



MFL Curriculum Content Overview

At Sandal Magna, we celebrate languages and recognise how talented many of our pupils are in this particular area of the curriculum. As dual-language learners, we are lucky that the children get to experience an extensive range of languages throughout school and this makes it such a diverse and special place to be. Through learning a common language, children of all different backgrounds and cultures are brought together to practice the fundamental elements of language learning in a safe and secure environment. Children are able to develop their confidence and oracy skills as well as gaining a deeper understanding into a different culture and the traditions that sit alongside the language. Having the opportunity and the discipline to learn a new language encourages perseverance and determination and greatly improves interactions and social skills. We aim for all of our pupils to leave us with these qualities along with a curiosity, enthusiasm and a love of languages.

Year 3	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	Greeting and stating name. Numbers 0-10 Classroom instructions	Introduction to the concept of gender.	Imitate pronunciation Respond with a single word or a short phrase. Know how to pronounce the grapheme –oi, eu	Write a short introductory sentence.
Autumn 2	Stating name and age Recognising formal letters or address. Learning key verb – <i>avoir</i>	Introduction to key verb <i>avoir</i> used with age: <i>J'ai sept ans.</i> <i>J'ai – I have</i> <i>Tu as – You have</i>	Recite a short rhyme with accurate pronunciation Present a short dialogue with greeting, asking and answering name and age.	Record short dialogue in writing following a model.



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	Re-visit numbers in understanding and stating age.			
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Year 3	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Spring 1	Colours Re-visit grapheme – oi eu through a rhyme	Introduction to key verb être: Elmer est – Elmer is Les éléphants sont - Elephants are	Ask and answer a question	Record short sentences describing the animal, using the verb être Use a range of adjectives to give the description, with correct punctuation.
Spring 2	Re-visit colours and the plural of the verb être Names of fruit and other food items Explore healthy eating choices when describing foods that are good/bad for health	Re-visit the concept of gender linked to food items: Le – masculine La – feminine Les – plural Plural forms of nouns Use of the determiner in French: J'aime le chocolat'. Le chocolat, c'est bon pour la santé?	Know the pronunciation of grapheme – oi eu Know that the final consonant is rarely pronounced in French	Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb être



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	Re-visit numbers 1-10 though a French song; extend to 12			
	Re-visit graphemes oi and			

Year 3	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Summer 1	Re-visit numbers 0-12 Re-visit food items Re-visit grapheme oi Re-visit pronunciation rule of not pronouncing final consonant	Re-visit use of the determiner and gender	Use accurate pronunciation when reading a rap containing practised sounds and the grapheme oi	Join in reading repeated phrases from a story book
Summer 2	Days of the week Months of the year		Know how to pronounce the letter i	Re-read and be able to place in the correct order jumbled up sentences from the story book Copy and learn key vocabulary



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Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	Re-visit colours Re-visit numbers 0-10 Parts of the body Adjectives to link to the text 'Grand Monstre Vert' Asking for the French equivalent of a word in English	Re-visit the concept of gender, recognising masculine and feminine nouns Introduction to adjectives, position and agreement. Re-visit high frequency verbs avoir and être.	Imitate pronunciation Respond with single word or short phrase whilst reading a core text Listen for specific words and phrases, recognising previously learned vocabulary in a new context	Write sentences to describe the monster, following a model: Le monstre a cinq jambes et deux yeux bleus. Le monstre a un petit nez vert. Le monstre est très grand.
Autumn 2	Zoo animals Adjectives	Re-visit gender and agreement of adjectives when describing zoo animals	Know how to pronounce 6 vowel sounds through the introduction of vocabulary and through songs	Recognise masculine and feminine adjectives



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		Introduction to third person pronoun: il , elle Re-visit verb être Use quantifiers: assez, très	Say simple sentences to describe an animal	Read short sentences with accurate pronunciation when describing animals
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Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Spring 1	Family members – asking and answering questions Using third person to give information about family members Re-visit numbers when stating age	Re-visit gender and determiners Introduce possessive pronoun: mon, ma Use first and third person of verb avoir and re-visit third person pronouns: il, elle Introduction to negative sentences: Je n'ai pas de	Introduction of graphemes: ou, in and recap of key rule of not pronouncing final consonant Ask and answer questions about family members Participate in a role play, introducing family members and stating names and ages	Take notes to prepare a role play Write the scene from an airport role play with correct possessive pronoun and correct verb
Spring 2	Text: 'Le radis géant' Pets	Re-visit verb avoir Use first person of avoir to form positive and negative sentences	Confidently pronounce graphemes: ou, in, oi, eau Recognise and order the lyrics of a traditional song	Write sentences using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets



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		Re-visit plural nouns and introduction to irregular plurals – oiseaux, souris	Follow a traditional tale, joining in with repeated phrases Ask and answer questions relating to family members and pets	
Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Summer 1	Leisure activities Stating likes/dislikes in relation to hobbies Conjunctions – et, mais Numbers to 30	Use an opinion in front of an infinitive verb Re-visit positive and negative verb form j'ai / je n'ai pas and relate to J'aime / je n'aime pas	State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies	Write sentences to describe hobbies as part of a classroom display
Summer 2	Re-visit leisure activities and opinions Means of transport Points of the compass Re-visit months of the year	Basic adverbial at start of sentence: Normalement, Re-visit quantifiers: un peu, très, assez Re-visit colours and position of adjectives: un short rouge	Participate in a survey about leisure activities, answering in a complete sentence Pronounce graphemes on and eau accurately Present information about the climate in France, re-using	Deduce meaning of unfamiliar vocabulary Write sentences to describe the climate in France



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	Packing a suitcase for the holidays		previously learned vocabulary: En juillet il fait très chaud	
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Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	<p>Il y a</p> <p>State what can be found on the high street and the location of shops and buildings:</p> <p>c'est à gauche, à droite, au coin</p>	<p>Re-visit the position and agreement of adjectives, knowing that petit and grand are placed in front of the noun</p> <p>Re-visit formation of negative sentences with ne.....pas on either side of verb</p>	<p>Pronunciation of grapheme ch, an, é, in</p> <p>Give two sentences describing what can be found on the high street, using adjectives in the correct position</p> <p>Understand the use of stalling strategies / fillers in French during conversations and use them during a short conversation</p> <p>Use correct intonation when asking a question</p>	<p>Read and order a conversation asking for directions</p>
Autumn 2	<p>Re-visit days of the week</p> <p>Time of day: lundi matin à dix heures</p>	<p>Re-visit agreement of adjectives</p> <p>Re-visit expressing an opinion in front of an infinitive verb: Je déteste faire du shopping</p>	<p>Pronunciation re-cap of graphemes oi and in</p>	<p>Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaning</p>



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	<p>Adjectives to describe the high street at different times</p> <p>Re-visit quantifiers: assez, un peu, très Through short story and related writing task, revisit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</p>	<p>Re-visit use of determiner: J'adore le football</p>		<p>Match extracts of a story to the correct image Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions</p>
Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Spring 1	<p>Re-visit days of the week</p> <p>Re-visit leisure activities and extend with: jouer au, faire du/de la Recap numbers 0-20</p> <p>Introduce numbers 30 – 50 Introduce comparatives with adjectives: plus.... Que</p>	<p>Recap expressing an opinion in front of an infinitive verb: J'aime jouer au tennis</p> <p>Introduction of immediate future tense in first and second person: Qu'est-ce que tu vas faire? Je vais + infinitive</p>	<p>Pronounce grapheme: on</p> <p>Say a sentence in the immediate future tense in response to a question</p>	<p>Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: Lundi – je vais nager: 30 minutes</p> <p>Write comparative sentences as part of a display on health and fitness following a model</p>
Spring 2	<p>Revision and extension of food item vocabulary, appreciating cultural differences in eating habits</p> <p>Re-visit opinions vocabulary</p> <p>Re-visit stalling strategies</p>	<p>Choose the correct word order when writing sentences about likes and dislikes</p> <p>Re-visit formation of negative sentences Modal verb:</p>	<p>Pronounce grapheme an</p> <p>Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model</p>	<p>Complete the gaps in a transcript of a recording as part of a dictation exercise</p> <p>Write dictated sentences containing familiar vocabulary accurately: J'aime</p>



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	Re-visit conjunctions: et, mais, aussi	vouloir when offering and accepting food Tu veux? Je voudrais	Demonstrate understanding from a recording identifying likes/dislikes and food items Use appropriate form of vouloir when offering and accepting food	le fromage et j'aime aussi le jambon Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes
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Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Summer 1	<p>Introduction to French literature: Déjeuner du Matin, by poet Jacques Prévert Prepositions: dans, sur, sous, sans, avec</p> <p>Re-visit days of the week, months of the year, numbers 0-31 Date</p> <p>Weather expressions Seasons</p> <p>Adverbs: normalement, en general, quelquefois</p>	Extend basic sentences with the use of adverbs using correct punctuation	<p>Pronounce grapheme eau Recognise dates on an audio recording at near normal speed</p> <p>Deliver a short weather report using a model to substitute date, city, weather condition, temperature</p>	<p>Recognise familiar vocabulary within a poem Recognise verbs within an extract of the poem Déjeuner du Matin</p> <p>Apply knowledge of pronunciation rules and use place names and weather conditions to produce a short rhyming poem: A Marseilles il y a du soleil</p> <p>Write sentences to describe the climate in England in different seasons</p>



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Summer 2	<p>Re-visit points of the compass</p> <p>State where you live: J'habite à..... en Angleterre</p> <p>Compare objects and products which represent our culture with those of another country</p> <p>Understand stereotyping Quiz to recap learning throughout the year</p>	<p>à + city en + country (feminine) au + country (masculine)</p>	<p>State where you live and where this is in the UK</p>	<p>Read an extended weather report using skimming and scanning techniques to answer comprehension questions</p> <p>Re-arrange sentences to form a coherent paragraph</p>
Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Autumn 1	<p>Re-visit classroom routines and commands</p> <p>Re-visit stating the date Re-visit weather conditions</p> <p>Classroom items</p> <p>Re-visit and extend clothes vocabulary</p> <p>Adjectives to describe clothes – super, joli, moche, laid</p>	<p>Re-visit and extend explanation of negative sentences with high frequency verb avoir: j'ai / je n'ai pas de As-tu....?</p> <p>Re-visit indefinite determiner: un and une and the plural des (some)</p> <p>Re-visit position and agreement of adjectives</p> <p>Re-visit use of the determiner: J'aime le bleu</p>	<p>Pronunciation of grapheme eau, an, au, th</p> <p>Use correct intonation when asking a question</p> <p>Perform a classroom role play as part of a group, speaking in complete sentences where appropriate</p>	<p>Read and deduce meaning from a nonfiction text relating to a healthy breakfast; use a bilingual dictionary as appropriate</p> <p>Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a mode</p>



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Autumn 2	<p>Re-visit family members Re-visit adjectives to describe family members: sympa, intelligent, amusant, sportif, beau</p> <p>Re-visit quantifiers: très, assez</p> <p>Traditional tale: Le Petit Chaperon Rouge</p> <p>Occupations: Il est vendeur</p>	<p>Re-visit describing someone using third person verbs: il / elle s'appelle</p> <p>Re-visit third person of high frequency verbs: Avoir – il a, elle a Etre - il est, elle est Re-visit agreement of adjectives</p> <p>Understand that the determiner is not used when describing occupations: il est vendeur</p>	<p>Listen to and follow a traditional, well-known tale, identifying key information from the audio recording</p> <p>Order the lyrics of a song as it is played</p> <p>Identify family members and occupations from an audio recording</p>	<p>Read a letter in French and answer true/false statements in French, relating to the content</p> <p>Use knowledge of English to deduce meaning of unfamiliar vocabulary</p> <p>Use a bilingual dictionary to write statements about the members of an imaginary family and their occupations</p>
Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Spring 1	<p>Re-visit: il y a House and home: rooms of the house</p> <p>Re-visit preposition: dans</p> <p>Re-visit stating where you live: J'habite à Wakefield.</p> <p>French alphabet</p> <p>Adjectives to describe ideal home</p> <p>Prepositions: en bas, en haut</p>	<p>Re-visit position and agreement of adjectives</p>	<p>Pronounce grapheme: on, an, é, è</p> <p>Order statements as a recording is played</p> <p>Follow a recording at near normal speed matching nouns to adjectives</p>	<p>Write a description of an ideal home: Dans ma maison idéale il y a une grande cuisine, un joli jardin et une salle de bains de luxe. En haut il y a aussi.....</p> <p>Identify different text types from authentic French written extracts: letter, recipe, weather report, joke etc.</p>



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Spring 2	<p>Re-visit vocabulary relating to house and home</p> <p>Re-visit prepositions: sur, sous</p> <p>Appreciation of French literature: Liberté by the poet Paul Eluard</p> <p>Re-visit French alphabet</p>	<p>Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary</p>	<p>Prepare and record a short radio advert for a rented property, attempting good intonation and accurate pronunciation</p> <p>Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions</p>	<p>Identify key information from an advert for a house available to rent</p> <p>Use a bilingual dictionary judiciously to support understanding of a poem</p> <p>Identify features of a poem and the author's intent</p> <p>Write an additional verse to the poem, making use of a bilingual dictionary</p>
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Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Summer 1	<p>Understand where French is spoken in the world</p> <p>Extended project: Plan a holiday to a Frenchspeaking country</p> <p>Re-visit days, months, dates</p> <p>Accommodation: un hôtel, un appartement, un gîte, un camping</p> <p>Re-visit preposition: dans</p>	<p>Re-visit immediate future tense – aller + infinitive – on va aller; on va partir; on va rester ; on va prendre</p>		<p>Draft holiday plans in written form: On va aller au Maroc. On va partir le samedi 27 juillet pour une semaine. On va aller en avion; on va prendre l'avion de Manchester à 10h 55</p> <p>Write a short letter to book holiday accommodation, adapting a model</p>



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	Means of transport: en avion, en bateau, en train, en voiture			
Summer 2	<p>Extended project continued: Plan a holiday to a French-speaking country Adverbials: d'abord, plus tard</p> <p>Places of interest: le musée, le château etc</p> <p>Re-visit conjunctions: et, aussi Present information about an aspect of culture of the country studied during the project</p> <p>Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage</p>	<p>Re-visit immediate future tense – aller + infinitive - in third person: On va visiter On va regarder Re-visit gender and its importance when learning nouns</p>		<p>Adapt a programme of activities as part of a holiday plan: Lundi, on va visiter le château et plus tard on va visiter la plage.</p>