



|    | Autumn term  |  |  | Spring term  |  |   | Summer term  |  |   |
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| Y3 | <b>Autumn term</b><br>Stage 1 lessons 1-8 and Christmas lessons 1-4<br><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a> |  |  | <b>Spring term</b><br>New Year lessons 5-6 and Stage 1 lessons 9-18<br><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a> |  |   | <b>Summer term</b><br>Stage 1 lessons 19-30<br><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a>                 |  |   |
|    | <b>Vocabulary</b><br>Greetings<br>Monsieur/Madame<br>Classroom commands<br>Saying how you feel<br>Colours<br>Christmas nouns                           | <b>Grammar</b><br>Indefinite article - un<br>Imperative vous<br>er verbs       | <b>Structures/Features</b><br>Simple sentence - voici/et<br>Rising intonation - question | <b>Vocabulary</b><br>Numbers 0-6<br>Comments t'appelles-tu?<br>Je m'appelle<br>Consonne/voyelle  | <b>Grammar</b><br>Pronouns - je/tu                                       | <b>Structures/Features</b><br>/<br>Question words | <b>Vocabulary</b><br>Numbers 0-10<br>Verbs Vite/lentement<br>Je veux/Tu veux<br>S'il vous plait<br>S'il te plait<br>Merci<br>Pencil case items | <b>Grammar</b><br>1 <sup>st</sup> and 2 <sup>nd</sup> person singular - er verbs present tense<br>1 <sup>st</sup> and 2 <sup>nd</sup> person singular - vouloir present tense<br>Indefinite article - un/une | <b>Structures/Features</b><br>/<br>Rising intonation - question<br>Simple sentence - 1 <sup>st</sup> and 2 <sup>nd</sup> person informal form of you<br>Introduction to gender of nouns |
|    | <b>Stories/rhymes/songs</b><br>Stories<br>Toutes les couleurs<br>Silence Père Noël   | <b>Dictionary/culture</b><br>French speaking countries<br>Christmas traditions | <b>Stories/rhymes/songs</b><br>Stories<br>Roule galette<br>L'automne arrive              | <b>Dictionary/culture</b><br>Bi-lingual dictionary - meanings  | <b>Stories/rhymes/songs</b><br>Stories<br>Je veux manger<br>Rhymes/Songs | <b>Dictionary/culture</b><br>Traditional rhymes   |  |  |   |

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|  | <p><b>Rhymes/Songs</b><br/>Voici ma main<br/>Bonjour ça va</p>   |  | <p><b>Rhymes/Songs</b><br/>J'aime la<br/>galette<br/>2 petits oiseaux<br/>Monsieur Pouce<br/>Meunier tu dors?</p>                             | <p>Epiphany<br/>Festival<br/>Dance - galette<br/>Traditional<br/>rhymes</p> | <p>Meunier tu dors<br/>1 à 12<br/>Une poule sur<br/>un mur<br/>Que fait ma<br/>main?<br/>Dans ma trousse<br/>j'ai</p>  |  |
| <p><b><u>Y3 Skills to be taught each term:</u></b></p> <ul style="list-style-type: none"> <li>• Listen and show understanding of single words through physical response</li> <li>• Listen and identify rhyming words and particular sounds in songs and rhymes</li> <li>• Recognise a familiar question and respond with a simple rehearsed response</li> <li>• Name objects and actions and link words with a connective in a simple rehearsed statement</li> <li>• Join in with actions to accompany familiar songs, stories and rhymes and say some of the words</li> <li>• Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words</li> <li>• Read and show understanding of familiar single words</li> <li>• Identify and use strategies for memorising new vocabulary</li> <li>• Write and say simple familiar words to describe people, places, things and actions using a model</li> <li>• Write single familiar words from memory with understandable accuracy</li> <li>• Name a noun, adjective, verb, pronoun, conjunction in the language being studied</li> <li>• Use the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a regular verb</li> </ul> |  |  |   |   | <p><b><u>Concepts</u></b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• production</li> <li>• fluency</li> <li>• spontaneity</li> <li>• pronunciation</li> <li>• intonation</li> </ul> |  |
|  | <p><b><u>Autumn term</u></b><br/>Stage 1 lessons 31-42<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> | <p><b><u>Spring term</u></b><br/>Stage 1 Lessons 43-53<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> | <p><b><u>Summer term</u></b><br/>Stage 2 lessons 1-12<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> |   |  |  |

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| Y4   | <b><u>Vocabulary</u></b><br>J'ai/Tu as<br>Dans ma<br>trousse<br>Items of<br>clothing<br>Je mets/Tu<br>mets<br>Oui/Non<br>Des                          | <b><u>Grammar</u></b><br>Gender of<br>nouns<br>Plural<br>nouns<br>1 <sup>st</sup> and 2 <sup>nd</sup><br>person -<br>avoir<br>1 <sup>st</sup> and 2 <sup>nd</sup><br>person -<br>mettre | <b><u>Structures/<br/>Features</u></b><br>Sentence<br>with<br>pronoun,<br>verb and<br>singular/plur<br>al nouns<br>Rising<br>intonation-<br>question   | <b><u>Vocabulary</u></b><br>C'est<br>Days of<br>the week<br>Numbers<br>11-20                         | <b><u>Grammar</u></b><br>Plural<br>nouns   | <b><u>Structures<br/>/</u></b><br><b><u>Features</u></b><br>Counting<br>nouns<br>beginning<br>with a<br>consonant  | <b><u>Vocabula<br/>ry</u></b><br>C'est<br>Ce n'est<br>pas<br>Qui est-<br>ce?<br>Colours<br>De quelle<br>couleur<br>est-ce? | <b><u>Grammar</u></b><br>3 <sup>rd</sup> person<br>singular<br>être<br>Position of<br>colour<br>adjective | <b><u>Grammar</u></b><br>3 <sup>rd</sup> person<br>singular<br>être<br>Position of<br>colour<br>adjective |
|  | <b><u>Stories/rhymes/son<br/>gs</u></b><br><b>Stories</b><br>Je m'habille et je<br>te croque<br><br><b>Rhymes/Songs</b><br>Beau front<br>Eiffel Tower | <b><u>Dictionary/culture</u></b><br>Eiffel Tower  | <b><u>Stories/rhymes/so<br/>ngs</u></b><br><b>Stories</b><br>Par une sombre<br>nuit de tempête<br><br><b>Rhymes/Songs</b><br>11 à 20<br>Days of the<br>week<br>1,2,3 je m'en<br>vais au bois | <b><u>Dictionary/cultur<br/>e</u></b><br>Bi-lingual<br>dictionary -<br>meanings<br><br>2 times table | <b><u>Stories/rhymes/s<br/>ongs</u></b><br><b>Rhymes/Songs</b><br>De quelle<br>couleur est-ce?<br>Une souris verte | <b><u>Dictionary/cultur<br/>e</u></b><br>French speaking<br>countries in<br>Europe   |  |   |   |
|  | <b><u>Y4 Skills to be taught each term:</u></b>   |   |  |  |  |  | <b><u>Concepts</u></b>   |   |   |
| <ul style="list-style-type: none"> <li>Listen and show understanding of short phrases through physical response</li> <li>Listen and demonstrate understanding of words in songs and rhymes</li> <li>Ask and answer several simple and familiar questions with a rehearsed response</li> <li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li> </ul> |   |   |  |  |  | <ul style="list-style-type: none"> <li>communication</li> <li>production</li> <li>fluency</li> <li>spontaneity</li> <li>pronunciation</li> <li>intonation</li> </ul> |  |   |   |

- Join in with the words of a rhymes, song or story sometimes from memory
- Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
- Read and show understanding of simple familiar phrases and short sentences
- Use a bi-lingual dictionary to find the meaning of a word or its translation
- Write and say a simple phrase to describe people, places, things and actions using a language scaffold
- Write simple familiar short phrases from memory with understandable accuracy
- Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
- Demonstrate understanding of the position of the majority of adjectives

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|    | <p><u>Autumn term</u><br/>Stage 2 lessons 13-24<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> |  |   | <p><u>Spring term</u><br/>Stage 2 lessons 25-39<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p>       |   |   | <p><u>Summer term</u><br/>Stage 2 lessons 40-51<br/><a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p>   |  |   |
| Y5 | <p><u>Vocabulary</u><br/>Tu/Vous<br/>Qu'est-ce que c'est?<br/>C'est un<br/>Masculine animal nouns<br/>Feminine animal nouns</p>         | <p><u>Grammar</u><br/>Gender of nouns<br/>Position of colour adjectives<br/>3<sup>rd</sup> person singulr - être</p> | <p><u>Structures/ Features</u><br/>Formal and informal - you<br/>Question form using rising intonation<br/>Question word<br/>Sentence with noun</p> | <p><u>Vocabulary</u><br/>Ce sont des<br/>Petit/Grand<br/>Je suis/Je ne suis pas<br/>Tu es<br/>Assez/très<br/>Il y a /Qu'est-ce qu'il y a?</p> | <p><u>Grammar</u><br/>1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person<br/>Plural nouns<br/>Position of adjectives of size<br/>Possessive adjective<br/>Definite article</p> | <p><u>Structures / Features</u><br/>Sentence with an adverb of place, size adjective, noun and colour adjective<br/>Question word sentences</p> | <p><u>Vocabulary</u><br/>Er<br/>Movement verbs<br/>Le,la,l',les<br/>Pets<br/>Family members<br/>J'ai/Je n'ai pas de/Tu as<br/>Je veux</p> | <p><u>Grammar</u><br/>Imperative - er verbs<br/>- vous 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> person and plural - er verbs<br/>Definite article<br/>1<sup>st</sup>-2<sup>nd</sup> person singular - avoir</p> | <p><u>Structures / Features</u><br/>Sentence with adjectives and nouns and a subordinate clause<br/>Question with rising intonation</p> |

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|  |  |  | and colour adjective | Dans le sac/ le jardin/ placard/la boîte<br>Le,la,l',les<br>Mon, ma, mes  |   |  | S'appeler<br>Aimer<br>Qui Mais  | Negative - ne..pas + de<br>Pronouns - 1 <sup>st</sup> and 2 <sup>nd</sup> person singular, 3 <sup>rd</sup> person singular and plural |  |
|  | <u>Stories/rhymes/songs</u><br>Stories<br>Va t'en grand<br>monstre vert<br>Rhymes/Songs<br>Savez-vous planter les choux?<br>Mon Ane<br>Une souris verte<br>Léon le caméléon  | <u>Dictionary/culture</u><br>Bi-lingual dictionary - gender of nouns<br><br>Traditional song |                      | <u>Stories/rhymes/songs</u><br>Rhymes/Songs<br>Des amies sages<br>Alouette<br>Petit ballon<br>Il court le furet<br>Trois petits chats<br>Valentine's poem | <u>Dictionary/culture</u><br>Bi-lingual dictionary - nouns in singular and plural<br><br>Traditional songs and game |  | <u>Stories/rhymes/songs</u><br>Stories<br>Bon appétit<br>Monsieur Lapin<br>Qui conduit?<br>Pourquoi?  | <u>Dictionary/culture</u><br>Bi-lingual dictionary - meanings, gender and nouns in plural   |  |
|  | <p><u>Y5 Skills to be taught each term:</u></p> <ul style="list-style-type: none"> <li>• Listen and show understanding of more complex familiar phrases and sentences</li> <li>• Follow the text of familiar rhymes and songs identifying the meaning of the words</li> <li>• Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help</li> <li>• Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> <li>• Follow the simple text of a familiar song or story and sing or read aloud</li> <li>• Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules</li> </ul> |  |                      |   |   |  | <p><u>Concepts</u></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• production</li> <li>• fluency</li> <li>• spontaneity</li> <li>• pronunciation</li> <li>• intonation</li> </ul> |   |  |

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|    | <ul style="list-style-type: none"> <li>• Read and show understanding of a complex sentence using familiar language</li> <li>• Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>• Write and say a more complex sentence to describe people, places, things and actions using a language scaffold</li> <li>• Write familiar complex sentences from memory with understandable accuracy</li> <li>• Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>• Produce positive and negative sentences with high frequency verbs and pronouns</li> <li>•</li> </ul> |   |  |   |  |  |  |   |  |
| Y6 | <p><u>Autumn term</u><br/>                 Shape Book - 5 lessons and Colour poem - 5 lessons<br/> <a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p>  | <p><u>Spring term</u><br/>                 Monster description - 8 lessons and Mini book 'Moi et toi' - 10 lessons<br/> <a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> | <p><u>Summer term</u><br/>                 Guess the animal - 7 lessons and Ours brun story - 6 lessons<br/> <a href="https://www.cavelanguages.co.uk/">https://www.cavelanguages.co.uk/</a></p> |   |  |  |  |   |  |
|    | <p><u>Vocabulary</u><br/>                 C'est<br/>                 Shapes - un rectangle, un triangle, un cercle, un carré<br/>                 Grand/petit<br/>                 Colours<br/>                 Comme<br/>                 Le, la, l' les</p>   | <p><u>Grammar</u><br/>                 Gender of nouns<br/>                 Position of adjectives<br/>                 Size adjectives before<br/>                 Singular and plural nouns</p>           | <p><u>Structures/ Features</u><br/>                 Question - rising intonation</p>   | <p><u>Vocabulary</u><br/>                 Parts of the body<br/>                 Animal parts<br/>                 Colours<br/>                 Grand, petit, gros, long<br/>                 Frisé,<br/>                 court, mi-long<br/>                 Fort,<br/>                 drôle,<br/>                 intelligent<br/>                 S'appeler</p> | <p><u>Grammar</u><br/>                 Singular and plural nouns<br/>                 1, 2, 3<sup>e</sup> person<br/>                 singular/plural - avoir/être<br/>                 Position of colour adjectives and adjectives of size</p> | <p><u>Structures / Features</u><br/>                 Sentence with adjective of size, noun and colour adjective in singular and plural, positive</p> | <p><u>Vocabulary</u><br/>                 Er Verbs<br/>                 C'est/Qui<br/>                 Animals<br/>                 Habitats<br/>                 Animal parts of body<br/>                 Avoir/Être<br/>                 Grand, petit, joli, gros, jeune, long,</p> | <p><u>Grammar</u><br/>                 Infinitive<br/>                 Qui - relative clause<br/>                 3<sup>e</sup> person singular - er verbs/avoir/être<br/>                 Negative - ne...pas + de<br/>                 3<sup>e</sup> person singular - avoir/être</p> | <p><u>Structures / Features</u><br/>                 Sentence with noun and adjectives and subordinate clause with verb in 3<sup>e</sup> person singular and preposition</p> |

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|  |   |   |  | Pets<br>Un frère,<br>un demi-<br>frère, une<br>soeur, une<br>demi-soeur<br>Mon<br>anniversai<br>re<br>C'est, ou,<br>très,<br>assez,<br>mais<br>Months of<br>year<br>Aimer<br>Numbers 1<br>- 31 | Pronouns 1 <sup>st</sup> ,<br>2 <sup>nd</sup> , 3 <sup>rd</sup><br>person<br>singular<br>and 3 <sup>rd</sup><br>person<br>plural | and<br>negative<br>Question<br>form -<br>rising<br>intonation<br>Question<br>words<br>Familiar<br>and<br>formal use<br>of you             | beau,<br>vieux<br>Colours<br>Dans/Par<br>ici | Position of<br>adjectives<br>Agreement<br>of<br>adjectives<br>3 <sup>rd</sup> person<br>plural - er<br>verbs |  |
|  | <u>Stories/rhymes/songs</u><br>Stories<br>Qui conduit?<br>Songs<br>Le/la song   | <u>Dictionary/culture</u><br>Bi-lingual<br>dictionary - find<br>nouns in French<br>and gender | <u>Stories/rhymes/songs</u><br>Stories<br>Va-t'en grand<br>monstre vert<br>Songs<br>Tête, épaule,<br>genou.. etc.<br>Mon monstre<br>Une patate | <u>Dictionary/culture</u><br>Bi-lingual<br>dictionary for<br>gender, plural<br>nouns and<br>adjectives<br>French<br>handwriting  | <u>Stories/rhymes/songs</u><br>Our brun  | <u>Dictionary/culture</u><br>Bi-lingual<br>dictionary for<br>nouns and<br>gender, -er<br>verbs,<br>prepositions,<br>adjectives            |  |  |  |
|  | <u>Y6 Skills to be taught each term:</u> <ul style="list-style-type: none"> <li>Listen and show understanding of more complex sentences containing familiar and unfamiliar words</li> <li>Read aloud the text of familiar rhymes and songs</li> </ul> |   |  |  |  | <u>Concepts</u> <ul style="list-style-type: none"> <li>communication</li> <li>production</li> <li>fluency</li> <li>spontaneity</li> </ul> |  |  |  |

- Engage in a short conversation using familiar questions and express opinions
- Manipulate familiar language to present own ideas and information in more complex sentences
- Understand the gist of an unfamiliar text using some familiar language
- Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
- Read and show understanding of a series of complex sentences using familiar language
- Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
- Write and say a complex sentence manipulating familiar language, using a dictionary for new language
- Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy
- Use the correct form of the definite article in singular and plural sentences
- Apply all grammatical knowledge learnt to build complex sentences

- pronunciation
- intonation