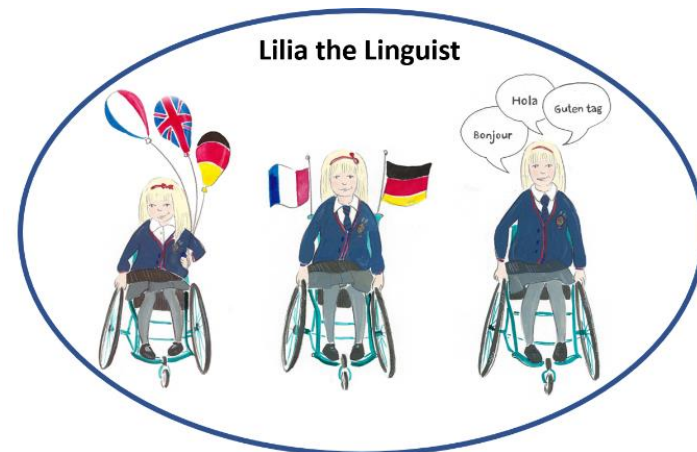




# Modern Foreign Language - French

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### Intent: This is what we want for our children.

At Barley Fields Primary School, we want our children to develop a wider cultural awareness, become global citizens and nurture a curiosity about the world around them. It is our intention that our children develop a genuine interest in foreign languages. We believe that the French curriculum encourages tolerance and understanding and positive curiosity about other cultures, finding them both inspiring and stimulating.

We believe learning an additional language offers our children the opportunity to explore relationships between language and identity, develop self-awareness and a deeper understanding of other cultures. Our ultimate aim is that children will feel confident and motivated to study languages beyond Key Stage 2 and have a curiosity about the world around them.

#### Implementation: This is what it will look like in the classroom.

Our children follow a carefully-structured French curriculum which is designed to ensure children know more, remember more and can do more as they progress throughout school. The curriculum is supported by the Language Angels MFL Scheme of Learning alongside digital, interactive resources. The scheme guides the children on their language-learning journey in their development of listening, speaking, writing and reading skills. The French curriculum is taught by specialist members of the PPA team. Our curriculum is taught using four concept-led strands:



- Listening,
- Speaking,
- Reading,
- Writing (**grammar** is covered in an age-appropriate way across the primary phase).

Our curriculum is designed to ensure that the foreign language knowledge of our children begins in Y1 and is extended and challenged year on year throughout the primary phase. The curriculum has been carefully designed to ensure children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge by following age-appropriate topics and themes. It provides a basis for building blocks of language understanding into more complex, fluent and authentic language use in units of progressing difficulty.

- **Early Language** units are entry level units used across KS1 and Year 3. These units, alongside core vocabulary lessons, are designed to run for approximately 30 minutes and are taught on a termly basis.

- **Intermediate Language** units challenge children by increasing the complexity and grammatical concepts presented to them. Intermediate units are taught in Years 4 and 5 building upon knowledge acquired during the early language units in KS1.
- **Progressive Language** and **Creative Curriculum** units are the most challenging and are taught only to Year 6 children. By Year 6, children have a good understanding of the French language.

Early Learning units will start at basic noun and article level and will teach children how to formulate short phrases. By the time children reach Progressive units, they will be exposed to much longer text and will be encouraged to formulate their own, more personalised, responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications

Children will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language learning will be revised, recalled and consolidated to ensure knowledge is embedded and evolves over time.

French is taught regularly to ensure children have the opportunities to embed and enhance their learning. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and apply their learning to real-life contexts (such as writing to pen pals in Year 6). The medium-term planning also underpins an appropriate teaching pedagogy for effective, quality first teaching in MFL.


Our curriculum characters have been designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge needed to develop as a linguist with the use of the school curriculum character – Lilia the Linguist.

**Early Years**  
**Lilia the Linguist**




- ✓ I know that different languages are spoken around the world.
- ✓ I enjoy joining in with simple singing and counting activities other languages.
- ✓ I can use simple greetings from around the world to say hello and goodbye.

**Key Stage 1**  
**Lilia the Linguist**



- ✓ I enjoy talking about different languages spoken around the world.
- ✓ I can count in French.
- ✓ I can use simple greetings and phrases in French.
- ✓ I can name a range of objects, colours, animals and seasons in French.

**Key Stage 2**  
**Lilia the Linguist**



- ✓ I enjoy using simple phrases and sentences in French.
- ✓ I can read simple words and phrases in French.
- ✓ I can use books and glossaries to find out the meaning of new words.
- ✓ I can talk about a range of objects, places and everyday activities in French.

**Impact: This is what it will mean for our children.**

The impact of our French curriculum is that our children will have a genuine interest in foreign languages. We believe that the French curriculum encourages understanding, tolerance and positive curiosity about other cultures, finding them both inspiring and stimulating.

Our French curriculum and our teaching and learning pedagogy leads to children who:




- Are inspired, motivated and enthusiastic about language learning.
- Acquire, use and apply a growing bank of vocabulary.
- Develop language skills and grammatical knowledge by following age-appropriate topics and themes.
- Understand more complex, fluent and authentic language in units of progressing difficulty.
- Create longer pieces of spoken and written language and begin to use a variety of conjunctions, adverbs, adjectives, opinions and justifications
- Have opportunities to use high quality resources and apply their learning to real-life contexts.
- Have a wider cultural awareness and links between languages and identity.




In addition, we measure the impact of our curriculum through the following methods:

- A celebration of learning which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- Internal monitoring strategies by SLT and the MFL leader







Children leave Barley Fields Primary School equipped with a range of linguistic skills needed to succeed in the next phase of education. We are confident that children will carry an enjoyment and appreciation of the French language throughout their lives and use this as a basis when learning other languages. They will have an understanding of French culture, customs, celebrations, food, landmarks etc. We hope that their learning about France and the French culture will create a desire to travel beyond their local community and experience other countries and cultures around the world.

School Overview of MFL teaching – Teaching Sequences

Year 1		
Autumn	Spring	Summer
<p><b>Under the Sea</b> <i>(Sous l’océan)</i> Early Language Unit</p> 	<p><b>In the Jungle</b> <i>(Dans la jungle)</i> Early Language Unit</p> 	<p><b>Numbers and Colours</b> <i>(Les Couleurs et Les Nombres)</i> Early Language Unit</p> 
<ol style="list-style-type: none"> <li>Can you say crab and fish in French?</li> <li>Can you say starfish in French?</li> <li>Can you count to 5 in French?</li> <li>Can you say starfish in French and use your knowledge of numbers to tell me how many of each creature there are?</li> <li>Can you say octopus in French?</li> <li>Can you say dolphin and walrus in French?</li> <li>Can you name some verbs to describe the movements of the sea creatures we have learnt in this unit?</li> </ol>	<ol style="list-style-type: none"> <li>How do I say lion and elephant in French?</li> <li>How do I say monkey in French?</li> <li>How do I say leopard in French?</li> <li>How do I say giraffe in French?</li> <li>How do I say hippo in French?</li> <li>Can you name some verbs to describe the movements of the jungle animals we have learnt in this unit?</li> <li>How do I count to 5 in French?</li> </ol>	<ol style="list-style-type: none"> <li>How do I say the colours red, yellow, green, grey and blue in French?</li> <li>How do I say the colours purple, white, brown, black and orange in French?</li> <li>Can you recall and write the 10 colours we have learnt in this unit so far?</li> <li>Can you count to 5 in French?</li> <li>Can you count from 6 to 10 in French?</li> <li>Can you count from 1 to 10 in French?</li> </ol>







Year 2		
Autumn	Spring	Summer
<p><b>Transport</b> <i>(Les Transports)</i> Early Language Unit</p> 	<p><b>Animals</b> <i>(Les Animaux)</i> Early Language Unit</p> 	<p><b>Dans ma Ville</b> <i>(In my town)</i> Early Language Unit</p> 
<ol style="list-style-type: none"> <li>Can you say <i>car</i> and <i>plane</i> in French?</li> <li>Can you say <i>car, plane and boat</i> in French?</li> <li>Can you say <i>car, plane, boat and bus</i> in French?</li> <li>Can you say <i>car, plane, boat, bus and motorbike</i> in French?</li> <li>Can you say <i>car, plane, boat, bus, motorbike and train</i> in French?</li> <li>Can you say <i>car, plane, boat, bus, motorbike, train and lorry</i> in French?</li> </ol>	<ol style="list-style-type: none"> <li>Can you say and write <i>rabbit, lion, duck, sheep and horse</i> in French?</li> <li>Can you say and write <i>monkey, cow, mouse, pig and duck</i> in French?</li> <li>Can you say and write all 10 of the animals we have learnt in this unit so far? (<i>consolidation lesson</i>)</li> <li>Can you spell all of the animal names we have learnt?</li> <li>Can you say, ‘I am...’ and give the name of an animal? What have you learnt in the unit, Les Animaux?</li> </ol>	<ol style="list-style-type: none"> <li>How do I say bakery and stadium in French?</li> <li>How do I say school in French?</li> <li>How do I say ice skating rink in French?</li> <li>How do I say cinema in French?</li> <li>How do I say coffee shop and park?</li> </ol>

Year 3

Autumn		Spring		Summer	
<p><b>Phonetics lesson 1</b> Core Vocabulary Unit and <b>I'm Learning French</b> <i>(J'apprends le Français)</i> Early Language Unit</p> 	<p><b>Instruments</b> <i>(Les Instruments)</i> Early Language Unit</p> 	<p><b>Fruits and Vegetables</b> <i>(Les Fruits et Les Legumes)</i> Early Language Unit</p> 	<p><b>Fruits and Vegetables</b> <i>(Les Fruits et Les Legumes)</i> Early Language Unit</p> 	<p><b>My Dream Home</b> <i>(Ma Maison Ideale)</i> Early Language Unit</p> 	<p><b>Ice Creams</b> <i>(Le Glaces)</i> Early Language Unit</p> 
<ol style="list-style-type: none"> <li>Where is France on a world map and can you name some cities found in France?</li> <li>Can you ask and answer the question, ça va?</li> <li>Can you ask and answer the question, Comment Tu T'appelles?</li> <li>Can you count to 10 in French?</li> <li>Can you name the 10 most common colours in French?</li> </ol> <p>What have you learnt in the unit, J'apprends le Français?</p>	<ol style="list-style-type: none"> <li>Can you say and write trumpet, clarinet, drum, guitar and flute in French?</li> <li>Can you say and write harp, piano, triangle, violin and cymbals in French?</li> <li>Can you say and write all 10 of the instruments we have learnt so far in this unit?</li> <li>Can you say and write 'Je joue' to tell me an instrument you play?</li> <li>What have you learnt in the unit, Les Instruments so far? What have you learnt in the unit, Les Instruments?</li> </ol>	<ol style="list-style-type: none"> <li>Can you say, read and write the French for <i>apple, strawberry, peach, banana and cherry</i>?</li> <li>Can you say, read and write the French for <i>orange, plum, pear, kiwi and apricot</i>?</li> <li>Can you say, read and write the plural form of each fruit we have learnt so far?</li> <li>Which fruits do you like?</li> <li>Which fruits do you dislike?</li> </ol> <p>What have you learnt in the unit, <i>Les Fruits</i>?</p>	<ol style="list-style-type: none"> <li>Can you say, read and write the French for <i>spinach, onions, carrots, aubergines and courgette</i>?</li> <li>Can you say, read and write the French for <i>tomatoes, green beans, peas, mushrooms and potatoes</i>?</li> <li>Can you say, read and write the French for 'a kilo of' a given vegetable?</li> <li>Can you use 'Je voudrais...' to ask for a quantity of vegetables?</li> <li>Can you use 'et' as a conjunction to list which vegetables you would like to purchase?</li> <li>What have you learnt in the unit, <i>Les Legumes</i>?</li> </ol>	<ol style="list-style-type: none"> <li>Can you recognise, recall and remember <i>bedroom, bathroom, kitchen, living room, swimming pool, games room and cinema</i> in French?</li> <li>Can you spell some of these nouns with their correct indefinite article/ determiner?</li> <li>Can you build a sentence using the structure 'il y a' (there is/there are) plus the noun and the correct indefinite article/determiner?</li> </ol>	<ol style="list-style-type: none"> <li>Can you say, read and write the French for <i>vanilla, banana, strawberry, pistachio and mint</i> ice cream?</li> <li>Can you say, read and write the French for <i>chocolate, caramel, coffee, blackcurrant and lemon</i> ice cream?</li> <li>Can you use the phrase 'Je voudrais...' to order an ice-cream?</li> <li>Can you order an ice-cream in a tub or a cone?</li> <li>Can you use all of the information you have learnt during 'Les Glaces' to order an ice-cream?</li> </ol>





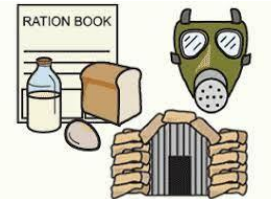



Year 4

Autumn		Spring		Summer	
<p><b>Presenting Myself (Je Me Presente)</b> Intermediate Language Unit Je me présente</p> 	<p><b>Family (En Famille)</b> Intermediate Language Unit</p> 	<p><b>At the Café (Au Café)</b> Intermediate Language Unit</p> 	<p><b>House of Tudors (La Maison Tudor)</b> Intermediate Language Unit</p> 	<p><b>The Classroom (En Classe)</b> Intermediate Language Unit</p> 	<p><b>My Home (Chez Moi)</b> Intermediate Language Unit</p> 
<ol style="list-style-type: none"> <li>1. What can you remember about numbers to 10 and asking and answering the question <i>Ca Va?</i></li> <li>2. How do I count to 20 in French?</li> <li>3. Can you ask the question, 'How old are you?' in French?</li> <li>4. Can you ask someone where they live in French?</li> <li>5. Where are you from?</li> <li>6. What have you learnt in the unit, Je Me Presente?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the names for the family members in French?</li> <li>2. Can you introduce your family members using 'my' before the noun?</li> <li>3. Do you have any brothers or sisters?</li> <li>4. What are the names of your brothers and sisters?</li> <li>5. Can you count to 70 in French?</li> <li>6. What have you learnt in the unit, <i>La Famille</i>?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do I order a drink in French using the correct article?</li> <li>2. How do I order food in French using the correct article?</li> <li>3. Can you order food and drink together as part of a café role play?</li> <li>4. Can you ask and answer the key question <i>Qu'est-ce tu prends pour le petit déjeuner?</i></li> <li>5. Can you order extra food and drink items in French?</li> <li>6. What have you learnt in the unit, <i>Au Café</i>?</li> </ol>	<ol style="list-style-type: none"> <li>1. What can you tell me about Henry VIII?</li> <li>2. Can you identify verbs, adjectives and nouns within a piece of text written in French?</li> <li>3. Can you describe each of Henry VIII's wives in French?</li> <li>4. Can you decipher which statements about Henry VIII's wives are true and which are false?</li> <li>5. What have you learnt about the Tudor period?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you name some classroom items in French?</li> <li>2. Can you name the next 6 nouns for classroom objects in French?</li> <li>3. How do you respond to the question '<i>Qu'est-ce qu'il y a dans ta trousse ?</i>'</li> <li>4. Can you answer the question 'What is in your pencil case?' using the possessive adjectives 'mon', 'ma' and 'mes'?</li> <li>5. Can you use 'Je n'ai pas de...' to form a detailed description of what you have and do not have in your pencil case?</li> <li>6. What have you learnt in the unit, En Classe? (End of Unit Assessment)</li> </ol>	<ol style="list-style-type: none"> <li>1. What type of building do you live in and where is it located?</li> <li>2. Which rooms do you have in your house (1)?</li> <li>3. Which rooms do you have in your house (2)?</li> <li>4. Which rooms are not in your house?</li> <li>5. Can I talk about myself and my home?</li> <li>6. What have we learnt in the unit, Chez Moi?</li> </ol>

Year 5

Autumn		Spring		Summer	
<p><b>Phonetics lesson 3- Core Vocabulary Unit &amp; Do You Have A Pet? (As-Tu Un Animal?)</b> Intermediate Language Unit</p>	<p><b>French Culture Intermediate Language Unit</b></p>	<p><b>What Is The Date? (Quelle Est La Date?)</b> Intermediate Language Unit</p>	<p><b>What is the weather? (Quel Temps Fait-Il?)</b> Intermediate Language Unit</p>	<p><b>Olympic Games (Les Jeux Olympique)</b> Intermediate Language Unit</p>	<p><b>Clothes (Les Vetements)</b> Intermediate Language Unit</p>
<ol style="list-style-type: none"> <li>Can you name 8 common animals with their matching article?</li> <li>Which pets do you have?</li> <li>Can you tell me the name of your pet(s)?</li> <li>Which pets don't you have?</li> <li>Can I link all my new vocabulary together?</li> <li>What have you learnt in the unit, <i>As-Tu Un Animal?</i></li> </ol>	<ol style="list-style-type: none"> <li>What is <i>Le Carnaval de Nice</i> and how is it celebrated in France?</li> <li>What is <i>La Fetes de Rois</i> and how is it celebrated in France?</li> <li>What is <i>Le Poissant d'Avril</i> and how is it celebrated in France?</li> <li>What is <i>La Fete nationale Francaise</i> and how is it celebrated in France?</li> <li>What is <i>Le Jour L'Armistice</i> and how is it celebrated in France?</li> <li>How is Christmas celebrated in France?</li> </ol>	<ol style="list-style-type: none"> <li>What are the months of the year in French? (1)</li> <li>What are the months of the year in French (2)?</li> <li>What is the date today?</li> <li>When is your birthday?</li> <li>Can you complete a reading and writing challenge to consolidate your learning from this unit so far?</li> <li>What have you learnt in the unit?</li> </ol>	<ol style="list-style-type: none"> <li>Quel temps fait-il? What weather is it? Part 1</li> <li>Quel temps fait-il? What weather is it? Part 2</li> <li>Use and apply knowledge of weather phrases</li> <li>La Meteo (The weather forecast) What is the weather like in different parts of France?</li> <li>La Meteo – Can I be a French weather presenter? What have you learnt in the unit, Quel temps fait-il?</li> </ol>	<ol style="list-style-type: none"> <li>What do we know about the history of the ancient Olympic Games?</li> <li>How did the modern Olympic Games begin?</li> <li>Can I name some modern Olympic sports?</li> <li>When is the verb 'faire' (to do) used?</li> <li>What are the Olympic events?</li> <li>What have you learnt in the unit, Les Jeux Olympiques?</li> </ol>	<ol style="list-style-type: none"> <li>What items of clothing can name? Part 1</li> <li>What items of clothing can name? Part 2</li> <li>Can I add the verb 'je porte' to the clothing items?</li> <li>Can I use adjectival agreement to clothing items in terms of colours of clothes?</li> <li>Can I use possessive adjectives accurately (mon, ma, mes - my)?</li> <li>Can I complete an end of unit assessment on Les vêtements?</li> </ol>

Year 6

Autumn		Spring		Summer	
<p><b>Phonetics lesson 4</b> Core Vocabulary Unit <b>At School</b> <b>(A L'Ecole)</b> Progressive Language Unit</p> 	<p><b>The Weekend</b> <b>(Le Week-End)</b> Progressive Language Unit</p> 	<p><b>World War II</b> <b>(La Seconde Guerre Mondiale)</b> Progressive Language Unit</p> 	<p><b>Letter Writing Unit</b></p> 	<p><b>Planets</b></p> 	<p><b>Introduction to Spanish</b></p> 
<ol style="list-style-type: none"> <li>1. Can you say, read and write the nouns and determiners for 10 classroom subjects in French?</li> <li>2. Can you say a short phrase in French to describe which subjects you do and do not like?</li> <li>3. Can you answer the question 'Quelle heure est il?' giving an answer to the nearest hour?</li> <li>4. Can you say the time that you study a particular subject in French?</li> <li>5. Can you use the knowledge you have acquired in this unit to say your subject preferences in French?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you say, read and write the nouns and determiners for 10 weekend activities in French?</li> <li>2. Can you tell the time to 5 the nearest 5 minutes in French?</li> <li>3. Can you use your knowledge of time to say at what time you complete different activities on a weekend?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you use your reading and listening skills to decode unfamiliar language in longer pieces of text?</li> <li>2. What are the countries and languages involved in World War II?</li> <li>3. Can you use your reading and listening skills to answer true/false statements in French on Ralph's experiences during WWII?</li> <li>4. Can you name some of the things an evacuee child may have seen during the war in French? Can you compare city life to country life during WWII in French?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you use the knowledge you have acquired in autumn 1 to write to your pen pal telling them which subjects you like and do not like?</li> <li>2. Can you introduce yourself, say your age and the town in which you live?</li> </ol>	<p>to be completed</p>	<p>to be completed</p>



## National Curriculum Subject Content

### Languages Subject Content Key Stage 2

Foreign Language Teaching may be of any modern or ancient foreign language and should focus on enabling children 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 children 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. Children 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.

Children should be taught to:

- 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 Languages
- 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.

# Curriculum Coverage and Skill Progression

<p style="text-align: center;"><b>Year 1 and 2</b> MFL Curriculum Coverage- <i>Early Language Units</i></p>	Main Skill Focus	Y1 Autumn: Greetings	Y1 Spring: Numbers & Colours	Y1 Summer: Shapes	Y2 Autumn: Seasons	Y2 Spring: Transport	Y2 Summer: Animals
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 3</b> MFL Curriculum Coverage- <i>Early Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y3- Autumn 1- 1m Learning French.</p>	<p style="text-align: center;">Y3- Spring 1- Instruments</p>	<p style="text-align: center;">Y3- Spring 2- Fruit &amp; Vegetables</p>	<p style="text-align: center;">Y3- Spring 2- Fruit &amp; Vegetables</p>	<p style="text-align: center;">Y3- Summer 1- Ice Creams</p>	<p style="text-align: center;">Y3- Summer 2- Ancient Rome</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 4</b></p> <p style="text-align: center;"><b>MFL Curriculum Coverage- <i>Intermediate Language Units</i></b></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y4- Autumn 1- Presenting Myself</p>	<p style="text-align: center;">Y4- Autumn 2- Family</p>	<p style="text-align: center;">Year 4- Spring 1- The Tudors</p>	<p style="text-align: center;">Year 4- Spring 2- At the Coffee Shop</p>	<p style="text-align: center;">Year 4- Summer 1- The Classroom</p>	<p style="text-align: center;">Year 4- Summer 2- My Home</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						

<p style="text-align: center;"><b>Year 5</b> MFL Curriculum Coverage- <i>Intermediate Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y5- Autumn 1- Do you have a</p>	<p style="text-align: center;">Y5- Autumn 2- What is the date?</p>	<p style="text-align: center;">Year 5- Spring 1- The Weather</p>	<p style="text-align: center;">Year 5- Spring 2- Habitats</p>	<p style="text-align: center;">Year 5- Summer 1- The Olympics</p>	<p style="text-align: center;">Year 5- Summer 2- Clothes</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						



<p style="text-align: center;"><b>Year 6</b> MFL Curriculum Coverage- <i>Progressive Language Units</i></p>	<p style="text-align: center;"><b>Main Skill Focus</b></p>	<p style="text-align: center;">Y6- Autumn 1- At School</p>	<p style="text-align: center;">Y6- Autumn 2- The Weekend</p>	<p style="text-align: center;">Year 6- Spring 1- Me in the World</p>	<p style="text-align: center;">Year 6- Spring 2- WWII</p>	<p style="text-align: center;">Year 6- Summer 1- Eat &amp; Move</p>	<p style="text-align: center;">Year 6- Summer 2- Regular Verbs</p>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	Listening						
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> </ul>	Speaking						
<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	Reading						
<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing Languages</li> </ul>	Writing						
<ul style="list-style-type: none"> <li>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.</li> </ul>	Grammar						