



# Modern Foreign Languages

01

Develop our children as lifelong learners.  
(Ambitious, Independent)

02

Develop the character of our children.  
(Tolerant, Responsible)



03

Develop behaviours and habits to become effective learners.  
(Co-operative, Resilient)

04

Develop the moral compass of our children.  
(Empathetic, Honest)

## Contents Page

**Page 3 - MFL One Page Profile**

**Page 4 - National Curriculum Objectives**

**Page 5 - Blyth WISE MFL Curriculum Overview**

**Page 6 - Characteristics of Effective Learning**

**Page 8 - Year One Curriculum**

**Page 12- Year Two Curriculum**

**Page 18 - Year Three Curriculum**

**Page 23 - Year Four Curriculum**

**Page 28 - Year Five Curriculum**

**Page 33 - Year Six Curriculum**

**Page 38 - End Point Assessment Sheet**

<b>“With Languages, you are at home anywhere.”</b>	
<b>INTENT</b>	
Our curriculum ensures that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.	
<b>Implementation</b>	
French is taught using the Language Angels scheme of work. MFL will be taught from KS1 in order to immerse children in a different language from a young age in order to inspire and excite children and give them a greater understanding of life outside of Britain. Core vocabulary and key skills will be developed within KS1 and will be built upon as children progress through school in line with the National Curriculum objectives. <b><u>Our key knowledge concepts are:</u></b> Language and vocabulary, communication and intercultural understanding. <b><u>Our key skills concepts are:</u></b> Speaking, listening, grammar(Y2 onwards), reading(Y2 onwards), writing(Y2 onwards), phonics (Y1 only)	
<b>Enrichment</b>	<b>Supporting Children:</b>
All children will take part in a French day where they will learn more about the culture of France. This will include learning about significant individuals, famous landmarks and French cuisine. In addition, alternative MFL clubs are offered to children (such as Spanish) where external professionals or native speakers can be engaged.	All children are entitled to an appropriate education, one that is bespoke to their needs, promotes ambitious standards and the fulfilment of potential. This will enable them to: <ul style="list-style-type: none"> <li>● achieve their best</li> <li>● become confident individuals living fulfilling lives</li> </ul> MFL lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers make reasonable adjustments, to prevent disadvantage and discrimination and to promote equality of opportunity for all pupils. In addition support is provided through: <ul style="list-style-type: none"> <li>● Pre-teaching MFL vocabulary</li> <li>● Provision of language specific word mats</li> <li>● Visual and auditory prompts and supports</li> <li>● Use of sentence stems to structure oral responses</li> </ul>
<b>How we develop the moral compass and character of our children</b>	<b>Impact</b>
Children will learn about life outside of Britain and the culture of another country which is different to where they live. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.	Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. Children will be able to: understand and respond to spoken and written language from a variety of authentic sources; 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; begin to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and, discover and develop an appreciation of a range of writing in the language studies

**National Curriculum Objectives**

Pupils should be taught to:	
<b>KS2</b>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>The starred (*) content above will not be applicable to ancient languages.</p>

<b>Blyth WISE MFL Curriculum Overview</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

<p><b>Year 1</b></p>	<p><b>J'apprends Français</b>                  Language&amp; vocab: Count to 5 and 10                  Communication: My name is                  Intercultural Understanding: France and Paris                  Skills: listen and understand a question</p>	<p><b>Core Vocabulary and Phonetics</b>                  Language&amp; vocab: Alphabet sounds. ten colours                  Communication: Say how they are feeling                  Skills: Mimic sounds of letters</p>	<p><b>Days of the week</b>                  Language&amp; vocab: Days of the week                  Communication: Recap ny name is/feelings                  Skills: repeat and learn variety of songs</p>
<p><b>Year 2</b></p>	<p><b>Little Red Riding Hood - Petit Chaperon Rouge</b>                  Language&amp; vocab: body parts                  Communication: French version of 'Heads, shoulders, knees, toes'                  Skills: search for keywords in a sentence and circle nouns/articles</p>	<p><b>Fruit - Les fruits</b>                  Language &amp; vocab:name 10 fruits and ask 'Do you like?' questions                  Skills:move from single words to short simple phrases</p>	<p><b>Animals - Les Animaux</b>                  Language&amp; vocab: know un for masculine and une for feminine and name animals                  Skills: concept of nouns, articles and gender</p>
<p><b>Year 3</b></p>	<p><b>Presenting myself - Je me Présente</b>                  Language&amp; vocab: Numbers to 20                  Communication: How old are you, where do you live                  Intercultural Understanding: introduce ourselves to others in another language                  Skills: read short passages of text</p>	<p><b>Do you have a pet?- As-Tu un Animal?</b>                  Language&amp; vocab:french words for pets                  Communication: say you do/don't have a pet                  Skills:start to write full sentences</p>	<p><b>At the cafe - Au café</b>                  Language&amp; vocab: order un for masculine and une for feminine                  Communication: recall greetings in French                  Intercultural Understanding: traditional food dishes in France                  Skills: short conversations with scaffolds</p>
<p><b>Year 4</b></p>	<p><b>In Class- En Classe</b>                  Language &amp; vocab:.. Recognise and repeat from memory simple classroom objects and use the correct gender.                  Communication: Say what they have and do not have in their pencil case                  Intercultural: Understand the life of a typical primary school child in France.                  Skills: Recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p>	<p><b>The Weather - Quel temps fait-il?</b>                  Language &amp; vocab: Repeat and recognise the vocabulary for weather in French.                  Communication: Ask and say what the weather is like today                  Intercultural Understanding: Describe the weather in different regions of France using a weather map with symbols.                  Skills: Listen for longer periods of time and understand what is being said and what questions are being asked.</p>	<p><b>The Family- La Famille</b>                  Language &amp; vocab: recognise, say and write the nouns for family members.                  Communication: recall numbers to 100 and basic personal details.                  Skills: Improve and develop reading skills further by tackling and understanding longer passages of written text.</p>
<p><b>Year 5</b></p>	<p><b>My Home - Chez Moi</b>                  Language &amp; vocab: Say whether they live in a house or an apartment and say where it is                  Communication: Ask and tell somebody in French what rooms they have or do not have in their home.                  Skills: To include conjunctions in their spoken sentences</p>	<p><b>Clothes- Les Vêtements</b>                  Language &amp; vocab: Repeat and recognise the vocabulary for a variety of clothes in French.                  Communication: Say what they wear in different weather/situations.                  Skills: To create longer spoken sentences using first person verb conjugations.</p>	<p><b>At School- A L'Ecole</b>                  Language &amp; vocab: Repeat and recognise the vocabulary for school subjects.                  Communication: Say what subjects they like and dislike at school.                  Intercultural: Understand the life of a typical primary school child in France.                  Skills: To write full sentences with increased ease and improved accuracy.</p>
<p><b>Year 6</b></p>	<p><b>The Weekend - Le Week-end</b>                  Language &amp; vocab: Learn how to say what they do at the weekend in French                  Communication: Ask and tell the time is in French.                  Skills: Learn vocabulary skills to give justifications for opinions</p>	<p><b>Healthy and Unhealthy Food - Manger et Bouger</b>                  Language &amp; vocab: Name and recognise ten foods and drinks that are considered good/bad for your health                  Communication: Say what activities they do to stay healthy                  Intercultural: Learn to make a healthy recipe in French.                  Skills: Read longer passages and understand words and meaning.</p>	<p><b>Regular Verbs - Les Verbes Réguliers</b>                  Language &amp; vocab: To understand what a verb is in both English and French and how to then create a stem and work out the endings for regular -ER, -IR and -RE verbs.                  Skills: Write using a variety of verbs</p>

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**Characteristics of Effective Learning**

All Knowledge and Skills maps are underpinned by the Characteristics of Effective Learning  
 The pre-requisite for the Characteristics of Effective learning are:-  
**Children’s ability to learn and think for themselves.**

**Unique Child**

The best preparation for the future is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenges, thinking flexibly and critically, and knowing **how** to learn so that they will be able to respond to their unfolding futures. Supporting children in the Characteristics of Effective Learning, a statutory element of the EYFS, is a central responsibility in early years provision.

Each unique child is an active agent of their own development.

The Characteristics of Effective Learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent and to understand more, and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow.

While the Areas of Learning and Development outline different elements of what children may learn during their first years, the Characteristics of Effective Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become lifelong strong learners and independent thinkers.

**Wellbeing**

Children’s emotional wellbeing is the first necessity for effective learning.  
 Children need to feel safe within warm, loving and caring relationships.  
 When children’s primary need for emotional safety is met, they can then relax and move into exploring, taking risks, making discoveries, and experiences of the deep involvement through which they learn.

Adults can help children to feel confident and at ease by providing environments that meet children’s need for tenderness and affection, relaxation, inner peace, enjoyment, openness, safety and belonging

Effective learners develop self-regulation, which is the ability to be aware of and to manage their feelings, their actions, and how they are thinking. Self-regulation includes both emotional self regulation developed through emotionally supportive relationships, and cognitive self-regulation.

When there is support for children’s sense of agency – knowing they have control of their own decisions, goals and actions rather than simply being passive in their experiences – they are likely to be effective in their learning.

**Play**

Play and self-initiated activities are opportunities to build Characteristics of Effective Learning.  
 In play, children can follow their own innate curiosity and drive to find things out, to relate to others, and to be in charge of their own actions.

Adults provide an enabling environment for Playing and Exploring through experiences and interactions that respect children’s ideas, autonomy and interests. In play, children decide what they will do – often in collaboration with others -- what it is about, who they will play with and for how long. They follow their own curiosity and find their own challenges, using their senses to explore the world and their imaginations to act out what they know and how they feel. They are free to take a risk with new experiences, in open-ended activity. In play children also have opportunities to engage in Active Learning, as they are intrinsically motivated toward their own goals. Adults can foster children’s growing powers to concentrate with deep involvement, support resilience by helping children to develop a view that not getting the result they (or others) wanted or were expecting is not a failure, but an opportunity to try again, learn and develop, and that they can keep on trying and persisting even in the face of challenge or difficulties.

Thinking Creatively and Critically. Children think of their own ideas, imagine possibilities, and can creatively combine ideas in spontaneous ways. They make meaning as they notice patterns and build their own working theories to make sense of their experiences, then make predictions and test them to refine their understanding. Problems are identified, possible solutions invented, and with support children become increasingly able to monitor their efforts, to alter their approach flexibly when needed, and to review how well it went and what they have learned. This critical thinking becomes more conscious and under children’s control especially through talking with others about their thoughts, sharing and developing ideas together.

**Inclusion and Equalities**

Valuing and respecting the diversity of individuals, families and communities is at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children’s education, health and life chances. We must explicitly addressing issues of discrimination and in doing so will meet the Equalities Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Equalities and inclusion apply to all children and families.

Each child and family brings their own identity, values, and their unique fund of knowledge influenced by the practices of their community. By becoming aware of and challenging any misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in an early years setting appear through the lens of each unique child.

Equity requires more than treating everyone the same. Equality provides fairness through treating everyone the same regardless of need, while **equity** achieves this through treating people differently depending on need. While it is vital for all children and their families to be included and difference celebrated, it is also important that there is awareness of the significant physical, emotional and cognitive barriers many children encounter in accessing early education. Sometimes children and their families may require extra support, and sensitive conversations to develop trust. Talking about race is a first step in countering racism. When adults are silent about race, children’s racial prejudice and misconceptions can be maintained or reinforced. Encouraging dialogue and conversation about difference can evoke children’s strong sense of fairness, and break down false assumptions about everyone being able to succeed on their merits, so that children can develop anti-racist views.

Building awareness through first-hand experiences has lasting impact. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Visits to places where children can be involved with other cultures and see ways people live and worship can be memorable. Ensure children can see themselves and their families in the environment. Children need to see a representation of ‘someone who looks like me’, or has a family structure like mine, or lives somewhere like where I live, etc.

Focus on the child at the centre. All children are unique. Interests should be central to the offer of high quality learning opportunities. Developing a sense of belonging is an important part of inclusive practice. Feeling different or being marginalised can lead.

**Parents**

Parents and carers make a crucial difference to children’s outcomes. The benefits are greatest when practitioners and families work in partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child’s needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are children’s first and most enduring educators.

Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. Parents must feel included, listened to and trusted within their own teaching role.

<b>Year 1 MFL Knowledge Map</b>			
<b>Knowledge</b>	<b>Year 1 J'apprends Francais Autumn</b>	<b>Year 1 Core Vocabulary and Phonetics Spring</b>	<b>Year 1 Days of the week Summer</b>
<b>Enquiry Question</b>	What language do people speak in France?	What is our classes favourite colour?	What are the days of the week in French?
<b>MFL Knowledge Concepts</b>			
<b>Knowledge Concepts</b>	<b>Year 1 J'apprends Francais Autumn</b>	<b>Year 1 Core Vocabulary and Phonetics Spring</b>	<b>Year 1 Days of the week Summer</b>
<b>Key concepts</b>			
Language and vocabulary	To know how to count to five in French.	To know how to count to ten in French. To know four colours in French. To know how to count aloud and write to 10 in French.	To know the days of the week in French. To know eight colours in French. To know the sounds of the French alphabet. To spell my name aloud in French
Communication	To know how to say hello and goodbye in French To know how to say "my name is..." To know how to ask what someone's name is in French	To know how to say how they are feeling in French. To know how to ask how someone is feeling	To have a short conversation in French
Intercultural Understanding	To know where France is on a map. To know about other countries where French is spoken. To know that Paris is the capital of France.		
<b>VOCABULARY</b>			



<p><b>Specific lesson / unit Vocabulary</b></p>	<p>Bonjour = Hello                  Au revoir = Goodbye</p> <p>Un = One                  Deux = Two                  Trois = Three                  Quatre = Four                  Cinq = Five</p> <p>Comment tu t'appelles? = What is your name?                  Je m'appelle... = My name is...</p>	<p>Six = Six                  Sept = Seven                  Huit = Eight                  Neuf = Nine                  Dix = Ten</p> <p>Rouge = Red                  Bleu = Blue                  Jaune = Yellow                  Vert = Green</p> <p>Un = One                  Deux = Two                  Trois = Three                  Quatre = Four                  Cinq = Five                  Six = Six                  Sept = Seven                  Huit = Eight                  Neuf = Nine                  Dix = Ten</p> <p>Ça va? How are you?                  Ça va bien I am fine                  Ça va mal I am not very well                  Comme ci, comme ça So, so!</p>	<p>Lundi = Monday                  Mardi = Tuesday                  Mercredi = Wednesday                  Jeudi = Thursday                  Vendredi = Friday                  Samedi = Saturday                  Dimanche = Sunday</p> <p>Rouge = Red                  Bleu = Blue                  Jaune = Yellow                  Vert = Green                  Noir = Black                  Blanc = White                  Gris = Grey                  Orange = Orange                  Violet = Purple                  Marron = Brown</p> <p>Bonjour = Hello                  Au revoir = Goodbye                  Comment tu t'appelles?= What is your name?                  Je m'appelle = My name is...                  Ça va? = How are you?                  Ça va bien = I am fine                  Ça va mal = I am not very well                  Comme ci, comme ça = So, so!</p>
<p><b>Skills</b></p>	<p><b>Year 1                  J'apprends Francais                  Autumn</b></p>	<p><b>Year 1                  Core Vocabulary and Phonetics                  Spring</b></p>	<p><b>Year 1                  Days of the week                  Summer</b></p>
<p>speaking/listening</p>	<p>To recall French phrases and repeat learned French phrases.</p> <p>To be able to answer a variety of simple key questions in French.</p> <p>To start speaking French and start building up memory.</p> <p>To listen and understand a question and be able to respond.</p>	<p>To explore, understand and mimic the pattern of sound and language by repeating and learning a variety of songs.</p> <p>To listen to short familiar stories and songs in French.</p> <p>To learn to match the language heard to images.</p> <p>To repeat and recall from memory.</p>	<p>To repeat and recall from memory with good pronunciation.</p> <p>To explore, understand and mimic the pattern of sound and language by repeating and learning a variety of songs.</p> <p>To start speaking French and start building up memory.</p> <p>To learn to match the language heard to images.</p>
<p>Phonics</p>		<p>To phonetically attempt numbers to 10</p>	<p>To explore and mimic the sounds of letters and how they are pronounced in the French language.</p>

Blyth WISE MFL Mapping

Intercultural Understanding	To use a basic world map to show where France is.		
<b>APPRECIATION OF WRITING</b>			
	<b>Year 1 J'apprends Francais Autumn</b>	<b>Year 1 Core Vocabulary and Phonetics Spring</b>	<b>Year 1 Days of the week Summer</b>
WRITING Stories, poems and rhymes	French Salutations Numbers 1-10 poem/song	The Hungry Caterpillar Colours song	Days of the week song Numbers 1-10 poem/song
<b>END POINTS</b>			
<b>End Point</b>	<b>Year 1 J'apprends Francais Autumn</b>	<b>Year 1 Core Vocabulary and Phonetics Spring</b>	<b>Year 1 Days of the week Summer</b>
	<p><b>To take the role of a teacher and present where France is on a map.</b>  <b>To sing the numbers 1-5 and the teacher to record.</b>                      By the end of this unit children should know:                      That France is a country and where it is on a map.                      That people speak French there.                      That there are 29 other countries that speak French.                      How to say hello and goodbye and begin to say their name                      How to repeat and recall numbers to 5</p>	<p><b>To role play a short French phonics session to be recorded by the teacher.</b>  <b>To perform a French colours song</b>                      By the end of this unit children should know:                      Numbers to 10                      10 colours in French and be able to point/ pick out to the correct colour when asked.                      Ask how someone is feeling and respond to the question.</p>	<p><b>To play a 'my turn, your turn' game using days of the week.</b>  <b>To independently sing\say\perform colours.</b>                      By the end of this unit children should know:                      How to repeat and recall the days of the week in French.                      How to recall 8 colours in French confidently.                      Have a short conversation in French (hello, name, how they are feeling, goodbye)</p>

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
<b>Cultural Capital</b>	Jean Castex - French prime minister Emmanuel Macron- French President	Monet Van Gough	

SMSC & British Values			
	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
<b>Equalities</b> (SMSC, protected characteristics, race, gender, safeguarding etc.)	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING			
	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
Mental Health & Wellbeing			
Personal & Physical			

LINKED CAREERS
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Blyth WISE MFL Mapping

	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
<b>Cultural Capital</b>	MFL teacher Travel agent/airline staff	MFL teacher Travel agent/airline staff	MFL teacher Travel agent/airline staff

Year 2 MFL Knowledge Map			
Knowledge	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Enquiry Question	How do you say different body parts in French?	What is our class' favourite fruit?	What animals do our friends like/dislike?
MFL Knowledge Concepts			
Knowledge	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Language and vocabulary	<p><u>Prior Learning - to be covered in starter activities</u> To know the numbers 1-10 in French.</p> <p>To know the days of the week in French.</p> <p>To know the colours in French.</p> <p>To know the key sounds of the French alphabet.</p> <p><u>New learning</u> To know key French vocabulary from the story of 'Little Red Riding Hood'.</p> <p>To know the french words for body parts.</p> <p>To know the spelling in french for body parts.</p>	<p><u>Prior learning (all previously taught vocabulary) - to be covered in starter activities</u></p> <p><u>New learning</u> To know the French words to name up to 10 fruits.</p> <p>To know how to spell some fruit names in French.</p> <p>To know the plural words for fruits.</p> <p>To know how to ask 'Do you like?' questions in French.</p> <p>To know the sentence stems for 'I like and I dislike' in French.</p>	<p><u>Prior learning (all previously taught vocabulary) - to be covered in starter activities</u></p> <p><u>New learning</u> To recall key language already taught (colours, numbers, days of the week, greetings)</p> <p>To know the words for at least five animals in French. To know the french words for a (un/une)</p> <p>To know "un" is masculine and "une" is feminine.</p> <p>To know the sentence stems for 'I like and I dislike' in French.</p>
Communication	To know and understand the french version of 'Head, shoulders, knees and toes' (when sung as a class) and do the correct movements.		
Intercultural Understanding			To know that the French language has masculine and feminine words.
VOCABULARY			

<p><b>Specific lesson / unit Vocabulary</b></p>	<p><i>Petit Chaperon Rouge = Little Red Riding Hood</i>  <i>La maison = The house</i>  <i>La grand-mère = The grandmother</i>  <i>Le loup = The wolf</i>  <i>Le bûcheron = The woodcutter</i>  <i>La forêt = The forest</i>  <i>Les parents = The parents</i>  <i>Des gâteaux = Some cakes</i>  <i>Le corps = The body</i>  <i>La tête = The head</i>  <i>La bouche = The mouth</i>  <i>Le nez = The nose</i>  <i>Les yeux = The eyes</i>  <i>Les pieds = The feet</i>  <i>Les oreilles = The ears</i>  <i>Les genoux = The knees</i>  <i>Les épaules = The shoulders</i></p>	<p><i>Le pomme = An apple</i>  <i>Une fraise = A strawberry</i>  <i>Une pêche = A peach</i>  <i>Une banane = A banana</i>  <i>Une cerise = A cherry</i>  <i>Une orange = An orange</i>  <i>Une prune = A plum</i>  <i>Une poire = A pear</i>  <i>Une kiwi = A kiwi</i>  <i>Un abricot = An apricot</i>  <i>Une pommes = The apples</i>  <i>Les fraises = The strawberries</i>  <i>Les pêches = The peaches</i>  <i>Les bananes = The bananas</i>  <i>Les cerises = The cherries</i>  <i>Les oranges = The oranges</i>  <i>Les prunes = The plums</i>  <i>Les poires = The pears</i>  <i>Les kiwis = The kiwis</i>  <i>Les abricots = The apricot</i>  <i>Est-ce que tu aimes ... ? Do you like ... ?</i>  <i>J'aime ... = I like ...</i>  <i>Je n'aime pas ... I don't like ...</i></p>	<p><i>Un lion = a lion</i>  <i>Un oiseau = a bird</i>  <i>Un lapin = a rabbit</i>  <i>Un cheval = a horse</i>  <i>Un mouton = a sheep</i>  <i>Un singe = a monkey</i>  <i>Un cochon = a pig</i>  <i>Un canard = a duck</i>  <i>Une vache = a cow</i>  <i>Une souris = a mouse</i>  <i>Est-ce que tu aimes ... ? Do you like ... ?</i>  <i>J'aime ... = I like ...</i>  <i>Je n'aime pas ... I don't like ...</i></p>
<p><b>Skills</b></p>	<p><b>Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn</b></p>	<p><b>Year 2 Fruit - Les fruits Spring</b></p>	<p><b>Year 2 Animals - Les Animaux Summer</b></p>
<p>Speaking/ listening</p>	<p>To repeat and recall from memory.                   To start to respond and listen to phrases in French.                   To understand very short passages of spoken language that they hear.                   To listen to short familiar stories and songs in French and recall known vocabulary.                   To learn to match the language heard and words taught to images and body parts.</p>	<p>To repeat and recall from memory.                   To learn to match the language heard and words taught to images.                   To start to be able to give a simple positive and/or negative opinion in spoken form.                   To begin to move from single words to short simple phrases.</p>	<p>To repeat and recall from memory.                   To learn to match the language heard and words taught to images.                   To start to be able to give a simple positive and/or negative opinion in spoken form.</p>
<p>Reading</p>	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>

Blyth WISE MFL Mapping

Writing	To start to develop writing skills by filling in missing letters.	To start to develop writing skills by filling in missing letters.	To start to develop writing skills by filling in missing letters.
Grammar		To understand better the use of the negative form. Know how to change something from the positive into the negative.	To understand better the use of the negative form. Know how to change something from the positive into the negative.  To start to understand the concept of nouns and articles.  To understand the concept of gender.
<b>APPRECIATION OF WRITING</b>			
	<b>Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn</b>	<b>Year 2 Fruit - Les fruits Spring</b>	<b>Year 2 Animals - Les Animaux Summer</b>
WRITING Stories, poems and rhymes	Little Red Riding Hood Little Red Riding Hood Song	Fruits rhyming song	
<b>END POINTS</b>			
<b>End Point</b>	<b>Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn</b>	<b>Year 2 Fruit - Les fruits Spring</b>	<b>Year 2 Animals - Les Animaux Summer</b>
	<b>To perform a simple role play of a short part of Petit Chaperon Rouge</b>  By the end of this unit, children should: Be able to listen to and understand a story read in French and pick out taught vocabulary. Be able to recall and point to different body parts. Be able to fill in missing letters to complete words relating to body parts.	<b>To role play a shop using fruit names.</b> By the end of this unit the children should:  Be able to recall 10 fruits they have learned. Be able to identify images and words of fruits taught. Be able to say what fruits they like and don't like.	<b>To create a short presentation about one animal</b> By the end of this unit the children should:  Be able to recall the animals they have learned. Be able to identify images and words of animals taught. Know what gender is and recognise masculine and feminine articles. Be able to say what animals they like and don't like.
<b>SIGNIFICANT PEOPLE/ORGANISATIONS</b>			
	<b>Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn</b>	<b>Year 2 Fruit - Les fruits Spring</b>	<b>Year 2 Animals - Les Animaux Summer</b>

<b>Cultural Capital</b>	Charles Perrault - Author of Little Red Riding Hood	Michel Guerard - French Chef who promotes healthy eating.	Lynne Hull - Les amis des animaux (Animal Friends) - President of French cat and dog rescue charity.
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SMSC			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
<b>Equalities</b> (SMSC, protected characteristics, race, gender, safeguarding etc.)	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Mental Health & Wellbeing	<b>Stranger Danger:</b> Remind chn about staying with people who are trusted and they know them Remind chn that we need to stay safe and not follow people we do not know Explain that children must tell someone if they do not feel safe with someone		
Personal & Physical			

LINKED CAREERS			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer



<b>Cultural Capital</b>	Linguist Interpreter MFL teacher Author/Illustrator	Linguist Interpreter MFL teacher Shopkeeper	Linguist Interpreter MFL teacher Zoo keeper
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LOCAL STUDY			
	<b>Year 2</b> Little Red Riding Hood - Petit Chaperon Rouge Autumn	<b>Year 2</b> Fruit - Les fruits Spring	<b>Year 2</b> Animals - Les Animaux Summer
<b>Links to locality</b>		Local shops	Kirkly Hall Zoo

**Year 3 MFL Knowledge Map**

Knowledge	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Enquiry Question	How can I present myself in French?	What pets do our classmates have?	How do I order food from a cafe?
<b>MFL Knowledge Concepts</b>			
Knowledge	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Language and vocabulary	To know numbers to 20 in French.	To know the french words for pets  To know how to spell eight nouns ( <i>including the correct article for each</i> ) for pets in French.  To identify whether a noun is masculine or feminine using a dictionary.	To know how to order a range of foods from a French menu.  To know how to order a range of drinks ( <i>juice, tea, tea with milk, coffee, coffee with milk, hot chocolate</i> ) from a French menu.  To know how to order a range of typical French snacks ( <i>ham omelette, crepe, cheese sandwich, croque monsieur, fries, orangeade, coke</i> ) .  To know how to ask for the bill in french
Communication	To know how to have a simple conversation about how you are feeling in French ( <i>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</i> )  To know that 'Comment tu t'appelles?' means 'What is your name?'  To know that 'Je m'appelle' means ' My name is'  To know how to ask someone how old they are in French ( <i>Quel âge as-tu?</i> )  To know how to say how old you are in french ( <i>J'ai ... ans = I am ... years old</i> )  To know that 'Où habites-tu?' means 'Where do you live?' in french.  To know that 'J'habite à' means 'I live in' in french. To know how to say if you are French or English (	To know how to tell somebody in French if you have or do not have a pet.  To know how to ask somebody else in French if you have a pet.  To know how to tell somebody in French the name of your pet.  To know how to make attempts to create longer phrases using the connectives( <i>ET =and or MAIS =but.</i> )	To know how to order a French breakfast and lunch.  To be able to recall greetings in french (hello, goodbye, please and thank you)

	<i>introducing concepts of gender and agreement)</i>		
	To know the traditional way of greeting others in France ( <i>hand shake-strangers, kiss on the cheek-family and friends, bonjour, bonsoir</i> )		
Intercultural Understanding	To know why we learn to introduce ourselves in another language. To know that not all people speak English ( <i>and therefore learning a new language allows us to communicate with those who do not</i> ).	To know the most common pets in French speaking countries and the reasons why ( <i>dogs and cats- to guard and protect or get rid of vermin</i> )	To know that others eat different dishes to those in the UK. To know about traditional dishes in France (**)

**VOCABULARY**

<b>Specific lesson / unit Vocabulary</b>	<p><i>Un = One                      Onze = Eleven</i>  <i>Deux = Two                    Douze = Twelve</i>  <i>Trois = Three                   Treize = Thirteen</i>  <i>Quatre = Four                    Quatorze = Fourteen</i>  <i>Cinq = Five                      Quinze = Fifteen</i>  <i>Six = Six                        Seize = Sixteen</i>  <i>Sept = Seven                    Dix-sept = Seventeen</i>  <i>Huit = Eight                    Dix-huit = Eighteen</i>  <i>Neuf = Nine                    Dix-neuf = Nineteen</i>  <i>Dix = Ten                      Vingt = Twenty</i>  <i>Salut = Hello</i>  <i>Au revoir = Goodbye</i>  <i>Ça Va? = How are you?</i>  <i>Ça va bien = I am fine</i>  <i>Ça va mal = I am not very well</i>  <i>Pas mal / Comme ci, comme ça = So, so</i>  <i>Je suis anglais = I am French (masculine)</i>  <i>Je suis anglaise = I am English (feminine)</i>  <i>Je suis français = I am French (m)</i>  <i>Je suis française = I am French (f)</i></p>	<p><i>Un chien= A dog</i>  <i>Un chat= A cat</i>  <i>Un lapin= A rabbit</i>  <i>Un hamster= A hamster</i>  <i>Un poisson rouge= A goldfish</i>  <i>Un oiseau=A bird</i>  <i>Une souris= A mouse</i>  <i>J'ai I have</i>  <i>Je n'ai pas de / d' I do not have</i>  <i>J'ai un I have a (masculine)</i>  <i>J'ai une I have a (feminine)</i>  <i>Qui s'appelle =That is called</i>  <i>et = and</i>  <i>mais = but</i></p>	<p><i>Un croissant = A croissant</i>  <i>Du beurre = Some butter</i>  <i>Du pain = Some bread</i>  <i>De la confiture = Some jam</i>  <i>Des biscottes = Some melba toast</i>  <i>Des céréales = Some cereal</i>  <i>Un jus d'orange = An orange juice</i>  <i>Un café = A black coffee</i>  <i>Un café au lait = A white coffee</i>  <i>Un thé au citron = A lemon tea</i>  <i>Un thé au lait = A tea with milk</i>  <i>Un chocolat chaud = A hot chocolate</i>  <i>Un omelette au jambon = A ham omelette</i>  <i>Une crêpe à la confiture = A pancake with jam</i>  <i>Un sandwich au fromage = A cheese sandwich</i>  <i>Un croque-monsieur = A ham and cheese toastie</i>  <i>Des frites = Some chips</i>  <i>Un coca-cola = A coke</i>  <i>Un orangina = An orangeade</i>  <i>Puis-je avoir l'addition s'il vous plaît ? - Can I have the bill please?</i>  <i>Qu'est-ce que tu prends pour le petit déjeuner? = What would you like for breakfast?</i>  <i>Qu'est-ce que tu prends pour le déjeuner? = What would you like for lunch?</i>  <i>Vous désirez? = What would you like?</i>  <i>Je prends... = I would like</i>  <i>S'il vous plaît = Please</i>  <i>L'addition s'il vous plaît = The bill please</i>  <i>Salut = Hello</i>  <i>Au revoir = Goodbye</i>  <i>S'il vous plaît = Please</i></p>
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			<i>Merci = Thank you</i> <i>De rien = You're welcome</i>
<b>Skills</b>	<b>Year 3</b> <b>Presenting myself - Je me Présente</b> <b>Autumn</b>	<b>Year 3</b> <b>Do you have a pet?- As-Tu un Animal?</b> <b>Spring</b>	<b>Year 3</b> <b>At the cafe - Au café</b> <b>Summer</b>
Speaking/Listening	To build up a larger bank of spoken vocabulary  To begin to create short, spoken simple sentences in the 1 <sup>st</sup> person using high frequency verbs  To begin to understand very short passages of spoken language.  To appreciate familiar stories and songs in the foreign language using stories.	To build up a larger bank of spoken vocabulary  To use scaffolds and reference materials to improve their range of spoken vocabulary.  To continue to explore, understand and mimic the patterns of sound and language by repeating and learning / recalling from memory songs and raps.	To build up a larger bank of spoken vocabulary  To begin to create short, spoken simple sentences in the 1st person using high frequency verbs.  To develop and learn short spoken sentences with accurate pronunciation, retention and recall.
Reading	To read short passages of text.	To read short passages of text.	To understand most of what is read when reading a simple list or menu.
Writing	To construct basic sentences and short simple phrases.	To construct basic sentences and short simple phrases.  With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.	To construct basic sentences and short simple phrases.  With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.
Grammar		To use a dictionary to improve knowledge of genders when introduced to unknown nouns.	
<b>APPRECIATION OF WRITING</b>			
	<b>Year 3</b> <b>Presenting myself - Je me Présente</b> <b>Autumn</b>	<b>Year 3</b> <b>Do you have a pet?- As-Tu un Animal?</b> <b>Spring</b>	<b>Year 3</b> <b>At the cafe - Au café</b> <b>Summer</b>
WRITING Stories, poems and rhymes	Months of the year song Birthday song	French Pets Song	French at the cafe rhymes
<b>END POINTS</b>			
<b>End Point</b>	<b>Year 3</b>	<b>Year 3</b>	<b>Year 3</b>

	Presenting myself - Je me Présente Autumn	Do you have a pet?- As-Tu un Animal? Spring	At the cafe - Au café Summer
	<p>To make a short seesaw presentation to introduce themselves in French.</p> <p>By the end of this unit children should: Know numbers to 20 in French. Be able to have a simple conversation about how they are feeling. To be able to introduce themselves in French.</p>	<p>To create a bar chart of our class' favourite pets. By the end of this unit children should: Know French words for pets and be able to spell them correctly. To be able to say if they have/ don't have a pet.</p>	<p>To create a role play situation where children order food at a cafe.</p> <p>By the end of this unit children should: Know how to order food and drink from a French venue. To know how to ask for the bill. To know about traditional French dishes.</p>

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
<b>Cultural Capital</b>	<p>French speaking celebrities: Justin Bieber Queen Elizabeth Johnny Depp Emma Watson</p>	<p>Lynne Hull - Les amis des animaux (Animal Friends) - President of French cat and dog rescue charity.</p>	<p>Pierre Herme - Pastry chef Jean Christophe Novelli - Chef</p>

SMSC			
	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>
<b>Equalities</b> (SMSC, protected characteristics, race, gender, safeguarding etc.)	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>

SAFEGUARDING			
	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Mental Health & Wellbeing	<b>Identity:</b> Discuss differences and similarities physically Discuss likes and dislikes Explain that it is good to be different	<b>Animal Safety:</b> Discuss caring for animals - what do they need? Discuss not approaching an animal you do not know - ask permission	
Personal & Physical			

LINKED CAREERS			
	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
<b>Cultural Capital</b>	Linguist Interpreter MFL teacher	Linguist Interpreter MFL teacher vet	Waiter/Waitress maître d

Year 4 MFL Knowledge Map			
Knowledge	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
<b>Enquiry Question</b>	How do I name different classroom objects?	How do I tell someone about the weather?	How do I talk about my family?
MFL Knowledge Concepts			
Knowledge	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
<b>Vocabulary</b>	To recognise and repeat from memory simple classroom objects and use the correct gender.	To repeat and recognise the vocabulary for weather in French.  To know the days of the week and integrate them into information about the weather	To continue to count in French to 100  To understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'.  To move from 1st person singular to 3rd person singular of s'appeler (to be called) and of avoir (to have).
<b>Communication</b>	To say what they have and do not have in their pencil case.  To understand what others say they have and do not have in their pencil case  To recognise and respond to simple classroom commands and praise.	To ask what the weather is like today  To say what the weather is like today.	To learn how to say the various nouns for family members  To use the possessive adjective 'my' with increasing accuracy and understanding.  To introduce the language required to ask and answer the target question: As-tu des frères et sœurs?  To say the age of various family members.
<b>Intercultural Understanding</b>		To create a French weather map.  To describe the weather in different regions of France using a weather map with symbols.	
VOCABULARY			
<b>Specific lesson / unit Vocabulary</b>	Un bâton de colle = a glue stick Un livre = a reading book Un cahier = an exercise book	Quel temps fait-il? = What weather is it?  Il pleut = it is raining	La mère = the mother/the mum La sœur = the sister La sœur aînée = the older sister

	<p>Un crayon = a pencil          Un taille crayon = a pencil sharpener          Un stylo = a pen          Un cartable = a school bag          Une calculatrice = a calculator          Une règle = a ruler          Une gomme = a rubber / eraser          Une trousse = a pencil case          Des ciseaux = scissors</p> <p>J'ai = I have.....          Je n'ai pas de = I have not got / I do not have....          Dans ma trousse j'ai... = In my pencil case I have...          Dans ma trousse je n'ai pas de... = In my pencil case I do not have</p> <p>Écoutez = listen          Écrivez = write          Répétez = repeat          Levez la main = raise your hand          Demandez = ask          Pensez = think          Lisez = read          Silence = silence          Fermez vos cahiers = close your books          Ouvrez vos cahiers = open your books</p>	<p>Il neige = it is snowing          Il y a du soleil = it is sunny          Il y a du vent = it is windy          Il y a un orage = there is a storm          Il fait beau = the weather is fine          Il fait mauvais = the weather is not good          Il fait froid = it is cold          Il fait chaud = it is hot</p> <p>Dans le nord de la France = in the north of France          Dans le sud de la France = in the south of France          Dans le centre de la France = in the centre of France          Dans l'ouest de la France = in the west of France          Dans l'est de la France = in the east of France</p>	<p>La sœur cadette = the younger sister          La grand-mère = the grandmother          La tante = the aunt          Le père = the father/the dad          Le frère = the brother          Le grand-père = the grandmother          L'oncle = the uncle          La belle-mère = the stepmother          La demi-sœur = the stepsister/ half sister          La cousine = the cousin (female)          Le beau-père = the stepfather          Le demi-père = the stepbrother/half brother          Le cousin = the cousin (male)</p> <p>For male members of the family          Mon frère = My brother          Mon père = My father/dad          Mon grand-père = My grandfather          Mon oncle = My uncle          Plus:          Mon beau-père = My stepfather          Mon demi-frère = My stepbrother          Mon cousin = My cousin (male)</p> <p>For female members of the family          Ma sœur = My sister          Ma mère = My mother/mum          Ma grand-mère = My grandmother          Ma tante = My aunty          Plus:          Ma belle-mère = My stepmother          Ma demi-sœur = My stepsister          Ma cousine = My cousin (female)</p> <p>For talking about more than one member of the family          Mes sœurs = My sisters          Mes grands-parents = My grandparents          Mes parents = My parents          Mes frères = My brothers (or siblings so both brothers &amp; sisters)          Mes cousins = My cousins          As-tu des frères et sœurs ? = Do you have any brothers or sisters?          Oui! = Yes!          J'ai un frère = I have a brother          J'ai une sœur = I have a sister</p>
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			<p>J'ai deux frères = I have two brothers                  J'ai deux sœurs = I have two sisters                  Non! = No!                  Je suis fils unique = I am an only child (boy)                  Je suis fille unique = I am an only child (girl)                  Ma famille = My family                  Comment tu t'appelles? = what is your name?                  Je m'appelle = my name is...                  Il/elle s'appelle... = his/her name is...                  Plus:                  Ils/elles s'appellent ... = their names are...</p>
<b>Skills</b>	<b>Year 4 In Class- En Classe Autumn</b>	<b>Year 4 The Weather - Quel temps fait-il? Spring</b>	<b>Year 4 My Family- Ma Famille Summer</b>
Speaking/Listening	<p>To recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p> <p>To begin to understand very short passages of spoken language.</p>	<p>To use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>To include adjectives in their spoken sentences.</p> <p>Listen for longer periods of time and understand what is being said and what questions are being asked.</p>	<p>To develop and learn short spoken sentences with accurate pronunciation, retention and recall.</p> <p>To listen for longer periods of time and understand what is being said and what question is being asked.</p>
Reading	To read short passages of text.	To read short passages of text.	<p>To improve and develop reading skills further by tackling and understanding longer passages of written text.</p> <p>To translate short sentences from French into English with high accuracy and also from English into French.</p>
Writing	<p>To construct basic sentences and short simple phrases.</p> <p>With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.</p>	To start to write full sentences with increased ease and improved accuracy.	To write about themselves in more detail using full sentences using the correct word order.
Grammar			
<b>APPRECIATION OF WRITING</b>			
	<b>Year 4 In Class- En Classe Autumn</b>	<b>Year 4 The Weather - Quel temps fait-il? Spring</b>	<b>Year 4 My Family - Ma Famille Summer</b>

Blyth WISE MFL Mapping

WRITING Stories, poems and rhymes	Pencil case song	French Pets Song	Extended family portrait
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**END POINTS**

End Point	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family - Ma Famille Summer
	Create a poster showing different items allowed in a pencil case at school and those which aren't.	Present a weather report in different regions of France.	Draw a family portrait and describe who belongs to your family (or a made up family)

**SIGNIFICANT PEOPLE/ORGANISATIONS**

	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
<b>Cultural Capital</b>	MFL teacher	Weather reporter- watch a French weather report	Angel and Dick Strawbridge and Château de la Motte-Husson

**SMSC**

	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> </ul> To respect other cultures and traditions.	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> </ul> To respect other cultures and traditions.	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> <li>To respect other cultures and traditions.</li> </ul>
<b>Equalities</b> (SMSC, protected characteristics, race, gender, safeguarding etc.)	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>

**SAFEGUARDING**

Blyth WISE MFL Mapping

	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Mental Health & Wellbeing	Reminding children about being safe within the classroom environment and why it is important to follow class rules	Discussing how the weather is different in France to what we experience and how this can have an effect on our day to day lives	Discussing different family types Celebrating differences
Personal & Physical			

LINKED CAREERS

	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Cultural Capital	Linguist Interpreter MFL teacher	Linguist Interpreter Weather reporter	Linguist Interpreter MFL teacher

Year 5 MFL Knowledge Map

Knowledge	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Enquiry Question	How do I tell someone about my home?	How do I talk about my clothes?	How do I talk about a typical day at school?

MFL Knowledge Concepts

Knowledge	Year 5 My Home – Chez Moi	Year 5 Clothes-Les Vêtements	Year 5 At School- A L'Ecole

	Autumn	Spring	Summer
Language and vocabulary	<p>To say whether they live in a house or an apartment and say where it is.</p> <p>To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p>	<p>To repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>To use the appropriate genders and articles for these clothes</p> <p>To use the verb PORTER in French with increasing confidence.</p> <p>To use the possessives with increased accuracy.</p>	<p>To repeat and recognise the vocabulary for school subjects.</p> <p>To tell the time (on the hour) in French.</p>
Communication	<p>To tell somebody in French what rooms they have or do not have in their home.</p> <p>To ask somebody else in French what rooms they have or do not have in their home.</p> <p>To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>To say what they wear in different weather/situations.</p> <p>To describe clothes in terms of their colour and apply adjectival agreement.</p>	<p>To say what subjects they like and dislike at school.</p> <p>To say why they like/ dislike certain school subjects.</p> <p>To say what time they study certain subjects at school.</p>
Intercultural Understanding			To understand the life of a typical primary school child in France.
VOCABULARY			
<p><b>Specific lesson / unit Vocabulary</b></p>	<p>Où habites-tu? = Where do you live?                      J'habite dans ... = I live in...                      Une maison = A house                      Un appartement = An apartment                      En ville = In town                      À la campagne = In the countryside                      À la montagne = In the mountains                      Au bord de la mer = By the sea                      Dans un village = In a village</p> <p>Chez moi il y a... = In my home there is... / there are...                      Une cuisine = A kitchen                      Une salle à manger = A dining room                      Une salle de bains = A bathroom                      Une chambre = A bedroom                      Une buanderie = A utility room                      Un sous-sol = A basement</p>	<p>Un pantalon = a pair of trousers *                      Un maillot de bain = swim wear                      Un pull = a jumper                      Un tee shirt = a tee shirt                      Un manteau = a coat                      Un short = a pair of shorts                      Un chemisier = a blouse                      Une robe = a dress                      Une cravate = a tie                      Une écharpe = a scarf                      Une jupe = a skirt                      Une veste = a jacket                      Une chemise = a shirt                      Une casquette = a cap                      Des collants = a pair of tights                      Des gants = a pair of gloves                      Des bottes = a pair of boots                      Des chaussures = a pair of shoes</p>	<p>Les matières = School subjects                      L'informatique = ICT                      L'histoire = history                      L'anglais = English                      Le dessin = art                      Le français = French                      Le sport = P.E.                      La géographie = geography                      La musique = music                      Les maths = maths                      Les sciences = science                      J'étudie = I study</p> <p>Est-ce que tu aimes...? = Do you like...? *                      Oui, j'aime... = Yes, I like... **                      Oui, j'adore... = Yes, I love... **                      Non, je n'aime pas... = No, I do not like... **                      Non, je déteste... = No, I hate... **</p>

	<p>Un bureau = An office / a study          Un salon = A living room          Un garage = A garage          Un jardin = a garden</p> <p>Chez moi il y a... = In my home there is... / there are...          Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Et = and          Mais = but</p> <p>Comment tu t'appelles? = What are you called?          Quel âge as tu? = How old are you?          Où habites-tu? = Where do you live?          Décris-moi chez toi! = Describe your home to me!</p> <p>Je m'appelle... = My name is...          J'ai ... ans = I am ... years old          J'habite dans... = I live in...          Chez moi il y a... = In my home there is... / there are...          Chez moi il n'y a pas de... = In my home there is not... / there are no...</p>	<p>Des chaussettes = a pair of socks          Des sandales = a pair of sandals **          Des lunettes = a pair of glasses/sunglasses</p> <p>Je porte = I wear</p> <p>Porter = To wear          Je = I          Tu = You          Il = He          Elle = She          Nous = We          Vous = You (plural)          Ils = They (masculine or mixed group)          Elles = They (feminine)</p> <p>Je porte = I wear          Tu portes = You wear          Il porte = He wears          Elle porte = She wears          Nous portons = We wear          Vous portez = You (plural) wear          Ils portent = They (masculine or mixed group) wear          Elles portent = They (feminine) wear</p> <p>Dans ma valise je vais metre... = in my case I am going to put...</p> <p>Mon pantalon = my trousers          Mon maillot de bain = my swim wear          Mon pull = my jumper          Mon tee shirt = my tee shirt          Mon manteau = my coat          Mon short = my shorts          Mon chemisier = my blouse          Mon écharpe = my scarf          Ma robe = my dress          Ma cravate = my tie          Ma jupe = my skirt          Ma veste = my jacket          Ma chemise = my shirt          Ma casquette = my cap          Mes collants = my tights          Mes gants = my gloves          Mes bottes = my boots          Mes chaussures = my shoes          Mes chaussettes = my socks          Mes sandales = my sandals          Mes lunettes = my glasses/sunglasses</p>	<p>Amusant = Fun          Utile = Useful          Intéressant = Interesting          Facile = Easy          Ennuyeux = Boring          Difficile = Difficult          Inutile = Pointless          Parce que c'est = Because it is          Car c'est = Because it is          Et = and</p> <p>Quelle heure est-il? = what time is it?          Il est une heure = it is one o'clock          Il est deux heures = it is two o'clock          Il est trois heures = it is three o'clock          Il est quatre heures = it is four o'clock          Il est cinq heures = it is five o'clock          Il est six heures = it is six o'clock          Il est sept heures = it is seven o'clock          Il est huit heures = it is eight o'clock          Il est neuf heures = it is nine o'clock          Il est dix heures = it is ten o'clock          Il est onze heures = it is eleven o'clock          Il est douze heures = it is twelve o'clock          Il est minuit = it is midnight          Il est midi = it is midday</p>
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Skills	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Speaking/ Listening	<p>To engage in longer conversations asking &amp; answering questions using accurate pronunciation.</p> <p>To listen for longer periods of time and understand what is being said and what questions are being asked.</p> <p>To create longer spoken sentences using first person verb conjugations.</p> <p>To include conjunctions in their spoken sentences</p>	<p>To use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>To keep a conversation going for longer by asking more probing questions and listen for longer periods of time.</p> <p>To create longer spoken sentences using first person verb conjugations.</p>	<p>To include verbs in their spoken sentences.</p> <p>To develop spoken fluency further by increasing the amount of language attempted</p>
Reading	<p>To learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text</p>	<p>To decode passages of text by finding the language they are familiar with, applying their knowledge to language they are less familiar with.</p>	<p>To become more confident in decoding text, using a dictionary for language they are less familiar with.</p>
Writing	<p>To write about themselves in more detail using full sentences and to write using the correct word order.</p>	<p>With the appropriate scaffold, write a short compound/complex sentence with an article, noun, adjective, conjunction and verb.</p>	<p>To write full sentences with increased ease and improved accuracy.</p> <p>To improve sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p>
Grammar	<p>To include conjunctions in spoken and written sentences</p>	<p>To understand better the use of the possessives and first person.</p>	<p>To understand better the concept of adjectives.</p> <p>To understand better the use of the negative form. Know how to change something from the positive into the negative.</p>
<b>APPRECIATION OF WRITING</b>			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer

WRITING Stories, poems and rhymes			
END POINTS			
End Point	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
	Draw a bird's eye view of their home and label with the correct French words.	Draw an image of themselves in each season and write a short paragraph under each to describe what they are wearing.	Write a letter to a French penpal explaining about their school day explaining times and their likes and dislikes.

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Cultural Capital		Coco Chanel Jean Claude Gaultier Yves Saint Laurent Christian Dior Thierry Mugler Christian Louboutin	

SMSC			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
<b>Equalities</b> (SMSC, protected characteristics, race,	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

gender, safeguarding etc.)			
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**SAFEGUARDING**

	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Mental Health & Wellbeing	Understand that everyone is different and celebrating differences	Celebrate differences in what individuals want to wear Celebrate individuality	Celebrate differences in which subjects at school we enjoy and understand reasons why we don't enjoy others
Personal & Physical	Understand that we should feel safe and secure in our home environment		

**LINKED CAREERS**

	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
<b>Cultural Capital</b>	Linguist Translator Interpreter MFL teacher Estate agent	Linguist Interpreter MFL teacher Shop assistant	Linguist MFL teacher

**Year 6 MFL Knowledge Map**

Knowledge	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
<b>Enquiry Question</b>	How do I tell someone about what I like to do at the weekend?	How do I talk about how I stay healthy?	When do I use different verb forms in French?

**MFL Knowledge Concepts**

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Knowledge	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
<b>Vocabulary</b>	<p>To learn how to say what they do at the weekend in French.</p> <p>To learn to integrate connectives into their work.</p>	<p>To name and recognise ten foods and drinks that are considered good for your health</p> <p>To name and recognise ten foods and drinks that are considered bad for your health.</p>	<p>To recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</p> <p>To understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs.</p> <p>To conjugate in French a regular –ER verb.</p> <p>To conjugate in French a regular –IR verb.</p> <p>To conjugate in French a regular –RE verb.</p>
<b>Communication</b>	<p>To ask what the time is in French.</p> <p>To tell the time accurately in French.</p>	<p>To say what activities they do to keep in shape during the week.</p> <p>To say in general what they do to keep a healthy life-style.</p>	
<b>Intercultural Understanding</b>	<p>To present an account of what they do and at what time at the weekend.</p>	<p>To learn to make a healthy recipe in French.</p>	
<b>VOCABULARY</b>			
<b>Specific lesson / unit Vocabulary</b>	<p>Et quart = quarter past Et demie = half past Moins le quart = quarter to</p> <p>Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books J'écoute de la musique = I listen to music Je joue à l'ordinateur = I play on the computer Je joue au foot = I play football Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema</p>	<p>Manger = to eat Bouger = to move De la viande blanche = some white meat Du poisson = some fish Du fromage allégé = some low fat cheese Du lait écrémé = some skimmed milk Du pain complet = some wholemeal bread De l'eau = some water Des céréales = some cereal Des légumes = some vegetables Des fruits = some fruit Des noix = some nuts De la viande rouge = some red meat Du lait entier = some full fat milk Du pain blanc = some white bread Du chocolat = some chocolate</p>	<p>Je = I Tu = you Il = he Elle = she Nous = we vous = you all Ils = they (masculine) Elles = they (feminine)</p> <p>Je joue = I play Tu joues = You play Il joue = He plays Elle joue = She plays Nous jouons = We play Vous jouez = You all play Ils jouent = They play (masculine form)</p>

	<p>Je me couche = I go to bed</p> <p>C'est génial! = It's amazing / incredible!</p> <p>C'est super! = It's great!</p> <p>C'est amusant! = It's fun!</p> <p>C'est fatigant! = It's tiring/exhausting!</p> <p>C'est barbant! = It's boring/tedious!</p> <p>C'est nul! = It's not great/awful!</p> <p>J'adore ça! = I love it! (Challenge section)</p> <p>Je déteste ça! = I hate it! (Challenge section)</p> <p>Et = and</p> <p>Mais = but</p> <p>Parce qu = because</p>	<p>Du beurre = some butter</p> <p>Des bonbons = some sweets</p> <p>Des frites = some chips</p> <p>Des chips = some crisps</p> <p>Des boissons sucrées = some fizzy drinks</p> <p>Des biscuits = some biscuits</p> <p>Je mange... = I eat...</p> <p>Je bois... = I drink...</p> <p>Je joue au foot = I play football</p> <p>Je fais des promenades = I go for walks</p> <p>Je fais de la natation = I go swimming</p> <p>Je fais du cyclisme = I go cycling</p> <p>Je fais du judo = I do judo</p> <p>Je fais du tennis = I play tennis</p> <p>Je ne regarde pas la television = I do not watch television</p> <p>Je ne joue pas aux jeux électroniques = I do not play video games</p> <p>Épluchez = peel</p> <p>Coupez = cut</p> <p>Ajoutez = add</p> <p>Mélangez = mix</p> <p>Râpez = grate</p> <p>Faites cuire = cook</p>	<p>Elles jouent = They play (feminine form)</p> <p>Je finis = I finish</p> <p>Tu finis = You finish</p> <p>Il finit = He finishes</p> <p>Elle finit = She finishes</p> <p>Nous finissons = We finish</p> <p>Vous finissez = You all finish</p> <p>Ils finissent = They finish (masculine form)</p> <p>Elles finissent = They finish (feminine form)</p> <p>J'habite= I live</p> <p>Tu habites = You live</p> <p>Il habite = he lives</p> <p>Elle habite = she lives</p> <p>Nous habitons = We live</p> <p>Vous habitez = You all live</p> <p>Ils habitent = They live (masculine form)</p> <p>Elles habitent = They live (feminine form)</p> <p>Je vends = I sell</p> <p>Tu vends = You sell</p> <p>Il vend = He sells</p> <p>Elle vend = She sells</p> <p>Nous vendons = We sell</p> <p>Vous vendez = You all sell</p> <p>Ils vendent = They sell (masculine form)</p> <p>Elles vendent = They sell (feminine form)</p>
<p><b>Skills</b></p>	<p><b>Year 6</b> <b>The Weekend- Le Week-end</b> <b>Autumn</b></p>	<p><b>Year 6</b> <b>Healthy and Unhealthy Food Manger et Bouger</b> <b>Spring</b></p>	<p><b>Year 6</b> <b>Regular Verbs - Les Verbes Réguliers</b> <b>Summer</b></p>
<p>Speaking/ Listening</p>	<p>Develop spoken fluency further by increasing the amount of language attempted and focus on the accuracy of their pronunciation.</p> <p>Speak with improved fluency and ease using full sentences on a wide variety of topics.</p> <p>Listen for much longer periods of time and more frequently during lessons.</p>	<p>Continue to explore, understand and mimic the patterns of sound and language.</p> <p>Pronounce unknown words they see by applying the speaking and pronunciation knowledge they have learnt up to this point.</p> <p>Understand longer, more complex passages of spoken language spoken at near native speed.</p>	<p>Start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else)</p> <p>Start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person plural (speaking about groups of other people).</p> <p>Learn to manipulate language and learn that language is transferable from topic to topic.</p>

Blyth WISE MFL Mapping

	Learn vocabulary skills to give justifications for opinions.**		
Reading	Become more confident in decoding text, using a dictionary for language they are less familiar with.	Read longer passages and understand words and meaning.	
Writing	Write a passage of text including nouns, articles and verbs, adjectives, opinions and justifications.*	Write from memory about themselves  Use a dictionary to double check the spelling and meaning of new or unknown language.	Write using a variety of verbs  Write from memory about themselves and others (using both 1st person and 3rd person)
Grammar	Have better knowledge & recall of 1st person singular of high frequency verbs (such as I like, I watch, I play)  Use positive and negative opinions and justifications.**  Use a wide variety of conjunctions, opinions and justifications. *		Begin to understand verb forms.
<b>APPRECIATION OF WRITING</b>			
	<b>Year 6 The Weekend- Le Week-end Autumn</b>	<b>Year 6 Healthy and Unhealthy Food Manger et Bouger Spring</b>	<b>Year 6 Regular Verbs - Les Verbes Réguliers Summer</b>
WRITING Stories, poems and rhymes			
<b>END POINTS</b>			
<b>End Point</b>	<b>Year 6 The Weekend- Le Week-end Autumn</b>	<b>Year 6 Healthy and Unhealthy Food Manger et Bouger Spring</b>	<b>Year 6 Regular Verbs - Les Verbes Réguliers Summer</b>
	Create a leaflet of activities that are available at your after school club	Follow a recipe to create a French dish	Create a poster explaining the different verb forms

**SIGNIFICANT PEOPLE/ORGANISATIONS**

	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
<b>Cultural Capital</b>	Kylian Mbappé – footballer Federer- tennis player (speaks French)	Raymond Blanc Michel Roux Jr. - Chef David Ginola (famous footballer)	

SMSC			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
<b>British Values</b> (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> <li>To respect other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> <li>To respect other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To have an understanding that people in other countries speak different languages.</li> <li>To be tolerant of others who speak a different language.</li> <li>To respect other cultures and traditions.</li> </ul>
<b>Equalities</b> (SMSC, protected characteristics, race, gender, safeguarding etc.)	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural - to have an understanding and appreciation of other cultures and languages.</li> <li>To understand the customs and traditions of those who live in different countries.</li> </ul>

SAFEGUARDING			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
Mental Health & Wellbeing	Discuss and celebrate differences in activities that we enjoy	The importance of staying active The importance of healthy eating	
Personal & Physical			

LINKED CAREERS			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Regular Verbs - Les Verbes Réguliers Summer
<b>Cultural Capital</b>	Linguist Translator Interpreter MFL teacher	Waiter/Waitress maitre d Café owner French cuisine chef	Linguist Translator Interpreter MFL teacher

**End Point Assessment Sheet:**

These are completed by class teachers at the end of each term. They are used by teachers to identify gaps for the next unit. The DT lead will use these to identify areas of strengths and areas that need to be returned to for the next module of work and for subsequent year groups.

<b>Year :</b> <b>Class:</b> <b>Unit of learning:</b> <b>Term:</b>
<b>Skills to be returned to:</b>
<b>Knowledge to be returned to:</b>
<b>Concepts to be returned to:</b>
<b>Vocabulary to be returned to:</b>
<b>Revisited in the next unit (to be identified by subject leader and shared with relevant staff):</b>