



MFL Knowledge Progression 2022 - 2023

Foundation	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1				
Autumn 2				
Spring 1	Comptines et Chansons (E) (Nursery Rhymes)	To become more familiar with 6 traditional nursery rhymes <ul style="list-style-type: none"> Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy. Using gestures and images to help us understand more of what we hear in French Actively participate and enjoy six traditional nursery rhymes in French Start to understand and decode more of the spoken/sung French we hear. 	Brille, Brille Petite Étoile - (Twinkle, Twinkle Little Star) Les Petits Poussins – (The Little Chicks) Le Vieux MacDonald – (Old MacDonald) [Intro to some animal nouns] Un Éléphant Se Balançait – (An Elephant On A Swing) L'Araignée Gipsy – (Incy Wincy Spider) Les Roues de L'Autobus – (The Wheels Of The Bus)	Year 1 Spring 1 & 2 – Les petits bêtes (mini beasts) Year 2 Autumn 1 & 2 – Les animaux (animals) Year 3 Summer 2 – As-tu un animal? (Do you have a pet?)
Spring 2				
Summer 1				
Summer 2				
Year 1	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities



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Autumn 1	Les salutations (E) (Greetings)	To be able to greet and hold a simple and short conversation Say 'hello' (formally and informally)	Bonjour, salut Ça va? ça va bien, ça va mal, comme çi, comme ça Au revoir À plus tard Les salutations	Year 3 Autumn 1 – J'apprends le français (I am learning French) Year 3 Autumn 2 – Je me présente (Presenting myself)
Autumn 2		· Say 'my name is...' · Ask somebody how they are feeling and give a reply · Say 'goodbye' and 'see you soon'		
Spring 1	Les petits bêtes(E) (Mini beasts)	To learn the words for ten minibeasts and learn how to follow instructions Recognise and recall 10 minibeasts · Recall greetings more easily · Recognise and follow instructions · Follow an animated story in French.	Les Petites Bêtes = The minibeasts Bonjour, Au revoir, Levez-vous, Étirez-vous, Inspirez, Expirez, Relâchez, Asseyez-vous Mini beasts : la chenille (the caterpillar), l'abeille (the bee), le ver (the worm), le papillon(the butterfly), l'escargot (the snail), la fourmi (the ant), le hérisson (the hedgehog), la coccinelle (the ladybird), l'araignée (the spider) la grenouille (the frog)	Progression from Foundation - Les chansons et comptines (Nursery rhymes) Year 2 Autumn 1 & 2 – Les animaux (animals) Year 3 Summer 2 – As-tu un animal? (Do you have a pet?)
Spring 2				
Summer 1	Les saisons (E) (The seasons)	To learn about seasons <ul style="list-style-type: none"> Recognise all four seasons in French Learn an associated action for each season Understand better what happens in the world around us in each season 	Les saisons L'hiver (winter) Le printemps (spring) L'été (summer) L'automne (autumn) Il y a quatre saisons (there are four seasons) Some associated weather conditions	Year 4 Spring 1 Quel temps fait-il? (what's the weather like ?) Year 4 Summer 2 – Les saisons KS2 (the seasons)
Summer 2				
Year 2	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1	Les animaux (E) (Animals)	To remember and recall from memory 10 common animals in French with the correct article/determiner <ul style="list-style-type: none"> Name and recognise up to 10 animals 	10 animal nouns: un lion (a lion), un oiseau (a bird), un mouton (a sheep), un lapin (a rabbit), un cheval (a horse), un singe(a monkey), un canard (a duck), une souris (a mouse), une vache (a cow), un cochon (a pig)	Progression from Year 1 Spring 1 & 2 Les petits bêtes Grammar: Year 2 summer 1&2 definite/indefinite articles



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Autumn 2		<ul style="list-style-type: none"> Attempt to spell some of these nouns with their correct indefinite article Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). 	Je suis (I am...) vraix (true) faux (false)	
Spring 1	Les couleurs et les nombres (E) (Colours and numbers)	To learn 10 colours and count from 1-10 <ul style="list-style-type: none"> say 10 common colours numbers from 1 – 10 Introduction to cognates	Les couleurs (the colours) gris (grey), rouge (red), jaune(yellow), vert (green)bleu (blue), blanc (white), violet (purple), orange (orange), marron (brown), noir (black) Numbers 1 - 10	Year 3 Autumn 1 J'apprends le français (I'm learning French) Year 6 Autumn 2 À l'École (at school)
Spring 2				
Summer 1	Les fruits (E) (Fruit)	To say what fruit we like and do not like Name, recognise and remember up to 10 fruits Attempt to spell some of these nouns with their correct article/determiner Ask somebody if they like a particular fruit. (Est-ce que tu aimes?) Say what fruits we like and dislike [J'aime (I like), je n'aime pas (I don't like)]	10 common fruits incl determiners: une pomme (an apple) une fraise (a strawberry), une cerise (a cherry), une pêche (a peach) une banana (a banana), une prune (a plum), un abricot (an apricot), une orange (an orange), une poire (a pear), un kiwi (a kiwi) singular to plural nouns Oui (yes) Non (no)	Year 6 Autumn 1 Manger et bouger (Healthy lifestyle)
Summer 2				
Year 3	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1	Phonetics 1 (C) J'apprends le français (E) (I'm learning French)	Phonetics: CH OU ON OI To find France on a map, say how you feel, count from 1-10 and learn 10 colours Basic Greetings/ Introduce by name (Comment tu t'appelles?) Numbers 1 – 10, Les couleurs	Colours, Greetings Numbers to 10 Quelle est ta couleur préférée? (What's your favourite colour ?)	Progression from Year 1 Autumn 1 & 2 Les salutations Progression from Year 2 Spring 1 & 2 Les couleurs et les nombres (colours and numbers)



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Autumn 2	Je me presente (I) (Presenting myself)	To say your name, age, how you are feeling and where you live Greetings – progression (Conversational) Numbers to 20 Quel âge as-tu? J'ai... Je suis...(I am...)	Introduction to verb 'avoir' Introduction to verb 'être' Quel âge as-tu? Numbers to 20 Où habites-tu? J'habite à.... Apply rules of adjectival agreement	Progression from Year 1 Autumn 1 & 2 Les salutations Progression from Year 2 Spring 1 & 2 Les couleurs et les nombres (colours and numbers) Progression from Year 3 Autumn 1 J'apprends le français
Spring 1	Je peux...(E) (I can...)	Phonetic focus : silent letters, nasal sounds, CH, OU, OI To say 'I can...' plus a range of activities Verbs: chanter, manger, cuisiner, regarder, danser, sauter, écrire, écouter, boire, parler Je peux... oui, non	Verbs: chanter, manger, cuisiner, regarder, danser, sauter, écrire, écouter, boire, parler Je peux...	Year 5 Spring 1 Les verbs réguliers (regular verbs) Year 5 Summer 1 Les verbs irréguliers (irregular verbs)
Spring 2	La famille (I) (The family – new)	Phonetic focus : I, IN, ILLE, IQUE To talk about your own / an imaginary family Poss adj 'my' : mon ma mes Determiners : le, la, les, l', Gender : masculine/feminine As-tu des frères et sœurs ? Age : J'ai ...ans, elle/il a ...ans	Moving from 'I am' to 'he/she is' Family nouns Verbs ETRE, AVOIR (1 st and 3 rd person) Grammar : Poss adj/noun/verb/name 3 rd person conjugation il/elle s'appelle Ils/elles s'appellent (they are called) Numbers to 100	Year 5 Summer 1 Les verbs irréguliers
Summer 1	Les legumes (E) (Vegetables)	Phonetic focus: ON CH To be able to buy vegetables at a French market Veg nouns in plural form (les) Je voudrais...	Dans mon panier j'ai... Un kilo de... Un demi-kilo de... s'il vous plait, merci Grammar : de, d' (of) verb : vouloir connective : et	Year 6 Autumn 1 Manger et bouger (Healthy lifestyle)
Summer 2	As-tu un animal? (I) (Do you have a pet?)	To say what pet you have and do not have Pet nouns negative sentences : n'ai pas de/d'...n'a pas de, d' Longer script reading/translating Longer writing task	Connective: mais J'ai, je n'ai pas, indefinite article un/une qui s'appelle (that is called) Pet nouns	Progression from Year 2 Autumn 1 & 2 Les animaux
Year 4	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1	Phonetics 2 (C)	Prior knowledge : Possessive adj MY, noun gender I IN IQUE ILLE	Classroom nouns Qu'est-ce qu'il y a dans ta trousse?	Grammar progression Year 3 Spring 2 La famille (possessive adjectives)



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	En Classe (I) (In the classroom)	To say what you have/don't have in your pencil case Grammar: masc, fem, plural, possessive adjective 'Your' Introduction negative sentence structure	Je n'ai pas...	
Autumn 2	Quelle est la date aujourd'hui ? (I) (What's the date today?)	To be able to say the date Prior knowledge: numbers – 31, say where you live, your age, your name and nationality, months of the year, days of the week Build on to be able to say the date in French and the date of your birthday Short and long date	Nouns: Months, days of week, numbers to 31 Quelle est la date aujourd'hui? (What's the date today ?) Aujourd'hui c'est (today it's..) C'est quand, ton anniversaire (when is your birthday?) Mon anniversaire est le...(my birthday is in..)	Progression from Year 2 Autumn 2 Je me présente
Spring 1	Quel temps fait-il ? (I) (What's the weather?)	To be able to describe the weather Recognise and recall 9 weather conditions from memory Progression: days of week + weather condition North, south, east, west and centre	weather nouns Directions: north, south, east, west, centre	Progression from Year 1 Summer 1&2 Les saisons
Spring 2	Boucle D'Or et les Trois Ours (I) (Goldilocks and the Three Bears)	To learn new language through picture, word and phrase cards De-coding skills Identifying cognates Identifying adjectives, verbs, gender, meaning/story order Create own book/story board based on story.	Key vocab: Boucle d'OR ours soupe, bol, chaise, lit grand(e), moyen(ne), petit(e) juste comme il faut verbs : goûter, toucher,	Progression from Foundation (listening to a story) Comptines et chansons
Summer 1	Les saisons KS2 (E) (Seasons)	Talk about our favourite season Phonetics: ON OU CH OI Progression: Combine weather with seasons Quelle est ta saison préférée... Ma saison préférée...	The season nouns Il y a ... (there is/are) Les fleurs poussent, les oiseaux chantent, les arbres perdent leurs feuilles connective : et, car (because)	Progression from Year 1 Summer 1 & 2 Les saisons
Summer 2	Les vêtements (I) (Clothes)	To describe what clothes you are wearing by colour gender masculine and feminine : une/un (a) conjugation of verb 'porter' adjectival agreement	Nouns for clothes new verb: porter (to wear) 'des' (some) colours Dans ma valise je vais metre...(Into my suitcase I will put....	Progression from Year 2 Spring 1 & 2 Les couleurs et le nombres Progression from Year 3 Autumn 1 J'apprends le francais



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Year 5	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1	Phonetics 3 (C) Les Jeux Olympics (The Olympics)	É E È EUX EAU To use FAIRE to describe what sport a particular Olympian is playing Identifying cognates and decoding longer passages of text To use the negative form of FAIRE – je ne fais pas de... To prepare and perform a short presentation	10 Sporting nouns Verb: Faire Grammar: de l', de la, du	Grammar progression Year 3 & 4
Autumn 2	Au café (I) (At the café)	To be able to order what you want to eat and drink in a French café Qu'est-ce que tu prends pour le petit déjeuner? (What do you have for breakfast ?) Je prends ...	12 nouns and articles for food and drink, 7 nouns and articles for typical snacks Verb: Vouloir. je prends Grammar: nouns, gender,determiners/articles, je voudrais	Progression from Year 2 summer 1&2 Les fruits Progression from Year 3 Summer 1 Les legumes Year 6 Autumn 1 Manger et bouger
Spring 1	Les verbes réguliers (P) (Regular verbs)	Grammar based unit: To learn about regular verbs Using prior noun knowledge to pair with new verbs learned	Re-visit silent letters Re-visit personal/subject pronouns Conjugate easily and with clear understanding regular -er verbs like JOUER, regular -ir verbs like FINIR and regular -re verbs like VENDRE	Progression from Year 3 Spring 1 Je peux... (I can)
Spring 2	Chez moi (I) (My home)	To describe what rooms there are in your home Chez moi il y a..., chez moi il n'y a pas... Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. To speak and write using longer more interesting sentences, use accurately previous language from memory alongside our new knowledge.	Say whether they live in a house or an apartment and say where it is. Learn and attempt to spell up to ten new nouns. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	Grammar progression Year 3 - 5
Summer 1	Les verbes irréguliers (P) (Irregular verbs)	Grammar based unit: To learn about irregular verbs Using prior noun knowledge to pair with new verbs learned	Conjugate easily and with clear understanding irregular verbs like AVOIR, ÊTRE, FAIRE, ALLER.	Progression from Year 3 Spring 1 Je peux... (I can)
Summer 2	À L'école (I) (At school)	To discuss what subjects you like and don't like and give reasons Tell the time Say what time they study certain subjects	Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative Grammar: verb étudier: j'étudie (I study) aujourd'hui (today)	Progression from Year 2 Spring 1 & 2 Les couleurs et les nombres



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		To make more complex and interesting sentences in French using school subjects, time and opinion	Numbers 1 – 12 (and up to 60) Target question: Est-ce que tu aimes...?	
Year 6	Overview	Key Knowledge	Key Vocabulary	Links across WGS curriculum and enrichment opportunities
Autumn 1	Phonetics 4 (C) Manger et Bouger (P) (Healthy lifestyle)	QU, GNE, Ç, EN, AN To discuss a healthy lifestyle Say and write what we eat/do not eat and drink/do not drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French	10 foods and drinks that are considered good for your health/ not good for your health Je mange, je ne mange pas Learn new sports, revisit others and hobbies Vocab for following a recipe	Progression Year 2 Summer 1& 2 Les fruits Progression Year 3 summer 1 les legumes Progression Year 5 Autumn 2 Au café
Autumn 2	Le weekend (P) (The weekend)	To describe what activities I do at the weekend with a time and an opinion Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Target question: Qu'est-ce que tu fais le week-end? Je me lève (I get up), je prends le petit déjeuner (I eat breakfast) j'ecoute de la musique (I listen to music) etc. Connectives : après (after) finalement (finally), plus tard (later) aussi (too/also)	Progression from Year 5 summer 2 À l'école
SPANISH Spring 1	SPANISH Me presento (I) (Presenting Myself)	To say your name, age, how you are feeling and where you live Ask somebody how they are feeling, their age, name and where they live Say how we are feeling, how old we are, what our name is and where we live Apply rules of adjectival agreement when saying our nationality	Count to 20 Greetings Feelings (estoy bien, estoy mal, mas o menos) ¿Cómo te llamas? (what's your name?) Me llamo... ¿Cuántos años tienes? (how old are you?)Tengo...años ¿Dónde vives?(Wher do you live?) Vivo en.. Vocab for nationality	Progression – cognitive links between languages
Spring 2	La familia (I) (My family)	To talk about your own / an imaginary family Remember the nouns for family members from memory. Describe our own or a fictitious family by name, age, and relationship. Count to 100 Understand possessive adjectives ('my' form only)	possessive adjectives : mi, mis 3 rd person singular for two main nouns – llamarse (to call oneself) Tener (to have) family nouns ¿Tienes hermanos? (Do you have siblings?) connectives; y (and) o (or)	Progression Year 6 Spring 1 Me presento



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<p>Summer 1</p>	<p>¿Tienes una mascota ? (I)</p> <p>(Do you have a pet?)</p>	<p>To say what pet you have and do not have Ask and answer the question ¿Tienes una mascota ? using the structure que se llama and the two connectives y (and) and pero (but).</p>	<p>Nouns and indefinite articles for 8 common pets Indefinite articles/determiners un and una. Yo tengo (I have) Negative structure no tengo... Que se llama (that/who is called) Differences in Spanish punctuation marks like ¿i</p>	
<p>Summer 2</p>	<p>¿Que fecha es hoy? (I)</p> <p>(What's the date today?)</p>	<p>To be able to say the date in Spanish Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is</p>	<p>Months of the year Numbers to 31 Key question ¿Que fecha es hoy? (What's the date today?) and ¿Cuándo es tu cumpleaños?(When is your birthday?)</p>	<p>Progression Year 6 Spring 1 Me present</p> <p>Progression Year 6 Spring 2 Mi familia</p>