

# Featherstone All Saints C of E Academy



## **Modern Foreign Languages (French)**

Curriculum - Essential Knowledge and Vocabulary

# Year 3 - MFL

National Curriculum	Knowledge
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can say the numbers 0-10; Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</li><li>• I can say 'oui, non' in the correct context.</li><li>• I can say and respond to simple greetings; 'bonjour, au revoir, comment ca va? Tres bien, comme ci comme ca, mal, salut!</li><li>• I can follow classroom instructions; Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence</li><li>• I can ask for give name: Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</li><li>• I can ask for and give age; Quel âge as-tu? J'ai... ans</li><li>• I can say the colours; Rouge, bleu, blanc, noir, vert, jaune, orange, rose gris, violet, marron.</li><li>• I can say the names of fruit and other food items; Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Les chips, le coca, les sucettes, le chocolat, les bonbons</li><li>• I can say the days of the week; lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</li><li>• I can say the months of the year; janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</li></ul>

# Year 3 - MFL Vocabulary

## Vocabulary

### Autumn Term

Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix  
Oui, non  
Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal, salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence  
Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle  
Quel âge as-tu? J'ai... ans

### Spring Term

Rouge, bleu, blanc, noir, vert, jaune, orange, rose gris, violet, marron  
Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Les chips, le coca, les sucettes, le chocolat, les bonbons

### Summer Term

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

# Year 4 - MFL

National Curriculum	Knowledge
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I understand simple forms of the verb <i>etre</i> (to be)</li> <li><i>Il est</i> (He is) <i>Elle est</i> (She is)</li> <li>I can say words and phrases relating to parts of the body; <i>Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles La jambe, le pied, le ventre, la main, le bras, l'épaule, le genou</i></li> <li>I can say words and phrases relating to Zoo animals; <i>Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin</i></li> <li>I can say words and phrases relating to Family members; <i>Le père, la mère, le frère, la soeur, le grand-père, la grand-mère</i></li> <li>I can say words and phrases relating to Pets; <i>Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau</i></li> <li>I can say words and phrases relating to Hobbies; <i>Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc</i></li> <li>I can say words and phrases relating to Numbers 12-31</li> <li>I can say words and phrases relating to Simple weather expressions; <i>Il fait froid, il fait chaud</i></li> <li>I can say words and phrases relating to Some items of clothing; <i>Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</i></li> <li>I can use a French dictionary to find words. I know about feminine and masculine forms.</li> </ul>

# Year 4 - MFL Vocabulary

## Vocabulary

### Autumn Term

Rouge, bleu, blanc, noir, vert, jaune, orange,  
rose gris, violet, marron  
Zéro, un, deux, trois, quatre, cinq, six, sept, huit,  
neuf, dix  
Une tête, un nez, des dents, des cheveux, des  
yeux, une bouche, des oreilles La jambe, le pied,  
le ventre, la main, le bras, l'épaule, le genou  
Grand, petit, gros, long, pointu  
Le tigre, l'éléphant, l'ours, la souris, le lion, la  
girafe, le singe, le crocodile, le pingouin  
Mon, ma

### Spring Term

Le père, la mère, le frère, la soeur, le grand-père, la  
grand-mère  
Zéro, un, deux, trois, quatre, cinq, six, sept, huit,  
neuf, dix  
Un chien, un chat, un hamster, un lapin, un poisson,  
un cochon d'Inde, un oiseau

### Summer Term

Danser, nager, jouer au football, manger au  
restaurant, lire, regarder la télé, aller au parc  
Et, mais  
numbers to 30  
J'adore, j'aime, je n'aime pas Tu aimes...?  
  
Il fait froid, il fait chaud

# Year 5 - MFL

National Curriculum	Knowledge
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing•</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can say and understand 'il y a + buildings on the high street' un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie</li> <li>I can understand and give directions</li> <li>I can say and understand questions asking where places are</li> <li>I can say and understand simple future tense Je vais...</li> <li>I can say and understand comparisons using '...plus que'</li> <li>I can say and understand question asking where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</li> <li>I can say and understand words and phrases relating to:food and drink Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois</li> <li>I can say and understand words and phrases relating to: Numbers 0-50</li> <li>I can say and understand words and phrases relating to:times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie</li> <li>I can say and understand words and phrases relating to Weather and seasons Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige En automne, en hiver, au printemps, en été</li> </ul>

# Year 5 - MFL Vocabulary

## Vocabulary

### Autumn Term

'il y a ' un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie  
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  
Matin, après-midi, soir, à 10 heures, à 4 heures et demie  
Très, un peu, assez  
Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc

### Spring Term

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  
Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc  
Jouer au, faire du/de la  
Number 0-20  
Numbers 30-50  
Plus...que

### Summer Term

Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois  
Et, mais, aussi  
Dans, sur, sous, sans, avec  
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre  
numbers 0-31  
Il fait froid, il fait chaud il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige  
  
En automne, en hiver, au printemps, en été  
Normalement, en générale, quelquefois  
le nord, le sud, l'ouest, l'est,  
j'habite a

# Year 6 - MFL

National Curriculum	Knowledge
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li><li>• present ideas and information orally to a range of audiences*</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing•</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can say and understand phrases used in classroom routines</li><li>• I can talk about school uniform; Un pantalon, un pull, une jupe, une cravate, des chaussures, des chaussettes, un sweat</li><li>• I Understand questions beginning with 'as-tu...?'</li><li>• I can use and respond to phrases when playing games in French</li><li>• I can use and understand words and phrases relating to:<ul style="list-style-type: none"><li>• Houses, homes, furniture and related prepositions; Il y a; j'habite dans; j'habite à Voici Une maison, un appartement Petit, grand, superbe, Magnifique, immense, de luxe, en haut, en bas</li></ul></li><li>• Une salle de bains, une chambre, une salle a manger, un salon, une cuisine, un jardin, un garage, un balcon, Une fenêtre Une piscine</li><li>• I can use and understand phrases about Holidays; On va aller, partir</li><li>• I can use and understand phrases about Occupations Médecin, vendeur vendeuse Serveur serveuse, agent de police, professeur</li></ul>

# Year 6 - MFL Vocabulary

## Vocabulary

### Autumn Term

Ecoutez, regardez, asseyez-vous, levez-vous,  
répétez, venez ici,  
silence  
Il fait froid, il fait chaud, il fait beau, il fait mauvais,  
il y a du soleil, il y a du vent, il y a du brouillard, il  
pleut, il neige  
Un pantalon, un pull, une jupe, une cravate, des  
chaussures, des chaussettes, un sweat  
Super, joil,moche,laid,  
Le père, la mère, le frère, la soeur, le grand-père,  
la grand-mère  
sympa, intelligent, amusant, sportif, beau  
*très, assez*  
*Il est vendeur*

### Spring Term

il y a  
Une salle de bains, une chambre, une salle a  
manger, un salon, une cuisine, un jardin, un  
garage, un balcon, Une fenêtre Une piscine  
dans  
*J'habite à Wakefield*  
French alphabet  
En bas, en haut  
Sur, sous,

### Summer Term

lundi, mardi, mercredi, jeudi, vendredi, samedi,  
dimanche  
janvier, février, mars, avril, mai, juin, juillet, août,  
septembre, octobre, novembre, décembre  
*un hôtel, un appartement, un gîte, un camping*  
*en avion, en bateau, en train, en voiture*  
*d'abord, plus tard*  
le musée, le château  
et,aussi