

# King Charles C of E Primary School MFL Curriculum Content

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>A new start</b>	<b>Calendar and celebrations</b>	<b>Animals</b>	<b>Carnival</b>	<b>The Hungry Giant</b>	<b>Going on a picnic in France</b>	
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>		<p>Spirituality – Learning French encourages pupils to reflect on themselves and others by exploring a different language, culture, and way of life. Pupils reflect on their own identity and language. Pupils learn to respect people from different cultures. Pupils develop awe and curiosity about the richness of God's diverse world.</p> <p>Hope - French provides aspirational opportunities, opening doors to future study, travel, employment, and global communication. Pupils gain confidence by realising they can communicate beyond their immediate community, nurturing belief in their own potential.</p> <p>Inspiring - Language learning builds resilience, perseverance, and motivation. Pupils learn that making mistakes is part of learning, developing wisdom through practice, problem-solving, and sustained effort.</p> <p>Nurture - French lessons create a supportive environment where pupils are encouraged to speak, listen, and learn together. Through pair work and collaboration, pupils grow in confidence, empathy, and respect for themselves, others, and the cultures they study.</p> <p>Environment – (Community) Learning French develops awareness of local, national, and international communities, especially within the Francophone world. Pupils explore traditions, geography, and daily life in French-speaking countries, fostering global citizenship and a sense of shared responsibility.</p>					
<b>Learning Threads (Substantive Concepts)</b>	Greetings, feelings, numbers, colours	Bonfire colours, days and months, the date, Christmas	Animal nouns, singular and plural, opinions, story	Carnival, numbers to 20, core language recap, age, commands , Easter	Fruit and veg nouns, counting, asking politely, story, board game	Picnic story, food items, polite request, explore France, ask and answer 'where do you live?', simple conversation	

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Disciplinary Knowledge	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing
Key Vocabulary	See Vocabulary Progression Document					
<b>LCs</b>  <b>(Components)</b>  <b>Assessment checkpoints in green.</b>	<p>I can pronounce greetings in French. <b>Can say a greeting.</b></p> <p>I can ask and answer about feelings. <b>Can respond to a question about feelings and name.</b></p> <p>I can introduce my name in French. <b>Can attempt a question about name and feelings.</b></p> <p>I can say some numbers between 1 and 10. <b>Can remember and say most numbers from 1 to 10.</b></p> <p>I can recall numbers to 10. <b>Can remember and say most numbers from 1 to 10.</b></p> <p>I can say 4 different colours in</p>	<p>I can say and write some colours linked to fireworks. <b>Can read and say adjectives of colour.</b></p> <p>I can say and write some days of the week. <b>Can recognise and say days of the week.</b></p> <p>I can understand some months of the year in French. <b>Can recognise and say most months of the year.</b></p> <p>I can read and write dates in French. <b>Can attempt to copy-write</b></p>	<p>I can understand some animal nouns in French. <b>Can remember and say animal nouns.</b></p> <p>I can recognise animal nouns in the plural. <b>Can attempt to write accurately a number and an animal noun in the plural.</b></p> <p>I can say which animal I have. <b>Can say a simple sentence to say which animal they have.</b></p> <p>I can tell someone what my favourite animal is. <b>Can say a simple sentence to say their favourite animal.</b></p>	<p>I can learn about French traditions and take part in a carnival celebration. <b>Can recall numbers to 10.</b></p> <p>I can say and write some numbers between 1 and 16. <b>Can recall numbers to 20 and count fruits and vegetables.</b></p> <p>I can say and write some numbers up to 20. <b>Can remember some numbers between 10 and 20.</b></p> <p>I can ask and answer "How old are you?" <b>Can express their age.</b></p> <p>I can take part in a simple dialogue about myself, using familiar questions and answers. <b>Can ask politely for an item in French.</b></p>	<p>I can understand and say some fruit and vegetable nouns. <b>Can say and understand fruit and vegetable nouns.</b></p> <p>I can recognise fruit and vegetable nouns in the plural form. <b>Can recall numbers to 20 and count fruits and vegetables.</b></p> <p>I can understand and enjoy a story about fruits and vegetables. <b>Can understand, enjoy and join in with a story.</b></p> <p>I can ask politely for fruits and vegetables. <b>Can ask politely for an item in French.</b></p>	<p>I can understand and name some picnic food and drinks. <b>Can say and understand nouns for picnic food and drinks.</b></p> <p>Can remember, say and recognise 6 colours and numbers to 15. <b>Can remember, say and recognise 6 colours and numbers to 15.</b></p> <p>I can listen and join in with a story about going on a picnic. <b>Can understand, enjoy and join in with a story.</b></p> <p>I can create my own picnic story. <b>Can write a short sentence in French using a model.</b></p> <p>I can use the verb phrase "I live in..."</p>

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	<p>French. <i>Can say at least four colours.</i></p> <p>I can remember months and learn about how Christmas is celebrated in France. <i>Can attempt to write accurately an important month of the year.</i></p>	<p>accurately a day of the week.</p> <p>I can use a model to write a simple story about animals.</p>	<p>I can listen and join in a story about animals.</p> <p>I can use a model to write a simple story about animals.</p>	<p>I can understand and use Easter vocabulary. <i>Can remember and use core language from Autumn Term.</i></p>	<p><i>Can play a board game and ask politely for an item.</i></p> <p>I can write a polite request.</p> <p>I can create my own "Hungry Giant" story. <i>Can write a short sentence in French using a model.</i></p>	<p>I can ask the question "Where do you live?" and answer with "I live in..." in French.</p> <p>I can create a simple conversation. <i>Can ask the question where do you live and give an answer.</i></p>
<b>Assessment at a distance</b>	<p>Can understand a few familiar spoken words and phrases. Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Can recognise and read out a few familiar words and phrases. Can write or copy a few simple words or symbols as an emergent writer of the target language.</p>					

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Key Vocabulary	See Vocabulary Progression Document					
<b>LCs</b> <b>(Components)</b> <b>Assessment checkpoints in green.</b>	<p>I can ask and answer several questions about myself.  <b>Can ask and answer several questions about themselves.</b></p> <p>I can recall and say classroom commands.  <b>Can understand and respond to classroom instructions.</b></p> <p>I can say and read some numbers between 0 and 20.  <b>Can recall most numbers to 20.</b></p> <p>I can remember days and months in French.  <b>Can recall most days of the week and months of the year.</b></p> <p>I can say and write names of rooms in a school.  <b>Can say and write names for rooms in a school.</b></p>	<p>I can write my own "Fireworks" poem</p> <p>I can say and understand classroom commands.  <b>Can listen and respond accurately to a sequence of commands.</b></p> <p>I can use classroom commands to programme a robot.  <b>Can communicate some simple commands to another person.</b></p> <p>I can say and write some places in town.  <b>Can recognise and read names of places in a town and accurately match words to pictures.</b></p> <p>I can ask "Where is...?" and answer with "Here is..."  <b>Can ask where something is and respond appropriately.</b></p>	<p>I am learning about Epiphany celebrations in France.</p> <p>I can learn some nouns for family members.  <b>Can remember and say members of family nouns.</b></p> <p>I can write some personal information about a family member.</p> <p>I can understand and say some parts of the face.  <b>Can remember and understand parts of face nouns.</b></p> <p>I can understand simple sentences using numbers and parts of the face.  <b>Can write a simple sentence with a part of face noun.</b></p> <p>I can write some simple sentences to describe an alien.  <b>Can attempt to write a simple sentence with a</b></p>	<p>I can say nouns for parts of the body</p> <p>I can understand how to use colours to describe an alien.</p> <p>I can write a description of an alien including numbers and colours.  <b>Can say and write a simple description using adjectives and nouns to describe an alien.</b></p> <p>I can join in and create a body scan sequence.</p> <p>I can join in with a yoga sequence in French.</p> <p>I can create a yoga sequence in French.  <b>Can say and write simple phrases using verbs and nouns for parts of the body to create a yoga routine.</b></p>	<p>I can say why I don't feel well.  <b>Can explain what hurts/why feeling unwell.</b></p> <p>I can take part in a roleplay at the doctors.  <b>Can take part in a roleplay at the doctors.</b></p> <p>I can understand some jungle animal nouns in French.</p> <p>I can listen and join in with a story about jungle animals.  <b>Can understand, remember and say some jungle animal nouns.</b></p> <p>I can write a sentence to describe a jungle animal.  <b>Can understand unfamiliar adjectives to describe jungle animals.</b></p>	<p>I can understand and say some weather phrases.</p> <p>I can understand and say more weather phrases.  <b>Can read, understand, write and say three simple sentences to describe the weather.</b></p> <p>I can give a weather forecast.  <b>Can ask the question "What is the weather like? In French.</b></p> <p><b>Can identify the weather being described on a map of France.</b></p> <p>I can take part in a survey about favourite ice creams.  <b>Can understand ice cream flavours and express likes, loves and dislikes of ice cream flavours.</b></p> <p>I can say which ice cream I like and dislike.</p>

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	<p>I can say and write nouns for classroom objects. <b>Can say and write some nouns for classroom objects.</b></p>	<p>I can understand more nouns for shops in French.</p>	<p>part of the face noun and a number.</p>		<p>I can create my own jungle explorer's story. <b>Can write a sentence with a noun, verb, adjectives (and a conjunction).</b></p>	<p>I can take part in an ice cream van role play. <b>Can participate in a simple role-play at an ice cream van, ordering ice cream and responding to simple questions.</b></p>
<b>Assessment at a distance</b>	<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. Can understand simple written phrases. Can match sounds to familiar written words. Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>					

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Me and my friends at school</b>	<b>Time in the city</b>	<b>At the market</b>	<b>Clothes</b>	<b>Out of this world</b>	<b>Going to the seaside</b>
<p><b>Spirituality</b> – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p><b>Hope</b> – (Hope) providing aspirational opportunities</p> <p><b>Inspiring</b> – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p><b>Nurture</b> – (Dignity) caring and growing ourselves, others and God's creation</p> <p><b>Environment</b> – (Community) developing an awareness of our local, national and international community</p>						<p>Spirituality – Learning French encourages pupils to reflect on themselves and others by exploring a different language, culture, and way of life. Pupils reflect on their own identity and language. Pupils learn to respect people from different cultures. Pupils develop awe and curiosity about the richness of God's diverse world.</p> <p>Hope - French provides aspirational opportunities, opening doors to future study, travel, employment, and global communication. Pupils gain confidence by realising they can communicate beyond their immediate community, nurturing belief in their own potential.</p> <p>Inspiring - Language learning builds resilience, perseverance, and motivation. Pupils learn that making mistakes is part of learning, developing wisdom through practice, problem-solving, and sustained effort.</p> <p>Nurture - French lessons create a supportive environment where pupils are encouraged to speak, listen, and learn together. Through pair work and collaboration, pupils grow in confidence, empathy, and respect for themselves, others, and the cultures they study.</p> <p>Environment – (Community) Learning French develops awareness of local, national, and international communities, especially within the Francophone world. Pupils explore traditions, geography, and daily life in French-speaking countries, fostering global citizenship and a sense of shared responsibility.</p>
<b>Learning Threads (Substantive Concepts)</b>	Extended feelings, recap personal information, introduce a friend, subjects and opinions	French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper	Fruit and veg nouns, class survey, prices, market dialogue, recipe	Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write	ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster	Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach

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Disciplinary Knowledge	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing
Key Vocabulary	See Vocabulary Progression Document					
<b>LCs (Components)</b>  <b>Assessment checkpoints in green.</b>	<p>I can understand some adjectives to describe my feelings.</p> <p>I can begin to answer the question "How are you?" in more details.</p> <p>I can say an extended sentence about how I am feeling.</p> <p><b>Can say an extended sentence about how they are feeling and a reason.</b></p> <p>I can say some important things about myself and somebody else.</p> <p><b>Can say a third person singular sentence with details about someone else.</b></p> <p>I can say if I like or dislike a school subject.</p> <p><b>Know at least five</b></p>	<p>I can understand some facts about the capital city of France.</p> <p><b>Can say and write a simple sequence of sentences using nouns to describe a city or a town.</b></p> <p>I can ask for an entrance ticket.</p> <p>I can give and understand some simple directions around the city.</p> <p>I can say and write a description of the city.</p> <p>I can buy a souvenir and ask for a price.</p> <p>I can describe a festive jumper.</p> <p><b>Can say nouns for souvenirs.</b></p> <p><b>Can say what a souvenir cost.</b></p>	<p>I can name some fruits and vegetables.</p> <p><b>Can remember and say fruit and vegetable nouns.</b></p> <p>I can take part in a class survey about favourite fruits and vegetables.</p> <p>I can count in 10s up to 100 in French.</p> <p>I can ask for and give the price of the fruits and vegetables.</p> <p><b>Can participate in a simple dialogue at the market.</b></p> <p>I can take part in a simple shopping dialogue at the market.</p> <p>I can understand and use simple recipe instructions.</p> <p><b>Can follow and say simple instructions to make a simple fruit/veg recipe.</b></p>	<p>I can name items of clothing in French.</p> <p><b>Can say nouns for items of clothing.</b></p> <p>I can use adjectives of colour to describe clothes.</p> <p><b>Can read descriptive sentences with nouns and colour adjectives.</b></p> <p>I can identify parts of the verb "to wear" in French.</p> <p>I can describe an outfit including colours.</p> <p>I can learn vocabulary related to carnival outfits</p> <p>I can understand a description of a carnival outfit.</p> <p><b>Can use adjectives and nouns to write</b></p>	<p>I can fill out an ID card.</p> <p><b>Can understand words on an ID card.</b></p> <p>I can ask and answer several questions about myself.</p> <p><b>Can ask and answer questions about someone's identity.</b></p> <p>I can use adjectives to describe planets.</p> <p><b>Can understand planets in French and use adjectives to describe them.</b></p> <p>I can read and understand a story about planets.</p> <p><b>Can read and understand simple information about planets.</b></p>	<p>I can say what items I take to the beach.</p> <p><b>Can understand and say nouns for items taken to the beach.</b></p> <p>I can understand persuasive sentences about visiting the seaside.</p> <p>I can create a spoken advert about visiting the seaside.</p> <p>I can create a leaflet about visiting the seaside.</p> <p>I can create extended sentences about the seaside.</p> <p><b>Can use persuasive sentences to create a spoken advert about the seaside.</b></p> <p>I can write several sentences about the seaside.</p> <p><b>Can write</b></p>

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	<p>nouns for school subjects.</p> <p>I can give my opinion about school subjects.</p> <p><b>Can say and extended opinion of a school subject including a reason for liking/disliking.</b></p>	<p>Can write a simple description using Christmas-themed vocabulary.</p>		<p>descriptive sentences.</p>	<p>I can recall and use familiar vocabulary.</p> <p>I can create a poster about an imaginary planet.</p> <p>Can create an imaginary planet and make a poster with information about it.</p>	<p>persuasive sentences about visiting the seaside for a leaflet.</p> <p>Can construct and say extended sentences about the seaside using conjunctions to join ideas.</p>
<b>Assessment at a distance</b>	<p>Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.</p> <p>Can ask and answer simple questions on several topics and can express opinions.</p> <p>Can take part in brief pre-prepared tasks such as short presentations and role plays.</p> <p>Can understand the main point(s) from a short, written passage in clear printed script.</p> <p>Can use bilingual dictionaries independently.</p> <p>Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Can write two or three short sentences as a personal response, using reference materials / with support.</p> <p>Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense</p>					

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Key Vocabulary	See Vocabulary Progression Document					
<b>LCs</b> <b>(Components)</b> <b>Assessment checkpoints in green.</b>	I can recall phrases to talk about myself and my feelings. <b>Can participate in brief conversations about themselves and others.</b>  I can understand and use adjectives to talk about my personality. <b>Can understand and use several adjectives about personality.</b>  I can recall how to describe eyes and hair colour.  I can read and understand a poem about my personality and physical appearance. <b>Can understand and write several sentences about their personality and physical appearance.</b>  I can write a poem about my personality and physical appearance.	I can describe a house in French. I can read and understand descriptive sentences.  I can use adjectives to describe rooms in the house. <b>Can use a sequence of simple sentences with nouns and adjectives to describe a house.</b>  I can understand new nouns and use them to play a game.  I can create a story.  I can use prepositions to say where things are. <b>Can ask and answer where is something using prepositions.</b>	I can understand and remember some sport nouns in French. <b>Can say and write nouns for sports.</b>  I can talk about sports I like and dislike. <b>Can express a like or dislike of a sport.</b>  I can create extended sentences about sports including an opinion.  I can identify parts of the verb 'jouer' (to play).  I can understand a description of a sport using simple sentences.  I can describe a sport using simple sentences. <b>Can say and write a simple description of a sport.</b>	I can talk about funfair rides I like and dislike. <b>Can say nouns for funfair rides.</b>  I can create extended sentences about funfair rides. <b>Can use adjectives in descriptive sentences with nouns to express an opinion.</b>  I can talk about my daily routine.  I can understand how to tell the time in French. <b>Can understand and say several 'o'clock' and 'half past' time phrases.</b>  I can understand a description of a typical day at the funfair. <b>Can understand and sequence events in a description of a day at the funfair.</b>  I can describe a typical day at the funfair.	I can say some nouns for French café food. <b>Can say and write nouns for food and drinks.</b>  I can express opinions about food and drinks. <b>Can express a like or dislike of a food or drink.</b>  I can create my own café menu.  I can politely order food and drinks. <b>Can ask for three drinks and three snacks politely.</b>  I can understand a café conversation. <b>Can participate in a simple conversation at the café.</b>	I can understand a text in French covering a variety of topics. <b>Can understand a text and identify key information.</b>  I can say several sentences about myself in French.  I can create a presentation about myself. <b>Can say a short presentation about themselves using previously learnt vocabulary.</b>  I can understand and create a recipe for a mocktail in French. <b>Can write a simple mocktail recipe with ingredients and instructions.</b>  I can understand vocabulary about nature for a scavenger hunt. <b>Can understand and use nature-related vocabulary during a scavenger hunt.</b>

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	<p>I can understand and sing along the 'Rocket song'. <b>Can use strategies to decipher unknown words and phrases including using a bilingual dictionary.</b></p>			<p>Can say and write a sequence of daily routine phrases and opinions about the funfair.</p>		<p>I can apply my language detective skills to learn another language.</p>
<b>Assessment at a distance</b>	<p>Can understand the main points and some detail from a short, spoken passage with comprising of familiar language. Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language. Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.</p>					