



MFL at St Mary's Catholic Primary

	AUTUMN		SPRING		SUMMER	
YEAR 3 Units 1-4 (from SOW on lightbulb languages.)	Unit 1 Simple greetings Simple statements (about name and age) Asking simple questions (about name and age) Family Numbers 0-12	Unit 2 Playground games and preferences Numbers 11-20 Saying simple rhymes	Unit 3 Make simple statements about hobbies and what we do well Birthdays - months of the year	Unit 3 Birthday traditions including party games	Unit 4 Parts of the body (vocabulary of 12)	Unit 4 Colours (vocabulary of 13) Description of a character using appropriate vocabulary
<p>Pupils will listen to spoken language and show understanding by joining in and responding. They will begin to show an understanding of words in written form. Pupils will experiment with writing vocabulary and phrases from memory.</p> <p>Oracy Perform simple communicative tasks using single words, phrases & short sentences. End of year 3 – pupils should be able to listen and respond to familiar words and phrases.</p> <p>Literacy Experiment with the writing of simple words. Begin to read a few familiar words and phrases aloud. End of year 3 – Recognise and understand familiar phrases in written form. Write some familiar phrases from a model and from memory.</p> <p>Intercultural understanding Identify social conventions at home & in other cultures. End of year 3 – Appreciate the diversity of languages within their school. Talk about the similarities and differences of social conventions between different cultures.</p> <p>Knowledge about language Recognise question forms & negatives. Hear main word classes. Identify specific sounds, phonemes & words. End of year 3 – Pupils will foster their interest in the similarities and differences between languages.</p> <p>Language learning strategies Use gestures to show they understand. Use the context of what they see/read to determine some of the meaning.</p>						

<p>YEAR 4</p> <p>Units 5-9</p>	<p>Unit 5</p> <p>How we travel to school</p> <p>Where is French spoken in the world</p> <p>How to travel to different places</p> <p>Weather</p>	<p>Unit 5</p> <p>Numbers 21 to 30</p> <p>Days of the week</p> <p>Months of the year</p> <p>Colours</p>	<p>Unit 6</p> <p>Numbers up to 39</p> <p>Recognition of French currency (Euro)</p>	<p>Unit 6</p> <p>Likes and dislikes (of toys)</p> <p>Toy advertisement</p>	<p>Units 7,8 and 9</p> <p>Sporting activities (vocabulary of 8)</p> <p>Food – healthy diet</p>	<p>Units 7,8 and 9</p> <p>Animals</p> <p>Carnival of the animals</p> <p>Animal habitats</p> <p>Simple description of an animal</p>
<p>Pupils will continue to ask and answer a range of questions on different topic areas including weather and on our travels. They will learn numbers from 21-30.</p> <p>Oracy</p> <p>Ask & answer questions on several topics. Continue to listen to and join in with a range of stories, songs and poems.</p> <p>End of year 4 –</p> <p>Listen to and identify words and short phrases. Ask and answer a wider range of questions.</p> <p>Literacy</p> <p>Write simple words and phrases using a model & some words from memory.</p> <p>End of year 4 –</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Intercultural understanding</p> <p>Know about some aspects of everyday life & compare them to their own, including celebrations and how they are similar with other cultures.</p> <p>End of year 4 –</p> <p>Compare aspects of everyday life at home and abroad.</p> <p>Knowledge about language</p> <p>Use question forms.</p> <p>Recognise & apply simple agreements, singular & plural.</p> <p>Apply phonic knowledge of the language to support reading & writing.</p> <p>End of year 4 –</p> <p>Pupils begin to share their knowledge about language and develop basic techniques for memorising and using language.</p> <p>Language learning strategies</p> <p>Ask for repetition and clarification.</p> <p>Use context and previous knowledge to determine meaning & pronunciation.</p>						

YEAR 5 Units 10-14	Units 10 and 11 French Alphabet Places in locality Journey to school Simple directions Celebrations – dates Numbers 40 to 69	Units 10 and 11 Statements to express likes and dislikes of food and drink Follow and write instructions (as in a recipe)	Unit 12 Objects in the solar system Statements to describe a planet and its position	Unit 12 Make compound sentences by classifying nouns, adjectives and verbs	Units 13 and 14 Seasons Weather Respond to a poem by making simple statements about weather and seasons using adjectives	Units 13 and 14 Respond to a painting by giving simple descriptions of a scene or a place using adjectives
<p>Pupils will engage in conversations including being able to name places in the locality and when giving and following directions.</p> <p>Oracy Prepare & practise a simple conversation, reusing familiar vocabulary & structures in new contexts. Join in with a wider range of songs and stories. End of year 5 – Join in a short conversation and make a simple presentation (for example role playing a conversation.)</p> <p>Literacy Write words, phrases & short sentences, using a reference. Revisit and consolidate words and structures learnt previously. End of year 5- Read and understand some of the main points of a text. Write words, phrases and sentences using a model.</p> <p>Intercultural understanding Look at further aspects of their everyday lives from the perspective of someone from another country. End of year 5 – Identify similarities and differences in everyday life and between contrasting localities.</p> <p>Knowledge about language Understand & use negatives. Apply knowledge of rules when building sentences. Develop accuracy in pronunciation & intonation. End of year 5 – Pupils become more aware of simple structures and conventions. They further develop their recognition of pattern.</p> <p>Language learning strategies Look & listen for visual & aural clues. Use context & previous knowledge to help understanding.</p>						

<p>YEAR 6 Units 15-17</p>	<p>Unit 15 Telling the time using half hour, quarter hour and 24-hour notation</p>	<p>Unit 15 Similarities and differences between French and English schools Places in school School times School subjects</p>	<p>Unit 16 Make statements about places in a town Numbers 70 to 100</p>	<p>Unit 16 Say and write the year in French (for example, - deux mille vingt deux 2022) Statements about town past and present</p>	<p>Unit 17 Language to use in a café including snacks and drinks Appreciate similarities and differences between cultures and culinary traditions</p>	<p>Unit 17 Continue to use transactional language for a café including choosing ice cream flavours</p>
<p>Pupils will continue to explore the sounds and patterns of the language. They will continue to speak in sentences and develop accurate pronunciation and intonation so that others understand when reading aloud.</p> <p>Oracy Use spoken language confidently to initiate & sustain conversations & to tell stories. Share simple accounts of events from their own experience. End of year 6 – Give a simple presentation in a clear audible voice. Converse briefly without prompts.</p> <p>Literacy Write sentences on a range of topics using a model and some from memory. Read a variety of longer texts. End of year 6 – Read aloud with confidence and understand the main points from reading a short passage. Develop a short text using a model.</p> <p>Intercultural understanding Compare attitudes towards aspects of everyday life. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. End of year 6- Demonstrate understanding of and respect for cultural diversity. Present information about an aspect of another country.</p> <p>Knowledge about language Devise questions for authentic use. Recognise the importance & significance of intonation. Notice and match agreements. End of year 6 – Develop greater independence in applying language learning strategies and in transferring language from one context to another.</p> <p>Language learning strategies Listen for clues to meaning e.g. tone of voice, key words. Use context & previous knowledge to help understanding & reading skills.</p>						