

Curriculum Progression Overview for Modern Foreign Languages



This should be used alongside the EYFS Long Term Plan which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

EYFS Area for Languages	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
MFL. Languages.	- Preparing children for the KS2 Curriculum - Awareness of the world around them – different people, culture, communities and languages	- Model oral literacy skills - Listening games - Sing/recite nursery rhymes - Communicate with others with basic greetings - Ask questions about the world around them - Make comparisons between two places - Look at maps and atlases - Labels/captions in other languages	- Listening, attention and understanding - People, culture and communities.
KS1 Breadth of study (optional)	To prepare children for the KS2 Curriculum Awareness of the world around them – different people, culture, communities and languages	- Read out loud everyday words and phrases (greetings, answering registers) - Use phonic knowledge to read words - Read and understand short written phrases (welcome, hello) - Give basic information and response to questions - Repeat simple words through song/nursery rhymes - Write or copy everyday words correctly	
KS2 Breadth of study (French as progressive and other languages for cultural awareness)	In chosen language (French): Speak Read Write Look at culture of the countries where the language is spoken	- To read and understand the main points in short written texts - Read short texts independently - Use a translation dictionary or context to work out meaning of unfamiliar words (including past present and future tenses) - Write short sentences/texts on familiar topics - Use of grammatical features (past present future) of common verbs - Write short phrases from memory with correct spelling - Understand the main points from spoken passages - Repeat words or phrases - Ask answer and take part in conversations to seek and give information - Demonstrate a growing vocabulary - Be understood in communicating in MFL - Describe with some interesting details some aspects of countries or communities where language is spoken - Make comparisons between life in countries or communities where the language is spoken and this country - Detail accounts of the customs, history and culture of countries	



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EYFS Years 1 & 2 (optional)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Modern Foreign Languages	Countries and capitals Our world – Identify different countries where English is spoken. Compare to other languages <i>Discuss holidays/neighbours and languages</i>	Christmas around the world Christmas around the world – Songs, nursery rhymes and traditions	Greetings Welcome - Hello /Goodbye Weather – Sun, Rain, Wind	Answer register Basic information in response to questions	Holidays Identify countries and communities where the language is spoken Show awareness of the social conventions when speaking to someone Explore culture	
	Links to topics and whole school vision/values Labels and captions in other languages around the classroom/school French/Spanish club No written grammar					

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Year 3	Autumn	Spring	Summer
Modern Foreign Languages <i>French</i>	<u>Rigolo 1 Unit 1 - Bonjour</u> - Greet and say goodbye to someone - Ask someone's name and say your own - Ask how someone is and respond to the same question - Learn some basic nouns - Count numbers 1 - 10	<u>Rigolo 1 Unit 2 – En classe</u> - Identify common classroom objects - Identify colours and describe objects colour - Say your age - Recognise and repeat classroom instructions	<u>Rigolo 1 Unit 3 – Mon Corps</u> - Identify parts of the body - Describe eyes and hair appearance - Give basic character descriptions - Recognise days of the week
	<u>Grammar focus</u> - Social conventions - Ask and answer questions - First notions of gender - Cognates	<u>Grammar focus</u> - Gender - Ask and answer questions - Basic word order - Using context to determine meaning - Comparing languages	<u>Grammar focus</u> - Gender - The definite article - Simple word order - Simple descriptions - Comparing languages - Basic notion of adjectival agreements
Year 4	Autumn	Spring	Summer
Modern Foreign Languages <i>French</i>	<u>Rigolo 1 Unit 4 – Les Animaux</u> - Identify animals and pets - Recognise and use numbers 11 – 20 - Give someone's name - Describe someone	<u>Rigolo 1 Unit 5 – Ma Famille</u> - Identify family members - Recognise and spell with letters of the alphabet - List household items - Use basic prepositions <i>sur</i> and <i>dans</i> to describe position	<u>Rigolo 1 Unit 6 – Bon Anniversaire</u> - Recognise and ask for snacks - Give basic opinions about food - Use numbers 21 -31 - Recognise and use the months - Form dates
	<u>Grammar focus</u> - Genders - Recognise negative form - Giving names in third person - Basic notion of adjectival agreement - Giving descriptions in the third person - Recognise how sounds are represented in written form - Practise pronunciation	<u>Grammar focus</u> - Genders - Spell words using the French alphabet - Classifying words into different types - Describe position using basic prepositions	<u>Grammar focus</u> - Genders - Understand and reply to questions - Use numbers to 31 to form dates - Question forms

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Year 5	Autumn	Spring	Summer
Modern Foreign Languages <i>French as progressive</i>	Immersion in other language as part of topic Year A: Spanish Year B: German What is Spain/Germany famous for Personal information – name, age, where they live Colours eg. Pablo Picasso painting identify in Spanish Numbers – Flashcards, pairs Likes/Dislikes Food/holiday phrases Songs -Silent Night in German, Vida Loca or We don't talk about Bruno in Spanish	<u>Rigolo 1 Unit 7 – Encore</u> - Revise ways of describing people - Describe someone's nationality - Describe people using various adjectives	<u>Rigolo 1 Unit 8 – Quelle heure est-il?</u> - Talk about activities - Tell the time - Talk about the time you do activities
	<u>Grammar focus</u> - Gender – masculine and feminine words (der/die for German, -o -a for Spanish) - indefinite article, singular/plural - Irregular verbs, prepositions, range of adverbs, correct verb endings, verbal phrases – time related (yesterday, tomorrow)	<u>Grammar focus</u> - Revision of variety of avoir phrases - Recognise and use third person singular - Use etre phrase with adjectives - Recognise different adjective endings	<u>Grammar focus</u> - Use several present tense verbs to describe activities - Produce short phrases orally - Produce short phrases orally and in writing

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Year 6	Autumn	Spring	Summer
Modern Foreign Languages <i>French as progressive</i>	Immersion in other language as part of topic Year A: Spanish Year B: German What is Spain/Germany famous for Spanish/German speaking countries Conversational language: Greetings, Time of day Personal information – name, age, where they live Colours eg. Pablo Picasso painting identify in Spanish Numbers – Flashcards, pairs Likes/Dislikes Food/holiday phrases Songs -Silent Night in German, Vida Loca or We don't talk about Bruno in Spanish	<u>Rigolo 1 Unit 10 – Ou vas-tu?</u> - Count from 31-60 – from unit 9 - Talk about going to French cities - Give and understand basic directions - Talk about the weather	<u>Rigolo 1 Unit 10 – On mange!</u> - Going shopping for food - Ask how much something costs - Talk about activities at a party - Give opinions about food and various activities - Give and understand basic directions
	<u>Grammar focus</u> - Gender – masculine and feminine words (der/die for German, -o -a for Spanish) - indefinite article, singular/plural - Irregular verbs, prepositions, range of adverbs, correct verb endings, verbal phrases – time related (yesterday, tomorrow)	<u>Grammar focus</u> - Ask and answer where are you going using je vais - Understand and give imperative instructions for directions - Form weather expressions	<u>Grammar focus</u> - Talk about food using partitive article - Use on to talk about first person plural activities