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## MFL at Carcroft!

*'Learning a new language is becoming a member of the club -  
the community of speakers of that language'*



# Intent:



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## Curriculum Intent

At Carcroft, we believe that learning a language benefits children in many positive ways. It helps them to widen their cross-cultural understanding, and deepen their speaking and listening skills. Pupils will begin their MFL journey in Year 3, aligning to the National Curriculum programme of study. We follow the 'Kapow' online programme as a starting point and adapt those plans where required. During their time at Carcroft, children will develop their understanding of French as a language, as well as their enthusiasm and desire to learn a new language. Kapow aims to instil a love of language learning and an awareness of other cultures. Through this scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

By the end of Year 6, we expect the children to leave with a deeper understanding and knowledge of the French language and its vocabulary. The children will have all the necessary skills needed to continue their learning as they move into Key Stage 3 and beyond. Children will have the opportunity to acquire an understanding of both spoken and written French, and the confidence to speak in French with others.

At Carcroft, we believe that all children, regardless of their background, should have the opportunity to an exciting MFL curriculum.



# Intent: Year 3/6 (23/24)



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Year 3 / Year 6						
		Unit 1 - French greetings	Unit 2 - French adjectives of colour, size and shape	Unit 3 - French playground games - numbers and age	Unit 4 - In a French classroom	Unit 5 - A circle of life in French
<b>National Curriculum for French</b>						
Programme of Study	Listen attentively to spoken language and show understanding by joining in and responding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Speak in sentences, using familiar vocabulary, phrases and basic language structures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Present ideas and information orally to a range of audience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read carefully and show understanding of words, phrases and simple writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appreciate stories, songs, poems and rhymes in the language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Describe people, places, things and actions orally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Understand basic grammar appropriate to the language being studied, including, where relevant: feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

For the 2023/2024 school year, the decision was made to teach both Year 3 and Year 6 the same objectives. This is due to the current cohort of Year 6 children not receiving sufficient MFL teaching in previous KS2 years.



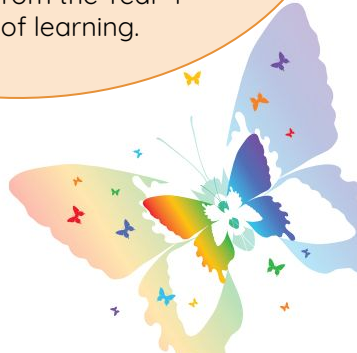
# Intent: Year 4 (23/24)



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Year 4					
		Unit 1 - Portraits - describing in French	Unit 2 - Clothes - getting dressed in France	Unit 3 - French numbers, calendars and birthdays	Unit 4 - French food - Miam, miam!
National Curriculum for French					
Programme of Study	Listen attentively to spoken language and show understanding by joining in and responding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Speak in sentences, using familiar vocabulary, phrases and basic language structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Present ideas and information orally to a range of audience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Read carefully and show understanding of words, phrases and simple writing.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Appreciate stories, songs, poems and rhymes in the language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Describe people, places, things and actions orally and in writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand basic grammar appropriate to the language being studied, including, where relevant: feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the 2023/2024 academic year, the current cohort of Year 4 children received the appropriate French teaching during their time in Year 3. This was delivered by Junior Jam. It was decided that the children would continue their French journey using the Kapow curriculum from the Year 4 scheme of learning.



# Implementation:



## How is French taught in Key Stage 2 at Carcroft?

French will be delivered across the school using the online French scheme - Kapow.

Kapow states - *'The French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are:*

- Phonics
- Vocabulary
- Grammar

*This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:*

- Language comprehension (listening and reading)
- Language production (speaking and writing)

*Through the French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.*

*Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.'*

# Implementation:



## How is MFL organised at Carcroft?

In Key Stage 2, pupils will receive 60 minutes of MFL teaching, every other week. In the 23/24 school year, Year 5 pupils will receive 60 minutes of MFL teaching every week from Spring 2.

## How is MFL planned at Carcroft?

MFL (French) will be taught by the MFL lead. The MFL lead uses the planning and resources provided by Kapow and will use this as a basis to plan lessons from, making amendments and tweaks as appropriate using pre-existing knowledge of the pupils and their previous understanding.

## What does MFL look like in the classroom?

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Children will have many opportunities to implement and improve their speaking and listening skills, including pronunciation, as well as their grammatical knowledge. Conversational opportunities are provided within every year group. Children are encouraged to build up their ability to speak in conversational French, asking and answering questions in French with increasing confidence. As the children progress, opportunities for writing will become more established to further embed knowledge and understanding.



# Impact:



There has been an increase in the positive attitude towards MFL across Key Stage 2. Children show enthusiasm when participating in French lessons and are enjoying being given the opportunity to learn an additional language.

The children are enjoying lessons and particularly like activities where they can apply their new knowledge through a game and active participation. It is clear that children's understanding of the language is improving and their attitude towards being given this opportunity has been incredibly positive.



# Vocabulary: Year 3/6 (23/24)

Year 3, Unit 1 - French greetings	Year 3, Unit 2 - French adjectives of colour, size and shape		Year 3, Unit 3 - French playground games - numbers and age		Year 3, Unit 4 - In a French classroom		Year 3, Unit 5 - A circle of life in French		
bonjour	hello/good morning (formal)	rouge	red	un	one	écoutez	listen	les animaux	animals
salut	hi (informal)	bleu	blue	deux	two	regardez	look	un lapin	a rabbit
je m'appelle	my name is...	jaune	yellow	trois	three	parlez	speak	un loup	a wolf
comment tu t'appelles?	What's your name?	vert	green	quatre	four	écrivez	write	un oiseau	a bird
au revoir	Goodbye	blanc	white	cinq	five	lisez	read	un poisson	a fish
et toi?	and you?	noir	black	six	six	ouvrez	open	un serpent	a snake
bon soir	good evening	orange	orange	sept	seven	fermez	close	un singe	a monkey
bonne nuit	good night	rose	pink	huit	eight	asseyez-vous	sit down	un ver	a worm
ca va? / comment ca va?	how are you? I'm well/I'm fine how are you?	brun	brown	neuf	nine	levez-vous	stand up	une baleine	a whale
ca va bien	I'm very well	violet	violet	dix	ten	faux	false	une grenouille	a frog
ca va tres bien	I'm very well	et	and	onze	eleven	vrai	true	une tortue	a tortoise
ca va mal	It's not going well	c'est	it is	douze	twelve	repetez	repeat	le (masc)	the (masc singular nouns)
ca va tres mal	It's going badly (not ill)	c'est de quelle couleur?	what colour is it?	plus (or 'et)	plus	silence	silence	la (fem)	the (fem singular nouns)
ca va	I'm ok	marron	brown	moins	minus	Jacques a dit	Jacques said		the (singular nouns beginning with a vowel or h - usually)
comme ci comme ca	so so / ok	l'arc-en-ciel	the rainbow	fait	equals (makes)	un crayon	pencil	qui ?	who?
c'est	it is	les couleurs	the colours	egale	equals	un taille-crayon	sharpener	ou est?	where is?
oui	yes	vrais ou faux	true or false	combien ?	how many/how much?	un stylo	a pen	il/elle habite	he/she/it lives
non	no	c'est vrai, repetez	if it's true, repeat	a toi	your turn	un cahier	an exercise book	dans	in
		c'est faux, silence	if it's wrong/false, silence	a moi	my turn	un sac	a bag	la jungle	the jungle
		qu'est-ce qui manque?	what's missing?	J'ai gagné!	I've won!	une regle	a ruler	le desert	the desert
		un cercle	a circle	tu as quel age?	How old are you?	une gomme	a rubber	la foret	the forest

un triangle	a triangle	J'ai (X) ans	I am (X) years old	une trousse	a pencil case	la savane	the savannah
un rectangle	a rectangle	l'intrus	odd one out	des ciseaux	some scissors	la mer	the sea
un carre	a square	c'est qui ?	Who is it? (of the game)	J'ai	I have got	l'etang (masc)	the pond (masc)
petit	small	elimine (encore) plus vite	out (of the game) (even) faster	je n'ai pas	I haven't got	Poiseau	the bird
grand	big	(encore) plus bas	(even) lower/quieter	tu us...?	Have you got...?	l'elephant	the elephant
c'est un grand cercle	It's a big circle			dans mon sac	in my bag		
c'est un petit cercle	It's a little circle	il y a	there is/are	et	and		
c'est un cercle bleu	It's a blue circle	arrêtez	stop!	mais	but		
c'est un triangle rouge	It's a red triangle	manque	missed	plus haut	higher		
qu'est-ce que c'est?	what is it?	gagne	won	plus bas	lower		
c'est un grand cercle, ou un petit cercle?	is it a big circle or a little circle?	La Seine et le Musée du Louvre	The Seine and the Louvre Museum	Previously taught			
c'est quelle forme?	What shape is it?	La Basilique du Sacre-Coeur de Montmartre	The Basilica of the Sacred Heart of Montmartre	un	one		
c'est un	It's a	Le Cathedrale Notre-Dame de Paris	The Cathedral of Notre-Dame of Paris	deux	two		
		La Tour Eiffel	The Eiffel Tower	trois	three		
		L'Arc de Triomphe	The Arc de Triomphe	quatre	four		
		La Marelle	La Marelle (hopscotch)	cinq	five		
		le loup est-il passe?	Has the wolf passed?	six	six		
		point a point	dot to dot	sept	seven		
		une corde a sauter	a skipping rope	huit	eight		
		Petit Chaperon Rouge	Little Red Riding Hood	neuf	nine		
		le ciel	heaven	dix	ten		

la terre	earth	qu'est-ce qui manque?	what's missing?
Previously taught			
rouge	red		
bleu	blue		
jaune	yellow		
vert	green		
blanc	white		
noir	black		
orange	orange		
rose	pink		
violet	violet		
un cercle	a circle		
un triangle	a triangle		
un rectangle	a rectangle		
un carre	a square		
petit	small		
grand	big		





# Vocabulary: Year 4 (23/24)



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Year 4, Unit 1 - Portraits (describing in French)		Year 4, Unit 2 - Clothes (getting dressed in French)		Year 4, Unit 3 - French numbers, calendars and birthdays		Year 4, Unit 4 - French food (miam, miam!)	
heureux/heureuse sérieux/sérieuse le Musée du Louvre	happy the Louvre museum	un T-shirt un short un pantalon	a T-shirt shorts trousers	un nombre un numero un chiffre	number number digit	le restaurant le cafe le menu	the restaurant the cafe the menu
l'entree	the entrance	un chapeau un maillot de bain	a hat a swimsuit	les mathématiques	maths	une boisson	a drink
un tableau	a painting	une chemise	pants a shirt	les opérations	the operations	une entree	a starter
une statue il a	a statue he has	une culotte une chemise	egale plus	les opérations	the operations	une entree un plat principal la soupe	a main course the soup
elle a	she has	une veste des chaussettes (f)	a jacket socks	plus moins	add/take away	la pizza	the pizza
les cheveux les cheveux châtains	hair brown hair	des bottes (f)	boots	multiplie par	multiplied by	le hot-dog le hamburger	the hotdog the hamburger
les cheveux blonds	blond hair	des lunettes (f)	glasses	treize	thirteen	le croissant	the croissant
les cheveux noirs	black hair	des baskets (f)	trainers	quatorze	fourteen	la baguette	the baguette
les cheveux roux	ginger hair	un pull mon (masc sing.)	a jumper my	quinze	fifteen	un Coca-Cola	a Coca Cola
les yeux	eyes	ma (fem sing.)	my	seize	sixteen	une limonade un jus d'orange	a lemonade an orange juice
les yeux bleus	blue eyes	mes (plural)	my	dix-sept	seventeen	quarante	forty
les yeux marron	brown eyes	dans ma valise il y a	in my suitcase there is...	dix-huit	eighteen	cinquante	fifty
châtains	brown (for hair)	un maillot de foot	a football shirt	dix-neuf	nineteen	soixante	sixty
blonds	blonde	c'est de quelle couleur	what colour is it?	vingt	twenty	soixante-dix	seventy
marron noir(s)/noire(s)	brown black	c'est	it is	vingt-et-un	twenty one	quatre-vingts	eighty
roux bleu(s)/bleue(s)	ginger/red blue	et	and	vingt-deux	twenty two	quatre-vingts-dix	ninety
		des chaussures (f)	shoes	vingt-trois	twenty three	cent	one hundred
				vingt-quatre	twenty four		

vert(s)/verte(s)	green	une jupe	a skirt	vingt-cinq	twenty five	les magasins	the shops
rouge(s)	red (not with hair)	une robe	a dress	vingt-six	twenty six	la boulangerie	the baker's shop
jaune(s)	yellow	un manteau	a coat	vingt-sept	twenty seven	du pain	some bread
blanc(s)/blanc he(s)	white	il porte	he is wearing	vingt-huit	twenty eight	la pâtisserie	the cake shop
rose(s)	pink	elle porte	she is wearing	vingt-neuf	twenty nine	le gâteau	the cake shop
violet(s)/violette(s)	purple	grand(s) / grande(s)	big	trente	thirty	la tarte	the tart
orange	orange	petit(s) / petite(s)	little	trente-et-un	thirty one	la chocolaterie	the chocolate shop
qui?	who?	les vêtements	the clothes	compter	to count	le chocolat	the chocolate
petit/petite	small	J'aime	I like	les jours de la semaine	the days of the week	une épicerie	the grocer's shop
grand/grande	big,tall	je n'aime pas	I don't like	lundi	Monday	les fruits	the fruits
il est	he/it is	a pois	spotted	mardi	Tuesday	les légumes	the vegetables
elle est	she/it is	a carreaux	checked	mercredi	Wednesday	le marché	the market
fort/forte	strong	a rayures	striped	jeudi	Thursday	la nourriture	food
poli/polie	polite	brillant(s) / brillant(e)	sparkly	vendredi	Friday	le supermarché	the supermarket
travailleur/travailleuse	hard working	voici	here is	samedi	Saturday	tout	all/everything

sportif/sportive	sporty	je porte	I wear	dimanche	Sunday	un croque monsieur	a cheese toastie
il s'appelle	he is called	<b>Previously taught</b>		la semaine	week	le fromage	the cheese
elle s'appelle	she is called	marron	brown	hier	yesterday	le sandwich	sandwich
		nair(s)/noire(s)	black	demain	tomorrow	la ratatouille	ratatouille
		bleu(s)/bleue(s)	blue	aujourd'hui	today	le crepe	pancake
		vert(s)/verte(s)	green	les mois	the months	la quiche	cheese egg tart
		rouge(s)	red	janvier	January	s'il vous plait	please
		jaune(s)	yellow	fevrier	February	le soupe de légumes	vegetable soup
		blanc(s)/blanc he(s)	white	mars	March	la soupe de tomates	tomato soup
		rose(s)	pink	avril	April	Oui	Yes
		violet(s)/violette(s)	purple	mai	May	monsieur/mademoiselle/madam	Mr/Miss/Madam
		orange	orange	juin	June	je n'aime pas	I don't like
				juillet	July	je voudrais	I would like
				août	August		



# Vocabulary: Year 4 (23/24)

## continued

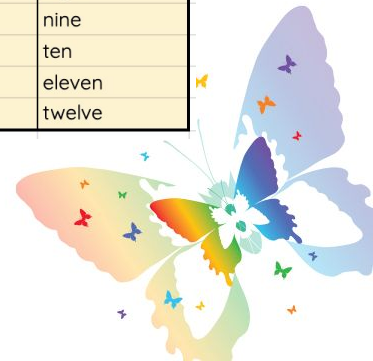


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septembre	September	merci	thank you
octobre	October	au revoir	goodbye
novembre	November	super	super
decembre	December	un	one
c'est quand, ton anniversaire ?	When is your birthday?	deux	two
mon anniversaire c'est le...	My birthday is the...	trois	three
les saisons	the seasons	quatre	four
il y a quatre saisons	there are four seasons	cinq	five
le printemps	the spring	six	six
l'ete	the summer	sept	seven
l'automne	the autumn	huit	eight
l'hiver	the winter	neuf	nine
quelle est la date aujourd'hui ?	What is the date today?	dix	ten
c'est la fete	it's party time	onze	eleven
une invitation	an invitation	douze	twelve

une invitation	an invitation	douze	twelve
Je t'invite a feter mon anniversaire	I invite you to celebrate my birthday	treize	thirteen
RSVP avant le un anniversaire	RSVP by a birthday	quatorze	fourteen
le cadeau (m)	the present	quinze	fifteen
le gateau (m)	the cake	seize	sixteen
le gateau d'anniversaire	the birthday cake	dix-sept	seventeen
les invites	the guests	dix-huit	eighteen
gouter	snacks	dix-neuf	nineteen
les jeux	party games	vingt	twenty
les assiettes	the plates	vingt-et-un	twenty one
les boissons	drinks	vingt-deux	twenty two
les bougies	the candles	trente	thirty
pour mon anniversaire	for my birthday		
je voudrais	I would like		

pour mon anniversaire, je voudrais un chat	For my birthday I would like a cat
de le part de	from
adresse	address
Previously taught	
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve



# Vocabulary: Year 5 (23/24)



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Year 4, Unit 1 - Portraits (describing in French)		Year 4, Unit 2 - Clothes (getting dressed in French)		Year 4, Unit 3 - French numbers, calendars and birthdays		Year 4, Unit 4 - French food (miam, miam!)	
heureux/heureuse sérieux/sérieuse le Musée du Louvre	happy the Louvre museum	un T-shirt un short un pantalon	a T-shirt shorts trousers	un nombre un numero un chiffre	number number digit	le restaurant le cafe le menu	the restaurant the cafe the menu
l'entree	the entrance	un chapeau un maillot de bain	a hat a swimsuit	les mathématiques	maths	une boisson	a drink
un tableau	a painting	une chemise	pants a shirt	les opérations	the operations	une entree	a starter
une statue il a	a statue he has	une culotte une chemise	egale plus	les opérations	the operations	une entree un plat principal la soupe	a main course the soup
elle a	she has	une veste des chaussettes (f)	a jacket socks	plus moins	add/take away	la pizza	the pizza
les cheveux les cheveux châtains	hair brown hair	des bottes (f)	boots	multiplie par	multiplied by	le hot-dog le hamburger	the hotdog the hamburger
les cheveux blonds	blond hair	des lunettes (f)	glasses	treize	thirteen	le croissant	the croissant
les cheveux noirs	black hair	des baskets (f)	trainers	quatorze	fourteen	la baguette	the baguette
les cheveux roux	ginger hair	un pull mon (masc sing.)	a jumper my	quinze	fifteen	un Coca-Cola	a Coca Cola
les yeux	eyes	ma (fem sing.)	my	seize	sixteen	une limonade un jus d'orange	a lemonade an orange juice
les yeux bleus	blue eyes	mes (plural)	my	dix-sept	seventeen	quarante	forty
les yeux marron	brown eyes	dans ma valise il y a	in my suitcase there is...	dix-huit	eighteen	cinquante	fifty
châtains	brown (for hair)	un maillot de foot	a football shirt	dix-neuf	nineteen	soixante	sixty
blonds	blonde	c'est de quelle couleur	what colour is it?	vingt	twenty	soixante-dix	seventy
marron noir(s)/noire(s)	brown black	c'est	it is	vingt-et-un	twenty one	quatre-vingts	eighty
roux bleu(s)/bleue(s)	ginger/red blue	et	and	vingt-trois	twenty three	quatre-vingts-dix	ninety
		des chaussures (f)	shoes	vingt-quatre	twenty four	cent	one hundred

vert(s)/verte(s)	green	une jupe	a skirt	vingt-cinq	twenty five	les magasins	the shops
rouge(s)	red (not with hair)	une robe	a dress	vingt-six	twenty six	la boulangerie	the baker's shop
jaune(s)	yellow	un manteau	a coat	vingt-sept	twenty seven	du pain	some bread
blanc(s)/blanc he(s)	white	il porte	he is wearing	vingt-huit	twenty eight	la pâtisserie	the cake shop
rose(s)	pink	elle porte	she is wearing	vingt-neuf	twenty nine	le gâteau	the cake shop
violet(s)/violette(s)	purple	grand(s) / grande(s)	big	trente	thirty	la tarte	the tart
orange	orange	petit(s) / petite(s)	little	trente-et-un	thirty one	la chocolaterie	the chocolate shop
qui?	who?	les vêtements	the clothes	compter	to count	le chocolat	the chocolate
petit/petite	small	J'aime	I like	les jours de la semaine	the days of the week	une épicerie	the grocer's shop
grand/grande	big,tall	je n'aime pas	I don't like	lundi	Monday	les fruits	the fruits
il est	he/it is	a pois	spotted	mardi	Tuesday	les légumes	the vegetables
elle est	she/it is	a carreaux	checked	mercredi	Wednesday	le marché	the market
fort/forte	strong	a rayures	striped	jeudi	Thursday	la nourriture	food
poli/polie	polite	brillant(s) / brillant(e)	sparkly	vendredi	Friday	le supermarché	the supermarket
travailleur/travailleuse	hard working	voici	here is	samedi	Saturday	tout	all/everything

sportif/sportive	sporty	je porte	I wear	dimanche	Sunday	un croque monsieur	a cheese toastie
il s'appelle	he is called	<b>Previously taught</b>		la semaine	week	le fromage	the cheese
elle s'appelle	she is called	marron	brown	hier	yesterday	le sandwich	sandwich
		nair(s)/noire(s)	black	demain	tomorrow	la ratatouille	ratatouille
		bleu(s)/bleue(s)	blue	aujourd'hui	today	le crepe	pancake
		vert(s)/verte(s)	green	les mois	the months	la quiche	cheese egg tart
		rouge(s)	red	janvier	January	s'il vous plait	please
		jaune(s)	yellow	fevrier	February	le soupe de légumes	vegetable soup
		blanc(s)/blanc he(s)	white	mars	March	la soupe de tomates	tomato soup
		rose(s)	pink	avril	April	Oui	Yes
		violet(s)/violette(s)	purple	mai	May	monsieur/mademoiselle/madam	Mr/Miss/Madam
		orange	orange	juin	June	je n'aime pas	I don't like
				juillet	July	je voudrais	I would like
				août	August		



# Aspirations for MFL at Carcroft



At Carcroft, we are always striving to provide the best opportunities for our pupils. We believe that we offer our pupils an exciting and vocabulary rich MFL curriculum but there are always opportunities for things to improve. However, these things take time, and we already have a range of ideas of things that we would like to eventually get up and running as part of our MFL provision.

- French themed day
- Additional opportunities (clubs)
- Link to the XP MFL department - students or teachers in to run/support additional opportunities
- Making links with French charities/groups within the city
- Making links with schools in France and keeping in contact
- Making connections with universities, students and their languages department
- Visiting France - link to personal development (fundraising opportunity)
- Investment into French teaching resources - puppets etc.
- Further opportunities to make cross-curricular links within expeditions
- More accurate assessment documents/opportunities explored and implemented
- Staff CPD

