

## Fairlands Curriculum Progression Map

### Subject: MFL - FRENCH

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Y3 and 4 Recall and All About Me! What do we know about France?</b>	<b>Family and Pets</b> (Retrieval of colours – Y3 Spring 1+ Y4 Spring 1)	<b>Personality</b>	<b>Family, Pets and Personality</b>	<b>Physical Descriptions</b> (Retrieval of colours – Y3 Spring 1+ Y4 Spring 1)	<b>Physical Descriptions – Family, Pets</b> (Retrieval of colours – Y3 Spring 1+ Y4 Spring 1)
<b>Key Skills</b>  <b>Reading</b> <b>Listening</b> <b>Speaking</b> <b>Writing</b>  These skills are woven throughout all key phases and across all topic areas	<b>- Retrieval of Y3/4 phonics and introduction of new phonic sounds</b>  Key phonics:  Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/		<b>- Retrieval of Y5 phonics Autumn 1+2</b>  Key phonics:  Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/ i/ien/ch/oe/ss/ill		<b>- Retrieval of Y5 phonics Autumn 1+2/ Spring 1+2</b>  Key phonics:  Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/ i/ien/ch/oe/ss/ill/on	
	<b>Recognise, understand and identify</b> factual information about name/greetings/age/birthdays  <b>Relay</b> information about personal/introductory details		<b>Recognise, understand and identify</b> factual information about family members/pets/personality  <b>Relay</b> information about family members/pets/personality		<b>Recognise, understand and identify factual information</b> from a range of texts about personal details and descriptions/family/pets/personality  <b>Speak</b> with accurate pronunciation and improving knowledge of phonics & ask and answer questions about personal details and descriptions/family/pets/personality  <b>Communicate</b> facts and descriptions in writing about personal details/family/pets/personality	
<b>Knowledge</b>	PHONICS – using intro. phrases & numbers <ul style="list-style-type: none"> <li>• Greetings</li> <li>• How are you</li> <li>• Name</li> <li>• Age – numbers to 15</li> <li>• Birthday – numbers to 31 &amp; months</li> <li>• <i>Question words and intonation</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Family</b> members</li> <li>• <i>Gender of nouns</i></li> <li>• <i>Indefinite article + plurals</i></li> <li>• <b>Personality + intensifiers</b></li> <li>• <i>Recog. of m/f adjectives</i></li> <li>• <i>Pets + indefinite article</i></li> <li>• <i>Negative construction</i></li> </ul>		<ul style="list-style-type: none"> <li>• Physical attributes + <b>intensifiers</b></li> <li>• Facial features</li> <li>• <i>Personal pronouns + irregular verb avoir</i></li> <li>• Eye colour (<i>recog. of adjectives AFTER noun</i>)</li> <li>• Hair length, style, colour &amp; type COLOURS</li> </ul>	

	<ul style="list-style-type: none"> <li>• Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>• Future wish</li> </ul>	
<b>Key Vocabulary</b>	<p>Je <b>m'appelle</b> /Il/Elle <b>s'appelle</b>...  <u>Tu t'appelles comment ?</u>  <b>J'ai Il/Elle a...</b>  <u>Tu as quel âge ?</u>  NUMBERS  Mon/Son anniversaire <b>c'est...</b>  <u>C'est quand ton anniversaire?/ Quelle est la date de ton anniversaire ?</u></p> <p><u>Noël and associated vocabulary/phrases</u></p>	<p><b>J'ai ... + <i>indef.art.</i> + family member</b>  Il/Elle <b>s'appelle</b>...  Ils/Elles <b>s'appellent</b>...  <u>Tu as qui dans ta famille ?</u></p> <p><u>Tu es comment ?</u>  <b>Je suis...Il/Elle est ...</b>  <b>Ils/Elles sont...</b></p> <p><b>J'ai ... + <i>indef.article</i> + pet</b>  Il/Elle <b>s'appelle</b>...  <b>Je n'ai pas de...</b>  <b>mais j'aimerais...</b></p> <p><u>Tu as qui dans ta famille ?</u>  <u>OU : Tu as un animal ?</u></p>	<p><b>Je suis...Il/Elle est ...</b>  <u>Tu es comment ?</u>  <b>J'ai ... Il/Elle a...</b> + facial features (freckles/glasses)</p> <p><u>Tu es comment ?</u>  <b>J'ai ... Il/Elle a...</b> + les yeux.../les cheveux...  <b>Connectives – et, mais, ou</b>  <b>J'aimerais avoir...</b></p>
<b>Reading Opportunities</b>	<p>Choral reading  Reading aloud for pronunciation and intonation  Independent reading</p>		<p>Choral reading  Reading aloud for pronunciation and intonation  Independent reading  Identifying key grammar points when reading</p>
<b>Stretch and Challenge</b>	<p><b>Dictionary skills</b> – Research other greeting responses  <b>Extend number knowledge</b> – higher number activities  <b>Further reading opportunities</b> to improve and develop identification of key details and translate with accuracy.</p>	<p><b>Dictionary skills</b> – Research other animals (not only domestic pets.)  <b>Further reading opportunities</b> to identify irregular adjectives and plurals and translate with accuracy.</p>	<p><b>Further reading opportunities</b> to identify factual information in texts containing longer sentences with elements of unknown vocabulary.  <b>Decipher the structure</b> of longer sentences and apply/use them in own written work.</p>
<b>Links to Modern Britain</b>	<p>In the MFL classroom we show <b>RESPECT FOR ALL</b> in our multi-lingual and multi-cultural world. We embrace the diversity of languages and cultures represented in our school, our communities and in our wider world.</p> <p>We work together <b>DEMOCRATICALLY</b> (pair work/team work/group work/ class work) showing <b>TOLERANCE</b> and understanding of each other as <b>INDIVIDUALS</b> and of differences or similarities in views.</p>		

	We encourage an environment where it is good to make mistakes and to learn from and build on these mistakes in order <b>TO MAKE PROGRESS</b> . We are inclusive of all <b>INDIVIDUALS</b> in our classroom and relish the importance of the differing <b>ROLES</b> played.
<b>Gatsby links</b> <b>See table below</b>	Global Perspective, Personal Enrichment and Communication Skills
<b>Hinterland Knowledge</b>	Authentic Material <ul style="list-style-type: none"> <li>Videos of French families introducing themselves pictured in authentic surroundings (French cities)</li> <li>Discussion around the similarities and differences of festivals and beliefs (Christmas)</li> </ul>

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#### Subject: MFL - FRENCH

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Personal Information retrieval</b> <b>Mealtimes, Food &amp; Drink , Opinions, Retrieval of Phonics</b> (Retrieval of Family members – Y5 Autumn 2)	<b>Personal Information retrieval</b> <b>Mealtimes, Food &amp; Drink, Opinions</b> (Retrieval of Family members – Y5 Autumn 2)	<b>Time</b> (Retrieve numbers - Y4 Summer 1 and Y5 Autumn 1) <b>Daily Routine</b> (Retrieval of days- Y3 Autumn 1) <b>Household Tasks</b> (Retrieval of opinions – Y6 Autumn 1)		<b>Healthy Eating/ Eating out</b> (At the café- retrieval of greetings Y5 Autumn 1/ Numbers retrieval Y6 Spring 1)	<b>Clothes/Weather and seasons</b> (Retrieval of Family members – Y5 Autumn 2)
<b>Skills</b>  <b>Reading</b> <b>Listening</b> <b>Speaking</b> <b>Writing</b>  These skills are woven throughout all key phases and across all topic areas	<b>Phonics Retrieval (regular retrieval throughout year)</b> Key phonics:  <i>Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/ i/j/en/ch/oe/ss/ill/on/er/é/ain/eau/rr</i>  <b>Express</b> genuine thoughts, opinions and feelings on the subject of food and drink <b>Retrieve</b> core phrases & be able to adapt them to fit the current topic		<b>Recognise, understand and identify</b> information relating to numbers and time <b>Express</b> genuine thoughts, opinions and feelings on chores around the house <b>Communicate facts</b> regarding daily routine <b>Retrieve</b> core phrases & be able to adapt them to fit the current topic		<b>Speak</b> coherently with accurate pronunciation & ask and answer questions about eating habits. <b>Communicate</b> with others in a semi-authentic setting (au café) <b>Build</b> up a range of vocabulary that can be used in <b>real-life scenarios</b>	<b>Speak</b> coherently with accurate pronunciation & ask and answer questions <b>Build</b> up a range of vocabulary that can be used in <b>real-life scenarios</b> <b>Communicate</b> facts and descriptions in writing about clothing needed for different uses and in different weather situations.

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Retrieval of personal info. (+verbs)</li> <li>• Food+ drink partitive article- retrieve indef. article</li> <li>• recog. of possessive adjectives</li> <li>• Mealtimes (breakfast/lunch/tea)</li> <li>• <b>Frequency expressions</b></li> <li>• <b>Opinions+ intensifiers + reasons</b></li> <li>• <i>aimer – personal pronouns + - er verbs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time phrases</b> (le matin etc.)</li> <li>• Daily routine</li> <li>• <i>Recog. of reflexive verbs</i></li> <li>• <b>Time</b> (heures, et quart, et demi. et – le q.)</li> <li>• House tasks</li> <li>• <i>Il faut...+ infinitive</i></li> <li>• Retrieval of family members 'avec ma mère'</li> <li>• <i>Recognition of ton etc/ son etc</i></li> </ul>	<ul style="list-style-type: none"> <li>• Food categories + food (carbohydrates etc.)</li> <li>• <i>Question</i></li> <li>• <i>Il faut + infinitive</i></li> <li>• Ordering food -Café Roleplay incorporating opinions</li> <li>• <i>Question words + higher numbers</i></li> </ul>	<ul style="list-style-type: none"> <li>• CLOTHES – <i>adjectives</i>, time expressions, seasons</li> <li>• Weather <i>il faut</i> porter</li> <li>• Je vais porter...(recognition of near future) + retrieval –er verb endings</li> <li>• School uniform</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>J'aime manger... Je n'aime pas manger ... Ma mère aime manger... <u>Qu'est ce que tu aimes manger ?</u> Au petit-déj j'aime manger... Souvent j'aime manger... <u>Qu'est ce que tu manges au pd.. ?</u> J'aime manger ... <b>parce que c'est...</b> <u>Pourquoi ?</u></p>	<p>À ... je + <i>daily routine activity</i></p> <p><u>Qu'est ce que tu fais chez toi ?</u></p> <p>Il faut + household task</p> <p><u>Qu'est ce que tu fais à aider?</u></p>	<p><b>Il faut manger/ Il ne faut pas</b> manger trop/beaucoup de... <u>Qu'est-ce qu'il faut manger?</u> <b>Je voudrais/aimerais</b> manger ... <b>C'est + desc.</b> (chaud/épicé) <b>Ce n'est pas ...</b> <u>Qu'est-ce que tu voudrais manger ?</u> <u>Autre chose ?</u> <u>ça coûte combien ?....</u></p>	<p><b>Time phrases/seasons</b> EG <b>En automne</b> (in Autumn) <b>Normalement/Souvent</b> – <i>Normally/Often</i> Le weekend – <i>At/on the weekend</i> + <b>je porte</b> – <i>I wear</i> il/elle porte – <i>he/she wears</i> on porte – <i>we wear + clothes /colours</i> <b>Quand il neige</b> – <i>when it's snowing</i></p>

				<a href="#">Qu'est ce que tu portes ?</a> <a href="#">Qu'est ce que tu portes quand... ?</a>
<b>Reading Opportunities</b>	Choral reading Reading aloud for pronunciation and intonation Independent reading Identifying key grammar points when reading			
<b>Stretch and Challenge</b>	<b>Dictionary skills</b> – Research other food and drink vocabulary <b>Interview</b> other students about mealtimes, using extended sentences <b>Further reading opportunities</b> to improve and develop identification of key details regarding food and drink/ cultural differences or similarities with France and translate with accuracy.	<b>Create diary entry</b> of a daily routine <b>Further reading opportunities</b> to improve and develop identification of key details regarding daily routine and chores and translate with accuracy.	<b>Produce</b> an advice sheet on healthy eating. <b>Create a conversation</b> in the café <b>beyond</b> the main vital interactions, retrieving prior knowledge of personal details/weather/social interactions.	<b>Design</b> a catalogue page which describes a range of outfits for different seasons.
<b>Links to Modern Britain</b>	In the MFL classroom we show <b>RESPECT FOR ALL</b> in our multi-lingual and multi-cultural world. We embrace the diversity of languages and cultures represented in our school, our communities and in our wider world.  We work together <b>DEMOCRATICALLY</b> (pair work/team work/group work/ class work) showing <b>TOLERANCE</b> and understanding of each other as <b>INDIVIDUALS</b> and of differences or similarities in views.  We encourage an environment where it is good to make mistakes and to learn from and build on these mistakes in order <b>TO MAKE PROGRESS</b> .  We are inclusive of all <b>INDIVIDUALS</b> in our classroom and relish the importance of the differing <b>ROLES</b> played.			
<b>Gatsby links</b>  <b>See table below</b>	Travel and Tourism Diplomacy and International Relations Business Travel Opportunities Competitive Advantage			

<b>Hinterland Knowledge</b>	<p><b>Authentic Material:</b>  Videos of French families at mealtimes  Videos of a typical French student’s daily routine  Discussion around the similarities and differences of mealtimes  Discussion around food and drink specialities  Discussion around the time difference and more regular use of the 24-hour clock</p>
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**Fairlands Curriculum Progression Map**

**Subject: MFL - FRENCH**

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Personal Information retrieval and HOBBIES introduction with PLACES and TIME PHRASES. Embedding of Phonics (Retrieval of Family members – Y5 and Y6 Summer 2)(Opinions retrieval Y6 Autumn 1+2/ Spring 1+2)	HOBBIES and PLACES and TIME PHRASES (Retrieval of Family members – Y5 and Y6 Summer 2)(Opinions retrieval Y6 Autumn 1+2/ Spring 1+2)	SCHOOL LIFE AND CAREERS (Retrieval of days – Y6 Spring 1+2-numbers, time – Y6 Spring 1 - opinions – Y6 Autumn 1+2)		WHERE I LIVE (Retrieval of family – Y5/6/7 Autumn 1 -colours – Y3/4/5 Summer 1+2) opinions – Y6 Autumn 1+2)	
<p style="text-align: center;"><b>Skills</b></p> <p><b>Reading</b> <b>Listening</b> <b>Speaking</b> <b>Writing</b></p> <p>These skills are woven throughout all key phases and across all topic areas</p>	<p><b>Phonics Retrieval (regular retrieval throughout year)</b> Key phonics:   Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/  i/ien/ch/oe/ss/ill/on/er/é/ain/eau/rr/gn/t/tt</p> <p><b>Manipulate</b> grammar and vocabulary  <b>Understand</b> and identify factual information relating to hobbies  <b>Express</b> genuine thoughts, opinions and feelings on the subject of hobbies  <b>Retrieve</b> core phrases &amp; be able to adapt them to fit the current topic</p>		<p>Possess <b>tools</b> to <b>Ask</b> questions to engage in reciprocal conversations  Possess <b>tools</b> to approach an unfamiliar text and <b>identify</b> key tenses. (future tense with careers)  Understand <b>2 tenses</b></p>		<p><b>Communicate</b> facts, ideas and descriptions about where I live  Using knowledge of phonics to <b>transcribe</b> accurately  Understand and convey <b>2 tenses</b></p>	

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• PHONICS – key info. KS2 Classroom phrases + ret. question words</li> <li>• Hobbies &amp; sports</li> <li>• <i>Regular –er verbs</i></li> <li>• <i>Irregular verb faire</i></li> <li>• <i>Prep. jouer à/faire de</i></li> <li>• <b>Time/frequency expressions</b></li> <li>• <b>Locations/people</b> – <i>preposition à + place</i></li> </ul>	<ul style="list-style-type: none"> <li>• School name/type + adj. description</li> <li>• School Subjects</li> <li>• <i>Definite articles</i></li> <li>• <b>Days &amp; Time phrases</b></li> <li>• (Rooms &amp; facilities)</li> <li>• <b>Opinions + intensifiers ne...pas negative construction</b></li> <li>• (Opinions on teacher (recycling personalities))</li> <li>• <i>Regular 'ir' verbs e.g. finir</i></li> <li>• School activities</li> <li>• Career aspirations – recog. <b>cond./future tense</b></li> </ul>	<ul style="list-style-type: none"> <li>• Accommodation- Ret: family</li> <li>• Ret. of <b>opinions</b> and express how feel</li> <li>• Rooms <i>Recy. avoir On a/Il y a</i></li> <li>• Levels/Floors/Layout <i>Recog. prep à</i></li> <li>• Furniture <i>adjectival endings</i></li> <li>• Colours and <b>description: adjectives + opinion adjectives</b></li> <li>• <i>Future tense</i></li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Je joue au/aux etc...  Je fais du/de l'/de la...  (Mon père ...)  Le weekend je joue au....au parc/aves mes amis  <u>Qu'est-ce que tu aimes faire ?</u>  <u>Quand ?</u>  <u>Où ?</u>  <u>Avec qui ?</u></p>	<p>Mon collègue <b>s'appelle...C'est...</b>  <b>On a</b> ...+ lessons.  Lundi on a ... Puis/après on a ...  On a + facilities  <u>Qu'est-ce que tu as au collègue ?</u>  J'aime ... pq c'est...  + negation  J'aime Mme ... pq'elle est ...  <u>Qu'est-ce que tu aimes (au collègue ?)</u>  On joue/fait + activities  <u>Qu'est-ce que tu fais (au collègue ?)</u>  J'aimerais être/devenir + job ... pq...  <u>Qu'est-ce que tu aimerais/voudrais faire/devenir/ être</u>  ( après <u>le collègue ?</u>)</p>	<p>J'habite une grande maison à Cheddar qui est un petit village.  (J'habite avec ma famille) (J'adore ça! Ça m'enerve!)  <u>Où habites tu ? C'est comment ?</u>  (Chez nous) <b>On a</b> ...  <b>or il y a...</b>  <b>on n'a pas de.../ il n'y a pas de...</b>  On a ...au r de ch.  <u>C'est comment ta maison?</u>  <b>On a</b> une grande chaise rouge au salon. (rem. preposition à)  <b>ALLER + INFINITIVE</b>  Je vais habiter/avoir... avec + rooms/items  <u>C'est comment ta chambre?</u></p>
<p><b>Reading Opportunities</b></p>	<p>Choral reading  Reading aloud for pronunciation and intonation  Independent reading  Identifying key structures or grammar points when reading  Group or paired reading (running dictation/paired dictation)</p>		
<p><b>Stretch and Challenge</b></p>	<p><b>Create</b> a verb endings rap/song  Share with the class or teach this to others in your class.</p>	<p><b>Discussion</b> around the differences in the English and French school systems.  <b>Create an advert</b> (paper or role play/video) for Fairlands Middle School</p>	<p><b>Be an estate agent!</b> Advertise a house for sale or rent.  <b>Write an article</b> on the house of your dreams.</p>

	<b>Write about</b> an ideal weekend, describing your favourite hobbies and retrieving time and daily routine phrases (Y6 Spring 1 +2)	<b>Create</b> some job ads detailing, Job, salary, personality traits needed	
<b>Links to Modern Britain</b>	<p>In the MFL classroom we show <b>RESPECT FOR ALL</b> in our multi-lingual and multi-cultural world. We embrace the diversity of languages and cultures represented in our school, our communities and in our wider world.</p> <p>We work together <b>DEMOCRATICALLY</b> (pair work/team work/group work/ class work) showing <b>TOLERANCE</b> and understanding of each other as <b>INDIVIDUALS</b> and of differences or similarities in views.</p> <p>We encourage an environment where it is good to make mistakes and to learn from and build on these mistakes in order <b>TO MAKE PROGRESS</b>.</p> <p>We are inclusive of all <b>INDIVIDUALS</b> in our classroom and relish the importance of the differing <b>ROLES</b> played.</p>		
<b>Gatsby links</b>  <b>See table below</b>	<p>Cultural Understanding Academic Opportunities Education and Research Competitive Advantage Personal Enrichment</p>		
<b>Hinterland Knowledge</b>	<p>Authentic material: Videos of French pupils taking part in and enjoying free time activities Videos of French pupils in a school setting. Employability/ careers videos linked to Languages and the job market Geography of France and geographical features Cultural awareness of French/ British Architecture / Monuments etc</p>		

### Fairlands Curriculum Progression Map

#### Subject: MFL - FRENCH

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>HOLIDAYS / SOUND GRASP OF PHONICS</b> (Retrieval of activities – Y7 Autumn 1+2 – food – Y6 Autumn 1+2, weather- Y6	<b>HOLIDAYS</b> (Retrieval of activities – Y7 Autumn 1+2 – food – Y6 Autumn 1+2, weather- Y6 Summer2- time	<b>IN TOWN</b> (Retrieval of activities – Y7 Autumn 1+2 – food – Y6 Autumn 1+2, locations – Y7 Autumn 1 +2)		<b>FASHION</b> (Retrieval of clothes – Y6 summer 2- colours -Y3-6 / 7 Summer 1+2- time phrases- Y7 / 8 Autumn 1+2)	<b>MEDIA (TV and FILM)</b> (Retrieval of opinions- Y6 Aut 1+2 - and tenses, retrieval of family members – Y5 Aut 1)

	Summer2- time phrases, Y7 Autumn 1+2)	phrases, Y7 Autumn 1+2))			
<p><b>Skills</b></p> <p><b>Reading</b> <b>Listening</b> <b>Speaking</b> <b>Writing</b></p> <p>These skills are woven throughout all key phases and across all topic areas</p>	<p><b>Phonics Retrieval (regular retrieval throughout year)</b> Key phonics:</p> <p>Je/e/a/qu/en/ai/ou/oi/u/ z/un/ç/ i/ien/ch/oe/ss/ill/on/er/é/ain/eau/rr/gn/t/tt</p> <p>Possess tools to approach an unfamiliar text to <b>unpick and decode</b> new language related to the topic of holidays <b>Understand</b> and convey <b>tenses</b></p>	<p><b>Manipulate</b> grammar and vocabulary to convey different meanings with different topics <b>Understand</b> and identify factual information from a range of texts on towns/places in town</p>	<p><b>Retrieve</b> core phrases &amp; be able to adapt them in a variety of situations <b>Express</b> genuine thoughts, opinions and feelings on fashion. <b>Agreeing and disagreeing</b></p>	<p><b>Retrieve</b> core phrases &amp; be able to adapt them in a variety of situations <b>Express</b> genuine thoughts, opinions and feelings on TV programmes /films <b>Apply 3 tenses</b> to our work</p>	
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Key info. retrieval Year 7</li> <li>• Where on holiday+ with whom</li> <li>• <b>Time phrases</b></li> <li>• <b>Countries &amp; continents</b></li> <li>• <b>People</b></li> <li>• <b>Opinions</b></li> <li>• Activities</li> <li>• <b>Perfect tense (avoir with recog. of être)</b></li> <li>• Food + specialites (ret.: food &amp; du de la)</li> <li>• <i>Rec. future tense</i></li> </ul>	<ul style="list-style-type: none"> <li>• (Fr. Sp. Countries)</li> <li>• <b>Location &amp; description</b></li> <li>• Places in town + shops <i>articles, negative, plurals</i></li> <li>• (<i>Adj. agreement?</i>)</li> <li>• <b>On peut...</b> + Town activities</li> <li>• <i>Recy prep à. Au/A la</i></li> <li>• Shops</li> <li>• Where would like to live (including rec. country)</li> </ul> <p>Future tense</p>	<ul style="list-style-type: none"> <li>• Clothes &amp; fashion</li> <li>• <b>Description &amp; time expressions</b> <i>Adjective agr.</i></li> <li>• <b>Recy. past/fut. Tense</b></li> <li>• <b>Agreeing and disagreeing with others</b></li> </ul>	<p>Different types of TV programmes and films.</p> <ul style="list-style-type: none"> <li>• <b>Description &amp; time expressions</b> <i>Adjective agr.</i></li> <li>• <b>Recy. past/fut. Tense</b></li> <li>• <b>Agreeing and disagreeing with others</b></li> </ul>	
<p><b>Key Vocabulary</b></p>	<p><u>Où es-tu allé en vacances ?</u> <u>Quand ? / Avec qui ?/ Comment ?</u> Je suis allé... + country etc <b>C'était + opinion!</b> <u>Tu étais où en vacances ? / C'était comment?</u> J'ai joué/acheté ... Mon frère a regardé ... <u>Tu as fait quoi (en vacances)?</u></p>	<p>J'habite à... mais j'aimerais habiter ...parce que ... Il y a / n'y a pas de... <u>Où habites tu ?</u> <u>Qu'est-ce qu'il y a à.. ?</u> On peut ...+ infinitive Au ... on peut ... <u>Qu'est-ce qu'on peut faire à.. ?</u></p>	<p>Je porte toujours/jamais parce que... ça ma va bien! A la fete de mon 5 ann. j'ai porté...mais pour la fête a 18 ans</p>	<p><u>Qu'est-ce que tu aimes regarder à la télé ?</u> J'aime regarder.... Je n'aime pas regarder... parce que c'est + adj. C'est un/une... <u>Qu'est-ce que c'est comme émission?</u></p>	

	Après on a ... Quand il faisait beau on a On a mangé... <u>Tu as mangé quoi ?</u> Je vais aller.... <u>Où vas-tu aller en vacances?</u>	À l'avenir je vais habiter à ... (au/en/aux) parce que ...	je vais porter/pour mon mariage... <u>Qu'est ce que tu aimes porter?</u> <u>Qu'est ce que tu portes/ vas porter/ as porté?</u>  Retrieval/ combine lots of universals/reuseables! <u>Qu'est ce que tu penses de... ?</u>	Ça passe sur la/le/à... <u>Ça passe sur quelle chaîne/ à quelle(s) heure(s)? /quel jour?</u>  Retrieval/ combine lots of universals/reuseables! <u>Qu'est ce que tu penses de... ?</u>
<b>Reading Opportunities</b>	Choral reading Reading aloud for pronunciation and intonation Independent reading Identifying key structures or grammar points / tenses, when reading Group or paired reading (running dictation/paired dictation)			
<b>Stretch and Challenge</b>	<b>Write</b> a trivago review Holiday <b>diary</b>	<b>Promotional advert/ leaflet/ video</b> for your town/ village	<b>Fashion show</b> – design outfit/ describe outfit/ model outfit/ interview audience about their likes /dislikes. Agreement/ disagreement	Watch a <b>French film</b> and write up character descriptions/ description of setting or location/ costumes used/ likes/dislikes/ agreement/disagreement
<b>Links to Modern Britain</b>	In the MFL classroom we show <b>RESPECT FOR ALL</b> in our multi-lingual and multi-cultural world. We embrace the diversity of languages and cultures represented in our school, our communities and in our wider world.  We work together <b>DEMOCRATICALLY</b> (pair work/team work/group work/ class work) showing <b>TOLERANCE</b> and understanding of each other as <b>INDIVIDUALS</b> and of differences or similarities in views.  We encourage an environment where it is good to make mistakes and to learn from and build on these mistakes in order <b>TO MAKE PROGRESS</b> .  We are inclusive of all <b>INDIVIDUALS</b> in our classroom and relish the importance of the differing ROLES played.			

<p><b>Gatsby links</b></p> <p><b>See table below</b></p>	<p>Visit from guest speaker – Languages and future careers</p> <p>Cultural Understanding</p> <p>Communication Skills</p> <p>Global Perspective</p> <p>Translation and Interpretation</p> <p>Travel and Tourism</p> <p>Personal Enrichment</p>
<p><b>Hinterland Knowledge</b></p>	<p>Authentic Material:</p> <p>World Geography and pictures of Francophone countries</p> <p>Videos of Francophone countries</p> <p>Videos of French and English speakers meeting – exchanges</p> <p>Videos of French towns and famous French landmarks</p> <p>French fashion shows and French films</p>

**MFL GATSBY LINKS**

<p><b>Cultural Understanding:</b> Learning a foreign language goes beyond words; it helps students understand different ways of thinking, values, and traditions. This cultural awareness is valuable in various professions, such as marketing, tourism, and hospitality.</p>	<p><b>Communication Skills:</b> Proficiency in a foreign language enhances communication skills, which are crucial in various careers. Multilingual individuals can work with diverse teams, communicate with a wider audience, and engage in cross-cultural negotiations.</p>	<p><b>Global Perspective:</b> Learning a foreign language and its associated culture broadens one's global perspective, which is invaluable in today's interconnected world. It helps students understand and appreciate different cultures, making them more culturally competent.</p>
<p><b>Academic Opportunities:</b> Language skills can lead to scholarships and study abroad programs, enriching a student's educational experience.</p>	<p><b>Translation and Interpretation:</b> Language proficiency can lead to careers in translation and interpretation, which are essential in international conferences, legal settings, and media.</p>	<p><b>Education and Research:</b> Language skills can lead to academic and research opportunities, as students can study foreign literature, history, and culture. It can also lead to teaching careers.</p>
<p><b>Travel and Tourism:</b> Proficiency in a foreign language can open up opportunities in the travel and tourism industry. Being able to communicate with tourists in their native language can be a significant advantage.</p>	<p><b>Business and Trade Opportunities:</b> In the business world, language skills can facilitate trade and negotiations with foreign partners. They also enhance market research and help companies expand globally.</p>	<p><b>Diplomacy and International Relations:</b> For careers in diplomacy, international relations, or government, proficiency in foreign languages is often a requirement. It enables individuals to engage in diplomacy, international treaties, and negotiations more effectively.</p>
<p><b>Competitive Advantage:</b> In the job market, being bilingual or multilingual can give young people a competitive advantage. Many employers value language skills because they open doors to international markets and clients.</p>	<p><b>Personal Enrichment:</b> Beyond career benefits, learning a foreign language is personally enriching. It provides a sense of accomplishment and the ability to connect with a wider range of people.</p>	