

MFL Curriculum Overview

Year 6

Term	Unit of work	Knowledge and understanding	What I will know and remember
Autumn 1	Phonics 4 Cultural lesson 4 At School	Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.	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.
Autumn 2	Healthy Lifestyle Joyeux Noel 4 (Celebrations)	Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me. I can also name at least another 5 foods and drinks that are considered bad for your health if eaten in excess. I can tell you at least one thing that I do during the week in terms of exercise. I can give you a general account of what I do to lead a healthy lifestyle if I can prepare first. I can now follow a simple French recipe if I have a few minutes to analyse the text first.
Spring 1	At the weekend	Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	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.

			<p>I can highlight the verb in these sentences if I have a choice of the verbs in front of me first.</p> <p>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 time to prepare first.</p>
Spring 2	Planets	<p>Name and label a map of the Solar System in French.</p> <p>Apply the rules of adjectival agreement to describe the Solar System in French.</p> <p>Use conjunctions and intensifiers to extend descriptions of the Solar System.</p> <p>Ask key questions in French in order to conduct an interview with an astronaut.</p> <p>Answer the questions in French in order to present themselves as an astronaut.</p> <p>Deepen their understanding of adjectival agreement to describe themselves in terms of character.</p>	<p>I can now name at least 5 elements of the Solar System in French and label them on a map.</p> <p>I can easily recognise the cognates when presented to me in written form.</p> <p>I can describe at least 5 elements of the Solar System in French and can apply the rules of adjectival agreement but will need some support.</p> <p>I can say some key questions aloud in French but will need support, especially with pronunciation.</p> <p>I can answer most of the questions and can describe myself as an astronaut in French but will need some support.</p>
Summer 1	Vikings	<p>Name the key periods in Ancient Britain, chronologically in French.</p> <p>Describe themselves physically by pretending to be a member of a fictitious Viking family.</p> <p>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p> <p>Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</p>	<p>I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support.</p> <p>I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank for support.</p> <p>I can describe my daily routine as a typical Viking man or woman using a word bank and can also attempt to write this with relative accuracy. I can also include a connective, a reflexive verb, and the correct pronoun if I am given a selection to choose from first.</p>

		Recognise and start to understand commonly used reflexive verbs and pronouns.	I can start to decode more complex texts in French using a dictionary and with a word bank to help.
Summer 2	Me in the world	<p>About the many countries in the Francophone world.</p> <p>About different festivals (religious and non-religious) around the world.</p> <p>That we are different and yet all the same.</p> <p>That we can all help to protect our planet.</p> <p>How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).</p>	<p>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).</p> <p>I can locate some of these on a map of the world.</p> <p>I can name and mention a few key facts in French about two celebrations in French speaking countries.</p> <p>I can tell you at least one thing that I am going to do to help protect our planet.</p>