

**Curriculum Intent**  
**Key Stages 1 & 2**  
**Subject long-term planning**  
**Subject: MFL**



**PENK VALLEY  
ACADEMY TRUST**

*Learning  
Together*



**Key stage: 1**

**Subject: MFL**

**Year: 1**

**School: Marshbrook First School**

	1	2	3
<b>Title</b>	<b><i>Myself, Family and Friends</i></b>	<b><i>Where I Live</i></b>	<b><i>Things I like</i></b>
<b>Overall intent – rationale</b>  <b>Why this? Why now?</b>	<p>This term children learn to talk about themselves including their feelings, their family, pets and friends.</p> <p><b>This is the first exposure to French. We want children to be able to talk about things they already know and topics they are familiar with to give the new language meaning.</b></p>	<p>This term children will learn how to say where they live and describe their house including rooms and furniture. They learn some verbs to say what they do.</p> <p><b>This topic focuses on nouns and how they sound. It builds on the work from term 1 and extends it to include speaking in short phrases.</b></p>	<p>This term children will complete lessons on things they like and enjoy. They learn verbs and nouns to do with superheroes, dinosaurs, fairies, pirates and princesses.</p> <p><b>This topic focuses on things the children enjoy. There is lots of actions and we help children to develop their memory of words by using actions and pictures to aid memory.</b></p>
<b>Key concepts knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>That French is spoken in lots of places.</li> <li>That it sounds different and looks different.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>Greetings and how to say their name.</li> <li>Feelings</li> <li>Names of family members</li> <li>Names of pets</li> <li>Simple adjectives</li> <li>That some adjectives are different when you talk about boys and girls</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>Introduce themselves in French.</li> <li>Say how they feel and understand the question.</li> <li>Say who is in their family and understand the spoken words.</li> <li>Say what pets they have and understand the spoken words.</li> <li>Understand adjectives and respond with an action.</li> <li>Say what their friends are like</li> <li>Show which word to use if they are describing a boy or a girl.</li> <li>Sing songs and rhymes in French</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>That there are 2 words for ‘the’</li> <li>That words can sometimes be the same as English.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>Types of houses.</li> <li>Some countries in French</li> <li>Rooms in a house</li> <li>Furniture in the living room</li> <li>Furniture in the kitchen</li> <li>Furniture in the bedroom</li> <li>Verbs for things you do</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>Say where they live.</li> <li>Say what country they live in</li> <li>Recognise and say different types of house they live in</li> <li>Describe what rooms they have.</li> <li>Say what they have in different rooms.</li> <li>Recognise the spoken words.</li> <li>Explain why there are 2 different words at the start.</li> <li>Respond to verbs with actions.</li> <li>Sing songs and rhymes in French</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>That French sounds different and looks different</li> <li>That words can sometimes be the same as English.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>How to say how old they are</li> <li>Numbers to 10</li> <li>Birthday party vocabulary</li> <li>Superhero verbs and nouns</li> <li>Pirate vocabulary</li> <li>Fairy vocabulary</li> <li>Dinosaur vocabulary</li> <li>Story vocabulary</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>Respond to words with actions.</li> <li>Say and pronounce words from a model.</li> <li>Sing songs and rhymes in French.</li> <li>Play simple games and follow simple instructions.</li> <li>Remember words and say what they mean when they hear them.</li> <li>Look at French words and say what they think they say using patterns</li> </ul>

**Key stage: 1**

**Subject: MFL**

**Year: 2**

**School: Marshbrook First School**

	<b>1</b>	<b>2</b>	<b>3</b>
<b>Title</b>	<b><i>My Free Time</i></b>	<b><i>What I Like to Eat</i></b>	<b><i>I Love Stories</i></b>
<b>Overall intent – rationale</b>  <b>Why this? Why now?</b>	<p>This term children learn to talk about what they do in their free time including sports and hobbies, crafts and days out.</p> <p><b>This topic builds on the first topic in year 1 when children talked about themselves. They can say what they do and add in more detail in short phrases.</b></p>	<p>This term children will learn all about food for different mealtimes. They will learn to say what they eat and drink.</p> <p><b>This topic focuses on new verbs of eating and drinking. Children begin to express preferences for foods.</b></p>	<p>This term children will complete lessons on well-known children’s stories. They will listen to the stories in French and learn some related vocabulary.</p> <p><b>This topic encourages children to listen to language in full sentences and to listen out for cognates and words they recognise.</b></p>
<b>Key concepts knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• The difference between a noun and a verb</li> <li>• How to make short sentences about what they do</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Words for sports</li> <li>• Words for hobbies</li> <li>• Verbs for activities</li> <li>• Vocabulary for crafts and tools</li> <li>• Sea animals vocabulary</li> <li>• Zoo animals vocabulary</li> <li>• Funfair vocabulary</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Respond to words with actions.</li> <li>• Play games using new words.</li> <li>• Explain the difference between a noun and a verb.</li> <li>• Explain how we can tell if it is a verb.</li> <li>• Sing songs with actions.</li> <li>• Say and pronounce words from a model.</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Sentence structure in French</li> <li>• The difference between a noun and a verb.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Fruit</li> <li>• Vegetables</li> <li>• Breakfast vocabulary</li> <li>• Lunch and dinner vocabulary</li> <li>• Ordering food in a café</li> <li>• Drinks</li> <li>• How to say what they prefer</li> <li>• Healthy and unhealthy food</li> <li>•</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Say and memorise words for different foods.</li> <li>• Describe what they eat at mealtimes.</li> <li>• Say what they prefer to eat and drink.</li> <li>• Say simple sentences to order drinks.</li> <li>• Use please and thank you.</li> <li>• Recognise the spoken words.</li> <li>• Respond to verbs with actions.</li> <li>• Sing songs and rhymes in French.</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• How to use their knowledge to work out what is happening in a story</li> <li>• To use visual clues to help with understanding.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Goldilocks vocabulary</li> <li>• Three little pigs vocabulary</li> <li>• Red riding hood vocabulary</li> <li>• Gruffalo vocabulary</li> <li>• Room on the broom vocabulary</li> <li>• Jack and the Beanstalk vocabulary</li> <li>• The Hungry Caterpillar Vocabulary</li> <li>• Three Billy Goats Gruff Vocabulary</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Respond to words with actions.</li> <li>• Sing songs and rhymes in French.</li> <li>• Listen and follow a story in French.</li> <li>• Use pictures or actions to help them understand.</li> <li>• Act out stories as they are listening to them.</li> <li>• Recognise spoken words and match it to words they know.</li> </ul>

Key stage: 2

Subject: MFL

Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
<b>Unit Title</b>	<b><i>All About Me</i></b>	<b><i>Songs and Games</i></b>	<b><i>Celebrations</i></b>	<b><i>Portraits</i></b>	<b><i>The Four Friends</i></b>	<b><i>Growing Things</i></b>
<b>Overall intent – rationale</b>  <b>Why this?</b> <b>Why now?</b>	<p>This topic introduces children to giving basic information about themselves and understanding about others.</p> <p><b>Children will be new to French learning so this topic helps them to become familiar with very basic French</b></p>	<p>Students study songs in French and verbs to talk about what they can do</p> <p><b>Children will build on their basic conversation skills and have longer conversations with a variety of verbs</b></p>	<p>Students learn to give more information about themselves including what they are good at and when their birthday is</p> <p><b>Children build on their verb knowledge and look at different ways to use verbs. They continue to ask and answer questions</b></p>	<p>Students learn how to use adjectives and how to describe themselves and others.</p> <p><b>Children continue to extend their conversations now saying and writing 3-4 pieces of information. They start to look at the grammar of writing in French</b></p>	<p>Students study a story and learn to talk about animals, describing their colour and movement.</p> <p><b>Children reinforce their knowledge of verbs and adjectives from previous units and perform the story, practicing their phonics knowledge</b></p>	<p>Students learn the names for fruit and vegetables, give opinions and perform a market role play.</p> <p><b>Children use their phonics knowledge to perform confident speaking role plays. They begin to use opinions in readiness for next year</b></p>
<b>Key concepts knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• First and second person pronouns</li> <li>• Sentence structure</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• The names of family members</li> <li>• The vocabulary for greetings</li> <li>• The words for ‘my’</li> <li>• First and second person of the verbs</li> <li>• The phonics ère, j, oi</li> </ul> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Patterns of sound in French</li> <li>• 1<sup>st</sup> person of verbs</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Numbers 11-20</li> <li>• Express preference</li> <li>• Verbs in the 1<sup>st</sup> person</li> <li>• Playground games</li> <li>• The phonics ch, ère</li> </ul> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• How to write and speak in sentences</li> <li>• Patterns of sound</li> <li>• Position of words in a sentence</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> person of -er verbs for activities</li> <li>• Intensifiers and position in a sentence</li> <li>• Months of the year</li> <li>• Numbers to 31</li> <li>• Say what they can do</li> <li>• Verbs to do with sports day activities</li> <li>• Phonics oi, j, ère, é</li> </ul> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Descriptions</li> <li>• Position of words in a sentence</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Masculine and feminine nouns</li> <li>• Colours</li> <li>• Definite articles</li> <li>• Position of adjectives</li> <li>• Agreement of adjectives</li> <li>• Phonics oi, j, ère, é, on u</li> </ul> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Vocabulary and grammar in context</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Classroom commands</li> <li>• Vocabulary for animals</li> <li>• Verbs in the 3<sup>rd</sup> person</li> <li>• Negative sentences and how to form them.</li> <li>• Phonics on and ch</li> </ul> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Opinions</li> <li>• Vocabulary in context</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Vocabulary for fruit and vegetables</li> <li>• Opinion phrases for likes and dislikes.</li> <li>• Life cycle of a plant</li> <li>• Vocabulary for buying fruit and vegetables at a market.</li> <li>• Understand Jack and the Beanstalk</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Express opinions</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce themselves in French both spoken and written</li> <li>• Say their age in a full sentence and understand others</li> <li>• Say and write about who is in their family</li> <li>• Count from 1-10 in French</li> <li>• Begin to recognise and use correct phonics when reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sing Old Macdonald in French</li> <li>• Use correct pronunciation in the song and identify patterns</li> <li>• Count to 20 in French and recognise numbers out of sequence</li> <li>• Respond to simple instructions in French</li> <li>• Say and write about what they prefer to do</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and respond to spoken actions in French</li> <li>• Say and write sentences using intensifiers</li> <li>• Say when their birthday is</li> <li>• Understand when others birthdays are</li> <li>• Talk about sports day activities and understand when others</li> <li>• Read sentences and understand their meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use the correct article for masculine, feminine and plural nouns</li> <li>• Recognise colours and change the spelling to make adjectives agree.</li> <li>• Describe parts of the body using colours</li> <li>• Say and write descriptions using correct adjectival agreement and position.</li> <li>• Describe themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Give and respond to instructions using the imperative</li> <li>• Describe animals using colours.</li> <li>• Use the correct adjective agreement when describing animals.</li> <li>• Use the 3<sup>rd</sup> person of verbs.</li> <li>• Use the negative to say and write what animals can and can't do</li> <li>• Perform a play of the story using French from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Ask if someone else likes or dislikes something.</li> <li>• Use knowledge and context to order sentences.</li> <li>• Perform a market role play in French.</li> <li>• Say what they would like.</li> <li>• Recognise vocabulary from a well-known story through context.</li> </ul>
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Key stage: 2

Subject: MFL

Year: 4

School: Marshbrook First School

	1	2	3	4	5	6
<b>Title</b>	<i>On the Way to School</i>	<i>At the Toy Shop</i>	<i>Little Red Riding Hood</i>	<i>Sports</i>	<i>Brown Bear</i>	<i>What's the weather like?</i>
<b>Overall intent – rationale</b>  <b>Why this? Why now?</b>	<p>Students learn how to talk about travelling including transport, weather and countries.</p> <p><b>This topic begins to stretch children from learning single words and verbs to learning short, complete phrases and how to manipulate them</b></p>	<p>Students learn the names of toys and games, give opinions with reasons and perform a shop role play.</p> <p><b>This builds on the opinions that students learnt in Year 3 by giving reasons. Higher numbers are taught and they practice longer role plays</b></p>	<p>Students study Little Red Riding Hood and look at word classifications, adjectives and gender.</p> <p><b>This topic builds upon the work done on adjectival agreement in year 3 and increases the knowledge and understanding of grammar.</b></p>	<p>Students learn vocabulary for sports and hobbies and talk about healthy and unhealthy lifestyles.</p> <p><b>This topic develops the understanding of verbs in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person plus plurals. It builds on opinions and work in verbs.</b></p>	<p>Lessons are based on the story 'Brown Bear' by Eric Carle. Students learn to describe animals and their habitats.</p> <p><b>This topic develops and reinforces adjectives and agreement. Other adjectives are introduced as well as some adverbs.</b></p>	<p>Students learn to describe the weather in different places including the temperatures. They learn to describe what to wear in different weather.</p> <p><b>This topic extends students knowledge of the weather and large numbers and introduces fronted adverbials.</b></p>
<b>Key concepts knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Prepositions and sentence formation</li> <li>• The present tense 1<sup>st</sup> person and 2<sup>nd</sup> person</li> <li>• Context/cognates to decode paragraphs.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Names of French speaking countries</li> <li>• Weather</li> <li>• Days of the week</li> <li>• Compass points</li> <li>• I am and I go in the present tense.</li> <li>• Connectives</li> <li>• Phonics ua/eau, qu, l, un</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Opinions and reasons</li> <li>• Subordinate clauses</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Names of toys</li> <li>• Names of food</li> <li>• Phrases for opinions</li> <li>• Adjectives to express a reason.</li> <li>• Numbers to 40</li> <li>• Phonics au/eau, qu, l, un</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Give opinions.</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Gender of nouns</li> <li>• Adjective position and agreement</li> <li>• Sound-spelling links</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Names of the characters</li> <li>• Memory strategies</li> <li>• That all nouns have a gender</li> <li>• That adjectives must agree with the gender and the number.</li> <li>• Story vocabulary</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Recall and describe the</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• The present tense is formed.</li> <li>• Pronouns</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Sports vocab</li> <li>• Hobbies vocab</li> <li>• Days of the week</li> <li>• All pronouns</li> <li>• Food and drink</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Form the present tense</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Adjectives with masculine and feminine nouns</li> <li>• Use context to understand unfamiliar phrases.</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Names of animals</li> <li>• Colours</li> <li>• Adjectives of speed and size</li> <li>• Habitats vocabulary</li> <li>• How to make an adjective agree in gender</li> <li>• How to pronounce the feminine version of the adjectives</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Describe animals using correct</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>• Using when at the start of the sentence as an adverb</li> <li>• Prepositions and sentence formation</li> </ul> <p>Students know:</p> <ul style="list-style-type: none"> <li>• Weather expressions</li> <li>• Numbers 1-40</li> <li>• Clothing</li> <li>• How to form sentences using a fronted adverbial</li> <li>• How to spell numbers 1-40</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Say what the weather is like in</li> </ul>

	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Use prepositions and the present tense to describe how they travel to school.</li> <li>• Know and pronounce French speaking countries and use them in a sentence.</li> <li>• Say and understand weather expressions.</li> <li>• Use cognates to understand unknown phrases.</li> <li>• Write extended sentences with at least 2 ideas using connectives</li> </ul>	<ul style="list-style-type: none"> <li>• Ask others if they like something.</li> <li>• Use because to create subordinating clauses with opinions and reasons.</li> <li>• Count up to 40</li> <li>• Know numbers out of sequence.</li> <li>• Pronounce qu correctly when counting</li> </ul>	<p>agreement between nouns and adjectives.</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences with words.</li> <li>• Identify patterns and make links between words.</li> <li>• Read and act out the story.</li> <li>• Pronounce words correctly when reading aloud.</li> <li>• Perform the story in front of an audience.</li> </ul>	<p>of regular verbs.</p> <ul style="list-style-type: none"> <li>• Use different pronouns when writing and speaking.</li> <li>• Write about what they do and give opinions.</li> <li>• Describe which foods are healthy and unhealthy.</li> <li>• Understand spoken French in short paragraphs and pick out the main points.</li> </ul>	<p>adjectival agreement.</p> <ul style="list-style-type: none"> <li>• Pronounce the feminine adjectives correctly.</li> <li>• Describe where animals live</li> <li>• Read and understand unfamiliar phrases.</li> <li>• Ask and answer questions.</li> <li>•</li> </ul>	<p>different places using prepositions.</p> <ul style="list-style-type: none"> <li>• Count to 40 and use phonics knowledge to spell the written form.</li> <li>• Give a weather report in French.</li> <li>• Write sentences with a fronted adverbial.</li> <li>• Describe what they wear in different weather.</li> </ul>
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