



KNEB WORTH PRIMARY SCHOOL MFL MATRIX

To give children an understanding of the diverse world we live in and the confidence to communicate in another language.

Class teachers to revise vocabulary taught by language specialist teacher and to reinforce key vocabulary throughout school life.eg. French calendars, number in register, date. Each year we will consolidate and expand on existing learning.

<i>Deep Roots</i>		Autumn	Spring	Summer		
	SKILLS	Knowledge	Knowledge	Knowledge	KEY VOCABULARY	KEY GRAMMAR
Nursery MFL Specialist teacher - lesson every other week	Understand what and where France is. Understand that people use different words to speak in different countries.	Know how to say name, where they live, family; numbers 1-10 <i>Song – “Frère Jacques”</i> To say your name	Colours; Parts of the body; Clothes Reinforce numbers, greetings <i>Song “la tête, les épaules, les genoux et les pieds.. »)</i> To say where you live	Songs, games, questions/ Answers Transport Animals	Bonjour; au revoir; je m’appelle J’habite. Maman, papa, le bébé. Bleu, rouge, blanc. La tête, le nez, la bouche, les yeux, les oreilles. L’avion, le train, la voiture. Le lion, le tigre, le singe, la girafe, le crocodil, le cheval, la vache, le cochon.	
Reception MFL Specialist teacher - lesson every other week	Understand what and where France is. Understand that people use different words to speak in different countries.	Repetition of Nursery learning: Songs, games, questions/ Answers: colours; family; parts of the body; numbers 1-10; how they’re feeling To say how old you are	Songs, games, questions/ Answers: clothes; zoo animals; farm animals; To say how you feel	Songs, games, questions/ Answers: transport; weather <i>Learn “Toc, toc, toc Monsieur Pouce” (weather song)</i> To count to 10	Bonjour; au revoir; je m’appelle; j’habite ; J’ai 5 ans Ça va bien ; ça va mal ; ça va super ; comme ci comme ça. Maman, papa, le bébé, le frère, la sœur. Bleu, rouge, blanc. La tête, le nez, la bouche, les yeux, les oreilles, les jambes, les pieds, le ventre, les mains.	

					L'avion, le train, la voiture. Le lion, le tigre, le singe, la girafe, le crocodile, le cheval, la vache, le cochon, le mouton, le chien Il fait du soleil ; il pleut ; il neige	
<p>Y1</p> <p>MFL Specialist Teacher ½ Autumn term ½ Spring term ½ Summer term</p>	<p>Speak with increasing confidence. Respond to a simple question. Notice simple grammar. Consolidation of previous year's learning.</p>	<p>Reinforce last year's learning</p> <p>Greetings and Names Discuss how they are feeling</p> <p>Family</p> <p>To know members of your own family</p> <p>(J'ai un frère)</p>	<p>How are you? Learn the numbers up to 20</p> <p>Numbers to 20 and age</p> <p>Colours</p> <p>Parts of the Body</p> <p>To know the names of 3 main body parts</p>	<p>Clothes</p> <p><i>Song "Sur le pont d'Avignon"</i></p> <p>To know 3 different items of clothes</p>	<p>Bonjour Au revoir Madame Monsieur Je m'appelle Ça va, Ça va bien, Ça va super Comme ci comme ça Ça va mal Merci j'ai... ans</p> <p>rouge, jaune, vert, violet, rose, blanc, orange</p> <p>le pantalon, le t-shirt, la jupe, la robe, le pull.</p>	<p>Verbs in first person: Je m'appelle ; J'habite; je porte J'ai</p> <p>Introduce information that all nouns are masculine or feminine in French Learn the nouns with "le" and "la".</p>
<p>Y2</p> <p>MFL Specialist Teacher ½ Autumn term ½ Spring term ½ Summer term</p>	<p>Speak with increased confidence and correct pronunciation. Develop listening skills progressing from words to simple phrases.</p>	<p>Reinforce last year's learning</p> <p>All about me.</p>	<p>Learn the days of the week and the song</p> <p>Clothes: more detail about what they wear and who is wearing it</p>	<p>Learn how to wish someone Happy Birthday and sing the Happy Birthday song</p>	<p>Bonjour / salut! lundi mardi mercredi jeudi vendredi samedi dimanche Monsieur Madame</p>	<p>Reinforce understanding that all nouns are masculine or feminine in French</p> <p>Introduce fact that most adjectives follow the noun in French (not big, small, beautiful etc)</p>

	<p>Respond to a question. Begin to use simple grammar. Read simple words. Consolidation of previous years' learning.</p>	<p>Say different body parts and relate to the colours.</p> <p>Learn numbers up to 20</p> <p>To describe how you look (J'ai les yeux bleus)</p>	<p>(Il porte le pantalon bleu)</p> <p>To learn how to say one thing you are wearing with its colour</p>	<p>Learn new animal names and say which you like / dislike</p> <p>To be able to say one animal you like / dislike</p> <p>Food we like & delicacies in France</p>	<p>Oui Non Bon anniversaire à toi</p> <p>onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt</p> <p>Le cheval Le mouton Le lapin Le lion Le tigre Le crocodile</p> <p>Les bonbons, le chocolat, la glace ; le croissant, les moules frites, les escargots</p>	<p>Introduce et (and)</p> <p>Reinforce Verbs in first person:</p> <p>Je m'appelle (I am called) J'habite (I live) Je porte (I wear) J'ai (I have)</p> <p>New verbs: J'aime (I like) Je n'aime pas (I don't like)</p> <p>Explain you add an "s" to make plural nouns in most cases</p> <p>Explain that adjectives follow the noun (except some like grand, petit, belle)</p> <p>Explain the "h" is silent</p>
<p>Y3</p> <p>MFL Specialist Teacher ½ Autumn term ½ Spring term ½ Summer term</p>	<p>Speak with increasing confidence and good pronunciation. Responding to a question. Begin writing words and short phrases. Begin to use some grammar.</p>	<p>Reinforce last year's learning</p> <p>Numbers to 40 (play number lotto)</p>	<p>Transport and where we go</p> <p>Food</p>	<p>Food in a café or restaurant</p> <p>Role play - asking for something in a restaurant or shop</p> <p>Euros</p>	<p>Trente Trente-et-un Trente-deux Quarante</p> <p>Je vais ... À pied En voiture En vélo En bus En train En avion</p>	<p>Verbs in first and 3rd person:</p> <p>Je m'appelle Il/elle s'appelle</p> <p>J'habite Il/elle habite</p> <p>Je porte Il/elle porte</p>

	Read a simple sentence. Consolidation of previous years' learning.	Using he and she in description, instead of I To describe how someone else is dressed (« Il porte; elle porte»)	To name a vehicle (if possible with the verb – je vais)	To name food items you can order in a café	Ou vas-tu? Je vais Le café Le restaurant Le jus d'orange Le poisson Le croissant Le pain au chocolat La baguette Le chocolat Les bonbons Merci ; S'il vous plaît	Je vais – I go
Y4 MFL Specialist Teacher ½ Autumn term ½ Spring term ½ Summer term	Speak with increasing confidence and correct pronunciation. Develop listening skills in sentences. Responding to some questions. Begin to use basic grammar correctly. Read sentences Develop appreciation of French culture. Consolidation of previous years' learning.	Reinforce last year's learning Learn months of the year and describe weather at different times of year Know today's date and your birthday To know your birthday in French.	Numbers to 70 (play bingo and maths games) Describe your family (brothers and sisters & what they're called) Introduce I am / he is / she is with basic adjectives To be able to describe your family – saying how many siblings you have and/or what they're called	Do café and restaurant role play – customer Explain that every noun in French is masculine or feminine and the adjective agrees with noun (la table bleue; le mur bleu) To say a sentence with « Il est » or « Elle est »	Cinquante Soixante Soixante Janvier Février Mars Avril Mai Juin Juillet Août Septembre Octobre Novembre Décembre En hiver En printemps En été En automne Le cousin / la cousine Grandmaman/grandpapa Grand Petit	Verb To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is) Other verbs in first and 3 rd person: Je m'appelle Il/elle s'appelle J'habite Il/elle habite Je porte Il/elle porte J'aime (I like) Il/elle aime Je voudrais Explain that the French never have two vowels next to each

					Beau / belle Long	other. Instead one of them disappears:- l'école, J'ai
Y5 MFL Specialist Teacher 1 lesson every week	Speak with increasing fluency and correct pronunciation. Develop listening skills in texts . Respond to questions. Use grammar correctly. Read simple text. Develop appreciation of French culture. Consolidation of previous years' learning.	Reinforce last year's learning Numbers to 100 Learn names of European countries & how to get there Relate to French speaking countries – not just France Previous knowledge of transport To say a transport related sentence e.g. I go to France and how to get there To be able to write down numbers in words	School subjects & what you like Places in school & the school day (lundi j'ai français) To be able to give a fact about your school To describe which subjects you like and don't like	Know café foods Know 'I want', "I would like" Write sentences Know questions relating to being in a café Previous learning on food and drink To know how to order food in a café Café / Restaurant role play Out and about in the town; landmarks To know a range of places/ attractions and say that you go there	Je vais... En avion En voiture En ferry En train À pied En France En Angleterre En Italie En Espagne En Allemagne En Suisse En Belgique L'Europe Le maths L'anglais Le français L'informatique Les sciences L'histoire La géo Le dessin Le sport La récré La salle de classe La cours Le terrain de sport Le professeur La mairie	Verb To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is) Je vais Je n'aime pas / je déteste Look at accents and how they affect pronunciation : acute (é) grave (à, è) circumflex (â, ê, î, ô, û) cedilla (ç) Je vais à + le = au Adjectives agreeing with the noun they describe

					<p>La piscine L'hôtel Le café Le restaurant L'aéroport Le cinéma Un supermarché Je voudrais ... s'il vous plaît Merci L'addition</p> <p>Soixante-et-onze Soixante-douze Soixante-treize Soixante-quatorze Soixante-quinze Soixante-seize Soixante-dix-sept Soixante-dix-huit Soixante-dix-neuf Quatre-vingt-et-un Quatre-vingt deux Quatre-vingt-dix Cent</p> <p>Qu'est-ce que tu aimes/détestes?</p> <p>Une limonade Une eau minérale Un jus d'orange Un chocolat chaud Un café Un café au lait Une thé au lait Une glace au chocolat Ça coûte combien?</p>	
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					<p>Bon appétit</p> <p>Jeune/ vieux ; mince/gros ; grand/petit ; long/court ; sale/propres.</p>	
<p>Y6</p> <p>MFL Specialist Teacher 1 lesson every week</p>	<p>Speak with increasing fluency and good pronunciation. Develop listening skills in longer texts. Ask and respond to questions. Write phrases and sentences from memory. Use variety of vocabulary and grammar, making use of French dictionary.. Read longer texts Understand different use of verbs and sentence structure. Develop appreciation of French culture.</p>	<p>Reinforce last year's learning and putting it together into sentences about yourself and others</p> <p>Numbers to 100;1000</p> <p>Time/ Days of the week/ months</p> <p>To know how to say what time or day you have a subject a school</p> <p>To be able to describe yourself and what you like</p>	<p>Activities you do</p> <p><u>Travel & Knowledge of the world</u></p> <p>Think of Countries where they speak French</p> <p>How to say "I am english/ I am French</p> <p>To know how to introduce yourself in French when abroad</p> <p>To think of a country you would like to go to (know how to say you would get there).</p> <p>Think about how you would get there</p>	<p><u>A Day Out in France</u></p> <p>Different shops Mealtimes Buying food/clothes Ordering in a restaurant</p> <p>To know how to order food in a café/restaurant and ask for the bill.</p>	<p>Quelle heure est-il? Il est une heure Il est deux heures Il est midi Il est minuit</p> <p>Je suis anglais / je suis anglaise Je suis français/ je suis française</p> <p>Je vais... En avion En voiture En ferry En train À pied</p> <p>En France En Angleterre En Italie En Espagne En Allemagne En Suisse Aux États-Unis En Australie</p> <p>Je vais en France en ferry Il va en Australie en avion</p> <p>Un supermarché</p>	<p>Verb To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is)</p> <p>Other verbs in first and 3rd person:</p> <p>Je m'appelle Il/elle s'appelle</p> <p>J'habite Il/elle habite</p> <p>Je porte Il/elle porte</p> <p>J'ai Il/elle a</p> <p>J'aime (I like) Il/elle aime</p> <p>Je n'aime pas ; Il/elle n'aime pas J'adore ; Il/elle adore Je déteste ; Il/elle déteste</p>

	Consolidation of previous years' learning.		(Revision of countries / languages/ transport		<p>Une boulangerie Une boucherie Une épicerie Une pâtisserie La mairie La piscine L'hôtel Le cafe Le restaurant L'aéroport Le cinéma</p> <p>Le petit-déjeuner Le déjeuner Le diner Le désert</p> <p>(Je fais du rugby Je fais du foot Je fais de la danse Je fais du karate)</p>	<p>Je vais ; il va/elle va Je suis / il est / elle est Look at accents and how they affect pronunciation : acute (é) grave (à, è, ù) circonflex (â, ê, î, ô, û)</p> <p>Je vais à + le = au Je vais de + le = du</p> <p>Apply learning in longer texts and new contexts</p> <p>Understanding why/how words are pronounced, why an accent or an extra letter makes a difference to the sound. Where did the language originate? Similarities to English</p>
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We have identified the most crucial knowledge that we want to ensure **all** children know in each year group. These are called our 'Golden Nuggets'. These are identified by sentences highlighted in **bold** and **yellow**.