

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) Habitats (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)	Olympics (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
<ul style="list-style-type: none"> • I can find France on a map of the world if I am shown Europe first. • I can name the capital of France immediately and three other well known French cities if I am given an opportunity to look at a map first. • I can name one other country where they speak French in the world. • I can tell you my name, count to ten and how I am feeling in French with the help of an adult or the PowerPoint used in class. • I can repeat all the numbers 1-10 in French usually unaided. Counting backwards is harder. • I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits. • I can say and match all the animals to their appropriate picture and attempt to spell three animals in French. 	<ul style="list-style-type: none"> • I can repeat and recognise most of the ten fruits in French with their correct article. • I can attempt to possibly spell five of these words unaided from memory with good accuracy. • I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. • I can say in French which of the ten fruits I like and dislike, but I may need a model answer. • I can recognise most of the instruments I have been introduced to, when I hear them and can tell you what that instrument is in English. • I can name approximately five in French with the correct gender. • I am able to match most of the French spellings to their appropriate picture. • I can nearly say I play five instruments of my choice, using the verb jouer correctly in French when I am shown a model answer first. 	<ul style="list-style-type: none"> • I can name up to five common French verbs/activities. • I can also spell up to five of these verbs accurately. • I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first. • I can say I am able to do some of these activities in French by using je peux. • I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear. • I can remember nearly all of the words for the picture cards in French and find it easier when I have a word bank, an adult or a partner to prompt me. • I can remember and spell three parts of the body we covered in class

Autumn Term	Spring Term	Summer Term
Phonetics 1 (E) I'm Learning French & Animals (E)	Fruits (E) Musical Instruments (E)	I Can... (E) Little Red Riding Hood (E)
Topic Overview (E = Language Angels Early Language Units)		



Year 4

Autumn	Spring	Summer
<ul style="list-style-type: none"> • I can understand and use set phrases to talk about myself and ask others for simple information in return. • I can understand numbers 1-20, count and use them out of sequence. • I can say whether I am French or English and I am aware that the pronunciation changes if I am a girl or boy. • I can remember most of the language covered in unit one, but may need some prompting with odd words and phrases. • I can tell you the words for family members in French and, with support, tell you what relation they are to me, how old they are and what they are called. • I can understand numbers 1-100, count and use them in sequence. 	<ul style="list-style-type: none"> • I can use picture cards to sequence the story correctly. • I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember. • I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me. • I can create my own story board in French if I have all the language in front of me and I may need support. • I can name you one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first. • I can tell you in French a couple of different types of habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me. • I can tell you in French which animals and which plants live and grow in one type of habitat. 	<ul style="list-style-type: none"> • I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects. • I can tell you some of the objects I have and do not have in my pencil case. • I can remember and follow most classroom commands in French. I may need the teacher to mime the actions to help me. • I can say and write whether I live in a house or an apartment with high accuracy. • I can say and write where my house or apartment is after I have heard the options available to me. • I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

Autumn Term	Spring Term	Summer Term
Phonetics 2 and Presenting Myself (I) Family (I)	Goldilocks (I) Habitats (I)	Classroom (I) My Home (I)
Topic Overview (I = Language Angels Intermediate Language Units)		



Year 5

Autumn	Spring	Summer
<ul style="list-style-type: none"> • I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. • I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me. • I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. • I can attempt to improve my spoken and written French using the connectives ET (“and”) or MAIS (“but”). • I can repeat most of the months in French with good pronunciation, and attempt to spell some of them from memory but I work better with a gap fill exercise. • I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. • I can ask somebody when their birthday is and say when my birthday is but I may need to hear the French choices first as a model for my own answer. 	<ul style="list-style-type: none"> • I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me. • I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first. • I can read a French weather map but I need the language written down as I may have difficulty in recalling the language. • I can name you one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first. • I can tell you in French a couple of different types of habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me. • I can tell you in French which animals and which plants live and grow in one type of habitat. 	<ul style="list-style-type: none"> • I can tell you some of the key facts from the history of the Olympics and from the modern games in French. • I can remember at least five of the nouns for the ten sports from memory, including their correct spelling and their correct gender in French but I may need a prompt or reminder first. • I can conjugate the JE and IL/ELLE form of the verb FAIRE. I can use this to say that I or my friend plays a sport in French. • I can use de la, de l’ and du correctly when saying I play a sport when I see a model answer first. I can also attempt to use the negative correctly. • I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy. • I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of PORTER in front of me. • I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.

Autumn Term		Spring Term	Summer Term
Phonetics 3	The Weather (I)	Olympics (I)	
Do you have a pet? (I) What Is the Date? (I)	Habitats (I)	Clothes (I)	
Topic Overview (I = Language Angels Intermediate Language Units)			



Year 6

Autumn	Spring	Summer
<ul style="list-style-type: none"> • I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article. • I can say what subjects I like and dislike at school. • I can tell you what time I have a particular subject at school. • I can tell you what time I go to school. • I can explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they. • I can conjugate most of a regular -ER verb in full when I am given the infinitive version. • I can conjugate most of a regular -IR verb in full when I am given the infinitive version. • I can conjugate most of a regular -RE verb in full when I am given the infinitive version. 	<ul style="list-style-type: none"> • I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language. • I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart. • I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first. • I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first. • I can now order a group of unknown words when I am given the appropriate headings and decode most of the meaning in a short piece of French text. • I have learnt some simple strategies to improve my reading and listening skills in French. • I can name some of the countries and languages involved in WW2 and label a map in French if I have a word bank in French. • I can give you a simple account of what city life was like compared to country life during the war. • I am able to write a few lines in French using all the knowledge I have learnt in this unit. 	<ul style="list-style-type: none"> • I can now name at least five planets in French and place them on a solar system map. • I can also spell about five of the planets in French. • I can tell you an interesting fact about four of the planets. • I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural. • I know that there are many countries that have French as their official language and can name two of them in French (apart from France). • I can locate some of these on a map of the world. • I can name and mention a few key facts in French about two celebrations in French speaking countries. • I can tell you at least one thing that I am going to do help protect our planet.

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>
<p>Topic Overview (P = Language Angels Progressive Language Units)</p>		

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