

MFL Progression Map

Year 3	Getting to know you	All about me planning	Family and friends	Our School	Time
Key Vocabulary	<p>Bonjour, Bonsoir, Bonne nuit, Salut, Je m'appelle, Comment t'appelles-tu? Monsieur, Madam, Mademoiselle, ça va? Bien, Très bien, Comme ci, comme ça, Ça ne va pas très bien, Ça va mal, Merci, Salut! Au revoir, À bientôt, À tout à l'heure, À demain, Bonne fin de semaine / Bon week-end, zéro 0 un 1 deux 2 trois 3 quatre 4 cinq 5 six 6 sept 7 huit 8 neuf 9 dix 10 C'est combien? Ça fait combien? Moins, Égale Quel âge as-tu? J'ai ... ans. An(s) Bon/Joyeux anniversaire!</p>	<p>asseyez-vous, Levez-vous, Rangez vos chaises, Taisez-vous, Écoutez Listen Regardez, Venez au tapis, Répétez, Regardez-moi, Allez-y, = Rangez vos affaires, Voici, Mon corps, La tête, Les épaules, Les genoux, Les pieds, Les yeux, Les oreilles, La bouche, Le nez, Oui, Non No, Les mains, Les pieds, Les brass, Croisez, Marchez, Levez, Touchez Touch Courez, Sautez, Posez, Prenez, C'est de quelle couleur? Bleu, Blanc, Rouge, Noir, Jaune, Vert, Gris Orange, Rose, Violet, Marron C'est, Une jupe, Un pantalon, Un tee-shirt, Une chemise, Un pull, Un sweat, Des chaussures, Un short, Des chaussettes, Une</p>	<p>Voici, Qui est-ce ? moi me ma (f)/mon (m)/mes (pl), frère, sœur, mère, père, parents, grand-mère, grand-père, tante, oncle, cousin (m)/cousine (f), niece, neveu, famille, un chat, un chien, un lapin, une souris, un oiseau, un poisson, un serpent, un hamster, une tortue, un cochon d'Inde, un animal, As-tu...? j'ai, Je n'ai pas d'animal. une letter, l'alphabet (m) Maintenant je les connais: toutes les lettres de l'alphabet. Comment s'appelle-t-il ? Comment s'appelle-t-elle ? il s'appelle, elle s'appelle, Comment ça s'écrit ? ça s'écrit, majuscule, minuscule, la maison, l'appartement (m), le jardin, l'entrée (f), l'escalier (m), le salon, la salle à manger, le garage, la cuisine, la chamber, la salle de</p>	<p>Qu'est-ce qu'il y a dans la salle de classe ? Où est... ? Où sont... ? il (m)/elle (f) est là, ils (m. pl.)/elles (f. pl.) sont là, voici, la salle de classe (f), la porte (f), la fenêtre (f), la chaise (f), la table (f), l'ordinateur (m), le livre (m), les lumières (f), Qu'est-ce qu'il y a dans ta trousse ? Qu'est-ce que c'est ? le/un crayon (m), le/un stylo (m), le/un crayon de couleur (m), les matières (f), les opinions (f), Aimes-tu... ? Oui, j'aime... Non, je n'aime pas... le français (m), l'anglais (m), les sciences (f. pl.), les maths (f. pl.), la musique (f), l'éducation physique (f), l'histoire (f), la géographie (f), l'informatique (f), le dessin (m) la/une trousse (f), la/une gomme (f), la/une règle (f), J'ai un/une... dans ma trousse. levez-vous, asseyez-vous, arrêtez, marches, courez, sautez, sautez à cloche-pied, courez sur place, sautillez, changez de direction,</p>	<p>Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>

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		robe, Un maillot de corps, Un slip, Qu'est-ce qu'il y a dans l'armoire? Il y a... Des gants, Une écharpe, Un manteaux, Un chapeau, Un impermeable, Des lunettes, Une ceinture, Des bottes, Une montre, Qu'est-ce que tu portes? Je porte...	bain, le grenier, le sous-sol, le bureau, chez moi	regardez look écoutez, taisez-vous, allez-y, À l'école, Où es-tu ? Je suis dans/sur... la salle de classe (f), la cour de récréation (f), la bibliothèque (f), la salle de musique (f), la salle d'informatique (f), Qu'est-ce que tu aimes faire ? J'aime... lire, manger, courir, chanter, marcher, parler avec mes amis, utiliser l'ordinateur, jouer au basket, jouer au foot, danser, le couloir (m), le terrain de jeux, le bureau (m), le bureau de la directrice (m), le bureau du directeur (m), la cantine (f), la salle des professeurs (f), la grande salle (f)	
Substantive Knowledge	Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so. Count to 10. Say how old they are. Use different greetings for different situations.	Give and respond to simple classroom instructions appropriately. Name parts of the body from a song. Identify colours. Name items of clothing; Ask and answer questions using the topic Vocabulary.	Identify and introduce some of their relations. Name some common pets. Recognise some rooms in their home. Consider whether nouns are masculine or feminine. Make new sentences by substituting other vocabulary appropriately. Use masculine/feminine	Listen and respond to topic vocabulary, Demonstrate understanding with actions. Write sentences converting le/la to un/une. Answer questions using the topic vocabulary. Express simple opinions. Ask and answer questions using the topic vocabulary. From memory, begin to know if nouns from the topic are masculine or feminine.	Say and order the days of the week. Say and order the months of the year. Count on from 11-31. Say their own birthday. Ask and answer questions about dates. Use simple past and present tenses.

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	<p>Ask and answer simple questions for each topic area.</p> <p>Use vocabulary they have learnt elsewhere to develop their sentences.</p> <p>Recognise there is a difference between formal and informal language.</p>	<p>Read and write simple words.</p> <p>Say that un/une relate to masculine & feminine Nouns.</p> <p>Use a dictionary to develop topic vocabulary further</p>	<p>articles and possessive pronouns.</p>	<p>Express opinions with accurate use of 'J'aime/Je n'aime pas... '.</p>	<p>Recognise how some larger numbers are made by combining words for smaller numbers.</p> <p>Ask other people for their birthday</p> <p>Say today's date.</p> <p>Identify the correct language for 'yesterday' and 'tomorrow'.</p>
Disciplinary Concepts	<p>Engage in conversations, ask and answer questions in the context of greeting people.</p> <p>Engage in conversations, ask and answer questions in the context of introducing yourself.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions.</p> <p>Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.</p>	<p>Present ideas and information orally to a range of audiences in the context of family.</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; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs in the context of pets.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding in the context of naming objects around the classroom.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing the contents of a pencil case.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school.</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; in the</p>

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	<p>and answer questions in the context of talking about how you are.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; engage in conversations, ask and answer questions in the context of saying goodbye</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; appreciate stories, songs, poems and rhymes in the language in the context of counting.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.</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; understand basic grammar of feminine and masculine noun in the context of clothing.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the alphabet.</p> <p>Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of introducing people.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.</p> <p>Understand basic grammar appropriate to the language being studied in the context of school activities.</p>	<p>context of the days of the week.</p> <p>Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.</p> <p>Present ideas and information orally to a range of audiences; in the context of talking about festivals.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to</p>
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	structures; listen attentively to spoken language and show understanding by joining in and responding in the context of talking about age.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.	they are reading aloud or using familiar words and phrases in the context of spelling familiar words and names. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of rooms in the home.		English; in the context of saying the date.
Year 4	All around town	On the move	Where in the world?	What's the time?	Holidays and Hobbies
Key Vocabulary	J'habite à... Où habites-tu? Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille, un magasin, une école, une église, un musée, une boulangerie, une piscine, une gare,	ne voiture, un autobus, un vélo, à pied, un cheval, un train, un camion, un hélicoptère, un avion, une trottinette, un taxi, une moto, les transports (m), Comment vas-tu à l'école? Je vais à l'école, en voiture, en autobus, à vélo, à	Le Royaume-Uni, l'Angleterre, l'Écosse, le Pays de Galles, l'Équateur, nord, sud, les continents, l'Antarctique, l'Asie, l'Afrique, l'Australasie, l'Europe, l'Amérique du Nord, l'Amérique du Sud	Heure(s), heure (s) et demie, et quart, mois le quart, cinq, dix, quinze, vingt, vingt-cinq, trente-cinq, quarante, quarante-cinq, cinquante, cinquante-cinq, soixante, Quelle heure est-il? Il est, avant, après	Les saisons, le printemps, l'été, l'automne, l'hiver, les mois, la météo, Quel temps fait-il? Aujourd'hui, les vacances, comment, avec (qui), avec (qui), les passe-temps, tu-aimes...? J'aime, j'adore, je

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	<p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, une pâtisserie un café, un supermarché, un cinema, un parc, un théâtre, un marché, une mosqué, une rivière, il y a... il n'y a pas de... vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, moins, divisé par, Mon adresse est... avenue, boulevard, allée, une montagne, un la, le soleil, un hôpital, un bois, un arbre, un singe, un chameau, une plage, une mairie, une ferme, la lune, une fraise, une fleur, une chèvre, une vache, Que veut dire...?</p>	<p>pied, allez go tout droit, tournez, à droite, à gauche, chaud, froid, voilà, à cheval, en train, en camion, en hélicoptère, en avion, à trottinette, en taxi, à moto, le bras, la jambe, le coude, la main, sautez, courez, marches, sautillez, à cloche-pied, arrêtez, pliez, tendez, liez, tenez, lâchez, le/la ____, s'il vous plaît ? Pour l'école, s'il vous plaît ? bien sûr, C'est tout droit. C'est à gauche. C'est à droite. je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elles vont C'est la première à gauche. C'est la deuxième à droite. C'est la troisième à gauche.</p>			<p>n'aime pas, je déteste</p>
<p>Substantive Knowledge</p>	<p>Name some of the major cities of France. Identify and say typical amenities to</p>	<p>Name some types of transport. Use Je... and Tu... correctly in a simple sentence.</p>	<p>Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary.</p>	<p>Say and write a sentence to tell the time (o'clock). Count in fives to at least 30. Understand and use the terms avant and après.</p>	<p>Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary.</p>

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	<p>be found in French towns. Say and order multiples of ten. Ask and give a simple address in French. Locate the correct part of a bilingual dictionary to translate from French-English or vice versa. Locate some of France's key cities. Say in French what amenities or features are found in their own town. Use multiples of ten and number operations to do simple calculations. Vary sentences about asking and giving simple addresses. Use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p>	<p>Respond to simple instructions for direction and movement. Follow simple directions to find a place on a map, Use the correct article to precede a noun according to gender. Use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun. Give and respond to simple movement/direction instructions. Give simple directions by substituting vocabulary as necessary. Follow simple directions to find a place on a map.</p>	<p>Write an answer in a sentence using the topic vocabulary. Use an English/French dictionary to translate from English to French. Use pronouns to replace the name of an animal. Combine two simple sentences to form a compound sentence. Understand that because a continent is always feminine the preposition 'en' is always used for 'in'. Use the correct masculine/feminine preposition.</p>	<p>Answer questions about a TV schedule. Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to). Devise questions about a TV schedule. Say and write a sentence to tell the time (o'clock and half past).</p>	<p>Write an answer in a sentence using the topic vocabulary. Present ideas and information orally to a range of audiences. Use third person plural conjugation of a verb. Use the correct possessive adjective for a family member (ma, mon or mes). Choose the correct preposition: en for feminine countries, au for masculine countries. Choose whether the mode of transport needs en or à.</p>
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<p>Disciplinary Concepts</p>	<p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens.</p> <p>To explore the patterns and sounds of language through songs and rhymes</p>	<p>To present ideas and information orally to a range of audiences, in the context of types of transport.</p> <p>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs), in the context of types of transport.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of directions.</p> <p>To describe people, places, things and actions orally and in writing, in the context of directions.</p> <p>To engage in conversations; ask and answer</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of countries and capitals of the United Kingdom.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet about the United Kingdom.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken</p> <p>Broaden their vocabulary and develop their ability to understand new words</p>	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day.</p> <p>To engage in conversations; ask and answer questions in the context of a TV schedule.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p>To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable.</p> <p>To listen attentively to spoken language and show understanding by joining in</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of seasons and months.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of seasons and months.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like.</p> <p>Present ideas and information orally to a range of audiences, in the context of giving a weather forecast.</p> <p>Understand basic grammar rules</p>
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	<p>and link the spelling, sound and meaning of words, in the context of counting to 100.</p> <p>To present ideas and information orally to a range of audiences, in the context of giving your address.</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, in the context of researching vocabulary in categories.</p>	<p>questions, in the context of travelling round a town.</p> <p>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs, in the context of talking about travel.</p>	<p>that are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of animals in a zoo.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and</p>	<p>and responding in the context of a maths lesson on time.</p>	<p>appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of temperatures of countries around the world.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of the topic 'Holidays.'</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of answering questions about favourite sports.</p> <p>Engage in conversations; ask and answer</p>
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			<p>how these differ from or are similar to English, in the context of animals in a zoo.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which continent animals are from</p>		<p>questions; express opinions and respond to those of others, in the context of answering questions about favourite sports.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about hobbies.</p>
Year 5	Pleased to meet you	All about ourselves	Family and friends	School life	Time travelling
Key Vocabulary	Mèdecin, je me présente, épeler, je suis, enchantè / enchantée, les métiers, je serai, professeur / professeure, majuscule, minuscule,	parties du corps, les cheveux (m), le cou (m), les dents (f), les bras (m), les mains (f), les jambes (f) , Qu'est-ce que tu as ? j'ai, tu les cheveux (m), les yeux (m), courts, (m. pl.) mid-	mon/ma/mes, son/sa/ses, famille (f) femme (f) fille (f) fils (m) enfant (m/f) chien (m) chat (m) cochon (m) cheval (m) serpent (m) canard (m) vache (f) mouton (m) poule (f) ici, par-là, partout, vieux	Qù est, Qù sont, au-dessus, sous, à gauche, à droite, les matières, quelle matière préfères-tu? J'aime mieux, quelle est ta matière favorite? Ma matière favorite est, excusez-moi, est-ce que je peuz? Oui, non, plus tard, dans cinq	L'an, la date, cent, mille, nombre, j'ai, tu es, il/elle/ on a, vous avec, nous avons, ils/ells ont, passé compose, date de naissance, ils/elle sont

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	<p>masculine, féminin, accent, les émotions, heureux / heureuse, triste, le verbe, le futur simple, le futur proche, le travail, adjective, aller</p>	<p>longs, (m. pl.) longs, (m. pl.) raides, (m. pl.) ondulés, (m. pl.) bouclés (m. pl.) châains (m. pl.) blonds (m. pl.) Qu'est-ce que tu fais ? je lève, je croise, j'ouvre, je ferme, je range, je lis, j'écris, j'aide, roux, (m. pl.) bruns (m. pl.) gris (m. pl.) blancs (m. pl.) bleus (m. pl.) verts (m. pl.) marron (m. pl.) une jupe (f), un pantalon (m) un pull (m) un tee-shirt (m) une chemise (f) une robe (f) des chaussures (f) des chaussettes (f) Qu'est-ce qu'il/elle porte ? Il/elle porte ... aussi et Comment te sens-tu aujourd'hui ? je suis I am content/contente (m/f) fatigué/fatiguée (m/f) énervé/énervée (m/f) surpris/surprise (m/f) désolé/désolée (m/f) triste (m/f)</p>	<p>old, chaumière (f) château (m) maison (f) caravane (f) appartement (m) ferme (f) dit, ferme (f) brosse à dents (f) télévision (f) couteau (m) nounours (m) fauteuil (m) lit (m) valise (f) baignoire (f) arrosoir (m) escargot (m) mignon (ne) amusant (e) effrayant (e) dangereux/dangereuse amical (e) beau/belle Quelle est ton opinion ? j'aime, je n'aime pas, j'adore, je déteste, pourquoi ?</p>	<p>minutes, pas pour le moment</p>	
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		fâché/fâchée (m/f) fier/fière (m/f) Qu'est-ce qui ne va pas ? J'ai mal à la/au/aux...			
Substantive Knowledge	<p>Demonstrate their prior learning from previous units.</p> <p>Say a simple future sentence.</p> <p>Give an intention for the immediate future.</p> <p>Use body language or gesture to help understand.</p> <p>Say how they are feeling.</p> <p>Follow a simple story and recognise key vocabulary.</p> <p>Present information about themselves with support.</p> <p>Use the terms auxiliary verb and infinitive verb.</p> <p>Spell out words using the correct letter names, including accents.</p> <p>Explain how adjectives are different according</p>	<p>Name some parts of the body.</p> <p>Give a simple description of their eyes and hair.</p> <p>Make simple statements using the 3rd person. Match emotions/health words with their pictures.</p> <p>Name facial features; Extend a description using adjectives and conjunctions.</p> <p>Make nouns/adjectives 'agree' according to their gender and number.</p> <p>Ask and answer questions about everyday actions in the classroom.</p> <p>Make questions and answers using the 3rd person.</p> <p>Say how they are feeling.</p>	<p>Join in traditional songs and rhymes.</p> <p>Recognise rhyming sounds.</p> <p>Use 1st person possessive adjectives confidently and recognise that third person is different.</p> <p>Introduce family members.</p> <p>Say what sort of home they live in and name items inside.</p> <p>Give a simple opinion about a named animal or object.</p> <p>Construct a simple sentence about a variety of topics.</p> <p>Suggest alternative sentences/song phrases by substituting new vocabulary.</p> <p>Make increasingly complex descriptive links between family members.</p> <p>Differentiate between first and third person</p>	<p>Listen and respond to topic vocabulary.</p> <p>Answer questions orally using the topic vocabulary.</p> <p>Answer questions in writing using the topic vocabulary.</p> <p>Take part in a conversation with a partner and show it to an audience.</p> <p>Use the pronouns 'ils' and 'elles' to replace two people's names. Use the pronouns 'il' and 'elle' to replace a person's name.</p> <p>Use a comparative adverb.</p>	<p>Recognise number words in spoken sentences.</p> <p>Say numbers larger than 100.</p> <p>Match the subject and verb for high-frequency verbs.</p> <p>Recognise when someone is saying a date.</p> <p>Identify numbers in a written sentence.</p> <p>Give the year that some key historical event happened in France.</p> <p>Construct a past tense sentence with the passé composé.</p> <p>Change the past participle of the main verb to agree with number and gender of the subject.</p> <p>Explain how larger numbers are often described by combining smaller number words.</p>

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	<p>to the gender of the noun. Follow a story and take an educated guess at unknown words, using their reading strategies. Make a longer personal presentation by combining a range of topic knowledge. Recognise the difference between English and French future tenses. Ask how to spell a word in French. Name the accents on French alphabet letter. Substitute vocabulary to change a sentence Orally make a short personal presentation</p>		<p>possessive adjectives and verbs and use them appropriately. Discuss similarities and differences between French/English terms for the same idea. Extend sentences and support opinions by using conjunctions. Respond appropriately to the meaning of songs/ rhymes. Suggest other rhyming words to extend a set. Differentiate between first and third person possessive adjectives and verbs. Describe their home by size and say where items can be found. Give a variety of opinions. Join two clauses with 'et' or 'mais' appropriately</p>		<p>Use numbers in a sentence correctly. Demonstrate their understanding of a sentence. Identify auxiliary verb and past participle verb. Apply prior knowledge to say when and where they were born. Say when significant people in French history were born and died.</p>
<p>Disciplinary Concepts</p>	<p>Present ideas and information orally to a range of audiences in the context of revising what they have learnt in French so far.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.</p>	<p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; To understand basic grammar appropriate to</p>	<p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of saying where characters are standing in the classroom.</p>	<p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences,</p>

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	<p>Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of talking about what they want to do when they grow up.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding in the context of talking about what they want to do when they grow up.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or</p>	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself</p> <p>To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.</p> <p>To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.</p> <p>To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings.</p>	<p>the language in the context of introducing family members .</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals.</p> <p>To present ideas and information orally to a range of audiences in the context of talking about homes.</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 in the context of talking about objects in the home.</p> <p>To describe people, places, things and actions orally* and in writing; To engage in</p>	<p>Read carefully and show understanding of words, phrases and simple writing in the context of describing the positions of objects.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school.</p> <p>Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of subjects studied at school.</p> <p>Engage in conversations; ask and answer questions in the context of a Maths/French Lesson.</p> <p>Engage in conversations; ask and answer questions in the context of asking and answering questions about what can be done.</p>	<p>using familiar vocabulary, phrases and basic language structures in the context of counting into thousands.</p> <p>To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of words, phrases and simple writing in the context of talking about age.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding in the context of French historical events</p> <p>To listen attentively to spoken language</p>
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	<p>using familiar words and phrases in the context of investigating typical French names.</p> <p>Understand basic grammar appropriate to the language being studied and how these differ from or are similar to English in the context of describing emotions.</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 in the context of describing emotions.</p> <p>Understand basic grammar (key features and patterns) appropriate to the language being</p>	<p>What's the Matter? To understand basic grammar appropriate to the language being studied in the context of talking about ailments.</p>	<p>conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p> <p>To describe people, places, things and actions orally* and in writing; To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p>	<p>Present ideas and information orally to a range of audiences in the context of asking questions which they would ask in school.</p>	<p>and show understanding by joining in and responding in the context of French historical events</p> <p>To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of discussing when you were born</p> <p>To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of discussing people's lives</p>
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MFL Progression Map

	<p>studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of predicting what's going to happen. Appreciate stories, songs, poems and rhymes in the language in the context of a traditional fable.</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of writing personal presentations.</p> <p>Describe people, places, things and actions orally and in writing in the context of describing themselves</p>				
Year 6	Let's visit a French town	Let's go shopping	All in a day	Our precious Planet	More to explore
Key Vocabulary	Habiter, je/j', tu, il, elle, nous, vous, ils,	Bonjour, madame, monsieur,	quelle heure est-il? Il est, heure(s), heure(s) et	uels défis écologiques y a-t-il dans ta ville ? les défis	a va ? As-tu un animal ? Quelle est la

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	<p>ells, ils, plus que, moins que, premier, première, deuxième, troisième, quatrième, cinquième, sixème, septième, dernier, dernière</p>	<p>mademoiselle, ça va? Comment allez-vous? Merci, et toi/vous? Je voudrais, c'est combine? C'est, salut! Au revoir, a la prochaine, a demain, bonne fin de semaine / bon weekend, les magasins, entre</p>	<p>demie, et quart, moins le quart, du matin, de l'après-midi, du soir, le petit déjeuner (m), manger, aller, le lit (m), rentrer, la maison (f), le déjeuner (m), faire, les devoirs (m), cinq, dix, vingt, vingt-cinq, moins cinq, moins dix, moins vingt, moins vingt-cinq, provenance, départs, arrivées, décollé, à l'heure, en avance, arrivé, en retard, l'avion</p>	<p>écologiques, dans ma ville, il y a beaucoup de, il n'y a pas beaucoup de, pollution de l'air, pollution de l'eau, pollution lumineuse, circulation, déchets, industrielles, poubelles, verdure, Qu'est-ce que tu vas faire ? je vais, je voudrais, éteindre la lumière, tu vas, il/elle va, ils/elles vont, mes professeurs, les habitants, le gouvernement, le conseil d'école, installer des panneaux solaires,, installer des poubelles, circuler à pied, ramasser les déchets, planter des arbres, protester, Voici mon exposé. Je vais parler, de notre planète, de ma ville, des défis écologiques, des actions écologiques,.de l'environnement, Merci beaucoup. Merci à tous.. Je vous remercie de votre attention.</p>	<p>date de ton anniversaire ? Qu'est-ce que tu portes ? Et toi ? Comment t'appelles-tu ? Quelle matière préfères-tu ? Quel temps fait-il ? Quel âge as-tu ? Qu'est-ce qui ne va pas ? Comment ça s'écrit ? Aimes-tu les sciences ? Quelle est ta matière favorite ? Quelle heure est-il ? Où sont les crayons ? Où es-tu ? Qu'est-ce qu'il y a dans ta trousse ? Quelle est la date aujourd'hui ? Qu'est-ce que c'est ? Où habites-tu ? C'est combien ? Aimes-tu le chocolat ? vraiment, ou, mais, très, puis, finalement, C'est de quelle couleur ? le Canada, la Suisse, la Belgique, Haïti, la Tunisie, le Mali, la Côte d'Ivoire, effrayant(e)</p>
Substantive Knowledge	<p>Make simple sentences with habiter (to live).</p>	<p>Listen and respond to topic vocabulary.</p>	<p>Say and write a sentence to tell the time (o'clock and half past).</p>	<p>Identify some key environmental challenges in their local area.</p>	<p>Identify and repeat some key French sounds.</p>

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	<p>Listen to and join in a song. Recognise key words and phrases and respond. Use gestures to support what they are saying. Use a bilingual dictionary with support. Identify places in a French town or city. Listen for familiar vocabulary. Recognise ordinal numbers. Recognise a spelling pattern. Vary the noun and verb appropriately for their purpose. Compare and order numbers up to 1000. Use prior learning to help make informed guesses. Apply a spelling pattern to make a new word. Choose the correct form to go with the subject of the sentence.</p>	<p>Answer questions using the topic vocabulary. Take part in role play as a shopper/shopkeeper, speaking in French. Greet and respond. Use the preposition <i>entre</i>. Write money amounts in French, up to 500 € in multiples of 50. Use the nuances of colour <i>foncé</i> and <i>clair</i>. Calculate change given and write the answer in French. Use the preposition <i>à côté de</i> and choose the correct masculine and feminine form. Use adjectives (colours) and place them after the noun. Write money amounts in French, up to 500 € in multiples of 50.</p>	<p>Understand and use the terms used for a.m. and p.m. - <i>du matin, de l'après-midi</i> and <i>du soir</i>. Tell the time in 24-hour time - o'clock and half past. Read and interpret timetables in 24-hour times - o'clock and half past. Say and write a sentence to tell the time (o'clock, half past, quarter past, quarter to, 5-minute intervals past and to the hour) Tell the time in 24-hour time - o'clock, half past, quarter past/to, 5-minute intervals. Read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to, 5-minute intervals. Follow a pattern to conjugate regular verbs. ...most children will be able to. Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to).</p>	<p>Use 'il y a' to say what challenges there are. Say what environmental actions they are going to take. Make simple statements about what environmental actions some groups of people are going to do. Link their sentences with 'et'. Write and read aloud a short paragraph. Use 'il y a/il n'y a pas' to say what challenges there are in their local area. Say what environmental actions they would like to take. Use a range of linking words to make longer sentences. Use the near future in the 3rd person singular and plural. Explain what environmental actions they think some groups of people are going to take. Ask and answer questions about environmental actions and challenges in their local area. Write and deliver a short presentation with a clear</p>	<p>Remember some information about France, French speaking countries and French culture. Follow a simple story in French with familiar language. Look up a word in a French dictionary or online language tool. Take part in a short conversation in French. Understand some key information in written and spoken French. Write a few sentences about themselves in French. Understand some key grammar points, e.g. genders and plurals of nouns. Attempt to pronounce unfamiliar words and phrases. Understand the gist of a French story and attempt to work out the meaning of new words. Use a range of strategies to learn new words.</p>
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MFL Progression Map

	<p>Talk about what there is to do in a town. Use simple prepositional phrases. Use a bilingual dictionary. Ask/answer questions about where a place is. Use appropriate words for number operations. Recognise and use ordinal numbers. Identify a spelling pattern. Join in with a song or poem to help remember new language.</p>		<p>Tell the time in 24-hour time - o'clock, half past, quarter past/to. Read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to.</p>	<p>introduction and conclusion.</p>	<p>Correctly identify different word types. Understand some detail in written and spoken French. Look up a word in a French dictionary or online language tool and include it in their writing. Use some high-frequency verbs to describe everyday events and activities. Recognise the difference between verbs in the past, present and future</p>
<p>Disciplinary Concepts</p>	<p>To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of talking about where people live.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation. Understand basic grammar rules appropriate to the</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time. Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.</p>	<p>To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions.</p>	<p>To develop accurate pronunciation and intonation so that others can understand in the context of key French sounds and spellings. To appreciate stories, songs, poems and rhymes in the context of cultural awareness.</p>

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	<p>To appreciate stories, songs, poems and rhymes in the language; in the context of finding out where people live.</p> <p>To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town,</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; in the context of discussing French towns.</p> <p>To describe people, places, things and actions orally and in writing; in the</p>	<p>language being studied, how to apply these, in the context of describing the positions of shops.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p> <p>Read carefully and show understanding of words, phrases and simple writing, in</p>	<p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of conjugating verbs.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p>Read carefully and show understanding of words, phrases and simple writing; in the context of reading arrival and departure boards.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding in the context of positive environmental actions that some groups of people are going to take.</p> <p>To describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions to address them.</p> <p>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of environmental challenges and positive actions to address them.</p> <p>To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them.</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; in the context of language skills.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding in the context of communication games and activities.</p> <p>To read carefully and show understanding of words, phrases and simple writing in the context of literacy activities.</p> <p>To understand basic grammar appropriate to the language being studied in the context</p>
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	<p>context of exploring maps.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone's home.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers.</p>	<p>the context of calculating costs from shopping lists.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p>	<p>Read carefully and show understanding of words, phrases and simple writing; in the context of reading a school timetable.</p>		<p>of an escape room game.</p>
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