A logo of a school

Description automatically generated**MFL Term Autumn 1**.**1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Intent** – To say ‘hello’ in French  Morning and afternoon registers – ‘Bonjour’ as Greeting | **Intent – Greetings** To greet and introduce someone in French accurately, with correct note for time of day. | **Intent – Describing people**  To describe people’s appearances and personality traits, with agreeable adjectives. | **Intent – Monsters**  Reviewing noun gender, article-noun agreement and adjective placement while exploring monster and body part vocabulary; identifying key facts using cognates and other language detective skills; writing and presenting paragraphs about a ‘Fantastic French beast’ creation. | **Intent – Sport**  Conjugating the verb aller – to go, identifying correct prepositions, learning sports vocabulary, expressing preferences plus the infinitive; revisiting nouns for countries and learning how to contract articles when using the verb faire. |
|  |  | **Lesson sequence**  1, To greet someone and introduce yourself in French  2, To use the correct French greeting for the time of day.  3, To ask and answer a question about feelings in French.  4, To perform a finger rhyme in French. | **Lesson sequence**  1. Portraits – getting French adjectives to agree  2. Simple descriptions in French  3. Describing people in French  4. Describing personality traits in French  5. Writing portraits of friends in French | **Lesson sequence**  1, To investigate a text for clues to understand new words.  2, To identify nouns by their gender, number and meaning.  3, To apply knowledge of French nouns and gender agreement to a short piece of writing.  4, To perform a finger rhyme in French  5, To apply knowledge of vocabulary and grammar to a piece of writing. | **Lesson Sequence:**  1, Can I express playing a sport using correct verb and preposition?  2,Can I express sporting preferences?  3,Can I express travel plans?  4, Can I create sentences for a sports diary?  5, Can I create a description using familiar language? |
|  |  | **Key Vocabulary:**  Bonjour, salut, au revoir, bonsoir,bonne nuit, ça va bien, ça va mal, c’est...comment tu t’appelles ?, je m'appelle..., non, oui | **Key Vocabulary:**  il a/elle a, il est/elle est, heureux/heureuse, sérieux/sérieus, petit/petite, elle s'appelle/ il s’apelle | **Key Vocabulary:**  le corps, la tête, la bouche, le nez, les yeux | **Key Vocabulary:**  je fais, je joue, j’aime, j’adore, je deteste, le sport, le football, la boxe, la natation, le skate |
|  |  | **Impact:**  Children can meet, greet and introduce themselves in French. | **Impact:**  Children can compose a spoken sentence to describe a friend. Children can write four sentences accurately with the correct adjectival agreement, helped by a support sheet | **Impact:**  Children can apply their knowledge of grammar and vocabulary to compose a piece of French writing. | **Impact**  Children can use pronouns, prepositions and verbs to write simple sentences around the Olympics |