



# Modern Foreign Languages Curriculum Overview

## Silverdale St John's CE Primary School



2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	FRENCH SONGS AND RHYMES. ANSWERING REGISTER - HELLO AND GOODBYE		
Bitterns Year 2/3	Family and Friends On the move	Food Glorious Food Holidays and hobbies	Getting I can know you All around I town
Harriers Year 4/5/6	Family and Friends Let's go shopping	That's tasty! Our precious planet	Pleased I can meet you Let's visit a French town
2022/2023 2024/2025	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1	FRENCH SONGS AND RHYMES. ANSWERING REGISTER - HELLO AND GOODBYE		
Bitterns	All about me Going shopping	Time What's the time?	Our School Where in the world?
Harriers	All about ourselves St Nicholas Day	Time travel All in a day	School life This is France

# MFL - Year A

2023/2024 2025/2026	<b>Autumn - How Does It Work?</b>	<b>Spring - Watery Worlds</b>	<b>Summer - The Great Outdoors</b>
<b>Bitterns Year 2/3</b>	<b>Family and Friends On the move</b>	<b>Food Glorious Food Holidays and hobbies</b>	<b>Getting I can know you All around I town</b>
<b>NC Links</b>	Present ideas and information orally I can a range of audiences in the context of a family Broaden their vocabulary and develop their ability I can understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs in the context of pets and rooms in the home. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the alphabet. Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these I can create new sentences, I can express ideas clearly in the context of introducing people. 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 in the context of spelling familiar words and names.	Appreciate stories, songs, poems and rhymes in the language in the context of food. Understand key features and patterns of basic grammar in the context of requesting something I can eat and stating preferences about food. Describe people, places, things and actions orally and in writing in the context of describing food by colour and objects and size. Engage in conversations; ask and answer questions; express opinions and respond I can those of others; seek clarification and help in the context of preparing, eating and talking about food. Write phrases from memory, and adapt these I can create new sentences, I can express ideas clearly, in the context of seasons and months. Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like and about holidays. Understand basic grammar rules appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English, in the context of temperatures of countries around the world. Engage in conversations; ask and answer questions; express opinions and respond I can those of others, in the context of answering questions about favourite sports and hobbies.	Engage in conversations, ask and answer questions in the context of greeting people and introducing yourself. Listen attentively I can spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of talking about how you are. Listen attentively I can spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of saying goodbye Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; appreciate intonation, songs, poems and rhymes in the language in the context of counting Speak in sentences, using familiar vocabulary, phrases and basic language structures; listen attentively I can spoken language and show understanding by joining in and responding in the context of talking about age.
<b>Topic outcomes</b>	I can present a picture of family members using possessive adjectives I can talk about my pets I can use song or rhyme I can help me remember the alphabet I can say the name of members of my family I can know the alphabet in French I can talk about my home I can name types of transport I can say how I go I can school I can give simple directions I can use actions and directions I can give simple instructions I can ask how I can get I can a place	I can follow a familiar story in French. I can make polite requests I can say what I like and dislike I can describe colours of foods I can talk about what somebody ate I can ask questions and say what I would like I can eat I can know the seasons and months of the year I can describe the weather I can describe weather around the world I can say where I go on holiday I can answer a question about sports I can answer a question about hobbies	I can say hello for different times of day I can introduce myself I can someone and ask their name I can use comment ca va? as a question and say how I feel I can say goodbye in a variety of ways I can say the numbers zero I can ten in French I can ask how old someone is and say my own age I can ask where someone lives I can describe where I live I can count in tens I can count I can 100 I can say where I live
<b>Harriers Year 4/5/6</b>	<b>Family and Friends Let's go shopping</b>	<b>That's tasty! Our precious planet</b>	<b>Pleased I can meet you Let's visit a French town</b>
<b>NC Links</b>	I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; I can understand basic grammar appropriate I can the language in the context of introducing family members I can speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals.. I can present ideas and information orally I can a range of audiences in the context of talking about homes. I can broaden their vocabulary and develop their ability I can understand new words that are introduced to familiar written material, including through using a dictionary in the context of talking about objects in the home. I can describe people, places, things and actions orally and in writing; I can engage in conversations; ask and answer questions; express opinions and respond I can those of others; seek clarification and help in the context of describing pets and animals. Engage in conversations; ask and answer questions; express opinions and respond I can those of others, in the context of a shopping conversation and shopping role play Understand basic grammar rules appropriate I can the language being studied, how I can apply these, in the context of describing the positions of shops. Understand basic grammar rules appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English, in the context of describing the colour of clothes. Read carefully and show understanding of words, phrases and simple writing, in the context of calculating costs from shopping lists	Engage in conversations, ask and answer questions in the context of role play about hot and cold drinks Read carefully and show understanding of words, phrases and simple writing, in the context of opening, closing times of a restaurant Write phrases from memory and adapt these I can create new sentences, I can express ideas clearly, in the context of breakfast items and sandwich types Understand appropriate grammar rules appropriate I can the language being studied, how I can apply these, for instance I can build sentences and how these differ from, or are similar I can English in the context of describing food items including pizza I toppings I can broaden vocabulary and develop ability I can understand new words in the context of environmental challenges where you live. I can speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions. I can listen attentively I can spoken language and show understanding by joining in and responding in the context of positive environmental actions that some groups of people are going I can take. I can describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions I can address them. I can write phrases from memory, and adapt these I can create new sentences, I can express ideas clearly in the context of environmental challenges and positive actions I can address them. I can present ideas and information orally I can a range of audiences in the context of environmental challenges and positive actions I can address them. use 'il y a/il n'y a pas' I can say what challenges there are in their local area say what environmental actions they would like I can take	Present ideas and information orally I can a range of audiences in the context of revising what they have learnt in French so far. Understand basic grammar (key features and patterns) appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English in the context of talking about what they want I can do when they grow up and describing emotions. Listen attentively I can spoken language and show understanding by joining in and responding in the context of talking about what they want I can do when they grow up Develop accurate pronunciation to connection so that others understand when they are reading aloud or using familiar words and phrases in the context of investigating typical French names Broaden their vocabulary and develop their ability I can understand new words in the context of describing emotions. Appreciate songs, poems and rhymes in the language in the context of a traditional fable Write phrases from memory and adapt these I can create new sentences I can express ideas clearly in the context of writing personal presentations Describe people, places, things and actions orally and in writing in the context of describing themselves. I can understand basic grammar appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English; in the context of talking about where people live. I can broaden their vocabulary and develop their ability I can understand new words that are introduced in can familiar written material, including through using a dictionary; in the context of discussing French I town. I can speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics I can listen attentively I can spoken language and show understanding by joining in and responding; in the context of visiting someone's home.
<b>Topic outcomes</b>	I can talk about my family members I can join in a French version of a familiar song I can describe my home I can talk about objects in my home I can describe pets and animals I can take part in role play speaking in French I can describe the positions of shops I can describe the colour of clothes I can ask and answer questions in French I can read and interpret shopping lists	I can ask and answer questions about drink choices I can interpret opening and closing times of a restaurant I can say what I like I like I can eat for breakfast I can say what I prefer in my sandwiches I can describe foods I like I can eat I can say which pizza toppings I prefer I can explain key environmental challenges I see in my local are I can say what I am going I can do I can help the environment I can say how our class can help the environment I can present our ideas in French	I can say what I want I can do when I grow up I can say French names I can say how I am feeling I can say what I am going I can do in the future I can describe myself I can talk about where people live I can talk about what I do at school I can describe the position of places in French to use French terms for mathematical activities I can listen I can someone talking about their home I can explore ordinal numbers

# MFL - Year B

2022/2023 2024/2025	Autumn Happy, Healthy Me!	Spring - Time Travel	Summer Here, There and Everywhere
<b>Bitterns</b>	<b>All about me Going shopping</b>	<b>Time What's the time?</b>	<b>Our School Where in the world?</b>
<b>NC Links</b>	Listen attentively I can spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions and everyday actions. Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours. Broaden their vocabulary and develop their ability I can understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting. Listen attentively I can spoken language and show understanding by joining in and responding; in the context of the days of the week. Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates. Understand basic grammar rules appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English; in the context of saying the date.	Listen attentively I can spoken language and show understanding by joining in responding in the context of naming objects around the classroom and following classroom instructions. Write phrases from memory, and adapt these I can create new sentences, I can express ideas clearly in the context of describing the contents of a pencil case. Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school. Broaden their vocabulary and develop their ability I can understand new words that are introduced in can familiar written material in the context of places around school. Understand basic grammar appropriate I can the language being studied in the context of school activities.
<b>Topic outcomes</b>	I can listen and respond I can classroom instructions I can name body parts I can understand and respond I can action words I can listen I can and say colour words I can say what I am wearing I can say which fruits I like or dislike I can use the term 'some' I can name vegetables I can describe the colour of clothes I can say where you can buy certain items I can ask and answer a question in French about money	I can say numbers 11-31 I can say the days of the week I can say the months of the year I can say when my birthday is I can say the date I today I can know the verb 'I can be' for past and future tense I can say o clock and half past times I can say what time I do things I can answer and ask a question about what's on TV I can say quarter past and quarter I can times I can say what I do at school and when I can take part in a maths lesson on counting and time in French	I can ask and explain where things are in the classroom I can describe the contents of my pencil case I can express opinions about school subjects I can listen I can commands and follow instructions I can ask and answer questions about places in school I can say what I like I can do at school I can name the countries and capitals of the UK I can identify the countries of the world where French is spoken I can say some countries and continents I can say some animals that live in a zoo I can say which continent animals are from
<b>Harriers</b>	<b>All about ourselves St Nicholas Day</b>	<b>Time travel All in a day</b>	<b>School life This is France</b>
<b>NC Links</b>	I can listen attentively I can spoken language and show understanding by joining in and responding in the context of body parts. I can speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself. I can describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school. I can understand basic grammar appropriate I can the language being studied in the context of describing what someone is wearing, talking about feelings and ailments.	I can broaden their vocabulary and develop their ability I can understand new words that are introduced familiar material; speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of counting inl can thousands. I can understand basic grammar appropriate I can the language being studied, how I can apply these, for instance, I can build sentences; and how these differ from or are similar I can English; read carefully and show understanding of words, phrases and simple writing in the context of talking about age, when you were born and people's lives. I can listen attentively I can spoken language and show understanding by joining in and responding in the context of French historical events.	Understand basic grammar rules appropriate I can the language being studied, how I can apply these, for instance, I can build sentences in the context of saying where characters are standing in the classroom and school subjects. Read carefully and show understanding of words, phrases and simple writing in the context of describing the positions of objects. Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school. Engage in conversations; ask and answer questions in the context of a Maths/French Lesson. Present ideas and information orally I can a range of audiences in the context of asking questions which they would ask in school
<b>Topic outcomes</b>	I can name body parts can describe our futures to say what I do in the classroom can describe what someone is wearing I can describe how I am feeling I can explain what is wrong when I am feeling unwell can show my understanding of why people celebrate St Nicholas day in France can identify the main traditions of St Nicholas day can describe St Nicholas	I can count in thousands I can talk about age I can show an understanding of French historical events I can say the year of French historical events can say when I was born I can show an understanding of famous French people from the pas I can say o clock, half past, quarter past and quarter to times to tell the time using French phrases I can describe AM and PM	I can say where people are standing in a classroom can say where objects are using true or false I can say what subjects I study at school can ask and answer questions in French I can ask and answer questions about what I can do at school I can say which countries neighbour France to use a chart I can ask and answer questions regarding distances between countries I can use the correct words for up I can eight compass points I can write in French about the landmarks of Paris I can sue the past or present tense I can build sentences about famous French people I can state nationalities