

# French MFL - Long Term Curriculum Overview 2025- 26

Subject area		Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
Year 3	Phonics 1	<b>I'm learning French (E)</b> <ul style="list-style-type: none"> <li>Pinpoint France and other French speaking countries on a map of the world</li> <li>Ask and answer the question 'How are you?' in French</li> <li>Say 'Hello' and 'Goodbye' in French</li> <li>Ask and answer the question 'What is your name?' in French</li> <li>Count to ten in French</li> <li>Say ten colours in French</li> </ul>	<b>Seasons (E)</b> <ul style="list-style-type: none"> <li>Recognise, recall and remember the four seasons in French</li> <li>Recognise, recall and remember a short phrase for each season in French.</li> <li>Say which season is their favourite in French and attempt to say why</li> <li>using the conjunctions 'et' and 'car'</li> </ul>	<b>Musical Instruments (E)</b> <ul style="list-style-type: none"> <li>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</li> <li>Understand articles, determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>Learn to say and write 'I play an instrument' in French using the high-frequency 1st person regular verb 'je joue'</li> </ul>	<b>Fruits (E)</b> <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</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike</li> </ul>	<b>Ice-Creams (E)</b> <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> </ul>	<b>Little Red Riding Hood (E)</b> <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>
Year 4		<b>Presenting Myself (I)</b> <ul style="list-style-type: none"> <li>Count to 20</li> <li>Recite name and age</li> <li>Say hello and goodbye</li> <li>Ask how someone is feeling</li> <li>Answer how they are feeling</li> <li>Be able to say where they live</li> <li>Tell you their nationality and understand basic gender agreement rules</li> </ul>	<b>Family (I)</b> <ul style="list-style-type: none"> <li>Tell someone the names, and ages of the family in French</li> <li>Count in French to 100</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'</li> <li>Move from 1st person singular to 3rd person singular of the two verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul>	<b>Goldilocks (I)</b> <ul style="list-style-type: none"> <li>Listen attentively to a story in French</li> <li>Use picture cards, word cards and phrase cards in French to aid memory</li> <li>Increase thinking and reasoning skills in French</li> <li>Identify strategies to use for memorising new words and phrases.</li> <li>Attempt to spell in French</li> </ul>	<b>Habitats (I)</b> <ul style="list-style-type: none"> <li>In French talk about the key elements animals and plants need to survive in their habitat</li> <li>In French talk about 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> </ul>	<b>The Classroom (I)</b> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article/determiner</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case</li> </ul>	<b>My Home (I)</b> <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 for the rooms of the house in French</li> <li>Tell somebody in French what rooms they have or do not have in their 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</li> </ul>
Year 5	Phonics	<b>Do you have a pet? (I)</b> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight nouns(including the correct article for each)</li> <li>For pets in French</li> <li>Tell somebody in French if they 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 their pet</li> <li>Attempt to create a longer phrase using the connectives ET or MAIS</li> </ul>	<b>What is the date? (I)</b> <ul style="list-style-type: none"> <li>Remember, recall and spell the seven days of the week.</li> <li>Remember, recall and spell the twelve months of the year.</li> <li>Remember, recall and spell numbers 1-31.</li> <li>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is</li> </ul>	<b>The Weather (I)</b> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in French.</li> <li>Ask what the weather's like today.</li> <li>Say what the weather's like today.</li> <li>Create a French weather map.</li> <li>Describe the weather in different regions of France using a weather map with symbols</li> </ul>	<b>Clothes (I)</b> <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> </ul>	<b>At the Tea Shop</b> <ul style="list-style-type: none"> <li>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>To understand better how to change a singular noun to plural form.</li> <li>Perform a short role-play ordering what they would like to eat and drink</li> </ul>	<b>Healthy Eating</b> <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>

Year 6		<p><b>At School (P)</b></p> <ul style="list-style-type: none"> <li>● Repeat and recognise the vocabulary for school subjects.</li> <li>● Say what subjects they like and dislike at school.</li> <li>● Say why they like/ dislike certain school subjects.</li> <li>● Tell the time (on the hour) in French.</li> <li>● Say what time they study certain subjects at school.</li> </ul>				<p><b>Me in the World (P)</b></p> <ul style="list-style-type: none"> <li>● About the many countries in the Francophone world</li> <li>● About different festivals (religious and non-religious) around the world.</li> <li>● That we are different and yet all the same</li> <li>● That we can all help to protect our planet.</li> <li>● How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country)</li> </ul>	<p><b>The Weekend (P)</b></p> <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> </ul> <p>Present an account of what they do and at what time at the weekend</p>
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### Key

E=Early Language Unit

I = Intermediate Language Unit

P = Progressive Language Unit