



Uplands MFL Curriculum

Our MFL curriculum follows a two-year rolling programme. It fully covers the National Curriculum.

Within our MFL curriculum, we give children the opportunity to speak and write in French. We aim for there to be a lot of repetition of vocabulary taught to aid children knowing and remembering more. We use Kapow as a scheme of work to support the teaching of French.

The curriculum will give our children the understanding to be able to respond to spoken and written language, to gain confidence and fluency with finding ways to communicate what they want to say through discussions and asking questions. We use songs, stories, games and encourage lots of repetition of their new learning.

Our MFL curriculum makes links to prior learning and is sequenced from year 3 to year 6. In KS1, they learn some French songs and stories to begin their journey in learning the language. We also deliver some basic classroom instructions in French.

We have planned an end of unit outcome for each of our MFL units and picked the key learning points that will enable our children to reach that end point. The key learning is the information we want our children to retain from that unit.



Kestrels MFL Key Learning Points and End of Unit Outcomes

Year A

	Autumn Term	Spring Term	Summer Term
Kestrels	<p>This is me To greet in different ways, respond to how are you.</p> <ul style="list-style-type: none"> • How to say hello at any time of day and goodbye to someone • To ask for someone’s name and tell them your name • To ask someone how they are feeling and respond with how you are feeling <p>End of unit outcome: To have a short exchange with a partner greeting them and asking how they are?</p>	<p>Playground games – age and number To be able to repeat rhymes, say your age in French, know items in the classroom and that every noun is either masculine or feminine.</p> <ul style="list-style-type: none"> • Count to twelve in French • Tell someone how old you are • Say how many objects there are up to twelve • Play a version of hopscotch with a friend saying your turn or my turn and play Petit Chaperon Rouge • To know that in French nouns are either masculine or feminine <p>End of unit outcome: To be able to identify if a noun is feminine or masculine.</p>	<p>French adjectives of colour, size and shape To be able to describe shapes using colour and size.</p> <ul style="list-style-type: none"> • Know the French words for the primary and some secondary colours • Recognise the words for circle, triangle, rectangle and square • Recognise the words petit for small and grand for big. • Know that a size adjective comes before the nouns (shape) but colour comes after. • Know that a cognate is a word that is the same or similar in both languages. <p>End of unit outcome: To be able to create a descriptive sentence about shapes using the correct order of adjectives.</p>
Vocab	<p>Bonjour, au revoir, Comment vous appelez-vous, Je m’appelle, grand, petit</p>	<p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, je suis, j’ai</p>	<p>Rouge, bleu, jaune, vert, orange, noir, blanc, c’est, un cercle, un triangle, un rectangle, un carré, petit, grand</p>



Eagles MFL Key Learning Points and End of Unit Outcomes

Year A

	Autumn Term	Spring Term	Summer Term
Eagles	<p>Portraits To be able to use feminine and masculine adjectives to describe people.</p> <ul style="list-style-type: none"> In French, the adjective changes depending on whether the noun that it describes is masculine or feminine. Most adjectives go after the noun, except for size and beauty. In French, it is common to add an s to the adjective when the noun is plural. <p><i>End of unit outcome: Write a short description about someone using the correct adjectival agreement.</i></p>	<p>Shopping To recognise numbers and be able to talk about shopping.</p> <ul style="list-style-type: none"> Recognise numbers up to 99 Correctly pronounce two-digit numbers To be able to name some fruits including apple, pear, lemon, banana, orange, strawberries and grapes Orally describe different amounts of food <p><i>End of unit outcome: To read a short text in French about food and answer simple questions.</i></p>	<p>Getting Dressed in France To be able to talk about clothing, use the correct definitive article and express opinion.</p> <ul style="list-style-type: none"> In French, the definitive article changes depending on whether the noun is masculine, feminine, singular, plural or begins with a vowel (le, la, les, l'). Recognise items of clothing by their French word. To express an opinion on items of clothing. <p><i>End of unit outcome: To be able to describe an outfit using the correct adjectival agreement.</i></p>
Vocab	<p>Il a, elle a, les cheveux, les yeux, châains, blonds, noirs, roux, bleus, marron, qui, grand/grande, petit/petite, fort, forte, travailleur/travailleuse, sportif/sportive, poli/polie, heureux/heureuse, sérieux/sérieuse</p>	<p>Trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, ca fait, c'est combien, il a faim, il n'a pas faim, il mange, un croissant, une glace, de la soupe</p>	<p>Mon, ma, mes, dans ma valise, il y a, grand(e)(s), petit(e)(s), il/elle porte, j'aime, je n'aime pas, c'est de quelle couleur?, un t-shirt, un short, un chapeau, un maillot de bain, un pantalon, une chemise</p>



Kestrels MFL Key Learning Points and End of Unit Outcomes

Year B

	Autumn Term	Spring Term	Summer Term
Kestrels	<p><i>This is Me</i> To know how the different greetings for different times of the day and how to reply when someone asks how you are.</p> <ul style="list-style-type: none"> • Know how the key phonemes u, on and ou sound in French • Know that in French there are formal and informal greetings. • To be able to use different greetings depending on the time of the day • To be able to ask how someone is and respond to the same question <p>End of unit outcome: To be able to read and understand a short postcard in French.</p>	<p><i>School Days</i> To know the days of the week, number up to 12 and to be able to talk about items around the classroom.</p> <ul style="list-style-type: none"> • To know the names of the days of the week. • Correctly pronounce the numbers 1 – 12 • Know that a cognate is a word that is the same or similar in both languages • Know which word to use for ‘the’ in French, depending on the gender of the noun • Know the word for some objects in their classroom <p>End of unit outcome: To be able to use the phrase ‘il y a...’ to say and write descriptive sentences about their classroom.</p>	<p><i>Birthday Celebrations</i> To be able to talk about ages, birthdays and seasons.</p> <ul style="list-style-type: none"> • To be able to say the numbers 1 – 31 • To be able to name the months of the year • To be compare similarities and differences between birthday in France and birthdays in the UK • Know how to ask someone their age and how to respond <p>End of unit outcome: To be able to write a short description about themselves including their age and birthday.</p>
Vocab	<p>Bonjour, Bonsoir, Bonne nuit, Salut, Je m'appelle, Comment tu t'appelles?, Ça va?, Ça va, Ça va bien, Ça va très bien, Ça ne va pas, Ça va mal</p>	<p>le/la/l'/les, un/une, et, l'école, dans ma salle de classe, il y a, il n'y a pas de/d', j'étudie, un emploi du temps, ouvrez les yeux, fermez les yeux, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>Quel âge as-tu?, mon anniversaire c'est le, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre,</p>



Eagles MFL Key Learning Points and End of Unit Outcomes

Year B

	Autumn Term	Spring Term	Summer Term
Eagles	<p>Solar system To name the planets and describe them.</p> <ul style="list-style-type: none"> Name the planets in the solar system Use masculine or feminine correctly Write a sentence with the adjectives and nouns in the correct place Use adjectives to compare two nouns Ask and answer questions about planets in the solar system <p><i>End of unit outcome: Write a metaphor poem about the sun or the moon.</i></p>	<p>Family To write about family members you have, to write a description of them.</p> <ul style="list-style-type: none"> Say whether they have a sibling or not Using the correct masculine and feminine nouns looking at family trees Read a description of a person's age, size, hair and eye colour Engage in a short conversation about a member of their family. <p><i>End of unit outcome: Orally give a description of a family member using the correct nouns and adjective forms.</i></p>	<p>Verbs in French To read new verbs aloud and use the correct verb form.</p> <ul style="list-style-type: none"> Read new verbs aloud with mostly accurate pronunciation Orally present a verb in three different forms, with the appropriate pronoun Je contracts to j' when the verb begins with a vowel The endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated <p><i>End of unit outcome: Write a short text using the appropriate verb form.</i></p>
Vocab	<p>La Terre, Angleterre, Mercure, Vénus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, le soleil, la lune.</p>	<p>mon frère, ma sœur, fils/fille unique, mon père, ma mère, mes parents, mon grand-père, ma grand-mère, mon oncle, ma tante, mon cousin, ma cousine</p>	<p>Chanter, courir, danser, dormir, écrire, jouer, lire, manger, nager, aimer, avoir, être</p>