



MFL Curriculum

Year 3 to Year 6

Overarching Principles

French

Subject Vision

'To learn a new language is to open another window from which to see the world.'
Chinese proverb.

At Abingdon Primary School, between them, our children speak over 44 different languages. By learning French, a language spoken by only a small number of children, we give them the opportunity to develop their knowledge and understanding of another language together and on a level playing field, as well as the opportunity to learn about another culture which will ignite their curiosity and deepen their understanding of the wider world. The children are able to build on the knowledge of language they have established from their home language to support their acquisition of a new language.

The Rigolo scheme of work supports our teachers in delivering focused and engaging lessons to enable the children to express their ideas and thoughts in another language, and to understand and respond to its speakers both in speech and in writing. It also provides opportunities for exposure to cultural experiences such as literature and music as well as the opportunity to communicate in real life situations through conversation and role play.

Subject Intent

- Know how to understand and respond to spoken and written language from a variety of authentic sources
- Know how to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Know how to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Know how to discover and develop an appreciation of a range of writing in the language studied

It is intended that when children leave Abingdon Primary they will have confidence and a natural curiosity to explore other countries, cultures and languages, accepting that in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Subject Implementation

The learning of French will follow four main aspects in Key Stage 2 following Rigolo French:

Listening: children will have the opportunity to listen to the spoken language and show understanding by joining in and responding. They will also explore language through songs, stories, rhymes and games.

Speaking: children will have the opportunity to engage in conversation, ask questions and express opinions amongst themselves and with teaching adults. They will also speak in sentences using familiar words and phrases.

Reading: children will have the opportunity to read and show understanding of familiar words, phrases and stories. They will appreciate popular stories, songs, poems and rhymes in French.

Writing: children will have the opportunity to describe people, places and things. They will also learn to understand basic grammar and apply it to build up simple sentences.

Key Subject Specific Teaching Approaches

Objectives are taught using a variety of Teaching and Learning strategies and include:

- Speaking and Listening activities
- Conversations/ role-play
- Songs and Rhymes
- Stories
- Memory games
- Written work
- Use of English/ French dictionaries

Long Term Map

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1- Bonjour -Saying hello and goodbye. -Asking and saying your name. -Nouns (masculine and feminine). -Numbers 1-10.	Unit 2- En Classe -Classroom objects. -Colours. -Saying your age. -Classroom instructions.	Unit 3- Mon Corps -Identify parts of the body. -Describe eyes, hair and appearance. -Days of the week.	Unit 4- Les Animaux -Identify animals and pets. -Give someone's name. -Describe someone. Numbers 11-20.	Unit 5- La Famille -Identify family members. -List household items. -Recognise and spell the alphabet <i>sur</i> and <i>dans</i> to describe position.	Unit 6- Bon Anniversaire! -Recognise and ask for snacks. -Give opinions about food. -Months of the year. -Dates and birthdays. -Numbers 21-31.
Year 4	Unit 7- Encore! – revision of describing people's appearance. -Describe someone's nationality. -Describe people's characteristics (sporty/ strict etc).	Unit 8- Quelle heure est-il? – Talk about activities (I am watching/ listening/playing) -Telling the time. -Talking about what times you do activities. Extra- find out about famous French people.	Unit 9- Les Fetes - Naming key festivals and their dates. - Gifts and presents. -Numbers 31-60. -Give and understand instructions.	Unit 10- Ou vas-tu? – Identifying French cities. -Using basic directions. -The weather and places in France.	Unit 11- On Mange! – Shopping for food. -Costs of food. -Talk about activities at a party. -Give opinions on food and activities.	Unit 12- Le Cirque – Find out about francophone countries. - Discuss languages we speak. - Identify and describe items of clothing.
Year 5	Unit 1- Salut, Gustave! – Greet people (revisit) and give personal information. - Ask and talk about family using <i>have</i> and <i>have not</i> . -Describe appearance and characteristics.	Unit 2- A l'école – School subjects. -Likes and dislikes (at school). -Ask and say the time. -Timings of the school day. -Schools in France.	Unit 3- La Nourriture – Asking politely for food. -Express opinions about food. -Describe how to make a sandwich. -Talk about healthy and unhealthy food. - Find out about lunch in France.	Unit 4- En Ville – Name places in a town. -Ask the way. -Give directions and say where you are going. -Give the time.	Unit 5- En Vacances – Ask and say where you are going on holiday. -express opinions about holidays. -Talk about holiday activities and holiday plans (consolidation).	Unit 6- Chez Moi – Name and describe rooms in the house (colour and size). -Say what people do at home and where.
Year 6	Unit 7- Le weekend – Ask and talk about regular activities. -Say what you don't do. -Ask and say what other people do. -Talk about what you like/ dislike.	Unit 8- Les vêtements – Ask and say what clothes you'd like. -Talk about what clothes you wear. -Give opinions on clothes. -Ask and talk about prices.	Unit 9- Ma journée (my day) – Ask and talk about daily routine including times. -Talk about details of a typical day including what you have for breakfast.	Unit 10- Les transports – Talk about forms of transport. -Ask and talk about where you're going and how you're going to get there. -Plan for a trip. -Buy tickets at the station.	Unit 11- Le sport – Talk about which sports you like/ dislike and what your opinion is on different sports. -Give reasons for preferences. -Talk about a sporting event.	Unit 12- On va faire la fete – Revision: transport, places and immediate future plans. -Descriptions of people and clothes. -Opinions of food and clothes. -Order food in a café.

End Points - Progression of Core Knowledge

What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<i>Skills:</i> Social convention; asking and answering questions; genders; cognates.	<i>Skills:</i> Asking and answering questions; genders; basic word order; pronunciation; written representation of sounds.	<i>Skills:</i> Genders; the definite article; word order; adjective agreements; comparing languages.	<i>Skills:</i> Use negative form; genders; counting; third person (he/she); adjective agreements; representation of sounds in written form; pronunciation.	<i>Skills:</i> Gender, spelling, classifying words, prepositions	<i>Skills:</i> Understanding and replying to questions; genders; counting; forming dates; representation of sounds in written form; pronunciation.
Year 4	<i>Skills:</i> Recognise and use third person singular (<u>il/elle</u>); revision of variety of <u>avoir</u> phrases; use <u>etre</u> phrases with adjectives; recognise different adjective endings.	<i>Skills:</i> Use present tense verbs; produce short oral phrases; express the time.	<i>Skills:</i> asking questions and answering using the irregular verb <u>vouloir</u> ; understanding and giving imperative instructions; recognising plurals; counting up to 60.	<i>Skills:</i> Ask and answer where you are going; understand and give imperative instructions for direction; form weather expressions and ask about the weather; describe the weather in a certain location using sentences.	<i>Skills:</i> Asking what someone wants and replying; partitive article (<u>du/ de la/ des</u>); use <u>on</u> to talk about first person activities; asking and replying to how much? Opinions using <u>c'est</u> ...	<i>Skills:</i> Genders (of countries); positive and negative phrases using the verb <u>parler</u> ; use of adjectives and agreements.
Year 5	<i>Skills:</i> Asking and answering questions; recognise and use plural forms; use a negative; adjective agreements; recognise patterns in simple sentences; change an element in a sentence; prepare a short presentation.	<i>Skills:</i> Correct use of definite article <u>le/ la/ l'/ les</u> ; intonation for questions; express opinions; use songs to aide memory; form longer sentences; understand there's not always a direct equivalent to each English word; use the internet for research.	<i>Skills:</i> Use <u>au/ a la/ a l'</u> (in reference to food); instructions using <u>vous</u> form; genders; use of negatives; plurals; integrate new vocabulary into learned language; use a dictionary; internet research.	<i>Skills:</i> Use sequencers (<u>d'abord, ensuite, enfin</u>); use <u>le, la, l'</u> correctly with places; use prepositions; recognise language patterns and deduce rules; integrate new vocabulary into learned language; use the internet.	<i>Skills:</i> Use <u>au/ a la/ a l'</u> with places; use <u>je vais + infinitive</u> to talk about the future; recognise patterns and apply knowledge of rules to make sentences; form longer sentences; listen to/ read authentic texts.	<i>Skills:</i> Use <u>il y a + indefinite article (un/ une)</u> ; use <u>c'est + adjectives (in agreement)</u> ; use <u>et</u> to extend sentences; use 3 rd person verbs; use and understand both definite and indefinite articles.
Year 6	<i>Skills:</i> Use verbs in 1 st person and in 3 rd person; build longer sentences; recognise patterns; use negatives; use <u>j'aime/ je</u>	<i>Skills:</i> Use <u>des</u> with plural words; use <u>et</u> and <u>mais</u> to extend sentences; give opinions using <u>c'est</u> ; adjective	<i>Skills:</i> Use 1 st person present tense including some reflexives; formulate questions; use <u>et</u> to join sentences; explore longer reading texts; use	<i>Skills:</i> Use prepositions <u>en</u> and <u>a</u> with transport; prepositions <u>au, a la, a l'</u> with places; use <u>on va + infinitive</u> for future plans;	<i>Skills:</i> Use the definite article with sports; spot patterns; use conjunctions <u>et</u> and <u>mais</u> ; devise and ask questions; give	<i>Skills:</i> Prepositions <u>au/ a la/ a l'/ en/ a</u> ; use <u>je vais + infinitive</u> ; revisit known language in a different context; use 3 rd

	n'aime pas + infinitive; conversation; prepare a powerpoint presentation; evaluate others.	agreements; conversation.	adverbs and time expressions; reflect and share ideas.	time indicators; ask politely; use knowledge of word, text and structure to build texts.	reasons for opinions; read and write longer texts; present information; use the internet for research.	person verbs including avoir and etre; use agreement of adjectives; negatives; express opinion; plurals of food words; use reading strategies to cope with authentic texts; presentational skills; use songs and sketches based on French culture.
--	--	---------------------------	--	--	--	--