

Term/ Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Stage 1</b> <b>Year 3</b>  <b>Everyone</b> <b>2024-2025</b>	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Calendar and celebrations</b> (Bonfire colours, commands, days and months, Christmas)	<b>Animals I like and don't like</b> (Animal nouns, singular and plural, opinions, story)	<b>Carnival and using numbers</b> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<b>Fruits and vegetables, Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>Going on a picnic</b> (Picnic story, food items, polite request) <b>Aliens in France</b> (Explore France, ask and answer 'where do you live?') <b>Language Puzzle*</b>
<b>Stage 2</b> <b>Year 4</b>	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours)	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Feeling unwell/Jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) <b>Language Puzzle*</b>
<b>Stage 5</b> <b>Year 5</b>	<b>Talking about us/school subjects</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>Time in the city</b> (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	<b>Healthy eating, going to market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>Out of this world</b> (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) <b>Language Puzzle*</b>
<b>Stage 6</b> <b>Year 6</b>	<b>Revisiting me/Telling the time/Everyday life</b> (Personal info recap, numbers to 60, time phrases, daily routine conversations)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	<b>Playing and enjoying sport</b> (Sport nouns, opinions, verb to play, sports descriptions)	<b>Funfair and favourites</b> (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	<b>Café culture</b> (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)	<b>Performance Time</b> (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) <b>Language Puzzle*</b>

<b>MFL</b>				
KS2	3	4	5	6
<b>Listening &amp; Comprehension</b>				
listen attentively to spoken language and show understanding by joining in and responding				
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words				
<b>Speaking</b>				
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*				
speak in sentences, using familiar vocabulary, phrases and basic language structures				
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*				
present ideas and information orally to a range of audiences*				
<b>Reading &amp; Comprehension</b>				
read carefully and show understanding of words, phrases and simple writing				
appreciate stories, songs, poems and rhymes in the language				
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary				
<b>Writing</b>				
write phrases from memory, and adapt these to create new sentences, to express ideas clearly				
describe people, places, things and actions orally* and in writing				
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.				