



<b>MFL Curriculum Overview</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>A new start</b>  Simple questions, numbers 0-10	<b>The calendar and celebrations</b>  Days, Months, Age  <b>Christmas</b>	<b>Epiphany</b>  Animals I like/don't like	<b>Carnivals, colours and playground games</b>  Easter	<b>Food we eat everyday</b>  Fruit and vegetables/breakfast food  <b>Likes and dislikes</b>	<b>Going on a picnic</b>  Asking politely Commands Numbers 0-20
<b>Year 4</b>	<b>My school</b>  Age, days  <b>Introducing teachers and friends, classroom objects</b>	<b>My local area</b>  Shops, every day shopping, shopping for gifts  <b>Christmas</b>	<b>Epiphany</b>  A family tree  <b>Faces</b>	<b>Celebrating carnival</b>  <b>Parts of the body</b>  Descriptions, our own class aliens  <b>Easter</b>	<b>Feeling well/unwell</b>  <b>Jungle animals</b>	<b>Summer time</b>  Weather, seasons, ice-creams
<b>Year 5</b>	<b>My school</b>  Subjects Likes/Dislikes	<b>Where I live</b>  Buildings and places of interest  Christmas shopping	<b>New year celebrations</b>  Healthy eating  Shopping at the market	<b>Carnival</b>  <b>Colours</b>  <b>Clothes description</b> fashion show	<b>Weather and countries</b>  Weather forecast	<b>Going to the beach</b>
<b>Year 6</b>	<b>My everyday life</b>  Routines Time	<b>Where I live</b>  House and homes	<b>New year celebrations</b>	<b>This is me</b>  Preferences/feelings	<b>Going to the restaurant and cafe</b>	<b>Performances</b>

		<b>Christmas performance</b>	<b>Playing and enjoying sport</b>	<b>All the fun of the fair</b> Fairground rides and opinions/descriptions		
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## MFL Long Term Plan and Progression of Skills and Knowledge

*Each year group from Years 3 to 6 teach six French topics per year. In the Early Years Unit and KS1, children are introduced to the language through songs and signs.*

### The Early Years Foundation Stage Framework

### Key Stage One

*Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:*

### Curriculum Key Stage One

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### **Key Stage Two**

*Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.*

*The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.*

*Pupils should be taught to:*

### **Curriculum Key Stage Two**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

<b>Year Three</b>		
<b>Autumn 1: Getting started</b>	<b>Spring 1: Animals I like and don't like</b>	<b>Summer 1: Hungry Giant</b>
<p>Children will be introduced to France and the idea of speaking in French. They will explore where France is in the world. They will practise basic greetings, feelings and saying their name. They will practise pronunciation and intonation skills and experiment with the speaking, reading and writing of simple phrases.</p> <p>They will learn the numbers 0 – 10 in French.</p> <p>Through songs, pictures and games, they will learn six French colours.</p>	<p>Children will be introduced to new French nouns for animals. They will explore the sounds within these words and link them to already familiar words and sounds. They will explore the vocabulary through songs, games and stories. They will begin discussing French grammar: looking at the difference between masculine and feminine nouns and singular and plural nouns. They will learn how to say what their favourite animal is and which animals they like or dislike. They will practise a simple sentence to say what their favourite animal is.</p> <p>There will be a cultural link to Epiphany.</p>	<p>Children will recognise and understand some nouns for fruits and vegetables in French. They will recognise and try to use the word for 'a' before the noun for fruits (French indefinite article). They will learn to politely ask for a piece of fruit or vegetable. They will join in with songs and games and specifically a story about a hungry giant.</p>
<b>Autumn 2: The calendar and celebrations</b>	<b>Spring 2: Carnival and Playground games</b>	<b>Summer 2: Map Explorers</b>
<p>Children will explore using the vocabulary that they learned through Autumn 1. They will explore additional French colours linked to Autumn and Bonfire Night. They will practise performing a song about Bonfire Night. They will revisit numbers 0 – 10 in French. They will learn to understand and respond to classroom instructions.</p> <p>Children will explore nouns for days of the week and months of the year. They will be able to say their birthday month.</p> <p>There will be a cultural link to Bonfire Night/Christmas.</p>	<p>Children will revisit and remember core language from Autumn 1 and Autumn 2 and build upon this to ask questions and give answers. They will take part in a simple dialogue about themselves, using familiar questions and answers. They will be able to tell someone what their favourite colour is and what their favourite animal is. They will be able to ask someone how old they are and respond with how old they are. They will be able to write some colours and some days of the week. They will be able to understand and say the numbers 11 – 20.</p> <p>There will be a cultural link to Easter.</p>	<p>Children will explore several places on a child friendly Google Earth map of France. They will learn how to ask and say where they live. They will revisit and practise simple dialogues on personal information questions and build new simple dialogues with gingerbread puppets. They will listen to and join in with a simple repetitive traditional tale.</p>
<b>Year Four</b>		
<b>Autumn 1: Welcome to our school</b>	<b>Spring 1: Family tree and faces</b>	<b>Summer 1: Feeling unwell/jungle animals</b>

<p>Children will remember how to greet friends and use familiar language to introduce themselves. They will be able to use questions to find about information about their classmates. They will know and use numbers 0 – 31 in French. They will remember and be able to order months in French. They will explore French nouns for classroom items and identify whether they are masculine or feminine words. They will be able to write the date in French. They will recap using both the definite and indefinite articles.</p>	<p>Children will listen to and join in with songs and games to explore nouns and adjectives. They will be able to introduce different members of the family and be able to describe their faces. They will revisit, develop and extend their understanding of singular and plural nouns and have a greater awareness of the gender of nouns. Finally, they will begin to build simple sentences using nouns, verbs and adjectives in the target language.</p> <p>By the end of the topic, they will:</p> <ul style="list-style-type: none"> <li>• Remember and say members of family</li> <li>• Remember and understand parts of the face</li> <li>• Say a simple sentence with a face part and a colour</li> </ul>	<p>Children will consolidate their learning of French body parts and will learn how to complain of different illnesses. They will be able to say phrases to say where or what is hurting.</p> <p>Then, children will learn the nouns for jungle animals. Through this, they will look at masculine and feminine nouns and using adjectives to describe nouns. They will have the opportunity to read aloud and perform a story. They will be able to say a simple sentence to describe a jungle animal using a noun, verb and colour adjective.</p>
<p>Autumn 2: My local area, your local area</p>	<p>Spring 2: Celebrating carnival/body parts</p>	<p>Summer 2: Summer time</p>
<p>Children will understand and respond to spoken and written commands. They will practise personal information and build dialogues as both spoken and written activities. They will explore French nouns for places in town and identify whether they are masculine or feminine. They will use commands and directions to give instructions on how to find somewhere. They will learn how to ask where a place is. They will develop listening, speaking, reading and writing practises to understand and describe places around town in simple sentences.</p> <p>There will be a cultural link to Christmas.</p>	<p>Children will consolidate their understanding of nouns (singular, plural, the gender etc.) They will revisit and practise commands and classroom instructions. They will learn the different body parts in French. They will be able to say and write a simple descriptive sentence using adjectives and nouns to describe a monster. Finally, they will begin to explore agreement spelling.</p>	<p>Children will learn how to describe the weather. They will practise asking questions and replying using full sentences. They will join in with stories and also explore the weather forecast in France.</p> <p>Next, children will explore different ice cream flavours and practise simple transactional dialogues to perform. They will improve their pronunciation and intonation. They will develop their 'listening for information' skills by asking questions and responding in full sentences.</p>
<p><b>Year Five</b></p>		

Autumn 1: My school, my subjects	Spring 1: Healthy Eating – going to market	Summer 1: Out of this world
Children will extend their learning on emotions and be able to give a greater variety of answers and reasons. Children will learn the French nouns for school subjects. They will ask questions and reply with their favourite subjects and the reasons why. They will develop their reading skills to be able to understand unfamiliar language in a body of familiar text.	Children will recap Y3 learning on different foods and will look at a range of fruit and vegetable French nouns. They will participate in simple market dialogues. They will be able to follow and say simple instructions to make a fruit salad.  They will review and consolidate their learning on French money and numbers.	Children will review and extend their Y3 and Y4 learning on personal questions and answers. They will practise building simple dialogues and conversations. They will practise writing descriptive sentences with familiar and unfamiliar words.  They will also learn the French names for different planets.
Autumn 2: Time in the city	Spring 2: Clothes, colours, fashion shows	Summer 2: Going to the seaside
Children will give simple sentences to describe a city or town, using nouns. They will practise simple dialogues to buy tickets and ask about places. They will develop 'listening for meaning' and 'reading for meaning' skills.  Children will study numbers 0 – 100 and also look at prices. They will be able to use numbers 0 – 50.  Children will be able to ask for a present and will practise simple dialogues to buy gifts.  There will be a cultural link to Christmas in France.	Children will learn the French nouns for different items of clothing. They will recap their Y3 and Y4 learning on colours and will be able to say simple sentences to describe clothing, using nouns and colour adjectives.  They will consolidate their understanding of nouns (masculine, feminine, singular, plural). They will extend their understanding of the agreement of adjectives after nouns. They will look at the conjugation of the verbs 'to have' and 'to wear'.  They will explore building more complex sentences, using nouns, verbs and adjectives.	Children will learn and be able to say different activities at the beach, using 'On peut...' plus infinitives of verbs. They will explore nouns and adjectives to do with the seaside and use familiar language (e.g. Y4 weather, ice cream) in new contexts.  They will practise writing extended sentences using conjunctions and opinion phrases. They will develop skills in speaking and writing short texts and practise memorising and performing these.
<b>Year Six</b>		
Autumn 1: Everyday life	Spring 1: Playing and enjoying sport	Summer 1: Café culture and restaurants
Children will revisit and build confidence in spoken personal information conversations. They will practise listening for information and speaking in sequences of sentences.	Children will explore cognates and semi-cognates for nouns of sports. They will explore the conjugation of verbs 'to play' and 'to do'.	Children will build upon familiar language to make polite requests and use simple transactional dialogue. They will be able to politely ask for food and drinks from a menu

<p>Children will revisit numbers 0 – 12 and use this knowledge to give an o'clock time in French. They will explore questions and answers based on daily routines, which will consolidate their understanding of time.</p> <p>Children will produce a sequence of sentences to produce a short text of writing.</p>	<p>They will use familiar language (throughout KS2) to express their likes and dislikes of sport. They will also use contradiction phrases to develop debate and express their opinion. They will be able to give simple descriptions of different sports.</p>	<p>(building upon Y4 ice cream dialogue etc.) They will practise listening skills with unfamiliar or challenging vocabulary.</p> <p>There will be a cultural link to French food and authentic meals and dishes. They will explore the culture of French dining out.</p>
<p style="text-align: center;">Autumn 2: Where I live, where you live</p>	<p style="text-align: center;">Spring 2: This is me, hobbies and fun</p>	<p style="text-align: center;">Summer 2: Performance time</p>
<p>Children will revisit grammar about nouns and their gender. They will revisit and practise the position of adjectives after nouns. Children will explore the cultural differences between French and UK homes. They will read a story and understand the main points and investigate unfamiliar language in context.</p> <p>Children will explore hopes and dreams for the future and be able to say 'I would like to be a...' and a profession. They will look at the conjugation of the verb 'to be', as well as the future conditional. They will extend their reading skills, looking at cognates and semi-cognates.</p> <p>There will be a cultural link to French homes.</p>	<p>Children will revisit asking for an item and expressing opinions, likes and dislikes. They will understand and express simple opinions of funfair rides.</p> <p>Children will say and write a simple description of themselves and perform as a presentation.</p>	<p>Children will gather information about the Tour de France. They will review familiar language, e.g. colours. They will use bilingual dictionaries to gather vocabulary to do with cycling.</p> <p>Children will then take simple sketches and practise these. These are to then be performed in the class.</p>