

CURRICULUM PROGRESSION MAP: MFL (French)

RED – Speaking and Listening    ORANGE – Reading and writing    GREEN – Grammar and vocabulary

| Speaking and Listening Objectives   | Year 3   | Year 4   | Year 5   | Year 6   |
|---|--|--|--|--|
| listen attentively to spoken language and show understanding by joining in and responding   | listen attentively to spoken language and show understanding by joining in and responding with single words. | listen attentively to spoken language and show understanding by joining in and responding with simple phrases.         | listen attentively to spoken language and show understanding by joining in and responding with questions and answers.  | listen attentively to spoken language and show understanding by joining in and responding with sentences and conversations.  |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words                  | explore the patterns and sounds of language through listening to and joining in with songs and rhymes.       | explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   |  |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | develop accurate pronunciation and intonation for simple vocabulary.   | develop accurate pronunciation and intonation for simple vocabulary and phrases.                                       | develop accurate pronunciation and intonation for vocabulary, phrases, questions and answers so that others understand when they are reading aloud or using familiar words and phrases | develop accurate pronunciation and intonation for vocabulary, phrases, questions and answers and conversations so that others understand when they are reading aloud or using familiar words and phrases |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help         | ask and answer questions;  | ask and answer questions; express opinions.  | ask and answer questions; express opinions and respond to those of others; seek clarification and help   | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  |
| speak in sentences, using familiar vocabulary, phrases and basic language structures  | speak in simple sentences, using familiar vocabulary.  | speak in sentences, using familiar vocabulary and phrases.   | speak in sentences, using familiar vocabulary, phrases and basic language structures   | speak in sentences, using familiar vocabulary, phrases and basic language structures in different contexts.  |
| present ideas and information orally to a range of audiences  |  |  | present ideas and information orally to a range of audiences   | present ideas and information orally to a range of audiences   |

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| Reading and Writing objectives   | Year 3   | Year 4  | Year 5  | Year 6  |
|--|--|---|---|---|
| read carefully and show understanding of words, phrases and simple writing                   | read carefully and show understanding of words.  | read carefully and show understanding of words and phrases.   | read carefully and show understanding of words, phrases and simple writing  | read carefully and show understanding of words, phrases and simple writing in different formats.                    |
| appreciate stories, songs, poems and rhymes in the language                                  | appreciate stories, songs, poems and rhymes in the language (recognise rhymes and songs in written form) | appreciate stories, songs, poems and rhymes in the language (read rhymes and songs in written form) | appreciate stories, songs, poems and rhymes in the language (read rhymes, songs, poems and stories in written form) | appreciate stories, songs, poems and rhymes in the language (read rhymes, songs, poems and stories in written form) |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly |  | Write phrases from memory.  | Write phrases and questions/answers from memory.  | 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                            |  |   | describe people, places, things and actions orally and in writing   | describe people, places, things and actions orally and in writing in greater detail.                                |

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|                                      | Year 3  | Year 4   | Year 5   | Year 6  |
|--------------------------------------|---|--|--|---|
| Vocabulary Map<br>(Sticky knowledge) | <b>Sticky knowledge/skills</b><br>Be able to say and read:  | <b>Sticky knowledge/skills</b><br>Be able to say, read and write:  | <b>Sticky knowledge/skills</b><br>Be able to say, read and write:  | <b>Sticky knowledge/skills</b><br>Be able to say, read and write:   |
| Numbers                              | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize dix-sept, dix-huit, dix-neuf, vingt                                     | Vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf<br>Trente, trente et un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf  | Vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf<br>Trente, trente et un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf. quarante  | Cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix<br><br>Soixante et onze, soixante-douze, soixante-treize etc.<br>Quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc. quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize  |
| Myself                               | Je m'appelle<br>J'ai sept ans.<br>J'ai... frères/soeurs<br>Je préfère<br>Joyeux anniversaire<br>Mon anniversaire est en...<br>Je peux<br>J'aime<br>Je n'aime pas<br>Je voudrais | Je vais<br>J'aime ça<br>Je n'aime pas ça<br>J'adore<br>Je déteste<br>Je n'ai pas de...<br>J'habite dans...<br>Je suis  | Je voudrais  | Mon anniversaire est en...<br>J'adore<br>J'aime<br>Je n'aime pas<br>Je veux jouer au...<br>Je veux regarder...  |
| Calendar                             | janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre   | lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche<br><br>Quelle heure est-il?<br>Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures<br>Il est...<br>midi, minuit,  | lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche<br>Le lundi 5 juin, Le mercredi 20 septembre, aujourd'hui<br><br>Cinq minutes plus tard, finalement<br><br>Il est une heure et demie, il est deux heures et demie  | janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, les mois d l'année<br>l'hiver, l'été, l'automne, le printemps<br><br>il est deux heures et quart<br>il est deux heures moins quart<br>il est deux heures cinq, dix, vingt, vingt-cinq<br>Il est deux heures moins vingt-cinq, vingt, dix, cinq<br><br>Quelle heure est-il? |
| Places/Surroundings                  |   | Je vais à l'école, à pied, en voiture, en vélo, en bus, en train, en avion, en bateau, dans le nord, sud, est, ouest<br>En Belgique, en France, en Guyane, en Côte d'Ivoire<br>Il fait chaud, il fait froid, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il pleut<br><br>Où habites-tu? J'habite dans | Il fait chaud, il fait froid, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il pleut, il neige, il gèle<br>Moins, degrés, le vent, le soleil, Quand il... il te faut...<br><br>Un magasin, un café, un musée, une poste, une rivière, une gare, un cinéma, un parking, un restaurant, une cathédrale, un parc | Il fait chaud, il fait froid, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il pleut, il neige, il gèle<br><br>La salle de classe, l'entrée principale, la cour, le terrain de sport, la grande salle, la bibliothèque, la cuisine, le bureau, le parking, la salle des profs, la maternelle<br>Ou est-ce? Voici, ici, là                                |

|                               |  |   |  |  |
|-------------------------------|--|---|--|--|
|                               |  |   | à droite, à gauche, tout droit, je tourne, reculez, tournez, prenez<br><br>Quand je vais à l'école, je passe devant  |  |
| Nouns                         | Ma famille, ma mère, mon père, ma sœur, mon frère,<br>le fermier, le frère, la sœur, le père, la mère, le chat, le rat, le fromage<br>la tête, les épaules, les genoux, les pieds, les doigts de pieds, les yeux, les oreilles, la bouche, le nez, le bras, la jambe, les cheveux, les couleurs, mon monster<br>le cheval, le mouton, le lapin, la souris<br>une graine, la racine, la tige, les feuilles, la fleur, le fruit, l'haricot, le géant, la harpe, la vache, le marché, | Un CD, un ballon de foot, une console, une peluche, une poupée, un skateboard, un portable, un vélo<br>le lion, le coq, le kangourou, le poisson, le coucou, l'éléphant, l'âne, l'oiseau, la tortue, la poule, le hibou<br>la savane, la forêt, la mer, une ferme | un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes de soleil<br><br>le jus d'orange, le yaourt, le poisson, une pomme, les carottes, le chocolat, le coca, les pommes frites, les bonbons, un sandwich, un gâteau, une banane, des chips, du fromage, de l'eau | Le déjeuner, le français, les maths, les sciences, l'anglais, le début de la journée, la récréation, l'appel, la fin de la journée<br><br>Les cheveux blonds/noirs/roux/châtains<br>Les yeux bleus, marron, verts<br>Le/la professeur, le maître / la maîtresse, le directeur / la directrice, le/la concierge, le/la secrétaire, le cuisinier / la cuisinière<br><br>Le grand huit, le carrousel, le train fantôme, la grande roue, un parc d'attractions, une fête foraine, les manèges, une entrée pour, un film comique/romantique, un film de science-fiction, un film d'aventures/d'horreur, un dessin animé |
| Adjectives / adverbs          | bien, très bien<br>rouge, rose, jaune, bleu/bleue, vert/verte, noir/noire, blanc/blanche, violet/violette, marron, orange, gris/grise<br>vite, lentement, beaucoup   | cher, fort, doucement, rapidement, lentement<br>rouge, rose, jaune, bleu/bleue, vert/verte, noir/noire, blanc/blanche, violet/violette, marron, orange, gris/grise<br><br>grand, petit, lent, rapide, fort, timide, féroce, plat                                  | C'est bon pour la santé<br>C'est mauvais pour la santé   | Clair, sombre, heureux, triste, froid, chaud, coloré, fade<br>Grand/e, petit/e<br><br>Passionnant, terrifiant, rapide  |
| Actions (Verbs and games)     | Écoutez, regardez, asseyez-vous, levez-vous, taisez-vous.<br>le football, sauter à la corde, char perché, cache-cache, Jacques a dit<br>choisissez, prenez, imaginez, jouez<br>je joue bien au football<br>je nage bien<br>je danse, je chante, je lis, je peux, courir, sauter, lancer le ballon, attraper le ballon<br>être: je suis, tu es, il est, elle est<br>avoir: J'ai, il a, elle a<br>galope, court, sautille, trotte, chercher, il glisse, il grimpe, elle pousse       |   | Je joue au tennis, je joue au cricket, je joue au basket, je joue au football, je fais du vélo, je fais du skate, je fais de la danse, je fais de la natation<br><br>Reculez! Tournez! Prenez!   | tape des mains, tape des pieds<br>je cours, je travaille, j'arrive, je mange, je joue, je lis<br><br>Prenons, essayons, montons dans<br><br>Regardons<br>Jouer au football, jouer au tennis, jouer au cricket, jouer au basket, jouer au rugby, jouer au ping-pong, jouer au netball   |
| Conversation (ask and answer) | Bonjour! Salut! Au revoir!<br>Ça-va? Ça-va bien, Ça-va mal, comme ci comme ça.<br>Oui, non<br>Comment tu t'appelles?<br>Quel âge as-tu?<br>Comment ça-va?  | Comment vas-tu à l'école<br>Je peux réserver un billet, s'il vous plaît?<br>Tu aimes ça? Oui, j'aime ça.<br>C'est combien? C'est deux euros.<br>Où habites-tu? J'habite dans  | Quand il...<br>Il te faut...<br>Quelle est la date aujourd'hui?<br><br>C'est bon pour la santé?<br>C'est mauvais pour la santé?  | Où est-ce? Voici, ici, là Qui est-ce?<br>Que lest ton film préféré? Mon film préféré est...<br>Quelle heure est-il? Il est une heure...<br>Tu veux regarder...? Je veux regarder...<br>Tu veux jouer au...? Je veux jouer au...  |

Combien de...?  
Je peux...?  
S'il te plaît, s'il vous plaît  
C'est...?  
Tu as quel animal?  
Ne...pas  
Le cheval est de quelle couleur?  
Tu aimes...?  
J'aime  
Je n'aime pas  
Qu'est-ce que c'est en anglais?  
Vous désirez? Je voudrais...

Qu'est-ce que tu as comme casse-croûte?  
Comme casse-croûte, j'ai...  
Tu as une banana?

Je ne comprends pas.  
Répétez s'il vous plaît.

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| Grammar and Vocabulary objectives   | Year 3   | Year 4   | Year 5   | Year 6  |
|---|--|--|--|---|
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary   | Broaden their vocabulary by repeating and remembering new words.   | broaden their vocabulary and develop their ability to understand new words that are introduced by making links between new words and prior learning.   | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  | 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, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | understand basic grammar appropriate to the language being studied, including: feminine, masculine   | understand basic grammar appropriate to the language being studied, including: feminine, masculine in a greater variety of nouns   | understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs;  | understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.   |
|   | <p><b>Sticky knowledge/skills</b><br/>                     Le/la forms for basic nouns<br/>                     Use of 'je' for I<br/>                     Use of 'tu' for you<br/>                     Negative form ne ..... pas</p> <p>Possessive pronouns: mon/ma<br/>                     Informal/formal use of 'please'<br/>                     No capitals for months in French<br/>                     Use of Je peux and infinitive verb<br/>                     Adjectives after nouns<br/>                     Agreement of adjectives with noun (in context of colours – masculine/feminine/plural)</p> <p>Être: Je suis, tu es, il est, elle est<br/>                     Avoir: J'ai, il a , elle a</p> <p>les/des – the/some (plural)<br/>                     le/du – the/some (masculine)<br/>                     Polite form vous</p> | <p><b>Sticky knowledge/skills</b><br/>                     Le/la forms for new nouns learned<br/>                     Use of 'je' for I<br/>                     Use of 'tu/vous' for you<br/>                     Use of 'il/elle' for he/she<br/>                     Negative forms ne ..... pas</p> <p>en/à with modes of transport.<br/>                     Je peux...? as a question.<br/>                     No capitals for days of the week in French.</p> <p>Cognates: adorer/detestar<br/>                     Feminine agreements for adjectives that describe animals</p> | <p><b>Sticky knowledge/skills</b><br/>                     Le/la forms for new nouns learned<br/>                     Mon/ma and ton/ta for possessive<br/>                     Conjugation of 'to be'<br/>                     Use of 'je' for I<br/>                     Use of 'tu/vous' for you<br/>                     Use of 'il/elle' for he/she<br/>                     Negative forms je ne ..... pas<br/>                     Use of adjectives to describe nouns</p> <p>Asking questions<br/>                     Du/de la/ d l'/des – some (plural nouns with des)</p> | <p><b>Sticky knowledge/skills</b><br/>                     Le/la forms for new nouns learned<br/>                     Conjugation of 'to have'<br/>                     Use of 'je' for I<br/>                     Use of 'tu/vous' for you<br/>                     Use of 'il/elle' for he/she<br/>                     Negative forms je ne ..... pas<br/>                     Use of a greater number of adjectives to describe nouns</p> <p>En/au with the seasons<br/>                     Question forms<br/>                     Cognates<br/>                     Je form of present tense verbs<br/>                     Aille – spelling pattern<br/>                     Agreement of adjectives with gender and singular/plural<br/>                     Imperatives<br/>                     Using the infinitive<br/>                     Vouloir: je veux, tu veux and infinitive e.g. je veux regarder</p> |

| Year               | Autumn   |   | Spring   |  | Summer   |  |
|--------------------|--|---|--|--|--|--|
| 3                  | <b>Unit 1 - Moi All about me</b><br>1. Languages we speak<br>2. Language portrait<br>3. Names<br>4. Families<br>5. Numbers to 10<br>6. How old are you?  | <b>Unit 2 - Jeux et Chansons (games and Songs)</b><br>1. The Farmers in his Den<br>2. Numbers 1 – 10<br>3. Clapping games<br>4. Numbers to 20<br>5. Board games.<br>6. Playground games.            | <b>Unit 3 – On fait la fête</b><br>1. Look at me<br>2. Happy Birthday<br>3. Party games<br>4. Come to my party<br>5. Sports day<br>6. We are the champions   | <b>Unit 4 - Portraits</b><br>1. Body parts<br>2. Colours<br>3. Drawing a face<br>4. Monsters<br>5. Guess who?<br>6. My portrait  | <b>Unit 5 – Les quatres amis</b><br>1. The four friends<br>2. Animal characters<br>3. Animal colours<br>4. Animal magic<br>5. Animal chorus<br>6. Animals on show  | <b>Unit 6 - Ca Pousse!</b><br>1. In the veg garden.<br>2. Life cycle of a plant<br>3. Jack and the Beanstalk.<br>4. Retelling the story<br>5. At the market<br>6. Buying vegetables.         |
| 4                  | <b>Unit 7 – On y va</b><br>1. On the way to school<br>2. Where in the world is French spoken?<br>3. Weather<br>4. On our travels<br>5. Travel arrangements<br>6. Planning a trip                                       |   | <b>Unit 8 - L'argent de poche</b><br>1. At the toy shop<br>2. Likes and dislikes<br>3. Numbers to 39<br>4. Birthday presents<br>5. Expressing preferences<br>6. Toy advert   |  | <b>Unit 11 – Le Carnaval des animaux</b><br>1. Meet the animals<br>2. Animal sounds<br>3. What's the time<br>4. Animal descriptions<br>5. Animal habitats<br>6. Carnival time  |  |
| 5/6 (2 year cycle) | Core   | Optional  | Core   | Optional   | Core   | Optional   |
|                    | <b>Unit 12 – Quel temps fait-il?</b><br>1. What's the weather like?<br>2. More practice at numbers to 40<br>3. What temperature is it?<br>4. The Wind and the Sun<br>5. Dressing for the weather<br>6. Weather reports | <b>Unit 9 – Raconte-moi une histoire</b><br>1. Sleeping Beauty<br>2. Giving instructions<br>3. Counting in multiples of 10 to 100<br>4. Descriptions<br>5. Setting the scene<br>6. Tell me a story! | <b>Unit 10/13 - Vive le Sport! / Bonne appetite, Bonne sante (healthy eating)</b><br>1. Talking about sports<br>2. Healthy eating<br>3. More healthy eating<br>4. Packed lunch<br>5. Likes and dislikes<br>6. Good for your health | <b>Unit 14 - Je suis le musicien ('I am the Music Man')</b><br>1. I am the Music Man<br>2. Expressing opinions<br>3. Buying a CD<br>4. The rhythm of the beat<br>5. It's a rap!<br>6. Music contest                          | <b>Unit 15 En route pour l'école (on the way to school)</b><br>1. Alphabet<br>2. Features in the locality<br>3. Journey to school<br>4. Following directions<br>5. Saying that you don't understand<br>6. Preparing a short presentation | <b>Unit 16 - Scène de Plage (Beach Scene)</b><br>1. Beach scene<br>2. Bringing a picture to life<br>3. Writing a description<br>4. Comparing beaches<br>5. Class poem<br>6. Individual poems |
| 5/6 (2 year cycle) | Core   | Optional  | Core   | Optional   | Core   | Optional   |
|                    | <b>Unit 17 - Les quatre saisons</b><br>1. Weather and seasons<br>2. Months and seasons<br>3. Joining in a poem<br>4. The myth of Persephone<br>5. Conscience Alley<br>6. Preparing a performance                       | <b>Unit 20 – Notre monde</b><br>1. Crossing continents<br>2. Weather in Africa<br>3. Animals at home<br>4. Landscapes<br>5. Describing another country<br>6. Creating an advertisement              | <b>Unit 19 - Notre école</b><br>1. Places in our school<br>2. Tour of our school<br>3. Activities around school<br>4. Everyday routines and school subjects<br>5. Describing yourself<br>6. Playing Detectives                     | <b>Unit 21 - Le passé et le présent (Then and now)</b><br>1. Places in a town centre<br>2. Spot the difference<br>3. Unpack your suitcase<br>4. Describing someone's clothes<br>5. Dance the jive!<br>6. Welcome to the past | <b>Unit 22 – Ici et là</b><br>1. Theme park rides<br>2. Higher numbers up to 100<br>3. My favourite film<br>4. Interview with a film star<br>5. Do you want to play?<br>6. Preparing a presentation                                      | <b>Unit 23 - Monter un cafe</b><br>1. Café conundrum<br>2. The waiter's song<br>3. What's on the menu?<br>4. Choosing an ice cream.<br>5. Making a milkshake.<br>6. Café theatre.            |