
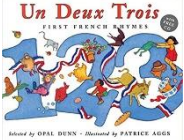




Subject Curriculum Map

Subject: MFL


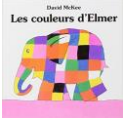
	Term 1	Term 2	Term 3
Year 3	Greetings and Feelings Education City simple bonjour au revoir song https://www.youtube.com/watch?v=0pVCPyGh5cg	Food (Tuck Time) The Hungry Caterpillar 	Numbers Number songs 
	<p><u>Target Words (As below and ...)</u></p> <p>Say hello = Bonjour/Bonsoir/Bonne nuit Say goodbye = Au revoir, A bientôt Comment vous appelez-vous? = What's your name? Je m'appelle ... = My name is ... How are you? = Ca Va? Ca va bien Merci = Thank you Very Much. Mal = not well Bien = Good Tres Bien = Very Good Comme ci, comme ça = not bad/ok Ça va mal [bad/not well], Et toi? [and you?].</p> <p>NC objectives</p>	<p><u>Target Words (As below and ...)</u></p> <p>Merci,=Thank you. Merci Beaucoup = Thank you very much. Je voudrais ... = I would like S'il vous plait = Please Oui = Yes Non = No Pain = Bread Lait = milk L'eau = water Pomme = apple Orange = orange Banane = banana Poire = pear Pain grille = toast Céréale = cereal Grande = big Petite = small Je t'aime = I like</p>	<p><u>Target Words (As below and ...)</u></p> <p>1-20 Age J'ai...ans, = I'm ... years old Moi = Me Et toi, quel âge as-tu? = and you, what age are you?</p> <p><u>NC objectives</u> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language;</p> <ul style="list-style-type: none"> To recognise and repeat sounds and words accurately.

	<p>Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> • To greet people in different ways. • To say hello for different times of day. • To use gestures to support my conversation. • To exchange names in French. • To introduce self to someone else. • To ask another person their name. • To use 'Comment ça va?' as a question. • To listen and respond to someone's question. • To choose the appropriate phrase to say how I feel. • To end a conversation appropriately. 	<p>I Love = J'adore I hate = Je de teste</p> <p>Name some French foods and include in a simple sentence</p> <p><u>NC objectives</u> Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</p> <ul style="list-style-type: none"> • To follow a familiar story in French. • To understand and join in with a story. • To recognise and repeat key vocabulary in a story. • To begin to read some key words in a familiar story • To link written words to picture and objects. • To ask politely for something. • To give a preference for or against things. 	<ul style="list-style-type: none"> • To use songs to support my learning. • To say the numbers 0-10 in French. • To listen and repeat carefully. • To join in when the numbers are in a song. • To use music to help me remember new words. • To apply my knowledge to make sentences. • To listen and respond to someone's question. • To use number words in my sentences. • To make up new sentences. • To ask how old someone is. • To say my own age • To recognise and repeat sounds and words with increasing accuracy. • To make links between known and new vocabulary using sound and spelling • To count up to 20. • To use good pronunciation. • To use words I already know to help me understand new vocabulary.
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		<ul style="list-style-type: none"> • To use a sentence when requesting an item. • To choose the correct article when talking about food. • To say if I like or dislike a food. • To make my preferences stronger. • To identify a size adjective. • To apply my learning to have short conversations 	<ul style="list-style-type: none"> • I can make predictions about vocabulary
	<p><u>Target Words</u> Hello = Bonjour Goodbye = Au revoir Je m'appelle ... = My name is ... Je t'aime = I like Bien = Good Tres Bien = Very Good</p> <p>To engage in a familiar song in French showing recognition of familiarity. To gesture/sign appropriately in response to a familiar song. To join in with a familiar song in French showing understanding of some of the key words. To make attempts to repeat (through gesture/sign/symbol/words) the target</p>	<p><u>Target Words</u> Oui = Yes Non = No Name some French foods e.g. pain, lait, l'eau, pomme, banane, orange, poire. Merci,=Thank you. S'il vous plait = Please</p> <p>To engage with a familiar song/story. To gesture/sign appropriately in response to a familiar song/story. To begin to join in with key words in a familiar song/story. To match an object to a target food word spoken in French.</p>	<p><u>Target Numbers 1-10</u> Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>To engage with a familiar song/story. To gesture/sign appropriately in response to a familiar song/story. To begin to join in with key words in a familiar song/story. To begin to rote count in French. To begin to indicate a numeral when a number is spoken in French. To indicate a numeral when a number is spoken in French. (e.g. bingo)</p>

	<p>word/words in direct response to an adult's model.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/words) during a group session e.g. "bonjour (child's name)" or "au revoir (child's name)."</p> <p>To use the target words in response to a simple question e.g. "Tu aimes x or y?" where x is a known like of the child.</p> <p>To use the target words appropriately (through sign/symbol/ words) to other adults e.g. "Bonjour (adult's name)" outside of class.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>To match a symbol to a target food word spoken in French.</p> <p>To attempt to repeat single food names in direct response to an adult's model.</p> <p>To repeat single food names in direct response to an adult's model.</p> <p>To use the single food names with reducing prompts (when requesting at tuck time).</p> <p>To spontaneously use the single food name to request the item (at tuck time) e.g. I want "pomme"</p> <p>To begin to use positives and negatives to indicate preference.</p> <p>To communicate positives and negatives in response to a simple question e.g. "tu aimes pomme?" – child may respond 'oui' or 'non'.</p> <p>To begin to use 'merci' and 's'il vous plait' when requesting or receiving items – e.g. at tuck time.</p> <p>To begin to read the target words.</p>	<p>To begin to make a set of objects/pictures in response to a number being spoken in French and a gesture (make a set of 5 ducks)</p> <p>To make a set of objects/pictures in response to a number being spoken in French (make a monster with 4 legs, 2 eyes, 7 arms).</p> <p>To make the correct number of movements as identified by the number being spoken in French with a visual action card e.g. "sauter huit fois" (jump eight times).</p> <p>To count up to and say the numeral for how many objects/pictures they have.</p> <p>To begin to transfer the target words to contexts out side of a French lesson. (e.g. "I want deux pomme" at tuck time)</p>
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		To read some target words recognising their meaning.	
	<p>To respond to praise To show awareness of a person, event or object e.g. adult saying good morning/tuck board To response to my name To independently use touch/my body to intentionally control technology</p>	<p>To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To begin to respond to object of reference/strong association To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</p>	<p>To participate in group for a short period of time To make a choice out of 2 To respond to a new stimulus To engage with turning pages to develop fine motor skills</p>




	Term 1	Term 2	Term 3
Year 4	Greetings and Feelings	Animals – vet/pet shop role play 	Colours 
Cultural/Country links			Le Tricolour – develop cultural knowledge of the French flag during this topic
	<p><u>Target Words (As below and ...)</u> Further develop ideas around likes and dislikes and use these in sentences and short conversations – the children could find out the French words for <u>their own likes and dislikes</u>, the class could find out the French words for whole class likes and dislikes etc</p> <p>Extend feelings to Je suis heureux(se) = I'm happy Je suis triste = I'm sad. Je m'ennuie = I'm bored. Je suis fatigué(e) = I'm tired. J'ai faim = I'm hungry. J'ai peur = I'm frightened. Je suis en colère = I'm angry. ... any others which are relevant to the children.</p>	<p><u>Target Words (as below and ...)</u> Cochon-d'Inde = Guinea Pig Tortue = Tortoise Serpent = Snake Vache = Cow Mouton = Sheep Porc = pig Poule = hen Any other animals which are relevant to the children in class – perhaps they could bring in a picture of their pets and these could be the basis for the theme. Je n'ai pas d'animal = I haven't got a pet As-tu...? = Have you got...?</p> <p><u>NC objectives</u> Develop accurate pronunciation and intonation so that others understand when they are</p>	<p><u>Target Words (as below and ...)</u> Rose = Pink Violet = Purple Noire = Black Marron = Brown Gris = Grey Use the colour words to describe colours of animals or food which are already known words (eg pomme rouge) Et = and (la tortue est vert et marron)</p> <p><u>NC objectives</u> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>

	<p><u>NC objectives</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Present ideas and information orally to a range of audiences* Appreciate stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> • To listen to and copy pronunciation of words accurately. • To express an opinion (like/dislike) • To ask others about their opinion • To join in with songs showing their recognition through actions • To illustrate their feelings and express these. 	<p>reading aloud or using familiar words and phrases* Read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> • To develop strategies for remembering new language. • To use gestures to help me remember pets vocabulary. • To make sentences about myself using je. • To use 'tu' to ask questions about a partner. • To make new sentences by swapping key vocabulary. 	<ul style="list-style-type: none"> • To listen to and copy pronunciation of colour words accurately. • To name different colours in French. • To listen to and repeat words carefully. • To use a range of vocabulary to create different sentences. • To describe what colour something is. • To make new sentences by swapping key vocabulary.
	<p><u>Target Words</u> Say hello = Bonjour Say goodbye = Au revoir, A bientôt</p>	<p><u>Target Words</u> Chien = Dog Chat = Cat Poisson = Fish Lapin = Rabbit</p>	<p><u>Target Words</u> Rouge = Red Bleu = Blue Vert = Green Jaune = Yellow</p>

	<p>Comment vous appelez-vous? = What's your name? Je m'appelle ... = My name is ... How are you? = Ca Va? Ca va bien Merci = Thank you Very Much. Mal = not well Bien = Good Tres Bien = Very Good Bonne nuit= Good night Je t'aime = I like I Love = J'adore I hate = Je de teste</p> <p>To engage in a familiar song in French showing recognition of familiarity. To gesture/sign appropriately in response to a familiar song. To join in with a familiar song in French showing understanding of some of the key words. To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model. To repeat (through gesture/sign/symbol/words) the target</p>	<p>Cheval = Horse J'ai = I have (Pets familiar to themselves)</p> <p>To engage in a familiar song in French showing recognition of familiarity – e.g. Old McDonald had a farm. To engage with a story in French with recognisable familiar animals supported by sign and symbol. (Tu as un animal? Dear Zoo) To gesture/sign appropriately showing recognition of the animals. To match an object to a target animal word spoken in French. To match a symbol to a target animal word spoken in French. To make attempts to repeat (through gesture/sign/symbol/words) the target words in direct response to an adults model To use the target words (sign/symbol/word) in response to a simple question e.g. "Quel animal?" whilst showing a target animal or making an animal</p>	<p>Orange= Orange Blanc = White</p> <p>To engage in a familiar song in French showing recognition of familiarity – e.g. L'arc en ciel (I can sing a rainbow) To engage with a story in French (Elmer) To gesture/sign appropriately showing recognition of the colours. To match an object to a target colour word spoken in French. To match a symbol to a target colour word spoken in French. To make attempts to repeat (through gesture/sign/symbol/words) the target words in direct response to an adults model. To use the target words (sign/symbol/word) in response to a simple question e.g. "Quel colour?" whilst showing a target colour To begin to use longer phrases in response to a question e.g. "Quel colour?" "C'est rouge".</p>
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	<p>word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/ words) during a group session e.g. "bonjour (child's name)" or "au revoir (child's name)."</p> <p>To use the target words in response to a simple question e.g. "Tu aimes x or y?" where x is a known like of the child.</p> <p>To begin to use longer phrases in response to a question e.g. "Ca Va?" "Ca va bien Merci."</p> <p>To use the target words appropriately (through sign/symbol/ words) to other adults e.g. "Bonjour (adult's name)" outside of class.</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p>	<p>sound – single word response "chien"</p> <p>To begin to use longer phrases in response to a question e.g. "Quel animal?" "C'est un chien".</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>
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	To read some target words recognising their meaning.		
	<p>To participate in group for a short period of time</p> <p>To show preference for up to 2 learning activities or objects</p> <p>To celebrate personal achievements</p> <p>To respond to praise</p>	<p>To watch objects being hidden and attempt to find them</p> <p>To show excitement in a new learning activity</p> <p>To begin to engage in parallel play</p>	<p>To respond to stimulus or changes e.g. noises/lights on or off/ music starts or stops.</p> <p>To show curiosity with colour in a range of experiences</p> <p>To repeat an action and modify an actions to create a desire effect</p>

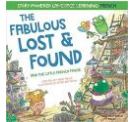
	Term 1	Term 2	Term 3
Year 5	Family 	My Town and school 	Days of the Week/ Months of the year This could include birthdays 
Cultural/Country links		Paris/France	Bastille Day (14 th July)
	<p><u>Target Words (as below and ...)</u> Grand-mère = Grandma Grand-père = Grandad Tante = Aunt Oncle = Uncle Ma famille = My family Ma/Mon = My</p> <p><u>NC objectives</u> Listen attentively to spoken language and show understanding by joining in and responding Describe people, places, things and actions present ideas and information orally to a range of audiences* orally* and in writing</p>	<p><u>Target Words (as below and ...)</u> Ecoutez = Listen Table = Table Chaise = Chair Crayon = Pencil Stylo = Pen Felt tip pen = stylo feutre Où habites-tu? = Where do you live? Could be extended to include shops in the local town</p> <p><u>NC objectives</u> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so</p>	<p><u>Target Words (as below and ...)</u> Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p> <p><u>NC objectives</u> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>

	<ul style="list-style-type: none"> • To present a picture of family members using possessive adjectives. • To identify family members. • To say 'My...' • To describe my family members using previous knowledge • To join ideas into simple sentences 	<p>that others understand when they are reading aloud or using familiar words and phrases speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> • To listen and respond to instructions. • To demonstrate my understanding of instructions in French. • To follow instructions when I hear them. • To say the names of objects around the classroom. • To follow instructions to identify classroom objects. • To ask my partner a question. • To listen carefully and pronounce unfamiliar words with increasing accuracy. • To listen to and repeat names of some French towns and cities. • To ask and answer questions to find out where someone lives. 	<p>material, including through using a dictionary Read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> • To recognise, say and respond to a set of vocabulary. • To listen carefully to a set of vocabulary. • To understand, say and order the days of the week. • To listen, and respond to a set of vocabulary. • To begin to read a set of vocabulary • To read a set of vocabulary • To say the months of the year. • To read the months of the year. • To show my understanding by ordering the months correctly
	<p><u>Target Words</u> mère = Mum</p>	<p><u>Target Words</u> J'habite = I live</p>	<p><u>Target Words</u> Lundi = Monday</p>

	<p> père = Dad frère = Brother soeur = Sister bébé = baby maison = house voiture = car autobus = bus </p> <p> To engage in a familiar song/story in French showing recognition of familiarity. To gesture/sign appropriately in response to a familiar song/story. To match a symbol to a picture linked to word spoken in French. To indicate a picture in response to a word spoken in the target language. To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model. To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model. To share the target words with peers (through sign/symbol/words). </p>	<p> Ma maison = My house Fenêtre = Window Porte = Door École = School Asseyez-vous = Sit down Professeur = teacher (Madame xxx/ Monsieur xxx) France and Paris Angleterre = England </p> <p> To indicate the object in response to a word spoken in the target language. To indicate a picture in response to a word spoken in the target language. To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model. To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model. To begin to respond to simple familiar instructions given in the target language in context </p>	<p> Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday aujourd'hui = today Joyeux anniversaire = happy birthday aujourd'hui = today </p> <p> To engage in a familiar song in French showing recognition of familiarity. To gesture/sign appropriately in response to a familiar song. To indicate the object in response to a word spoken in the target language. To indicate a picture in response to a word spoken in the target language. To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model. To repeat (through gesture/sign/symbol/words) the target </p>
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	<p>To use the target words in response to a simple question e.g. "ta mère ou ton père?" when shown a picture of their mum/dad.</p> <p>To begin to use longer phrases in response to a question e.g. "quel est le nom de ton frère?" "Mon frère s'appelle marc."</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>To share the target words with peers (through sign/symbol/ words).</p> <p>To use the target words in response to a simple question e.g. "Est-ce ta maison?" when shown a picture of their house.</p> <p>To begin to use longer phrases in response to a question e.g. "Où habitez-vous?" "J'habite a Bolton."</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/ words).</p> <p>To use the target words in response to a simple question e.g. "Quel jour est-il?" (what day is it) during morning group (single word response)</p> <p>To begin to use longer phrases in response to a question e.g. "Quel jour est-il?" "Il est lundi."</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>
	<p>To show anticipation with familiar people and events</p> <p>To begin to initiate interaction with peers and adults</p>	<p>To show my preferences e.g. accepting or pushing away adult or object</p>	<p>To observe birthday celebrations</p> <p>To observe celebration assemblies</p> <p>To express my own feelings in relation to cultural experiences</p>

	To begin to understand that some things are theirs, some things are shared and some things belong to other people	To begin to be aware of themselves and what they look like To be able to find familiar objects in their correct places.	To show understanding that an event will happen when shown a familiar object- more than 4 objects
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	Term 1	Term 2	Term 3
Year 6	Body Parts and clothes Heads Shoulders knees and Toes 	Travel and Transport	Days of the Week/ Months of the year
Cultural/Country links	Beret, traditional clothing	Disneyland Paris French Music	Bastille Day (14 th July)
	<p><u>Target Words (as below and ...)</u></p> <p>visage = face doigts = fingers bouche = mouth nez = nose pantalon = trousers jupe = skirt chaussures = shoes chaussettes = socks pull scolaire = school jumper tee-shirt = t-shirt manteaux = coat</p> <p><u>NC objectives</u> To listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express</p>	<p><u>Target Words (as below and ...)</u></p> <p>Avion = aeroplane Bateau = boat Camion = lorry Gare = railway station arrêt de bus = bus stop nord = north sud = south est = east ouest = west gauche = left droit = right allez = come on</p> <p><u>NC objectives</u> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p><u>Target Words (as below and ...)</u></p> <p>printemps = spring été = summer l'automne = autumn hiver = winter Vacances = holiday Noël = Christmas joyeux anniversaire = happy birthday vacances d'été = summer holiday plage = beach mer = sea parc = park</p> <p><u>NC objectives</u> Develop accurate pronunciation and intonation so that others understand when they are</p>

	<p>opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people, places, things and actions orally* and in writing</p> <ul style="list-style-type: none"> • To read, listen and respond to vocabulary. • To demonstrate my understanding with actions. • To listen to and read the names of different body parts. • To repeat words carefully. • To sing 'Heads, Shoulders, Knees and Toes' in French. • To point to the correct part for each word • To ask and answer what is 'there'. • To name clothes in French. • To use simple conjunctions to link vocabulary for clothes and accessories. • To have a simple conversation about clothes. • To use et to join words in a list. 	<p>material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <ul style="list-style-type: none"> • I can tell other people about types of transport. • I can name different ways of travelling. • I can identify types of transport using words and gestures. • To give and respond to simple direction instructions • To use my knowledge of actions and directions to give instructions. • To say a sequence of movements. • To follow instructions about direction and actions. • To combine familiar language to create a new set of sentences. 	<p>reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> • To answer questions orally, using a modelled sentence. • To answer questions by writing a sentence in French. • To accurately pronounce words. • To expand sentences using conjunctions • To use previous knowledge to form sentences • To recognise familiar written words • To write simple sentences using correct spelling patterns,
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	<ul style="list-style-type: none"> To name clothes and accessories in French. <p>To say what I am wearing. To ask someone else what they are wearing</p>		
	<p><u>Target Words</u> tête = head jambe = leg bras = arm main = hand pied = foot les yeux = eyes cheveux = hair chapeau = hat J'ai = I have</p> <p>To engage in a familiar song/story in French showing recognition of familiarity. To gesture/sign appropriately in response to a familiar song/story. To match a symbol to a picture linked to word spoken in French. To indicate a picture in response to a word spoken in the target language. To make attempts to repeat (through gesture/sign/symbol/words) the target</p>	<p><u>Target Words</u> Train =Train Autobus = Bus Voiture = Car Pied = Walk Velo = bike France and Paris Angleterre = England Arrêt = stop Allé = go</p> <p>To move appropriately in response to a visual and verbal cue. To match a symbol to a picture linked to word spoken in French. To indicate a picture in response to a word spoken in the target language. To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p>	<p><u>Target Words</u> Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p> <p>To engage in a familiar song in French showing recognition of familiarity.</p>

	<p>word/words in direct response to an adult's model.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/words).</p> <p>To use the target words in response to a simple question e.g. "où est ta tête?"</p> <p>To begin to use longer phrases in response to a question e.g. "où est ta tête?" "Ma tete est ici"</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/words).</p> <p>To use the target words in response to a simple question e.g. "Où est le voiture?"</p> <p>To begin to use longer phrases in response to a question e.g. "où est le voiture?" "Le voiture est ici". Or "De quelle couleur est la voiture?" "Le voiture est rouge"</p> <p>To listen, attend to and follow familiar interactions in the target language.</p> <p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>	<p>To gesture/sign appropriately in response to a familiar song.</p> <p>To indicate the object in response to a word spoken in the target language.</p> <p>To indicate a picture in response to a word spoken in the target language.</p> <p>To make attempts to repeat (through gesture/sign/symbol/words) the target word/words in direct response to an adult's model.</p> <p>To repeat (through gesture/sign/symbol/words) the target word/words in response to an adult's model.</p> <p>To share the target words with peers (through sign/symbol/words).</p> <p>To use the target words in response to a simple question e.g. "Quel jour est-il?" (what day is it) during morning group (single word response)</p> <p>To begin to use longer phrases in response to a question e.g. "Quel mois est-il?" "Il est Juin."</p>
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			<p>To respond to a spontaneous use of the target words when outside of a French lesson.</p> <p>To begin to copy write the target words showing an understanding that they are writing in French.</p> <p>To begin to read the target words.</p> <p>To read some target words recognising their meaning.</p>
	<p>To initiate interaction and activities using my preferred method of communication</p> <p>To engage with copying actions to develop fine and gross motor skills.</p> <p>To engage in dress up with adult support</p>	<p>To show motivation to repeat my actions</p> <p>To experience music from various cultures</p> <p>To begin to sustain attention when engaging with a less familiar object or learning activity</p> <p>To develop anticipation e.g. ready, steady, go.</p> <p>To stop</p> <p>To start</p>	<p>To show curiosity in a range of environments</p> <p>To participate in birthday celebrations</p> <p>To participate in celebration assemblies</p> <p>To show understanding that an event will happen when shown a familiar object- up to 4 objects</p>

NB: French culture to be threaded through as appropriate – food – try French foods, Days/Months – French special days, French flag, Eiffel Tower, Paris, Disney. A French Day may be held each year organised by the MFL team to further the children's understanding of French culture

Pre National Curriculum Statements

Pupils attempt one or two words in the target language in response to cues in a song or familiar phrase. They respond to simple questions, requests or instructions about familiar events or experiences. Responses may be through vocalisation, sign or gesture and pupils' responses may depend upon repetition and support.

Pupils respond to others in a group. Their attempts to communicate in the target language may rely heavily upon repetition and gesture, and they may use facial expression and/or intonation to enhance meaning. They communicate positives and negatives in the target language in response to simple questions. They match and select symbols for familiar words, actions or objects presented in the target language.

Pupils introduce themselves by name in response to a question in the target language. They contribute to using the target language for a purpose, for example, using ICT skills to access the internet and exchange information, with guidance from other pupils or adults. They listen, attend to and follow familiar interactions in the target language.

Pupils listen attentively and know that the target language conveys meaning. They understand one or two simple classroom commands in the target language. They respond briefly using single words, signs or symbols. They may need considerable support from a spoken model and from visual clues. They may read and understand a few words presented in a familiar context with visual clues. They can copy out a few words with support. They label one or two objects. With some support, they use the target language for a purpose, [for example, requesting items in simulations of real life encounters in the target language].

National Curriculum Statements

- ♣ listen attentively to spoken language and show understanding by joining in and responding

- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ♣ present ideas and information orally to a range of audiences*
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally* and in writing