

Digby Tedder MFL Two Year Overview – Key Knowledge and Assessment Points

A	Autumn Term	Spring Term	Summer Term
Year 3/4	Moi (All About Me)	Les quatre amis (The Four Friends)	L'argent de poche (Pocket Money)
Key Knowledge and Assessment Points	By the end of the unit children will know: - Some simple French phrases and greeting. - In French, you can say your name using “je m’appelle...” and ask someone their name by saying “comment tu t’appelles ?” - To count from 1 to 10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. - You can say your age using “j’ai... ans” and ask someone’s age by saying “quel âge as-tu ?	By the end of the unit children will know (in French): - “Horse” is “cheval”, “sheep” is “mouton”, and “rabbit” is “lapin”. - Simple words and phrases to describe an animal’s colour and how it moves “il galope”. - To show understanding to a story by responding with words, actions, or answers in French.	By the end of the unit children will know (in French): - Count from 1 to 30 using number words like un, deux, trois... up to trente. - The euro (€) is the money used in many countries where French is spoken. - To ask how much something costs by saying “C’est combien?” - Simple phrases to share likes and dislikes by saying “j’aime/ j’adore” (I like/love) and “je n’aime pas/je deteste” (I don’t like/ I hate).
Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary	Core language Bonjour! Salut! Ça va? Ça va bien/mal. Et toi? Au revoir! Monsieur/Madame oui, non Je m’appelle ... Comment tu t’appelles? voici ... 1–10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J’ai ... Quel âge as-tu? J’ai sept/huit ans. Hello! Hi!/Bye! How are you? I’m fine/not very well. And you? Goodbye! Mr/Mrs, Sir/Miss (to teacher) yes, no My name is ... What’s your name? here is ... 1–10: one, two, three, four, five, six, seven, eight, nine, ten I have ... How old are you? I’m seven/eight years old. Additional flashcards mon père ma mère mon frère ma sœur my father my mother my brother my sister	Core language le cheval le mouton le lapin la souris Il galope. Elle court. Il/Elle est ... gris(e) Non, le lapin ne galope pas, etc. the horse the sheep the rabbit the mouse He/It gallops. She/It runs. He/She/It is ... grey No, the rabbit doesn’t gallop, etc. Additional flashcards vite lentement Il sautille. Elle trotte. la pomme quickly slowly He/It hops. She/It scurries. the apple	Core language J’adore ... Je déteste ... ça 21–30: vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente C’est combien? un euro C’est super/magnifique/fantastique. J’ai Je n’ai pas de ... I love ... I hate ... that 21–30: twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty How much is it? one euro It’s great/magnificent/fantastic. I have I don’t have ... Additional flashcards Miam! Berk! un CD un ballon une console une peluche une poupée Yum! Yuck! a CD a ball (large ball, e.g. football) a games console a cuddly toy a doll

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Year 3/4	<i>Jeux et chansons (Games and Songs)</i>	<i>On y va! (All aboard!)</i>	<i>Le Carnaval des Animaux (The Carnival of the Animals)</i>
Key Knowledge and Assessment Points	By the end of the unit children will know (in French): - To count from 11 to 20 using number words like onze, douze, treize... up to vingt. - Simple phrases to talk about their favourite games like “j’aime jouer à...” (I like to play...). - Names of animals, such as le chat (cat), le chien (dog).	By the end of the unit children will know (in French): - Francophone world means all the places around the world where French is spoken. - The days of the week are lundi, mardi, mercredi, jeudi, vendredi, samedi, and dimanche. - Names for different types of transport, like “la voiture” (car), “le bus” (bus), and “le train” (train). - Phrases to describe the weather like “il fait chaud” (it is hot) or “il pleut” (it is raining). - To say where you are going and how by using simple phrases like “je vais à...” (I go to...) and “en...” (by...).	By the end of the unit children will know: - A wider range of animal names and adjectives to describe them, such as size, colour, and personality. - The phrase “j’habite dans...” (I live in...). - How to tell the time using o’clock phrases, such as “il est une heure” (it is one o’clock).
Themes	<i>Listening, Speaking, Reading & Writing</i>	<i>Listening, Speaking, Reading & Writing</i>	<i>Listening, Speaking, Reading & Writing</i>
Vocabulary			
SEND strategies	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.
Challenge	- To learn and use the vocabulary within the ‘Additional Flashcards’. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.	- To learn and use the vocabulary within the ‘Additional Flashcards’. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.	- To learn and use the vocabulary within the ‘Additional Flashcards’. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.

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Year 5/6	Bon appetit, bonne sante (Healthy Eating)	Je suis le musicien (I am the music man)	Notre ecole (Our School)
Key Knowledge and Assessment Points	By the end of the unit children will know (in French): - Use phrases like “c’est bon pour la santé” (it is good for your health) and “c’est mauvais pour la santé” (it is bad for your health) to say if food is healthy or unhealthy. - More words and phrases to talk about healthy and unhealthy foods, such as “Ils sont bons.”. - The pronunciation of a.	By the end of the unit children will know (in French): - Names of musical instruments, such as “la guitare”, “le piano”, and “la batterie”. - Name different types of music, such as “le rock”, “la pop”, and “le jazz”. - Simple phrases such as “j’aime” (I like) or “je n’aime pas” (I do not like) to give your opinion about music	By the end of the unit children will know (in French): - Words to describe the school for places like the classroom, the playground and the sports field. - Simple sentences to talk about your school day and share information about your routine. - Adjectives to describe people in more detail describing their appearance and personality. - Time to the nearest five minutes using phrases like “il est cinq heures cinq”. - The grammatical rules for –er verbs i.e regular “-er” verbs follow a pattern, such as “je parle”, “tu parles”, “il/elle parle”, which helps you build sentences.
	Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary	Core language Dans le sac, il y a ... et aussi mais Il est bon/mauvais. Elle est bonne/mauvaise pour la santé. Ils sont bons/mauvais. Elles sont bonnes/mauvaises. In the bag, there is ... and also but It is good/bad. (m.) It is good/bad for your health. (f.) They are good/bad. (m. pl.) They are good/bad. (f. pl.) Additional flashcards un sandwich au jambon un gâteau une banane une orange du fromage (m.) de l’eau (f.) des chips (f. pl.) des champignons (m. pl.) une glace à la vanille une pizza aux champignons a ham sandwich a cake a banana an orange some cheese some water some crisps some mushrooms vanilla ice cream mushroom pizza	Core language Tu joues ...? Je joue du saxophone/ piano/violon. Je joue de la guitare/ clarinette/batterie. Je ne joue pas de/d’ Il/elle joue C’est génial! C’est nul! Do you play ...? I play the saxophone/ piano/violin. I play the guitar/clarinet/ drums. I don’t play He/she plays It’s brilliant! It’s rubbish! Additional flashcards le jazz le reggae la musique pop la musique classique le saxophone le piano le violon la guitare la clarinette la batterie jazz reggae pop music classical music a saxophone a piano a violin a guitar a clarinet the drums	Core language la salle de classe l’entrée principale (f.) la cour le terrain de sport Je cherche ... Je cours. Je travaille. ici là Voici Voilà il est deux heures et quart il est deux heures moins le quart il est deux heures cinq/ dix/vingt/vingt-cinq il est deux heures moins cinq/ dix/vingt/vingt-cinq le déjeuner le professeur le maître, la maîtresse Il/Elle a ... the classroom the main entrance the playground the sports field I’m looking for ... I run/I’m running. I work/I’m working. here there here it is there it is it’s quarter past two it’s quarter to two it’s five/ten/twenty/ twenty-five past two it’s five/ten/twenty/ twenty-five to two lunch(time) the teacher (general term) primary school teacher He/She has ... Additional flashcards la grande salle la bibliothèque la cuisine le bureau le parking la salle des profs la maternelle the hall the library the kitchen the office the car park the staffroom the infant school

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	<i>En route pour l'école (On the way to school)</i>	<i>Monter un café (Setting up a café)</i>	<i>Ici et là (Out and about)</i>
Key Knowledge and Assessment Points	<i>By the end of the unit children will know (in French):</i> - Simple directions using phrases like “à droite” (on the right), “à gauche” (on the left), and “tout droit” (straight ahead). - Vocabulary for familiar landmarks in a town such as “la boulangerie” (bakery) and “le café” (cafe).. - Sentences like “quand je vais à l'école, je tourne à droite” (when I go to school, I turn right) to describe a school journey. - Tell the time using “et demie” to say half past, for example “il est”	<i>By the end of the unit children will know (in French):</i> - Phrases like “je voudrais...” (I would like...) to ask for food and drinks politely. - Accurate sentence structures in order to role play ordering food and drink. - French food and drink words that rhyme.	<i>By the end of the unit children will know (in French):</i> - Numbers to 99. - Likes and dislikes using “qu'est-ce que tu aimes ?” (what do you like?) and respond with “j'aime” or “je déteste”. - To give opinions about leisure activities and explain why using simple reasons like “parce que c'est amusant” (because it is fun). - Some letter strings sound the same but are spelled differently.
Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary			
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B	Autumn Term	Spring Term	Summer Term
Year 3/4	On fait la fete (Celebrations)	Ca pousse! (Growing things!)	Vive le sport! (Our sporting lives)
Key Knowledge and Assessment Points	By the end of the unit children will know (in French): - How to talk about their achievements in games and activities i.e. 'Je Joue bien au football.' - Words that praise i.e. Fantastique". - The months of the year in French - How to say happy birthday in French.	. By the end of the unit children will know (in French): - The names of some vegetables i.e. name a bean, a lettuce and a tomato.. - How to share an opinion in French. - How to ask for someone's opinion in French.	By the end of the unit children will know (in French): - Be able to say which sport they do. - Identify healthy and unhealthy eating habits. - Say I like X (food) and I dislike X (food).
Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary	Core language (très) bien Je joue bien au football. Je nage bien. Je nage. Je danse. Je chante. Je lis. Bravo! Super! Chouette! Fantastique! Je suis/Tu es un génie/ génial(e)! Joyeux anniversaire! (very) well/good I'm good at playing football. I'm a good swimmer. I swim/I'm swimming. I dance/I'm dancing. I sing/I'm singing. I read/I'm reading. Well done! Super! Cool! Fantastic! I'm/You're a genius! Happy birthday! Les mois: (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre The months: (in) January, February, March, April, May, June, July, August, September, October, November, December Je peux .../Je peux ...? s'il te plaît I can .../Can I ...? please (informal singular) Additional flashcards Je saute. Je lance le ballon. J'attrape le ballon. I jump/I'm jumping. I throw/I'm throwing the ball. I catch/I'm catching the ball.	Core language Tu aimes ...? J'aime ... Je n'aime pas ... beaucoup Je voudrais ... s'il vous plaît Vous désirez? Voilà. Merci. Au revoir. Dans mon panier il y a Do you like ...? I like ... I don't like ... a lot I would like ... please (formal or plural) What would you like? (formal or plural) There you are. Thank you. Goodbye. In my basket there is/there are Additional flashcards un haricot un concombre une tomate une laitue du cresson une graine une graine de haricot un marché a bean a cucumber a tomato a lettuce some watercress a seed a bean seed a market	Core language Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket. Je joue au cricket. Je fais du vélo. Je fais du skate. Je fais de la danse/natation. zéro boire manger le jus d'orange le yaourt le poisson une pomme les carottes (f. pl.) le chocolat le coca les pommes frites (f. pl.) les bonbons (m. pl.) Oui, c'est bon pour la santé. Non, c'est mauvais pour la santé. What are you doing/do you do (on Monday(s))? I play tennis/basketball. I play cricket. I ride my bike/go cycling. I go skateboarding. I dance/swim. zero to drink to eat orange juice yogurt fish an apple carrots chocolate cola chips sweets Yes, it's good for your health. No, it's bad for your health.

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Year 3/4	Portraits (Portraits)	Raconte-moi une histoire! (Tell me a story!)	Quel temps fait-il? (What's the weather like?)
Key Knowledge and Assessment Points	<i>By the end of the unit children will know:</i> - The colours in French (3 in particular) - Parts of the body in French. - How to describe someone in French by combining parts of the body with colours. - How to describe someone's size in French.	<i>By the end of the unit children will know:</i> - Simple classroom instructions in French i.e. stand up and sit down. - The numbers 40, 50, 60, 70, 80 and 90. - Adjectives in French that describe size. - The use and pronunciation of en, an and on. - Some masculine and feminine adjectives.	<i>By the end of the unit children will know:</i> - Further French phrases to describe the weather i.e. it's icy. - French vocabulary to describe the temperature i.e. it is ... degrees.. - How to describe appropriate clothing for particular weather conditions i.e. a coat and a scarf.
Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary			
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B	Autumn Term	Spring Term	Summer Term
Year 5/6	Les planetes (The planets)	Scene de plage (Beach scene)	Quoi de neuf? (What's in the news?)
Key Knowledge and Assessment Points	By the end of the unit children will know: - French vocabulary to describe the planets and solar system i.e. la Terre est ores du Soleil.. - French vocabulary to describe the position of planets. - The correct French sentence structure when talking about the Solar System. - The pronunciation of the 'u' sound.	By the end of the unit children will know: - Nouns and Verbs appropriate for describing a beach scene i.e. Le bateau glisse sur la mer. - Extended French colour vocabulary. - The pronunciation of soft 'j' and hard 'g' sounds.	By the end of the unit children will know: - how to describe what is in the news i.e. la mode est interessant. - Accurate sentence structures in order to express opinions about the media.
Themes	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing	Listening, Speaking, Reading & Writing
Vocabulary	Core language la Terre the Earth la Lune the Moon près de near loin de far près du Soleil near the Sun loin du Soleil far from the Sun un nom (propre) a (proper) noun un adjectif an adjective parce que because elle it (f.) assez quite, fairly très very Additional flashcards le Soleil the Sun Saturne Saturn Mercure Mercury Uranus Uranus Vénus Venus Neptune Neptune Mars Mars Pluton Pluto Jupiter Jupiter	Core language (Le chien) regarde (le chat). (The dog) is watching/ looking at (the cat). (Le bateau) glisse sur la mer. (The boat) is gliding over the sea. (La petite fille) dort. (The little girl) is sleeping. (La dame) brosse (les cheveux de la petite fille). (The lady) is brushing (the little girl's hair). Les gens marchent, parlent et jouent. The people are walking, talking and playing. C'est ... It is .../It's ... Ce n'est pas ... It isn't ... Additional flashcards le sable the sand le ciel the sky la plage the beach une falaise a cliff une grotte a cave	Core language la météo the weather forecast la mode fashion (fashion pages of a magazine) la cuisine cookery (cookery pages of a magazine) C'est beau. It's beautiful. C'est intéressant. It's interesting. C'est ennuyeux. It's boring. C'est dégueulasse. It's disgusting. C'est trop long. It's too long. car as, since, because à mon/son avis in my/his/her opinion Additional flashcards l'actualité (f.) the news (current affairs section of a magazine) la page télé the TV page

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Year 5/6	Le retour du printemps (The return of spring)	Le passe et le present (Then and now)	Notre monde (The world around us)																																																																																										
Key Knowledge and Assessment Points	By the end of the unit children will know: - French vocabulary for the months, weather and colour. - The name of the seasons in French. - Further French adjectives to describe spring. - How to pronounce 'i' in different letter strings.	By the end of the unit children will know: - How to apply previously learnt vocabulary (places in town, clothes and colours) in new contexts i.e. il y avait un supermarche maintenant il y une boulangerie.. - Further French vocabulary for places and clothing. - How to pronounce a range of letter strings in order to identify rhyming words.	By the end of the unit children will know: - The basic geography of France and how this compares to other French-speaking countries. - The French name for French speaking countries. - The name of continents in French especially Europe and Africa. - How to explain where a country is in French. - How to pronounce the nasal 'an' sound.																																																																																										
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Vocabulary	Core language <table><tr><td>au printemps</td><td>in the spring</td></tr><tr><td>en été/automne/hiver</td><td>in the summer/autumn/ winter</td></tr><tr><td>clair</td><td>bright, light</td></tr><tr><td>sombre</td><td>dark</td></tr><tr><td>heureux</td><td>happy</td></tr><tr><td>triste</td><td>sad</td></tr><tr><td>Viens/Reste (chez moi).</td><td>Come/Stay (with me). (informal singular)</td></tr><tr><td>Les couleurs sont ...</td><td>The colours are ...</td></tr><tr><td>la fille</td><td>the girl</td></tr><tr><td>trop</td><td>too</td></tr><tr><td>très</td><td>very</td></tr></table>	au printemps	in the spring	en été/automne/hiver	in the summer/autumn/ winter	clair	bright, light	sombre	dark	heureux	happy	triste	sad	Viens/Reste (chez moi).	Come/Stay (with me). (informal singular)	Les couleurs sont ...	The colours are ...	la fille	the girl	trop	too	très	very	Core language <table><tr><td>*un supermarché</td><td>a supermarket</td></tr><tr><td>*une boulangerie</td><td>a baker's (shop)</td></tr><tr><td>*une boucherie</td><td>a butcher's (shop)</td></tr><tr><td>*une épicerie</td><td>a grocer's (shop)</td></tr><tr><td>*une pâtisserie</td><td>a cake shop</td></tr><tr><td>Il y avait ...</td><td>There was/were ...</td></tr><tr><td>maintenant</td><td>now</td></tr><tr><td>Qu'est-ce que c'est?</td><td>What is it?</td></tr><tr><td>Il/Elle porte ...</td><td>He/She is wearing ...</td></tr><tr><td>Il/Elle s'appelle ...</td><td>His/Her name is ...</td></tr></table> Additional flashcards <table><tr><td>un pull</td><td>a jumper/pullover</td></tr><tr><td>un pantalon</td><td>a pair of trousers</td></tr><tr><td>un short</td><td>a pair of shorts</td></tr><tr><td>une chemise</td><td>a shirt</td></tr><tr><td>une jupe</td><td>a skirt</td></tr><tr><td>une culotte</td><td>a pair of pants</td></tr></table>	*un supermarché	a supermarket	*une boulangerie	a baker's (shop)	*une boucherie	a butcher's (shop)	*une épicerie	a grocer's (shop)	*une pâtisserie	a cake shop	Il y avait ...	There was/were ...	maintenant	now	Qu'est-ce que c'est?	What is it?	Il/Elle porte ...	He/She is wearing ...	Il/Elle s'appelle ...	His/Her name is ...	un pull	a jumper/pullover	un pantalon	a pair of trousers	un short	a pair of shorts	une chemise	a shirt	une jupe	a skirt	une culotte	a pair of pants	Core language <table><tr><td>*l'Europe (f.)</td><td>Europe</td></tr><tr><td>*l'Afrique (f.)</td><td>Africa</td></tr><tr><td>Où est ...?</td><td>Where is ...?</td></tr><tr><td>des ...</td><td>some ... (indefinite plural)</td></tr><tr><td>le matin</td><td>the morning</td></tr><tr><td>l'après-midi (m. or f.)</td><td>the afternoon</td></tr></table> Additional flashcards <table><tr><td>*l'Espagne (f.), *le Portugal</td><td>Spain, Portugal</td></tr><tr><td>*le Sénégal, *le Maroc</td><td>Senegal, Morocco</td></tr><tr><td>*le Mali, *la Côte d'Ivoire</td><td>Mali, Ivory Coast</td></tr><tr><td>*la Guinée, *la Tunisie</td><td>Guinea, Tunisia</td></tr><tr><td>*l'Amérique du Nord (f.)</td><td>North America</td></tr><tr><td>*le Canada</td><td>Canada</td></tr><tr><td>*l'Amérique du Sud (f.)</td><td>South America</td></tr><tr><td>*le Brésil</td><td>Brazil</td></tr><tr><td>*l'Asie (f.)</td><td>Asia</td></tr><tr><td>*l'Inde (f.)</td><td>India</td></tr><tr><td>*l'Australasie (f.)</td><td>Australasia</td></tr><tr><td>*l'Australie (f.)</td><td>Australia</td></tr></table>	*l'Europe (f.)	Europe	*l'Afrique (f.)	Africa	Où est ...?	Where is ...?	des ...	some ... (indefinite plural)	le matin	the morning	l'après-midi (m. or f.)	the afternoon	*l'Espagne (f.), *le Portugal	Spain, Portugal	*le Sénégal, *le Maroc	Senegal, Morocco	*le Mali, *la Côte d'Ivoire	Mali, Ivory Coast	*la Guinée, *la Tunisie	Guinea, Tunisia	*l'Amérique du Nord (f.)	North America	*le Canada	Canada	*l'Amérique du Sud (f.)	South America	*le Brésil	Brazil	*l'Asie (f.)	Asia	*l'Inde (f.)	India	*l'Australasie (f.)	Australasia	*l'Australie (f.)	Australia
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*une épicerie	a grocer's (shop)																																																																																												
*une pâtisserie	a cake shop																																																																																												
Il y avait ...	There was/were ...																																																																																												
maintenant	now																																																																																												
Qu'est-ce que c'est?	What is it?																																																																																												
Il/Elle porte ...	He/She is wearing ...																																																																																												
Il/Elle s'appelle ...	His/Her name is ...																																																																																												
un pull	a jumper/pullover																																																																																												
un pantalon	a pair of trousers																																																																																												
un short	a pair of shorts																																																																																												
une chemise	a shirt																																																																																												
une jupe	a skirt																																																																																												
une culotte	a pair of pants																																																																																												
*l'Europe (f.)	Europe																																																																																												
*l'Afrique (f.)	Africa																																																																																												
Où est ...?	Where is ...?																																																																																												
des ...	some ... (indefinite plural)																																																																																												
le matin	the morning																																																																																												
l'après-midi (m. or f.)	the afternoon																																																																																												
*l'Espagne (f.), *le Portugal	Spain, Portugal																																																																																												
*le Sénégal, *le Maroc	Senegal, Morocco																																																																																												
*le Mali, *la Côte d'Ivoire	Mali, Ivory Coast																																																																																												
*la Guinée, *la Tunisie	Guinea, Tunisia																																																																																												
*l'Amérique du Nord (f.)	North America																																																																																												
*le Canada	Canada																																																																																												
*l'Amérique du Sud (f.)	South America																																																																																												
*le Brésil	Brazil																																																																																												
*l'Asie (f.)	Asia																																																																																												
*l'Inde (f.)	India																																																																																												
*l'Australasie (f.)	Australasia																																																																																												
*l'Australie (f.)	Australia																																																																																												
SEND strategies	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.	- Use of visual representations to support with reading French vocabulary. - Use of IT for pronunciation support. - Flashcard and regular repetition of key vocabulary. - Prior teaching of key vocabulary. - Mixed ability partners when focusing on speaking to model accurately.																																																																																										
Challenge	- To learn and use the vocabulary within the 'Additional Flashcards'. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.	- To learn and use the vocabulary within the 'Additional Flashcards'. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.	- To learn and use the vocabulary within the 'Additional Flashcards'. - To model conversing in French. - To focus on spelling as well as pronunciation. - To engage with further reading / French texts within the classroom.																																																																																										

Digby Tedder MFL Two Year Overview – Key Knowledge and Assessment Points