



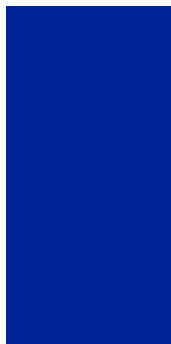
The Neroche MfL Curriculum at Medium Term Planning

At Neroche, the aim of our foreign language curriculum is to nurture children's curiosity and wonder of the world around them in order to build upon their existing knowledge and ensure that they come to see themselves as someone who can gain an understanding of the language and culture of another country. The discipline of being a French linguist at Neroche is developed through our carefully designed curriculum where knowledge is built upon and learning progresses. Through rigorously planned sequences of learning, that build upon knowledge and skills progressively, children at Neroche gain the necessary understanding to apply their skills and knowledge to a range of contexts and make links with previous learning. We want our pupils to have a deep understanding of both spoken and written word.

Pupils at Neroche are taught through a range of approaches using a variety of resources, including songs and stories, so that they build their confidence and understanding over time. Pupils are given the opportunity to communicate for practical purposes within contexts they could apply outside of school.

The aims taken from the National Curriculum that we embody within our MFL Curriculum are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.



Year 3

	Year 3		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Focus on French Greetings and Numbers to 10	Focus on French Colours, Clothing and Food	Focus on French vocabulary for family, home and classroom
Overall purpose/intent(s) of the unit	<i>To listen to spoken language and show understanding by joining in and responding</i>	<i>To speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>To describe people, places, things and actions orally and in writing</i>
National Curriculum coverage	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>To describe people, places, things and actions orally and in writing.</p>
Step/s towards achieving the unit Intent.	To engage in conversations, ask and answer questions in the context of greeting people.	To develop accurate pronunciation and intonation using familiar words and phrases to name colours.	To present a picture of my family using possessive nouns
Step/s towards achieving the unit Intent.	To engage in conversations, ask and answer questions in the context of introducing yourself.	To understand basic grammar of feminine and masculine nouns; In the context of clothing.	To match the subject and verb correctly when talking about pets
Step/s towards achieving the unit Intent.	To engage in conversations, ask and answer questions in the context of talking about how you are.	To name clothes in French	To talk about rooms in a house or flat
Step/s towards achieving the unit Intent.	To engage in conversations, ask and answer questions in the context of saying goodbye	To understand basic grammar of feminine and masculine nouns; In the context of clothing	To ask and answer questions about the classroom
Step/s towards achieving the unit Intent.	To count to 10	To understand key features and patterns of basic grammar in the context of food.	To talk about subjects studied at school
Step/s towards achieving the unit Intent.	To ask and respond to questions about someone's age	To understand key features and patterns of basic grammar in the context of stating preferences about food.	To listen and respond to instructions in PE

Step/s towards achieving the unit Intent.	To name body parts	To be more exact in describing colours	To ask and respond in conversations about places around the school
Step/s towards achieving the unit Intent.	To name everyday actions	To engage in conversations about food	
Step/s towards achieving the unit Intent.		To learn the alphabet	
Outcome of the learning opportunity	I can greet and say goodbye to people in different ways I can introduce myself to someone else. I can ask another person their name. I can name parts of the body I can name everyday actions I can say the numbers 0-10 in French. I can say my age and ask how old someone else is I can discuss how I am feeling	I can name different colours I can name clothes and accessories I can ask and answer questions about clothing I can understand masculine and feminine nouns I can choose the correct article and vocabulary when talking about food I can talk about my food likes and dislikes I can be more exact in describing shades of colours I can pronounce the letters of the alphabet	I can identify family members I can name and talk about pets I can name rooms in a house I can follow instructions to identify classroom objects I can say the names of school subjects I can follow instructions in PE I can name places around the school
Suggestions for extracurricular opportunities in or out.	<i>Use greetings during Register</i> <i>Maths: French Numbers Maths Games</i>		<i>PE warm up activities in French</i>

Year 4

**Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.*

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Focus on numbers, places and transport	Focus on travel and asking for help with directions Vegetables	To engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Overall purpose/intent(s) of the unit	<i>To introduce new vocabulary to count to 100</i> <i>To learn place names in France</i> <i>To learn how to use a bilingual dictionary</i>	<i>To ask for directions and engage in conversations about travel</i> <i>To ask for help to buy specific items</i>	<i>To comment on or engage in conversations about the weather, future plans or likes and dislikes</i>
National Curriculum coverage	To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To present ideas and information orally to a range of audiences. To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To describe people, places, things and actions orally and in writing.	To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

	To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.	To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.	To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.
Step/s towards achieving the unit Intent.	To name and talk about places in France	To give and respond to simple direction instructions	To engage in conversations in the role of a shopper and a shop keeper
Step/s towards achieving the unit Intent.	To describe a town	To develop knowledge of actions and directions to give instructions	To engage in conversations about the seasons and months
Step/s towards achieving the unit Intent.	To count in tens	To ask for or give directions to places in a town	To use phrases stating what the weather is like
Step/s towards achieving the unit Intent.	To count to 100	To use subject verb agreement when talking about travel	To use the correct preposition for feminine and masculine countries when talking about temperature
Step/s towards achieving the unit Intent.	To give information about an address	To engage in a conversation stating a preference for types of fruit	To say where and how I am going on holiday in a sentence
Step/s towards achieving the unit Intent.	To use a dictionary to research word categories	To use the correct form for 'some' in the context of vegetables	To answer a question about sports orally and in writing
Step/s towards achieving the unit Intent.	To discuss different ways of travelling	To describe the colour of clothes using adjectives after the noun	To answer a question about hobbies orally and in writing
Step/s towards achieving the unit Intent.	To use the verb 'to go'	To engage in conversations about where you can buy certain items	
Outcome of the learning opportunity	<p><i>I can ask and answer questions to find out where someone lives</i></p> <p><i>I can identify typical places in a town</i></p> <p><i>I can count in tens to 100</i></p> <p><i>I can count to 100</i></p> <p><i>I can say an address clearly</i></p> <p><i>I can sort vocabulary into topic groups</i></p> <p><i>I can tell people about different types of transport</i></p> <p><i>I can ask and respond to questions about how people travel to school</i></p>	<p><i>I can give and respond to simple direction instructions</i></p> <p><i>I can follow instructions about direction and actions</i></p> <p><i>I can ask for or give directions to places in a town</i></p> <p><i>To talk about how different people travel to places in a town</i></p> <p><i>I can answer questions in writing using qualifiers about whether I like a certain fruit</i></p> <p><i>To say or write phrases starting with Je voudrais and using the correct form of 'some'</i></p> <p><i>I can use adjectives to describe nouns for the colour of clothes</i></p> <p><i>I can answer questions in a complete sentence about where you can buy certain items using the appropriate form</i></p>	<p><i>I can ask and answer questions using the phrase 'S'est ... euros'</i></p> <p><i>I can use the third person plural to discuss seasons and months</i></p> <p><i>I can present a weather forecast</i></p> <p><i>I can use the correct preposition for feminine and masculine countries</i></p> <p><i>I can speak a sentence about going on holiday</i></p> <p><i>I can answer a question about sports orally and in writing</i></p> <p><i>I can answer a questions about hobbies orally and in writing</i></p>
Suggestions for extracurricular opportunities in or out.	<p>Maths – counting to 100</p> <p>Geography – locating and naming places in France</p>	<p>Maths - directions</p>	<p>Geography – the weather</p> <p>PE – sports</p>

Year 5

**Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.*

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Feelings	Food and home life	Animals and School
Overall purpose/intent(s) of the unit	<i>To discuss how they are feeling with reference to emotions and parts of body</i>	<i>To engage in conversation about preferences about food</i> <i>To describe their home</i>	<i>To name animals</i> <i>To talk about the location things in the classroom</i>
National Curriculum coverage	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.</p>
Step/s towards achieving the unit Intent.	To revise the words learnt so far	To ask and answer questions about drink choices	To revise what they can say about themselves and others
Step/s towards achieving the unit Intent.	To talk about what they want to do when they grow up	To uses sentences about what I would like for breakfast orally and in writing	To engage in conversations about a farm
Step/s towards achieving the unit Intent.	To use the appropriate form of a word to talk about emotions	To talk and write about preferences for a sandwich	To describe animals
Step/s towards achieving the unit Intent.	To describe themselves orally or in writing	To use adjectives to describe food using the correct plural form	To say where people are standing in the classroom
Step/s towards achieving the unit Intent.	To name different parts of the body	To use the correct words for pizza toppings	To describe the position of things in the classroom

Step/s towards achieving the unit Intent.	To use an adjective to match a gender when talking about emotions	To introduce members of their family	To engage in conversation about what they can do
Step/s towards achieving the unit Intent.	To answer ask and questions about health	To talk about different types of home and use a dictionary to translate words I want to know	To engage in conversation about French Historical events
Step/s towards achieving the unit Intent.		To talk about objects in the home	
Outcome of the learning opportunity Naming and using in conversation/ writing ...	<i>I can use greetings, ask and answer questions and count in French using my existing knowledge I can use simple future tense to talk about the future I can describe emotions using a masculine or feminine adjective to match the subject I can use nouns, verbs and adjectives to describe myself I can name different parts of the body I can ask how someone is feeling I can ask and answer questions about health</i>	<i>I can ask and answer questions about drink choices I can write sentences about what I would like for breakfast I can write a sentence to express my preference for a sandwich I can use adjectives and nouns to describe food items, using the correct masculine and feminine form I can use the correct form for 'some to describe which pizza I would like I can use the 1st and 3rd person and possessive adjectives to introduce my family I can name different types of home I can talk about objects in the home, using words I have found in a dictionary</i>	<i>I can construct simple sentences about myself and others I can name a variety of farm animals I can give an opinion about an animal I can use elle and il I can say true or false about the position of objects I can give an answer to a question about what I can do in school I can translate a date from French to English and vice versa</i>
Suggestions for extracurricular opportunities in or out.	RHSE – naming emotions	DT – different food types Science – balanced diet	History – world events English Grammar – word classifications
	Year 6		
	<i>*Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.</i>		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Conversations and questions	Numbers and Direction	Time and Famous French People
Overall purpose/intent(s) of the unit	<i>To engage in conversations</i>	<i>To learn vocabulary for numbers to 1000; to learn to respond to questions relating to directions</i>	<i>To tell the time and interpret timetables; to name and describe famous French people</i>
National Curriculum coverage	To listen attentively to spoken language and show understanding by joining in and responding. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To present ideas and information orally to a range of audiences.	To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help To speak in sentences, using familiar vocabulary, phrases and basic language structures.	To listen attentively to spoken language and show understanding by joining in and responding. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To read carefully and show understanding of words, phrases and simple writing. To describe people, places, things and actions orally and in writing.

	To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. To describe people, places, things and actions orally and in writing. To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.	To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To read carefully and show understanding of words, phrases and simple writing. To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. To describe people, places, things and actions orally and in writing.	To understand basic grammar appropriate to the language being studied, including to build sentences; and how these differ from or are similar to English.
Step/s towards achieving the unit Intent.	To use verb subject agreement in conversations about where people live	To calculate the cost of items from shopping lists	To use the correct grammar to discuss famous French people
Step/s towards achieving the unit Intent.	To discuss what there is to do in a town and explain why I do something	To take part in a role play of shopper and shopkeeper	To use the correct form of adjectives in describing nationality
Step/s towards achieving the unit Intent.	To locate new vocabulary in a dictionary to describe the position of places in French towns using maps	To use French terms for Mathematical activities	To say and write a sentence to tell the time
Step/s towards achieving the unit Intent.	To follow respond to information/s in the context of visiting someone's home	To explore ordinal numbers and identify and apply their spelling patterns	To tell the time using pm and am and follow a pattern to conjugate regular verbs
Step/s towards achieving the unit Intent.	To greet, respond and say goodbye and to ask and answer questions in the context of a shopping conversation	To learn about the geographical neighbours of France	To say or write a sentence to tell the time using five minute intervals past and to the hour
Step/s towards achieving the unit Intent.	To describe the position of shops	To ask and answer questions about distances	To use the 24 hour clock to tell the time
Step/s towards achieving the unit Intent.	To use the masculine and feminine form of colours to describe clothes	To use a map to work out the directions between cities	To read and interpret arrival and departure boards and write answers to questions about flights
Step/s towards achieving the unit Intent.	I can ask and answer questions in the context of the role play of shopper and shopkeeper	To learn and write in French about the landmarks of Paris	To read and interpret a school's weekly timetable
Outcome of the learning opportunity	<i>I can use the correct form to go with the subject of a sentence about where people live I can talk about what there is to do in my town I can use prepositional phrases to identify places in a French town or city I can use my prior learning about the home to respond and make informed guesses I can take part in a role play, speaking in French I can use the correct form of positional language in a conversation about shops I can use the correct form of nouns and adjectives when describing the colour of clothes</i>	<i>I can answer questions by writing money amounts in French I can use the French I have learned to take part in a 'shopping experience' I can use appropriate words for number operations and compare and order numbers up to 1000 I can recognise and use ordinal numbers I can write a sentence using the correct form of 'de' in the context of countries neighbouring France I can give an answer about distance, writing the numbers in words I can use the correct words for up to 8 compass points</i>	<i>I can use the correct form of etre when talking about famous French people I can write sentences describing a person's nationality I can say or write a sentence to tell the time using o'clock, half past, quarter past and quarter to I can tell the time using French phrases to describe am and pm times I can say or write a sentence to tell the time using five minute intervals past and to the hour I can say or write a sentence to tell the time in 24 hour time</i>

	<i>I can ask and answer questions about the cost of items</i>	<i>I can create a leaflet which encourages people to visit Paris</i>	<i>I can read and interpret information charts written in French I can read a school timetable to state the times lessons start/ finish and the first and last lessons of the day</i>
Suggestions for extracurricular opportunities in or out.	English – prepositions	Geography – Capital Cities and compass points Maths	Maths – time and data handling