

# MFL Curriculum Map

This is a summary taken from the main curriculum map

	Term 1		Term 2		Term 3	
	1 : 1	1 : 2	2 : 1	2 : 2	3 : 1	3 : 2
Year 3	<p><b>A new start</b> Ask and answer name Ask and answer simple feelings Count 0-11 6 colours</p> <p>Phonics: listen out activity based on numbers (ix) Grammar: Exploration of recognising and answering a question</p>	<p><b>The calendar and celebrations</b> Days Months ( an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas</p> <p>Phonics: Key listen out activity based on: days of the week (i) Grammar: Exploration of: recognising and understanding simple commands</p>	<p><b>Animals I like and don't like</b> Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike</p> <p>Phonics: Key listen out activity based on: Key sounds in animal nouns ch/oi Grammar: Exploration of: recognising nouns asking a question</p>	<p><b>Carnival and playground games</b> Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter</p> <p>Phonics: Key listen out activity based on: Key sounds/words in questions and answers (ez)</p>	<p><b>Breakfast, fruit nouns &amp; a hungry giant</b> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely</p> <p>Phonics: Key listen out activity based on: Key sounds in fruits and vegetable nouns (une/un) Grammar: Exploration of: nouns and beginning to recognise masculine/feminine nouns</p>	<p><b>Going on a picnic</b> Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p> <p>Phonics: Key listen out activity based on: Key sounds/words in picnic story (ons) Grammar: Exploration of: practising forming and structuring a polite response</p>
Year 4	<p><b>Welcome to school - super learners</b> Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects</p> <p>Phonics: Key listen out activity based on: numbers and colours oi/eu/ou Grammar : Exploration of nouns: masculine/feminine</p>	<p><b>My local area, your local area</b> Where is ....? (+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are</p> <p>Phonics: Key listen out activity based on: shop nouns ou/ ch Grammar: Exploration of: recognising and using commands recognising and using "there is/are"</p>	<p><b>Family tree and faces</b> Asking who someone is? This is ..... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour</p> <p>Phonics: Key listen out activity based on: numbers in Grammar Exploration of: identifying parts of language which are adjectives recognising and using "I have "</p>	<p><b>Celebrating carnival / body parts</b> Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .....</p> <p>Phonics: Key listen out activity based on: parts of the body é/ou/oi Grammar: Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are adjectives</p>	<p><b>Feeling unwell / Jungle animals</b> How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p> <p>Phonics: Key listen out activity based on: illnesses en Grammar: Exploration of: identifying/producing singular and plural masculine/feminine nouns</p>	<p><b>Summer time</b> Asking /answering simple weather phrases Ice creams-asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p> <p>Phonics: Key listen out activity based on: ice creams ch/en/on Grammar: xploration of: identifying verbs in simple present tense sentences polite requests :-"I would like ....</p>
Year 5	<p><b>My school, my subject</b> Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p> <p>Phonics: Key listen out activity based on: Key</p>	<p><b>Time in the city</b> Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p> <p>Phonics Key listen out activity based on: Key</p>	<p><b>Healthy eating - going to market</b> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p> <p>Phonics: Key listen out activity based on: Key sounds in</p>	<p><b>Clothes, colours, fashions show</b> What are you wearing? I am wearing What's it like? It's + colour and size It has..</p> <p>Phonics: Key listen out activity based on: Key sounds in clothes descriptions au/ou Grammar: Exploration of: Verb to wear – present</p>	<p><b>Out of this world</b> Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations</p> <p>Phonics: Key listen out activity based on: Key sounds new personal info special questions ille/é</p>	<p><b>Going to the seaside</b> You can Play + sports Eat + foods Wear +beach clothes</p> <p>Phonics: Key listen out activity based on: Key sounds in beach language ge/je Grammar: Exploration of: Using the modal verb structure : You can + verbs</p>

	<p>sounds in school subjects/opinions qu/in Grammar: Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences</p>	<p>sounds in buying a gift role play structures eu/eau Grammar: Exploration of: Commands Verb to have-present tense</p>	<p>fruits/vegetables/class survey questions qu/que Grammar: Exploration of: Verb to be – present tense</p>	<p>tense Adjectival agreement with nouns</p>	<p>Grammar Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p>	
<h1>Year 6</h1>	<p><b>Everyday life</b> Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine</p> <p>Phonics: Key listen out activity based on: Key sounds in daily routine phrases ais Grammar: Exploration of time phrases extended sentences with conjunctions and opinions</p>	<p><b>Where I live, where you live</b> Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.</p> <p>Phonics: Key listen out activity based on: Key sounds in nouns and adjectives linked to the house ai/an/am Grammar: Exploration of: verb to have verb to be adjectival agreement with nouns</p>	<p><b>Playing and enjoying sport</b> You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes</p> <p>Phonics: Key listen out activity based on: Key sounds in sports and hobbies ais/oue Grammar: Exploration of: verb to play in the present tense</p>	<p><b>This is me, hobbies and fun</b> Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p> <p>Phonics: Key listen out activity based on: Key sounds in opinions eux/i/é Grammar: Exploration of: expressing likes and dislikes with nouns and verbs descriptive sentences using 1 st,2nd and 3rd person regular present tense</p>	<p><b>Cafe culture and restaurants</b> Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p> <p>Phonics: consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud Grammar: consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p><b>Performance time</b> Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.</p> <p>Phonics: consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p> <p>Grammar: consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>