

Modern Foreign Languages (MFL)



Our Subject Intent



Our Curriculum Map

		Cycle A				Cycle B		
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this me.ga city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?



What does MFL look like at Downlands?

Volume of content:

1. Each mixed-age class will complete **6** units per year.
2. Each unit will be at least 6 lessons.

Subject delivery:

1. At Downlands, we have chosen French as our Modern Foreign Language.
2. Lessons are sourced from the Language Angels curriculum.
3. Lessons will include songs, rhymes, familiar stories, role play activities and focus on learning the correct French grammar.
4. Lessons will provide opportunities for pupils to speak and write in French.
5. Evidence of learning (e.g. worksheets) will be collected in card wallets for each child.
6. Each class will have a floor book which will act as a dictionary / vocabulary bank.

MFL – progression of skills (disciplinary knowledge)



SKILL	By the end of Year 4	By the end of Year 6
Listening	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others with improved confidence and accuracy.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.
Speaking	Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.
Reading	Understand most of what we read in the foreign language when it is based on familiar language.	Decode unknown language using bilingual dictionaries.
Writing	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. e.g. My name, where I live and my age.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.
Grammar	Better understand the concept of gender and which articles to use for meaning (e.g. 'the', 'a' or 'some').	Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. e.g. A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Introduce simple adjectival agreement (e.g. adjectival agreement when describing nationality), the negative form and possessive adjectives. e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g. which subjects I like at school and also which subjects I do not like).
Grammar		Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. e.g. 'to go', 'to do', 'to have' and 'to be'.

MFL – curriculum map – LKS2 – cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Unit	I am learning French (Early Language Teaching)	Animals (Early Language Teaching)	I am able... (Early Language Teaching)	Fruits (Early Language Teaching)	Vegetables (Early Language Teaching)	Presenting Myself (Intermediate)
Composite	In this unit, pupils will learn where France is in the world as well as learning basic greetings, numbers and colours.	In this unit, pupils will learn how to write and say the names of animals using determiners and articles.	In this unit, pupils will learn how to use action verbs to describe what they can do.	In this unit, pupils will learn how to name different fruits and begin to say whether they like or dislike them.	In this unit, pupils will learn how to hold a simple conversation about vegetables and buy quantities of vegetables in a role play situation.	In this unit, pupils will learn how to count to 20 and greet people, asking how they are feeling.
Learning objectives	<ul style="list-style-type: none"> Pinpoint France and other French speaking countries on a map of the world. Ask and answer the question 'How are you?' in French. Say 'Hello' and 'Goodbye' in French. Ask and answer the question 'What is your name?' in French. Count to 10 in French. Say 10 colours in French. 	<ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but). 	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. 	<ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.

MFL – curriculum map – UKS2 – cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Unit	Fruits (Early Language Revision)	Vegetables (Early Language Revision)	The Date (Intermediate)	Do You Have a Pet? (Intermediate)	At the Tea Room (Intermediate)	In the Classroom (Intermediate)
Composite	In this unit, pupils will learn how to hold a simple conversation about fruits and say whether they like or dislike them.	In this unit, pupils will learn how to hold a simple conversation about vegetables and buy quantities of vegetables in a role play situation.	In this unit, pupils will learn how to write and say different dates in French.	In this unit, pupils will learn how to say the name of different pets and hold a conversation about pets.	In this unit, pupils will learn how to order food and drinks in a café role play situation using singular and plural nouns.	In this unit, pupils will learn how name objects in the classroom or pencil case using the indefinite article/determiner.
Learning objectives	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. 	<ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar. 	<ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). 	<ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.

MFL – curriculum map – LKS2 – cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Unit	Instruments (Early Language Teaching)	Seasons (Early Language Teaching)	Shapes (Early Language Teaching)	Ice-Creams (Early Language Teaching)	My Family (Intermediate)	Red Riding Hood (Early Language Teaching)
Composite	In this unit, pupils will learn how to say the name of instruments using plural and singular.	In this unit, pupils will learn how to name and describe the four seasons using conjunctions.	In this unit the pupils will learn how to name and recognise up to 10 shapes.	In this unit, pupils will learn how to name and order different ice-cream flavours in role play situations.	In this unit, pupils will learn how to talk about different members of their family using 1 st and 3 rd person.	In this unit pupils will learn how to listen to a familiar fairy tale in French.
Learning objectives	<ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments. 	<ul style="list-style-type: none"> Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. 	<ul style="list-style-type: none"> Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns. Recognise that nouns have an article/determiner in French (the indefinite 'un' or 'une'). Have an opportunity to learn and/or revise numbers 1-5. 	<ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream. 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. 	<ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least four parts of the body in French as seen in the story.

MFL – curriculum map – UKS2 – cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French Unit	Presenting Myself (Intermediate Revision)	My Family (Intermediate Revision)	My Home (Intermediate)	What is the Weather? (Intermediate)	Clothes (intermediate)	At School (Intermediate)
Composite	In this unit, pupils will learn how to greet people and tell them some facts about themselves and how they feel.	In this unit, pupils will learn how to talk about different members of their family using 1 st and 3 rd person.	In this unit, pupils will learn how to describe where they live and the different rooms in a house using nouns.	In this unit, pupils will learn how to describe the weather and create a weather map of France.	In this unit, pupils will learn how to name clothes using the correct gender and articles for the clothes.	In this unit, pupils will learn how to talk about different subjects in school and hold a conversation about whether they like the subject.
Learning objectives	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	<ul style="list-style-type: none"> Use the nouns and articles/determiners for family members in French. Move from 'the' with a family member to using the possessive adjective 'my' in French. Answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) in French. Introduce family members in French, using 'il/elle s'appelle (he/she is called). Use my knowledge of larger numbers in French to be able to describe the age of family members. 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. 	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. 	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.