 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 | | Greetings  Days of the week | |
| **Class 5**  **(Y2)** | Revisit: Colours of the rainbow  Revisit: Numbers 1 – 10 | | Greetings | | Days of the week | |
| **Class 6**  **(Y3)** | France and Culture  The alphabet  Numbers 1 – 10  Learning Outcome: Poster about France (in English) | Greetings and names  Classroom instructions  Learning Outcome: Speaking – conversations greeting a friend | Age, date and birthday  Learning Outcome: Make a birthday card and sing happy birthday | Revisit: Colours  Learning Outcome: Sing rainbow song and label a rainbow decoration | My family  Learning Outcome: Draw a basic family tree | At the farm  Learning Outcome: Draw and label animals at a farm (or visit a farm?) |
| **Class 7**  **(Y3/4)** | The weather  Numbers 1 – 20  Learning Outcome: Conduct a weather report | Going to school  Learning 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 classroom  Learning Outcome:  Writing: Label a classroom. | At the zoo  Learning Outcome:  Draw a map of the zoo and label animals. | |
| **Class 8**  **(Y4)** | At home  Numbers 1 – 50  Learning Outcome: Play a game about “Where is my…?” and children guess which room in the house it is in. | Pets  Learning 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 hobbies  Learning Outcome Writing – write a letter to a friend about your favourite/ worst sports and hobbies. | Fruit and the supermarket  Learning Outcome:  Writing – make a shopping list for a recipe  Speaking – “visit” a market and order fruit in French | |
| **Class 9**  **(Y5)** | Body parts  Numbers 1 – 100  Learning Outcome: Writing – label the body parts.  Sing heads, shoulders, knees and toes. | At the doctors  Learning 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 supermarket  Learning Outcome: Writing – make a shopping list for a recipe  Speaking – “visit” a supermarket and order items in French | Travel the world  Nationality  (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)** | Emotions  Numbers 1 – 1000  Learning Outcome: Bingo games with emotions. Speaking – explain how you feel. | Jobs  Learning 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 routine  Learning Outcome: Write a paragraph about your day (revising time) | Euros  Snacks and drinks  Learning Outcome:  Writing – create a menu  Speaking – “Visit” a café and order in French | |
| **Class 11**  **(Y6)** | Colours and clothes  Numbers 1 – 1000  Learning Outcome: Writing - Draw a clothes store and label the items | Shopping for clothes  Learning Outcome “Visit” a shop and buy clothes in certain colours (use plotogon) | Places in the city and directions  Learning Outcome: Draw and label a map of the city. Give verbal and written instructions | Pen Pals  Learning Outcome: Write a letter to a penpal, including all of the KS2 language | Physical description  Learning 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 structures  Eg. 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 structures  Eg. Correct verb endings, prepositions, tenses | Do a wide variety of speaking, listening, reading and writing. |