

EYFS	MFL
Vocabulary (T3)	Bonjour, Au Revoir, oui, non, sil vous plais, merci
Vocabulary (T2)	Respond, understand, reply (replies)
Knowledge	• Know simple greetings—hello, goodbye • Know the words for ‘yes’ and ‘no’ • Know the words for ‘please’ and ‘thank you’
Equipment/resources	songs, games
Skills (End point)	• (Speaking) Respond with ‘bonjour’ to the register • (Listening) Understand when a teacher replies with ‘oui’ and ‘non’

Year 1	MFL
Vocabulary (T3)	Bonjour, Au Revoir, oui, non, sil vous plais, merci, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, ma mere, mon pere, mon frere, ma soeur, rouge, vert, jaune, bleu, blanc, violet, orange, blanc, que, quelle,
Vocabulary (T2)	Respond, fluently, recognise
Knowledge	• Know simple greetings—hello, goodbye (EYFS) • Know the words for ‘yes’ and ‘no’ (EYFS) • Know the words for ‘please’ and ‘thank you’ (EYFS) • Know and use the days of the week and related questions (What day is it today?) • Know and use the numbers 1-10 • Know the words for family members • Know and use primary colours and related questions
Equipment/resources	songs, games, painting
Skills (End point)	• (Speaking) Count fluently to 10 • (Listening) Respond to the question—what day is it today? • (Reading) Recognise and read hello and goodbye

Year 2	MFL
Vocabulary (T3)	Bonjour, Au Revoir, oui, non, sil vous plais, merci, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, ma mere, mon pere, mon frere, ma soeur, rouge, vert, jaune, bleu, blanc, violet, orange, blanc, que, quelle, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, ovtobre, novembre, decembre, anniversaire, il fais, chaud, frois, vent, soleil pleut, madame, mademoiselle, monsieur, gomme, stylo, regles, table, baton de colle, ciseaux
Vocabulary (T2)	respond, relate
Knowledge	• Know simple greetings—hello, goodbye (EYFS, Year 1) • Know the words for ‘yes’ and ‘no’ (EYFS, Year 1) • Know the words for ‘please’ and ‘thank you’ (EYFS, Year 1) • Know and use the days of the week and related questions (What day is it today?) (Year 1) • Know and use the numbers 1-10 (Year 1) • Know the words for family members (Year 1) • Know and use primary (Year 1) and secondary colours and related questions • Know months of the year and say when their birthday is • Know key objects from around the classroom • Know some simple weather types e.g. rain, sun, snow • Know the words for Miss, Mrs and Mr
Equipment/resources	Classroom object labels, day labels, colour labels, songs, games
Skills	• (Speaking) Answer simple questions with one word answers

Year 3	MFL	
Vocabulary (T2)	Understand, familiar, recognise, correct, masculine, feminine, repeat	
Knowledge	<u>1—moi (me)</u> ⇒ Know simple greetings—hello, goodbye (EYFS, Year 1, Year 2) ⇒ Know how to introduce yourself and ask for someone’s name ⇒ Know how to say how old you are and ask someone for their age ⇒ Know how to ask how someone is and the responses ‘I’m good/I’m bad’ ⇒ Know ‘yes’ and ‘no’ (EYFS, Year 1, Year 2) ⇒ Know the numbers 1-10 (EYFS, Year 1, Year 2) ⇒ Know some French speaking countries ⇒ Know some French names (e.g. Louis) ⇒ Pronunciation—French ‘r’ and special sounds ‘j’, ‘éré’ and ‘u’	<u>2—Jeux et chansons (Games and songs)</u> ⇒ Know the numbers 1-20 and how to ask ‘how many?’ ⇒ Know how to ask what someone prefers and how to say what you prefer ⇒ Know the phrases for ‘there are’ and ‘I have’ ⇒ Pronunciation—‘a’ sound
	<u>3—On fait la fête (Celebrations)</u> ⇒ Know how to ask and respond to ‘When is your birthday?’ and say ‘Happy birthday’ ⇒ Know the months of the year in order (EYFS, Year 1, Year 2) ⇒ Know hobbies and activities ⇒ Know ‘and’ ⇒ Pronunciation—‘an’ sound	<u>4—Portraits (portraits)</u> ⇒ Know colours (EYFS, Year 1, Year 2) ⇒ Know parts of the body, question about facial features and describe a face ⇒ Know the different types of ‘the’ ⇒ Know the adjective comes after the noun in sentences ⇒ Pronunciation—‘eu’ sound
	<u>5—Les quatre amis (the four friends)</u> ⇒ Know animals and how they move ⇒ Know how to ask what colour something is ⇒ Know how to identify masculine and feminine nouns ⇒ Pronunciation—‘ou’ sound	<u>6—Ça Pousse! (Growing things)</u> ⇒ Know fruit and vegetables ⇒ Know how to say what you like and don’t like ⇒ Know how to say how much you like or dislike something—much/ a lot ⇒ Pronunciation—‘on’ sound
Equipment/resources	Number display, physical features and description labels, question stems	
Skills (End point)	• (Speaking) Say and repeat single words and short simple phrases e.g. greetings, colours etc. • (Listening) Understand a few familiar spoken words and phrases - e.g. the teacher’s instructions • (Reading) Can recognise and read out a few familiar words and phrases e.g. the date • (Writing) Can write or copy simple words or symbols correctly e.g. numbers • (Grammar) Use the correct masculine and feminine ‘a’ or ‘the’ in front of a noun	

Year 4	MFL	
Vocabulary (T2)	basic, range, familiar, phrases, simple form, descriptive phrase	
Knowledge	<u>1—On y va! (All aboard)</u> ⇒ Know where French is spoken and find it on a map ⇒ Know the French names for French speaking countries ⇒ Know weather types (Year 2) ⇒ Know the days of the week in order ⇒ Know different ways of travelling ⇒ Pronunciation—identify ‘silent’ letters at the end of the words and the correct way to pronounce them	<u>2—L’argent de poche (Pocket money)</u> ⇒ Know toys ⇒ Know the numbers 1-30 (Y3) ⇒ Know how to ask and say how much something costs
	<u>3—Raconte-moi une histoire (Tell me a story)</u> ⇒ Know basic instructions—‘listen’, ‘repeat’, ‘raise your hand’ ⇒ Know the numbers 10-100 ⇒ Know the masculine and feminine forms of some adjectives ⇒ Pronunciation—‘qu’ ‘an’ ‘en’ ‘on’ sounds	<u>4—Vive le sport! (Our sporting lives)</u> ⇒ Know foods and drink ⇒ Know how to say that a food or drink is healthy/unhealthy ⇒ Know sports ⇒ Know verbs to do with sports—run. Hit, kick etc.
	<u>5—Le carnaval des animaux (the carnival of animals)</u> ⇒ Know how to ask for the time and give it to the hour ⇒ Know how to ask where someone lives and say where you live ⇒ Know animal characteristics, habitat and diet ⇒ Pronunciation—‘oi’ sound	<u>6—Quel temps fait-il? (What’s the weather like?)</u> ⇒ Know fruit and vegetables ⇒ Know how to say what you like and don’t like ⇒ Know how to say how much you like or dislike something—much/ a lot ⇒ Pronunciation—‘au’ ‘eau’ ‘o’ sound
Equipment/resources	Number display (1-100), food and drink labels	
Skills (End point)	• (Speaking) Answer simple questions and give basic information • (Listening) Understand a range of familiar spoken phrases - e.g. phrases about myself or my family • (Reading) Understand and read out familiar written phrases • (Writing) Can write one or two short sentences to a model and fill in the words on a simple form • (Grammar) Correctly order a short descriptive phrase with the adjective(s) coming after the noun	

Year 5	MFL	
Vocabulary (T2)	Respond, fluent, recognise, expression, passage, conjugate	
Knowledge	<u>1—Bon appétit, bonne santé (Healthy eating)</u> ⇒ Know food and drink and give an opinion of what you like/dislike and what is healthy/unhealthy (Y4) ⇒ Know sandwich fillings, ice cream flavours and pizza toppings ⇒ Know how to say what you prefer ⇒ Know how to order food and drink at a café ⇒ Know ‘it is’ ‘they are’ ‘the’ ‘a’ ‘some’ ⇒ Know the correct forms of some adjectives. ⇒ Pronunciation—‘a’ ‘an/am’ ‘au/eau’	<u>2—Je suis le musicien (I am the music man)</u> ⇒ Know types of music ⇒ Know how to say what types of music you like/dislike and ask someone else ⇒ Know musical instruments ⇒ Know how to say what instruments you play and ask someone what they play ⇒ Know the French words for ‘you’ ⇒ Know polite expressions ⇒ Pronunciation—‘u’ ‘ou’
	<u>3—En route poer l’école (On the way to school)</u> ⇒ Know the letters of the alphabet and use this to spell words ⇒ Know places in a town ⇒ Know how to ask where a place is ⇒ Know simple directions ⇒ Know how to give the time on the hour and half past the hour ⇒ Know some examples of liaisons ⇒ Pronunciation—‘r’ sound	<u>4—Scène de plage (beach scene)</u> ⇒ Know how to describe the seaside ⇒ Know how to describe seaside activities ⇒ Know simple recipe instructions ⇒ Know the correct position of adjectives in a sentence ⇒ Pronunciation—‘j’ soft ‘g’ and hard ‘g’
	<u>5—Le retour du printemps (the return of spring)</u> ⇒ Know the four seasons and describe what the weather is like in them ⇒ Know what month and season your birthday is in ⇒ Know how to ask when someone’s birthday is ⇒ Know adjectives that compare ⇒ Pronunciation—‘i’ in different letter strings	<u>6—Les planètes (The planets)</u> ⇒ Know the 8 planets, Pluto, Sun and moon ⇒ Know colours ⇒ Know words that describe size ⇒ Pronunciation—‘u’ sound
Equipment/resources	English/French dictionary, Number display (1-100)	
Skills (End point)	• (Speaking) Ask and answer simple questions and talk about their interests • (Listening) Understand the main points from a short spoken passage made up of familiar language in simple sentences • (Reading) Understand the main point(s) and some of the detail from short written texts or passages in clear printed script • (Writing) Write a few short sentences with support using expressions which they have already learnt • (Grammar) Conjugate some regular French verbs	

Year 6	MFL	
Vocabulary (T2)	Fluency, spontaneity, communicate, accuracy, varying, intonation, congruence, various, authentic, respond, structure, context	
Knowledge	<u>1—Notre école (Our school)</u> ⇒ Know places at school and directions to locate them ⇒ Know what you do in different places around school ⇒ Know how to give the time to the hour, half past, quarter past and quarter too ⇒ Know school subjects ⇒ Know how to describe people	<u>2—Notre monde (The world around us)</u> ⇒ Know continents and countries ⇒ Know the geography and wildlife of a country or continent ⇒ Know the weather and climate of a country or continent ⇒ Know the irregular verbs ‘to be’ and ‘to go’ ⇒ Pronunciation—‘an’
	<u>3—Le passé et le présent (Then and now)</u> ⇒ Know places in a town ⇒ Know how to tell someone where places in a town are located ⇒ Know how to describe what a town was like in the past ⇒ Know how to say the year ⇒ Know how to describe and give opinions on clothing ⇒ Know how to explain what you wear on different occasions ⇒ Know how to conjugate the verb ‘to wear’ ⇒ Pronunciation—‘qu’ ‘an’ ‘en’ ‘on’ sounds	<u>4—Vive le sport! (Our sporting lives)</u> ⇒ Know fairground rides ⇒ Know how to explain why you like or dislike something ⇒ Know the numbers between 71-99 ⇒ Know how to buy tickets for a group of people from a simple price list ⇒ Know how to invite someone to something and how to respond to an invite ⇒ Pronunciation—letter strings that have the same sound but spelt differently
	<u>5—Monter un café (setting up a cafe)</u> ⇒ Know food and drink including their containers and packaging ⇒ Know how to politely ask for food and drink, saying what size and flavour you would like ⇒ Know how to ask and say how much something costs ⇒ Know how to conjugate the irregular verb ‘to have’ in all persons in present tense ⇒ Pronunciation—‘oi’ sound	<u>6—Quoi de neuf? (What’s in the news?)</u> ⇒ Know the different sections of a newspaper or magazine ⇒ Know how to give opinions about things in the media or on television ⇒ Know how to give the time in 24 hour clock and give the time of a TV programme ⇒ Know how to explain your own and someone else’s opinion
Equipment/resources	English/French dictionary, Number display (1-100)	
Skills (End point)	• (Speaking) speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • (Listening) Understand and respond to spoken and written language from a variety of authentic sources • (Reading) Understand the main points and opinions in written texts from various contexts • (Writing) Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • (Grammar) Conjugate some more common irregular French verbs	