St Margaret's MfL Key Knowledge Map

Key Stage 2 - French

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**How are things different from the past?**	**Where would you choose to settle?**	**Would you prefer to live in the Stone Age, Bronze Age or Ice Age?**	**What's hidden within? (The rainforest)**	**Why did the Romans invade Britain?**	**What can we learn from the world beneath our feet? (Volcanoes)**
Kapow Unit		French greetings with puppets	French adjectives of colour, size and shape		French playground games - numbers and age	In a French Classroom
Objectives		Pupils who are secure will be able to: • Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. • Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. • Link actions or pictures to the new language, both in spoken and written form. • Imitate the pronunciation of sounds.	Pupils who are secure will be able to: • Listen carefully to build correct sequences of three to four blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.		Pupils who are secure will be able to: • Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). • Join in with a song using actions. • Respond to numbers by showing fingers or ticking on whiteboards. • Ask and answer a question about their age.	Pupils who are secure will be able to: • Show their understanding of key vocabulary with a physical response. • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles.

		• Take turns to speak and use appropriate intonation.	• Recognise cognates. • Use please and thank you. • Listen carefully to instructions. • Describe some of the shapes in their work using language of colour, size or shape. • Listen and then select the correct decoration according to its colour.		• Change their answers and recognise number words. • Listen carefully and relate sounds to a written phoneme. • Recall numbers one to 12 with increasingly accurate pronunciation.	• Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using labels as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience. •

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What do the Ancient Egyptians believe?**	**How are rivers used around the world?**	**How hard was it to invade and settle in Britain?**	**Would you survive the cold?**	**Were the Vikings mad, bad or misunderstood?**	**Where does our food come from?**
Kapow Unit		Portraits – Describing in French		Clothes - getting dressed in France	French numbers, calendars and birthdays	French food - Miam, miam !
Objectives		Pupils who are secure will be able to: • Show their understanding of key vocabulary		Pupils who are secure will be able to: • Remember and pronounce some of the new words, recognising that some are masculine and	Pupils who are secure will be able to: • Say the numbers to 31 in French. • Read and calculate Maths sums correctly in French.	Pupils who are secure will be able to: • Recognise and understand the meaning

		with a physical response. • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using labels as a model.		take un, some feminine and take une and some plural and take des. • Understand how to convert the indefinite article to a possessive adjective. • Correctly identify items of clothing based on the written word. • Say the words for items of clothing with accurate pronunciation. • Make an intelligible attempt to spell new words. • Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. • Compose a sentence using j'aime or je n'aime pas. • Use il/elle correctly and place the	• Say all the days of the week, working out the words for the days that are yesterday and today. • Match most of the French months to their English equivalents. • Ask when someone's birthday is and give the number and month of their own birthday. • Say the seasons of the year. • Translate the date from English to French. • Say the similarities and differences between birthdays in the UK and France.	of new words that are cognates. • Use a model text to support conversation. • Complete mathematical calculations in French, writing answers in euros. • Recognise shop names and label a triarama. • Use a bilingual dictionary to translate given words. • Use a range of strategies to understand a familiar text. • Ask and respond to questions found in a café conversation.

		• Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.		adjective in the correct position in relation to the noun.		

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What are the mysteries and achievements of Ancient civilisations?**	**What's up high?**	**What's special about our local area?**	**Why do the oceans matter?**	**What was live life in Tudor England?**	**What's it like in the forest?**
Kapow Unit		French monster pets	Shopping in French		Space exploration - in French	Meet my French family
Objectives		Pupils who are secure will be able to: • Notice cognates and near cognates in the text. • Recognise some previously known words. • Use a dictionary to research the meaning of relevant vocabulary.	Pupils who are secure will be able to: • Recognise number words in written form. • Correctly build and pronounce two-digit numbers that have been generated randomly. • Recall vocabulary by matching the correct		Pupils who are secure will be able to: • Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.	Pupils who are secure will be able to: • Complete correctly a gap-fill activity to match French vocabulary with pictures. • Recognise words that are similar to English.

		• Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. • Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. • Unscramble jumbled sentences without any errors in word order. • Recognise rules of agreement in longer phrases. • Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.	pictures to the appropriate words. • Join in with a story, using gestures and key vocabulary. • Correctly sort word-cards by gender and apply the appropriate article. • Highlight a range of known and easily recognisable vocabulary in a text.		• Write their own metaphors using a writing model, replacing nouns with original vocabulary. • Make the correct choice of un/une for gender and add colour adjectives when writing. • Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. • Adapt a model text to create an original sentence of their own, including descriptive phrases.	• Adapt a sentence to change its meaning. • Apply some understanding of French pronunciation. • Recognise key information within a longer text. • Build sentences confidently using word cards. • Respond to spoken opinions with the correct gesture. • Use different opinions in sentences. • Change elements of a sentence whilst retaining the meaning. • Organise a text, making simple adaptations that do not affect its overall sense.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder theme…	**What was the impact of WW2?**	**Would you like to live in the desert?**	**What did the Greeks ever do for us?**	**How do we influence the world around us?**	**Who should feature on the £10 bank note?**	**Where does our energy come from?**
Kapow Unit		French sport and the Olympics		In my French house	Planning a French holiday	Visiting a town in France
Objectives		Pupils who are secure will be able to: • Pronounce the name of a sport accurately and confidently. • Construct simple sentences to say whether or not they play a sport and whether or not they like a sport. • Locate some countries on a map. • Identify some of the French country names using cognates and near cognates. • Use the correct form of aller and the correct preposition in most cases in written exercises.		Pupils who are secure will be able to: • Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house and family.	Pupils who are secure will be able to: • Remember the countries in the world in French. • Use a writing model to create a complex sentence. • Begin to understand the present and future tense of 'aller' in French. • Identify the present and future tenses in reading and listening.	Pupils who are secure will be able to: • Describe routes to school using pictures and word cards. • Follow simple directions accurately. • Describe the relationship between places using a preposition. • Put modes of transport into a simple sentence. • Role-play buying tickets in French. • Use modes of transport to build sentences about going to places.

		• Show good understanding of P.E. action verbs and pronounce the words accurately. • Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like. • Follow the basic rules of pétanque. • Write an interview article in French, using a writing frame, about a chosen Olympic sport and imagined visit to the Olympic Games.		• Use a writing frame to create a written description of their house. • Label things in a bedroom and use the related vocabulary in simple sentences. • Use prepositions accurately, both verbally and in written sentences. • Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.	• Label images of clothing correctly. • Speak in sentences and write a paragraph. • Recognise familiar words and cognates. • Begin to understand the gist of the text to be able to answer some questions. • Find out information from a range of websites and use this information to plan a holiday.	• Begin constructing negative sentences correctly. • Learn to say and read places in a town. • Use a writing frame to give a reasoned opinion for visiting a place. • Identify the grammatical elements of a text. • Understand the gist of a text. • Use a text to write their own description of a place.