

MFL



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Taster unit		
	Termly Focus			Introduction to MFL
2	Strand	Transition unit		
	Termly Focus			<u>Greetings/colours/Family/pets</u>
3	Strand	Food		
	Termly Focus			
4	Strand	About Me- Looks/ Clothes		
	Termly Focus			
5	Strand	About me – interests		
	Termly Focus	Feelings, family and how they spend time at home.	Interests and hobbies they have with friends.	Sports (adding to hobbies and linked to major sporting events)
6	Strand	Food and conversation		
	Termly Focus	Food at the market and preferences	The café and Ice cream parlour	Eating at a restaurant



MFL (Year 1): Strand of learning – Taster unit summer term

Crucial Knowledge- Summer	Expanded Knowledge	Apply/Prove
To be updated	•	

MFL (Year 2): Strand of learning – Transition unit – greetings, colours, families, pets

Crucial Knowledge- Term 1 (Structures)	Expanded Knowledge	Apply/Prove
To be updated		•

MFL (Year 3/4): Strand of learning – Food (Cycle B 2021-22)

Crucial Knowledge – (Autumn)	Expanded Knowledge	Intent/Prove
<p>Vocabulary:</p> <ul style="list-style-type: none"> - Know 10 pieces of food from memory and their genders, e.g. le pain, les chips, la pomme - J'aime, j'adore, je déteste, j n'aime pas - Parce que <p>Pronunciation:</p> <ul style="list-style-type: none"> - Ch = sh - Es = ay - J = jsh - Accents affect the "e" sound é = ay and è = e (as in bet) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Specific adjectives related to food - Relating adjective endings to le, la, les 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Using vocabulary in sentences in writing and verbally - Expressing opinions about food in writing and verbally - Translating simple sentences <p>Pronunciation:</p> <ul style="list-style-type: none"> - Pronouncing familiar words correctly when speaking French - Pronouncing familiar and simple unfamiliar words correctly when reading in French



<p>- S and T at the end of words are silent</p> <p>Reading:</p> <ul style="list-style-type: none">- Read familiar vocabulary fluently (previously taught)- Attempt to read simple unfamiliar vocabulary using the pronunciation rules above <p>Listening and Responding:</p> <ul style="list-style-type: none">- Listen giving eye contact and appropriate body language- Respond by saying "oui, s'il vous plait" or "non, merci" <p>Writing:</p> <ul style="list-style-type: none">- Write familiar, pre-taught words with the correct spelling from memory (at least 10)- Write unfamiliar words which can be recognised, even if the spelling is not correct- Y3 – write long phrases or sentences with the support of a model- Y4 – write phrases from memory using familiar, pre-taught vocabulary- Y4 – write sentences using familiar, pre-	<p>Listening and Responding:</p> <ul style="list-style-type: none">- Expand on responses by using "parce que" (because) and expressing an opinion	<p>Reading:</p> <ul style="list-style-type: none">- Reading people's opinions on food- Reading simple poems- Reading small passages about food <p>Listening and Responding:</p> <ul style="list-style-type: none">- Responding to instructions- Bingo/Lotto!- Responding to teacher and peer questions <p>Writing:</p> <ul style="list-style-type: none">- Labelling food- Writing opinions about food- Writing poems about food
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<p>taught vocabulary with only some support, e.g. reminders from teacher.</p>		
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<p>Crucial Knowledge – Shadow Puppets (Spring)</p>	<p>Expanded Knowledge</p>	<p>Intent/Prove</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> - Est-ce-que _____ ? - Voulez-vous _____ ? - Intonation for a question. <p>Pronunciation:</p> <ul style="list-style-type: none"> - Ch = sh - Es = ay - J = jsh - Accents affect the “e” sound é = ay and è = e (as in bet) - S and T at the end of words are silent <p>Reading:</p> <ul style="list-style-type: none"> - Read familiar vocabulary fluently (previously taught) - Attempt to read simple unfamiliar vocabulary using the pronunciation rules above <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Listen giving eye contact and appropriate body language - Listen for key words (familiar words) to respond, even if you don’t know all the words 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Specific vocabulary relating to The Very Hungry Caterpillar - Specific adjectives related to food - Relating adjective endings to le, la, les <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Expand on responses by using “parce que” (because) and expressing an opinion 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Using vocabulary in sentences in writing and verbally - Asking questions about food in writing and verbally - Translating simple sentences <p>Pronunciation:</p> <ul style="list-style-type: none"> - Pronouncing familiar words correctly when speaking French - Pronouncing familiar and simple unfamiliar words correctly when reading in French <p>Reading:</p> <ul style="list-style-type: none"> - Reading The Very Hungry Caterpillar <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Responding to instructions - Responding to teacher and peer questions - Re-telling The Very Hungry Caterpillar



<ul style="list-style-type: none"> - Be able to ask for a phrase to be repeated if not understood "Répétez, s'il vous plait?" - Respond by saying "oui, s'il vous plait" or "non, merci" 		
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Crucial Knowledge – Shadow Puppets (Spring)	Expanded Knowledge	Intent/Prove
<p>Vocabulary:</p> <ul style="list-style-type: none"> - Est-ce-que _____ ? - Voulez-vous _____ ? - Intonation for a question. <p>Pronunciation:</p> <ul style="list-style-type: none"> - Ch = sh - Es = ay - J = jsh - Accents affect the "e" sound é = ay and è = e (as in bet) - S and T at the end of words are silent <p>Reading:</p> <ul style="list-style-type: none"> - Read familiar vocabulary fluently (previously taught) - Attempt to read simple unfamiliar vocabulary using the pronunciation rules above <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Listen giving eye contact and appropriate body language 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Specific vocabulary relating to The Very Hungry Caterpillar - Specific adjectives related to food - Relating adjective endings to le, la, les <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Expand on responses by using "parce que" (because) and expressing an opinion 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Using vocabulary in sentences in writing and verbally - Asking questions about food in writing and verbally - Translating simple sentences <p>Pronunciation:</p> <ul style="list-style-type: none"> - Pronouncing familiar words correctly when speaking French - Pronouncing familiar and simple unfamiliar words correctly when reading in French <p>Reading:</p> <ul style="list-style-type: none"> - Reading The Very Hungry Caterpillar <p>Listening and Responding:</p> <ul style="list-style-type: none"> - Responding to instructions - Responding to teacher and peer questions - Re-telling The Very Hungry Caterpillar



<ul style="list-style-type: none">- Listen for key words (familiar words) to respond, even if you don't know all the words- Be able to ask for a phrase to be repeated if not understood "Répétez, s'il vous plait?"- Respond by saying "oui, s'il vous plait" or "non, merci"		
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MFL (Year 5/6): Strand of learning – about me: interests (Cycle B 2021-22)

Crucial Knowledge - debugging	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none">• French words for opinions.• French words for connectives.• Some sounds in French are different to what they are in English.• How to make a phrase negative in the French language.• Masculine and feminine forms of nouns.• Know French words that are related to selves and own interests.	<ul style="list-style-type: none">• I can give a prepared short talk or take part in a conversation.	<ul style="list-style-type: none">• With some repetition, I can understand the main points and opinions from longer conversations from different topics.• I am beginning to listen for opinions.• I can include simple opinions and connectives.• I may make mistakes but I can make myself understood with little or no difficulty.• I sometimes use extended responses.• I am generally confident when I read aloud.• I can use reference materials to help my comprehension.• I can write short texts on a range of familiar topics using simple sentences, connectives and punctuation.• I can include negative phrases.• I may make some mistakes but meaning is understood with little or no difficulty.