) without help (from memory). · · · Copying simple structures. Use question forms. Use phonic knowledge to support accurate pronunciation and to write simple words and phrases. Recognise and apply simple agreements (e.g. gender, plural, singular). 	<ul style="list-style-type: none"> · · Use question forms. Use phonic knowledge to support accurate pronunciation and to say simple words and phrases. 	<ul style="list-style-type: none"> · Listen to and identify words and short phrases. · Communicate by answering a wider range of questions. · · Sort words according to sounds. · Recognise negative statements. Recognise categories of words (e.g. colours) and word classes.
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Speaking

<ul style="list-style-type: none"> • Communicate with others using simple words and phrases. • Use the correct pronunciation in spoken work. • Recognise question forms and negatives. 	<ul style="list-style-type: none"> • Use question forms. • Use phonic knowledge to support accurate pronunciation and to say simple words and phrases. 	<ul style="list-style-type: none"> • Communicate by asking a wider range of questions. • Express simple opinions. • Develop accuracy in pronunciation and intonation • Manipulate language by changing elements in a sentence. • Use repair strategies to keep a conversation going. • Understand and use negative statements. • Apply knowledge of language rules and conventions when building short sentences. 	<ul style="list-style-type: none"> • Join in a short conversation. • Give a clear presentation in a clear audible voice. • Recognise the importance and significance of intonation. • Notice and manipulate agreements. • Use knowledge of words, text and structure to make meaning, using simple language
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Listening

<ul style="list-style-type: none"> • Link sounds to meanings. • Recognise question forms and negatives. • Identify specific sounds, phonemes and words. 	<ul style="list-style-type: none"> • Listen to and identify words and short phrases. • Communicate by answering a wider range of questions. • Sort words according to sounds. • Recognise negative statements. • Recognise categories of words (e.g. colours) and word classes. 	<ul style="list-style-type: none"> • Pick out some of the main points from short spoken passages. • Join in a short conversation. • Understand simple opinions. • Recognise typical conventions of word order and compare with English. • Understand and use negative statements 	<ul style="list-style-type: none"> • Listen to and understand the main points and some detail from a short spoken passage. • Notice and manipulate agreements.
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Intercultural Understanding

<p>3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>3.3. Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. traditions/festivals/celebrations 	<p>4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries <p>4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures 	<p>5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality 	<p>6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>6.3 Present information about an aspect of culture</p>
<p>3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • view a video or media resource about the country 	<p>4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. 	<ul style="list-style-type: none"> • learn about buildings and places in different countries. <p>5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another. 	<ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information.

Knowledge about Language

<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. 	<ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. 	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate and recognise that different languages use different writing conventions. • Understand that words will not always have a direct equivalent in the language. 	<ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.
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