

**Martlesham Primary Academy**  
**MFL Curriculum 2024-2025**



To note:

- Some areas of the MFL curriculum will be covered in the year group prior or year group after that which is stated as well as their own year group due to the mixed year-group classes which Martlesham Primary Academy has due to cohort numbers. When the children are exposed to the same objective area the following year, this allows them to apply it to a different context and therefore consolidates their learning.

**National Curriculum for MFL:**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<i>Pupils should be taught:</i>	<ul style="list-style-type: none"> <li>• <i>listen attentively to spoken language and show understanding by joining in and responding</i></li> <li>• <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></li> <li>• <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></li> <li>• <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>• <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></li> <li>• <i>present ideas and information orally to a range of audiences*</i></li> <li>• <i>read carefully and show understanding of words, phrases and simple writing</i></li> <li>• <i>appreciate stories, songs, poems and rhymes in the language</i></li> <li>• <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>• <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></li> <li>• <i>describe people, places, things and actions orally* and in writing</i></li> <li>• <i>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.</i></li> </ul>			
	<ul style="list-style-type: none"> <li>• <i>The starred (*) content above will not be applicable to ancient languages</i></li> </ul>			

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**Progression map for MFL:**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking</b>	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Listening</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Reading</b>	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

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<b>Writing</b>	<p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</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>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 don't have and my pet's name</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>
<b>Grammar</b>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'</p>	<p>Consolidate our 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). 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>

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**By the end of 2024-2025, children should know and do (if reminded of the language required):**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	La Phonétique lesson 1 (Core) I am Learning French (Early)	Les Animaux - Animals (Early)	Petit Chaperon Rouge / Little Red Riding Hood (Early)	Je Peux - I am Able (Early)	Les Glaces / Ice-Creams (Early)	Les Fruits / Fruits (Early)
	<ul style="list-style-type: none"> <li>Know the sounds/ phonemes 'CH' 'OU' 'ON' 'OI'</li> <li>Find France on a map of the world.</li> <li>Name the capital of France and three other well known French cities.</li> <li>Name at least two other countries where they speak French in the world.</li> <li>Say my name, count to ten and how I am feeling in French.</li> <li>Name and recognise up to 10 colours in French.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.</li> <li>Attempt to spell some of these nouns with their correct indefinite article (un/une).</li> <li>Pretend I am a particular animal using the first person singular 'je suis'.</li> </ul>	<ul style="list-style-type: none"> <li>Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>Name and spell at least three parts of the body in French as seen in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, remember and spell 10 action verbs in French.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) and 'mais' (but).</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in French using 'je voudrais'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like their ice-cream in a cone or a small pot/tub</li> <li>Say 'please' and 'thank you' in French.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns with their correct article/determiner.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits I like and dislike.</li> </ul>
<b>Year 4</b>	La Phonétique lesson 1 and 2 (Core) Je me presente / Presenting Myself (Intermediate)	La Famille / My Family (Intermediate)	Boucle D'Or Et Les Trois Ours / Goldilocks (Intermediate)	En Classe / In the Classroom (Intermediate)	Au Salon De Thé / At the Tea Room (Intermediate)	Quel Temps Fait-il? / The Weather (Intermediate)
	<ul style="list-style-type: none"> <li>Know the sounds/ phonemes 'I 'IN' 'IQUE' 'ILLE'</li> <li>Count to 20 in French.</li> <li>Say my name and age in French.</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how I are feeling.</li> <li>Tell you where I live in French.</li> </ul>	<ul style="list-style-type: none"> <li>Tell somebody the members, names and various ages of either my own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the</li> </ul>	<ul style="list-style-type: none"> <li>Not only sit and listen attentively to the story as in year three but to recognise, understand and remember more of the new language.</li> <li>Increase my memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>Increase my thinking and reasoning skills in</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>Say what I have and do not have in my pencil case.</li> <li>Recognise and respond to simple classroom commands and praise.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and repeat from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks.</li> <li>Name some common foods and drinks in a typical French 'salon de thé'.</li> <li>Make nouns plural.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in French.</li> <li>Ask what the weather is like today.</li> <li>Say what the weather is like today.</li> <li>Create a French weather map.</li> <li>Describe the weather in different regions of France using a</li> </ul>

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	<ul style="list-style-type: none"> <li>Tell you if I am French or English, introducing concept of gender and agreement</li> </ul>	<p>possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <ul style="list-style-type: none"> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul>	<p>French, identifying strategies to use in the future for memorising new words and phrases.</p> <ul style="list-style-type: none"> <li>Attempt to re-tell a familiar fairy tale in French.</li> </ul>		<ul style="list-style-type: none"> <li>Increase my knowledge of French currency.</li> <li>Order in French what I would like to eat and drink in a role-play.</li> </ul>	<p>weather map with symbols.</p>
<b>Year 5</b>	<p>La Phonétique lesson 1-3 (Core) As-Tu Un Animal? / Do You Have a Pet? (Intermediate)</p>	<p>Quelle Est La Date Aujourd'hui? / What is the Date? (Intermediate)</p>	<p>Chez Moi / My Home (Intermediate)</p>	<p>Les vêtements / Clothes (Intermediate)</p>	<p>Les Jeux olympiques / The Olympic Games (Intermediate)</p>	<p>Les habitats / Habitats (Intermediate)</p>
	<ul style="list-style-type: none"> <li>Know the sounds / phonemes 'EAU', 'EUX', 'é', 'è' and 'E'.</li> <li>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for common pets in French.</li> <li>Tell somebody in French if I have or do not have a pet.</li> <li>Ask somebody else in French if they have a pet.</li> <li>Tell somebody in French the name of my pet.</li> <li>Use 'et' (and) and 'mais' (but) to make more complex and interesting sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Les vêtements / Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms I have or do not have in my home.</li> <li>Ask somebody else in French what rooms they have or do not have in their home</li> <li>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	<ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb 'porter' in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to longer passages in French about the ancient and modern Olympic Games.</li> <li>Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French.</li> <li>Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners.</li> <li>Form positive and negative sentences using the verb 'faire' (to do) in French.</li> <li>Recognise the concept of gendered nouns in French in regard to the male and female Olympians.</li> </ul>	<ul style="list-style-type: none"> <li>Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>Tell somebody in French which animals live in these different habitats.</li> <li>Tell somebody in French which plants live in their different habitats.</li> </ul>

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	La Phonétique lesson 1-4 (Core)	Manger et Bouger / Healthy Lifestyles (Progressive)	Les Jeux olympiques / The Olympic Games (Intermediate)	Les habitats / Habitats (Progressive)	Le week-end / The Weekend (Progressive)	Les Vikings / Vikings (Progressive)
<b>Year 6</b>	<p>Les vêtements / Clothes (Intermediate)</p> <ul style="list-style-type: none"> <li>• Know the sounds / phonemes 'QU', 'GNE', 'ç', 'EN' and 'AN'.</li> <li>• Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb 'porter' in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> </ul> <p>Use the possessives with increased accuracy.</p>	<ul style="list-style-type: none"> <li>• Name and recognise 10 foods and drinks that are considered good for your health.</li> <li>• Name and recognise 10 foods and drinks that are considered bad for your health.</li> <li>• Say what activities they do to keep in shape during the week.</li> <li>• Say in general what they do to keep a healthy lifestyle.</li> <li>• Learn to make a healthy recipe in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to longer passages in French about the ancient and modern Olympic Games.</li> <li>• Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French.</li> <li>• Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners.</li> <li>• Form positive and negative sentences using the verb 'faire' (to do) in French.</li> <li>• Recognise the concept of gendered nouns in French in regard to the male and female Olympians.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats and what their particular adaptations are to best suit their environment.</li> <li>• Tell somebody in French which plants live in their different habitats and what their particular adaptations are to best suit their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the key periods in Ancient Britain, chronologically in French.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>• Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1<sup>st</sup> person singular (I...), with an opportunity to move to third person singular.</li> <li>• Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>