



Year	Term	Rationale	Prior Knowledge/ Connections
Early Years & Key Stage 1		All children are introduced to French (along with others) as a different language that people use to communicate in across the world. In order to explore the similarities and differences between the language, children will begin to listen to and speak in French (through lots of modelling and repetition) through greetings and numbers to 5, whilst responding to everyday classroom instructions. This provides a foundation for learning for all children as they experience discrete MFL teaching from Year 3 through to Year 6.	
Year 3	Autumn	<p>Les salutations (Greetings)</p> <p>Greetings/ Introducing Basics of communicative language to be developed with children engaging them in learning French through listening, speaking, reading and writing skills. Focus on successfully remembering key vocabulary to contribute to a basic conversation.</p>	Pre-teaching of French in Early Years and Key Stage 1 through 'French in the Classroom' poster ensures connections to the learning content for 'Greetings' and 'Counting'. Sporadic language can now be contextualised into a conversation.
	Spring	<p>Les couleurs et les nombres (Colours & Numbers)</p> <p>Counting To develop a solid awareness of the first 10 numbers (counting and recognition) in the number sequence, supporting successful application of numbers to other learning contexts further through the programme.</p> <p>Counting Continuation of counting to apply previous number/ language knowledge to the number pattern. Chosen numbers can be applied to 'Birthdays' learning.</p>	Knowledge of numbers to 10 are required to apply to teen numbers. Extension of number knowledge in preparation for 'Birthdays' so they can be applied where required.
	Summer	<p>Les super-héros (Superheroes)</p> <p>Colours</p>	<p>Extension of number/ counting knowledge gained in Y3 autumn and spring term to be applied when identifying birthdays.</p> <p>Application of French verbs.</p>



MFL Curriculum Rationale

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		Introduction of further basic language to support conversational language whilst giving content to discuss how colours are used and described across languages and cultures, fostering curiosity and global awareness.	
Year 4	Autumn	<p>J'apprends le français (I Am Learning French)</p> <p>Further language content to develop and build confidence and provide useful language for real-life conversations. To be practised daily to reinforce learning and pronunciation.</p>	Extension of number/colour knowledge gained in Year 3.
	Spring	<p>Les glaces (Ice-Creams)</p> <p>Further language content knowledge to support descriptive knowledge. Focus on using previously learnt knowledge more confidently and fluently. Encouraging application of vocabulary they need in order to express likes and dislikes.</p>	<p>Application of basic verbs associated with daily routine, in the first person.</p> <p>Application of prior colour knowledge and number knowledge.</p>
	Summer	<p>Les fruits (Fruits)</p> <p>Continuation of everyday French vocabulary which are useful and relevant to children's lives. Developing conversational skills whilst naming things they know and spelling some simple French nouns.</p>	<p>Application of prior number knowledge.</p> <p>Extension of vocabulary to express likes and dislikes.</p>
Year 5	Autumn	<p>Je me présente (Presenting Myself)</p> <p>Continuation of greetings including the basics of communicative language to be developed with children engaging them in learning French through listening, speaking, reading and writing skills. Focus on successfully remembering key vocabulary to contribute to a basic conversation.</p>	Application of prior greeting knowledge



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	Spring	<p>Ma famille (My Family)</p> <p>Develop awareness of names of people most familiar to the children in their world.</p> <p>Continuation of larger numbers in French to be able to describe the age of family members.</p>	<p>Application of sport related vocabulary to describe the sports they play and their likes and dislikes.</p> <p>Application of nouns and articles/determiners for family members in French.</p>
	Summer	<p>La date (The Date)</p> <p>Introduction of further knowledge content around day-to-day changes, with opportunities to apply prior number and day knowledge alongside likes and dislikes conversational work, adding to information that can be communicated via speaking, listening, reading and writing.</p>	<p>Application of prior number knowledge.</p> <p>Days of the week knowledge to be applied to 'Birthdays' with the combination of number knowledge. Content knowledge will support with identifying the date for each day.</p>
Year 6	Autumn	<p>Au salon de thé (At the Tea Room)</p> <p>Enables children to describe what they like, want, or have using correct form. Develop awareness of changes in spelling and pronunciation from singular to plural.</p> <p>Understanding and applying basic French grammar.</p>	<p>Application of prior knowledge of likes and dislikes.</p>
	Spring	<p>Chez moi (My Home)</p> <p>Introduction of places, names, types of homes, and basic prepositions. Establishing meaningful links to real-life and promoting cultural awareness.</p>	<p>Application of longer spoken or written passage in French recycling previously learnt language.</p>
	Summer	<p>As-tu un animal ? (Do You Have a Pet?)</p>	<p>Application of longer spoken or written passage in French recycling previously learnt language.</p>



Curriculum Rationale

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		Encourages use of simple questions and answers. Introduces useful verbs and vocabulary for animals. Reinforces noun gender and singular/plural forms.	