



Belton Church of England Primary School

MFL CURRICULUM STATEMENT

Achieving the Best Together

I have come that they may have life in all its fullness - John 10:10

Curriculum Vision

**To learn a language is to
have one more window
from which to look at the
world.
Chinese proverb**

We aim to encourage the curiosity of a language and promote resilience as they develop these skills. This curiosity and confidence will equip them with the skills to be able to communicate with others from around the world, making them confident communicators.

Intent

At Belton Primary School we believe a high-quality MFL curriculum will enrich their education. It fosters children's curiosity and thirst for knowledge. The teaching of MFL enables children to express their ideas and thoughts in another language and to understand and respond in both the spoken and written language. It also provides exciting opportunities for them to use the language for practical purposes and to rise to the challenge that this presents. We believe that learning a new language helps children develop confidence and resilience as well as adding a depth and breadth to the whole school curriculum.

The Modern Foreign Languages curriculum at Belton C of E Primary School develops knowledge beyond the everyday experience of the children and inspires pupils to want to know more about the world in which they live. It provides them with the skills needed to be able to engage with the wider world, equipping them for life beyond the classroom and in their onward journey of language to KS3. Due to the strength of our MFL lead being French, our chosen language is French, which is taught through the comprehensive and progressive 'Language Angels' scheme in Key Stage 2. The scheme of work and its resources ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. As a small and non-diverse village school our MFL curriculum is also designed to enable pupils to: grow in their global understanding of different cultures, to challenge stereotypes and to appreciate diversity. We have links with schools in a variety of countries and use these in our language learning when appropriate.

Implementation

All classes across Key Stage 2 will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. The four key language learning skills; listening, speaking, reading and writing are taught and all necessary phonics, grammar and vocabulary is covered in a logical and progressive way across the primary phase. We follow the guidance for Mixed Age language teaching by Language Angels to ensure that all elements of the National Curriculum are taught by the end of Key Stage Two. This enables our pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

At Belton C of E Primary, our linguists are taught to read, write, listen to and speak parts of the French language. Opportunities for pupils to read and listen to the language being spoken are built into each lesson, allowing them the opportunity to analyse the vocabulary and practice applying it confidently themselves. Our linguists are also given the opportunity to record and verbalise their knowledge and understanding; this is also a key component in each lesson. Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and many other creative ways to extend, embed and combine language skills.

As well as each subsequent lesson within a unit being progressive, the Language Angels units also direct, drive and guarantee progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move through Key Stage 2.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and key units are revisited to ensure the consolidation of key vocabulary.

Pupil learning is documented in language books and progression will be assessed at the end of each unit and teachers will assess each language skill (speaking, listening, reading and writing).

In addition to following the lessons provided in the Language Angels scheme of work and resources we celebrate language learning in the following ways:-

- French Breakfast

- European Day of Languages
- Celebrations of national days from France eg Fete des Rois, Bastille Day
- Links with our French partner school to support our unit language learning.

These elements will link into our International Schools Award and shared with the whole school during our cultural assemblies.

Impact

MFL assessment is ongoing throughout each module to inform future planning, lesson activities and differentiation. Summative assessment is completed at the end of each module when each MFL objective has been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced. Pupil voice is also used to enable leaders to assess the impact of the MFL curriculum and whether pupils know more and remember more examples of French vocabulary. Book monitoring throughout all year groups also takes place once a term to compliment

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Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers.

SEN Statement

French lessons are planned to meet the needs of all children including SEN children. Our principal aim will be to develop the children's knowledge, skills and understanding with suitable tasks that challenge and promote equity among all. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

British Values

Democracy	Rule of Law	Respect and Tolerance	Individual Liberty
<p>Children are given the opportunity to learn about how different cultures and countries make decisions.</p>	<p>Children learn about the laws and regulations of other countries and cultures, as well as the importance of following rules and respecting authority. This is promoted by emphasizing the importance of following rules and laws, both at home and in other cultures</p>	<p>Children learn about and appreciate different cultures and beliefs through language learning. Children learn about different cultural practices and beliefs, as well as the similarities and differences between different languages and cultures.</p> <p>Through our work with partner schools they engage with and learn from others with different backgrounds and perspectives.</p> <p>They learn about and appreciate different religions and beliefs through language learning. Children can learn about religious vocabulary and cultural practices, as well as the importance of respecting and tolerating different beliefs.</p>	<p>Children learn how to express themselves in another language and how to communicate with people from different cultures.</p>



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MFL PROGRESSION STATEMENT

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Substantive Knowledge (Facts)

This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase. In simple terms, the phonemes, grammar, vocabulary and linguistic structures taught in every unit, teaching type or teaching phase. This content is always clearly documented by unit and the 'elements' the pupils are expected to learn in terms of that unit will always be clearly displayed and itemized

	Year 3	Year 4	Year 5	Year 6
	Speaking			
Knowledge and skills	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • <i>recall, retain and use vocabulary</i> • <i>ask and answer questions</i> • Speak aloud familiar words or short phrases in chorus. • <i>speak clearly and confidently</i> • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. • Communicate with others using simple words and short phrases covered in the units. 	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • <i>practise asking and answering questions with a partner</i> • <i>devise and perform simple role-plays</i> • Present short pieces of information to another person. • <i>learn and say several sentences on a topic</i> • Apply phonic knowledge to support speaking (also reading and writing). • Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. 	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • <i>focus on correct pronunciation and intonation</i> • <i>ask and answer questions</i> • <i>use tone of voice and gesture to help to convey meaning</i> • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • <i>remember, retain and recall words, phrases and sentences</i> • <i>memorise and present a set of instructions</i> • Understand and express simple opinions using familiar topics and vocabulary. • <i>agree and disagree with statements</i> • <i>understand and express like and dislikes</i> 	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • <i>participate in simple conversations on familiar topics</i> • <i>describe incidents or tell stories from their own experience, in an audible voice</i> • <i>agree or disagree with statements made about a spoken passage</i> • Present to an audience about familiar topics • <i>recite a short piece of narrative either from memory or by reading aloud from text</i> • <i>develop a sketch, role-play or presentation and perform to the class</i> • Use conjunctions to link together what they say to add fluency. • Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions

			<ul style="list-style-type: none"> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. 	and justifications where appropriate.
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Listening

Knowledge and skills	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences <ul style="list-style-type: none"> repeat words and phrases modelled by the teacher remember a sequence of spoken words use physical response, mime and gesture to convey meaning and show understanding. Develop understanding of the sounds of individual letters and groups of letters (phonics). Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. 	<ul style="list-style-type: none"> Listen for and identify specific words and phrases in instructions, stories and songs. <ul style="list-style-type: none"> identify specific sounds e.g. rhymes, letters, words compare different sounds. Follow a text accurately whilst listening to it being read. Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, songs and extended listening exercises). <ul style="list-style-type: none"> understand the main points from speech, which includes unfamiliar language. Undertake longer listening exercises and be able to identify key words or phrases to answer questions. <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences memorise and present a set of instructions. Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. 	<ul style="list-style-type: none"> Understand the main points in passages of French with authentic pronunciation and at authentic speed. <ul style="list-style-type: none"> listen attentively, re-tell and discuss the main ideas Understand and identify longer and more complex phrases and sentences <ul style="list-style-type: none"> participate in simple conversations on familiar topics describe incidents or tell stories from their own experience, in an audible voice. agree or disagree with statements made about a spoken passage. Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
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Reading

Knowledge and skills

- Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.
- understand words displayed in the classroom
- identify and read simple words
- read and understand simple messages.
- Read aloud familiar words or short phrases in chorus.
- read aloud a familiar sentence, rhyme or poem.
- Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.
- pronounce accurately the most commonly used characters, letters and letter strings
- Understand the meaning in English of short words read in French.

- Accurately read and understand familiar written words, phrases and short sentences
- match phrases and short sentences to pictures or themes
- identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
- Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
- read aloud words which they use on a regular basis, e.g. numbers, colours, greetings
- pronounce letter strings, words and phrases accurately with good pronunciation.
- Read aloud short pieces of text applying knowledge learnt from Phonics Lessons 1 & 2.
- Understand most of what is read in French when it is based on familiar language.
- make links between spoken and written words
- identify common spelling patterns in letter strings.

- Read a variety of simple texts in different but authentic formats.
- read fiction and non-fiction texts, e.g. extracts from stories, song lyrics (covering familiar topics), reading exercises with set questions, example emails or letters and texts from the Internet.
- Understand longer passages in French and start to decode meaning of unknown words using cognates and context.
- Increase knowledge of phonemes and letter strings using knowledge learnt from Phonics Lessons 1 to 3.

- Read aloud with expression and accurate pronunciation.
- read and respond to e.g. an extract from a story, an e-mail message or song
- give true or false responses to statements about a written passage
- read descriptions of people in the school or class and identify who they are.
- Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats.
- read for enjoyment an e-mail message, short story or simple text from the Internet
- read and understand the gist of a familiar news story or simple magazine article.
- Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.
- Decode unknown language using bilingual dictionaries.

Writing

Knowledge and skills

- Write some familiar simple words from memory or using supported written materials
- write simple, familiar words using a model
- write some single words from memory.
- create name labels and complete differentiated worksheets
- Write familiar words & short phrases using a model or vocabulary list. (e.g., 'I play the piano.' 'I like apples'.)

- Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).
- write labels for work on wall displays and in books
- complete a semi-completed message/email to someone else
- Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate. (e.g., My name, where I live and my age).

- Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- choose words, phrases and sentences and write them into a gapped text or as picture captions
- Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc).
- Check spellings with a bilingual dictionary.
- Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. (e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).

- Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).
 - Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)
 - Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
 - apply most words correctly
 - construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.
 - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.
- Begin to incorporate conjugated verbs and learn to be comfortable

				using conjunctions, adjectives and possessive adjectives. (e.g., A presentation or description of a typical schoolday including subjects, time and opinions).
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Disciplinary Knowledge (Skills)

The linguistic skills. How to use what is taught.

This is what pupils are expected to be able to do with the content presented and learnt in each unit, teaching type or teaching phase - the things that are unique to learning foreign languages. It is the questions pupils will be expected to ask and answer by the end of the unit and what pupils should be able to understand and express in written or oral form.

The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy. To learn to use a range of language learning strategies when trying to decode less familiar language and understand that these are transferable skills. Understanding the grammar taught and being able to use it to communicate effectively. To say more, to write more and understand more of what they hear and read as they move through primary phase using a growing knowledge and understanding of the foreign language taught.

Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

Vocabulary Progression

LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B
<p>J' apprends le français</p> <p>Bonjour, ça va?, ça va bien, ça va mal, comme ci comme ça, au revoir, Comment tu t'appelles? Je m'appelle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron</p>	<p>Les animaux</p> <p>Je suis...</p> <p>Un cheval, un oiseau, une souris, un mouton, un cochon, un vache, un lion, un singe, un lapin, un canard</p>	<p>Quel temps fait - il?</p> <p>Dans le nord de la France, dans le centre de la France, Dans l'est de la France, Dans le sud de la France, Dans l'ouest de la France</p> <p>Il pleut, il neige, il y a un orage, il y a du soleil, il fait froid, il fait chaud, il y a du vent, il fait beau, il fait mauvais</p>	<p>La date</p> <p>Quelle est la date aujourd'hui?</p> <p>C'est quand ton anniversaire?</p> <p>Aujourd'hui, c'est le...</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</p> <p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</p>
<p>Je peux</p> <p>Danser, chanter, cuisine, saute, parler, écouter, manger, boire, regarder, écrire, Je peux...</p>	<p>Les instruments</p> <p>Je joue... la trompette, la harpe, la guitare, le piano, la batterie, le triangle, la flûte à bec, le cymbals, la clarinette, le violon</p>	<p>Ma famille</p> <p>Il/ elle a, mon/ ma/mes, la mère, le père, la grand-mère, le grand-père, le frère, la tante, la soeur, l'oncle</p>	<p>Chez moi</p> <p>Chez moi il y a</p> <p>Chez moi il n'y a pas...</p> <p>J'habite...une maison, en ville, au bord de la mer, un appartement, à la montagne, à la campagne, dans un village, un salon, une buanderie, une chambre, un bureau, un garage, une salle à manger, une salle de bain</p>
<p>Les fruits</p> <p>Une pomme, une cerise, une prune, une banana, une poire, une fraise, une pêche, un abricot, un kiwi</p>	<p>La fête des rois</p> <p>la Fête des Rois, Quand... ?, Pourquoi... ?</p> <p>C'est, l'Épiphanie, une fève, une galette, la galette des rois, une couronne</p>	<p>As - tu un animal?</p> <p>J'ai, Je n'ai pas de..., mais, un lapin, un chien, un hamster, un poisson rouge, un chat, une tortue, un oiseau, une souris</p>	<p>Les planètes</p> <p>Le soleil, Vénus, Mercure, la Terre, La lune, Mars, Jupiter, Saturne, Neptune, Uranus, rouge/bleu (e) rocheux/ rocheuse, petite/ petite, grand/ grande, lumineux/ lumineuse, chaud/ chaude, froid/ froide, gazeux/ gazeuse</p>
<p>Joyeuses Pacques (2 lessons)</p>	<p>Les légumes</p>	<p>Les vêtements</p>	<p>Le poisson d'avril</p>

<p>Joyeuses Pâques, le chocolat, les cloches, le printemps, les fleurs, le lapin, le poussin, sentir, entendre, goûter</p>	<p>Je voudrais,, les tomates, les carottes, les courgettes, les haricots verts, les petits pois, les oignons, les champignons, les épinards, les pommes de terre, les aubergines</p>	<p>Je porte..., un maillot du bain, un short, une chemise, des chaussures, un manteaux, un pantalon, une cravate, des chaussettes, un pull, une écharpe, une veste, des collants, des bottes, un tee shirt, une robe, une jupe, des lunettes</p>	<p>le Poisson d'avril = the fish of April (April Fool's Day) le poisson = the fish avril = April Quand... ? = When...? C'est = It is Pourquoi... ? = Why...?</p>
<p>En classe Un livre, un cahier, un crayon, un stylo, un taille-crayon, un baton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux</p>	<p>Je me présente As j'apprends le français Plus Salut, Au revoir, Bonjour, J'ai ____ ans, J'habite à, Je viens d'Angleterre, français/ française, anglais/ anglaise, irlandais/irlandaise, gallois/ galloise, écossais/ écossaise</p>	<p>À l'école J'adore..., j'étudie, les maths, l'anglais, la musique, le sport, la géographie, le dessin, les sciences, le français, l'histoire, l'informatique</p>	<p>Le week-end Je me lève Je prends mon petit déjeuner Je joue à ordinateur. Je joue au foot. Je vais au cinéma. Je vais à la piscine. Je lis des bandes dessinées. Je regarde la télé. J'écoute de la musique. Je me couche</p>
<p>Le Carnaval de Nice (Lesson 1) Où se trouve... c'est quand, février, le Mardi Gras, le roi, les chars, la bataille de fleurs, la fête du citron, tu aimes....?</p>	<p>La Bleuette de France(L'armistice) le jour de l'Armistice, Quand... ?, Pourquoi... ?, C'est,, le bleuet, les soldats français</p>	<p>Bastille la fête nationale française = Bastille Day Quand... ? = When...? Où... ? = Where...? Pourquoi... ? = Why...? Combien de... ? = How many...? C'est = It is la prison = the prison la faim = hunger le roi = the king la reine = the queen les prisonniers = the prisoners le défilé = the parade le feu d'artifice = firework display</p>	<p>Moi dans le monde Je m'appelle, J'habite..., Je parle... le français, l'anglais, Ma fête préférée est..... parce que..., Il y a des defiles de chars, Il y a des feux d'artifice, Il y a des plats spéciaux, A plus tard, A la prochaine, Qu'est que tu vas faire pour protéger notre planète? Je vais utiliser moins de papier, Je vais utiliser moins de cartons, Je vais utiliser moins de plastique, je vais utiliser moins d'eau.</p>



Belton Church of England Primary School

MFL Rolling Programme



Suggested KS2 MFL Teaching Half-Termly Overview (For Mixed Age Year Groups)



	Year 3/4 CYCLE 1	Year 5/6 CYCLE 1	Year 3/4 CYCLE 2	Year 5/6 CYCLE 2
Autumn Term				
Half Term 1	Phonics lesson 1 & 2 I'm Learning Fr/Sp/lt (E)	Phonics lesson 3 & 4 The Weather (I)	Phonics lesson 1& 2 Animals (E)	Phonics lesson 3 & 4 The Date (I)
Half Term 2	I am able to (E)	Family (I)	Musical Instruments (E)	My home (I)
Spring Term				
Half Term 1	Fruits (E))	Pets (I)	Culture La galette de Rois	Planets (P)
Half Term 2	Joyeuses Paques	Clothes (I)	Vegetables or Ancient Britain (E)	Culture Le Poisson d'Avril
Summer Term				
Half Term 1	In Class (I)	At School (P)	Presenting Myself (I)	Weekend (P)
Half Term 2	Culture Le Carnaval de Nice	Culture Bastille Day Tour de France	Culture Le Bleuette de France	Me In The World (P)

Achieving the Best Together

I have come that they may have life in all its fullness - John 10:10

