

MFL Overview

Unit 1:



The national curriculum for Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Year 3	Year 4	Year 5	Year 6
Theme: I am learning French (E)	Theme: In the classroom (I)	Theme: At home (I)	Theme: The Date (I)
Title: J'apprends le Francais	Title: En classe	Title: Chez moi	Title: La Date
Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. • Understand basic grammar appropriate 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. • Understand basic grammar appropriate 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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

	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.	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.	
Essential Knowledge: <ul style="list-style-type: none"> ● Pinpoint France and other French speaking countries on a map of the world. ● Ask and answer the question 'How are you?' in French. ● Say 'Hello' and 'Goodbye' in French. ● Ask and answer the question 'What is your name?' in French. ● Count to 10 in French. ● Say 10 colours in French. 	Essential Knowledge: <ul style="list-style-type: none"> ● Remember and recall 12 classroom objects with their indefinite article/determiner. ● Replace an indefinite article/determiner with a possessive adjective. ● Say and write what they have and do not have in their pencil case. 	Essential Knowledge: <ul style="list-style-type: none"> ● Say whether they live in a house or an apartment and say where it is. ● Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. ● Tell somebody in French what rooms they have or do not have in their home. ● Ask somebody else in French what rooms they have in their home. ● Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	Essential Knowledge: <ul style="list-style-type: none"> ● Recognise and recall the 12 months of the year in French. ● Ask what the date is and say the date in French. ● Ask somebody when their birthday is and say when their own birthday is in French.
Essential Skills <ul style="list-style-type: none"> ● Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. ● Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images to help. 	Essential Skills <ul style="list-style-type: none"> ● To work on memory, recall and retention skills using images as well as the written word. ● To also improve spellings in French by completing a variety of written based activities. ● Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply. 	Essential Skills <ul style="list-style-type: none"> ● To speak and write using longer, more interesting sentences, that include the key structures presented in the unit. ● Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge. 	Essential Skills <ul style="list-style-type: none"> ● To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.
Links to prior learning:	Links to prior learning: Y3, I can	Links to prior learning: Y4, Presenting myself	Links to prior learning: Y4, Presenting Myself
Links to future learning: Y4, Presenting myself Y5, La date Y6, Ma famille	Links to future learning: Y5, La date Y6, A l'école	Links to future learning: Y6 Ma famille	Links to future learning: KS3 - Understand and respond to longer spoken sources sometimes in less familiar contexts, such as stories, poems, songs Communicate personal and factual information. Write short simple texts made up of familiar language for different purposes, including personal and factual contexts

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Unit 2:



The national curriculum for Languages aims to ensure that all pupils:

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- discover and develop an appreciation of a range of writing in the language studied.

Year 3	Year 4	Year 5	Year 6
Theme : Animals (E)	Theme: Presenting myself (I)	Theme: La date (I)	Theme: Au salon de The (I)
Title: Les animaux	Title: Je me presente	Title: The date	Title: At the tea room
<p>Subject Content:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. 	<p>Subject Content:</p> <ul style="list-style-type: none"> • 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. • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their

<ul style="list-style-type: none"> • 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. • 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. 	<p>develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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. 	<ul style="list-style-type: none"> • 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 	<p>ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> • 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. • 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.
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. • Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. Create a French calendar. • Recognise key dates in the French calendar. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite articles/determiners) typically served in a French salon de thé. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.
<p>Essential Skills</p> <ul style="list-style-type: none"> • Working on improving our memory skills so that children remember the animals in French after the lesson. • Remembering to always look out for cognates (such as lion) and using pictures to help. • Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal). 	<p>Essential Skills</p> <ul style="list-style-type: none"> • To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. • Being able to present ourselves in French. • Saying what we are called, how old we are, where we live and our nationality. 	<p>Essential Skills</p> <p>To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>Essential Skills</p> <ul style="list-style-type: none"> • To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. • Also improving oral work by learning to ask more questions in French and creating more personalised responses.
<p>Links to prior learning:</p>	<p>Links to prior learning: Y3, I can</p>	<p>Links to prior learning: Y4, En classe</p>	<p>Links to prior learning: Y4, Presenting myself Y5, Chez moi</p>

Links to future learning: Y4, As-tu un animal? Y5, Au salon de The Y6, Ma famille	Links to future learning: Y5, Chez moi Y6, Ma famille	Links to future learning: Y6 Les vêtements	Links to future learning: KS3 - Understand and respond to longer spoken sources sometimes in less familiar contexts, such as stories, poems, songs Communicate personal and factual information. Write short simple texts made up of familiar language for different purposes, including personal and factual contexts
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Unit 3:



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Year 3	Year 4	Year 5	Year 6
Theme : I can (E)	Theme: At the tea room (I)	Theme: My family (I)	Theme: At school (P)
Title: Je peux	Title: Au salon de The	Title: Ma famille	Title: A l'école
Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. 	Subject Content: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of

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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. 	<p>language through songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> 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. 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<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite articles/determiners) typically served in a French salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency

sentences using the conjunctions 'et' (and / 'mais' (but)		and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	verbs used in this unit: s'appeler (to be called) and avoir (to have).
Essential Skills <ul style="list-style-type: none"> Working on improving memory skills using imagery, sound, or mime so that children remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French. 	Essential Skills <ul style="list-style-type: none"> To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses. 	Essential Skills <ul style="list-style-type: none"> Talking and writing with more accuracy, fluency and confidence on the topic of family. Increasing our knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy. 	Essential Skills <ul style="list-style-type: none"> To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.
Links to prior learning:	Links to prior learning: Y3, Animals	Links to prior learning: Y3, I can Y4, Presenting myself	Links to prior learning: Y3, I can Y4, Presenting myself Y5, La date
Links to future learning: Y4, Presenting myself Y5, Chez moi	Links to future learning: Y6, Au salon de the	Links to future learning: Y6 At school	Links to future learning: KS3 - Understand and respond to longer spoken sources sometimes in less familiar contexts, such as stories, poems, songs Communicate personal and factual information. Write short simple texts made up of familiar language for different purposes, including personal and factual contexts