



# MFL Curriculum Overview

## Silverdale St John's CE Primary School



YEAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Bitterns Year 3/4	Unit 1: Bonjour (Greetings) Unit 2: En Classe (Classroom objects and instructions)	Unit 3: Mon corps (My body) Unit 4: Les animaux (Animals)	Unit 5: Ma Famille (My family) Unit 6: Bon anniversaire (Birthdays)
Harriers Year 5/6	Unit 1: Salut Gustave (Greetings and personal information) Unit 2: A l'école (School subjects)	Unit 3: La nourriture (Food) Unit 4: En ville (Places in a town/directions)	Unit 5: En vacances (Holidays) Unit 6: Chez moi (My house)
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Bitterns Years 3/4	Unit 7: Encore! (Describing people) Unit 8: Quelle heure est-il? (Telling the time)	Unit 9: Les fetes (Festivals) Unit 10: Ou vas tu? (French cities, directions and weather)	Unit 11: On mange (Food) Unit 12: Le cirque (French speaking countries and clothing)
Harriers Years 5/6	Unit 7: Le weekend (Hobbies/activities) Unit 8: Les vêtements (Clothes)	Unit 9: Ma journée (Daily routines) Unit 10: Les transports (Transport and travel)	Unit 11: Le sport (Sport) Unit 12: On va faire la fête! (Revise transport, clothes and food)

# MFL - Year A

2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
<b>Bitterns Year 3/4</b>	<b>Unit 1: Bonjour (Greetings)</b> <b>Unit 2: En Classe (Classroom objects and instructions)</b>	<b>Unit 3: Mon corps (My body)</b> <b>Unit 4: Les animaux (Animals)</b>	<b>Unit 5: Ma Famille (My family)</b> <b>Unit 6: Bon anniversaire (Birthdays)</b>
<b>NC Links</b>	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
<b>Topic outcomes</b>	Unit 1: To greet and say goodbye to someone To ask someone's name and say your own To ask how someone is and respond to the same question To learn some basic nouns To count numbers 1-10 Unit 2: To identify classroom objects To identify colours and describe an object's colour To say your age To recognise and repeat classroom instructions	Unit 3: To identify parts of the body To describe eyes and hair appearance To recognise days of the week To give basic character descriptions Unit 4: To identify animals and pets To recognise and use numbers 11-20 To give someone's name To describe someone	Unit 5: To identify family members To recognise and spell with letters of the alphabet To list household items To use basic prepositions 'sur' and 'dans' to describe position Unit 6: To recognise and ask for snacks To give basic opinions about food To use numbers 21-31 To recognise and use the months To form dates
<b>Harriers Year 5/6</b>	<b>Unit 1: Salut Gustave (Greetings and personal information)</b> <b>Unit 2: A l'école (School subjects)</b>	<b>Unit 3: La nourriture (Food)</b> <b>Unit 4: En ville (Places in a town/directions)</b>	<b>Unit 5: En vacances (Holidays)</b> <b>Unit 6: Chez moi (My house)</b>
<b>NC Links</b>	As above	• As above	• As above
<b>Topic outcomes</b>	Unit 1: <ul style="list-style-type: none"> <li>• To greet people and give personal information</li> <li>• To ask and talk about brothers and sisters</li> <li>• To say what people have and have not using third person (avoir)</li> <li>• To say what people are like using third person, including negatives (etre)</li> </ul> Unit 2: <ul style="list-style-type: none"> <li>• To name school subjects</li> <li>• To talk about likes and dislikes at school</li> <li>• To ask and say the time</li> <li>• To talk about timings of the school day</li> </ul>	Unit 3: <ul style="list-style-type: none"> <li>• To ask politely for food items</li> <li>• To describe how to make a sandwich</li> <li>• To express opinions about food</li> <li>• To talk about healthy and unhealthy food</li> </ul> Unit 4: <ul style="list-style-type: none"> <li>• To name places in a town</li> <li>• To ask the way and give directions</li> <li>• To say where you are going</li> <li>• To give the time and say where you are going</li> </ul>	Unit 5: <ul style="list-style-type: none"> <li>• To ask and say where you are going on holiday</li> <li>• To express opinions about holidays</li> <li>• To talk about what you're going to do on holiday</li> <li>• To talk about holiday plans</li> </ul> Unit 6: <ul style="list-style-type: none"> <li>• To name rooms in the house</li> <li>• To describe rooms in the house</li> <li>• To say what people do at home</li> <li>• To say what people do and where</li> </ul>

# MFL - Year B

2022/2023 2024/2025	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
<b>Bitterns</b>	<b>Unit 7: Encore! (Describing people)</b> <b>Unit 8: Quelle heure est-il? (Telling the time)</b>	<b>Unit 9: Les fetes (Festivals)</b> <b>Unit 10: Ou vas tu? (French cities, directions and weather)</b>	<b>Unit 11: On mange (Food)</b> <b>Unit 12: Le cirque (French speaking countries and clothing)</b>
<b>NC Links</b>	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	1 listen attentively to spoken language and show understanding by joining in and responding 2 explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words 3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 speak in sentences, using familiar vocabulary, phrases and basic language structures 5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 present ideas and information orally to a range of audiences 7 read carefully and show understanding of words, phrases and simple writing 8 appreciate stories, songs, poems and rhymes in the language 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10 write phrases from memory and adapt these to create new sentences, to express ideas clearly 11 describe people, places, things and actions orally and in writing 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
<b>Topic outcomes</b>	Unit 7: To revise ways of describing people To describe someone's nationality To describe people using various adjectives Unit 8: To talk about activities To tell the time To talk about what time you do activities	Unit 9: To talk about festivals and dates To talk about presents at festivals To count from 31-60 To give and understand instructions Unit 10: To talk about going to French cities To give and understand basic directions To talk about the weather To talk about the weather and places in France	Unit 11: To go shopping for food To ask how much something costs To talk about activities at a party To give opinions about food and various activities Unit 12: To discuss Francophone countries To discuss the language we speak To identify different items of clothing To describe items of clothing
<b>Harriers</b>	<b>Unit 7: Le weekend (Hobbies/activities)</b> <b>Unit 8: Les vêtements (Clothes)</b>	<b>Unit 9: Ma journée (Daily routines)</b> <b>Unit 10: Les transports (Transport and travel)</b>	<b>Unit 11: Le sport (Sport)</b> <b>Unit 12: On va faire la fête! (Revise transport, clothes and food)</b>
<b>NC Links</b>	As above	• As above	• As above
<b>Topic outcomes</b>	Unit 7: <ul style="list-style-type: none"> <li>• To ask and talk about regular activities</li> <li>• To say what you don't do</li> <li>• To ask and say what other people do</li> <li>• To talk about what you like/dislike doing</li> </ul> Unit 8: <ul style="list-style-type: none"> <li>• To ask and say what clothes you'd like</li> <li>• To give opinions about clothes</li> <li>• To say what clothes you wear</li> <li>• To ask and talk about prices</li> <li>• To learn numbers 60-80</li> </ul>	Unit 9: <ul style="list-style-type: none"> <li>• To ask and talk about daily routines</li> <li>• To talk about the times of daily routines</li> <li>• To ask and talk about breakfast</li> <li>• To talk about details of a typical day</li> </ul> Unit 10: <ul style="list-style-type: none"> <li>• To talk about forms of transport</li> <li>• To ask and talk about where you're going and how you get there</li> <li>• To talk about plans for a trip</li> <li>• To buy tickets at the station</li> </ul>	Unit 11: <ul style="list-style-type: none"> <li>• To talk about which sports you like</li> <li>• To say what you think about different sports</li> <li>• To give reasons for preferences</li> <li>• To talk about a sporting event</li> </ul> Unit 12: <ul style="list-style-type: none"> <li>• To revise forms of transport, places and immediate future plans</li> <li>• To revise descriptions of people and clothes</li> <li>• To revise opinions of food and clothes</li> <li>• To order food in a cafe</li> </ul>