



MFL CURRICULUM PROGRESSION MAP

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MFL intent

Our intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Character Education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote character Education through the following:

- Respect - providing opportunities to explore other cultures and gaining respect for others
- Communication – understanding the value of communication
- Confidence - to listen, speak, read and write in French
- Resilience - to have a go and keep going, even when we get things wrong

Cultural Capital/ SMSC / British Values

- Exploring languages from around the world and how they differ / are similar to ours
- Learning about other cultures and how other people live
- Learning to communicate in different ways
- Appreciating the similarities and differences with people around the world
- Exploring the written and spoken languages of others, including pronunciations
- French day – getting involved in different cultures and traditions, enjoying French food, music etc
- ‘Around the world’ celebration to look at other cultures, inviting different people in to talk and learn some different words in other languages eg. Polish

Although MFL is not statutory until KS2, we encourage even our youngest children to develop their language skills and acquisition. EYFS and KS1 children are introduced to simple vocabulary that they can use within the context of their day, including greetings and instructions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<i>Early</i> Core vocab* I'm learning French	<i>Early</i> Colours and numbers	<i>Early</i> Animals	<i>Early</i> Fruits	<i>Early</i> Vegetables	<i>Early</i> I can...
Year 4	<i>Intermediate</i> Presenting myself	<i>Intermediate</i> The shapes	<i>Intermediate</i> Habitats	<i>Intermediate</i> Family	<i>Intermediate</i> The classroom	<i>Intermediate</i> My home
Year 5	<i>Intermediate</i> Core Vocabulary & Extras eg. days, class instructions	<i>Intermediate</i> Do you have a pet?	<i>Intermediate</i> What is the date?	<i>Intermediate</i> The weather	<i>Intermediate</i> Clothes	<i>Intermediate</i> At the cafe
Year 6	<i>Progressive</i> Verbs – regular	<i>Progressive</i> Verbs – irregular	<i>Progressive</i> At school	<i>Progressive</i> The weekend	<i>Progressive</i> Me in the world	<i>Progressive</i> Creative curriculum – The Tudors/ The Romans/ World War 2/ Healthy lifestyle etc

Year 3					
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome
Autumn 1	Early Core vocab* I'm learning French	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Develop knowledge of vocabulary and recall from memory Understand different pronunciations of words Build up a bank of vocabulary To understand the concept of gender	Bonjour, salut, ca va?, ca va bien, ca va mal, comme ci comme ca, au revoir, a plus tard, comment tu t'appelles? Je m'appelle un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron Les animaux, un, une, un cochon, un lion, un oiseau, un cheval, un lapin, un canard, un singe, un mouton, une souris, une vache, je suis Une pomme, une cerise, une prune, une banana, une poire, une fraise, une peche, une orange, un abricot, un kiwi	
Autumn 2	Early Colours and numbers	Communicate with others using simple words and short phrases			Autumn assembly to parents
Spring 1	Early Animals	Read familiar words and short phrases accurately			
Spring 2	Early Fruits				
Summer 1	Early Vegetables	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	To differentiate between similar phonemes in English language Understand the meaning in English of short words read in the foreign language.	Les aubergines, les epinards, les oignons, les courgettes, les tomates, les haricots verts, les petits pois, les champignons, les carottes, les pommes de terre, un kilo de/d', un demi kilo de/d', je voudrais, s'il vous plait, et, je peux vous aider? C'est tout? C'est combine? Merci, au-revoir, dans mon panier j'ai	
Summer 2	Early I can...	Start to understand and use the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG:		Je peux, Qu'est-ce que tu peux faire?,, danser , chanter , sauter , cuisiner , faire du vélo jouer d'un instrument, patiner , dessiner , nager , parler français, mais	Sing songs in a different language and perform to the school

		'I like...' 'I play...' 'I am called...'			Have a French day speaking French and using what they have learnt.
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Year 4					
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome
Autumn 1	Intermediate Presenting myself	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	To know accurate pronunciation	Recap of unit 1 & 2 Year 3 vocab Quel age as-tu? J'ai .. ans Où habites-tu? J'habite à.. Je suis français / anglais Je veux de Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	
Autumn 2	Intermediate The shapes	To know when to use scaffolds and reference materials to improve vocabulary		un triangle, un carré, un ovale, un cercle, un rectangle, un pentagone, un hexagone, un losange, une ligne, une étoile, dessinez	
Spring 1	Intermediate Habitats		To understand more of what they hear in stories in a foreign language by using knowledge of English story	Les habitats, les animaux et les plantes ont besoin –abri, nourriture, d'air, soleil, d'eau La forêt tropicale, la prairie, l'océan, le désert, l'arctique, est un habitat dans, le sahara, l'amazonie, and more...	
Spring 2	Intermediate Family	Further their learning to create longer and more complex spoken sentences in a topic	Understand most of what is read in the foreign language when it is based on familiar language.	la famille, la mère, la grand-mère, la tante, la fille, la sœur, le fils, le frère, l'oncle, le père, la grand-père, les parents, les grands-parents, comment s'appelle ton/ta, il/elle s'appelle, mon/ma/mes, non, je suis fils/fille unique	Contact French speaking school and make links Link to Computing - emails
Summer 1	Intermediate The classroom	Decode passages of text	Better understand the concept of gender	Un livre, un cahier, un crayon, un stylo, un taille-crayon, un sac à dos, une calculatrice, un bâton de colle, une règle, une gomme, une trousse, des ciseaux, qu'est-ce qu'il y a dans ta trousse? Dans ma trousse je n'ai pas	
Summer 2	Intermediate My home	Communicate with others with improved confidence and accuracy. Learn to ask and answer		Où habites-tu? J'habite dans, une maison, un appartement, en ville, à la campagne, à la montagne, au bord de la mer, dans un	Sing songs in a different language

	<p>questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Read aloud short pieces of text applying knowledge learnt from phonics and pronunciation lessons</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Use concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement and the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...</p>		<p>villae, une cuisine, une sale a manger, une sale de bains, une chambre, une buanderie, un sous-sol, un bureau, un salon, un garage, un Jordin, chez moi il y a, chez moi il n'y a pas de</p>	<p>and perform to the school</p> <p>Have a French day speaking French and using what they have learnt.</p>
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Year 5					
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome
Autumn 1	Intermediate Core Vocabulary & Extras eg. days, class instructions	Listen more attentively and for longer. Join in to show understanding Communicate on a wider range of topics and themes.	Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre Un chien, un chat, un lapin, un hamster, un poisson rouge, un oiseau, une souris, une tortue, qui s'appelle, et, mois	Year 5 and 6 trip to France includes Christmas markets, Disney land, visiting key cultural places eg Eiffel Tower
Autumn 2	Intermediate Do you have a pet?	Start to decode meaning of unknown words using cognates, linguistics and context.	Understand longer passages in the foreign language	Recap unit 1 La date, les jours de la semaine, aujourd'hui c'est quel jour? Numbers to 30	
Spring 1	Intermediate What is the date?	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I	Increase knowledge of phonemes and letter strings using knowledge learnt from phonics lessons Have a better understanding of correct word order	Quel temps fait-il? Il pleut, il neige, il y a un orage, il y a du soleil, il y a du vent, il fait beau, il fait mauvais, il fait chaud, il fait froid, dans le nord/sud/centre/l'ouest de la France, le temps	
Spring 2	Intermediate The weather			Les vetements, un pantalon, un maillot de bain, un pull, un tee shirt, un manteau, un short, une robe, une cravate, une echarpe, une jupe, une veste, une casquette, des gants, des bottes, des collants, des sandales, des lunettes, un chemisier, des chaussures, des chaussettes, je porte, tu portes, il porte, elle porte, ils portent, elles portent, a l' ecole je porte, quand il fait	
Summer 1	Intermediate Clothes				

		don't have and my pet's name.		beau je porte, quand je suis en vacances je porte	
Summer 2	<i>Intermediate</i> At the cafe	<p>Use gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Definite – la, le,l', les Indefinite – un, une, des Partitive – du, de la, de l' and des</p> <p>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb tense (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>		<p>Un croissant, un pain au chocolat, un sandwich au jambon, un sandwich au fromage, un croquet-monsieur, un café, un café au lait, un jus d'orange, un coca-cola, un chocolate chaud, une part de gateau au chocolat, une part de quiche, une brioche, une crepe, une salade, une omelette, une tartelette, une limonade, une grenade, vous desirez? L'addition</p>	<p>Sing songs in a different language and perform to the school</p> <p>Have a French day speaking French and using what they have learnt.</p>

Year 6					
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome
Autumn 1	Progressive Verbs – regular	Listen to longer text and more authentic foreign language material.	Recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.		Year 5 and 6 trip to France includes Christmas markets, Disney land, visiting key cultural places eg Eiffel Tower
Autumn 2	Progressive Verbs – irregular	Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered			
Spring 1	Progressive At school	Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).	A l' ecole, le dessin, le sport, la musique, la geographie, l'histoerie, les maths, les sciences, l'informatique, est-ce que tu aimes? Non, je n'aime pas, non je deteste, utile, interessant, facile, ennuyeux, difficile, inutile, parce que, car, cependant, quelle est ta matiere preferee? Ma matiere preferee c'est...	
Spring 2	Progressive The weekend	Decode unknown language using bilingual dictionaries.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons including awareness of accents, silent letters etc	La weekend, quelle heure est-il? Et quart, et demi, moins le quart, il est ___ heures, il est midi, il est minuit, je me leve, je prends mon petit dejeuner, je regarde la tele, je lis des bandes dessinees, je joue a l'ordinateur, je joue au foot, je vais au cinema, je me couche	
Summer 1	Progressive Me in the world	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid		Recap previous learning Ma fete preferee est... Il y a des defiles de chars Il y a des feux d'artifice Il y a des plats speciaux A plus tard	

		understanding of any grammar covered.		A la prochaine Qu'est-ce que tu vas faire pour protéger notre planète?	
Summer 2	<i>Progressive Creative curriculum – Healthy lifestyle etc</i>	<p>Start to incorporate conjugated verbs (eg. I walked, he walked) and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</p> <p>EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>		<p>Manger et bouger, je mange, je bois, pour ma santé... du poisson, de la viande blanche, du fromage allégé, du lait écrémé, du pain complet, de l'eau, des céréales, des légumes, des fruits, des noisettes, de la viande rouge, du lait entier, du pain blanc, du chocolat, du beurre, des bonbons, des frites, des biscuits, je joue au foot, je fais des promenades, je fais de la natation, je fais du cyclisme, je fais du judo, je fais du tennis, je ne regarde pas la télévision, je ne joue pas aux jeux électroniques, une recette saine</p>	<p>Sing songs in a different language and perform to the school</p> <p>Have a French day speaking French and using what they have learnt.</p>
Impact					
<p>The impact of our languages curriculum is that the children who leave Belthorn Academy Primary School are 'high school ready'. They have a foundation in the basics of French that can be transferred to other language taken up in KS3. Children leave with an understanding of other cultures and many leave with a love of languages that they can build upon in their education and perhaps even chosen careers.</p>					

