



MFL Curriculum Map

Autumn 1

Spring 1

Summer 1

**YR3 and
YR4**

Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.

Half-term 1: Describing me and others

Half-term 2: Saying what I and others have

Phonics: the SSC (sound-symbol correspondences) taught this term are:

[a] [o] [e] [i] [u]

Silent Final Consonant [SFC] -t, -s, -d

Silent Final E [SFe]

[an/en]

open and closed [eu][ch] [au/eau/o/ô]

[on] [ou]

Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.

Half-term 1: Saying what I and others do

Half-term 2: Saying how many and describing things

Phonics: the SSC (sound-symbol correspondences) taught this term are:
[é/et/ez/er] [è/ê] [oi] [(a)in] [ai]

Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.

Half-term 1: Describing things and people

Half-term 2: Expressing likes and saying what I and others do

Phonics: the SSC (sound-symbol correspondences) taught this term are:
[SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]

	<p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p>
<p>YR5 and YR6</p>	<p>Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.</p> <p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p>	<p>Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.</p> <p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p>	<p>Each half term- look at France; map work e.g. key cities, rivers, mountains and weather, French culture e.g. food, famous French people present and past, celebrations.</p> <p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p>

	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p>
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The three strands phonics and grammar repeat in Y3 & 4 and then again in Y5 & 6. Vocabulary varies so that lessons themselves are different.

