

West Bridgford Junior School – MFL Curriculum Map



At West Bridgford Junior School we greatly value the study of a modern foreign language and recognise its increasing importance in the modern world. We understand the role that French plays in providing a balanced, enriched curriculum whilst equipping children with the necessary skills in an ever- growing bilingual world. Through embedding language skills into our curriculum, we aim to ignite 'a passion for language' and recognise the role that we, as primary educators, play in providing the essential building blocks for lifelong learning. Learning a modern foreign language enables children to learn about the people and culture of a foreign country, promoting a greater understanding of the world in which they live. Through ongoing speaking, reading and writing opportunities, we aim to create confident, inquisitive and well-rounded learners who value and enjoy learning a new language.

	Autumn	Spring	Summer
Year 3	Phonetics 1 (E) I'm Learning French & Animals (E)	Fruits (E) Musical Instruments (E)	I Can... (E) Little Red Riding Hood (E)
Year 4	Phonetics 2 and Presenting Myself (I) Family (I)	Goldilocks (I)	Classroom (I) My Home (I)
Year 5	Phonetics 3 Do you have a pet? (I)	What Is the Date? (I) The Weather (I)	Habitats (I) Clothes (I)
Year 6	Phonetics 4 & At School (P) World War II (P)	The Weekend (P)	The Planets (P) Me In The World (P)

(E = Language Angels Early Language Units) (I = Language Angels Intermediate Language Units) (P = Language Angels Progressive Language Units)



Year 3

Autumn	Spring	Summer
<p>PHONICS- ch, ou, on, oi; silent letters e.g. d in canard, les/ des, x in peux; guttural 'r' as in fraise, orange, cerise Children will learn to hear and say the individual sounds. They will then progress to hearing and saying each sound in a word. They will then hear and say these sounds in a piece of authentic text.</p>		
<p>VOCABULARY – read, write, hear and say Numbers 1-10 in French Ten colours in French Simple greetings- Bonjour, Salut, Au revoir, A plus tard. How are you- ça va? ç ava bien, mal, comme ci comme ca. What is your name- Comment tu t’appelles? Je m’appelle? Ten animals in French Simple sentences – e.g. je suis un mouton, je suis une souris GRAMMAR Use correct determiner for each animal. Explore and understand better the role of indefinite article/ determiner. Explore how and when to use the first-person, conjugated verb 'I am' in French – Je suis</p>	<p>VOCABULARY - read, write, hear and say Ten names of fruits in French Move singular nouns to their plural form - e.g. le pomme > les pommes. Structure 'j'aime' (I like) with the fruit nouns. Structure 'je n'aime pas' (I do not like) with fruit nouns. Ten names of instruments with correct determiners/ articles. Simple sentences – e.g. Je joue du violon (I play the violin) GRAMMAR Nouns in French can be masculine or feminine and singular or plural: un, une, le, la, les Use the high frequency verb 'I play' when saying I play an instrument 'Je Joue' + du (masculine), de la (feminine), des (plural)</p>	<p>VOCABULARY - read, write, hear and say Ten actions in French Say <u>Je peux</u> patiner (<u>I am able to</u> skate) Say Je peux in the negative form - <u>Je ne peux pas</u> patiner (<u>I am not able to</u> skate) Use conjunctions in French: mais (but) et (and) Eight body parts in French. Eight key words from Little Red Riding Hood (Les Chaperon Rouge). Simple phrases from the story e.g. Il était une fois...(Once upon a time) GRAMMAR Je peux (I am able) is the first-person conjugation of the verb 'pouvoir' (to be able to). It is always followed by an infinitive e.g. Je peux danser. Words for the- le, la, les Words for a/ an – un/ une Words for some – du, de la/ des</p>
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Phonetics 1 (E) I'm Learning French & Animals (E)</p>	<p>Fruits (E) Musical Instruments (E)</p>	<p>I Can... (E) Little Red Riding Hood (E)</p>



Year 4

Autumn	Spring	Summer
<p>PHONICS- ch, ou, on, oi (consolidate) l, in, ique, ille (new). Silent letters e.g. s in Paris, Londres, ts in parents. Elision – je becomes j’- as in j’habite, the h acting like a vowel, silent t in et/ avait guttural r in trois/ ours (using back of throat to sound), silent final x in many words Children will learn to hear and say the individual sounds. They will then progress to hearing and saying each sound in a word. They will then hear and say these sounds in a piece of authentic text.</p>		
<p>VOCABULARY- read write hear say Numbers to 20 Say hello, my name is ..., I am ... old, I live in (Salut! Je m’appelle Cecile et j’ai dix ans. J’habite a Lyon.) Key Questions: ça va? Comment t’appelles-tu? Quel âge a tu? Où habites-tu? Nouns & articles/ determiners for family members – mon/ ma/ mes Multiples of 10 to 100 High frequency verbs- il/ elle s’appelle (he/ she is called...), il/ elle a (he/ she has...)</p> <p>GRAMMAR Understand that adjectives may change spelling depending on what they are describing- adjectival agreement. e.g. Je suis française (female) Je suis français (male). High frequency first person verbs: je suis (I am), j’ai (I have), j’habite (I live). Understand the role of gender and plurality: mon frère, ma sœur, mes grands-parents.</p>	<p>VOCABULARY - read write hear say Key vocabulary from the story of goldilocks E.g. Il était une fois (Once upon a time). la grande chaise/ le grand bol</p> <p>GRAMMAR the determiner ‘the’ in English has 4 versions in French. Often referred ton as a ‘definite article’. le la l’ - singular determiners les - plural determiner for ‘the’</p> <p>Adjectival agreement- la grande chaise le grand bol</p>	<p>VOCABULARY- read write hear say Nouns and determiners for 12 common classroom objects. The words for possessive ‘my’ in French: mon ma mes Language to describe what I do and do not have in my pencil case: Dans ma trousse, j’ai un stylo (In my pencil case, I have a pen). Dans ma trousse, je n’ai pas de stylo (In my pencil case, I do not have a pen). Nouns and determiners for house, apartment, and rooms of the house. Key linguistic structures: Chez moi, il y a... (In my house, there is... Chez moi, il n’y a pas de... (in my house there is not)</p> <p>GRAMMAR Fully understand the role of gender and plurality in the choice of possessive adjectives: mon stylo – singular possessive for masculine nouns ma règle – singular possessive my for feminine nouns mes ciseaux – plural my</p>



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<p>Move from 1st person conjugation to 3rd person singular- J'ai (I have) > il/ elle a (he/ she has)</p>		<p>The negative structure – je n'ai pas de... J'ai une gomme – I have a rubber Je n'ai pas de gomme – I don't have a rubber</p> <p>Role of gender in choice of determiners: un salon/ une cuisine</p> <p>Understand better how to use negative: il y a un salon/ il n'y a pas de salon</p> <p>Consolidate : j'habite, j'ai</p>
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Autumn Term	Spring Term	Summer Term
<p>Phonetics 2 and Presenting Myself (I) Family (I)</p>	<p>Goldilocks (I)</p>	<p>Classroom (I) My Home (I)</p>



Year 5

Autumn	Spring	Summer
<p>PHONICS- ch, ou, on, oi, l, in, ique, ille (consolidate) eau, eu, é, è, e, eux (new). Silent letters as Y3/4. Silent last consonants – souris, chat, est, juillet; nt is silent in portent, as seen in ils/ elles portent. Elision – je > j'ai, Children will learn to hear and say the individual sounds. They will then progress to hearing and saying each sound in a word. They will then hear and say these sounds in a piece of authentic text.</p>		
<p>VOCABULARY- read write hear say 8 common pets and their correct determiners Key question- As-tu un animal? (Do you have a pet?) Wider range of conjunctions- mais (but), aussi (also). 7 days of the week in French 12 months of the year Numbers 21-31 (and revise 1-20) Key questions- Quelle est la date aujourd'hui? (What is the date today?) C'est quand ton anniversaire? (When is your birthday) GRAMMAR Choice of gender in determiners > un/ une, le/ la 1st person conjugation of high frequency verbs – J'ai (I have) The negative form – Je n'ai pas de (I do not have). Days of the week and months of the year do not have capitals in French, unless at start of a sentence: Aujourd'hui, c'est lundi huit juillet. (no capital for Monday or July)</p>	<p>VOCABULARY- read write hear say 10 common weather phrases Key Question – Quel temps fait-il? Compass points- le nord, le sud, l'ouest, l'est 5 types of habitats 5 types of plants 5 types of animals GRAMMAR Understand the use of the verb 'faire' (to do/ make) and il y a (there is/ are) in set weather phrases: Il fait chaud (It's hot), Il y a du soleil (It's sunny) Both of these translate to 'It's' in a weather context Begin to explore how verbs can be spelt differently depending on who is doing the action: pousser- to grow: Les algues poussent dans l'océan habiter- to live: L'ours blanc habite dans l'arctique</p>	<p>VOCABULARY - read write hear say 21 items of clothing in French and their correct determiners. New verb – porter – to wear. Je porte= I wear Consolidate mon, ma, mes GRAMMAR Continued- role of gender in choice of possessives: mon pull (my jumper – singular possessive masculine noun) ma jupe (my skirt – singular possessive feminine noun) mes gants (my gloves- plural possessive for male or female noun). Understand adjectival agreement. e.g: Ma jupe verte. Spelling of the colour (the adjective), changes depending on the gender of the noun. Je porte – I wear (1st person conjugation of high frequency verb)</p>
Autumn Term	Spring Term	Summer Term
<p>Phonetics 3 Do you have a pet? (I) What Is the Date? (I)</p>	<p>The Weather (I) Habitats (I)</p>	<p>Clothes (I)</p>



Year 6

Autumn	Spring	Summer
<p>PHONICS- ch, ou, on, oi, l, in, ique, ille, eau, eu, é, è, e (consolidate) qu, gne, ç, en, an (new) Silent final consonants as Y3/4/5. Silent s as in aimes, x as in ennuyeux, s in anglaise, français. Normally silent final x is pronounced when followed by heures, sounding like a z (this is called a liason). The ‘r’ sound in French is guttural from the back of the throat like in the words ‘Uranus’, ‘Terre’, ‘Mercure’, ‘Saturne’, ‘Jupiter’, ‘Mars’ and ‘ro. Silent nt in trouvent (3rd person plural to find) Children will learn to hear and say the individual sounds. They will then progress to hearing and saying each sound in a word. They will then hear and say these sounds in a piece of authentic text.</p>		
<p>VOCABULARY- read write hear say Nouns and determiners for 10 subjects. 7 days of the week. J’étudie le français à neuf heures. Language to describe what subjects I like/ do not like and why: J’adore le français parce que c’est amusant. WW2 vocabulary – not all to be learnt from memory Revisit core vocabulary and key conjunctions- mais (but), parce que (because), aussi (also), en plus (in addition).</p> <p>GRAMMAR The role of gender and plurality in the choice of determiners- le français (singular determiner-masculine noun) la musique (singular determiner feminine noun) les sciences (plural determiner) 1st person conjugation of verb étudier (to study) J’étudie le français. Use conjunctions to make sentences longer, more complex and interesting:</p>	<p>VOCABULARY- read write hear say Tell the time around the clock in French: Il est deux heures moins vingt. 10 activities we might do at the weekend. Extended phrases including an activity, a time, and an opinion, e.g. Le week-end je regarde la télé à dix heures et quart. C’est genial! (At the weekend I watch TV at 10.15. It’s great!)</p> <p>GRAMMAR Make sentences longer, more complex and interesting with opinions. E.g. Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C’est genial. Use a wider range of conjunctions: après- after, aussi – also, plus tard- later. First person conjugation of a wider range of verbs- j’écoute (I listen), je lis (I read), je regarde (I watch)</p>	<p>VOCABULARY- read write hear say 10 key elements from the Solar System along with a wider range of adjectives and question words. (Not all to be learnt from memory) The vocabulary for personal details-how to say my name/ age/ home/ language spoken. Je m’appelle Jasmina. J’ai Treize ans. J’habite à Dakar au Senegal. Je parle français et le wolof. More challenging and authentic language connected to celebrations, religions and the protection of the planet.</p> <p>GRAMMAR To use a range of adjectives, conjunctions and intensifiers to describe the Solar System, and make sentences longer, more complex and interesting: La planète Jupiter est assez froide, très grande et lumineuse. (The planet Jupiter is quite cold, very big and bright)</p>



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<p>En ville j'ai vu des bombes mais à la campagne j'ai vu des fleurs et des arbres. (In the city I saw bombs but in the countryside, I saw flowers and trees.) Use a wider range of adjectives- calme (calm), enfumé (smoky), dangereux (dangerous)</p>		<p>Apply adjectival agreement rules- Petit(e) Add an 'e' to make the adjective agree with feminine nouns. Rouge- If the adjective ends in an 'e' it doesn't change. Gazeux/gazeuse If the adjective ends in 'eux', remove x and add se. Use a wider range of adjectives to describe character. patient (e), calme, curieux/ curieuse.</p> <p>Accurately use 1st person conjugation of high frequency verbs. Je m'appelle, j'ai, j'habite, je parle, je vais.</p>
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Autumn Term	Spring Term	Summer Term
<p>Phonetics 4 & At School (P) World War II (P)</p>	<p>The Weekend (P)</p>	<p>The Planets (P) Me In The World (P)</p>