



Fishbourne Church of England Primary School  
MFL Curriculum Overview



**Our Ultimate End Goal:**

What will our linguists be able to do when they leave us?

By the end of their time at Fishbourne Primary School our Year 6 linguists will have developed an appreciation and respect for other cultures. They will be equipped with the necessary skills to communicate and express their ideas, at a basic level, in another language and to understand and respond to its speakers, both in speech and writing. They will have learnt basic French vocabulary through a wide variety of topics, using films, stories, games and songs to enhance and consolidate their learning. They will have planned and participated in experiences that will have built their confidence in speaking French to an audience and increased their enjoyment of this language.

**Curriculum Coverage (NC)**

*What are the most basic requirements from the National Curriculum?*

Key Stage 1 (A)	Key Stage 1 (B)	Key Stage 2 (A)	Key Stage 2 (B)
<p><u>Listening</u> To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes.</p> <p><u>Speaking</u> To answer questions using familiar words and phrases.</p> <p>To develop accurate pronunciation and intonation when using familiar words and phrases.</p> <p><u>Reading</u> To appreciate stories, songs, poems and rhymes in the language.</p> <p><u>Writing</u></p>	<p><u>Listening</u> To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes.</p> <p><u>Speaking</u> To answer questions using familiar words and phrases.</p> <p>To develop accurate pronunciation and intonation when using familiar words and phrases.</p> <p><u>Reading</u> To appreciate stories, songs, poems and rhymes in the language.</p> <p><u>Writing</u></p>	<p><u>Listening</u> To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><u>Speaking</u> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To develop accurate pronunciation and intonation so that others can understand</p>	<p><u>Listening</u> To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><u>Speaking</u> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To develop accurate pronunciation and intonation so that others can understand</p>

<p>To write familiar words and phrases from memory.</p>	<p>To write familiar words and phrases from memory.</p>	<p>when they are reading aloud or using familiar words and phrases.</p> <p>To present ideas and information orally to a range of audiences.</p> <p><u>Reading</u> To read carefully and show understanding of words, phrases and simple writing.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p> <p>To 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><u>Writing</u> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To understand basic grammar appropriate to the language being studied.</p>	<p>when they are reading aloud or using familiar words and phrases.</p> <p>To present ideas and information orally to a range of audiences.</p> <p><u>Reading</u> To read carefully and show understanding of words, phrases and simple writing.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p> <p>To 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><u>Writing</u> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To understand basic grammar appropriate to the language being studied.</p>
---	---	--	--

<p><b>PROCEDURAL KNOWLEDGE - What skills do we want our linguists to have? Analyse, evaluate and solve problems</b>  <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>  <i>The children will develop their skills in listening, speaking, reading and writing, consolidating and building on their skills from the previous stage.</i></p>			
Key Stage 1 (A)	Key Stage 1 (B)	Key Stage 2 (A)	Key Stage 2 (B)
<p>Understand a few familiar spoken words and phrases</p>	<p>Understand a range of familiar spoken phrases</p>	<p>Understand the main points from spoken passages of familiar language</p> <p>Use memorised language with increasing accuracy, asking and answering simple</p>	<p>Understand the main points and some detail from short spoken passages of familiar language</p>

<p>Repeat using the correct pronunciation and give short simple answers to questions</p> <p>Recognise and read out a few familiar words and phrases</p> <p>Write or copy simple words correctly and select appropriate words to complete a sentence</p>	<p>Use set phrases confidently and give basic information when answering simple questions</p> <p>Understand a range of familiar written phrases and read them aloud</p> <p>Label items correctly and write one or two short sentences following a model</p>	<p>questions and beginning to express simple opinions</p> <p>Read simple texts and understand the main points of a passage</p> <p>Write a few short sentences using language already learnt and to use a dictionary</p>	<p>Take part in a simple conversation, asking and answering questions and giving opinions, using accurate pronunciation</p> <p>Read longer texts, working out unfamiliar words from the context and reading aloud confidently</p> <p>Write a short text on a familiar topic and adapt language already learnt, using a dictionary to find new words</p>
---	---	---	---

**PROPOSITIONAL KNOWLEDGE - What key concepts or knowledge will our linguists have?**  
*What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?*  
*These are the topics that the children will cover at each stage.*

Key Stage 1 (A)	Key Stage 1 (B)	Key Stage 2 (A)	Key Stage 2 (B)
Introduction to France/French	Revision of previous learning	Revision of previous learning	Revision of previous learning
Greetings	Classroom instructions	Where do you live?	Transport
What is your name?	Days of the week	Compare France and England	Parts of the body
How are you?	Months of the year	In the town	Sport and Leisure
How old are you?	Numbers 21 to 31	At school	School subjects
Numbers to 20	What is the date today?	Classroom objects	Weather and seasons
Colours	Birthdays	What is the time?	Clothes
Shapes	Pets	Food and drink	Numbers 51 to 100
Christmas and Easter traditions	Families	Numbers 31 to 50	French Maths
Stories in French e.g. We're going on a Bear Hunt, Dear Zoo, Not now Bernard, I want my potty	Stories in French e.g. The Hungry Caterpillar, Handa's Surprise	The alphabet	The euro
		Christmas and Easter traditions	Traditional celebrations in France

<p>Songs in French e.g. Salut ça va, Bonjour, bonjour, Colour song, Numbers song</p>	<p>Songs in French e.g. Songs about instructions, days and months, Joyeux anniversaire (Happy birthday)</p>	<p>Stories and songs in French</p>	<p>Other French-speaking countries  Stories and songs in French</p>
--	---	------------------------------------	---

What key vocabulary will our linguists need? *Vocabulary is important because it embodies and communicates concepts. Listed here is some of the vocabulary that will be taught. It is not an exhaustive list and bi-lingual dictionaries will be used to find other words that may relate to the topic being studied.*

Key Stage 1 (A)	Key Stage 1 (B)	Key Stage 2 (A)	Key Stage 2 (B)
<p><u>Greetings</u> Bonjour, bonsoir, salut, merci, au revoir, à demain, s'il te/vous plaît, oui, non.</p> <p><u>What is your name?</u> Comment t'appelles-tu?/ Comment tu t'appelles? Je m'appelle.....</p> <p><u>How are you?</u> Comment ça va? Ça va très bien, ça va bien, ça va, comme ci comme ça, bof, ça va mal, ça ne va pas.</p> <p><u>How old are you?</u> Quel âge as-tu? J'ai....ans.</p> <p><u>Numbers to 20</u> Les nombres: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p><u>Colours</u> Les couleurs: rouge, jaune, vert, bleu, noir, blanc, orange, rose, violet, gris, marron; foncé, clair, et.</p>	<p><u>Classroom instructions</u> Levez-vous, asseyez-vous, regardez, taisez-vous, écoutez, attention, levez la main.</p> <p><u>Days of the week</u> Les jours de la semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p><u>Months of the year</u> Les mois de l'année: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p><u>Numbers 21 to 31</u> vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.</p> <p><u>What is the date today?</u> Quelle est la date aujourd'hui? C'est le.....</p> <p><u>Birthdays</u></p>	<p><u>Where do you live?</u> Où habites-tu? J'habite à/en/au.. J'habite à la campagne, en ville, Angleterre, France.</p> <p><u>In the town</u> En ville: le marché, le supermarché, le café, le musée, l'école, la piscine, la gare, la boulangerie, la pâtisserie, la plage, le magasin, la poste. Voici..., il y a..., à gauche, à droite, tout droit, la rue, Où est...?</p> <p><u>At school</u> À l'école: la salle de classe, la classe, la salle de technologie, la salle d'art, la bibliothèque, la cour de recreation, les toilettes, la salle des profs, le hall, la direction.</p> <p><u>Classroom objects</u> Les objets de la classe: un stylo, un cahier, une gomme, une règle, un crayon, un crayon de couleur, des ciseaux, la colle, un feutre, une trousse, un livre.</p>	<p><u>Transport</u> Un bateau, un bus, un vélo, un avion, une voiture, un train, une trottinette, à pied. Comment vas-tu à l'école? à Londres? en vacances? Je vais...</p> <p><u>Parts of the body</u> Les parties du corps: la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez; le bras, la jambe, le dos, la main, le cou, le ventre.</p> <p><u>Sport and Leisure</u> Les passe-temps: le football, le roller, le cyclisme, le tennis, la danse, la natation, la voile, l'équitation, la gymnastique. Qu'est-ce que tu aimes faire? C'est cool, facile, difficile, intéressant, ennuyeux, amusant.</p> <p><u>School subjects</u> Quelle est ta matière préférée? C'est...l'anglais, les maths, le français, le sport, la technologie, l'art, la géo, l'histoire, la musique, les sciences, l'informatique, l'éducation religieuse.</p>

### Shapes

Les formes: un cercle, un carré, un rectangle, un triangle.

### Christmas and Easter

Joyeux Noël et une Bonne Année!  
Joyeuses Pâques!

Quelle est la date de ton anniversaire?

Mon anniversaire est/C'est le.....

### Pets

As-tu un animal? J'ai...un chien, un chat, un poisson, un oiseau, un lapin, un hamster, un cochon d'Inde, une souris.  
Je n'ai pas d'animal.

### Families

Ma mère, mon père, ma soeur, mon frère, mon grandpère, ma grandmère, ma belle-mère,  
mon beau-père, ma demi-soeur, mon demi-frère, ma tante, mon oncle.  
As-tu des frères et des soeurs?  
J'ai/ je n'ai pas de...  
Je n'ai ni frères ni soeurs.

### What is the time?

Quelle heure est-il?  
Il est...heures, midi, minuit et demie, et quart, moins le quart.

### Food and drink

Qu'est-ce que tu aimes manger?  
J'aime/ je n'aime pas...les frites, les chips, les bonbons, le fromage, le jambon, un sandwich, la lemonade, le coca, le jus d'orange, le chocolat chaud, le pain, la viande, les legumes, les fruits, la salade, les glaces (au chocolat, à la vanille, à la fraise, à la pistache).  
J'adore, je déteste, mais, aussi, bon appétit!  
Bon, délicieux, épouvantable, bon/mauvais pour la santé.

### Numbers 31-50

Trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante.

### Weather and Seasons

Quel temps fait-il? Il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il neige, il y a du soleil, il y a du vent.  
Les saisons: le printemps, l'été, l'automne, l'hiver.

### Clothes

Qu'est-ce que tu portes?  
Je porte..un pyjama, un tee-shirt, un sweatshirt, un pantalon, un jean, un short, un pull, un chapeau, une veste, une robe, une jupe, une chemise, des chaussettes, des chaussures, des baskets, une casquette.  
Les vêtements, petit, grand.

### Numbers 51-100

Cinquante et un...cinquante-neuf, soixante, soixante et un...soixante-neuf, soixante-dix, soixante-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts, quatre-vingt-un...quatre-vingt-neuf, quatre-vingt-dix...quatre-vingt-dix-neuf, cent.

### French Maths

Plus, moins, fois, divisé par, égale/font

### The euro

Un euro, un centime, l'addition, C'est combien?

--	--	--	--

What experiences do we want our linguists to have had? What opportunities will our linguists have had to <i>'make the world a better place'</i> ?			
Key Stage 1 (A)	Key Stage 1 (B)	Key Stage 2 (A)	Key Stage 2 (B)
Playing Boules  Writing instructions for Boules and sharing them with another class.	A Birthday Party  Pairing up with a younger child and teaching them a French party game.	French café/food tasting  Hosting a French café for elderly members of the community.	Fashion Show  Writing and designing a Fashion Show for other classes to enjoy.