

	Autumn term			Spring term			Summer term		
Y3	Autumn term. Stage 1 lessons 1-8 and Christmas lessons 1-4 https://www.cavelanguages.co.uk/			Spring term. New Year lessons 5-6 and Stage 1 lessons 9-18 https://www.cavelanguages.co.uk/			Summer term. Stage 1 lessons 19-30 https://www.cavelanguages.co.uk/		
	Vocabulary Greetings Monsieur/Ma dame Classroom commands Saying how you feel Colours Christmas nouns	Grammar Indefinite article - un Imperative vous er verbs	Structures/Features Simple sentence - voici/et Rising intonation - question	Vocabulary Numbers 0-6 Comments t'appelles-tu? Je m'appelle Consonne/voyelle	Grammar Pronouns - je/tu	Structures/Features Question words	Vocabulary Numbers 0-10 Verbs Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait Merci Pencil case items	Grammar 1 st and 2 nd person singular - er verbs present tense 1 st and 2 nd person singular - vouloir present tense Indefinite article - un/une	Structures/Features Rising intonation-question Simple sentence - 1 st and 2 nd person informal form of you Introduction to gender of nouns
	Stories/rhymes/songs Stories Toutes les couleurs Silence Père Noël Rhymes/Songs Voici ma main Bonjour ça va	Dictionary/culture French speaking countries Christmas traditions	Stories/rhymes/songs Stories Roule galette L'automne arrive Rhymes/Songs J'aime la galette 2 petits oiseaux	Dictionary/culture Bi-lingual dictionary - meanings Epiphany Festival Dance - galette Traditional rhymes	Stories/rhymes/songs Stories Je veux manger Rhymes/Songs Meunier tu dors 1 à 12	Dictionary/culture Traditional rhymes			

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			Monsieur Pouce Meunier tu dors?			Une poule sur un mur Que fait ma main? Dans ma trousse j'ai			
<p>Y3 Skills to be taught each term:</p> <ul style="list-style-type: none"> Listen and show understanding of single words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a connective in a simple rehearsed statement Join in with actions to accompany familiar songs, stories and rhymes and say some of the words Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words Read and show understanding of familiar single words Identify and use strategies for memorising new vocabulary Write and say simple familiar words to describe people, places, things and actions using a model Write single familiar words from memory with understandable accuracy Name a noun, adjective, verb, pronoun, conjunction in the language being studied Use the 1st and 2nd person pronouns with a regular verb 						<p>Concepts</p> <ul style="list-style-type: none"> communication production fluency spontaneity pronunciation intonation 			
Y4	<p>Autumn term Stage 1 lessons 31-42 https://www.cavelanguages.co.uk/</p>			<p>Spring term Stage 1 Lessons 43-53 https://www.cavelanguages.co.uk/</p>			<p>Summer term Stage 2 lessons 1-12 https://www.cavelanguages.co.uk/</p>		
	Vocabulary J'ai/Tu as Dans ma trousse	Grammar Gender of nouns Plural nouns	Structures/ Features Sentence with pronoun, verb and	Vocabulary C'est Days of the week	Grammar Plural nouns	Structures/ Features Counting nouns beginning	Vocabular y C'est Ce n'est pas	Grammar 3 rd person singular être	Structures/ Features Rising intonation

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<p>Items of clothing Je mets/Tu mets Oui/Non Des</p>	<p>1^{re} and 2^e person - avoir 1^{re} and 2^e person - mettre</p>	<p>singular/plural nouns Rising intonation-question</p>	<p>Numbers 11-20</p>		<p>with a consonant</p>	<p>Qui est-ce? Couleurs De quelle couleur est-ce?</p>	<p>Position of colour adjective</p>	<p>for questions Question word</p>
<p><u>Stories/rhymes/songs</u> Stories Je m'habille et je te croque Rhymes/Songs Beau front Eiffel Tower</p>	<p><u>Dictionary/culture</u> Eiffel Tower</p>	<p><u>Stories/rhymes/songs</u> Stories Par une sombre nuit de tempête Rhymes/Songs 11 à 20 Days of the week 1,2,3 je m'en vais au bois</p>	<p><u>Dictionary/culture</u> Bi-lingual dictionary - meanings 2 times table</p>	<p><u>Stories/rhymes/songs</u> Rhymes/Songs De quelle couleur est-ce? Une souris verte</p>	<p><u>Dictionary/culture</u> French speaking countries in Europe</p>			
<p><u>Y4 Skills to be taught each term:</u></p> <ul style="list-style-type: none"> • Listen and show understanding of short phrases through physical response • Listen and demonstrate understanding of words in songs and rhymes • Ask and answer several simple and familiar questions with a rehearsed response • Use familiar vocabulary to say simple sentences to give information using a language scaffold • 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 						<p><u>Concepts</u></p> <ul style="list-style-type: none"> • communication • production • fluency • spontaneity • pronunciation • intonation 		

	<ul style="list-style-type: none"> 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 								
Y5	<u>Autumn term</u> Fast-Track Lessons 1 - 8 https://www.cavelanguages.co.uk/			<u>Spring term</u> Fast-Track Lessons 9 - 16 https://www.cavelanguages.co.uk/			<u>Summer term</u> Stage 2 Lessons 1 - 12 https://www.cavelanguages.co.uk/		
	<u>Vocabulary</u> Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns Feminine animal nouns	<u>Grammar</u> Gender of nouns Position of colour adjectives 3 rd person singular - être	<u>Structures/Features</u> Formal and informal - you Question form using rising intonation Question word Sentence with noun and colour adjective	<u>Vocabulary</u> Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le,la,l',les Mon, ma, mes	<u>Grammar</u> 1 st /2 nd /3 rd person Plural nouns Position of adjectives of size Possessive adjective Definite article	<u>Structures/Features</u> Sentence with an adverb of place, size adjective, noun and colour adjective Question word sentences	<u>Vocabulary</u> Er Movement verbs Le,la,l',les Pets Family members J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	<u>Grammar</u> Imperative - er verbs - vous 1 st , 2 nd , 3 rd person and plural - er verbs Definite article 1 st -2 nd person singular - avoir Negative - ne..pas + de Pronouns - 1 st and 2 nd person singular, 3 rd person singular and plural	<u>Structures/Features</u> Sentence with adjectives and nouns and a subordinate clause Question with rising intonation
	<u>Stories/rhymes/songs</u> Stories	<u>Dictionary/culture</u>		<u>Stories/rhymes/songs</u> Rhymes/Songs	<u>Dictionary/culture</u> Bi-lingual dictionary - nouns		<u>Stories/rhymes/songs</u> Stories	<u>Dictionary/culture</u> Bi-lingual dictionary -	

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<p>Va t'en grand monstre vert Rhymes/Songs Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon</p>	<p>Bi-lingual dictionary - gender of nouns Traditional song</p>	<p>Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem</p>	<p>in singular and plural Traditional songs and game</p>	<p>Bon appétit Monsieur Lapin Qui conduit? Pourquoi?</p>	<p>meanings, gender and nouns in plural</p>
<p><u>Y5 Skills to be taught each term:</u></p> <ul style="list-style-type: none"> • Listen and show understanding of more complex familiar phrases and sentences • Follow the text of familiar rhymes and songs identifying the meaning of the words • Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help • Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold • Follow the simple text of a familiar song or story and sing or read aloud • Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules • Read and show understanding of a complex sentence using familiar language • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold • Write familiar complex sentences from memory with understandable accuracy • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy • Produce positive and negative sentences with high frequency verbs and pronouns • 				<p><u>Concepts</u></p> <ul style="list-style-type: none"> • communication • production • fluency • spontaneity • pronunciation • intonation 	

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Y6	<p>Autumn term. Shape Book - 5 lessons and Colour poem - 5 lessons https://www.cavelanguages.co.uk/</p>			<p>Spring term. Monster description - 8 lessons and Mini book 'Moi et toi' - 10 lessons https://www.cavelanguages.co.uk/</p>			<p>Summer term. Guess the animal - 7 lessons and Ours brun story - 6 lessons https://www.cavelanguages.co.uk/</p>		
	<p>Vocabulary C'est Shapes - un rectangle, un triangle, un cercle, un carré Grand/petit Colours Comme Le, la, l' les</p>	<p>Grammar Gender of nouns Position of adjectives Size adjectives before noun Singular and plural nouns</p>	<p>Structures/Features Question - rising intonation</p>	<p>Vocabulary Parts of the body Animal parts Colours Grand, petit, gros, long Frisé, court, mi-long Fort, drôle, intelligent S'appeler Pets Un frère, un demi-frère, une soeur, une demi-soeur Mon anniversaire C'est, ou, très, assez, mais Months of year Aimer</p>	<p>Grammar Singular and plural nouns 1st, 2nd, 3rd person singular/plural - avoir/être Position of colour adjectives and adjectives of size Pronouns 1st, 2nd, 3rd person singular and 3rd person plural</p>	<p>Structures/Features Sentence with adjective of size, noun and colour adjective in singular and plural, positive and negative Question form - rising intonation Question words Familiar and formal use of you</p>	<p>Vocabulary y Er Verbs C'est/Qui Animals Habitats Animal parts of body Avoir/Être Grand, petit, joli, gros, jeune, long, beau, vieux Colours Dans/Par ici</p>	<p>Grammar Infinitive Qui - relative clause 3rd person singular - er verbs/avoir/être Negative - ne...pas + de 3rd person singular - avoir/être Position of adjectives Agreement of adjectives 3rd person plural - er verbs</p>	<p>Structures/Features Sentence with noun and adjectives and subordinate clause with verb in 3rd person singular and preposition</p>

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			Numbers 1 - 31					
	<p><u>Stories/rhymes/songs</u></p> <p>Stories Qui conduit?</p> <p>Songs Le/la song</p>	<p><u>Dictionary/culture</u></p> <p>Bi-lingual dictionary – find nouns in French and gender</p>	<p><u>Stories/rhymes/songs</u></p> <p>Stories Va-t'en grand monstre vert</p> <p>Songs Tête, épaule, genou.. etc. Mon monstre Une patate</p>	<p><u>Dictionary/culture</u></p> <p>Bi-lingual dictionary for gender, plural nouns and adjectives</p> <p>French handwriting</p>	<p><u>Stories/rhymes/songs</u></p> <p>gs Our brun</p>	<p><u>Dictionary/culture</u></p> <p>Bi-lingual dictionary for nouns and gender, -er verbs, prepositions, adjectives</p>		
	<p><u>Y6 Skills to be taught each term:</u></p> <ul style="list-style-type: none"> • Listen and show understanding of more complex sentences containing familiar and unfamiliar words • Read aloud the text of familiar rhymes and songs • 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 					<p><u>Concepts</u></p> <ul style="list-style-type: none"> • communication • production • fluency • spontaneity • pronunciation • intonation 		