



# MFL (French) Curriculum Progression

|  | <i>EYFS</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Year 1/Year 2</i> | <i>Year 3/Year 4</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Year 5/Year 6</i> |
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|  | <p>It is not statutory to teach a MFL in EYFS and KS1. However, at Beverley St. Nicholas Primary, we feel that it is important to introduce language learning at this early stage in order to lay the foundations and instil curiosity and enthusiasm for further language learning in KS2.</p> <p>The following list shows some of the ways in which children will be exposed to language learning throughout EYFS and KS1:</p> <ul style="list-style-type: none"> <li>• Songs and rhymes</li> <li>• Dual language books</li> <li>• Greetings (displays, assemblies, register)</li> <li>• Classroom language and instructions</li> <li>• Labelling of classroom objects and key areas around the classroom and school</li> <li>• Language displays to celebrate their language learning</li> <li>• Numbers on number lines (cross-curricular links to Numeracy)</li> <li>• Colours to label objects</li> </ul> <p>Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2.</p> <p>Links should be made to topics being studied. For example, as part of the Africa topic in Y2, children can explore Swahili.</p> <p>It is important that we ensure EAL children are given the opportunity to share and celebrate their mother tongue language with their peers.</p> |                      | <p>Key Stage 2 National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> |                      |

| LISTENING                           | <i>EYFS</i>                                                                                                                                                              | <i>Year 1/Year 2</i>                                                                                                                                                                                                                                                                                                                                                                      | <i>Year 3/Year 4</i>                                                                                                                                                                                                                     | <i>Year 5/Year 6</i>                                                                                                                                                                                                                                                               |
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| <b>Listen and understand</b>        | <p>I understand when something I am listening to is in a different language.</p> <p>I can join in with a game or song using a physical gesture to show I understand.</p> | <p>I can begin to recognise repeated language in a story or song.</p> <p>I can confidently recognise repeated language in a story or song.</p> <p>When listening to a song or story, I can begin to identify key words and show I understand with a physical gesture.</p> <p>I can listen for key words and phrases in a song or story and show I understand with a physical gesture.</p> | <p>I can listen to and understand familiar spoken words and phrases.</p> <p>I can listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.</p>                                  | <p>I can listen to and understand the main points and some detail in extended sentences and short passages.</p> <p>I can listen to and understand the main points and key details from a range of passages including complex language and reference to past and future tenses.</p> |
| <b>Listen and recount</b>           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           | <p>I can follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.</p> <p>I can join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.</p> | <p>I can listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.</p> <p>I can listen to and recount from memory familiar stories, songs, rhymes and poems.</p>                                                                |
| <b>Identify sound-spelling link</b> |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           | <p>I can identify phonemes in the target language and use them to aid understanding.</p> <p>I can use strings of phonemes to help understand new words and short phrases.</p>                                                            | <p>I can listen and apply knowledge of phonemes to help understand extended sentences.</p> <p>I can listen and apply knowledge of phonemes to help understand more complex extended sentences.</p>                                                                                 |
| <b>Transcribe</b>                   |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           | <p>I can listen to the phoneme or words including the phoneme and transcribe accurately.</p> <p>I can listen to high-frequency familiar words and phrases and transcribe accurately.</p>                                                 | <p>I can listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.</p> <p>I can listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge.</p>                                      |
| <b>READING</b>                      | <i>EYFS</i>                                                                                                                                                              | <i>Year 1/Year 2</i>                                                                                                                                                                                                                                                                                                                                                                      | <i>Year 3/Year 4</i>                                                                                                                                                                                                                     | <i>Year 5/Year 6</i>                                                                                                                                                                                                                                                               |

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| <b>Read and understand</b>         | I can begin to recognise if something is written in another language. | I know when something is written in another language.<br>I can read one or two familiar words in another language.                                                    | I can read and understand some familiar written words and short phrases, sometimes using visual cues.<br>I can read and understand a range of familiar written phrases and simple sentences. | I can read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.<br>I can read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics.                                                        |
| <b>Read aloud</b>                  |                                                                       |                                                                                                                                                                       | I can read aloud individual words and short phrases with accurate pronunciation.<br>I can read aloud a series of sentences with accurate pronunciation and intonation.                       | I can read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.<br>I can read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely. |
| <b>Use reference materials</b>     |                                                                       |                                                                                                                                                                       | I can identify familiar words in a text.<br>I can use a dictionary to find the meaning and gender of nouns from English to French and French to English.                                     | I can use a dictionary to find the meaning of high-frequency adjectives and verbs from English to French and French to English.<br>I can use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to French and French to English.                                                           |
| <b>Apply phonic knowledge</b>      |                                                                       |                                                                                                                                                                       | I can read aloud words and short phrases, applying some phonic knowledge.<br>I can apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.       | I can read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.<br>I can read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.                                                                                  |
| <b>Apply knowledge of alphabet</b> |                                                                       |                                                                                                                                                                       | I am beginning to recognise and say letters of the alphabet.<br>I am beginning to recognise and use letters of the alphabet to spell short basic words with support.                         | I am able to recognise and use letters of the alphabet to spell short basic words.<br>I am able to recognise and use letters of the alphabet including accented letters.                                                                                                                                                        |
| <b>SPEAKING</b>                    | <b>EYFS</b>                                                           | <b>Year 1/Year 2</b>                                                                                                                                                  | <b>Year 3/Year 4</b>                                                                                                                                                                         | <b>Year 5/Year 6</b>                                                                                                                                                                                                                                                                                                            |
| <b>Speak</b>                       | I can say a word in another language for                              | I can begin to respond to a greeting from my teacher for example, 'Hello'; 'Goodbye'.<br>I can respond to greetings and simple questions (name and express feelings). | I can repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.                                                              | I can produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation.                                                                                                                                                                       |

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|                           | <p>example, 'Bonjour'.</p> <p>I can take part in a song, saying at least one word.</p> | <p>I can begin to ask questions in French (C'est combien?).</p> <p>I can sing parts of a simple song in another language.</p> <p>I can sing a simple song in another language.</p> <p>I can confidently say single words and repeat them.</p> <p>I can say some single words from memory.</p> <p>I can begin to notice patterns and explore the sound of some words in French, including vowel sounds.</p> <p>I can notice patterns and explore the sound of some words in French, including vowel sounds.</p> | <p>I can produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.</p>                                                                                                                                 | <p>I can use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity.</p>                                                                                                |
| <b>Listen &amp; speak</b> |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>I can ask and answer simple pre-learned questions from memory and use several short phrases and questions.</p> <p>I can take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.</p> | <p>I can take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons.</p> <p>I can take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future.</p> |
| <b>WRITING</b>            | <i>EYFS</i>                                                                            | <i>Year 1/Year 2</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Year 3/Year 4</i>                                                                                                                                                                                                                           | <i>Year 5/Year 6</i>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Write with support</b> | <p>With support, I know when my teacher shows me writing in another language.</p>      | <p>I can begin to write a simple word in another language with support for example, Bonjour.</p> <p>I can write simple words in another language with support for example, Bonjour.</p>                                                                                                                                                                                                                                                                                                                        | <p>I can copy words and short phrases accurately.</p> <p>I can write sentences accurately using support such as a sentence builder or word list to check spellings.</p>                                                                        | <p>I can write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.</p>                                                                                                                                                                                                                                           |

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|                              |             |                                                                                                  |                                                                                                                                                                                                                                                                                                                                   | I can write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.                                                                                                                                                                  |
| <b>Write independently</b>   |             |                                                                                                  | I can write some familiar simple words from memory, with plausible spelling.<br>I can write several short phrases or sentences from memory with understandable spelling.                                                                                                                                                          | I can write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.<br>I can write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.                                            |
| <b>Adapt a written model</b> |             |                                                                                                  | I can substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).<br>I can adapt different elements of a sentence to create new sentences using a sentence builder.                                                                                                        | I can use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.<br>I can use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy. |
| <b>Translate</b>             |             |                                                                                                  | I can translate words from French to English and English to French.<br>I can translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource.                                                                                                         | I can translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource.<br>I can translate texts including subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource.  |
| <b>GRAMMAR</b>               | <b>EYFS</b> | <b>Year 1/Year 2</b>                                                                             | <b>Year 3/Year 4</b>                                                                                                                                                                                                                                                                                                              | <b>Year 5/Year 6</b>                                                                                                                                                                                                                                                                                                               |
| <b>Grammar: Articles</b>     |             | I can begin to recognise; Je suis, J'aime, Mon/Ma<br>I can begin to use; Je suis, J'aime, Mon/Ma | I can use indefinite articles ( <i>un, une, des</i> ) in the masculine, feminine and plural nouns.<br>I can use indefinite articles with increasing accuracy.<br><br>I can use definite articles ( <i>le, la, l', les</i> ) in the masculine, feminine and plural nouns.<br>I can use definite articles with increasing accuracy. | I can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.<br>I can use gender and articles (singular and plural), showing knowledge of the patterns learnt.                                                                       |

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| Nouns        |  |  | <p>I can form regular plural nouns.</p> <p>I can use a variety of plural nouns, including some irregular ones.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Agreements   |  |  | <p>I can identify adjective and noun position.</p> <p>I can confidently identify adjective and noun position.</p> <p>I can begin to use masculine, feminine and plural adjectives.</p> <p>I can use adjectives (agreement and position) with more confidence.</p> <p>I can begin to recognise possessive adjectives (<i>mon, ma, mes</i>).</p> <p>I can use possessive adjectives (<i>mon, ma, mes</i>).</p>                                                                                                                                                                                                                                                                         | <p>I can begin to use adjectival agreements in a wider range of topics.</p> <p>I can use adjectival agreements in a wider range of topics.</p> <p>I can begin to use a wider range of possessive adjectives (<i>ton, ta, tes, son, sa, ses</i>).</p> <p>I can use a wider range of possessive adjectives (<i>ton, ta, tes, son, sa, ses</i>).</p> <p>I can begin to use agree adjectives for number and gender after <i>ils/elles</i></p> <p>I can use agree adjectives for number and gender after <i>ils/elles</i></p>                                                                                                                                                                                                                                                               |
| Conjunctions |  |  | <p>I can begin to use conjunctions (<i>et, aussi, mais</i>).</p> <p>I can use a wider range of conjunctions (<i>parce que, car</i>).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>I can use conjunctions; <i>comme, en plus</i></p> <p>I can use subordinating conjunctions; <i>si</i> (if), <i>que</i> (which), <i>quand</i> (when).</p> <p>Example: <i>Quand j'ai chaud je vais dans le jardin.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Verbs        |  |  | <p>I can use the high-frequency verbs in the 1<sup>st</sup> person (e.g. <i>j'ai, je suis</i>).</p> <p>I can use the high-frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>).</p> <p>I can begin to use <i>c'est</i>.</p> <p>I can use <i>c'est</i>, and begin to use <i>ils/ells sont</i>.</p> <p>I can begin to use <i>je voudrais</i> to express a desire or request.</p> <p>I can confidently use <i>je voudrais</i> to express a desire or request.</p> <p>I can begin to recognise opinions + infinitive verbs (<i>J'aime danser</i>).</p> <p>I can use opinions + infinitive verbs (<i>J'aime danser</i>).</p> | <p>I can begin to use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>I can use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>I can begin to use phrases using <i>faire</i>.</p> <p>I can use phrases using <i>faire</i>.</p> <p>I can begin to use the near future tense with singular subject pronouns.</p> <p>I can use the near future tense with singular subject pronouns.</p> |

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|  |  |  |  | <p>I can begin to use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>I can use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>I can begin to use the perfect tense with auxiliary <i>avoir</i> and <i>être</i> with regular verbs in the 1<sup>st</sup> person (J'ai parlé – I have spoken).</p> <p>I can use the perfect tense with auxiliary <i>avoir</i> and <i>être</i> with regular verbs in the 1<sup>st</sup> person (J'ai parlé – I have spoken).</p> <p>I can begin to recognise imperfect phrases; e.g. <i>c'était</i> (it was), <i>j'étais</i> (I was), <i>j'avais</i> (I had).</p> <p>I can begin to recognise and use imperfect phrases; e.g. <i>c'était</i> (it was), <i>j'étais</i> (I was), <i>j'avais</i> (I had).</p> <p>I can begin to recognise reflexive verbs in the 1<sup>st</sup> person (Je me lave – I wash myself).</p> <p>I can begin to recognise and use reflexive verbs in the 1<sup>st</sup> person (Je me lave – I wash myself).</p> <p>I can begin to recognise the modal verb; <i>je peux</i> + infinitive</p> <p>I can use the modal verb; <i>je peux</i> + infinitive (Je peux aller à la fête – I can go to the party).</p> <p>I can begin to use near future with <i>aller</i> + infinitive in the 1<sup>st</sup> person (Je vais regarder la télévision ce soir – I'm going to watch the television tonight).</p> <p>I can use near future with <i>aller</i> + infinitive in the 1<sup>st</sup> person.</p> |
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| <b>Negatives</b>        |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>I can begin to recognise and the simple negative form 'ne...pas'.</p> <p>I can begin to recognise the negative form 'ne...pas' with a range of high frequency verbs in the 1st and 3rd person.</p>                                                                                                                                                                                                                                               | <p>I can begin to use the negative form 'ne...pas' with a range of high frequency verbs in the 1st and 3rd person.</p> <p>I can use the negative form 'ne...pas' with a range of high frequency verbs in the 1st and 3rd person confidently in my writing.</p> <p>I can begin to recognise 'il n'y a pas de'.</p> <p>I can recognise 'il n'y a pas de'.</p>                                                                                                                                                              |
| <b>Prepositions</b>     |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>I can begin to recognise simple prepositions.</p> <p>I can begin to use simple prepositions in sentences.</p>                                                                                                                                                                                                                                                                                                                                    | <p>I can begin to use a range of prepositions for place and location (<i>dans, devant, entre, sur, sous, derrière</i>).</p> <p>I can confidently use a range of prepositions for place and location in my writing (<i>dans, devant, entre, sur, sous, derrière</i>).</p>                                                                                                                                                                                                                                                 |
| <b>CULTURAL CAPITAL</b> | <p><i>If using the Little Languages scheme for EYFS:</i></p> <p>I can identify the different ways of meeting and greeting each other around the world.</p> <p>Use of French café role play to understand different food types.</p> | <p>I understand that some people speak a different language to my own.</p> <p>I can explain very simple similarities and differences between two places for example; the weather is warmer there; the food is different.</p> <p>I can enjoy fables, stories, playground games, songs and rhymes in French.</p> <p>I can explain some similarities and differences between two places for example; differences in; climate, food, traditions, celebrations,</p> <p>I can participate in traditional dancing from French regions.</p> | <p>Foster children's curiosity about France: an introduction to France and its capital city.</p> <p>Key vocabulary relating to traditional events, i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p> <p>Foster children's curiosity about life in France: an introduction to daily life in France.</p> <p>Typical customs and traditions e.g. April Fool's Day.</p> <p>Appreciate authentic songs, poems and rhymes.</p> | <p>Introduction to the French-speaking world.</p> <p>Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.</p> <p>Appreciate French fables (the Fox and the Crow).</p> <p>Deepen children's understanding of the wider French-speaking world and beyond.</p> <p>Ordering food in authentic setting. Independent research into a French-speaking country.</p> <p>A global focus including authentic resources such as French menus. Children's lives around the world.</p> |



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| <p><b>VOCABULARY</b></p> | <p>Greetings (Hello)<br/>Mr/Mrs/Miss<br/>Yes/No<br/>Receptive<br/>language (super, well done, very good, excellent)<br/>One, two, three<br/>Goodbye<br/>Family (Mummy, Daddy, Baby)<br/>Simple animals (elephant, giraffe, crocodile, lion)<br/>Christmas vocab. (Sing - <i>We Wish You a Merry Christmas</i> in French)<br/>Simple foods<br/>Teacher language: <i>C'est a qui? (Who does it belong to?) C'est a Joseph? (Does it belong to Joseph?) Non, Je pense que non (No, I don't think so) Oui! Pour Frank! (Yes, it belongs to Frank)</i></p> | <p>Happy Birthday<br/>Hello<br/>Thank you<br/>Please<br/>Simple opinions in response to food (delicious, yum)<br/>Numbers 1-6<br/>Emotions (happy, sad, tired, angry, excited, worried)<br/>How are you? I am ...<br/>Celebrations (New Year)<br/>Instructions<br/>Sports<br/>Noticing patterns<br/>Exploring the sounds of words in foreign language<br/>Exploring vowel sounds<br/>Simple colours (red, blue)</p> <p>I am<br/>Happy, sad, tired<br/>Well done<br/>Thank you<br/>Goodbye<br/>Using expression (Well done! What a pity!)<br/>Simple shapes and colours – introducing the adjectival agreement<br/>And (et) with (avec)<br/>Simple clothing (T-shirt, shorts)<br/>More colours<br/>Seaside vocab.<br/>Food items (fruit, food at the seaside)<br/>Buying food (how much is it?)</p> | <p>Greetings and French culture<br/>Classroom instructions<br/>Animals vocabulary<br/>Saying my name<br/>Christmas<br/>French names<br/>Colours<br/>Opinions<br/>A traditional story: The Enormous turnip<br/>Numbers 1-15<br/>French maths: addition and subtraction<br/>J'ai (I have)<br/>Age<br/>Easter<br/>Je voudrais (I would like)<br/>Extending sentences with mais<br/>C'est<br/>Extending sentences with aussi<br/>Days of the week<br/>Paris project</p> <p>Revision of animals and classroom instructions<br/>A French poem<br/>Introduction to the negative<br/>Parts of the body<br/>Colours<br/>Food<br/>Opinions about food<br/>Goldilocks story<br/>Christmas: the snowman<br/>Je voudrais with food<br/>Revise numbers 1-15<br/>Months<br/>Numbers 16-31<br/>French maths: division and multiplication<br/>April fool's day (poisson d'avril)<br/>Dates and birthdays<br/>Personal descriptions (hair and eye colour)<br/>Family vocabulary<br/>Possessive adjectives (mon,ma,mes)<br/>Clothing vocabulary</p> | <p>Revise opinions<br/>Sports vocabulary<br/>Sports clothing<br/>Verb avoir<br/>Dictionary skills<br/>Weather vocabulary<br/>Hobbies vocabulary<br/>Pets<br/>Traditional tale: The fox and the crow<br/>Christmas in France<br/>Verb être<br/>Revise dates<br/>Numbers 32-60<br/>School subjects<br/>Primary school in France<br/>Subject preferences<br/>Reasons<br/>Verb aller<br/>Transport vocabulary<br/>Easter: Mardi gras<br/>Items in a classroom<br/>Prepositions<br/>Revise aller<br/>Project: West Africa where French is spoken</p> <p>Revise avoir and être<br/>Questions<br/>Telling the time<br/>Daily routine<br/>Daily routine in other countries<br/>Houses<br/>Rooms in a house<br/>Christmas: toys from around the world<br/>Je peux + infinitive<br/>Bedroom descriptions<br/>Places in a town<br/>Revise places in town<br/>Revise aller<br/>Directions<br/>Revise food<br/>Buying food<br/>April fool's day<br/>Numbers 61-100<br/>Ordering food in a café</p> |
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| Aspirational | <p>Children may aspire to become a language specialist and teach languages at a secondary school, college or university. They may want to become an interpreter. In today's business dominated society, being bilingual gives you a competitive edge when searching for jobs, or maintaining your current employment. Companies who plan to expand into overseas market are constantly looking for bilingual staff.</p>                                                                                                                                                                                                       |  |  |                                                     |
| Global       | <p>Learning a new language gives children a greater global understanding of the world we live in. Even by learning a few phrases, they will access many fascinating cultures around the world and understand the differences between the two countries. Children will have access to a whole new array of film, music and literature, and a greater understanding of the history and culture of the nation and ultimately a better understanding of the way the world works. Learning a new language gives access to many different cultures across the world, ultimately broadening their horizons, interests and views.</p> |  |  |                                                     |
| Health       | <p>Teachers can encourage and promote active learning in languages through physical games and activities. This may include singing with actions, games played in PE with instructions given in French, or whichever language they are focusing on. Medical studies have shown the positive effects learning a second language has on the brain. Studies showed that learning a second language significantly delayed the onset of many brain related diseases such as Alzheimer and dementia, compared to those who can only speak their native tongue.</p>                                                                   |  |  |                                                     |