



MFL Curriculum Overview

Year 3						
	Autumn 1 <i>Introductions</i>	Autumn 2 <i>Classroom instructions</i>	Spring 1 <i>My family</i>	Spring 2 <i>Nursery rhymes</i>	Summer 1 <i>The Hungry Caterpillar</i>	Summer 2 <i>Francophone countries</i>
National Curriculum statement	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Seek clarification and help.</p>	<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Ask and answer questions.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Listen attentively to spoken</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Cultural capital unit focusing on the French speaking world:</p> <p>1) Why do so many countries speak French?</p> <p>2) Does French around the world sound the same?</p> <p>3) Research project on a French speaking country.</p>

			<p>language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>			
Cultural Capital	Talk about typical French greetings.	Talk about the difference between 'tu' and 'vous' in French.	Talk about family traditions in France.	Compare French nursery rhymes to our own.		Talk about and identify different French speaking countries around the world.
Grammar	<p>Determiners and gender Le, la, les, un, une, des</p>	<p>Avoir conjugation J'ai une gomme</p>	<p>Être conjugation Il est mon grand-père.</p> <p>Possessive determiners Mon, ma, mes</p> <p>Cognates</p>	Cognates	Cognates	Determiners and gender
Vocabulary	<p>Comment tu t'appelles?</p> <p>Je m'appelle</p> <p>Ça va? Ça va bien. Ça va. Ça va mal.</p> <p>Quel âge as-tu? J'ai ... ans</p>	<p>Écris Parle Écoute Lis.</p> <p>Asseyez-vous Levez-vous</p> <p>Une taille crayon Une règle Une gomme Un stylo Un stylo à bille Un crayon</p>	<p>La mère, La grand-mère Le bébé Les grands-parents Le chien Le grand-père Le père La sœur Le frère Les parents</p>			

	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Une calculette Des ciseaux Un feutre Un compas				
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Year 4						
	Autumn 1 <i>My town</i>	Autumn 2 <i>Free time</i>	Spring 1 <i>Food and drink</i>	Spring 2 <i>Body parts</i>	Summer 1 <i>Rainbow Fish</i>	Summer 2 <i>Paris</i>
National Curriculum statement	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand the use of gender.</p> <p>Conjugate high-frequency verbs.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Cultural capital unit focusing on the French speaking world:</p> <p>1) What monuments are there in Paris?</p> <p>2) Why is Paris the capital of France?</p> <p>3) Research project on Parisian monuments.</p>

	<p>express ideas clearly.</p> <p>Ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand the use of gender.</p> <p>Identify key feature and patterns of the language.</p> <p>Use language patterns to build new sentences.</p>	<p>express ideas clearly.</p> <p>Ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand the use of gender.</p> <p>Identify key feature and patterns of the language.</p> <p>Use language patterns to build new sentences.</p>		<p>express ideas clearly.</p> <p>Ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand the use of gender.</p> <p>Identify key feature and patterns of the language.</p> <p>Use language patterns to build new sentences.</p>		
Cultural Capital	Talk about what a typical French town looks like and how this differs to Corby.	Talk about popular hobbies in France.	Talk about classic French cuisine and how this is different to ours.			
Grammar	Conjunctions	Negation	C'est construction	Avoir conjugation	C'est construction	

	Aussi, il y a un supermarché Also there is a supermarket.	Je n'aime pas lire des bandes dessinées.	C'est une banane It's a banana Negation Ce n'est pas une poire It is not a pear	Elle a un bras She has an arm	C'est une banane It's a banana	
Vocabulary		Lire des bandes dessinées Faire du vélo Aller à la pêche Aller au cinéma Regarder à la télé Jouer au foot Faire les magasins Écouter de la musique Jouer à l'ordinateur Aller à la piscine	une banane des raisins un citron une fraise des cerises un orange une pêche une pomme des framboises une poire	Le pied Le bras Le ventre La main Le doigt La jambe L'épaule Le genou La tête Le dos		

Year 5						
	Autumn 1 <i>My house</i>	Autumn 2 <i>Daily routines</i>	Spring 1 <i>My school</i>	Spring 2 <i>Holidays</i>	Summer 1 <i>Gruffalo</i>	Summer 2 <i>French Revolution</i>
National Curriculum statement	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender.</p> <p>Broaden their vocabulary and develop their ability to</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender</p> <p>Broaden their vocabulary and develop their ability to</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender</p> <p>Broaden their vocabulary and develop their ability to</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Cultural capital unit focusing on the French revolution:</p> <p>1) What happened during the French revolution?</p> <p>2) Why did the French revolution happen?</p> <p>3) Research project on a key character from the French revolution.</p>

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Cultural Capital	Talk about different types of traditional French homes. Compare them to ours.	Talk about how life is different in France – school times, working hours etc.	Talk about the French education system and how it differs to ours.	Talk about which countries are French speaking and where French people typically go on holiday.		Talk about how the French revolution changed France and the world.
Grammar	<p>Opinions: J'adore ma chambre. I love my bedroom.</p> <p>Recap conjugation of avoir: Il a une chambre He has a bedroom</p> <p>Conjunctions: Aussi, il y a ... Also, there is ...</p> <p>Negation: Il n'y a pas de ... There is not ...</p>	<p>Conjunctions: Après, je me lave Afterwards, I wash</p> <p>Negation: Je ne fais pas mes devoirs I don't do my homework</p>	<p>Opinions: Je déteste étudier ... I hate studying ...</p> <p>Conjunctions: Aussi, j'ai ... Also, I have ...</p> <p>Recap conjugation of avoir: Elle a les sciences She has science</p>	<p>Opinions: J'aime aller ... I like to go ...</p> <p>à + determiner: au, à la, à l', aux</p>		
Vocabulary	Dans ma maison, il y a ... une chambre une cave une salle de bains un jardin une cuisine un grenier un garage une entrée une salle à manger un salon	Décris une journée typique. Je me lave Je fais mes devoirs J'arrive à l'école Je me lève Je me couche Je prends mon petit déjeuner Je dîne Je m'habille Je regarde la télé	Quelles matières étudies-tu ? Le dessin La technologie Les sports Le français L'histoire Les mathématiques La musique Les sciences L'anglais La géographie	Où vas-tu en vacances ? La Suisse L'Irlande L'Allemagne Les pays bas L'Italie La France Le Pays de Galles L'Espagne L'Ecosse L'Angleterre		

		Je rentre à la maison				
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Year 6						
	Autumn 1 <i>The environment</i>	Autumn 2 <i>Future jobs</i>	Spring 1 <i>Illnesses</i>	Spring 2	Summer 1 <i>Music</i>	Summer 2 <i>Famous French people</i>
National Curriculum statement	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender</p> <p>Broaden their vocabulary and develop their ability to</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand the use of gender</p> <p>Broaden their vocabulary and develop their ability to</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar</p>		<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Cultural capital unit focusing on the famous French people:</p> <p>1) Famous French people through history.</p> <p>2) Famous French people in popular culture.</p> <p>3) Research project on famous French people.</p>

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Cultural Capital	Talk about cognates and how these relate to root words.	Talk about why there are two words for each job depending on gender.	Talk about the French medical system and how this is not free.		Listen to a range of French songs and compare them to British music.	Learn about a range of famous French people.
Grammar	<p>Cognate : recycler (to recycle)</p> <p>Simple future tense:</p> <p>Aller + recycler... (Going to recycle ...)</p> <p>Je vais recycler ... I am going to recycle ...</p> <p>Il faut + recycler You must recycle</p> <p>Expressing opinions : J'adore recycler le métal mais je déteste recycler les vêtements.</p>	<p>Simple future tense:</p> <p>Aller + être ... (Going to be ...)</p> <p>Je vais être ... I am going to be ...</p> <p>Conditional tense:</p> <p>Je voudrais être ... I would like to be ...</p> <p>Negation : Je <u>ne</u> voudrais <u>pas</u> être médecin. I do not want to be a doctor.</p>	<p>Recap à + déterminer rule.</p> <p>Recap conjugation of 'avoir' to describe different people's illnesses.</p>		<p>Opinions : J'aime écouter de la musique pop. I like to listen to pop music.</p> <p>Negation : Je <u>n'</u>écoute <u>pas</u> de la musique pop. I do not listen to pop music.</p> <p>Present perfect : <u>J'ai</u> écouté de la musique pop. I have listened to pop music.</p>	

<p>Vocabulary</p>	<p>Je recycle ... Il faut recycler ...</p> <p>le métal, les vêtements, les déchets, organiques. le carton, le verre, les piles, le papier, les appareils électroniques, le plastique, les briques alimentaires.</p>	<p>A l'avenir, je serai ...</p> <p>agent de police médecin pompier infirmier serveur vendeur coiffeur facteur professeur secrétaire</p> <p>*and female forms.</p>	<p>Ça va ?</p> <p>Non...</p> <p>J'ai mal au genou J'ai mal au dos J'ai mal aux dents J'ai mal à la tête J'ai mal à la jambe J'ai mal au bras J'ai mal aux oreilles J'ai mal au pied J'ai mal au nez J'ai mal au ventre</p>			
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