



MFL – Curriculum Overview for KS2 languages



	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>French language – greetings, introductions, family, numbers and age</p> <p><i>engage in conversations;</i></p> <ul style="list-style-type: none"><i>describe people, places, things and actions orally and in writing</i>	<p>French language – transport, weather, date and time, likes and dislikes. Numbers 21-39. Focus on sentence-building.</p> <ul style="list-style-type: none"><i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i><i>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</i>	<p>French language – Solar System. Build sentences, create own sentences (simple and compound) using known or supplied vocab. Prepare and deliver presentation in French.</p> <ul style="list-style-type: none"><i>present ideas and information orally to a range of audiences</i><i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	<p>French language – regular verbs. Children learn how to write in the Past Tense by using the verb ‘avoir’ (to have) with a participle.</p> <p>e.g. I have talked – j’ai parlé.</p> <p>Children learn to count to 69.</p> <p>Children use context to deduce the meanings of unfamiliar words, and practise dictionary skills.</p> <ul style="list-style-type: none"><i>understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs; how to</i>

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				<p><i>apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></p> <ul style="list-style-type: none"> <i>broaden their vocabulary including through using a dictionary</i>
Autumn 2	French culture – food. Design and make menus for French restaurant.	French culture – schools. Comparison of French and English school day. What aspects do they prefer about either? School-related vocab.	French culture – seasons and festivals. Children create calendar featuring a special date in each season, with facts about how it is celebrated in France.	<p>N/A</p> <p>(Children have a Music composition unit in this half-term.)</p>
Spring 1	French language – le/la; oui/non. Participate in story, answer simple questions. Numbers 13-20. <i>ask and answer questions</i>	French language – preferences. Food vocab. Negative sentences (ne...pas). Simple plurals. Compound sentences with connectives 'et' and 'mais'.	French language – comprehension of written texts. Analysis of structure. Broaden their understanding of sentence-building, using grammatical features	<p>French language – Scène de Place. Children write a descriptive paragraph in French, based on 'Scène de Plage' by Renoir.</p> <p>Children learn to create different sentence types using descriptive</p>

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	<p><i>feminine, masculine forms</i></p>	<p><i>express opinions and respond to those of others</i></p>	<p>such as 'du' (some) and imperative verbs.</p> <ul style="list-style-type: none"> <i>read carefully and show understanding of words, phrases and simple writing</i> 	<p>language (adjectives) and verbs to describe the action in the picture.</p> <ul style="list-style-type: none"> <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>describe people, places, things and actions orally and in writing</i>
<p>Spring 2</p>	<p>Poetry – monster poems. Colours, body parts. Adjectives.</p> <ul style="list-style-type: none"> <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar</i> 	<p>Traditional stories – Red Riding Hood. Sequencing. Reading aloud with expression. Sentence building – word order.</p> <ul style="list-style-type: none"> <i>listen attentively to spoken language and show understanding by joining in and responding</i> 	<p>Play scripts. Children rehearse, adapt and perform a short play in French</p> <ul style="list-style-type: none"> <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i> 	<p>Story writing. Children compose simple structured story in French. NB – SATs half-term.</p> <ul style="list-style-type: none"> <i>broaden their vocabulary and develop their ability to understand new words that are</i>

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	<i>words and phrases*</i>	<ul style="list-style-type: none"> • <i>appreciate stories, songs, poems and rhymes in the language</i> 	<ul style="list-style-type: none"> • <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> 	<i>introduced into familiar written material, including through using a dictionary</i>
Summer 1	Italian language (basic communication vocab, numbers 1-12).	Spanish language. (Basic communication vocab, numbers 1-12).	German language. (Basic communication vocab, numbers 1-12).	Norwegian language. (Basic communication vocab, numbers 1-12).
Summer 2	<p>Italian – language and culture. Hymn and prayers in Italian. Topic – weather report.</p> <p><i>explore the patterns and sounds of language through songs and rhymes</i></p>	Spain – Picasso. Facts and art.	<p>Germany – geography and culture.</p> <p>Learn to sing nursery rhyme in German (Hop Hop Hop)</p> <p><i>explore the patterns and sounds of language through songs and rhymes</i></p>	Norwegian lang contd, Scandinavia – geog and culture (as time permits).