



Curriculum Overview for MFL- French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to French					
Reception						
Year 1						
Year 2						
Year 3	Bonjour – all about me and numbers 1-10	En classe – colours and instructions	Mon corps – describing me and days of the week	Les animaux – animals, pets and number 11-20	Ma famille – family words	Bon anniversaire – birthdays (months of the year) and party food Numbers 21-30
Year 4	Encore – revision of describing people, and describing nationalities	Quelle heure est-il? Time (revising number 1-12), number 31-60, free time Activities	Les fêtes – festivals Instructions	Où va-tu ? Directions, french cities and weather	On mange – food, drink and using money. Giving opinions	Le cirque – languages, clothing and new colours
Year 5	Salut! – revision of LKS2 subject areas	A l'école – school subjects and new time words	La nourriture – food and sandwich making	En ville – directions and shops	En vacances – holidays and new opinion words	Chez moi – at home. Rooms and activities
Year 6	Le weekend – activities and new opinion words	Les vêtements – revise clothes and colours, new clothes words	Ma journée – daily routine and breakfast food	Les transports – transport and tickets	Le sport – sport and revise opinions	La fête! – revision of UKS2 subject areas and cafe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery MFL introduction learning opportunities and destination question	Explore the patterns and sounds of language through songs and rhymes Hear stories in other languages eg International Day Can you join in with a nursery rhyme in French?					
Reception MFL introduction learning opportunities and destination question	Explore the patterns and sounds of language through songs and rhymes Hear songs in other languages performed by older children in school events eg carol concerts Hear stories in other languages eg International Day Can you respond to the register in French?					
Year 1 MFL introduction learning opportunities and destination question	Explore the patterns and sounds of language through songs and rhymes about core yr3 vocabulary – numbers See French display in communal areas Hear songs in other languages performed by older children in school events eg carol concerts Hear stories in other languages eg International Day Can you count to 10 in French?					
Year 2 MFL introduction learning opportunities and destination question	Explore the patterns and sounds of language through songs and rhymes about core yr3 vocabulary – days of the week and numbers See French display in communal areas Hear songs in other languages performed by older children in school events eg carol concerts Hear stories in other languages eg International Day Can you say the names of some days of the week in French?					
Year 3 National Curriculum and additional skills and knowledge	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* 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 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					
	-present ideas and information orally to a range of audiences*		-write phrases from memory, and adapt these to create new		-write phrases from memory, and adapt these to create new	-present ideas and information orally to a range of audiences*

	-write phrases from memory, and adapt these to create new sentences, to express ideas clearly		sentences, to express ideas clearly		sentences, to express ideas clearly	-write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Destination questions	<p>Recap: <i>What French can you remember from KS1?</i> Can you say hello and goodbye? Can you ask someone their name, and reply? Can you ask someone how they are, and reply ? Can you find similarities and differences between French and English greetings and neighbourhoods? Can you recognise and say numbers to 10? Next steps: <i>You will learn more numbers next term.</i></p>	<p>Recap: <i>Can you remember how to greet people in France and ask how they are?</i> Can you ask someone how old they are, and reply? Can you identify some classroom objects? Can you recognise that there are different gender nouns? Can you describe something using correct basic word order? Can you recognise classroom instructions? Next steps: <i>You will learn more instructions in year 4. Which are the most important to remember?</i></p>	<p>Recap: <i>Can you remember any days of the week from KS1?</i> Can you describe routines in a school in France? Can you identify parts of your body using the definite article (le/la/les)? Can you describe your hair and eyes? Can you recognise days of the week? Can you give a basic character description about yourself? Can you give a basic character description about someone else? Next steps: <i>You will learn how to describe others in year 4. What two adjectives will be useful?</i></p>	<p>Recap: <i>Can you remember some words you used to describe yourself?</i> Can you identify some animals and pets? Can you recognise the negative form? Can you reply when asked someone's name? Can you describe someone? Can you recognise and use numbers 11-20? Next steps: <i>You will learn to count to 31 by the end of yr3 so you can write any date. What dates can you write already?</i></p>	<p>Recap: <i>Can you remember some things same and different about a French neighbourhood?</i> Can you identify family members using possessive adjective forms for 'my'? Can you find similarities and differences between an English and French home and family? Can you recognise and use some of the French alphabet? Can you name some household items? Can you use the prepositions dans and sur in sentences? Next steps: <i>You will use family member phrases again in year 4 and 5. Can you remember any now?</i></p>	<p>Recap: <i>Can you remember days of the week from the spring term?</i> Can you identify snacks wanted using the indefinite article (un/une)? Can you give basic opinions about food? Can you recognise and use 21-31? Can you recognise French months? Can you combine French months with numbers to form dates? Next steps: <i>You will look at other snack food in yr 5 – and learn how to say which are healthy and not! Are the snack foods we learned healthy?</i></p>
Vocabulary	Numbers 1-10 Greetings	Classroom object nouns	Body parts nouns Days of week	Animal/pet nouns, Numbers 11-20	Family member nouns	Snack food nouns Numbers 1-31 Months of the year
French terms and phrases used in teaching	Bonjour , salut, au revoir , Comment t'appelle-tu ?, Je m'appelle , Ça va ? , Oui, ça va bien , Comme ci comme ça, non, ce ne va pas	rouge, rose bleu, jaune, marron , orange, écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez Quelle age as-tu ? J'ai ___ans.	J'ai les cheveux + adj J'ai les yeux + adj Je suis grand(e) petit(e) timide Bavard(e), drôle, sympa	chat, chien, lapin As-tu un animal ?J'ai un/une Je n'ai pas un/une Il/Elle s'appelle comment? Il s'appelle/Elle s'appelle -Il/Elle est comment? Grand(e)petit(e)	maman, papa , frere sœur Ma/mon/mes Dans, sur , letters of the alphabet	Qu'est-ce que tu veux ? , Je voudrais.... , C'est délicieux/ bon /mauvais Ce n'est pas bon, C'est quand, ton anniversaire ?

				drole, severe, timide		
Year 4 National Curriculum and additional skills and knowledge	<p>listen attentively to spoken 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> <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 words and phrases*</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>describe people, places, things and actions orally* and in writing</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>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>					
		-know about aspects of everyday life and compare them to their own	-Learn about festivals and celebrations in different cultures	-know about aspects of everyday life and compare them to their own	know about aspects of everyday life and compare them to their own	-present ideas and information orally to a range of audiences* -know about aspects of everyday life and compare them to their own
Destination questions	<p>Recap: Can you remember any words you could use to describe YOU ?</p> <p>Can you name some cultural destinations in Paris?</p> <p>Can you describe other people?</p> <p>Can you describe other people using avoir phrases?</p> <p>Can you recognise some different nationalities?</p> <p>Can you describe other people using etre phrases?</p> <p>Next steps: You will learn about some cultural destinations</p>	<p>Recap: Can you remember your numbers up to 12 ready to tell the time?</p> <p>Can you describe some leisure activities you do?</p> <p>Can you identify word classes?</p> <p>Can you tell the time in simple o'clock phrases?</p> <p>Can you use activities and times in sentences?</p> <p>Next steps: You will learn more time phrases in year 6. What do you think might they be?(in English?)</p>	<p>Recap: Can you remember some classroom instructions from yr3?</p> <p>Can you recognise the names of some French festivals/presents?</p> <p>Can you recognise and use numbers 31-60?</p> <p>Can you give and understand imperative instructions?</p> <p>Can you recognise plural forms of nouns?</p> <p>Next steps: You will count beyond 60 in year 6. What might you need bigger numbers for?</p>	<p>Recap: Can you name any of the cultural destinations in Paris from the autumn?</p> <p>Can you recognise the names of various French cities?</p> <p>Can you say which city you are going to?</p> <p>Can you give and understand imperative directions?</p> <p>Can you find similarities and differences between French and English neighbourhoods?</p> <p>Can you understand and use weather expressions using</p>	<p>Recap: Can you remember any snack food names from year 3?</p> <p>Can you ask for and answer what food you want in a shop using the partitive article (du/de la/des)?</p> <p>Can you ask how much it is and understand the reply?</p> <p>Can you use 'on' to describe party activities?</p> <p>Can you give opinions?</p> <p>Next steps: You will ask how much things are again in year 6. What do you think you might be buying? (tickets!)</p>	<p>Recap: Can you name any colours you used to describe in yr3?</p> <p>Can you identify some francophone countries?</p> <p>Can you use positive and negative forms to talk about languages ?</p> <p>Can you identify some items of clothing?</p> <p>Can you describe some items of clothing?</p> <p>Can you research and make a poster or information sheet about a French-speaking country?</p> <p>Next steps: You will learn more clothing and colours in yr5 and 6.</p>

	<i>across France in yr5. What ones do you remember in Paris?</i>			impersonal il expressions? Next steps: <i>You will practise giving directions again in yr5 learning about towns. Which direction phrases so far are the most useful?</i>		<i>Which ones so far are most useful?</i>
Vocabulary	Body parts nouns	Leisure activities nouns Revise numbers 1-12	Festival nouns Numbers 31-60	Weather nouns	Food nouns Activity nouns	Clothing nouns
French terms and phrases used in teaching	Qu'est-ce qu'il a ? Il a/Elle a... courts, longs frère, soeur De quelle nationalité ? Il est/elle est français(e)canadien /britannique Il/Elle est comment? Intelligent(e), sportive, sévère	au football, au tennis Qu'est-ce qu tu fais ? Quelle heure est-il ? Il est [] heures Je joue _____ Je regarde J' ecoute	-Noel, Paques, La Fete Nationale Quelle fete Qu'est-ce que tu veux comme cadeau? Je voudrais Touchez, Comptez Sautez, Levez les bras, Tournez	beau, froid, chaud, pleut, neige Ou vas-tu ? Je vais à ____ Tournez à gauche Tournez à droite Allez tout droit Arrêtez Quel temps fait-il ?	Qu'est-ce -que tu veux ? Je voudrais.... du pain, du fromage C'est combien ? C'est [] euros Qu'est-ce qu'on fait pour la fete ? On boit, mange, danse, chante, s'amuse C'est comment ? chouette, bizarre, nul	Je parle anglais/français Je ne parle pas Un pantalon, une chemise, une jupe Yr3 colours plus blanc(he), noir(e)
Year 5	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* 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 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					
National Curriculum and additional skills and knowledge	present ideas and information orally to a range of audiences* write phrases from memory, and adapt these to create new	explore the patterns and sounds of language through songs and rhymes and link the	present ideas and information orally to a range of audiences* write phrases from memory, and adapt these to create new	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	write phrases from memory, and adapt these to create new sentences, to express ideas clearly Look at further aspects of their everyday lives	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

	sentences, to express ideas clearly	spelling, sound and meaning of words	sentences, to express ideas clearly	Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places -- Compare symbols, objects or products which represent their own culture with those of another country	from the perspective of someone from another country Recognise similarities and differences between places	Present ideas and information orally to a range of audiences* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Destination questions	<p>Recap: <i>What words and phrases do you remember that you might use when you meet someone?</i> Can you greet people and give personal information? Can you ask how many brothers and sisters someone has, and reply? Can you use avoir to say what people have/have not got? Can you describe someone using etre? Can you understand and use negatives with avoir and etre? Next steps:<i>You will use these basic phrases at secondary school. Which 3 are the most important to remember?</i></p>	<p>Recap: <i>Can you remember from yr4 how to say o'clock times?</i> Can you identify school subjects using the definite article (le/la/les)? Can you talk about what you like and dislike at school? Can you ask and say the time using et quart, et demie and moins le quart? Can you talk about timings of the school day? Can you find similarities and differences between a French and English school day? Next steps: <i>In yr 6 you will learn it is useful to tell the time describing what you do in the morning, and when buying tickets. What do you need to remember?</i></p>	<p>Recap: <i>Can you remember 3 foods from yr3 and yr4?</i> Can you ask politely for food items? Can you describe how to make a sandwich? Can you express opinion? Can you talk about healthy and unhealthy food? <i>Next steps: You will role play a café in year 6 to practise food vocabulary. What food would you like to order?</i></p>	<p>Recap: <i>What direction phrases do you remember from yr4?</i> Can you recognise similarities and differences between countries Can you name places in a town Can you ask the way and give directions using sequencers? Can you say where you are going? Can you give the time and say where you are going? Next steps: <i>In yr6 you will look at using transport to travel. Where in France would you like to go and what types of transport might you use?</i></p>	<p>Recap: <i>How do you ask where you are going, and reply?</i> Can you name some cultural destinations in France? Can you say where you are going to go on holiday? Can you use au/a la/a l' correctly with places? Can you express opinions? Can you talk about what you are going to do on holiday? [theme parks ?] Next steps: <i>Next summer you will be giving opinions about different sports. What phrases have you learned that would help?</i></p>	<p>Recap: <i>Last term you named places in a town. Can you remember any?</i> <i>This time you will learn rooms of a house.</i> Can you name rooms in the house using structure 'il y a'? Can you describe rooms in the house? Can you say what people do at home? Can you say what people do and where? [ideal homes?] Next steps:<i>At secondary school you will learn other lots of other uses for Il y a. Can you think of any now?</i></p>
Vocabulary	Revision of LKS2 greetings and basic skills	School subject nouns	Snack food nouns	Shop nouns	Holiday nouns Activity nouns	Room nouns

French terms and phrases used in teaching	Bonjour, salut, au revoir Comment t'appelle-tu ? Je m'appelle Ça va ? Oui, ça va bien/ Comme ci comme ça Non, ce ne va pas Tu es français/britannique Quel âge as-tu ? J'ai [] ans	J'aime/Je n'aime pas + subject C'est bien/cool/nul Quelle heure est-il ? Il est [] heures Il est [] heures moins le quart Il est [] heures et demie Il est midi/minuit	Je voudrais+ noun Mangez, coupez Prenez, mettez J'aime/je n'aime pas + noun C'est von pour la sante Ce n'est pas bon pour la sante	[] s'il vous plait ? Qu'est-ce-que c'est ? C'est le/la [] Ou vas-tu ? Je vais à tournez à gauche tournez à droite allez tout droit	Ou va-tu en vacances ? Je vais a/au J'aime ça, Je n'aime pas ça J'adore ça, Je déteste ça Qu'est-ce que tu vas faire en vacances ? Je vais	Chez moi, il y a+ noun C'est +grand/petit/blanc /bleu/jaune/rose/rouge Qu'est-ce qu'il /elle fait ? Il fait+ activity dans + noun
--	---	---	---	---	--	---

Year 6 National Curriculum and additional skills and knowledge	<p>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 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>					
	describe people, places, things and actions orally* and in writing Recognise and understand some of the differences between people	describe people, places, things and actions orally* and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Compare attitudes towards aspects of everyday life - Recognise and understand some of the differences between people	Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people	describe people, places, things and actions orally* and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Compare attitudes towards aspects of everyday life - Recognise and understand some of the differences between people	describe people, places, things and actions orally* and in writing	describe people, places, things and actions orally* and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Destination questions	<p>Recap: <i>Can you remember how to say days of the week from yr3? You will use these again now</i> Can you say what you do regularly and when? Can you say what you don't do using negatives? Can you say what other people do and when? Can you express opinions? Can you find similarities and differences between French and English activities? Next steps: <i>You will learn more about things you do and don't do, this time about your daily routine, next term</i></p>	<p>Recap: <i>Do you remember any items of clothing you learned at the end of yr4?</i> Can you say what clothes you would like? Can you express opinions? Can you say what clothes you wear? Can you practise agreement of adjectives? Can you use numbers 60-80? Can you use conjunctions 'et' and 'mais' to make longer sentences? Next steps: <i>You will have the chance to write more extended sentences later on in yr6</i></p>	<p>Recap: <i>In yr 5 you talked about the school day – now we are going to learn about your daily routine before school</i> Can you talk about your daily routine? Can you include time in daily routine? Can you describe what you have for breakfast using the indefinite article? Can you use time expressions to describe a typical day? Can you compare a French child's morning routine to your own? Next steps; <i>You will learn about how to use the definite article before the end of yr6</i></p>	<p>Recap: <i>Can you remember learning about holiday vocabulary in yr5? Now you will learn how to get there, on forms of transport</i> Can you identify forms of transport using prepositions 'en' and 'a'? Can you say how you get somewhere? How do you buy tickets at a station? Next steps: <i>We will do more role play, this time a café, next term.</i></p>	<p>Recap: <i>Do you remember any leisure activities you learned about in yr 4?</i> Can you identify sports and talk about which ones you like using the definite article? Can you express opinions? Can you write sentences about a sporting event? Next steps: <i>You will revise your KS2 work in the last unit</i></p>	<p>Recap: <i>What topics do you remember learning in French at the Lea?</i> Can you revise and reuse language from previous units? Can you describe someone? Can you express opinions? Can you ask for food and drink in a café? Next steps: <i>You will study two languages, probably including French, at secondary school. Can you find out which ones YOUR new secondary school teaches?</i></p>
Vocabulary	Activity nouns Revise days of the week	Clothes nouns	Daily routine phrases Breakfast food nouns	Shop nouns Transport nouns	sport nouns	Revise UKS2 nouns; Shop nouns/Transport nouns/Activity phrases/Clothes nouns + colours/Food nouns Appearance nouns + adjectives/Opinion adjectives
French terms and phrases used in teaching	Qu'est-ce que tu fais + day Le lundi, je + activity noun Tu fais ? Tu joues ? Tu regardes ? Je ne + activity pas de	Qu'est-ce que tu veux ? Je voudrais + noun C'est comment ? C'est moche/beau/trop grand/trop petit/trop cher Et Mais	Je + phrase Je + phrase a + time Qu'est-ce que tu prends au petit déjeuner ? Je prends un/une/des + noun Normalement D'abord	<i>Ou vas-tu ?</i> <i>Je vais à</i> Comment va-tu ? Je vais en/a + noun Samedi, à 10 heures On va + infinitive Qu'est-ce qu'on va faire ? On va + activity	Tu aimes quels sports ? J'aime la/le + noun Qu'est-ce que tu préfères ? J'aime/Je n'aime pas/détesté/ J'adore + sport Mais je préféré ... Parce que	Qu'est-ce que tu veux/vous voulez manger/boire ? Je voudrais S'il te plait S'il vous plait Merci C'est combien ? Voilà

	<p>Qu'est ce qu'il/elle fait le week-end ? Il fait + activity Est-ce que tu aimes + activity ? J'aime/Je n'aime pas/ J'adore/Je déteste</p>	<p>Je porte + noun+ rose/orange/marron/r ouge)s)/jaune(s) /vert(e) (s) bleu (e)(s)/noir€ (s) /blanc (s) /blanche (s) C'est combien ? Ça coute [] euros</p>	<p>Ensuite Enfin Après l'école</p>	<p>Je voudrais [] billets pour [] Aller-retour Aller simple <i>C'est combien ?</i> <i>C'est [] euros</i> Le train part à Bon voyage</p>	<p>C'est ennuyeux Cher Difficile</p>	
--	---	--	--	--	--	--