



MFL Curriculum Coverage	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	✓	✓	✓	✓	✓	✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	✓	✓	✓	✓	✓	✓	✓	✓
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.					✓	✓	✓	✓
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.					✓	✓	✓	✓
Present ideas and information orally to a range of audiences.					✓	✓	✓	✓
Read carefully and show understanding of words, phrases and simple writing.					✓	✓	✓	✓
Appreciate stories, songs, poems and rhymes in the language.	✓	✓	✓	✓	✓	✓	✓	✓
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.					✓	✓	✓	✓
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.					✓	✓	✓	✓
Describe people, places, things and actions orally and in writing.					✓	✓	✓	✓
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.					✓	✓	✓	✓

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Cultural Capital
Nursery	Peppa pig meets Delphine Donkey		Crepes		Poison d'avril- (April Fool)		Monique Lapin (puppet) <a href="#">Peppa Makes a Friend from France!</a> 🇫🇷 <a href="#">@PeppaPiqOfficial - YouTube</a>
	<b>Stories, songs and rhymes in French</b>						
	Learn about French culture To listen to and learn French songs/stories. This will introduce the concept of a different language and some vocabulary. V -Bonjour						
Reception	The Tour de France		French Easter celebrations		Mother's Day/Father's day		Monique Lapin (puppet) Fetes de Meres – 4 <sup>th</sup> June  Fetes de Peres – 19 <sup>th</sup> June
	<b>Stories, songs and rhymes in French</b>						
	Learn about French culture. To listen to and learn French songs/stories This will introduce the concept of a different language and some vocabulary.						

	V – Bonjour, Au revoir			
<b>Year 1</b>	<b>French Christmas celebrations</b>	<b>La Pettit Souris- (The tooth mouse)</b>	<b>Bastille Day</b>	Monique Lapin (puppet)
	<b>Stories, songs and rhymes in French</b>			
	Learn about French culture. To listen to and learn French songs/stories. This will introduce the concept of a different language and some vocabulary.			
	V – Bonjour, Au revoir, 1-5 in French			
<b>Year 2</b>	<b>French Breakfast</b>	<b>Le fete des Rois</b>	<b>Paris</b>	Bof the dragon (puppet)
	<b>Stories, songs and rhymes in French</b>			
	Learn about French culture. To listen to and learn French songs/stories. This will introduce the concept of a different language and some vocabulary.			
	V – 1-5 in French, bonjour, au revoir, say own name in French			
<b>Year 3</b>	<b>Bonjour</b>	<b>En Classe</b>	<b>Mon Corps</b>	Noel (Christmas)  La nuit de la Saint Sylvestre (New Year's Eve)  <b>Related stories</b> <a href="#">LE LOUP qui voulait aller à l'école ! - YouTube</a>  Culture: La Fête des Rois (The Festival of the Kings) - 1st level French - BBC Bitesize - BBC Bitesize  Le Loup qui voulait changer de couleur <a href="#">LECTURE D'HISTOIRE # LE LOUP QUI VOULAIT CHANGER DE COULEUR - YouTube</a>  <b>Related songs-</b> Head shoulders, knees and toes <a href="https://www.youtube.com/watch?v=eVbbLXPdJKQ">https://www.youtube.com/watch?v=eVbbLXPdJKQ</a>  <b>Game-</b> Jacques a dit (Simon says)  <b>Game (outdoor learning)</b> Le Ciel- French hopscotch
	<ul style="list-style-type: none"> <li>Greet and say goodbye to someone</li> <li>Ask someone's name and say your own</li> <li>Ask how someone is and respond to the same question</li> <li>Learn some basic nouns</li> <li>Count numbers 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Identify classroom objects</li> <li>Identify colours and describe an object's colour</li> <li>Say your age</li> <li>Recognise and repeat classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body</li> <li>Describe eye and hair appearance</li> <li>Recognise days of the week</li> <li>Give basic character descriptions</li> </ul>	
	V – Salut!, Bonjour, Madam/Monsieur. Au revoir Mademoiselle/Monsieur Un piano, une guitare, une trompette ,un tambour, une flûte à bec,	V – un sac, un cahier, un crayon, une règle, une trousse, un livre, une gomme, un stylo. Marron, rose, rouge, jaune, orange, bleu	V – les yeux. le nez, la bouche, les oreilles, les cheveux, la jambe, le bras, la tête. Les cheveux longs/ courts. Les yeux verts/bleu/marron.	
	Phonics- r	Phonics- r	Phonics- é ou	
	K- Know that nouns can be masculine or feminine (un/une)	K- Know word order when using a colour description for a noun	K- Know the masculine, feminine and plural versions of the definite article(le, la, les)	
	<b>Scaffold and Support</b> Peer support in paired speaking activities/ role play. Use of visuals aids, knowledge organisers with audio etc to learn vocabulary.			
	<b>Mastery</b> opportunity to develop understanding and use vocabulary and sentence structure with paired discussion extension activities			
<b>Year 4</b>	<b>Les Animaux</b>	<b>Ma Famille</b>	<b>Bon Anniversaire!</b>	Culture Fetes de Meres – 4 <sup>th</sup> June Fetes de Peres – 19 <sup>th</sup> June
	<ul style="list-style-type: none"> <li>Identify animals and pets</li> <li>Recognise and use numbers 11-20</li> </ul>	<ul style="list-style-type: none"> <li>Identify family members</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and ask for snacks</li> <li>Give basic opinions about food</li> </ul>	

	<ul style="list-style-type: none"> <li>• Give someone's name</li> <li>• Describe someone</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and spell with letters of the alphabet</li> <li>• List household items</li> <li>• Use basic prepositions <i>sur</i> and <i>dans</i> to describe position</li> </ul>	<ul style="list-style-type: none"> <li>• Use numbers 21-31</li> <li>• Recognise and use the months</li> <li>• Form dates</li> </ul>	<p><b>Related song-</b> Old MacDonald had a farm <a href="https://www.bbc.co.uk/bitesize/topics/zhyg9mn/articles/z4nyvk7">https://www.bbc.co.uk/bitesize/topics/zhyg9mn/articles/z4nyvk7</a></p> <p><b>Related stories-</b> Ours Brun Ours Brun Ou est Spot</p> <p><b>Role play-</b> asking for a snack</p> <p><b>Game (outdoor learning)</b> Eacargot- French hopscotch</p>
	<p>√ un chien, un chat, un lapin, un oiseau, un dragon, une souris, une tortue. Sévère, grand(e), petit(e), drôle, timide</p>	<p>√ – La table, la chaise, la machine, l'ordinateur. Mes parents, mon père, ma mère, mon frère, ma sœur</p>	<p>√ –une pomme, une banane, un jus d'orange, un sandwich, une pizza, un gâteau Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	
	Phonics- é ou	Phonics- eu on	Phonics- eu on	
	K- Know how to change I have/J'ai into a negative form	K- know the masculine, feminine and plural versions of possessive adjective my (mon, ma, mes)	K- Know the correlation between the indefinite article (un/une), the definite article (le/la), and the possessive adjectives (mon/ma),	
	<p><b>Scaffold and Support</b> Peer support in paired speaking activities/ role play. Use of visual aids, knowledge organisers with audio etc to learn vocabulary.</p>			
	<p><b>Mastery</b> opportunity to develop understanding and use vocabulary and sentence structure with paired discussion extension activities</p>			
<b>Year 5</b>	<b>Encore</b>	<b>Quelle heure est-il?</b>	<b>Les Fêtes</b>	<p><b>Related stories</b> La coccinelle mal lunée <a href="https://www.youtube.com/watch?v=7ouQKRdNCTI">https://www.youtube.com/watch?v=7ouQKRdNCTI</a></p> <p><b>Culture-</b> Celebrate La Fête Nationale (Bastille Day)</p>
	<ul style="list-style-type: none"> <li>• Revise ways of describing people</li> <li>• Describe someone's nationality</li> <li>• Describe people using various adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about activities</li> <li>• Tell the time</li> <li>• Talk about 'what you do' activities</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about festivals and dates</li> <li>• Talk about presents at festivals</li> <li>• Count from 31-60</li> <li>• Give and understand instructions</li> </ul>	
	<p>√ – Il est français(britannique/canadien)/ Elle est française(britannique/canadienne) Il est intelligent/sévère/sportif/timide/ Elle est intelligente/sévère/sportive</p>	<p>√ –Je joue au tennis/football. Je regarde la télé. J'écoute la radio. Il est .....heures.</p>	<p>√ –Noël, la Fête Nationale, Pâques, la Saint-Valentin, la Fête des Rois, Le Nouvel An</p>	
	Phonics- i ch	Phonics- i ch	Phonics- j oi	
	K- know how adjectives show agreement to masculine, feminine and plural subjects and nouns.	K- Know how to form a present tense verb phrase	K- know how to change a singular noun into a plural	
	<p><b>Scaffold and Support</b> Peer support in paired speaking activities/ role play. Use of visual aids, knowledge organisers with audio etc to learn vocabulary.</p>			
	<p><b>Mastery</b> opportunity to develop understanding and use vocabulary and sentence structure with paired discussion extension activities</p>			
<b>Year 6</b>	<b>Où vas-tu?</b>	<b>On Mange!</b>	<b>Le Cirque</b>	<p>Role play- Being a French Tour Guide</p> <p><a href="#">Culture: Exploring Montpellier - 1st level French - BBC Bitesize - BBC</a></p>
	<ul style="list-style-type: none"> <li>• Talk about going to French cities</li> <li>• Give and understand basic directions</li> </ul>	<ul style="list-style-type: none"> <li>• Go shopping for food</li> <li>• Ask how much something costs</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss francophone countries</li> <li>• Discuss the language we speak</li> </ul>	

<ul style="list-style-type: none"> <li>• Talk about the weather</li> <li>• Talk about the weather and places in France</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about activities at a party</li> <li>• Give opinions about food and various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different items of clothing</li> <li>• Describe items of clothing</li> </ul>	<a href="#">Bitesize</a> <a href="#">Culture: Exploring Normandy - 1st level French - BBC Bitesize - BBC Bitesize</a> Role play- shopping for food Have a French themed Party <a href="#">Culture: Exploring the Ivory Coast - 1st level French - BBC Bitesize - BBC Bitesize</a>
<u>V</u> – Il fait chaud, Il fait froid, Il neige, Il pleut ,Il fait beau. Tournez à gauche, tournez à droite, allez tout droit, arrêtez	<u>V</u> -Du pain, du fromage, de la lemonade, de la crème, des fraises, des tomates. On mange, on boit, on danse, on chante, on s’amuse	<u>V</u> –la France, le Sénégal, le Maroc, le Canada, la Suisse, la Martinique un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe	
Phonics- <u>j</u> oi	Phonics- <u>a</u> n eau	Phonics- <u>a</u> n eau	
<u>K</u> - Know common words to indicate a question Où, Quel, Qui	<u>K</u> -Know the personal pronouns je, tu, il, elle, on	<u>K</u> -Know how to change positive verb phrases into negative verb phrases.	
<u>Scaffold and Support</u> Peer support in paired speaking activities/ role play. Use of visuals aids, knowledge organisers with audio etc to learn vocabulary.			
<u>Mastery</u> opportunity to develop understanding and use vocabulary and sentence structure with paired discussion extention activities			