



Bethersden Primary School

Dedicated to Excellence

MFL CURRICULUM

2021-2022

EYFS and Key Stage 1 -

Opportunities will be given to KS1 to enjoy language through song, story and games. Languages spoken at home will also be celebrated as and when appropriate. Pupils will also participate in European Day of Languages.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2	As Y3	As Y3	As Y3	As Y3	As Y3	As Y3

Key Stage 2

Lower Key Stage 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	<p>J'apprends le français Phonetics 1 and I'm learning French</p> <p>S Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and structures</p> <p>L Numbers listening exercise S Say colours and numbers 1-10 R Match colours/numbers to written form (twinkl rainbow activity) W Create name labels/ID cards</p>	<p>Les Animaux - Animals</p> <p>Understand basic grammar appropriate to the language being studied - including masculine and feminine forms</p> <p>Gender and articles First person singular of 'to be' - Je suis</p> <p>L Match sound to animal picture/word S be able to 'I am ...' plus an animal R match word to animal picture/word W design an animal made from 2 or more different animals and label</p>	<p>Les Fruits Fruits</p> <p>S Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and structures</p> <p>Grammar - using the negative Giving opinions</p> <p>L match sounds to pictures/word/phrase S Name 10 fruits and say 'I like' or 'I don't like' +the fruit R match nouns to pictures Short reading task W opportunity to write a short paragraph about opinions of fruits</p>	<p>L'ancienne histoire de la Grande-Bretagne - Ancient Britain</p> <p>R Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary.</p> <p>Grammar - first person singulat</p> <p>L understand slightly longer text S Say ' I am, I have, I live ...' depending on whether they are from Stone, Bronze or Iron age R Match key nouns to pictures W Aim to write a short phrase about a character from one of the ages.</p>	<p>Je peux - I can</p> <p>W Write phrases from memory, and adapt these to create new sentences</p> <p>L Match sound to pictures S say 'I can..' plus activity R Match key vocab to picture/phrase in English W write five activities you can do</p>	<p>Les glaces</p> <p>L Listen attentively to spoken language and show understanding by joining in and responding</p> <p>L match sounds to pictures/word/phrases S Name ice cream flavours and say which you would like R match number of scoops of ice cream to pics W write what flavours of ice cream you would like (and how many scoops)</p> <p>(set up ice cream stall and pupils role play asking for ice cream)</p>
Year 4	<p>Core vocab units</p> <p>SC to advise which units he will cover to ensure coverage of</p>	<p>Les Légumes - Vegetables</p> <p>S Present ideas and information orally to a range of audiences</p>	<p>Je me présente Presenting myself</p> <p>S Engage in conversations; ask and answer questions</p>	<p>Les Romains Romans</p> <p>L Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>En Classe In the Classroom</p> <p>Understand basic grammar appropriate to the language being studied - including masculine and feminine forms</p>	<p>Au café In the café</p> <p>S Engage in conversations; ask and answer questions W Describe people, places, things and</p>

	basic vocabulary for his class	R Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. L Match sound to word/phrase S Present a short role play using I would like plus quantity of vegetable R short reading task - what's in the basket? W Draw and label vegetables	L Match sound to picture/word/phrase S perform role play - name/age/where they live R understand role plays about others W Prepare own ID card	R Read carefully and show understanding of words, phrases and simple writing (cross curricular links) R Appreciate stories, songs, poems and rhymes in the language L listen to a longer text S Present about life as a Roman child R Story ordering exercise W Written exercise to support oral presentation about life as a Roman child	Gender and articles L Matching sound to picture/word/short phrase S Say what 'I have/don't have' in my pencil case R match word to picture/phrase W Draw a pencil case/collage a pencil case Write what you have in the pencil case (ext - add what you don't have)	actions orally and in writing. L Match sound to picture/word S Café role play R Match word to picture/phrase W Create a menu with prices (invite parents in for a mini café)
--	--------------------------------	---	---	--	--	--

Upper Key Stage 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	Je me présente Presenting myself S Engage in conversations; ask and answer questions S Present ideas and information orally to a range of audiences R Read carefully and show understanding of words, phrases and simple writing L Match sound to picture/word/phrase	Quel temps fait-il? S Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help W Write phrases from memory, and adapt these to create new sentences, to express ideas clearly L Match weather to phrase/picture	En famille S Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help R Appreciate stories, songs, poems and rhymes in the language. W Describe people, places, things and actions orally and in writing	As-tu un animal? Do you have a pet? Understand basic grammar appropriate to the language being studied Gender and articles L match sound to picture/word/phrase S Class survey on pets R match word to picture W short paragraph about self to include name, age, pets -	Les vêtements - Clothes Understand basic grammar appropriate to the language being studied Conjugation of Regular verbs (to wear) L match sound to item of clothing (link to days of the week - ext) S Say what you are wearing/on different days or weathers R match pics to phrases	Les Habitats - habitats L Listen attentively to spoken language and show understanding by joining in and responding R Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language W Write phrases from memory, and adapt these to create new sentences

	<p>S perform role play - name/age/where they live R understand role plays about others W Prepare own ID card</p>	<p>S ask and answer what the weather is like R read weather report W write a weather report</p>	<p>L Match sounds to picture / word / phrase. S Present orally on your / a family R extended reading about family W a written presentation about family</p>		<p>W Write what you wear on different days of the week or for different weathers (Task - bring in a picture and then write what the person is wearing - could be themselves or someone they admire) (there may be a need to revise days of the week/weather to complete this unit)</p>	<p>L - match sound to word/phrase S - present orally on an animal, their adaptation and their habitat R - match pics to phrases W - written presentation on an animal and their habitat</p>
Year 6	<p>La phonétique Phonetics Core vocabulary</p> <p>S Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and structures</p> <p>L - listen to the core vocabulary S - say all the vocabulary with accurate pronunciation R - Read the vocabulary W -spell all new language as accurately as possible</p>	<p>Quelle est la date aujourd'hui? R Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>L Months listening exercise S Say months of the year. Say when your birthday is in target language. Birthday survey R Birthday reading exercise W variety of writing tasks links to months/birthdays</p>	<p>As-tu un animal? Do you have a pet?</p> <p>Understand basic grammar appropriate to the language being studied Gender and articles</p> <p>L match sound to picture/word/phrase S Class survey on pets R match word to picture W short paragraph about self to include name, age, pets -</p>	<p>Chez moi My house</p> <p>R Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary.</p> <p>L understand what rooms people have in their homes S Say where up live, name the rooms in your house R read a longer text about homes - home for sale ad W write a house for sale ad</p>	<p>Les habitats habitats</p> <p>L Listen attentively to spoken language and show understanding by joining in and responding R Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language W Write phrases from memory, and adapt these to create new sentences</p> <p>L - match sound to word/phrase S - present orally on an animal, their adaptation and their habitat R - match pics to phrases</p>	<p>Manger et boire Healthy lifestyles</p> <p>Understand basic grammar appropriate to the language being studied Some - du/de la/des Negatives</p> <p>Describe people, places, things and actions orally and in writing</p> <p>L extended listening task (lesson 4) S oral presentation on healthy lifestyle R healthy lifestyle reading activity W written diary about healthy living</p>

					W - written presentation on an animal and their habitat	
--	--	--	--	--	---	--

- Core vocabulary units- teaching staff to choose units as they feel appropriate for their class from Language Angels. Please see Lisa Moss if advice/guidance is required on these units.
- The four skills of Listening(L), Speaking(S), Reading(R) and Writing(W) will be covered in each term, however they do not need to be covered in every lesson. To ensure curriculum coverage across the Key Stage, the programme of study requirement that is particularly covered during each term has been added to the plan.

Cohort who started in 2019 (part of the mixed class)

The Y2 pupils will follow the Y3 curriculum in 2021-2022 as part of Deer class.

They will then follow the scheme below

Year	Year group	
2021-2022	2	Follow y3 scheme
2022-2023	3	Follow y4 scheme
2023-2024	4	Follow y5 scheme
2024-2025	5	Follow y6 scheme
2025-2026	6	Time to develop language skills and cover more of the progressive units from Language Angels