



Subject Concept Map – MFL 2021 - 2022



Year group	Key MFL Composites			
	Read Fluently	Write imaginatively	Speak confidently	Understand the culture of the countries in which the language is spoken
Year 3 - Sycamore	<p>My Town</p> <p>All About Me</p> <p>Animals</p> <p>At School</p> <p>Playtime</p>	<p>Animals</p> <p>At School</p> <p>Playtime</p>	<p>Greetings</p> <p>My Town</p> <p>All About Me</p> <p>At School</p> <p>Playtime</p>	<p>My Town</p> <p>At School</p> <p>Playtime</p>
Year 4- Hazel	<p>My Home</p> <p>Food</p> <p>Describing People</p> <p>The Body</p> <p>Sport</p> <p>Holidays and Hobbies</p>	<p>My Home</p> <p>Describing People</p> <p>The Body</p> <p>Sport</p> <p>Holidays and Hobbies</p>	<p>My Home</p> <p>Food</p> <p>Describing People</p> <p>The Body</p> <p>Sport</p> <p>Holidays and Hobbies</p>	<p>My Home</p> <p>Food</p> <p>Sport</p> <p>Holidays and Hobbies</p>

Year 5 - Maple	<i>Family</i> <i>Hobbies</i> <i>Seasons</i> <i>Actions</i> <i>Eating Out</i> <i>School Trip</i>	<i>Family</i> <i>Hobbies</i> <i>Seasons</i> <i>Actions</i> <i>Eating Out</i> <i>School Trip</i>	<i>Family</i> <i>Hobbies</i> <i>Seasons</i> <i>Actions</i> <i>Eating Out</i> <i>School Trip</i>	<i>Family</i> <i>Hobbies</i> <i>Eating Out</i> <i>School Trip</i>
Year 6 - Chestnut	<i>On Holiday</i> <i>In France</i> <i>The Environment</i> <i>A Weekend with Friends</i> <i>The Future</i> <i>Jobs</i>	<i>On Holiday</i> <i>In France</i> <i>The Environment</i> <i>A Weekend with Friends</i> <i>The Future</i> <i>Jobs</i>	<i>On Holiday</i> <i>In France</i> <i>The Environment</i> <i>A Weekend with Friends</i> <i>The Future</i> <i>Jobs</i>	<i>On Holiday</i> <i>In France</i> <i>The Environment</i> <i>A Weekend with Friends</i> <i>Jobs</i>

Key MFL Composites

Read Fluently	Write imaginatively	Speak confidently	Understand the culture of the countries in which the language is spoken
<p>Reading fluently is the ability to recognise key vocabulary and phrases in the language being studied and to read them. It is the link between the recognition and the understanding of the words and phrases. Fluent readers are no longer 'decoding' each word they encounter. They have developed the knowledge and skills to recognise words automatically, accurately and quickly.</p>	<p>Writing that expresses the writer's thoughts and feelings in an imaginative, often unique, and poetic way. In MFL the writer must use their key vocabulary and phrases to express their ideas in different ways.</p>	<p>Speaking with confidence means expressing your opinions with conviction. Before speaking, it's important we make sure we actually believe what we're saying and we know what we want to say. In MFL involves having great knowledge of key vocabulary and phrases to communicate ideas</p>	<p>Having the background knowledge and cultural capital needed to infer meaning from interactions.</p>

Year group	Key MFL vocabulary		
Year 3 - Sycamore	<p><i>Bonjour!</i> Hello!</p> <p><i>Au revoir!</i> Goodbye!</p> <p><i>Salut!</i> Hi!</p> <p><i>Bonsoir!</i> Good evening!</p> <p><i>Monsieur</i> sir</p> <p><i>Madame</i> madam</p> <p><i>très bien</i> very well</p> <p><i>bien</i> well</p> <p><i>comme ci, comme ça</i> so-so</p> <p><i>mal</i> not well</p> <p><i>merci</i> thanks</p> <p><i>et toi?</i> and you?</p> <p><i>un</i> one</p> <p><i>deux</i> two</p> <p><i>trois</i> three</p> <p><i>quatre</i> four</p> <p><i>cinq</i> five</p> <p><i>six</i> six</p> <p><i>sept</i> seven</p> <p><i>huit</i> eight</p> <p><i>neuf</i> nine</p> <p><i>dix</i> ten</p> <p><i>ma mère</i> my mother</p> <p><i>mon père</i> my father</p> <p><i>ma sœur</i> my sister</p> <p><i>mon frère</i> my brother</p> <p><i>ma grand-mère</i> my grandmother</p> <p><i>mon grand-père</i> my grandfather</p>	<ul style="list-style-type: none"> Monday = lundi. Tuesday = mardi. Wednesday = mercredi. Thursday = jeudi. Friday = vendredi. Saturday = samedi. Sunday = dimanche. <p><i>un mouton</i> a sheep</p> <p><i>une poule</i> a hen</p> <p><i>un coq</i> a cockerel</p> <p><i>un cochon</i> a pig</p> <p><i>une vache</i> a cow</p> <p><i>un canard</i> a duck</p> <p><i>un cheval</i> a horse</p> <p><i>un chien</i> a dog</p> <p><i>un chat</i> a cat</p> <p><i>un chat</i> a cat</p> <p><i>un chien</i> a dog</p> <p><i>un hamster</i> a hamster</p> <p><i>un poisson</i> a fish</p> <p><i>un lapin</i> a rabbit</p> <p><i>un cheval</i> a horse</p> <p><i>un serpent</i> a snake</p> <p><i>une souris</i> a mouse</p> <p><i>un cochon d'Inde</i> a guinea pig</p> <p><i>un oiseau</i> a bird</p>	<p><i>la salle de classe</i> the classroom</p> <p><i>la cour</i> the playground</p> <p><i>la grande salle</i> the hall</p> <p><i>les toilettes (f)</i> the toilets</p> <p><i>la cuisine</i> the kitchen</p> <p><i>le parking</i> the car park</p> <p><i>la bibliothèque</i> the library</p> <p><i>le terrain de sport</i> the sports ground</p> <p><i>la salle d'informatique</i> the computer room</p> <p><i>un crayon</i> a pencil</p> <p><i>une gomme</i> a rubber</p> <p><i>une règle</i> a ruler</p> <p><i>un stylo</i> a pen</p> <p><i>une calculatrice</i> a calculator</p> <p><i>un feutre</i> a felt-tip pen</p> <p><i>un bâton de colle</i> a glue stick</p> <p><i>midi</i> midday</p> <p><i>minuit</i> midnight</p> <p><i>du matin</i> in the morning</p> <p><i>du soir</i> in the evening</p> <p><i>de l'après-midi</i> in the afternoon</p> <p><i>de la nuit</i> in the night</p> <p><i>et demie</i> half past</p> <p><i>les mathématiques (f)</i> maths</p> <p><i>l'anglais (m)</i> English</p> <p><i>le français (m)</i> French</p> <p><i>les sciences (f)</i> science</p> <p><i>le sport</i> PE</p> <p><i>le dessin</i> art</p> <p><i>l'informatique (f)</i> ICT</p> <p><i>la musique</i> music</p>

	<p><i>un euro</i> one euro <i>un euro vingt</i> one euro twenty <i>deux euros</i> two euros <i>deux euros cinquante</i> two euros fifty <i>cinquante centimes</i> fifty cents</p> <p><i>des magasins (m)</i> some shops <i>une église</i> a church <i>un supermarché</i> a supermarket <i>un centre de loisirs</i> a leisure centre <i>un théâtre</i> a theatre <i>une gare</i> a train station <i>une rivière</i> a river <i>un jardin public</i> a public garden <i>un musée</i> a museum</p>		<p><i>l'espagnol (m)</i> Spanish</p> <p><i>l'école (f)</i> school <i>un sac</i> a bag <i>une calculatrice</i> a calculator</p> <p><i>Sautez!</i> Jump! <i>Touchez le nez!</i> Touch your nose! <i>Touchez la tête!</i> Touch your head! <i>Dites 'bonjour'!</i> Say 'hello'! <i>Dites 'au revoir'!</i> Say 'goodbye'!</p> <p><i>un vélo</i> a bicycle <i>une trottinette</i> a scooter <i>une balançoire</i> a swing <i>un toboggan</i> a slide <i>une bascule</i> a seesaw <i>un tourniquet</i> a roundabout</p> <p><i>jouer à chat</i> to play tag <i>jouer au foot</i> to play football <i>jouer à la balle</i> to play catch <i>jouer à la thèque</i> to play rounders</p>
Year 4- Hazel	<p><i>une maison</i> a house <i>un appartement</i> a flat <i>un village</i> a village <i>une ville</i> a town <i>une grande ville</i> a city <i>une chaumière</i> a cottage <i>une ferme</i> a farm</p> <p><i>une chambre</i> a bedroom <i>une salle de bains</i> a bathroom</p>	<p><i>les yeux bleus</i> blue eyes <i>les yeux verts</i> green eyes <i>les yeux marron</i> brown eyes <i>les yeux noisette</i> hazel eyes <i>je suis grand</i> I'm tall (male) <i>je suis grande</i> I'm tall (female) <i>je suis petit</i> I'm short (male) <i>je suis petite</i> I'm short (female)</p>	<p><i>le foot</i> football <i>le tennis</i> tennis <i>le tennis de table</i> table tennis <i>le basket</i> basketball <i>le cricket</i> cricket <i>le rugby</i> rugby <i>la danse</i> dancing <i>la natation</i> swimming <i>le vélo</i> cycling <i>l'équitation (f)</i> horse riding</p>

<i>un salon</i>	a living room	<i>les cheveux blonds</i>	blonde hair	<i>le skate</i>	skateboarding
<i>une salle à manger</i>	a dining room	<i>les cheveux bruns</i>	brown hair	<i>le surf</i>	surfing
<i>une cuisine</i>	a kitchen	<i>les cheveux roux</i>	ginger hair	<i>l'escalade (f)</i>	climbing
<i>un jardin</i>	a garden	<i>les cheveux noirs</i>	black hair	<i>le footing</i>	jogging
<i>un balcon</i>	a balcony	<i>les cheveux gris</i>	grey hair	<i>Tu joues à quel sport?</i>	
		<i>les cheveux raides</i>	straight hair		What sport do you play?
<i>un lit</i>	a bed	<i>les cheveux bouclés</i>	curly hair	<i>Je joue au...</i>	
<i>une chaise</i>	a chair	<i>les cheveux ondulés</i>	wavy hair		I play...
<i>une table</i>	a table	<i>les cheveux courts</i>	short hair	<i>Tu aimes faire quel sport?</i>	
		<i>les cheveux longs</i>	long hair		Which sport do you like doing?
<i>une fenêtre</i>	a window	<i>mon ami</i>	my friend (male)	<i>J'aime (faire)...</i>	
<i>une porte</i>	a door	<i>mon amie</i>	my friend (female)		I like (doing)...
<i>une poubelle</i>	a bin			<i>jouer au tennis</i>	to play tennis
<i>un four</i>	an oven	<i>une robe</i>	a dress	<i>jouer au foot</i>	to play football
<i>une bouilloire</i>	a kettle	<i>un pantalon</i>	trousers	<i>jouer au hockey</i>	to play hockey
<i>un grille-pain</i>	a toaster	<i>un jean</i>	jeans	<i>jouer au netball</i>	to play netball
<i>un évier</i>	a sink	<i>un pull</i>	a jumper	<i>jouer au rugby</i>	to play rugby
<i>un lave-vaisselle</i>	a dishwasher	<i>un tee-shirt</i>	a T-shirt	<i>jouer au cricket</i>	to play cricket
		<i>une chemise</i>	a shirt	<i>faire du vélo</i>	to go cycling
<i>une glace</i>	an ice cream	<i>une jupe</i>	a skirt	<i>faire du ski</i>	to go skiing
<i>un gâteau</i>	a cake	<i>des chaussures (f)</i>	shoes		
<i>des chips (f)</i>	some crisps			<i>Saisons</i>	seasons
<i>un chou</i>	a cabbage	<i>le visage</i>	the face	<i>le printemps</i>	– Spring
<i>des petits pois (m)</i>	some peas	<i>l'œil (m)</i>	the eye		
<i>un poisson</i>	a fish	<i>les yeux (m)</i>	the eyes	<i>l'été</i>	– Summer
		<i>le nez</i>	the nose		
<i>un couteau</i>	a knife	<i>la joue</i>	the cheek	<i>l'automne</i>	– Autumn
<i>une fourchette</i>	a fork	<i>l'oreille (f)</i>	the ear		
<i>une cuillère à soupe</i>	a tablespoon	<i>la bouche</i>	the mouth	<i>l'hiver</i>	– Winter
		<i>les dents (f)</i>	the teeth		
<i>une cuillère à café</i>	a teaspoon	<i>je cours</i>	I run	<i>Quel temps fait-il? -</i>	<i>What's the weather like?</i>
<i>un bol</i>	a bowl	<i>j'écris</i>	I write	<i>Quel temps est prévu pour aujourd'hui?</i>	
<i>une poêle</i>	a frying pan	<i>je lis</i>	I read	<i>What's the weather forecast?</i>	
<i>un verre</i>	a glass	<i>je parle</i>	I talk	<i>Mes vacances-ou?</i>	<i>My holidays – where?</i>
<i>une tasse</i>	a cup				

	<p><i>les œufs</i> (m) the eggs <i>le lait</i> the milk <i>le sucre</i> the sugar <i>le pain</i> the bread <i>le beurre</i> the butter</p>	<p><i>j'écoute</i> I listen <i>je nage</i> I swim <i>je marche</i> I walk <i>je peins</i> I paint</p> <p><i>Où as-tu mal?</i> Where does it hurt? <i>J'ai mal...</i> My... is hurting. / I have... ache</p>	<p>Les passe-temps</p>
Year 5 - Maple	<p><i>ma mère</i> my mother <i>mon père</i> my father <i>ma sœur</i> my sister <i>mon frère</i> my brother <i>ma grand-mère</i> my grandmother <i>mon grand-père</i> my grandfather <i>mes parents</i> my parents <i>mes grands-parents</i> my grandparents <i>ma famille</i> my family <i>ma belle-mère</i> my stepmother <i>mon beau-père</i> my stepfather <i>ma cousine</i> my cousin (female) <i>mon cousin</i> my cousin (male) <i>ma tante</i> my aunt <i>mon oncle</i> my uncle <i>fille unique</i> only child (girl) <i>fils unique</i> only child (boy) <i>Tu as...?</i> Do you have...? <i>Oui, j'ai...</i> Yes, I have... <i>Non, je n'ai pas de...</i> No, I don't have...</p>	<p><i>une semaine</i> a week <i>un mois</i> a month <i>une année</i> a year <i>le printemps</i> spring <i>l'été</i> (m) summer <i>l'automne</i> (m) autumn <i>l'hiver</i> (m) winter</p> <p><i>manger des œufs de Pâques</i> to eat Easter eggs <i>caresser les agneaux</i> to stroke the lambs <i>voir les jonquilles</i> to see the daffodils <i>aller à la plage</i> to go to the beach <i>jouer au parc</i> to play in the park <i>manger une glace</i> to eat an ice cream <i>faire des pique-niques</i> to have picnics</p> <p><i>janvier</i> January <i>février</i> February <i>mars</i> March <i>avril</i> April <i>mai</i> May</p>	<p><i>un café</i> a coffee <i>un thé</i> a tea <i>un chocolat chaud</i> a hot chocolate <i>un jus d'orange</i> an orange juice <i>une limonade</i> a lemonade <i>un coca</i> a cola <i>Qu'est-ce que vous désirez?</i> What would you like? <i>Je voudrais...</i> I would like...</p> <p><i>un restaurant</i> a restaurant <i>un café</i> a café <i>une table pour deux personnes</i> a table for two people <i>une table pour quatre personnes</i> a table for four people <i>une carte</i> a menu <i>un serveur</i> a waiter <i>une serveuse</i> a waitress <i>l'addition</i> (f) the bill <i>Bon appétit!</i> Enjoy your meal! <i>une entrée</i> a starter <i>un plat principal</i> a main course</p>

	<p><i>Qu'est-ce que tu fais avec ta famille pendant le weekend</i></p> <p><i>aller à la plage</i> to go to the beach</p> <p><i>manger un bon repas</i> to eat a good meal</p> <p><i>rendre visite à ma grand-mère</i> to visit my grandmother</p> <p><i>faire une promenade à vélo</i> to go on a bike ride</p> <p><i>aller à la campagne</i> to go to the countryside</p> <p><i>faire un pique-nique</i> to have a picnic</p> <p><i>faire une soirée film</i> to have a film night</p> <p><i>faire du shopping</i> to go shopping</p> <p><i>le sport</i> sport</p> <p><i>la musique</i> music</p> <p><i>la natation</i> swimming</p> <p><i>le cyclisme</i> cycling</p> <p><i>la lecture</i> reading</p> <p><i>les jeux vidéo (m)</i> video games</p> <p><i>la musique classique</i> classical music</p> <p><i>la musique pop</i> pop music</p> <p><i>la musique folk</i> folk music</p> <p><i>la musique rock</i> rock music</p> <p><i>C'est nul!</i> It's rubbish!</p> <p><i>C'est super!</i> It's great!</p> <p><i>C'est ennuyeux!</i> It's boring!</p> <p><i>C'est énervant!</i> It's annoying!</p> <p><i>C'est entraînant!</i> It's catchy!</p> <p><i>Je regarde la télé.</i> I watch TV.</p> <p><i>Je joue aux jeux vidéo.</i> I play video games.</p> <p><i>Je téléphone à mes amis.</i> I call my friends.</p> <p><i>Je vais au parc.</i> I go to the park.</p> <p><i>Je vais au cinéma.</i> I go to the cinema.</p> <p><i>Je fais du trampoline.</i> I go on the trampoline.</p> <p><i>Je surfe sur le net.</i> I surf the internet.</p> <p><i>Je joue aux jeux de société.</i> I play board games.</p>	<p><i>juin</i> June</p> <p><i>juillet</i> July</p> <p><i>août</i> August</p> <p><i>septembre</i> September</p> <p><i>octobre</i> October</p> <p><i>novembre</i> November</p> <p><i>décembre</i> December</p> <p><i>le premier</i> the first</p> <p><i>je ris</i> I'm laughing</p> <p><i>je pleure</i> I'm crying</p> <p><i>je parle</i> I'm talking</p> <p><i>je marche</i> I'm walking</p> <p><i>je cours</i> I'm running</p> <p><i>je danse</i> I'm dancing</p> <p><i>je chante</i> I'm singing</p> <p><i>je bois</i> I drink</p> <p><i>je frappe</i> I knock</p> <p><i>je conduis</i> I drive</p> <p><i>je monte</i> I go up</p> <p><i>je descends</i> I go down</p> <p><i>je tourne</i> I turn</p> <p><i>j'écris</i> I write</p> <p><i>vite</i> quickly</p> <p><i>lentement</i> slowly</p>	<p><i>un dessert</i> a dessert</p> <p><i>une boisson</i> a drink</p> <p><i>la soupe</i> the soup</p> <p><i>la pizza</i> the pizza</p> <p><i>le gâteau</i> the cake</p> <p><i>un jus d'orange</i> an orange juice</p> <p><i>le bus</i> the bus</p> <p><i>les roues (f)</i> the wheels</p> <p><i>le moteur</i> the engine</p> <p><i>le klaxon</i> the horn</p> <p><i>le bébé</i> the baby</p> <p><i>les gens (m)</i> the people</p> <p><i>tournent</i> turn</p>
--	---	---	--

	<i>j'adore</i> I love <i>je déteste</i> I hate <i>Tu aimes ...?</i> Do you like...? <i>Oui, j'adore / j'aime...</i> Yes, I love / I like... <i>Non, je n'aime pas / je déteste...</i> No, I don't like / I hate...		
Year 6 – Chestnut			

Year group	Geography Passport – Knowledge and Skills Progression		
<p>Year 3 - Sycamore Components</p> <p>Knowledge</p>	<p>Greet each other confidently and introduce themselves to their families</p> <p>Understand the numbers 1-10 and use them to say how old they are</p> <p>Understand and respond to simple questions and instructions</p> <p>Recognise some words in their written form and pronounce them accurately</p> <p>Understand and be able to give simple directions to town buildings</p> <p>Say and write, from memory, a few sentences about where they live</p> <p>Read part of a story aloud to the class with some support</p> <p>Play French games with increasing levels of accuracy</p> <p>Reorder sentences correctly</p>	<p>Speak clearly and confidently when responding to simple questions</p> <p>Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they do not understand</p> <p>Repeat a simple sentence from memory</p> <p>Write short, simple sentences in response to written and spoken questions</p> <p>Read along with a rhyme with the class</p> <p>Recognise some basic French adjectives when heard and be able to use them in a simple spoken sentence</p>	<p>Respond to simple questions using sentence models from the lesson</p> <p>Confidently use number vocabulary to tell the time</p> <p>Ask simple questions</p> <p>Pronounce vocabulary accurately including using the definite or indefinite article</p> <p>Write some singular nouns with their articles</p> <p>Read along with the text of a French Story</p> <p>Identify specific sounds in a song</p> <p>Know if nouns are singular or plural based on their article</p>
<p>Skills</p>	<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 simple conversations; ask and answer questions</p>		

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple sentences

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

write short phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally and in writing

understand basic grammar appropriate to the language being studied

<p>Year 4- Hazel Components</p> <p>Knowledge</p>	<p>Identify a given sound most time it appears when listening to a song</p> <p>Recognise some familiar words and phrases in a spoken story</p> <p>Use numbers and colours in descriptions</p> <p>Say and write sentences from memory about where they live, what they like to eat and their daily routine, with good pronunciation</p> <p>Respond to a spoken sentence with a written answer in a full sentence</p> <p>Confidently say sentences where the word order differs in English</p> <p>Be able to give the gender of a noun from it's article</p> <p>Begin to understand how French sounds are represented in writing and audio</p> <p>Ask and answer questions including asking and giving opinions</p> <p>Be able to prepare and recite a few sentences all about food</p>	<p>Recognise and use singular subject pronouns and present tense singular forms of some common verbs</p> <p>Know that some sentence structures differ in French</p> <p>Give short verbal and written descriptions of family and friends using full sentences from memory and with accurate pronunciation</p> <p>Know how to use the correct articles with plural nouns when prompted</p> <p>Write some simple French sentences to give a summary of a character from a story</p> <p>Know how to identify the gender of a noun from it's article when listening and reading</p> <p>Recite simple French rhyme from memory, with some verbal and visual prompts</p> <p>Describe things using simple French adjectives</p> <p>Know how to recognise different French pronouns when reading</p>	<p>Know how to identify the gender of a noun in a sentence</p> <p>Say or write a few sentences about sports and ask others what they like to play</p> <p>Use a bilingual dictionary to look up French translations of English words and the meanings of unfamiliar French words</p> <p>Follow a model to write sentences in the first person using common verbs</p>
<p>Skills</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and sentences

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

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

understand basic grammar appropriate to the language being studied

<p>Year 5 - Maple Components</p> <p>Knowledge</p>	<p>Talk and write about what they have done using the perfect past tense with a little help</p> <p>Identify the third person plural forms of common verbs in the present tense, with some support</p> <p>Understand the difference between the two different second person subject pronouns (tu and vous)</p> <p>Use words and sentence structures to create new sentences about family</p> <p>Know how to express their likes and dislikes and ask others for their opinion</p> <p>Read a story aloud and recognise and understand some of the key points without reading the English text</p> <p>Be able to talk and write about what they and others do and like to do</p> <p>Recognise the difference between le and la and un/une</p> <p>Understand and recognise some irregular plural French nouns</p>	<p>Understand the meaning of the pronoun on in sentences related to the date</p> <p>Respond to questions requiring a more complex opinion, using sentence models from the lesson</p> <p>Recognise and use adjectives, understanding that they need to change according to the nouns gender and number</p> <p>Understand that French sentences often differ from in English</p> <p>Recognise past tense verbs and say some perfect past tense sentences</p> <p>Understand and use some adverbs from the unit</p> <p>Use model sentences to make new ones</p>	<p>Understand some unfamiliar vocabulary and the main points of a story</p> <p>Recognise and use subject pronouns il and elle with verbs in speech and writing</p> <p>Form sentences about what someone is having to eat or drink</p> <p>Perform a short role play linked to subject themes</p> <p>Use formal language in appropriate situations</p> <p>Know the difference between mon, ma and mes in a story we read together</p> <p>Identify and form new sentences with confidence</p> <p>Recognise and begin to use the future tense</p> <p>Say and write about what they do and don't like to do on school trips</p> <p>Join in with French songs linked to the theme</p>
<p>Skills</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>		

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and sentences

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

write phrases and sentences from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally and in writing

understand basic grammar appropriate to the language being studied

<p>Year 6 – Chestnut Components</p> <p>Knowledge</p>	<p>Recognise and use some basic holiday vocabulary in written and spoken sentences</p> <p>Understand and participate in a short conversation about animals at the zoo</p> <p>Respond to questions in full sentences giving some opinions</p> <p>Be able to prepare and deliver a short talk about a holiday and life in France adapting sentences</p> <p>Translate French and English words using a bilingual dictionary.</p> <p>Pronounce unfamiliar words with accuracy using knowledge of French phonics</p> <p>Build sentences in the perfect, past tense</p> <p>Follow and understand the main points and some detail from the recipe</p> <p>Take part in oral activities</p> <p>Ask questions unprompted</p>	<p>Understand and use articles, selecting them according to gender and number</p> <p>Use the third person singular form of the present tense to describe animals and what they eat</p> <p>Prepare from memory, and present a short weather report using complete sentences</p> <p>Write some regular plurals when provided with singular nouns</p> <p>Understand and summarise the main points of a French story</p> <p>Develop a simple role play</p> <p>Write and say perfect past tense sentences with support</p> <p>Take part in continuous conversations involving longer sentences and opinions</p>	<p>Change simple adjectives appropriately to match gender and number</p> <p>Write and perform a role-play using basic future tense sentences</p> <p>Know the effect of certain words in linked stories we read</p> <p>Recall and write most of the key jobs discussed in the unit</p> <p>Identify the future tense</p> <p>Write a short descriptive passage from memory, using some irregular verbs in the third person</p> <p>Change regular singular nouns into their plural forms</p>
<p>Skills</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>		

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and sentences

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

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

understand basic grammar appropriate to the language being studied