 MFL Curriculum Map

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| **Class 3****(Year 1)** | Colours of the rainbow | Numbers 1 – 10 | Greetings |
| **Class 4** **(Y1/2)** | Revisit: Colours of the rainbow | Numbers 1 – 10 | GreetingsDays of the week |
| **Class 5****(Y2)** | Revisit: Colours of the rainbowRevisit: Numbers 1 – 10 | Greetings | Days of the week |
| **Class 6****(Y3)** | France and CultureThe alphabetNumbers 1 – 10Learning Outcome: Poster about France (in English) | Greetings and namesClassroom instructionsLearning Outcome: Speaking – conversations greeting a friend | Age, date and birthdayLearning Outcome: Make a birthday card and sing happy birthday  | Revisit: ColoursLearning Outcome: Sing rainbow song and label a rainbow decoration | My familyLearning Outcome: Draw a basic family tree | At the farmLearning Outcome: Draw and label animals at a farm (or visit a farm?) |
| **Class 7****(Y3/4)** | The weatherNumbers 1 – 20Learning Outcome: Conduct a weather report | Going to schoolLearning Outcome: Speaking - Tell a friend how you get to school. | School subjects Learning Outcome:Speaking: Introduce a new child to school (tied in with going to school) | In the classroomLearning Outcome:Writing: Label a classroom. | At the zooLearning Outcome:Draw a map of the zoo and label animals. |
| **Class 8****(Y4)** | At homeNumbers 1 – 50Learning Outcome: Play a game about “Where is my…?” and children guess which room in the house it is in. | PetsLearning Outcome: Speaking – talk to a friend about your pet. | Countries and cities (Y5 Mr French)Learning Outcome: Speaking – become a character and tell someone where you live. | Sports and hobbiesLearning Outcome Writing – write a letter to a friend about your favourite/ worst sports and hobbies. | Fruit and the supermarketLearning Outcome: Writing – make a shopping list for a recipeSpeaking – “visit” a market and order fruit in French |
| **Class 9****(Y5)** | Body partsNumbers 1 – 100Learning Outcome: Writing – label the body parts.Sing heads, shoulders, knees and toes. | At the doctorsLearning Outcome: Speaking - “Visit” the doctor and explain what is wrong. | Time (o’clock, quarter, half)Learning Outcome: Speaking – tell the time. Ask and answer questions | At the supermarketLearning Outcome: Writing – make a shopping list for a recipeSpeaking – “visit” a supermarket and order items in French | Travel the worldNationality(includes a review of transport)Learning Outcome: Writing - Write a postcard to a friend about where you’ve been, how you got there and who you met (and their nationality) |
| **Class 10****(Y5/6)** | EmotionsNumbers 1 – 1000Learning Outcome: Bingo games with emotions. Speaking – explain how you feel. | JobsLearning Outcome: Talk and write about what jobs you would like when you’re older. | Time (5 minute intervals)Learning Outcome: Speaking – tell the time. Ask and answer questions | Daily routineLearning Outcome: Write a paragraph about your day (revising time) | EurosSnacks and drinksLearning Outcome:Writing – create a menuSpeaking – “Visit” a café and order in French |
| **Class 11****(Y6)** | Colours and clothesNumbers 1 – 1000Learning Outcome: Writing - Draw a clothes store and label the items | Shopping for clothesLearning Outcome “Visit” a shop and buy clothes in certain colours (use plotogon) | Places in the city and directionsLearning Outcome: Draw and label a map of the city. Give verbal and written instructions | Pen PalsLearning Outcome: Write a letter to a penpal, including all of the KS2 language | Physical descriptionLearning Outcome: Design a monster/ person and describe them (revise body parts from Y5) |

 MFL Curriculum Overview of Sequential Knowledge

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|  | Listening | Speaking | Reading  | Writing | Grammar | NOTES |
| **Class 3****(Year 1)** |  |  |  |  |  | MfL not required in KS1. However, key areas of curriculum to be taught through song and play e.g. colours, days of the week etc ready for KS2 |
| **Class 4** **(Y1/2)** |  |  |  |  |  |
| **Class 5****(Y2)** |  |  |  |  |  |
| **Class 6****(Y3)** | - Identify meanings of words and phrases they hear- Match to objects/pictures/ person | - Understand familiar words/ phrases- Respond to simple questions- Say/ repeat familiar words/ phrases | - Identify meaning of words/ phrases (matching)- Recognise words- Start to notice sounds and spelling patterns | - Write/ copy simple words- Be aware of symbols e.g. accents | - Understand basic aspects of language structure e.g gender, singular and plural | Focus on speaking and listening in first half of the year. Move onto reading and writing in second half of the year. |
| **Class 7****(Y3/4)** | - Identify meanings of words and phrases they hear- Match to objects/pictures/ person- Understand a range of familiar spoken phrases e.g. classroom instructions | - Understand familiar words/ phrases- Respond to simple questions- Say/ repeat familiar words/ phrases- Ask and answer simple questions.- Take part in a simple conversation.- Work on pronunciation.- Observe social conventions (e.g. formal/ informal for ‘you’) | - Identify meaning of words/ phrases (matching)- Recognise words- Start to notice sounds and spelling patterns- Understand simple written words (matching) | - Write/ copy simple words- Be aware of symbols e.g. accents- Write simple, familiar phrases accurately (using a scaffold or frame) | - Understand basic aspects of language structure e.g gender, singular and plural- Understand some basic aspects of language structure e.g. question words, where an adjective is in a sentence | Focus on speaking and listening in first half of the year. Move onto reading and writing in second half of the year. |
| **Class 8****(Y4)** | - Understand a range of familiar spoken phrases e.g. classroom instructions | - Ask and answer simple questions.- Take part in a simple conversation.- Work on pronunciation.- Observe social conventions (e.g. formal/ informal for ‘you’) | - Understand simple written words (matching) | - Write simple, familiar phrases accurately (using a scaffold or frame) | - Understand some basic aspects of language structure e.g. question words, where an adjective is in a sentence | Focus on speaking and listening in first half of the year. Move onto reading and writing in second half of the year. |
| **Class 9****(Y5)** | - Understand main points from a passage with repetition | - Ask and answer simple questions and use a negative- Take part in pre-prepared tasks (eg a weather forecast) | - Understand main points from a short written passage.- Use bilingual dictionaries independently | - Write two or three sentences as a response with reference materials | - Understand basic aspects of language structure e.g. personal pronouns, conjugation of high frequency verbs | Focus on speaking and listening in first term of the year. Move onto reading and writing in second two terms of the year. |
| **Class 10****(Y5/6)** | - Understand main points from a passage with repetition- Understand main points and some detail from a short spoken passage. | - Ask and answer simple questions and use a negative- Take part in pre-prepared tasks (eg a weather forecast)- Take part in longer conversations with fluency.- Express simple opinions with good pronunciation. | - Understand main points from a short written passage.- Use bilingual dictionaries independently- Understand main points and some detail in a longer written passage e.g. email, poem | - Write two or three sentences as a response with reference materials- Write a short text on a familiar topic (with support)- Write for a range of purposes/ audiences- Use formal/ informal ‘you’ | - Understand basic aspects of language structure e.g. personal pronouns, conjugation of high frequency verbs- Use basic language structuresEg. Correct verb endings, prepositions, tenses | Focus on speaking and listening in first term of the year. Move onto reading and writing in second two terms of the year. |
| **Class 11****(Y6)** | - Understand main points and some detail from a short spoken passage. | - Take part in longer conversations with fluency.- Express simple opinions with good pronunciation. | - Understand main points and some detail in a longer written passage e.g. email, poem | - Write a short text on a familiar topic (with support)- Write for a range of purposes/ audiences- Use formal/ informal ‘you’ | - Use basic language structuresEg. Correct verb endings, prepositions, tenses | Do a wide variety of speaking, listening, reading and writing. |