



Crowle Primary Academy

MFL Curriculum Overview

The Rose Learning Trust Curriculum drivers

Foundation Stage	A rich Early Years curriculum provides strong foundations for the rest of their time in school	Close relationships with families mean that children are supported throughout their journey	A rigorous DFE approved phonics programme ensures that children make good or better progress	A strong emphasis on Early Reading encourages children to love books	High quality provision areas provide a varied sensory experience	Year 1	Children are read to and read every day. Texts are chosen to promote a love of learning	Song, rhyme and repetition are used to learn and embed knowledge
	Children develop a more detailed understanding of the world through a rich and varied curriculum	Pupils become increasingly more confident of using devices such as clauses to improve sentence level work	Teachers consolidate phonics knowledge whilst pupils access increasingly more challenging texts	Year 3	Learning is at a pace that allows mastery of skills and processes		Children who did not pass the phonics screening are further supported so that all children are capable of decoding	Home learning allows children to share learning and consolidate knowledge
Year 4	Focus on teaching fluency that prepares pupils for Upper Key Stage 2	Pupils are well prepared and confident for the MTC	A greater involvement in activities such as pupil voice improve children's oracy		Basic skills screening in key subjects prevents further gaps in knowledge	Year 5	Pupils consolidate maths mastery skills through reasoning	Children learn to edit and improve work through peer and teacher discussion
	Secondary School	Transition activities prepare pupils for high school	Children develop independence and life skills	All children achieve results that show accelerated progress in all areas	Pupils build up a resilient work ethic, teaching explicit strategies that children can use to redraft or improve their work		Children are immersed in an oracy rich environment that empowers them and enables them to confidently construct and articulate their opinions	Year 6



The curriculum – our approach

Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum (composite knowledge), it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.

Crowle Primary Academy curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.

We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.

We are an inclusive academy that is adaptive and responsive to individual need.

Our curriculum is underpinned by five key drivers, developed with the needs of our community in mind.



Subject specific Sequencing

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6

Key Concepts

For each subject, a set of key concepts have been identified. These are subject specific ‘big ideas’ that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.



MFL curriculum – our approach



Our Modern Foreign Languages (MFL) curriculum focuses on teaching French to our pupils. Our aim is to provide children with a strong foundation in the French language alongside a deeper appreciation of French culture.

Learning French at Crowle Primary Academy helps pupils develop important skills such as critical thinking, creativity, and problem-solving. It also supports their cognitive development and overall academic performance. Through language learning, pupils gain confidence in communication and open doors to new opportunities both locally and globally.

French is spoken by over 270 million people across five continents and is one of the fastest-growing languages in the world. By 2025, it is expected to become the most spoken language in Europe, surpassing German. This makes French a valuable language for our pupils to learn, especially as many of our children come from backgrounds with limited exposure to other languages and cultures.

Our MFL curriculum fully aligns with the National Curriculum requirements and reflects our core school values of respect, resilience, and responsibility. Learning a new language requires perseverance and a positive attitude, and we encourage pupils to embrace these challenges with enthusiasm and determination. Through this journey, they learn to respect cultural differences and develop a growth mindset.

We use the Lightbulb Languages scheme, which offers engaging lessons that introduce pupils to French language and culture. Pupils learn to understand and communicate ideas, facts, and feelings in both speech and writing, focusing on familiar and everyday topics.

We believe that learning French will equip our pupils with valuable skills and cultural awareness that will benefit them throughout their lives. We are committed to supporting children on this exciting language-learning journey.



Curriculum drivers

Below are the Key Strands that our whole curriculum is designed around.



Driver 1	Driver 2	Driver 3	Driver 4	Driver 5
Developing resilient and aspirational learners.	Developing an understanding of equality, diversity and creating culturally rich learners.	Developing environmental and sustainability aware learners.	Developing learners who are able to communicate effectively through written and spoken language.	Developing learners who can navigate, evaluate and create digital content with confidence, responsibility and critical thinking.

Our Modern Foreign Languages (MFL) curriculum is carefully designed to meet the National Curriculum requirements and to give our pupils a valuable insight into different cultures. We have chosen to focus on French because it is not only the language of our close neighbour France but also one of the most widely spoken languages worldwide, with over 270 million speakers across five continents.

Learning French helps our pupils develop important language skills that will support their progress at secondary school and beyond. French is a Romance language, which means it shares roots with many other European languages, providing a strong foundation for future language learning.

Our MFL curriculum is guided by our school's key drivers, which are the principles that shape all areas of learning. Through French, pupils develop:

- An appreciation of other cultures, broadening their understanding of the world (Driver 2).
- Communication skills in both spoken and written French, enhancing their confidence and literacy (Driver 3).
- Personal development and resilience, as learning a new language encourages curiosity and perseverance (Driver 1).



Using the research

[Primary subject guidance languages](#)

Ofsted's Research Review Series: Primary languages (February 2023) reports that the language curriculum needs to be planned carefully for pupils' progress by considering the building blocks of languages - beginners are to internalise knowledge of the phonics, vocabulary and grammar of the language, and to be able to understand and produce these elements when they are combined into sentences. Over time, pupils developed their ability to manipulate simple language step by step, doing work that steadily increased in complexity of simple grammatical concepts.

At a primary level this includes aims such as: 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, describe people, places, things and actions

The study of languages opens pupils' minds and opens doors of opportunity. It develops a deep cultural awareness that is difficult to grasp without an understanding of the linguistic heritage of countries. The goals of wanting pupils to broaden their horizons, converse with others, explore cultures and strengthen their economic prospects will only be reached when we build firm foundations of language learning.

Through learning and practice, the range and complexity of the grammatical features and the breadth and depth of vocabulary knowledge will increase over time, as will the length (and complexity) of utterance or text being understood or produced.



Key Concepts in MFL				
Phonics		Vocabulary		Grammar
The system of the sounds of a language and how these are represented in written words. Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly.		Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)		Pupils will be taught a bank of topic words and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on common words which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.
To develop these key concepts, the curriculum has been structured progressively through each of the following aspects:				
Listening	Speaking	Reading	Writing	Grammar
For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to: Learn and internalise the sounds, vocabulary and grammar of the language Understand and produce these when they are combined into sentences Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood				



MFL in Early Years and Key Stage one

In Early Years and Key Stage one, Modern Foreign Languages (MFL) are introduced in playful and developmentally appropriate ways.

Young children are highly receptive to language learning—often described as “language sponges.”

Early exposure enhances cognitive development, listening skills, memory, and cultural awareness

Language learning is play-based and fun focused Language is introduced through songs, rhymes, games, puppets, and storytelling.

Activities are short, engaging, and often integrated into daily routines (e.g. greetings, snack time, counting).



Long term plan and key concept mapping

Year 3			
Unit 1 (6 lessons)	Unit 2 (3 lessons)	Unit 3 (4 lessons)	Unit 4 (5 lessons)
1: Moi (moi) Greetings name and family Numbers 0-12	2: Jeux et Chansons (games and songs) Responding to a song or story in French numbers 11-20 Simple questions Expressing preference	3: On fait la fête (celebrations) Saying what you can do well Celebrating achievements and special occasions Writing an invitation Months of the year	4: Le Corps (parts of the body) Parts of the body Colours Descriptions of people



Long term plan and key concept mapping

Year 4				
Unit 1 (7 sessions)	Unit 2 (5 sessions)	Unit 3 (4 lessons)	Unit 4 (3 lessons)	Unit 5 (5 lessons)
5: On y va (Let's go) Making statements (about travel) Describing the weather Days of the week	6: L'argent de poche (pocket money) Expressing likes and dislikes about toys Justification of opinions Numbers 21-39 Simple prices	7: Vive le sport (long live sport) Making simple statements about food and activities	8: Les quatres amis (The four friends) Responding to a story Give a simple description (of an animal) Making simple statements about movement	9: Carnaval des animaux (Carnival of the animals) Giving a simple description (of an animals and habitats)



Long term plan and key concept mapping

Year 5				
Unit 1 (4 sessions)	Unit 2 (5 sessions)	Unit 3 (6 sessions)	Unit 4 (5 sessions)	Unit 6 (5 sessions)
10: En route pour l'école (journey to school) Alphabet Describing a journey to school (places in locality, simple directions) Using repair strategies to keep a conversation going	11: Bon appétit Talking about what has been eaten and drunk Expressing likes , dislikes and preferences, Following and writing instructions(as in a recipe)	12: Les planètes Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs	13: Les saisons (the seasons) Responding to poems and music Making simple Simple statements (about seasons) Describing the weather Using adjectives as antonyms	14: Scènes de plages Responding to a painting Giving a simple description (of a scene or place) Using adjectives to add interest and detail to a description Writing instructions



Long term plan and key concept mapping

Year 6		
Unit 1 (8 sessions)	Unit 2 (6 sessions)	Unit 6 (5 sessions)
15: Notre école (our school) Making statements about the school environment Telling time using half-hours, quarter hours and 24hr clock notation.	16: Le passé et le présent (then and now) Making statements (about places in a town) Asking questions (about places in town) Saying the year (eg mille neuf cent quarante huit)	17: Monter un café (make a café) Quantities of food Transactional language for a café Seeking clarification of meaning



Medium term plans (knowledge sequence)

Year 3	Children learn declarative and procedural knowledge in languages through these aspects.					
	Speaking	Grammar	Listening	Reading	Writing	Phonics
	<p>Know how to:</p> <ul style="list-style-type: none"> Communicate with others using simple words and short phrases. Present a rehearsed, simple sentence. Respond to simple questions 	<p>Begin to know :</p> <ul style="list-style-type: none"> Sentence Construction: Simple sentences with noun, verb, adjective. Verbs: <ul style="list-style-type: none"> <i>s'appeler</i> in "je" and "tu" forms. Regular <i>-er</i> verbs in "je" form. Awareness of <i>avoir</i> (j'ai, il/elle a) and <i>être</i> (je suis, il/elle est). Nouns: <ul style="list-style-type: none"> Singular and plural forms. Awareness of gender. Questions: Inversion of verb and subject. Adjectives: Agreement and position; possessive adjectives (mon, ma). Articles: Introduction to indefinite articles. Adverbs: Simple adverbs and their position. Grammar Awareness: Similarities with English. 	<p>Know how to:</p> <ul style="list-style-type: none"> Listen to short stories, nursery rhymes and songs and identify words, rhyming words and particular sounds . Recognise a familiar question 	<p>Know how to:</p> <ul style="list-style-type: none"> Read and show understanding of familiar single words 	<p>Know how to :</p> <ul style="list-style-type: none"> write simple familiar words and phrases using a model write single familiar words from memory with understandable accuracy. 	<ul style="list-style-type: none"> Start to recognise the sounds of some letter strings on, u, j, ère, é.er, silent – s,,oi, è, ou, eu Identify individual sounds in words and pronounce accurately in sequence.



Medium term plans (knowledge sequence)

Year 4	Children learn declarative and procedural knowledge in languages through these aspects.					
	Speaking	Grammar	Listening	Reading	Writing	Phonics
	<p>Know how to:</p> <ul style="list-style-type: none"> Ask and answer questions with a rehearsed response Make a simple rehearsed statement/sentence using a language scaffold (including descriptions) Express and justify opinions about likes and dislikes 	<p>Begin to know how to:</p> <p>Sentence Construction: Compound sentences using <i>et, mais, parce que</i>.</p> <ul style="list-style-type: none"> Verbs: <ul style="list-style-type: none"> Present tense of regular and high-frequency verbs (1st and 2nd person). Example: <i>aller</i> – je vais, tu vas. Nouns: Gender identification. Questions: Use of <i>comment, où, and qu'est-ce que...?</i> with inversion. Articles: Indefinite articles; use of <i>l'</i> before vowels; plural <i>les</i>. Adjectives: <ul style="list-style-type: none"> Use of <i>c'est + adjective</i>. Position and agreement. Prepositions: <i>en/à</i> + transport/place, <i>en</i> + country, <i>jouer au, faire du/de la</i>. Pronouns: <i>il/elle</i> for "it". Negatives: <i>ne...pas</i>. Grammar Awareness: Similarities with English. 	<p>Know how to:</p> <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response; Listen and identify words in songs and rhymes and demonstrate understanding. 	<p>Know how to:</p> <ul style="list-style-type: none"> Read and show understanding of simple familiar phrases and short sentences. Say a simple rhyme from memory Join in with words of a song, rhyme or story Use context to predict the meaning of new words 	<p>Know how to:</p> <ul style="list-style-type: none"> Write simple phrases using a language scaffold (including descriptions) Write simple familiar short phrases from memory with understandable accuracy 	<ul style="list-style-type: none"> Recognise the sounds of some letter strings au/eau, qu, l, un, in, on/om compared with onn/omm, on, ch, and pronounce accurately Revise previously taught sounds - ou, u, in Know how to explore rhyming patterns Begin to observe silent letter rules applicable in French

Medium term plans (knowledge sequence)

Year 5	Children learn declarative and procedural knowledge in languages through these aspects.					
	Speaking	Grammar	Listening	Reading	Writing	Phonics
	<p>Know how to:</p> <ul style="list-style-type: none"> Ask and answer more complex familiar questions about directions with a scaffold of responses and ask for clarification and help. Use familiar vocabulary to say more complex sentences using a language scaffold Use repair strategies to keep a conversation going. Express likes , dislikes and preferences 	<p>Begin to know how to:</p> <ul style="list-style-type: none"> Sentence Construction: Simple and complex sentences. Verbs: <ul style="list-style-type: none"> Imperative (vous form). Perfect tense: <i>manger, boire</i>. Present tense: 3rd person singular of regular and high-frequency -er verbs and <i>dormir</i> (il/elle dort). <i>tu</i> form of some irregular verbs. Nouns: Use of plural nouns with <i>les</i> and <i>des</i>. Articles: Use of <i>du, de la, de l', des</i>. Adjectives: <ul style="list-style-type: none"> Revision of agreement and position. Use as antonyms. Prepositions: <i>près de, loin de, en, au</i>. Qualifiers: <i>assez, trop</i>. Grammar Awareness: Similarities with English. 	<p>Know how to:</p> <ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences. 	<p>Know how to:</p> <ul style="list-style-type: none"> Follow the text of familiar rhymes and songs identifying the meaning of words. Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French) Read and show understanding of a complex sentence using familiar language 	<p>Know how to:</p> <ul style="list-style-type: none"> Write familiar complex sentences from memory with understandable accuracy; Write instructions and descriptions using rehearsed language and a language scaffold 	<p>Know how to:</p> <ul style="list-style-type: none"> Say the French alphabet Recognise common phonemes (revision of previously taught sounds) Use knowledge of phoneme- grapheme correspondence to synthesise words Hear individual phonemes in words and using this to aid writing Pronounce and use Il and Elle correctly;

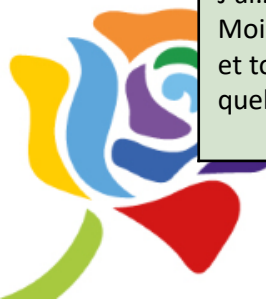
Medium term plans (knowledge sequence)

Year 6	Children learn declarative and procedural knowledge in languages through these aspects.					
	Speaking	Grammar	Listening	Reading	Writing	Phonics
	<p>Know how to:</p> <ul style="list-style-type: none"> Engage in a short conversation using familiar questions and express opinions Manipulate language to create and say own sentence using familiar language; -Tell the time using half-hours, quarter hours and 24hr clock notation Use transactional language Seek clarification of meaning 	<p>Demonstrate the use, in sentences, of grammar knowledge of:</p> <ul style="list-style-type: none"> Sentence Construction: The construction of simple and complex sentences Verbs: <ul style="list-style-type: none"> Regular and high-frequency verbs in present tense. Imperfect tense of <i>avoir</i> (<i>avait</i>) and <i>être</i> (<i>était</i>). Nouns: Gender and plural forms. Articles: Indefinite and definite (<i>le/la, un/une</i>). Adjectives: Position and agreement. Prepositions: <i>au/à la</i>. Pronouns: 1st, 2nd, and 3rd person. Negatives: Continued use. Other Grammar: <ul style="list-style-type: none"> Elision. Antonyms. Grammar Awareness: Similarities with English. 	<p>Know how to:</p> <ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling 	<p>Know how to:</p> <ul style="list-style-type: none"> Read and shows understanding of a series of complex sentences using familiar language Follow a more complex text of a familiar song or story and reads aloud. Read and understand the gist of an unfamiliar text using familiar language 	<p>Know how to:</p> <ul style="list-style-type: none"> Manipulate language using a language scaffold to present ideas and information in more complex sentences Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy 	<p>Know how to:</p> <ul style="list-style-type: none"> Use knowledge of phoneme-grapheme correspondence to work out pronunciation of new words Begin to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings Use liaison and silent letter rules (applicable in French).

Progression in vocabulary

Unit 1 - Moi

Transferable Core Language		Non-Transferable Core Language	
je m'appelle bonjour au revoir comment t'appelles-tu Bonjour Bonsoir bonne nuit Salut comment ça va ça va bien merci comme ci comme ça ça va mal au revoir à tout à l'heure Voici mon / ma numbers 0-12 J'ai...ans Moi et toi quel âge as-tu	my name is Hello goodbye What is your name? hello good evening good night Hi! How are you? I am well thank you like this/ like that I am not good good bye see you later here is my <i>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</i> I am...years old Me And you? How old are you?	ma mère, mon père, ma sœur, mon frère	my mother, my father, my sister, my brother



Progression in vocabulary

Unit 2 – Jeux et Chansons

Transferable Core Language		Non-Transferable Core Language	
<p>Mais ne...pas le / la / l' je préfère tu préfères qui préfère...? combien de...? Onze,douze, treize ,quatorze ,quinze ,seize,dix-sept,dix-huit,dix-neuf,vingt</p>	<p>but not the I prefer you prefer who prefers how much 11, 12 , 13 ,14 ,15 ,16 ,17 ,18 ,19 ,20</p>	<p>Le football Le cache cache Le saut à la corde Le chat perché La marelle fermier / fermière fils fille chien chat Souris navet énorme tire appelle pré femme enfant nourrice chat souris fromage</p>	<p>football hide and seek skipping ropes tag hopscotch farmer son daughter dog cat mouse enormous turnip pull call meadow wife hild nurse cat mouse cheese</p>

Progression in vocabulary

Unit 3 – On fait la fête

Transferable Core Language		Non-Transferable Core Language	
je nage je danse je lis je chante je joue au football (très) bien/mal janvier février mars avril mai juin juillet août septembre octobre novembre décembre mon anniversaire est en	I swim I dance I read I sing I play football (very) well/bad January February March April May June July August September October November December my birthday is in	bravo fantastique, super chouette	Bravo fantastic Super great



Progression in vocabulary

Unit 4 – Le corps

Transferable Core Language		Non-Transferable Core Language	
qu'est-ce que c'est c'est de quelle couleur C'est rouge rose orange jaune bleu(e) vert(e) noir(e) blanc(he) violet(te) marron bruns roux Blonds grand(e) · petit(e)	What is What colour is it It is Red Pink Orange yellow blue green black white purple brown brown (hair) red (hair) blonde (hair) big small	tête épaules genoux pied oreilles yeux bouche nez touchez cheveux bras main jambe	head shoulders knees feet ears eyes mouth nose touch hair arms hand leg



Progression in vocabulary

Unit 5 – On y va

Transferable Core Language		Non-Transferable Core Language	
je vais qu'est-ce que c'est? c'est possible il y a il fait et oui non lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	I go what is it? it is possible there is/are it does/it is and yes no Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Comment vas-tu à l'école? à pied/à moto en voiture /vélo /bus /taxi /train /bateau /avion En Belgique / France Il fait chaud /froid /beau / mauvais Il fait du soleil/du vent /du brouillard /des nuages Il pleut/il neige	How do you go to school? Walking, by motorbike, in car/ bike/ bus/ taxi/ train/ boat/ airoplane In Belgium/ France It is hot / cold/ beautiful / bad (weather) It is sunny/ windy/ foggy/ cloudy It is raining/ snowing



Progression in vocabulary

Unit 6 – L'argent de poche

Transferable Core Language		Non-Transferable Core Language	
numbers 21-40 months colours days aujourd'hui c'est le / la j'aime ça je n'aime pas ça j'aime je n'aime pas j'adore je déteste et tu aimes ça? c'est combien? c'est	today it is the I like that I don't like that I like I don't like I adore I hate and do you like that? how much? it is	grand-mère tricoter écharpe laine peluche poupée console voiture vélo skate ballon super magnifique fantastique génial hyper-cool	grandma knit scarf wool teddy doll console car bike skateboard ball super magnificent fantastic great really cool



Progression in vocabulary

Unit 7 – Vive le sport

Transferable Core Language		Non-Transferable Core Language	
je joue je fais qu'est-ce que tu fais? days manger du / de la/ de l' / des	I play I do what do you do? to eat some	je joue au football / tennis / cricket / rugby je fais de la danse / natation je fais du skate / vélo foods	I play at football/ tennis/ cricket/ rugby I dance/ swim I skate / bike



Progression in vocabulary

Unit 8 – Les Quatres Amis

Transferable Core Language		Non-Transferable Core Language	
vite lentement il est elle est qu'est-ce qu'il fait? il est de quelle couleur? colours	quickly slowly he is she is what happens? What colour is it?	galope court sautille trottine le cheval, le mouton, le lapin, la souris	gallops runs jumps trots the horse, the sheep, the rabbit, the mouse



Progression in vocabulary

Unit 9 – Carnaval des animaux

Transferable Core Language		Non-Transferable Core Language	
<p>fort</p> <p>doucement</p> <p>Rapidement</p> <p>où habites-tu?</p> <p>j'habite dans</p> <p>qui habite?</p> <p>est</p>	<p>strong</p> <p>gently</p> <p>quickly</p> <p>where do you live?</p> <p>I live in...</p> <p>who loves?</p> <p>Is</p>	<p>Le lion, le kangourou, le coucou, l'oiseau, l'éléphant, le poisson, l'âne, le cygnet, la tortue, la poule</p> <p>savane</p> <p>forêt</p> <p>mer</p> <p>ferme</p> <p>campagne</p> <p>voiture</p> <p>au revoir</p> <p>froid</p> <p>trois</p> <p>bonjour</p> <p>nourrice</p> <p>bouche</p> <p>genoux</p> <p>Salut</p> <p>grand</p> <p>petit</p> <p>fort</p> <p>lent</p> <p>rapide</p> <p>féroce</p> <p>timide</p> <p>(plus adjectival agreement)</p>	<p>Lion, kangaroo, cuckoo, bird, elephant, fish, donkey, swan, tortoise, hen</p> <p>savanna</p> <p>forest</p> <p>sea</p> <p>farm</p> <p>country</p> <p>car</p> <p>goodbye</p> <p>cold</p> <p>three</p> <p>hello</p> <p>nurse</p> <p>mouth</p> <p>knee</p> <p>hi</p> <p>large</p> <p>small</p> <p>strong</p> <p>slow</p> <p>fast</p> <p>ferocious</p> <p>timid</p>

Progression in vocabulary

Unit 10 – En route pour l'école

Transferable Core Language		Non-Transferable Core Language	
qu'est-ce que c'est? C'est numbers to 69 - quarante, cinquante, soixante il y a vrai / faux je vais je traverse j'arrive Devant répétez je ne comprends pas quand finalement	what is it? it is 40, 50 60 there is/are true/false I go I cross I arrive in front of repeat I don't understand when finally	poste église rivière hôpital parc magasin passage pour piétons passe tournez continuez traversez droite gauche tout droit Transport	post office church river hospital park shop pedestrian crossing pass turn continue cross right left straight on (see unit 5)



Progression in vocabulary

Unit 11 – Bon appétit

Transferable Core Language		Non-Transferable Core Language	
months days dates numbers to 31 un / une / des j'ai mange j'ai bu hier et mais je préfère j'aime je n'aime pas j'adore je déteste qui aime?	a/ some I ate I drank yesterday and but I prefer I like I don't like I adore I hate who likes?	pomme gâteau fromage orange fromage frais sandwich banane salade eau chips	apple Cake cheese orange yoghurt sandwich banana salad water crisps



Progression in vocabulary

Unit 12 – Les Planètes

Transferable Core Language		Non-Transferable Core Language	
est grand petit colours (adjectival agreement) près loin assez très parce que	is large small near far quite very because	une planète minuscule énorme rapide chaud froid Soleil, Mercure, Vénus, Terre, Lune, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton La lune	a planet miniscule enormous fast hot cold sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto the moon



Progression in vocabulary

Unit 13 – Les Saisons

Transferable Core Language		Non-Transferable Core Language	
<p>en le / l' c'est quelle saison? très trop c'est sont</p>	<p>in the what season is it? very too it is are</p>	<p>Les mois les saisons L'hiver(m) Le printemps L'été(m) L'automne(m) tape les mains tape les pieds chaud froid heureux triste coloré fade sombre clair joli laid</p> <p>weather phrases</p>	<p>the months The seasons Winter Spring Summer Autumn clap your hands stamp your feet hot cold happy sad coloured bland dark clear pretty ugly</p>



Progression in vocabulary

Unit 14 – Scènes de Plages

Transferable Core Language		Non-Transferable Core Language	
est le / la regarde glisse dort brosse jouent nagent que fait / font? qu'est-ce que c'est qu'est-ce qu'il y a dans le sac colours	is the look glide sleep brush play swim what does/ what is it is what is in the bag	chien bateau fille dame garçon ciel mer plage sable chien enfants prends ajoute mélange décore laisse ingredients	dog boat daughter lady waiter sky sea beach sand dog children take add mix decorate leave ingredients



Progression in vocabulary

Unit 15 – Notre école

Transferable Core Language		Non-Transferable Core Language	
il est ___ heure(s) quelle heure est-il? midi / minuit et demie et quart moins le quart où est? voici le / la / les il y a notre école a le / la vs un / une à ___ heure(s) numbers to 12	it (time) is...o'clock what time is it? midday/ midnight half past quarter past quarter to where is here is the there is/are our school has the vs a at___o'clock	le terrain de sport la salle de classe la cour les toilettes la cantine le parking la bibliothèque l'entrée la grande salle le dessin le sport le français la géographie la technologie l'anglais(m) l'informatique(f) l'histoire(f) les sciences (f pl) les maths (fpl)	sports field classroom playground toilets cantine car park library entrance hall art sport French geography technology English computer science history science maths



Progression in vocabulary

Unit 16 – Le passé et le présent

Transferable Core Language		Non-Transferable Core Language	
à + place il y a il n'y a pas (de) mais numbers 70-100 numbers to 1000 il y avait aujourd'hui en + year beaucoup de peu de est	at + place there is/are there isn't/ aren't any but there was today in + year A lot of little of Is	boucherie poissonnerie épicerie bibliothèque hôpital café église beau/belle vieux/vieille modern moche place names	butchers fresh fish shop grocer library hospital cafe hchurch beautiful old modern ugly



Progression in vocabulary

Unit 17 – Monter un café

Transferable Core Language		Non-Transferable Core Language	
je voudrais au / à la	I would like	les snacks les boissons les glaces food and drink words	snacks drinks ice creams



Assessment in Modern Foreign Languages

Our curriculum tracker is used to record attainment in art. This is a tool to support and inform teaching and learning.

From each unit of work a series of 'sticky knowledge' assessment statements have been agreed.

Teachers assess at the end of each unit. Assessments are revisited throughout the year following retrieval activities. Assessment against each statement is finalised at the end of the academic year.

At the start of a new unit for the same key concept teachers look at the assessments from previous learning in this area to help plan the new unit and fill any gaps/ plan interventions where needed.

Subject leaders use the end of year judgements on the curriculum assessment tool to plan any support for teachers and any specific interventions needed for a year group moving forward.



Crowle Primary Academy – curriculum overview

