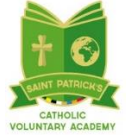
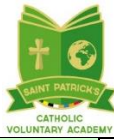


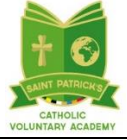
St Patrick's Catholic Voluntary Academy
Modern Foreign Language (MFL) - French Content Subject Organiser and End Points:



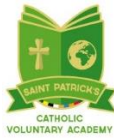
KS2 Yearly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grenoside Woods Stage 1	<p style="text-align: center;">Getting Started</p> <p>L1: WALT: say and write a greeting and a farewell in French. L2: WALT: ask and answer the question "How are you?" L3: WALT: say "My name is..." and ask "What's your name?" L4: WALT: say some numbers between 0 and 10. L5: WALT: remember and write some numbers between 0 -10. L6: WALT: say some colours in French.</p>	<p style="text-align: center;">The Calendar and Celebrations</p> <p>L1: WALT: say some colours lined to Autumn and fireworks. L2: WALT: understand classroom commands. L3: WALT: say the days of the week in French. L4: WALT: remember the days of the week. L5: WALT: understand the months of the year. L6: WALT: remember some months.</p>	<p style="text-align: center;">Animals I like and don't like</p> <p>L1: WALT: understand some animal nouns in French. L2: WALT: ask the question "What is it?", and say an animal noun as an answer. L3: WALT: tell someone what my favourite animal is. L4: WALT: recognise some animal nouns in the plural . L5: WALT: listen and join in with a story about animals. L6: WALT: use a model to write sentences about animals I see, when I walk to school.</p>	<p style="text-align: center;">Carnival Time</p> <p>L1: WALT: learn about French traditions and take part in a carnival celebration. L2: WALT: say and write numbers between 1 and 15. L3: WALT: ask and answer "how old are you?" in French. L4: WALT: take part in a simple dialogue about myself using familiar questions and answers. L5: WALT: read and write dates in French. L6: WALT: use and understand Easter related vocabulary.</p>	<p style="text-align: center;">Fruits + Vegetables; The Hungry Giant Story</p> <p>L1: WALT: understand and say fruits and vegetables nouns. L2: WALT: count fruits and vegetables in French. L3: WALT: understand and enjoy a story about fruits and vegetables. L4: WALT: ask politely for an item L5: WALT: I can remember fruits and vegetable nouns play a board game. L6: WALT: write sentences using a model</p>	<p style="text-align: center;">Going on a picnic / Aliens in France / Language Puzzle</p> <p>L1: WALT: name and label food and drink items to take on a picnic. L2: WALT: listen to, read and understand a picnic story. L3: WALT: write phrases to build my own picnic story. L4: WALT: understand familiar vocabulary and use the phrase "I live" L5: WALT: ask the question "Where do you live? and understand the answer.</p>
Beeley Woods and Lees Hall Stage 2	<p style="text-align: center;">Welcome to School Super Learners</p> <p>L1: WALT: ask and answer several questions. L2: WALT: recall 0-10 and some classroom instructions. L3: WALT: say and read numbers 10-20. L4: WALT: recall the days and the months. L5: WALT: say and write the names of rooms in school. L6: WALT: understand, say and write some classroom nouns.</p>	<p style="text-align: center;">My Local Area/ Your Local Area</p> <p>L1: WALT: write my own fireworks poem. L2: WALT: read and understand some useful commands. L3: WALT: say and understand classroom instructions and commands. L4: WALT: recognise and say places in town. L5: WALT: ask "Where is...?" and classify nouns (masculine/feminine). L6: WALT: identify and name shops in French.</p>	<p style="text-align: center;">Family Tree and Faces</p> <p>L1: WALT: make links between sounds and spellings and talk about some Epiphany traditions in France. L2: WALT: say the French nouns for 4 family members. L3: WALT: write some personal information about a family member. L4: WALT: understand and say some nouns for parts of the face. L5: WALT: understand some simple sentences using numbers and parts of the face. L6: WALT: write some simple sentences to describe an alien.</p>	<p style="text-align: center;">Face and Body Parts</p> <p>L1: WALT: say nouns for parts of the face and body. L2: WALT: understand and respond to face and body part nouns and commands. L3: WALT: understand and respond to face and body part nouns and commands L4: WALT: join in and create a yoga session. L5: WALT: name the plural of face and body parts' nouns. L6: WALT: create an alien and write a simple description.</p>	<p style="text-align: center;">Feeling Unwell/ Jungle Animals</p> <p>L1: WALT: remember parts of body and explain why I don't feel well/what hurts. L2: WALT: take part in a roleplay dialogue at the doctor's L3: WALT: understand and name jungle animals in French L4: WALT understand adjectives to describe jungle animals in a story. L5: WALT: write a sentence using a noun, a verb and adjectives to describe animals L6: WALT: write my own jungle explorer's story.</p>	<p style="text-align: center;">The Weather/ Ice creams</p> <p>L1: WALT: say different weather statements in French. L2: WALT: describe the weather in different seasons of the year. L3: WALT: say simple phrases to give the weather forecast. L4: WALT: understand and name ice cream flavours. L5: WALT: talk about ice creams I love, like and dislike.</p>



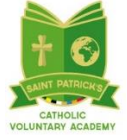
St Patrick's Catholic Voluntary Academy
Modern Foreign Language (MfL) - French Content Subject Organiser and End Points:



<p align="center">Lees Hall Woods and Woolley Woods Stage 3</p>	<p align="center">Talking about us</p> <p>L1: WALT: introduce myself with simple sentences. L2: WALT: introduce myself with simple sentences, including a variety of feeling phrases. L3: WALT: explain in more detail how I am feeling. L4: WALT: use pronouns to talk about someone else. L5: WALT: name school subjects and say which ones I like/dislike. L6: WALT: give my opinions about subjects.</p>	<p align="center">In the City</p> <p>L1: WALT: understand some facts about a city in French. L2: WALT: give some simple directions around a town or city. L3: WALT: ask for a ticket. L4: WALT: say and write a simple description of a city. L5: WALT: buy an item and ask the price. L6: WALT: describe a festive jumper.</p>	<p align="center">Healthy Eating and Going to market</p> <p>L1: WALT: recall nouns for fruits and vegetables, and identify the gender of the nouns. L2: WALT: talk and write about fruits and vegetables. L3: WALT: take part in a class survey about favourite fruits and vegetables. L4: WALT: recall and use numbers 0-100 and ask prices for fruits and vegetables. L5: WALT: participate in a simple shopping dialogue at a market. L6: WALT: understand and use some simple recipe instructions.</p>	<p align="center">Clothes</p> <p>L1: WALT: understand and name some items of clothing in French. L2: identify parts of the verb "porter" to talk about what I am wearing. L3: WALT: describe clothes I am wearing using adjectives of colour. L4: WALT: describe clothes I am wearing using more adjectives. L5: WALT: understand a detailed description of a fancy-dress outfit. L6: WALT: design and describe a football/sports kit.</p>	<p align="center">Out of this world</p> <p>L1: WALT: understand words used on an ID card. L2: WALT: ask and answer questions about someone's identity. L3: WALT: name planets in French and use adjectives to describe them. L4: WALT: read and understand simple information about planets. L5: WALT: recall and use familiar vocabulary to understand simple information about planets. L6: WALT: create an imaginary planet and make a poster with information about it.</p>	<p align="center">At the seaside</p> <p>L1: WALT: understand the nouns for items I take to the beach. L2: WALT: recall some sentence starters and use them to talk about the seaside. L3: WALT: understand and say persuasive sentences about visiting the seaside. L4: WALT: create extended sentences about visiting the seaside. L5: WALT: read and understand facts about the seaside.</p>
	<p align="center">Ecclesall Woods Stage 4</p>	<p align="center">Every Day Life</p> <p>L1: WALT: recall phrases to talk about myself and my feelings. L2: WALT: give a simple description about myself. L3: WALT: remember and use numbers between 0 and 60. L4: WALT: understand o'clock time phrases in French. L5: WALT: talk about my daily routine. L6: WALT: answer questions about my daily routine.</p>	<p align="center">House and Home</p> <p>L1: WALT: understand and say some nouns for rooms in a house L2: WALT: understand and pronounce accurately some nouns for objects in a house. L3: WALT: use adjectives to describe rooms in a house. L4: WALT: say and write a sequence of sentences to tell a story. L5: WALT: understand new nouns and use them to play a game. L6: WALT use prepositions to say where things are.</p>	<p align="center">Playing and Enjoying Sport</p> <p>L1: WALT: understand and remember some sports nouns in French L2: WALT: talk about sports I like and dislike. L3: WALT: create extended sentences about sports including an opinion. L4: WALT: identify parts of the verb to play "jouer". L5: WALT: describe a sport using simple sentences.</p>	<p align="center">At the Funfair and My Favourite Things:</p> <p>L1: WALT: understand funfair ride nouns and say which ones I like /dislike. L2: WALT: remember funfair vocabulary and play a board game. L3: WALT: describe funfair rides using adjectives. L4: WALT: plan and describe a theme park. L5: WALT: talk about my favourite things. L6: WALT: learn about the French tradition of "poisson d'avril".</p>	<p align="center">Café culture</p> <p>L1: WALT: learn some facts about café culture in France, L2: WALT: say and write what food and drink I like/dislike and ask someone else for likes and dislikes L3: WALT: ask for some food and drink politely. L4: WALT: name and identify some traditional French breakfast foods and drinks. WALT: write a simple sentence about my breakfast. L5: WALT: create and describe a hotel breakfast menu. L6: WALT: take part in a café role play and write a conversation.</p>

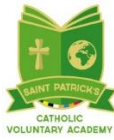


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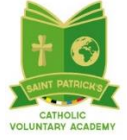


Assessment framework (Substantive Knowledge) End Points:

Working at ARE	
By the end of Stage 1, children can:	<p>Getting Started</p> <ul style="list-style-type: none"> - say hello and goodbye. - try to write hello and goodbye. - ask and answer a simple questions about feelings and name. - say some numbers between 0 -10. - try to write some numbers between 0-10. - identify some silent letters in French words - begin to identify sound spellings in French words.
	<p>The Calendar and Celebrations:</p> <ul style="list-style-type: none"> - remember how to pronounce some sounds in colours in French. - respond to a French classroom command. - understand and remember some days of the week. - understand and remember some months of the year. - remember some facts about a French Christmas.
	<p>Animals I like/ don't like:</p> <ul style="list-style-type: none"> - understand some animal nouns in French. - ask the question "What is it?" in French. - answer a question, using "It is" = noun in French. - use and complete the phrase "My favourite animal is +noun". - recognise some animal nouns in the plural. - use a model to write a sentence about animals.
	<p>Carnival Time:</p> <ul style="list-style-type: none"> - understand learn about French traditions and take part in a carnival celebration. - say and write some numbers between 1 and 15. - ask and answer the question "how old are you?" in French. - take part in a simple dialogue about myself using familiar questions and answers - read and write dates in French. - understand and use Easter related vocabulary.
	<p>Fruits and Vegetables; The Hungry Giant story:</p> <ul style="list-style-type: none"> - say and understand fruit/veg nouns. - recall numbers to 1-15 and count fruits. - understand, enjoy and join in with a story. - ask politely for an item in French. - play a board game and ask politely for an item. - write a sentence in French and use the conjunction "and".
	<p>Going on a picnic / Aliens in France / Language Puzzle</p> <ul style="list-style-type: none"> - name and label food and drink items to take on a picnic. - listen to, read and understand a picnic story. - write phrases to build my own picnic story. - use the phrase "I live...." - ask the question "Where do you live? and understand the answer.



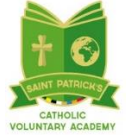
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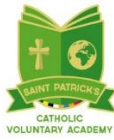
Working at ARE	
By the end of Stage 2, children can:	<p>Welcome to School Super Learners:</p> <ul style="list-style-type: none"> - recall familiar greetings. - recall familiar feelings sentences. - recall all the numbers between 0-10. - imitate and pronounce new language. - say/write accurately some numbers between 11-20. - recall all the days of week. - recall most of the months of year. - recognise or anticipate the meaning of some of - French nouns for rooms in school. - recognise or anticipate the meaning of some of French nouns for classroom items.
	<p>My Local Area/ Your Local Area:</p> <ul style="list-style-type: none"> - identify and name new colours. - respond to different commands, - write a short sequence of commands. - recognise and say some places in town. - ask "Where is...?" - classify some nouns as masculine or feminine. - say and understand at least four signs for places in town.
	<p>Family Tree and Faces:</p> <ul style="list-style-type: none"> - make links between sounds and spellings. - accurately say 4 family member nouns in French. - write personal information about a family member in French. - understand and say some parts of the face. - understand sentences using numbers and parts of the face. - write simple sentences to describe an alien.
	<p>Face and Body Parts:</p> <ul style="list-style-type: none"> - say nouns for parts of face and body. - understand and respond to face and body part nouns and commands. - understand and respond to face and body part nouns and commands. - join in and create a yoga session. - name the plural of face and body parts' nouns. - create an alien and write a simple description including numbers, face and body parts and colours.
	<p>Feeling Unwell/ Jungle Animals:</p> <ul style="list-style-type: none"> - remember nouns for body parts. - explain what hurts/why feeling unwell. Can take part in a roleplay at the doctor's. - understand jungle animal nouns. - remember and say jungle animal nouns. - understand familiar colours and adjectives. - understand unfamiliar adjectives to describe jungle animals. - write a sentence with a noun, verb, adjectives (and a conjunction).
	<p>The Weather/ Ice Creams:</p> <ul style="list-style-type: none"> - say different weather statements in French. - describe the weather simply in different seasons of the year. - say simple weather phrases to give the weather forecast. - understand and name ice creams in French. - talk about ice creams I love, like and dislike. - create and describe my favourite ice cream.



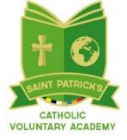
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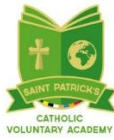
Working at ARE	
By the end of Stage 3, children can:	<p>Talking about us/ School:</p> <ul style="list-style-type: none"> - recall and use simple sentences- personal info. - recall and use questions/answers to build dialogues. - identify differences in adjective spelling for male/female. - use adjectives accurately with male and female. - listen/respond to familiar French with no written support. - see links between vocabulary in different languages. - read and comprehend familiar French in simple sentences. - form extended sentences to communicate opinions. - identify personal pronouns, nouns, adjectives, verbs in a spoken or written French simple sentence.
	<p>In the City:</p> <ul style="list-style-type: none"> - listen to and understand simple facts about a city. - ask for a ticket. - understand some simple directions in a town/city. - say and write some simple descriptive sentences about a place. - ask politely for an item and the price. - write simple descriptive sentences about an item.
	<p>Healthy Eating and Going to market:</p> <ul style="list-style-type: none"> - recall nouns and say whether masculine or feminine. - talk and write in simple sentences about fruits/veg. - ask and answer questions to take part in a class survey. - recall numbers between 0-100. - ask prices for items. - participate in simple shopping dialogues. - understand and use simple instructions for a recipe.
	<p>Clothes:</p> <ul style="list-style-type: none"> - understand and remember some items of clothing in French. - identify parts of the verb "porter"/gain understanding about verb patterns in French. - write a simple sentence using adjectives of colour. - understand and write with support some simple sentences about clothes using a variety of adjectives. - understand a detailed description of an outfit including known and unknown vocabulary. - write a description of a sports kit using the verb "porter", a variety of adjectives and nouns, including a conjunction.
	<p>Out of this world:</p> <ul style="list-style-type: none"> - understand words on an ID card. - ask and answer questions about someone's identity. - name planets in French and use adjectives to describe them. - read and understand simple information about planets. - recall and use familiar vocabulary to understand simple information about planets. - create and imaginary planet and make a poster with information about it.
	<p>At the seaside:</p> <ul style="list-style-type: none"> - understand the nouns for items taken to the beach. - understand and use a variety of sentence starters to talk about the seaside. - understand and read persuasive sentences about reasons to visit the seaside. - perform a spoken advert. - write extended sentences about visiting the seaside. - read and understand facts about the seaside.



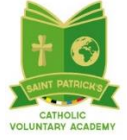
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Working at ARE	
By the end of Stage 4, children can:	<p>Every Day Life:</p> <ul style="list-style-type: none"> - recall familiar numbers. - recall extended familiar feelings phrases. - ask and answer a range of questions. - understand a range of adjectives to describe a person. - understand and make a good attempt at "o'clock" times in French. - identify and use several verbs in 1st and 2nd person singular to ask and answer questions.
	<p>House and Home:</p> <ul style="list-style-type: none"> - identify masculine, feminine and plural nouns. - pronounce unfamiliar words accurately using key sounds knowledge. - use some adjectives accurately with masc/fem nouns. - understand a story. - use a model to write a simple cartoon story. - use prepositions of place to say where things are.
	<p>Playing and Enjoying Sport:</p> <ul style="list-style-type: none"> - understand and remember some sports nouns in French. - say which sports I like/dislike. - understand which sports another person likes and dislikes. - understand and write extended sentences about sports, including adjectives to give an opinion. - recognise and identify parts of the present tense of the verb "jouer". - write some simple present tense sentences using jouer with support. - understand some simple sentences about how to play a sport. - explain simply how to play a sport (orally/written).
	<p>At the Funfair and My Favourite Things:</p> <ul style="list-style-type: none"> - remember some funfair rides nouns/say and write which funfair rides I like and dislike. - understand and use some new nouns to play a board game and to say what is at a funfair. - write extended sentences using verbs, nouns, adjectives and conjunctions to describe funfairs. - write a short text about a theme park. - talk in sentences to talk about my favourite things. - learn about the tradition of "poisson d'avril".
	<p>Café culture:</p> <ul style="list-style-type: none"> - learn some facts about cafe culture. Can remember typical food and drink in a French café. - say and write what food/drink I like/dislike and ask someone else for likes and dislikes. - ask for some foods and drinks politely. - name some traditional French breakfast foods and drinks. - write a simple sentence about a breakfast. - create a hotel breakfast menu. - take part in a café roleplay. - write own café roleplay.
	<p>Performance time/ Transition to KS3:</p> <ul style="list-style-type: none"> - read and understand a humorous sketch. - adapt a model and write own café sketch. - take part in a performance of a café sketch. - remember fruit and vegetables - understand nouns to do with indoor or outdoor scavenger hunt.



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Disciplinary Knowledge Timeline

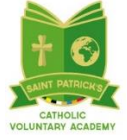
KS1 Language Explorers			KS2 Language Detectives				Transition
EYFS Education of the ear: Learn to listen and join in.	KS1 – Year 1 Education of the ear: Listen and repeat.	KS1 – Year 2 Begin to memorise, learn through song. Use actions.	Stage 1 Introduction to 'cognate'. Use memory hooks. Simple, effective communication	Stage 2 Simple, effective communication with more detail. Use of bilingual dictionary.	Stage 3 Simple, structured, effective communication. Manipulating language structures.	Stage 4 Simple, structured, effective and descriptive communication. Independent manipulation of language.	KS3 Transferable skills to another language

Disciplinary Knowledge End Points:

EYFS End Points:	KS1 End points	LKS2 End Points (Stages 1 and 2)	UKS2 End Points (Stages 3 and 4)
<ul style="list-style-type: none"> - To begin to understand that sounds in a different language have different meaning. - To explore how to listen to be able to hear new sounds and words. - To explore how to learn and remember language through song and rhyme. - To explore replicating mouth shapes and repeating/imitating sounds. - To begin to develop as a global citizen, exploring similarities and differences between own and other cultures. 	<ul style="list-style-type: none"> - To educate the ear to new sounds and meaning. - To engage with how to listen to be able to hear new sounds and words. - To repeat and imitate and begin to form utterances independently. - To engage in turn-taking as a precursor to conversation. - To attempt to copywrite single words in the target language. - To explore and begin to memorise language through song and rhyme. - To use actions and gestures to aid memorisation. - To begin to develop cultural understanding and empathy as a global citizen. 	<ul style="list-style-type: none"> - To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. - To begin to form educated guesses based on the context of the language. - To begin to use memory hooks to help remember. - To begin to understand what helps make me a better language learner. - To engage with opportunities to practise to aid long-term memory. - To develop confidence to 'have a go' and learn from any mistakes. - To write single words and set phrases with support. - To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language. - To begin to practise bilingual dictionary skills. - To develop as global citizens through broadening the understanding of the target language and culture. 	<ul style="list-style-type: none"> - To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language. - To have an awareness of the term 'false friends' (words which appears as cognates but have other meanings) and begin to be able to spot them. - To use reading comprehension strategies such as skim and scan to understand unfamiliar language. - To use context to form educated guesses and use this and prior learning to aid translation. - To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language. - To develop the ability to speak fluently (without conscious thought). - To use a model effectively to aid writing grammatically accurate and extended sentences. - To develop metacognitive strategies to learn and remember more language. - To know hoe to use opportunities to practise to improve long-term memory and recall. - To use a bilingual dictionary independently- to look up unfamiliar words. - To develop as global citizen through broadening and understanding of the target language and culture.



St Patrick's Catholic Voluntary Academy Modern Foreign Language (MFL) - French Content Subject Organiser and End Points:



Working at Age Related National Curriculum Expectations:	
By the end of Y6, children can:	<ul style="list-style-type: none">♣ 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♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.