

## Applecroft School Curriculum Map



### Modern Foreign Languages (MFL) - French

	Speaking	Listening	Reading	Writing	Phonics	Grammar	Vocabulary	End Points
<b>Year 3</b>	<p>Speak with others using simple words, phrases and short sentences e.g. greetings and basic information about myself</p> <p>Speak aloud familiar words or short phrases in chorus</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p>	<p>Listen and respond to familiar spoken words, phrases and sentences including simple instructions, rhymes and songs</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics)</p>	<p>Recognise and understand familiar written words and short phrases including basic nouns and first person 'I' form of simple verbs in written text</p> <p>Read aloud familiar words or short phrases in chorus</p>	<p>Write some familiar simple words from memory or using supported written materials including familiar nouns</p>	<p><b>Phonics focus for year: CH OU ON OI</b></p> <p><b>Unit 1: I'm learning French</b></p> <ul style="list-style-type: none"> <li>• OI sound in trois &amp; noir</li> <li>• ON sound in marron</li> <li>• OU sound in rouge</li> <li>• Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words.</li> <li>• Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois &amp; quatre. Made from the back of the mouth, not the front.</li> <li>• Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul> <hr/> <p><b>Unit 2: Animals</b></p> <ul style="list-style-type: none"> <li>• CH sound in cheval</li> <li>• OU sound in souris &amp; mouton</li> <li>• ON sound in</li> <li>• OI sound in oiseau</li> </ul>	<p>Start to understand the concept of gender (masculine, feminine, neuter - if applicable) and how this is shown in the language.</p> <p>Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.</p> <hr/> <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to</p>	<p><b>Unit 1: I'm learning French</b> Simple greetings including 'Hello', 'Goodbye', 'How are you?', 'My name is...' 'What is your name?'</p> <p>Numbers from 1 - 10</p> <p>Colours including: red, white, blue, black, brown, grey, yellow, purple, pink etc.</p> <hr/> <p><b>Unit 2: Animals</b> Animals including: lion, bird, rabbit, horse, sheep, pig duck, monkey, mouse, cow 'I am...'</p>	<p><b>Autumn term: 'I am learning French'</b></p> <ul style="list-style-type: none"> <li>• Use simple phrases to say hello, goodbye, what their name is and ask someone what their name is</li> <li>• Tell someone how they are feeling and ask the how they are feeling</li> <li>• Count from 1-10 and recognise and recall 10 colours</li> <li>• Be able to find France on a map and give some facts about France e.g. capital city, food etc.</li> </ul> <hr/> <p><b>Spring Term: Animals</b></p> <ul style="list-style-type: none"> <li>• Name at least 5 animals</li> <li>• Attempt to spell at least 3 animals with high accuracy</li> <li>• Sort each animal by article/determiner</li> </ul>

- Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

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### Unit 3: Ancient Britain

- CH sound in flèche
- OU sound in bijoux
- ON sound in bronze, Anglo-Saxons, maison & ronde
- OI sound in histoire
- Liaison. The final letter 's' of suis which would normally be silent is pronounced like a letter 'z' as the word suis is followed by a word beginning with a vowel (here a 'u' in un or une). This is called liaison.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in ronde & bronze. Made from the back of the mouth, not the front.

categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.

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Verbs & elisions/contractions. 1st person singular of two high frequency irregular verbs: être, avoir (je suis and j'ai) and one regular verb habiter (j'habite). We will notice that j'ai and j'habite in this unit are contractions. Contractions occur when two or more words combine together and one letter (or more) is removed. Here the 'e' in je to make j'). This is called elision.

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**Unit 3: Ancient Britain**  
Ancient Britain vocab including: 'I am..' 'I live...' 'I have...'  
Stone age, bronze age, iron age, Anglo-Saxons, The Roman Empire, man, woman, Viking, flint, axe, sword, cave, hut/shelter

- Say what animal I am using the structure je suis + un/une animal

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### Summer Term: Ancient Britain

- Name the three key periods of ancient Britain
- Say the three types of people who lived in ancient Britain as introduced in this unit
- Tell somebody the three key hunting tools used during the Stone Age, Bronze Age and Iron Age in ancient Britain.
- Name the three types of dwellings people lived in during the Stone Age, Bronze Age and Iron Age.

<p><b>Year 4</b></p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p> <p>Apply phonic knowledge to support speaking (also reading and writing)</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs</p> <p>Follow a text accurately whilst listening to it being read</p>	<p>Accurately read and understand familiar written words, phrases and short sentences e.g. those found in fairy tales or character/place descriptions.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials such as a word bank</p>	<p><b>Phonics focus for Units 1 &amp; 2: I IN IQUE ILLE</b></p> <p><b>Unit 1: Presenting Myself</b></p> <ul style="list-style-type: none"> <li>IN sound in cinq</li> <li>I sound in huit, dix, Patrick, habite, Paris &amp; suis</li> <li>Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.</li> <li>Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais.</li> <li>Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.</li> </ul> <hr/> <p><b>Unit 2: My Family</b></p> <ul style="list-style-type: none"> <li>IN sound in cinq &amp; cinquante</li> <li>I sound in famille, Lisa, Jacqueline, petite &amp; fille</li> <li>ILLE sound in famille &amp; fille</li> <li>IQUE sound in unique</li> <li>Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grandparents, les or parents. Often happens in French.</li> <li>Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or je) replacing it with an apostrophe so attaching it to the word</li> </ul>	<p>Understand the concept of gender (masculine, feminine, neuter) and which article to use correctly with different nouns</p> <p>Introduce and use the negative form</p> <p>Begin to look at what a fully conjugated verb looks like.</p> <hr/> <p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</p> <p>Nouns, articles/determiners &amp; possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.</p>	<p><b>Unit 1: Presenting Myself</b> Basic greetings and personal details including 'How are you?' 'I am well/not well' 'How old are you?' 'I am... years old' 'I am English/French etc.' 'Where do you live?' 'I live in...'</p> <p>Numbers 1 - 20 and then 30, 40, 50, 60, 70, 80, 90, 100</p> <p>Colours including: red, white, blue, black, brown, grey, yellow, purple, pink etc.</p> <hr/> <p><b>Unit 2: My family</b> Family including: mother, father, brother, sister, uncle, aunt, grandparents, 'Do you have a brother/sister?' 'Yes I have ...' 'He/she is called...' Mon, ma, mes (masculine, feminine, plural)</p>	<p><b>Autumn Term: Presenting Myself</b></p> <ul style="list-style-type: none"> <li>Count from 1-20</li> <li>Apply my knowledge of numbers to tell someone how old I am and also ask them how old they are</li> <li>Tell somebody where I live and ask them where they live</li> <li>Apply rules of adjectival agreement and tell someone what my nationality is</li> </ul> <hr/> <p><b>Spring Term: My Family</b></p> <ul style="list-style-type: none"> <li>Say the words for mum, dad, brother, sister, grandfather, and grandmother, aunt and uncle and say the ages of various members of a/my family</li> <li>Count from 1 to 70</li> <li>Remember and use the different words for "my"</li> <li>Produce two or more sentences about my own or an imaginary family</li> </ul>
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that follows that starts with a vowel or mute h.

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**Phonics focus for Unit 3:  
É E È EAU EUX**

**Unit 3: My home**

- E sound in appartement
- EAU sound in bureau
- Silent letters. The 's' is not pronounced in many words like dans, habites,
- mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words.
- Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

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Nouns, gender, articles/determiners & use of the negative.  
Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d' ('I do not have') in French.

Verbs. Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs.

Changing sentences from the positive to their negative form using the structure  
**ne...pas de/d'...**

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**Unit 3: My home**

Words to describe my home including: house, apartment, in town, in the countryside, in the mountains, by the sea, village 'Where do you live?' 'I live in...'  
Rooms including: kitchen, living room, bedroom, bathroom, garden etc.

Days of the Week

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**Summer Term: My Home**

- Say and spell the words for an apartment and a house (correctly using UN and UNE)
- Say what rooms I have in my home using the phrase "Chez moi il y a..."
- Say what rooms I do not have in my home starting with the phrase "Chez moi il n'y a pas de..."
- Use the connective word for "and" (et) to link two sentences together.

**Year  
5**

Take part in short conversations using sentences and familiar vocabulary

Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning

Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language e.g. Instructions given, stories, fairy tales, songs and extended listening exercises

Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions

Read a variety of simple texts in different but authentic formats e.g. Stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner (school).

Write simple sentences and short paragraphs from memory or using supported written materials e.g. A word bank

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 French dictionary

**Phonics focus for the year:  
É E È EAU EUX**

**Unit 1: Do you have a pet?**

- É sound in Cécile
- E sound in je & de
- EAU sound in oiseau
- Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words.
- 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons - the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.
- Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

**Unit 2: The Weather**

- E sound in le & de
- EAU sound in beau
- Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words.
- Elision. As seen in l'est. The 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes

**Unit 3: Clothes**

- É sound in écharpe
- E sound in chemise & chemisier

Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns

Use the negative form, possessives and connectives

Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Use of 'il y a & faire' in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.

Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word

**Unit 1: Do you have a pet?**

Pets including: dog, cat, rabbit, mouse, hamster, goldfish, tortoise, bird

Phrases such as: 'I have...' 'Do you have a pet?' 'I do not have a ...' 'I have a tortoise called...'

Connectives 'and' and 'but' to link sentences

**Unit 2: The Weather**

Weather phrases including: What is the weather? It is raining, it is snowing, it is sunny, it is windy, there is a storm, the weather is fine, the weather is not good, it is hot, it is cold, in the North/South/East/West of France it is...

**Unit 3: Clothes**

Clothing vocab such as: trousers, shirts, skirt, dress, t-shirt, jumper, socks, shoes, swimming

**Autumn Term: Do you have a pet?**

- Say and spell at least four pets with the correct word for "a" in front (correctly using UN and UNE)
- Say 'I have a pet' and say what my pet is called
- Ask somebody if they have a pet and tell somebody that 'I do not have a pet'
- Use the connective 'but' (mais) to link two sentences together

**Spring Term: The Weather**

- Remember at least five phrases for the weather in French
- Translate these phrases correctly into English
- Ask what the weather is like today and say what the weather is like today in French
- Describe what the weather is like in France by reading a French weather map

**Summer Term: Clothes**

- EAU sound in manteau
- Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French.
- -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.

'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.

costume, hat, boot, sunglasses etc.  
The verb 'to wear', 'he/she wears'  
Days of the week  
Relate to weather and what is worn for this

- Repeat from memory at least ten items of clothing, including the correct word for "a", for these items of clothing in French
- Use the verb "PORTER" in all the different forms
- Say what I am wearing today and what my friend next to me is wearing
- Tell you what I wear in different weather or for school

<p><b>Year 6</b></p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experiences</p> <p>Present to an audience about familiar topics e.g. role play, presentation or read/repeat from a text or passage</p> <p>Use connectives to link together what they say so as to add fluency</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. Descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear</p>	<p>Read aloud with expression and accurate pronunciation</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites (supervision required))</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank)</p> <p>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.)</p> <p>Identify and correctly use adjectives (g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>	<p><b>Phonics focus for the year: QU Ç GNE EN AN</b></p> <p><b>Unit 1: At School</b></p> <ul style="list-style-type: none"> <li>• QU sound in informatique &amp; musique</li> <li>• Ç sound in français</li> <li>• AN sound in anglaise, français, amusant &amp; intéressant</li> <li>• EN sound in sciences</li> <li>• Silent letters. The children will hear and see that the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French.</li> <li>• Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul> <hr/> <p><b>Unit 2: The Weekend</b></p> <ul style="list-style-type: none"> <li>• QU sound in quelle, informatique &amp; musique</li> <li>• AN sound in bandes, amusant, intéressant &amp; fatigant</li> <li>• EN sound in prends &amp; finalement</li> <li>• Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.</li> <li>• Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>	<p>Nouns, gender, definite articles &amp; high frequency irregular verb aller. Revision of definite article le, la, l' and les. Full verb conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications.</p> <hr/> <p>Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p>	<p><b>Unit 1: At School</b> School including: 'What time is it?' 'It is... o'clock' 'I go to...' 'He/she goes to...' 'Days of the week, 'I have...on...at...time' The subjects; maths, French, English, science, history, geography, computing, art, PE etc. 'I love...' 'I hate...' 'I like...because it is...' 'I do not like...because...'</p> <hr/> <p><b>Unit 2: The Weekend</b> The Weekend including: time phrases such as 'It is midday' 'It is midnight' 'quarter past/quarter to/half past the hour' 'I get up...' 'I have my breakfast.' 'I...watch tv/listen to music/read comics/read books/play computer games/play football/go swimming/go to the cinema' 'I go to bed' 'I go to sleep' Connectives such as: and, also, after, later on, finally, at (time)</p>	<p><b>Autumn Term: At School</b></p> <ul style="list-style-type: none"> <li>• Repeat from memory all the school subjects with the correct article / determiner</li> <li>• Tell you which subjects I study and at what time</li> <li>• Say which subjects I have today</li> <li>• Tell you why I like or dislike a particular subject using 'because'</li> </ul> <hr/> <p><b>Spring Term: The Weekend</b></p> <ul style="list-style-type: none"> <li>• Ask the time and tell you the time accurately</li> <li>• Say at least five things that I do at the weekend and tell you where the verb is in the phrases</li> <li>• Use connectives to link three phrases together</li> <li>• Tell you what I do at the weekend and at what time</li> </ul>
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					<p><b>Unit 3: Habitats</b></p> <ul style="list-style-type: none"> <li>• QU Ç GNE EN AN QU sound in arctique &amp; queue Ç sound in balançant</li> <li>• EN sound in endroit, parfaitement &amp; seulement</li> <li>• AN sound in dans, océan &amp; année</li> <li>• Silent letters. The 's' is not pronounced in planètes, bras, dans and the 't' is not pronounced in et or seulement and 'd' is not heard in chaud. The letters s, x, z, t, d, n and m are normally silent when at the end of a word. '-ent' is not pronounced in habitent or poussent. This verb ending when seen on 3rd person plural present tense endings is never pronounced.</li> </ul>	<p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Verbs. Exploring the two regular '-er' verbs POUSSER and HABITER and in particular the 3rd person conjugation of the two verbs.</p>	<p><b>Unit 3: Habitats</b></p> <p>Habitats including: the desert, arctic, tropical rainforest, ocean, meadow.</p> <p>'The animals and the plants need...food, shelter, water, air, and sun.'</p> <p>HABITER - to live</p> <p>Animals and plants such as: monkeys, seaweed, cacti, bushes, trees, shark, polar bear, camel etc.</p>	<p><b>Summer Term: Habitats</b></p> <ul style="list-style-type: none"> <li>• Tell you what a habitat is in French and name at least 3 different types of habitats</li> <li>• Remember at least 3 things necessary in a habitat for plants and animals to survive</li> <li>• Say at least one extended sentence on an adaptation of a plant or animal</li> <li>• Present (in French) in oral or written form on a particular habitat: Where it is, what type of habitat it is and an animal or plant that lives there</li> </ul>
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