

Futura Knowledge Document

MFL

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Autumn 1</p> <p>Substantive and Disciplinary Knowledge</p>		<p>Listening: Listen and respond to familiar spoken words and phrases. Listen for specific phonemes, words and phrases</p> <p>Speaking: Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Use a wider range of familiar nouns and adjectives to talk about themselves, their age and where they live. Ask what the date is and say the date and use this knowledge to talk about their birthday.</p> <p>Reading: Recognise and understand some familiar written words and phrases in short texts. Read short texts and understand familiar nouns With support, begin to link phrases to make a sentence e.g. My name is..... I am and I am.....</p> <p>Writing/Grammar:: Write some familiar simple words using a model and some from memory. An introduction to adjectival agreement in the simplest form – adding an e to the end of the adjective when talking about the female form. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions, Do you like cheese? Yes I like...</p> <p>Phonic focus: i in, ique and ille. Silent letters é sound in février and décembre e sound in septembre and novembre ch, ou, on and oi</p>	<p>Listening: Listen attentively and understand more complex phrases. Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers from 70 –100 with support e.g. in prices, numeracy activities.</p> <p>Speaking: To be able to describe a familiar animal using familiar structures and vocabulary.</p> <p>Reading: Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of animals and/or facts from a short text.</p> <p>Writing/Grammar: Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words. Understand some basic grammar: learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for “a” or “an” in French) Use of “J’ai...” (“I have...”) and the connective “et” (“and”) Further linguistic progress by learning how to use the negative structure “je n’ai pas de / d’...”</p> <p>Phonics focus: é e è eau and eux and qu gne c en an</p>
<p>What will children know and remember?</p> <p>Children will be able to. . .</p>		<p>How to count to 20. Read, write and recall 10 colours. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Remember the months of the year and use these to be able to say the date and when our birthday is.</p>	<p>Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). Learn how to build a short simple sentence in French using the personal pronoun (je) with a conjugated</p>

		Begin to apply rules of adjectival agreement when saying our nationality.	verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).
Autumn 2 Substantive and Disciplinary Knowledge		<p>Listening: To be able to sit and listen to a familiar story being told in French.</p> <p>Speaking: To retell the story with a focus on correct pronunciation of the phonics focus: ch, ou, on, oi.</p> <p>Reading: Use picture cards and words to recognise and help to retain new vocabulary.</p> <p>Writing/Grammar: To draw story maps of the familiar story and write simple sentences to support recall. Y4: To begin to innovate the story and write simple sentences using the new vocabulary.</p>	<p>Listening: Identify key points in a new context e.g. a story, which contains familiar language linked to the topic previously learned.</p> <p>Speaking: To revisit the phonemes ch, ou, on and oi from last year and be able to confidently retell the story using the correct animal and their appropriate indefinite article.</p> <p>Reading: Use picture cards and words to recognise and help to retain new vocabulary and to begin to use a dictionary to correctly spell the new vocabulary.</p> <p>Writing/Grammar: To draw more complex story maps of the familiar story and write longer sentences to support recall. Y6: To begin to invent a new story and write simple sentences using the new vocabulary from the topic covered in T1.</p>
What will children know and remember? Children will be able to. . .		<p>To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.</p> <p>Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Confidently retell a familiar story in French, “Le chenille qui fait des trous” using actions and story maps to support their recall. Begin to use the new vocabulary to innovate the story and invent their own using the same story structure substituting fruits for vegetables.</p>	<p>To develop language learning strategies through reading a familiar story, applying their knowledge of the story and attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word, picture cards and dictionaries to help achieve this.</p> <p>Name, recognise and remember up to 10 animals in French. Attempt to spell some of these nouns with their correct article/determiner. Confidently retell a familiar story in French, “Les Trois Cabris” using actions and story maps to support their recall. Begin to use the new vocabulary to innovate the story and invent their own using the same story structure substituting farmyard animals for domestic pets.</p>

<p>Spring 1</p> <p>Substantive and Disciplinary Knowledge</p>		<p>Listening: Listen for specific phonemes, words and phrases Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>Speaking: To be able to communicate with others using simple words, phrases and short sentences. to seek help in the classroom e.g. Can you say that again please, I don't understand.</p> <p>Reading: Read short texts and understand familiar nouns e.g. rooms in the house, items in the pencil case/classroom Read a wider range of words, phrases and sentences aloud.</p> <p>Writing/Grammar: Label an animal or object or something drawn/made – e.g. a big kitchen. Use visual scaffolds to build phrases to show position of a few adjectives of colour e.g. a green pencil. Begin to match correctly definite/indefinite article to singular and plural familiar nouns. Phonics focus: : Y3: è, e, é, eau, oux. Y4: i, in, ique and ille</p>	<p>Listening: Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes.</p> <p>Speaking: Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say at least one short phrase on our favourite season/healthy food choice. To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. Creating longer more interesting replies including an opinion.</p> <p>Reading: To be able to read short passages that include the language required to be able to say which is the favourite season written about and why, using the connectives 'et' (and) and 'car' (because). Y6: As above but to read longer texts and pick out the key phrases to answer questions the healthy/unhealthy lifestyles mentioned in the text.</p> <p>Writing/Grammar: Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure to confidently write about their favourite season and why. Y6 to be able to describe a healthy and unhealthy lifestyle. Use dictionaries to check spelling of words. Use knowledge of grammar to enhance or change the meaning of phrases.</p>
<p>What will children know and remember?</p> <p>Children will be able to. . .</p>		<p>Y3: To say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... • Use the connective/conjunction et to link two sentences together.</p> <p>Y4: To be able to recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case. • Respond to simple classroom commands</p>	<p>Y5: Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.</p> <p>Y6: Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy.</p>

			Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French.
Spring 2 Substantive and Disciplinary Knowledge		Listening: To be able to sit and listen to a story being told in French and recognise previously learnt vocabulary in the story. Speaking: To retell the story with a focus on correct pronunciation of the phonics focus: Silent letters – the s is not pronounced in many words like dans, habites, mais, bains. Reading: Read aloud familiar words and phrases from the story. Use picture cards and words to recognise and help to retain new vocabulary. Writing/Grammar: To draw story maps of the familiar story and write simple sentences to support recall. Experiment with writing new words.	Listening: Identify key points in a new context e.g. a story, which contains familiar language linked to the topic previously learned. Speaking: To revisit the phonemes on, oi, ch, ou, an from last term and be able to confidently retell the story using the correct seapon and their appropriate indefinite article and to discuss the different sports using the correct verb faire or jouer. Reading: Use picture cards and words to recognise and help to retain new vocabulary and to begin to use a dictionary to correctly spell the new vocabulary. Writing/Grammar: To draw more complex story maps of the familiar story and write longer sentences to support recall. Y6: To begin to invent a new story and write simple sentences using the new vocabulary from the topic covered in T3.
What will children know and remember? Children will be able to. . .		To be able to improve language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Use previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this. Recall the vocabulary of Chez moi to confidently retell a story in French, “Le Roi Tete en L’air” using actions and story maps to support their recall. Begin to use new vocabulary from En Classe to innovate the story and invent their own using the same story structure substituting rooms in the house for classroom items found in a backpack.	Children will be able to engage in storytelling, speaking in sentences, using familiar vocabulary, phrases and basic language structures. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases from the story. Recall the vocabulary of Antoine le paresseux to confidently retell the story in French using actions, story maps and pictures to support their recall. Begin to use new vocabulary to innovate the story and invent their own using the same story structure substituting different months for seasons and different activities for each season.
Summer 1		Listening:	Listening:

<p>Substantive and Disciplinary Knowledge</p>		<p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems and simple stories including the vocabulary for body parts or items of clothing.</p> <p>Speaking: Communicate by asking and answering a wider range of questions and presenting short pieces of information demonstrating a developing vocabulary.</p> <p>Reading: Understand key points in simple texts using familiar language e.g. How many body parts did you hear in the story? What colour is the girl's hair? What is the boy wearing to school?</p> <p>Writing/Grammar: Write a few simple sentences using either a word bank or model to describe for example a fashion model e.g. lives in London. She is 22 years old. She has brown hair and blue eyes. She wears a red skirt and a blue blouse. Phonics focus: Y3: ch, ou, on and oi Y4: è, e, é, eau, eux.</p>	<p>Listen attentively and understand more complex phrases. Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Speaking: Give a description e.g. of a town, geographical features in a country Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that?</p> <p>Reading: Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of facts and/or opinions from a short text. Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town.</p> <p>Writing/Grammar: Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a family members, geographical locations etc. Use simple conjunctions such as and, but, because to form more complex sentences. Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting.</p> <p>Phonics focus: i, in, ique and ille Y6: qu, ç, gne, en, an</p>
<p>What will children know and remember? Children will be able to. . .</p>		<p>Y3: Key parts of the body - La tête - La bouche - Le nez - Les yeux - Les pieds - Les oreilles - Les genoux - Les épaules - Le corps Y4: Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive</p>	<p>Y5: Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70+ in French. Understand possessive adjectives better in French ('my' form only).</p>

		adjective 'my' in French and describe clothes in terms of colour.	Y6: Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet.
Summer 2 Substantive and Disciplinary Knowledge		Listening: To be able to sit and listen to a story being told in French and recognise previously learnt vocabulary in the story. Speaking: To retell the story with a focus on correct pronunciation of the phonics focus: e in tête, ain in main ch, ou, on and oi Silent letters and the guttural "R" Reading: Read aloud familiar words and phrases from the story. Use picture cards and words to recognise and help to retain new vocabulary. Writing/Grammar: To draw story maps of the familiar story and write simple sentences to support recall. Experiment with writing new words and including prior vocabulary gained over the course of the year.	Listening: Identify key points in a new context e.g. a story, which contains familiar language linked to the topic previously learned. Speaking: To revisit the phonemes i, in, ique and ille and also qu, ç, gne, en, an from last term and be able to confidently retell the story using the correct preposition and recalling the nouns for family members. Reading: Use picture cards and words to recognise and help to retain new vocabulary and to begin to use a dictionary to correctly spell the new vocabulary. Writing/Grammar: To draw more complex story maps of the familiar story and write longer sentences to support recall. Y6: To begin to invent a new story and write simple sentences using the new vocabulary from the topic covered in T5.
What will children know and remember? Children will be able to. . .		To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this. Recall the vocabulary for the parts of the body and use this to confidently retell a story in French, "Va t'en grande monster vert" using actions and story maps to support their recall. Begin to use new vocabulary to innovate the story and invent their own using the same story structure substituting the	Children will be able to engage in storytelling, speaking in sentences, using familiar vocabulary, phrases and basic language structures. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases from the story. Recall the vocabulary of La piece perdue to confidently retell the story in French using actions, story maps and pictures to support their recall. Begin to use new vocabulary to innovate the story and invent their own using the same story structure to include prepositions but asking different family members using knowledge from Y5 learning or

		body parts for items of clothing demonstrating good recall of colours and other previously learnt vocabulary.	searching in different francophone countries around the world.
--	--	---	--