



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

Whole School Curriculum Map: MFL

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1: Rigolo 1- Bonjour Learning objectives: <ul style="list-style-type: none"> Greet and say goodbye to someone Ask someone’s name and say you own Ask how someone is and respond to same question Learn basic nouns Count numbers 1-10 Unit 2: Rigolo 1 - En classe Learning objectives: <ul style="list-style-type: none"> Identify classroom objects Identify colours, and describe an object’s colour Say your age Recognise and repeat classroom instructions Teacher assessment of the above objectives 		Unit 3: Rigolo 1- Mon corps Learning objectives: <ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions Teacher assessment of the above objectives Unit 4: Rigolo 1- Les Animaux Learning objectives: <ul style="list-style-type: none"> Identify animals and pets Recognise and use numbers 11-20 Give someone’s name* Describe someone Teacher assessment of the above objectives 		Unit 5: Rigolo 1- Ma famille Learning objectives: <ul style="list-style-type: none"> Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position Teacher assessment of the above objectives Unit 6: Rigolo 1- Bon anniversaire Learning objectives: <ul style="list-style-type: none"> Recognise and ask for snacks Give basic opinions about food Use numbers 21-31 Recognise and use the months Form dates Teacher assessment of the above objectives 	
Listening: Understand and respond to spoken language from a variety of resources.	<ul style="list-style-type: none"> Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc. 					
Speaking: speaking with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation.	<ul style="list-style-type: none"> Understand a few familiar spoken words and phrases and respond to simple questions e.g. What’s your name? How are you? etc. and others depending on topics covered. Say or repeat some familiar words and short simple phrases Year 3. 					
Reading: Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing.	<ul style="list-style-type: none"> Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc. Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns. 					
Writing: write at varying length for difference purposes and audiences.	<ul style="list-style-type: none"> Write or copy a few simple words or symbols accurately. Be aware that symbols e.g. accents, umlauts exist and what they do. 					
Grammatical structure: use a variety of grammatical structures.	<ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives. 					



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Year 4	<p>Unit 7: Rigolo 1- Encore</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Revise ways of describing people Describe someone’s nationality Describe people using various adjectives Teacher assessment of the above objectives <p>Unit 8: Rigolo 1- Quelle heure est-il?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Talk about activities Tell the time Talk about what time you do activities Teacher assessment of the above objectives 	<p>Unit 9: Rigolo 1- Les fetes</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Talk about festivals and dates Talk about presents at festivals Count from 31-60 Give and understand instructions Teacher assessment of the above objectives <p>Unit 10: Rigolo 1- Qu vas-tu?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Talk about going to French cities. Give and understand basic directions Talk about the weather Talk about the weather and places in France Teacher assessment of the above objectives 	<p>Unit 11: Rigolo 1- On mange</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food and various activities Teacher assessment of the above objectives <p>Unit 12: Rigolo 1- Le cirque</p> <ul style="list-style-type: none"> Discuss francophone countries Discuss the languages we speak Identify different items of clothing Describe items of clothing Teacher assessment of the above objectives
Listening: Understand and respond to spoken language from a variety of resources.	<ul style="list-style-type: none"> Understand a range of familiar spoken phrases e.g. classroom instructions. 		
Speaking: speaking with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation.	<ul style="list-style-type: none"> Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. Take part in a simple conversation and their pronunciation and confidence is improving. Observe social conventions when speaking to someone i.e. formal and informal greetings and use of ‘you’). 		
Reading: Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing.	<ul style="list-style-type: none"> Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns. 		
Writing: write at varying length for different purposes and audiences.	<ul style="list-style-type: none"> Write simple, familiar phrases accurately using a writing frame or scaffold. 		
Grammatical structure: use a variety of grammatical structures.	<ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order. 		
Year 5	<p>Unit 1: Rigolo 2 – Salut Gustave</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Greet people and give personal information Ask and talk about sisters and brothers Use the avoir verb to say I have/I have not. Teacher assessment of the above objectives 	<p>Unit 3: Rigolo 2-La Nourriture</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Ask politely for food items Describe how to make a sandwich Express opinions about food Teacher assessment of the above objectives 	<p>Unit 5-Rigolo 2-En Vacances</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Ask and say where you are going on holiday Express opinions about holidays Talk about what you are going to do on holiday Talk about holiday plans

“For nothing will be impossible with God” Luke 1:37



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	<p>Unit 2: Rigolo 2-A l'école</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Name school subjects Talk about likes and dislikes Ask and say the time Discuss timings of the school day Teacher assessment of the above objectives 	<p>Unit 4: Rigolo 2-En Ville</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Name places in the town Ask the way and give directions Say where you are going Teacher assessment of the above objectives 	<ul style="list-style-type: none"> Teacher assessment of the above objectives <p>Unit 6- Rigolo 2-Chez Moi</p> <ul style="list-style-type: none"> Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where Teacher assessment of the above objectives
<p>Listening: Understand and respond to spoken language from a variety of resources.</p>	<ul style="list-style-type: none"> Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5. 		
<p>Speaking: speaking with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation.</p>	<ul style="list-style-type: none"> Ask and answer simple questions and use a negative. Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency. 		
<p>Reading: Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing.</p>	<ul style="list-style-type: none"> Understand the main points from a short written passage in clear printed script. Are beginning to use a bilingual dictionary independently with some success. 		
<p>Writing: write at varying length for different purposes and audiences.</p>	<ul style="list-style-type: none"> Write two or three short sentences as a personal response accurately and can use reference materials / support. 		
<p>Grammatical structure: use a variety of grammatical structures.</p>	<ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc. 		



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Year 6	<p>Unit 7- Rigolo 2-Le Weekend</p> <ul style="list-style-type: none"> Ask and talk about regular activities Say what you don’t do Ask and say what other people do Talk about what you like/dislike doing Teacher assessment of the above objectives <p>Unit 8- Rigolo 2-Les Vetements</p> <ul style="list-style-type: none"> Ask and say what clothes you would like Give opinions about clothes Say what clothes you wear Ask and talk about prices[include numbers 60-80] Teacher assessment of the above objectives 	<p>Unit 9 – Rigolo 2- Ma Journee</p> <ul style="list-style-type: none"> Ask and talk about daily routines Talk about times of daily routine Ask and talk about breakfast Talk about details of a typical day. Teacher assessment of the above objectives <p>Unit 10 – Rigolo 2- Les transports</p> <ul style="list-style-type: none"> Talk about forms of transport Talk about where you are going and how you get there. Talk about plans for a trip Buy tickets at a station Teacher assessment of the above objectives. 	<p>Rigolo 11 – Rigolo 2 -Le Sport</p> <ul style="list-style-type: none"> Talk about what sports you like Say what you think of different sports Give reasons for preferences Talk about a sporting event Teacher assessment of the above objectives <p>Rigolo 12- Rigolo 2 -On va faire La-fete</p> <ul style="list-style-type: none"> Revise forms of transport, places and future plans Revise descriptions of people and clothes Revise opinions of food and clothes Order food in a café Teacher assessment of the above objectives
Listening: Understand and respond to spoken language from a variety of resources.	<ul style="list-style-type: none"> Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc. 		
Speaking: speaking with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation.	<ul style="list-style-type: none"> Take part in longer conversations with increasing spontaneity and fluency. Can express simple opinions and their pronunciation is generally confident and accurate. 		
Reading: Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing.	<ul style="list-style-type: none"> Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc. 		
Writing: write at varying length for different purposes and audiences.	<ul style="list-style-type: none"> Write a short text on a familiar topic using reference materials / support. Write for a range of audiences and purpose. Use formal and informal ‘you’. 		
Grammatical structure: use a variety of grammatical structures.	<ul style="list-style-type: none"> Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English. 		