MFL: French Learning Overview – Year A

LKS2	Autumn		Spring		Summer	
Unit	**Phonics Lessons 1 & 2; I'm Learning French**	**Animals**	**Presenting Myself**	**Seasons**	**Fruits**	**I am able**
Prior Vocabulary		Je	**Basic French phrases:** Bonjour, Salut, Ça va? Ça va bien. Ça va mal. Comme ci, comme ça. Au revoir, À plus tard, Comment t'appelles-tu? Je m'appelle Je suis **Numbers 1-10:** un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	Je Les	Je Les Un, une	Et Je
Key Vocabulary	**Phonemes:** ch, ou, on, oi; i, in, ique, ille. **Basic French phrases:** Bonjour, Salut, Ça va? Ça va bien. Ça va mal. Comme ci, comme ça. Au revoir, À plus tard, Comment t'appelles-tu? Je m'appelle **10 common colours:** Rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron **Numbers 1-10:** un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	**Animals:** Les animaux un cochon, un mouton, un lion, une souris un oiseau, une vache, un cheval, un lapin, un canard, un singe Un - masculine Une – feminine Je suis	Quel âge as-tu? J'ai … ans. Où habites-tu? J'habite à… Il fait froid **Nationalities:** français/française, anglais/anglaise, gallois/galloise, irlandais/irlandaise, écossais/écossaise, Je viens de, Je viens d'Angleterre. **Numbers 11-20:** Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.	**Seasons:** Les saisons, l'hiver, le printemps, l'été, l'automne, En hiver, Au printemps, En été, En automne, Il fait froid, Il neige. Il y a du soleil, Il fait chaud, Quelle est ta saison préférée? Ma saison préférée es car (because) et (and)	J'aime, Je n'aime pas. **Fruits:** une pomme, les pommes, une fraise, les fraises, une pêche, les pêches, une banana, les bananes, une cerise, les cerises, une orange, les oranges, une prune, les prunes, une poire, les poires, un kiwi, les kiwis, un abricot, les abricots	Je peux je ne peux pas **Activities:** danser, dessiner, chanter, nager, sauter, jouer d'un instrument, patiner, cuisine, faire du vélo, parler français et mais

Key Knowledge & Skills	**By the end of this unit pupils will know:** ● The first set of phonics sounds – ch, ou, on, oi. ● the 2nd set of phonics sounds – i, in, ique, ille. ● There are many last consonant silent letters in French. ● The final letter 's' in the words 'Paris', 'trois' and 'gris', and the final 't' in 'vert' and 'violet', are silent.	**By the end of this unit pupils will know:** ● 10 common animals in French with the correct article/ determiner. ● The first person of the verb être: je suis = I am.	**By the end of this unit pupils will know:** ● The numbers 1-20 in French. ● The verb j'habite (I live). ● How the i sound in huit, dix, Patrick, habite & Paris, is pronounced. ● Silent letters - 's' is not pronounced in appelles, ans, Paris, Londres or habites.	**By the end of this unit pupils will know:** ● The names of the 4 seasons in French. ● Know 'et' is 'and' in French.	**By the end of this unit pupils will know:** ● The names of 10 fruits in French. ● The singular and plural of 'the' in French – le, les. ● The French 'r' sound as used in: fraise, orange, poire, prune, cerise & abricot, is made from the back of the mouth, not the front.	**By the end of this unit pupils will know:** ● 'Je peux' (I am able) and 'je ne peux pas' (I am not able) in French. ● 'x' is a common silent letter in French. Therefore "x" in peux is not pronounced. ● 10 action words (linked to common activities) in French.
	By the end of this unit pupils will be able to: ● Say the first 4 phonics sounds. ● Say the 2nd set of 4 phonics sounds. ● Find France on a map. ● Use key greetings. ● Ask and answer the question 'How are you? ● Ask and answer the question 'What is your name?' ● Count to 10. ● Say and recognise 10 colours.	**By the end of this unit pupils will be able to:** ● Say 10 animals in with their correct determiner. ● Understand better the role of the indefinite article/ determiner in French. ● Use the verb 'je suis' (I am).	**By the end of this unit pupils will be able to:** ● Use basic greetings, ask how somebody is feeling and reply when asked to me. ● Ask somebody their name and reply when asked to me. ● Recall numbers 1-10 and learn numbers 11-20. ● Ask somebody their age and reply when asked to me. ● Ask somebody where they live and reply when asked to me.	**By the end of this unit pupils will be able to:** ● Name, recognise and remember all four seasons. ● Say which is their favourite season. ● Say why it is their favourite season. ● Start to recognise and use the conjunction 'et' (and) in their spoken and written responses.	**By the end of this unit pupils will be able to:** ● Name, recognise and remember up to 10 fruits. ● Attempt to spell some of these nouns with their correct article/ determiner. ● Ask somebody if they like a particular fruit. ● Say what fruits they like and dislike. ● Move singular nouns to plural form in French. ● Use 'j'aime' (I like) and the negative 'je n'aime pas' (I do not like) with fruit nouns.	**By the end of this unit pupils will be able to:** ● Use the structure 'je peux' (I am able) with verbs. ● Use the negative structure 'je ne peux pas' (I am not able) followed by verbs. ● Use the conjunctions 'et' (and) & 'mais' (but). ● Recognise, remember and spell 10 action verbs.

UKS2	Autumn		Spring		Summer	
Unit	**Phonics Lessons 3 & 4; My Family**	**What is the Weather?**	**At the Tea Room**	**Planets**	**At School**	**The Weekend**
Prior Vocabulary	**Phonemes:** I, in, ille, ique La, le, les Ma Dix, vingt	Il fait Il y a	Bonjour! Au revoir! Et Un, une	Et Bleu(e) Rouge Froid Chaud La, le, les	Car Et Mais J'aime Je n'aime pas **Numbers 1-10:** Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	**Telling the time:** Quelle heure est-il? Il est une heure. Il est deux/trois/ quatre/ cinq/six/sept/huit/neuf/ dix/onze/douze heures. Il est midi Il est minuit Et Je
Key Vocabulary	**Phonemes:** É, E, È, Eau, Eux. Qu, Gne, Ç, En, An **Family members:** Ma famille La famille Les parents Les grands-parents la mère, la grand-mère, la tante, la fille, la sœur, le fils, le frère, l'oncle, le père, le grand-père. Des frères et sœurs Mon / ma/ mes **Numbers 10-100:** Dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent	**Weather:** Le temps Quel temps fait-il? Il fait chaud. Il pleut. Il fait froid. Il neige. Il y a un orage. Il y a du soleil. Il y a du vent. Il fait beau. Il fait mauvais. **Parts of France:** Dans le nord de la France. Dans le sud de la France. Dans le centre de la France. Dans l'est de la France. Dans l'ouest de la France.	Bonjour! Au revoir! Vous désirez? Je voudrais. et merci s'il vous plaît l'addition **Food & drink:** un croissant une crêpe un pain au chocolat un sandwich au jambon un sandwich au fromage une brioche une part de gâteau au chocolat une lemonade un thé un café un café au lait un jus d'orange un coca-cola un chocolat chaud	**Solar System:** le Système Solaire les planètes le Soleil la planète Mercure la planète Vénus la Terre la Lune la planète Mars la planète Jupiter la planète Saturne la planète Uranus la planète Neptune bleu(e), rouge petit(e), grand(e) chaud(e), froid(e) lumineux/lumineuse gazeux/gazeuse rocheux/rocheuse très assez est sont	**School subjects:** à l'école le français. l'anglais le dessin, le sport la musique, la géographie l'histoire, les maths l'informatique Est-ce que tu aimes? Oui, j'aime Oui, j'adore Non, je n'aime pas Non, je déteste C'est Parce que Cependent Mais **Telling the time:** Quelle heure est-il? Il est une heure. Il est deux/trois/quatre/ cinq/six/sept/huit/neuf/ dix/onze/douze heures.	le week-end **Telling the time:** Quelle heure est-il? et quart et demie moins le quart Il est une heure. Il est deux/trois/quatre/ cinq/six/sept/huit/ neuf/ dix/onze/douze heures. Il est midi Il est minuit **Activities:** Je me lève Je prends mon petit déjeuner. Je regarde la télé. Je lis des bandes dessinées. J'écoute de la musique. Je joue à l'ordinateur. Je joue au foot. Je vais à la piscine. Je vais au cinema.

					Il est midi Il est minuit	Je me couche. **Conjunctions:** Après Aussi Plus tard Finalement
Key Knowledge & Skills	**By the end of this unit pupils will know:** ● The 3rd set of phonics sounds - É, E, È, Eau, Eux. ● The 4th set of phonics sounds - Qu, Gne, Ç, En, An. ● The nouns for family members in French. ● Know the numbers up to 100 in tens.	**By the end of this unit pupils will know:** ● The 9 weather phrases and structures involved for asking and saying a question about the date today. ● The compass points in French. ● The 'e' has been dropped in le as the next word starts with a vowel - as seen in l'est. ● Silent letters: the 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent.	**By the end of this unit pupils will know:** ● Silent letters - the silent consonants on the end of French words: voudrais, croissant, chocolat & lait ● About French currency ● Names for common foods, snacks and drinks. ● Key phrases to use in a tea room.	**By the end of this unit pupils will know:** ● The nouns of the 10 key elements in the Solar System. ● Adjectives and intensifiers to describe the planets, sun moon and astronauts. ● The French 'r' sound, as seen in Uranus, Terre, Mercure, Saturne, Jupiter, Mars and rouge. is made from the back of the mouth, not the front.	**By the end of this unit pupils will know:** ● The nouns of school subjects in French. ● Words to express positive and negative opinions in French. ● How to tell the time in French by the hour. ● The 'an' sound as used in: anglais, français, amusant & intéressant.	**By the end of this unit pupils will know:** ● The words in French to tell the time – o'clock, quarter past, half-past and quarter to each hour. ● 10 nouns and sentences for activities that people do at the weekend. ● A wider range of conjunctions. ● Elision: Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe – e.g. in j'écoute.
	By the end of this unit pupils will be able to: ● Say the 3rd set of 5 phonics sounds. ● Say the 4th set of 5 phonics sounds.	**By the end of this unit pupils will be able to:** ● Use new vocabulary for describing the weather. ● Recall, say and write the 9 weather	**By the end of this unit pupils will be able to:** ● Say the names of common foods, snacks and drinks with the correct indefinite article/ determiner.	**By the end of this unit pupils will be able to:** ● Name and label a map of the Solar System. ● Apply the rules of adjectival agreement to describe the	**By the end of this unit pupils will be able to:** ● Say the nouns and determiners for 10 classroom subjects. ● Create a short phrase about a subject using I	**By the end of this unit pupils will be able to:** ● Tell the time around the clock, including quarter past, quarter to and half-past. ● Say 10 activities

	• Say the nouns and determiners for several family members. • Know how to move from using the determiner 'a' with a family member noun tousing a possessive adjective 'my'. • Answer the question 'As–tu des frères et sæurs ?' • Know how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called). • Use my knowledge of larger numbers to be able to describe the age of family members. • Count in tens to one hundred.	expressions. • Improve their listening decoding skills. • Read a weather map and describe weather in different parts of the country. • Use all new knowledge to present a weather forecast in French.	• Use some key phrases to help perform a role-play in a French 'salon de thé'. • Use knowledge of numbers to help calculate the bill in French.	Solar System. • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in order to conduct an interview with an astronaut. • Answer questions in order to present themselves as an astronaut and deepen their understanding of adjectival agreement to describe a character.	like and I do not like. • Know how to answer the question 'Quelle heure est-il?' (What time is it?) on the hour. • Say at what time they study a particular subject. • Use new knowledge from the unit to present school preferences in spoken and/or written form.	that they may do at the weekend. • Consolidate learning and focus on the spellings in French for the 10 activities. • Integrate 'at…' plus a time into their spoken and written work about weekend activities. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.