







# MFL OVERVIEW

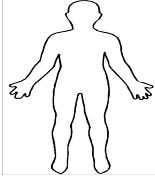




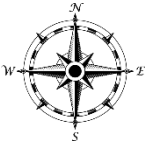


|        | MFL 1   | MFL 2  | MFL 3  | MFL 4                   | MFL 5  | MFL 6                                       |
|--------|---|--|--|-------------------------|--|---|
| Year 3 | Greetings<br>Name<br>0-10<br>Instruction        | Name<br>Age<br>Forms of<br>Address                               | Colours  | Colours<br>Food<br>0-12 | Revisit<br>previous<br>learning                  | Days<br>Months                              |
| Year 4 | Body Parts                                      | Zoo<br>Animals   | Family   | Pets                    | Leisure<br>0 – 30                                | Transport<br>Direction<br>Months<br>Clothes |
| Year 5 | High Street                                     | High Street<br><br>Days &<br>Times                               | Leisure<br>activities<br><br>Numbers 30-<br>50 | Food items              | French<br>Literature<br><br>Weather /<br>Seasons | Direction<br>Culture                        |
| Year 6 | Classroom<br>items<br><br>Clothes<br>vocabulary | Family<br>Members<br><br>Occupations<br><br>Traditional<br>tales | House and<br>Home<br><br>French<br>alphabet    | French<br>Literature    | Planning a<br>holiday                            | Planning a<br>holiday                       |



| YEAR 3                    |  |  |  |   |  |   |
|---------------------------|--|--|--|---|--|---|
|                           | MFL 1  | MFL 2  | MFL 3  | MFL 4   | MFL 5  | MFL 6   |
| <b>Overview</b>           | <p>Greetings</p> <p>Name</p> <p>0-10</p> <p>Instruction</p>   | <p>Name</p> <p>Age</p> <p>Forms of Address</p>  | <p>Colours</p>  | <p>Colours</p> <p>Food</p> <p>0-12</p>  | <p>Revisit previous learning</p>  | <p>Days</p> <p>Months</p>  |
| <b>Objectives Covered</b> | <p>Concept of gender: food and animals</p> <p>Plural forms of nouns</p> <p>Determiners</p> <p>Imitate pronunciation</p> <p>Respond with single word or short phrases</p> <p>Recite a short rhyme with accurate pronunciation</p> <p>Present a short dialogue with greeting, name and age</p> <p>Ask and answer a question</p> <p>Know that the final consonant is rarely pronounced. Use accurate pronunciation when reading a rap containing practiced sounds</p> <p>Know and pronounce the letter 'i'</p> <p>Write a short introductory sentence</p> <p>Record short dialogue in writing following a model</p> <p>Write short sentence describing an animal using the verb <i>être</i></p> <p>Use a range of adjectives to give a description with correct punctuation</p> |  |  |   |  |   |
| <b>Key Vocab</b>          | <p>Key verbs</p> <p><i>J'ai</i></p> <p><i>Tu as</i></p> <p><i>Il, elle a</i></p> <p><i>Le</i></p> <p><i>La</i></p> <p><i>Les</i></p>   | <p>Know how to pronounce grapheme</p> <p><i>oi</i></p> <p><i>eu</i></p>  |  |   |  |   |






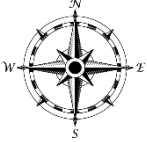


| YEAR 4                    |  |   |  |   |  |  |
|---------------------------|--|---|--|---|--|--|
|                           | MFL 1  | MFL 2   | MFL 3  | MFL 4   | MFL 5  | MFL 6  |
| <b>Overview</b>           | <b>Body Parts</b><br>   | <b>Zoo Animals</b><br> | <b>Family</b><br> | <b>Pets</b><br> | <b>Leisure</b><br><b>0 – 30</b><br> | <b>Transport</b><br><b>Direction</b><br><b>Months</b><br><b>Clothes</b><br> |
| <b>Objectives Covered</b> | <p>Gender</p> <p>Adjectives for position and agreement</p> <p>High frequency verbs <i>avoir</i> and <i>etre</i></p> <p>Gender and agreement of zoo animals</p> <p>Use an opinion in front of an infinitive verb</p> <p>Basic adverbial at the start of sentence (<i>Normalement</i>)</p> <p>Colours and position of adjectives</p> <p>Recap the key rule of not pronouncing final consonant</p> <p>Ask and answer family and pet related questions</p> <p>Recognise and order lyrics from a traditional song</p> <p>Follow a traditional tale joining in with repeated phrases</p> <p>Imitate pronunciation</p> <p>Respond with single word or short phrase while reading a core text</p> <p>Listen for specific words or phrases and use previous vocab in new context</p> <p>Know how to pronounce 6 vowel sounds through vocab and song</p> <p>Say simple sentences to describe an animal</p> <p>Write sentences to describe following a model</p> <p>Recognise masculine and feminine adjectives</p> <p>Read short sentences with accurate pronunciation when describing animals</p> |   |  |   |  |  |



|                         |   |   |  |   |  |  |
|-------------------------|---|---|--|---|--|--|
|                         | <p>Take notes to prepare a role play</p> <p>Write a scene from an airport role play with correct possessive pronoun and correct verb</p> <p>Write sentences using familiar verbs to introduce members of a family</p> <p>Write sentences to describe holidays</p> <p>Deduce meaning of unfamiliar vocabulary</p> <p>Write sentences to describe the climate in France</p> |   |  |   |  |  |
| <p><b>Key Vocab</b></p> | <p>Recognise masculine and femine nouns</p> <p>Qualifiers</p> <p>Un</p> <p>Peu</p> <p>Tres</p> <p>assez</p>   | <p>Third person pronoun</p> <p>il</p> <p>elle</p> | <p>negative sentences</p> <p>assez</p> <p>tres</p> | <p>Graphemes</p> <p>ou</p> <p>in</p> <p>oi</p> <p>eau</p> |  |  |









| YEAR 5             |  |  |  |  |   |   |
|--------------------|--|--|--|--|---|---|
|                    | MFL 1  | MFL 2  | MFL 3  | MFL 4  | MFL 5   | MFL 6   |
| Overview           | High Street<br>   | High Street<br><br>Days & Times<br> | Leisure activities<br><br>Numbers 30-50<br> | Food items<br> | French Literature<br><br>Weather / Seasons<br> | Direction<br><br>Culture<br> |
| Objectives Covered | <p>Position and agreement of adjectives - knowing that <i>petit</i> and <i>grand</i> are placed in front of the noun</p> <p>Formation of negative sentences</p> <p>Expressing an opinion in front of an infinitive verb</p> <p>Revisit determiner</p> <p>Introduction of immediate future tense in first and second person</p> <p>Choose the correct word order when writing sentences</p> <p>Extend basic sentences with the use of adverbs using correct punctuation</p> <p>Using <i>à</i> + city; <i>en</i> + country (feminine); <i>au</i> + country (masculine)</p> <p>Give 2 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 conversation and use them during short conversations</p> <p>Use correct intonation when asking a question</p> <p>Say a sentence in the immediate future tense in response to a question</p> <p>Sustain a short conversation describing likes and dislikes following a model</p> <p>Demonstrate understanding from a recording. Recognise dates on an audio recording</p> <p>Deliver a short weather report using a model</p> <p>State where you live and where this is in the UK</p> <p>Read and order a conversation asking for directions</p> <p>Demonstrate understanding of a short story with familiar and unfamiliar vocabulary using context to deduce meaning</p> <p>Match extracts of a story to the correct image</p> |  |  |  |   |   |



|                  |   |   |  |  |  |  |
|------------------|---|---|--|--|--|--|
|                  | <p>Write a short paragraph to describe a character from a story</p> <p>Write a keep fit plan using immediate future tense and verbs in the infinitive</p> <p>Write comparative sentences on health and fitness following a model</p> <p>Complete the gaps in a transcript of a recording as part of dictation</p> <p>Write sentences containing familiar vocabulary accurately</p> <p>Recognise familiar vocabulary in a poem</p> <p>Recognise verbs within an extract of a poem</p> <p>Apply knowledge of pronunciation rules and use place names and weather conditions to produce a poem</p> <p>Write sentences to describe the climate in England in different seasons</p> <p>Read an extended weather report using skimming and scanning Re-arrange sentences to create a coherent paragraph</p> |   |  |  |  |  |
| <p>Key Vocab</p> | <p>Modal verbs</p> <p><i>vouloir</i></p>  | <p>Pronunciation<br/>of grapheme</p> <p><i>ch an e</i></p> <p><i>in on an</i></p> <p><i>eau</i></p> |  |  |  |  |



| YEAR 6             |   |   |   |   |   |   |
|--------------------|---|---|---|---|---|---|
|                    | MFL 1   | MFL 2   | MFL 3   | MFL 4   | MFL 5   | MFL 6   |
| Overview           | <b>Classroom items</b><br><br><b>Clothes vocabulary</b>   | <b>Family Members</b><br><br><b>Occupations</b><br><br><b>Traditional tales</b>   | <b>House and Home</b><br><br><b>French alphabet</b>                               | <b>French Literature</b>  | <b>Planning a holiday</b>   | <b>Planning a holiday</b>   |
|                    |    |  |  |  |  |  |
| Objectives Covered | <p>Revisit and extend explanation of negative sentences with high frequency verb <i>avoir</i></p> <p>Position and agreement of adjectives</p> <p>Understand the determiner is not use when describing occupations</p> <p>Gender and how abbreviations indicate nouns and their gender in a bilingual dictionary</p> <p>Immediate future tense and infinitive</p> <p>Revisit gender and its importance when learning nouns</p> <p>Correct intonation when asking a question</p> <p>Perform school role play as part of a group speaking in complete sentences where appropriate</p> <p>Listen and follow a traditional well-known tale identifying key information from the recording</p> <p>Order the lyrics of a song as it is played</p> <p>Identify familiar members and occupations from a recording</p> <p>Order statements as a recording is played</p> <p>Follow a recording matching nouns to adjectives</p> <p>Prepare and record a short radio advert for a rented property attempting good intonation and accurate pronunciation</p> <p>Sustain conversation</p> <p>Read and deduce meaning from a non-fiction text relating to healthy breakfast.</p> <p>Write a short paragraph about school, adapting a model</p> <p>Use a bilingual dictionary as appropriate</p> <p>Read a letter in French and answer true / false questions relating to its context</p> |   |   |   |   |   |



## MFL OVERVIEW

|           |   |                                   |               |  |  |  |
|-----------|---|-----------------------------------|---------------|--|--|--|
|           | <p>Use knowledge of English to deduce meaning of unfamiliar vocabulary</p> <p>Use a dictionary to write statements about family</p> <p>Write a description of their ideal home</p> <p>Identify different text types from authentic French written extracts recipes, letters, weather reports and jokes etc</p> <p>Identify key information from an advert</p> <p>Use a bilingual dictionary judiciously to support understanding of a poem</p> <p>Identify features of a poem and the authors intent</p> <p>Write an additional verse to a poem making use of a bilingual dictionary</p> <p>Draft holiday plans in the written form</p> <p>Write a short letter to book holiday accommodation adapting a model</p> <p>Adapt a programme of activities as part of a holiday plan</p> |                                   |               |  |  |  |
| Key Vocab | frequency verbs<br>avoir<br>j'ai<br>as-tu....?<br>Etre  | Determiner<br>un<br>une<br>j'aime | Plural<br>Des | Position of agreement of adjectives<br>Third person verbs<br>Il<br>Elle<br>S'appelle | Pronunciation of grapheme<br>eau<br>an<br>au<br>th<br>on<br>e<br>e |  |