

Knebworth Primary School MFL Matrix

- To give children an understanding of the diverse world we live in and enable them to be confident in communicating in another language.

High Aspirations

Teachers are to reinforce key vocabulary throughout school life e.g. French calendars. Lessons should always recap on previous learning.

Deep Roots	Autumn		Spring		Summer		Key vocabulary	Key Grammar
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge		
Nursery	Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: colours; family; parts of the body; numbers 1-10	Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: clothes; zoo animals; farm animals;	Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: transport; weather Say their name	Bonjour; au revoir; je m'appelle ... ; J'habite	
Reception	Understand what and where France is. Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: colours; family; parts of the body; numbers 1-10	Understand what and where France is. Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: clothes; zoo animals; farm animals;	Understand what and where France is. Appreciate sounds and meaning in a different language	Songs, games, questions/ Answers: transport; weather Say their name	Salut/ bonjour; au revoir; je m'appelle; j'habite ;	
Y1 Lightbulb languages planning	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills with words Responding a simple question Begin writing words 	Greetings and Names Say their name Ask someone's name Discuss how they are feeling Where we live Look at their town and say where they live	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills with words Responding a simple question Begin writing words 	How are you? Learn the numbers up to 20 Numbers to 20 and age Say their own age Ask someone else's age Colours	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills with words Responding a simple question Begin writing words 	Clothes Learn 5 different items of clothes Cross Curricular: (by class teacher) Art and History – Monet Seaside art Science – plants	Bonjour Salut Au revoir Je m'appelle Comment tu-t'appelle Ça va Ça va bien Ça va super Comme ci comme ça Ça va mal Merci	Verbs in first person: Je m'appelle (I am called) J'habite (I live) Je porte (I wear) J'ai (I have)

	<ul style="list-style-type: none"> • Begin to notice simple grammar • Reading words • Develop appreciation of French culture 	<p>Christmas in France Compare traditions in our own households to those in France.</p> <p>Family Know members of their own family</p>	<ul style="list-style-type: none"> • Begin to notice simple grammar • Reading words • Develop appreciation of French culture 	<p>Know the names of 5 different colours</p> <p>Parts of the Body Know the names of 4 main body parts</p> <p>(J'ai les yeux bleus)</p>	<ul style="list-style-type: none"> • Begin to notice simple grammar • Reading words • Develop appreciation of French culture 		<p>Mère/ maman Père/ papa Le frère La sœur un deux trois quatre cinq six sept huit neuf dix j'ai... ans et toi J'ai bleu rouge jaune vert violet marron noir blanc orange le pantalon le t-shirt la chemise la robe la jupe le short</p>	<p>Introduce understanding that all nouns are masculine or feminine in French</p> <p>Introduce fact that most adjectives follow the noun in French</p>
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<p>Y2</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills progressing from words to simple sentences Responding a question Begin writing words and simple sentences Begin to use simple grammar Reading words progressing to sentences Develop appreciation of French culture 	<p>All about me <u>Say French greetings and give some information about what they enjoy doing.</u></p> <p>Reinforce last year's learning</p> <p><u>Use previous knowledge on greetings.</u></p> <p>Games and Songs</p> <p><u>Previous knowledge on numbers.</u></p> <p><u>Learn numbers up to 30/50</u></p> <p>Clothes: more detail about what they wear and who is wearing it (Il porte le pantalon bleu)</p> <p>Cross curricular:</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills progressing from words to simple sentences Responding a question Begin writing words and simple sentences Begin to use simple grammar Reading words progressing to sentences Develop appreciation of French culture 	<p>Celebrations Say the days of the week</p> <p>Weather ; basic weather (il pleut; il neige; il fait du soleil (Sing « Toc toc toc.. ») Relate to certain celebrations which they celebrate in France. <u>Use previous knowledge on numbers.</u></p> <p>Portraits Say different body parts and relate to the colours.</p> <p>Relate to portraits by Van Gogh and other French artists. (by class teacher) <u>Use previous knowledge on numbers.</u></p> <p>Cross Curricular:</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills progressing from words to simple sentences Responding a question Begin writing words and simple sentences Begin to use simple grammar Reading words progressing to sentences Develop appreciation of French culture 	<p>Say new animals and how they move. Describe them – learn grand; petit</p> <p><u>Use previous knowledge on colours and animals.</u></p> <p>Growing things! Say 4 different foods and if they like them or not. Understand what a cognate is.</p> <p>Relate to French food. <u>Use previous knowledge on colours and numbers.</u></p> <p>Cross Curricular: (by class teacher) Science – plants and living things and their habitats English – Traditional tales</p>	<p>lundi mardi mercredi jeudi vendredi samedi dimanche</p> <p>il pleut il neige il fait du soleil</p> <p>Bonjour Salut Ça va? Ça va bien/mal et toi Au revoir Monsieur Madame Oui Non Je m'appelle un deux trois quatre cinq six sept huit neuf dix J'ai Quelle âge as-tu? J'ai six/sept ans onze</p>	<p>Reinforce understanding that all nouns are masculine or feminine in French</p> <p>Reinforce fact that most adjectives follow the noun in French (not big, small, beautiful etc)</p> <p>Introduce et (and) and mais (but)</p> <p>Reinforce Verbs in first person: Je m'appelle (I am called) J'habite (I live) Je porte (I wear) J'ai (I have)</p>
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		<p>(by class teacher) <u>Science –</u> <u>Animals</u> <u>including</u> <u>humans</u></p>		<p>(by class teacher) Art – Masks and portraits</p>		<p>DT – Food technology</p>	<p>doze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt combien de...?</p> <p>Très bien Bravo Super Chouette Fantastique</p> <p>Joyeux anniversaire</p> <p>S'il vous plaît</p> <p>Rouge Rose Jaune Bleu Vert Noir Blanc Violet Marron Orange Un nez Une bouche Les yeux Un bras Une jambe</p>	<p>J'aime (I like) Je n'aime pas (I don't like)</p> <p>Add s to make plural</p>
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							<p>grand/petit</p> <p>Le cheval Le mouton Le lapin La souris Le lion Le tigre Le crocodile</p> <p>Elle court Il/Elle est Gris</p> <p>Tu aimes J'aime Je n'aime pas Beaucoup S'il vous plaît Voilà Merci Au revoir</p>	
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<p>Y 3</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding a question Begin writing a sentence Begin to use some grammar Reading a sentence Develop appreciation of French culture 	<p>Reinforce last year's learning</p> <p>All aboard <i>Say the days of the week</i></p> <p><i>transport</i></p> <p><i>Relate to travel and different places in France.</i></p> <p><i>Use previous knowledge on days of the week.</i></p> <p>Learn words for France and England: En France; En Angleterre</p> <p>Pocket money <i>Say numbers to 50</i></p> <p>Identify money used in France</p> <p><i>Relate to money and Euros.</i></p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding a question Begin writing a sentence Begin to use some grammar Reading a sentence Develop appreciation of French culture 	<p>Tell me a story! <i>Say numbers to 50</i> <i>Say some adjectives</i></p> <p><i>Use previous knowledge on colours and animals.</i></p> <p>Our sporting lives</p> <p>Learn about sports activities <i>Say different sports they enjoy</i></p> <p>Relate to sports teams in France and famous French sport stars.</p> <p><i>Use previous knowledge on activities and days of the week.</i></p> <p>Cross Curricular: (by class teacher) English –</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding a question Begin writing a sentence Begin to use some grammar Reading a sentence Develop appreciation of French culture 	<p>Tell the time to the nearest hour</p> <p><i>Say some more animals</i> <i>Use adjectives</i></p> <p>What's the weather like? <i>Say different types of weather</i> <i>Give some items of clothing needed in different weather types</i></p> <p>Relate to French clothing brands.</p> <p><i>Use previous knowledge on colours, numbers, likes and dislikes.</i></p> <p>Cross Curricular: By class teacher) Maths – time Science – Light Art – Flowers by Van Gogh</p>	<p>Je vais ... À pied En voiture En vélo En bus En train En avion Ou vas-tu? Je vais En Angleterre En France Il fait chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent lundi mardi mercredi jeudi vendredi samedi dimanche et J'adore Je déteste Ça Vingt et un Vingt deux Vingt trois Vingt quatre Vingt cinq Vingt six Vingt sept</p>	<p>Verb To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is)</p> <p>Other verbs in first and 3rd person:</p> <p>Je m'appelle Il/elle s'appelle</p> <p>J'habite Il/elle habite</p> <p>Je porte Il/elle porte</p> <p>J'ai Il/elle a</p> <p>J'aime (I like) Il/elle aime</p> <p>Je vais (I go)</p>
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		<p>Use previous knowledge on numbers, likes and dislikes.</p> <p>Cross Curricular: (by class teacher) Maths – Money</p>		<p>Science – health and digestion PE – Outdoor games DT – Healthy and varied diet</p>			<p>Vingt huit Vingt neuf Trente Quarante Cinquante C'est combien? Un euro C'est super/ magnifique/ fantastique J'ai Je n'ai pas</p> <p>Regardez Répétez Ecoutez Quarante Cinquante Soixante Soixante dix Quatre vingt Quatre vingt dix Cent Il/Elle est... Grande(e) Petit(e) Vrai Faux</p> <p>Qu'est-ce que tu fais...? Je joue au tennis/basket Je joue au cricket Je fais du vélo Je fais du skate</p>	
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							<p>Je fais de la danse/natation zéro Boire Manger Le jus d'orange Le yaourt Le poisson Une pomme Les carottes Le chocolat Le coca Les pommes frites Les bonbons Oui, c'est bien pour la santé Non, c'est mauvais pour la santé</p> <p>Ou habites-tu? J'habite Je suis Petit(e) Grand(e) Lent Quelle heure est-il? Une heure Deux heures Trois heures Quatre heures Cinq heures Six heures Sept heures Huit heures Neuf heures</p>	
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							Dix heures Il est midi Il est minuit Il neige Il gèle	
Y4	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding to some questions Writing a sentence Begin to use some grammar Reading sentences Develop appreciation of French culture 	<p>Reinforce last year's learning</p> <p>Use previous knowledge on colours.</p> <p>Reinforce weather (understand il fait gris)</p> <p>Learn months of the year and describe weather at different times of year</p> <p>Know 3 months of the year</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding to some questions Writing a sentence Begin to use some grammar Reading sentences Develop appreciation of French culture 	<p>Numbers to 70</p> <p>Places in the town / On the way to school Relate this to what children in France may pass.</p> <p>The return of spring Say the seasons Use weather language in relation to a season</p> <p>Use previous knowledge on months and weathers. Relate to weather in France.</p> <p>Cross Curricular: Science – Living things</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Develop listening skills in sentences Responding to some questions Writing a sentence Begin to use some grammar Reading sentences Develop appreciation of French culture 	<p>Healthy Eating Identify masculine and feminine foods Say if food is good or bad for you</p> <p>Give a short sentence saying a food you like or dislike</p> <p>Use school menus from a real French school. Use previous knowledge on foods</p> <p>Do café and restaurant role play</p> <p>Cross Curricular: (by class teacher) DT – Healthy and varied diet</p>	<p>Janvier Février Mars Avril Mai Juin Juillet Août Septembre Octobre Novembre Décembre En hiver En printemps En été En automne</p> <p>Le café le restaurant la piscine Le cinéma L'école L'église La classe</p> <p>Je joue au foot Je joue au rugby Il/Elle joue au basket C'est génial</p>	<p>Conjugate: To go</p> <p>To consolidate knowledge on masculine and feminine prefixes</p> <p>To use a range of conjunctions</p> <p>Verb To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is)</p> <p>Other verbs in first and 3rd person: Je m'appelle Il/elle s'appelle</p>

							<p>C'est nul</p> <p>Je vais a l'école</p> <p>Vrai</p> <p>Faux</p> <p>Je vais à l'école a huit heures</p> <p>Je ne comprends pas</p> <p>C'est</p> <p>Ce n'est pas</p> <p>Triste</p> <p>Viens/reste chez moi</p> <p>Les couleurs sont</p> <p>La fille</p> <p>Trop</p> <p>Très</p> <p>Parce que</p> <p>Elle</p> <p>Assez</p> <p>Très</p>	<p>J'habite</p> <p>Il/elle habite</p> <p>Je porte</p> <p>Il/elle porte</p> <p>J'ai</p> <p>Il/elle a</p> <p>J'aime (I like)</p> <p>Il/elle aime</p> <p>To begin building sentences and understand how sentence structure differs from English</p> <p>Naming different word classes e.g. adjectives</p>
Y5	<ul style="list-style-type: none"> Speaking with increasing fluency 	<u>Reinforce last year's learning</u>	<ul style="list-style-type: none"> Speaking with increasing fluency 	Our School Know places in school	<ul style="list-style-type: none"> Speaking with increasing fluency 	Time	<p>Le salle de classe</p> <p>L'entrée principale</p> <p>La cours</p> <p>Le terrain de sport</p>	<p>Verb</p> <p>To be in 1st and 3rd person; je</p>

<p>Build on French skills throughout the year</p>	<ul style="list-style-type: none"> Develop listening skills in texts Asking and responding to questions Use some grammar Reading texts Develop appreciation of French culture 	<p>Numbers to 100; 1000</p> <p>The World Around us Know different countries & how to get there Conjugate verbs – to be/to go Know how to say eg I go to France</p> <p>Relate to French speaking countries – not just France</p> <p>Previous knowledge on weather.</p> <p>Cross Curricular: (by class teacher) English – instructions DT – Food, celebrating cultures History – WWI Geography – WWI mapwork</p>	<ul style="list-style-type: none"> Develop listening skills in texts Asking and responding to questions Use some grammar Reading texts Develop appreciation of French culture 	<p>Explain school routine</p> <p>Some School subjects Relate to school life in France Use previous knowledge on numbers/time.</p> <p>Cross Curricular: (by class teacher) Geography – Biomes Science – Properties of materials English – Reports</p>	<ul style="list-style-type: none"> Develop listening skills in texts Asking and responding to questions Use some grammar Reading texts Develop appreciation of French culture 	<p>Setting up a café Know café foods Know ‘I want’, ‘I would like’ Write sentences Know questions relating to being in a café</p> <p>Previous learning on food and drink Know how to ask for food in a café</p> <p>Café / Restaurant role play Out and about Know a range of places/ attractions</p> <p>Relate to French attractions Previous knowledge on landmarks and opinion vocabulary</p> <p>Cross Curricular:</p>	<p>Ici La Voici Voilà Le déjeuner Le professeur Il/elle</p> <p>Le maths L’anglais Le français L’informatique Les sciences L’histoire La géo Le dessin Le sport La récré L’heure du déjeuner</p> <p>Je vais... En avion En voiture En ferry En train À pied</p> <p>En France En Angleterre En Italie En Espagne En Allemagne En Suisse Aux États-Unis En Australie L’Europe</p>	<p>suis; il est/elle est (I am ; he is / she is)</p> <p>Other verbs in first and 3rd person:</p> <p>Je m’appelle Il/elle s’appelle</p> <p>J’habite Il/elle habite</p> <p>Je porte Il/elle porte</p> <p>J’ai Il/elle a</p> <p>J’aime (I like) Il/elle aime</p> <p>Je n’aime pas ; Il/elle n’aime pas</p> <p>J’adore ; Il/elle adore Je déteste ; Il/elle déteste</p> <p>Je vais ; il va/elle va</p>
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						(by class teacher) Food Science – Animals including humans Art – Rousseau Geography –	L’Afrique Où est...? Des Le matin L’après-midi Je voudrais ... s’il vous plaît Merci L’addition Un supermarché Une boulangerie Une boucherie Une épicerie Une pâtisserie Il y avait Qu’est-ce que c’est...? Il/Elle porte Il/Elle s’appelle Soixante-et-onze Soixante douze Soixante treize Soixante quatorze Soixante quinze Soixante seize Soixante-dix-sept Soixante-dix-huit Soixante-dix-neuf Quatre-vingt-et-un Quatre-vingt deux Quatre-vingt trois Quatre-vingt quatre	To know how to turn a verb into a negative Adapt taught sentences to create their own Look at accents and how they affect pronunciation : aigu (é) grave (à, è, ù) circonflexe (â, ê, î, ô, û)
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							<p>Un café Un café au lait Une tasse de thé Un paquet de chips Une portion de frites Une glace au chocolat Une glace à la fraise/à la vanille Vous désirez? C'est combien? Bon appétit</p>	
Y6	<ul style="list-style-type: none"> Speaking with increasing fluency Developing listening skills in longer texts Asking and responding to questions Writing texts Use variety of grammar Reading longer texts 	<p>Reinforce last year's learning</p> <p>Numbers to 100;1000</p> <p>School subjects – link day, time & subject</p> <p>Time/ Days of the week</p> <p>Know how to say what time or day you have a subject a school</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Developing listening skills in longer texts Asking and responding to questions Writing texts Use variety of grammar Reading longer texts 	<p><u>Travel & Knowledge of the world</u></p> <p>Think of Countries where they speak French</p> <p>How to say "I am english/ I am French</p> <p>Know how to introduce yourself in French when abroad</p> <p>Think of countries you would like to go</p>	<ul style="list-style-type: none"> Speaking with increasing fluency Developing listening skills in longer texts Asking and responding to questions Writing ltexts Use variety of grammar Reading longer texts 	<p><u>French Grammar</u></p> <p>Understanding why/how words are pronounced, why an accent or an extra letter makes a difference to the sound. Where did the language originate? Similarities to English</p> <p><u>A Day Out in France</u></p>	<p>Le maths L'anglais Le français L'informatique Les sciences L'histoire La géo Le dessin Le sport La récré L'heure du déjeuner</p> <p>J'ai l'angais à neuf heures</p> <p>Il est huit heures et demie</p> <p>Il est 9 heures quart</p>	<p>Verb</p> <p>To be in 1st and 3rd person; je suis; il est/elle est (I am ; he is / she is)</p> <p>Other verbs in first and 3rd person:</p> <p>Je m'appelle Il/elle s'appelle</p> <p>J'habite Il/elle habite</p>

	<ul style="list-style-type: none"> Develop appreciation of French culture Understanding different use of verbs and sentence structure Consolidation of previous years' learning 	<p>Relate to school life in France Use previous knowledge on numbers/time.</p>	<ul style="list-style-type: none"> Develop appreciation of French culture Understanding different use of verbs and sentence structure Consolidation of previous years' learning 	<p>to ; know how to say you would get there</p> <p>Think about how you would get there</p> <p>(Revision of countries / languages/ transport</p> <p>Cultures/traditions in different countries</p>	<ul style="list-style-type: none"> Develop appreciation of French culture Understanding different use of verbs and sentence structure Consolidation of previous years' learning 	<p>Different shops Mealtimes Buying food/clothes Ordering in a restaurant</p> <p>Know how to order food in a café/restaurant and ask for the bill.</p>	<p>Il est dix heures vingt</p> <p>Je suis anglais / je suis anglaise</p> <p>Je suis français/ je suis française</p> <p>Je vais... En avion En voiture En ferry En train À pied</p> <p>En France En Angleterre En Italie En Espagne En Allemagne En Suisse Aux États-Unis En Australie</p> <p>Je vais en France en ferry</p> <p>Il va en Australie en avion</p> <p>Un supermarché Une boulangerie Une boucherie</p>	<p>Je porte Il/elle porte</p> <p>J'ai Il/elle a</p> <p>J'aime (I like) Il/elle aime</p> <p>Je n'aime pas ; Il/elle n'aime pas J'adore ; Il/elle adore Je déteste ; Il/elle déteste</p> <p>Je vais ; il va/elle va</p> <p>Aim to conjugate the above verbs in totality (je, tu, il/elle/on, nous, vous, ils/elles)</p> <p>Adapt taught sentences to create their own</p>
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							Une épicerie Une pâtisserie La mairie La piscine L'hôtel Le café Le restaurant L'aéroport Le cinéma Le petit-déjeuner Le déjeuner Le dîner Le désert	Look at accents and how they affect pronunciation : aigu (é) grave (à, è, ù) circonflexe (â, ê, î, ô, û) Apply learning in longer texts and new contexts
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We have identified the most crucial knowledge that we want to ensure all children know in each year group. These are called our 'Golden Nuggets'. These are identified by **yellow highlights**.