

## MFL Curriculum

Suggested activities for each unit can be found on the Language Angels Site which we use to teach MFL across KS2

[Home \(languageangels.com\)](http://languageangels.com)

This document should be used for medium and short term planning.

	Autumn	Spring	Summer
	Each unit should have a focus on the confidence to speak with good intonation and pronunciation. Learners should develop fluency in both reading and writing. A strong awareness of the culture of the countries where the language is spoken should be.		

	Autumn term	Spring term	Summer term
Year 3	<b>J'Apprends Francais and Les Animaux</b> <b>Read Fluently</b> <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge.</li> <li>Understand the meaning in English of short words read in French.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <b>Write imaginatively</b> <ul style="list-style-type: none"> <li>Write familiar words and short phrases using a model or vocabulary list e.g. I play the piano, I like apples.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> <li>Start to understand the concept of noun gender and the use of articles.</li> </ul>	<b>Les Fruits and Les Legumes</b> <b>Read Fluently</b> <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge.</li> <li>Understand the meaning in English of short words read in French.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <b>Write imaginatively</b> <ul style="list-style-type: none"> <li>Write familiar words and short phrases using a model or vocabulary list e.g. I play the piano, I like apples.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> <li>Start to understand the concept of noun gender and the use of articles.</li> </ul>	<b>Les Coleurs, Les Nombres and Les shapes</b> <b>Read Fluently</b> <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge.</li> <li>Understand the meaning in English of short words read in French.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <b>Write imaginatively</b> <ul style="list-style-type: none"> <li>Write familiar words and short phrases using a model or vocabulary list e.g. I play the piano, I like apples.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> <li>Start to understand the concept of noun gender and the use of articles.</li> </ul>

	<p>Use the first person singular of high frequency verbs.</p> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others simple words and short phrases covered in the units.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Identify countries and communities where the language is spoken.</li> <li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>Show awareness of the social conventions when speaking to someone</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>	<p>Use the first person singular of high frequency verbs.</p> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others simple words and short phrases covered in the units.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Identify countries and communities where the language is spoken.</li> <li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>Show awareness of the social conventions when speaking to someone</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>	<p>Use the first person singular of high frequency verbs.</p> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others simple words and short phrases covered in the units.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular of high frequency verbs.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Identify countries and communities where the language is spoken.</li> <li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>Show awareness of the social conventions when speaking to someone</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>
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	Autumn term	Spring term	Summer term
Year 4	<p><b>Moi and Je Peux</b> <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge.</li> <li>Understand most of what we read in French when it is based on our familiar language.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives and the negative form e.g. my name, my age and where I live.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language in the units and incorporate a negative reply.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> </ul>	<p><b>Les Saisons and Salutations!</b> <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge.</li> <li>Understand most of what we read in French when it is based on our familiar language.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives and the negative form e.g. my name, my age and where I live.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language in the units and incorporate a negative reply.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> </ul>	<p><b>Les Transports and Petit Chaperon Rouge</b> <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge.</li> <li>Understand most of what we read in French when it is based on our familiar language.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives and the negative form e.g. my name, my age and where I live.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> <li>Introduce simple adjectival agreement e.g. when describing nationality, the negative form and the possessive adjectives e.g. in my pencil case I have or in my pencil case I do not have.</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Learn to ask and answer questions based on the language in the units and incorporate a negative reply.</li> <li>Better understand the concept of gender and which articles to use for meaning e.g. the, a, some.</li> </ul>

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	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Year 5	<p><b>Je me Presente and As-tu un animal?</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Understand longer passages in French and start to decode meaning of unknown words from words they know and context.</li> <li>Increase knowledge of more complex phonics.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short sentences based on familiar topics and language, using connectives, a negative response and adjectival agreement.</li> <li>Begin to manipulate the language and be able to substitute words for suitable alternatives.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things in simple terms e.g. my blue coat</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<p><b>Les vêtements and En Classe</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Understand longer passages in French and start to decode meaning of unknown words from words they know and context.</li> <li>Increase knowledge of more complex phonics.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short sentences based on familiar topics and language, using connectives, a negative response and adjectival agreement.</li> <li>Begin to manipulate the language and be able to substitute words for suitable alternatives.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things in simple terms e.g. my blue coat</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<p><b>Le café and La Sante</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Understand longer passages in French and start to decode meaning of unknown words from words they know and context.</li> <li>Increase knowledge of more complex phonics.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write some short sentences based on familiar topics and language, using connectives, a negative response and adjectival agreement.</li> <li>Begin to manipulate the language and be able to substitute words for suitable alternatives.</li> <li>Revise gender and nouns and recognise the terminology of articles e.g. definite and indefinite.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>Start to explore full verb conjugation e.g. I wear, he/she wears and be able to describe things in simple terms e.g. my blue coat</li> </ul> <p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>

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	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Year 6	<p><b>Les Mois and Les Temps</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying the phonics learned in previous years.</li> <li>Be aware of accents, silent letters etc.</li> <li>Use bilingual dictionaries (if available).</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units and adapt any models to demonstrate grammatical understanding.</li> <li>Incorporate conjugated verbs and be comfortable when using connectives, adjectives and possessive adjectives e.g. a description of a school day including times, subjects and opinions.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul>	<p><b>La famille and La Maison</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying the phonics learned in previous years.</li> <li>Be aware of accents, silent letters etc.</li> <li>Use bilingual dictionaries (if available).</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units and adapt any models to demonstrate grammatical understanding.</li> <li>Incorporate conjugated verbs and be comfortable when using connectives, adjectives and possessive adjectives e.g. a description of a school day including times, subjects and opinions.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul>	<p><b>Habitats and La classe</b>  <b>Read fluently</b></p> <ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying the phonics learned in previous years.</li> <li>Be aware of accents, silent letters etc.</li> <li>Use bilingual dictionaries (if available).</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Write Imaginatively</b></p> <ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units and adapt any models to demonstrate grammatical understanding.</li> <li>Incorporate conjugated verbs and be comfortable when using connectives, adjectives and possessive adjectives e.g. a description of a school day including times, subjects and opinions.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul>

	<p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Learn to recall previously learned language and recycle/incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>	<p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Learn to recall previously learned language and recycle/incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>	<p><b>Speak Confidently</b></p> <ul style="list-style-type: none"> <li>Learn to recall previously learned language and recycle/incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>Consolidate understanding of gender nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I do/ do not like at school).</li> <li>Become familiar with a wider range of connectives and more confident with full verb conjugation both regular and irregular e.g. to go, to do, to have and to be.</li> </ul> <p><b>Understand the Culture of France</b></p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country</li> </ul> <p><b>Suggested ideas: See unit specific activities</b></p> <p><b>Key vocabulary – see unit specific vocabulary</b></p>
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