



# Gotham Primary MFL Overview: French

## Substantive Knowledge: Vocabulary (Pillar 2)

	Year 3 2024-25	Year 4/5 2024-25 Year 4 2025-26	Year 5/6 2025-26	Year 6 2024-25
<b>Numbers</b>	<ul style="list-style-type: none"> <li>1-20</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>Counting in multiples of 10 up to 100</li> <li>1-69</li> <li>Number operations + - X ÷</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>71-100</li> <li>Counting in 100s - 1000</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>Partitioning a four-digit number or date; link to teaching of Roman Numerals</li> <li>Read and spell numbers accurately</li> </ul>
	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Weather (beau/pleut/froid)</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year (Date)</li> <li>Weather (more options)</li> </ul>	<ul style="list-style-type: none"> <li>Date including year</li> <li>Birthday</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Write the dates, weather and numbers accurately.</li> </ul>

## Topics and Associated Vocabulary

	Year 3 content recapped +	Year 3 content recapped + Year 4 content recapped +	Year 3 content recapped + Year 4 content recapped + Year 5 content recapped +
<b>Autumn</b>	<u>Moi!</u> <ul style="list-style-type: none"> <li>Salut/Bonjour/Au revoir</li> <li>Je m'appelle / Comment tu-t'appelles?</li> <li>Comment ça va/allez-vous? Ca va bien/ça ne vas pas/ comme ci comme ca</li> <li>Quel âge as-tu? J'ai...</li> <li>Different greetings for different situations;</li> <li>Formal/informal language</li> <li>Parts of the body</li> <li>PE instructions/verbs</li> </ul>	<u>Moi!</u> <ul style="list-style-type: none"> <li>Quelle est ton adresse?/ Où habites-tu? J'habite à...</li> <li>Family members</li> <li>Pets</li> <li>rooms in the home</li> <li>Hobbies/Activities</li> </ul>	<u>Moi!</u> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Describe eyes and hair</li> <li>Height</li> <li>Clothes (to describe)</li> <li>Feelings/emotions</li> </ul>
<b>Spring</b>	<u>L'école</u> <ul style="list-style-type: none"> <li>Classroom instructions</li> <li>Classroom equipment</li> <li>Colours</li> <li>Items of clothing (school uniform)</li> <li>un/une relating to <u>masculine &amp; feminine</u> nouns</li> </ul>	<u>Shopping</u> <ul style="list-style-type: none"> <li>Greetings/Polite phrases</li> <li>Food</li> <li>J'aime/Je n'aime pas/ J'adore/ Je déteste</li> <li>Clothes (addition to uniform)</li> </ul>	<u>J'ai faim!</u> <ul style="list-style-type: none"> <li>J'ai faim/ j'ai soif</li> <li>Restaurant/café</li> <li>Breakfast items</li> <li>Sandwich types</li> <li>Qu'est-ce tu préfères? Je préfère...</li> <li>Pizzas and pizza toppings</li> </ul>
<b>Summer</b>	<u>J'ai faim!</u> <ul style="list-style-type: none"> <li>Food</li> <li>J'aime/Je n'aime pas/ J'adore/ Je déteste</li> <li>describe the colour or size of an object;</li> <li>ask politely for something.</li> </ul>	<u>Time and Travel</u> <ul style="list-style-type: none"> <li>Seasons</li> <li>Transport</li> <li>Quelle heure est-il? (hour and half past)</li> </ul>	<u>L'école</u> <ul style="list-style-type: none"> <li>School subjects</li> <li>Time (et quart ; moins le quart)</li> </ul>
			<u>En France!</u> <ul style="list-style-type: none"> <li>Countries neighbouring France</li> <li>French cities</li> <li>Habiter conjugated</li> <li>Nager/ faire une promenade/ acheter/ regarder un film/ prier /apprendre / prendre le train</li> <li>Places/Buildings</li> <li>Prepositions</li> </ul>
			<u>Eurovision</u> <ul style="list-style-type: none"> <li>European countries (focusing on those neighbouring France)</li> <li>Sharing opinions, using adjectives.</li> </ul> <u>Time and L'école</u> <ul style="list-style-type: none"> <li>Time (5min increments)</li> <li>a.m. and p.m. - du matin, de l'après-midi and du soir</li> <li>School Timetable</li> <li>Opinions</li> </ul>

- Vocabulary to be continuously revisited throughout year and in later year groups; focus initially on speaking and listening before extending to reading and writing in UKS2.
- Opportunities to learn about and discuss festivals such as International Day of Languages and Christmas will also be celebrated throughout the year.



# Gotham Primary French Progression Planning: Disciplinary Knowledge

## Listening and Speaking/Oracy

National Curriculum Statements	Year 3 2024-25	Year 4/5 2024-25 Year 4 2025-26	Year 5/6 2025-26	Year 6 2024-25
Children listen attentively to spoken language and show understanding by joining in and responding.	Repeat modelled words and short phrases; listen and show understanding of short phrases through a physical response.	As prior year group, + applying progression vocabulary from Year 3 and 4.	Listen, understand simple sentences containing familiar words through physical response; understand some detail from short, spoken French material.	As prior year group, + applying progression vocabulary from Year 3-6.  Recall prior learning and long term language structures in a non-scripted way.
Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Recognise, reply and ask familiar questions.		Engage in a longer conversation, reducing the need for prompts. Express a wider range of opinions.	
Children speak in sentences, using familiar vocabulary, phrases and basic language structure.	Use familiar vocabulary to say a sentence in French.		Vary language and produce extended responses.	
Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	Use role play to indicate when to ask or respond appropriately.		Adapt intonation; use expression to communicate questions and responses. Appreciate impact of accents on sound when pronouncing words. Start to apply French phonics (pillar 1) to spoken French.	
Children present ideas and information orally to a range of audiences.	Present rehearsed ideas to a partner or adult.		Apply rehearsed ideas with reduced need for a scaffold.	
Children describe people, places, things and actions orally.	Use adjectives to describe nouns.		Apply a wider range of vocabulary, including adjectives in different contexts.	

## Reading and Writing/Literacy

Children can read carefully and show understanding of words, phrases and simple writing.	Decode sound-symbol correspondences (how different combinations of letters map to different sounds) through modelling of French systematic synthetic phonics (Pillar 1). Recognise sounds or words studied. Retrieve information from French text of an appropriate level of challenge and length.	As prior year group, + applying progression vocabulary from Year 3 and 4.	Retrieve information from French text of an appropriate level of challenge and length.	As prior year group, + applying progression vocabulary from Year 3-6.
Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Identify words when modelled.		Apply English reading comprehension skills to decode vocabulary from context of familiar words. Use a bilingual dictionary to identify unfamiliar words.	
Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	Identify and replicated sounds from modelling.		Recall and apply knowledge familiar words.	
Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Write words or a simple sentence with use of scaffold.		Replace vocabulary in phrases to create new sentences.	
Children describe people, places, things and actions in writing.	Use simple adjectives, for example colours.		Use a wider range of adjectives where appropriate.	

## Grammar (Pillar 3)

Children 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.	Grammar terminology and word class usage in line with Year 3, 4, 5 and 6 National Curriculum English grammar expectations and our Rainbow Grammar progression. (See English Appendix 2 and Gotham Rainbow Grammar Progression).			
	Understand some nouns are masculine and some are feminine; use appropriate determiners and adjectival agreements when appropriate. Use verbs correctly.	+ applying progression vocabulary.	Use first, second and third person when appropriate with appropriate conjugation. Conjugate a wider range of verbs with greater precision and accuracy. Use a bilingual dictionary to identify word class and gender. Observe agreement on verbs and adjectives where appropriate.	+ applying progression vocabulary. + introduction of present and past tense

### Stories, Songs, Poems and Rhymes

Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Listen and identify specific words or phrases in songs or rhymes and demonstrate understanding.

As prior year group,  
+ applying progression vocabulary from Year 3 and 4.

Apply specific words or phrases in songs or rhymes and demonstrate understanding.  
Using and applying this in different contexts (reading, listening, speaking and writing).

As prior year group,  
+ applying progression vocabulary from Year 3-6.