### Vocabulary
- Meeting, greeting & classroom language
- Numbers 1-10
- Body parts
- Colours & clothing
- Age and birthdays
- Places in a town

### Application
- **Please refer to Level 1 Tout Le Monde modules 1-5**
- Module 1 - *L’école des singes* (monkey school)
- Module 2 - *Pierre et Monsieur Bonhomme de neige* (Peter and Mr Snowman)
- Module 3 - *Le Petit Chaperon rouge* (Little Red Riding Hood)
- Module 4 - *Joyeux anniversaire, Aurélie!* (Happy Birthday, Aurélie)
- Module 5 - *Un village en France* (A village in France)

### Y3 M.F.L. A.R.E

#### A Y3 International speaker can....

| **Listening** | • recognise cognates aurally (words which are similar in both languages) |
| | • understand familiar spoken words |
| **Reading** | • recognise cognates in written form |
| | • read aloud familiar words |
| **Speaking** | • repeat simple words and phrases |
| | • pronounce familiar words correctly |
| **Writing** | • can copy a few simple words |
| | • can write simple words with support |
| **Grammar** | • can use capital letter for proper nouns |
### Y4 M.F.L Curriculum

**Vocabulary**
- Numbers to 31
- Days of the week
- Months of the year & birthdays
- Family & the home
- Countries of the world

**Application**

*Please refer to Level 2 Tout Le Monde modules 1-5*

- Module 1 - L’école magique
  (magic school)
- Module 2 - Que la fête commence!
  (Let the celebrations begin!)
- Module 3 - Bon appétit
  (Enjoy your meal)
- Module 4 - Boucle d’Or et les trois ours
  (Goldilocks and the three bears)
- Module 5 - Autour du monde
  (Around the world)

### Y4 M.F.L A.R.E

**A Y4 International speaker can….**

| Listening          | • recognise a wider range of cognates  
<table>
<thead>
<tr>
<th></th>
<th>• understand a wider range of familiar spoken words</th>
</tr>
</thead>
</table>
| Reading             | • understand familiar words with a clue          
|                     | • read aloud a wider range of familiar words     |
| Speaking            | • can answer simple questions with support       
|                     | • can say a few familiar words independently     |
| Writing             | • can write simple words from memory             
|                     | • can write a simple sentence with support       |
| Grammar             | • I can identify simple verbs                   |
Y5 M.F.L Curriculum

Vocabulary
- Around the town/city (directions)
- Animals & instruments
- Describing personality
- Food and recipes
- Instructions

Application
Please refer to Level 3 Tout Le Monde modules 1-5

Module 1 - Ma ville
(My town)
Module 2 - Le Carnaval des animaux
(The carnival of the animals)
Module 3 - Le lièvre et le tortue
(The tortoise and the hare)
Module 4 - La montre magique
(The magic watch)
Module 5 - Mangez bien!
(Eat well)

Y5 M.F.L A.R.E

A Y5 International speaker can....

Listening
- identify familiar words in longer passages
- identify simple likes and dislikes

Reading
- read a range of familiar words independently
- use a dictionary to find the meaning of simple words

Speaking
- say a complete sentence
- use classroom language with support

Writing
- write some phrases from memory
- write simple sentences independently

Grammar
- identify singular and plural words
### Y6 M.F.L Curriculum

#### Vocabulary
- Sports & activities
- Seasons, weather & the environment
- Feelings
- School
- Shopping & dining

#### Application

<table>
<thead>
<tr>
<th>Modules</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Le concours de sport (The sports competition)</td>
</tr>
<tr>
<td>2</td>
<td>Bienvenue en Camargue (Welcome to the Carmargue)</td>
</tr>
<tr>
<td>3</td>
<td>Makembè et l’arc magique (Makembé and the magic bow)</td>
</tr>
<tr>
<td>4</td>
<td>Aventure à la Réunion (Adventure in Réunion)</td>
</tr>
<tr>
<td>5</td>
<td>On fait des courses (We’re going shopping)</td>
</tr>
</tbody>
</table>

**Please refer to Level 4 Tout Le Monde modules 1-5**

### Y6 M.F.L A.R.E

#### A Y6 International speaker can….

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify a wider range of words in longer passages</td>
<td>• read aloud familiar sentences</td>
<td>• say a wider range of sentences</td>
<td>• write a range of sentences independently</td>
<td>• begin to identify masculine and feminine articles</td>
</tr>
<tr>
<td>• identify simple opinions</td>
<td>• understand the themes within a short story</td>
<td>• engage in simple conversation</td>
<td>• use a dictionary to support writing</td>
<td></td>
</tr>
</tbody>
</table>