Werneth Primary School Curriculum Synopses for Modern Foreign Languages (French)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 **3 terms of work only as MFL is replaced by Swimming**	**Phonetics 1** In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. **I am Learning** By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.		**Instruments** In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.		**Ice-creams** In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	
Year 4	**Phonetics 1-2** In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. **Fruits** In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	**Presenting myself** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	**My Family** By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	**At the Tea Room** By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	**In the classroom** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	**Goldilocks** In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.

Year 5	**Phonetics 2-3** In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. **The Date** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	**Do you have a Pet?** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**My Home** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	**Clothes** By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.	**What is the Weather?** By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	**The Olympics** Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.
Year 6	**Phonetics 3-4** In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in. **In Town** In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.	**Planets** In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.	**At School** In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	**At the weekend** In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	**The Second World War** Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. Pupils will learn how to recognise, recall and spell key vocabulary related to the war, and will also learn how to conjugate the verb 'to see' in first-person singular in the past tense through the story of Vera, an evacuee during the war. This unit links strongly to transferable literacy skills.	**Habitats** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat.