

# Modern Foreign Languages – French

## Stanton Bridge Primary School.

Note: MFL teaching begins in Autumn 2

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><b>Topic Title: Moi</b> (All about me)</p> <p><b>Rigalo 1: Unit 1 – Bon jour</b></p> <ul style="list-style-type: none"> <li>▀ Simple greetings</li> <li>▀ Making simple statements (about name and age)</li> <li>▀ Asking simple questions (about name and age)</li> </ul> <p><b>Rigalo 2: Unit 2 – En Classe</b></p> <ul style="list-style-type: none"> <li>▀ Numbers 1-10</li> </ul> <p>National Curriculum objectives covered: NC1, NC2, NC3, NC4, NC5</p>	<p><b>Topic Title: Jeux et chansons</b> (Games and songs)</p> <p><b>Rigalo 1: Unit 4 – Les Animaux</b></p> <ul style="list-style-type: none"> <li>▀ Numbers 11-20</li> <li>▀ Simple instructions</li> <li>▀ Expressing preferences</li> </ul> <p>National Curriculum objectives covered: NC1, NC2, NC3, NC4, NC5</p>	<p><b>Topic Title: Les quatre amis</b> (The 4 friends)</p> <p><b>Rigalo 1: Unit 4 – Les Animaux</b></p> <ul style="list-style-type: none"> <li>▀ Giving a simple description (of an animal)</li> <li>▀ Making a simple statement (about movement)</li> </ul> <p>National Curriculum objectives covered: NC1, NC2, NC3, NC4, NC5, NC11</p>	<p><b>Topic Title: Ça pousse!</b> (Growing things)</p> <p><b>Rigalo 1: Unit 6 – Bon Anniversaire</b></p> <p><b>Rigalo 1: Unit 11 – On mange</b></p> <p><b>Rigalo 2: Unit 2 – À l' école</b></p> <ul style="list-style-type: none"> <li>▀ Expressing likes and dislikes (about food)</li> <li>▀ Saying what you would like</li> </ul> <p>National Curriculum objectives covered: NC1, NC2, NC3, NC4, NC5</p>	<p><b>Topic Title: On fait la fête</b> (Celebrations)</p> <ul style="list-style-type: none"> <li>▀ Making simple statements (about activities)</li> <li>▀ Expressing praise</li> <li>▀ Months of the year</li> </ul> <p><b>Rigalo 1: Unit 6 – Bon Anniversaire</b></p> <ul style="list-style-type: none"> <li>▀ Writing an invitation</li> <li>▀ Asking permission</li> </ul> <p>National Curriculum objectives covered: NC1, NC2, NC3, NC4</p>

Year 4

Topic Title: *Quell temps fait-il?*  
(What's the weather like?)

Rigalo I: Unit 10 – *Ou vas-tu?*

- ▀ Describing the weather
- ▀ Revision of numbers up to 40
- ▀ Saying the temperature (plus and minus)
- ▀ Saying the date

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC9, NC10, NC11,  
NC12

Topic Title: *Raconte-moi une histoire*  
(Tell me a story)

- ▀ Instructions
- ▀ Numbers in multiples of 10 up to 100

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC10, NC12

Topic Title: *On y va*  
(All abroad)

Rigalo I: Unit 10 – *Ou vas-tu?*

- ▀ Making statements (about travel)
- ▀ Describing the weather

Rigalo I: Unit 3 – *Mon corps*

- ▀ Days of the week

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC10, NC11, NC12

Topic Title: *L'argent de poche*  
(Pocket money)

Rigalo I: Unit 6 – *Bon Anniversaire*

Rigalo I: Unit 11 – *On mange*

- ▀ Expressing likes and dislikes (about food and toys)
- ▀ Justification of opinions
- ▀ Numbers 21-39
- ▀ Simple prices

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC10, NC12

Topic Title: *Le carnaval des animaux*  
(Carnival of animals)

- ▀ Giving a simple description (of animals and habitats)
- ▀ Telling the time on the hour

Rigalo I: Unit 8 – *Quelle heure est-il?*

- ▀ Asking and answering simple questions

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC10, NC12

Year 5

Topic Title: Les quatre saisons  
(The 4 seasons)

Rigalo 1: Unit 10 – Ou vas-tu?

- Making simple statements (about seasons)
- Describing the weather (with reference to present and past)
- Using adjectives as antonyms (opposites)

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC10, NC11,  
NC12

Topic Title: Je suis le musicien  
(I am the music man)

- Expressing and qualifying opinions (about musical preferences)
- Expressing future intentions (about playing a musical instrument)

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC8, NC9, NC10, NC12

Topic Title: Scene de plage  
(Beach scene)

Rigalo 2: Unit 4 – En ville

- Giving a simple description (of a scene or place)
- Using adjectives to add interest and detail to a description
- Writing instructions

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC11, NC10,  
NC12

Topic Title: Bon appétit-  
(Enjoy your meal)

Rigalo 1: Unit 6 – Bon anniversaire

Rigalo 1: Unit 11 – On mange

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences (about food and drink)
- Following and writing instructions (as in a recipe)

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC9, NC10,  
NC12

Topic Title: En route pour l'école  
(On the way to school)

Rigalo 1: Unit 10 – Ou vas-tu?

Rigalo 2: Unit 2 –À l'école

Rigalo 2: Unit 9 – Ma journée

- Describing a journey (to school)
- Simple directions
- Using repair strategies to keep a conversation going

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC10, NC11,  
NC12

Year 6

Topic Title: Notre monde  
(Our world)

- ▀ Understanding and naming continents
- ▀ Making statements (about rivers and their geographical features)
- ▀ Making weather forecast

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC9, NC10,  
NC11, NC12

Topic Title: Le passé et le présent  
(Then and now)

Rigalo 2: Unit 2 –À l' école

- ▀ Making statements about places and towns
- ▀ Asking questions
- ▀ Giving descriptions
- ▀ Saying the year (e.g. mille neuf cent quarante-huit)

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC9, NC10,  
NC11, NC12

Topic Title: Monter un cafe  
(Creating a café)

Rigalo 1: Unit 6 – Bon anniversaire

Rigalo 2: Unit 3 – La nourriture

Rigalo 2: Unit 8 – Les vêtements

Rigalo 2: Unit 12 On va faire la fête!

- ▀ Quantities (of food and drink)
- ▀ Transactional language for a café
- ▀ Seeking clarification of meaning

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC10, NC11,  
NC12

Topic Title: Quoi de neuf?  
(What's the news)

- ▀ Making statements (about columns in a newspaper)
- ▀ Expressing and justifying opinions (using a car)

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC10, NC11,  
NC12

Topic Title: Notre école  
(Our school)

Rigalo 1: Unit 8 – Quelle heure est-il?

Rigalo 2: Unit 2 –À l' école

Rigalo 2: Unit 9 – Ma journée

- ▀ Making statements (about the school environment and routines)
- ▀ Making reference to break time activities, with reference to the past
- ▀ Telling the time using half-hours, quarter-hours and 24-hour clock notation

National Curriculum objectives covered:

NC1, NC2, NC3, NC4, NC5,  
NC6, NC7, NC8, NC9, NC10,  
NC11, NC12

## Language Programme of Study (Key Stage 2)

### Subject Content

Pupils should be taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. Present ideas and information orally to a range of audiences
7. Read carefully and show understanding of words, phrases and simple writing
8. Appreciate stories, songs, poems and rhymes in the language
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. Describe people, places, things and actions orally and in writing
12. 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.