



MFL Curriculum Progression: 2024-2025

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Unit name	This Getting to Know	All About Me	Food, Glorious Food	Family and Friends	Our School	Time
Year 3 Unit vocabulary	Greetings, what is your name, how are you, how old are you, counting to 10	Following instructions, body parts, colours, describe clothing	Food, likes and dislikes, plural nouns	Introducing family members, pets, naming places in your home	School and subject words, likes and dislikes about school activities,	Days of the week, months, dates, counting to 31
Year 3 Unit objectives	Learn to say hello and goodbye, to introduce themselves and how they are feeling. Learn to count to 10 and say how old they are. Ask and answer simple questions using vocabulary prompts.	Listen and respond to simple classroom instructions. Name parts of the body from a song. Identify colours and items of clothing. Read and write simple words accurately. Recognise that un/une relate to masculine & feminine nouns.	Listen to and predict a repeated phrase. Make a range of simple oral statements by substituting vocabulary. Modify and write a colour adjective accurately. Respond appropriately to a polite request.	Identify and introduce some of their relations. Name, write and translate some common pets and rooms in the home. Consider whether nouns are masculine or feminine. Make new sentences by substituting other vocabulary appropriately.	Learn and use vocabulary and sentence stems linked to school. Begin to write single words and simple phrases from memory. Begin to speak in simple sentences from memory.	Learn and use vocabulary and sentence stems linked to days, months and counting. Begin to write simple sentences using previously taught grammar. Write and present information in French to an audience, using vocabulary prompts.
LKS2 Continuous objectives: Year 3	<p>These objectives and methods of exposure to the French language will be common threads within each French lesson:</p> <ul style="list-style-type: none"> the children will be expected to begin to listen attentively to the French spoken language. The children should have opportunities to listen to the French language through a variety of authentic sources. This could include short videos and songs recorded by native French speakers and listening to teachers, assistants and language students with a good knowledge of French. the children will begin to show understanding by joining in orally with the French language. In this age group, the children will be encouraged to repeat single words and learn simple songs and rhymes by following the teacher's lead. The children will begin to respond by participating. There should be a range of fun games to play in pairs or small groups which will actively involve the children and build up their confidence. 					



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Year Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Unit Name	All around town	On the move	Going shopping	Where in the world	What's the time?	Holidays and hobbies
Year 4 Unit vocabulary	French cities, towns, addresses, counting to 100	Transport, direction, movement, reading maps, question forms.	Shopping, fruit, vegetables, clothes	Countries, continents and animals.	Telling the time, : o'clock, half past, quarter past and quarter to	Holidays, weather and seasons, sports and hobbies
Year 4 Unit objectives	Learn and use vocabulary and sentence stems linked to town and counting. Use a bilingual dictionary to research a topic. Develop more accurate pronunciation of known words and phrases.	Learn and use vocabulary and sentence stems linked to transport, direction and movement. Use the correct article to precede a noun according to gender. Begin to use 1st person, 2nd person (singular) and 3rd person of the verb 'aller' with the correct pronoun.	Learn and use vocabulary and sentence stems linked to shopping, fruit, vegetables and clothes. Choose the correct form when changing le to du; la to de la and les to des. Use adjectives (colours) and place them after the noun.	Learn and use vocabulary and sentence stems linked to countries, continents and animals. Use an English/French dictionary to translate from English to French. Understand that because a continent is always feminine the preposition 'en' is always used for 'in'. Use the correct masculine/feminine preposition.	Learn and use vocabulary and sentence stems linked to telling the time. Understand and use the terms avant and après. Say and write sentences to tell the time (o'clock, half past, quarter past and quarter to).	Learn and use vocabulary and sentence stems linked to holidays and hobbies. Choose the correct preposition: en for feminine countries, au for masculine countries. Choose whether the mode of transport needs en or à.
LKS2 Continuous objectives: Year 4	<p>These objectives and methods of exposure to the French language will be common threads within each French lesson:</p> <ul style="list-style-type: none"> the children will be expected to develop their ability to listen attentively to the French spoken language. The children should have opportunities to listen to the French language through a variety of authentic sources. This could include short videos and songs recorded by native French speakers and listening to teachers, assistants and language students with a good knowledge of French. the children will develop and demonstrate their understanding by joining in orally with the French language. In this age group, the children will be encouraged to repeat 2-3 word phrases and learn songs and rhymes by following the teacher's lead. the children will develop their oral response by participating. There should be a range of fun games to play in pairs or small groups which will actively involve the children and build up their confidence. 					



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Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 5 Unit Names	Pleased to meet you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
Year 5 Unit Vocabulary	Recapping of Y3/4 vocabulary, emotions, future tenses.	Describing appearances, emotions and health.	Breakfast, snack foods, shop times, food preferences.	Animals, homes and family and descriptions.	School subjects, prepositional language, maths and 2D shapes.	Common past tense verbs, dates, numbers larger than 100.
Year 5 Unit objectives	Learn and use vocabulary, sentence stems and question forms linked to talking about the future. Recognise the difference between English and French future tenses. Name the accents on French alphabet letters.	Learn and use vocabulary, sentence stems and question forms linked to descriptions and emotions. Extend a description using adjectives and conjunctions. Make nouns/adjectives 'agree' according to their gender and number.	Learn and use vocabulary, sentence stems and question forms linked to food choices. Use the correct masculine, feminine or plural form of adjectives. Interpret a chart written in French; • write words and phrases from memory.	Learn and use vocabulary, sentence stems and question forms linked to animals, families and homes. Suggest other rhyming words to extend a set. Differentiate between first and third person possessive adjectives and verbs.	Learn and use vocabulary, sentence stems and question forms linked to school and maths. Use the pronouns 'il' and 'elle' to replace a person's name; • use a comparative adverb.	Learn and use vocabulary, sentence stems and question forms linked to past tenses, dates and numbers. Explain how larger numbers are often described by combining smaller number words. Use numbers in a sentence correctly to give historical dates.
UKS2 continuous objectives-Year 5	<p>These objectives and methods of exposure to the French language will be common threads within each French lesson:</p> <ul style="list-style-type: none"> the children will be expected to listen attentively to longer extracts of the French spoken language. The children should have opportunities to listen to the French language through a wider variety of authentic sources. This could include videos and songs recorded by native French speakers and listening to teachers, assistants and language students with a good knowledge of French. the children will show increased understanding by joining in orally with the French language and responding with growing accuracy. In this age group, the children should master some simple phrases that they can use in a variety of conversations. the children will demonstrate a sound understanding of French through their oral responses and participation. The children should be confident at this stage to join in without inhibition to activities. Activities should now include some writing and reading in French as a way of responding. 					



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Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Unit name	Let's visit a French town	Let's go shopping	This is France	All in a day	Our precious planet	More to explore
Year 6 Unit vocabulary	Recap of towns, directions, homes and numbers vocabulary.	Shopping/money vocabulary, describing colours in more detail, prepositional phrases, question forms.	Geographical vocabulary related to Paris, France and Europe. Names of French landmarks and famous French people.	Recap of time vocabulary, tell time up to 5 minute intervals, 24 hour time, airport and school timetables.	Environmental vocabulary linked to the local area, future tense verbs, verbs linked to environmental actions.	French pronunciation including accents, liaisons, silent letters and nasal vowels, vocabulary linked to French speaking countries and rap music.
Year 6 Unit objectives	Choose the correct form to go with the subject of the sentence. Use simple prepositional phrases. Use a bilingual dictionary. Use question forms in conversations about where a place is. Identify spelling patterns in French words.	Use the preposition à côté de and choose the correct masculine and feminine form. Use adjectives (colours) and place them after the noun. Written translation of money amounts in French, up to 500 € in multiples of 50.	Write numbers in words up to 999. Describe position up to 8 compass points. Choose the correct tense of the verb être (present or imperfect). Choose the correct form of an adjective describing nationalities.	Say and write a sentence to tell the time. Tell the time in the 24-hour time format. Read and interpret timetables in 24-hour times. Follow a pattern to conjugate verbs.	Use 'il y a/il n'y a pas' in conversations. Use and translate the near future tense in the 3 rd person singular and plural. Use a range of linking words to make longer sentences. Ask and answer questions about environmental actions and challenges in their local area. Write and deliver a short presentation with a clear introduction and conclusion	Listen to a French story and attempt to work out the meaning of new words. Use a range of strategies to learn new words. Correctly identify different word types. Use a French dictionary to find vocabulary to include in their writing. Recognise the difference between verbs in the past, present and future.
UKS2 Continuous objectives: Year 6	<p>These objectives and methods of exposure to the French language will be common threads within each French lesson:</p> <ul style="list-style-type: none"> the children will be expected to listen attentively to longer extracts of the French spoken language with increased confidence and skill. The children should have opportunities to listen to the French language through a wider variety of authentic sources. This could include oral passages and stories recorded by native French speakers and listening to teachers, assistants and language students with a good knowledge of French. 					



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| | <ul style="list-style-type: none">• the children will demonstrate a good understanding by joining in orally with the French language and responding confidently in a wide range of situations. In this age group, the children should master a wider range of phrases that they can independently adapt to a variety of conversations.• The children will demonstrate a good understanding of French through their oral responses and participation. The children should be very confident at this stage to join in without any inhibition to activities. Activities should now include more writing and reading in French as a way of responding with some translation activities included. |
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